



## **Communications and Marketing for Animal Welfare Organizations**

VME 6934

3 credits

University of Florida Distance Education Graduate Program in Shelter Medicine

### ***Instructor:***

Caitlin Quinn, MPA

E-mail: [caitlin.quinn@ufl.edu](mailto:caitlin.quinn@ufl.edu)

Please communicate with me by using the Canvas Inbox. Expect a reply within 48 hours. I will also be available for scheduled office hours visits on Wednesdays between 4pm EST and 9pm EST and Fridays between 12pm EST and 6pm EST however you must email me at least 24 hours ahead of time to schedule a time slot.

### ***Course Coordinator***

Terry Spencer, DVM, MEd

E-mail: [tspencer@ufl.edu](mailto:tspencer@ufl.edu)

### ***Course Description***

Understand the unique benefits and challenges of external communications and marketing in animal welfare organizations.

### ***Course Content***

Marketing and external communications have the power to shape behavior within our community; to drive awareness; and to inform future decisions. No matter the size, budget and mission of the organization, marketing helps establish and maintain connections within the community and across diverse stakeholders and service recipients. By the end of this course students will understand the role that marketing plays in animal sheltering and the methods and strategies they can use as veterinarians and leaders to leverage external communications, impact and inform the community.

### ***Course Prerequisites***

BA degree or equivalent and acceptance into graduate program at UF

### ***Co-Requisites***



Relationship with a local animal shelter to view communications and marketing campaigns (can be done by web search, email, telephone, or in person).

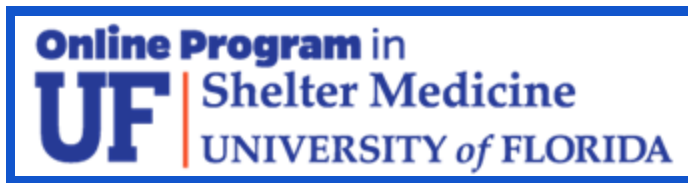
### ***Course Website***

<https://onlinesheltermedicine.vetmed.ufl.edu/>

### ***Course Objectives***

By the end of this course, students will be able to:

1. Explain the role of marketing and communications, including relevant definitions and techniques, as applied in the animal sheltering field and for those not necessarily tasked with the “job” of marketing.
2. Recognize specific audiences for shelter marketing and communication and the platforms or methods with which to reach them
3. Discuss the animal welfare agency’s role in the community and how to implement different methods of mission-driven communication.
4. Compare potential challenges to communicating externally vs. internally and propose solutions to making public-facing messages resonate within a given animal welfare community.
5. Identify key concepts related to marketing and communications for animal welfare, such as social media and digital marketing, positive marketing vs. guilt marketing, press releases, and interview strategies,
6. Design a plan for digital communications and marketing for animal welfare that adopts current best practices and professional standards to reach a diverse community of stakeholders.
7. Determine appropriate methods for communicating during a crisis for animal welfare.
8. Recognize the intersection of marketing and communication with operational and developmental goals for an animal welfare organization.
9. Propose effective strategies for building inclusivity through communications and marketing, and overcoming barriers to reach for an animal welfare organization.
10. Create tools and templates to support external communications and promotion of an animal shelter’s mission, programs, and activities, such as press releases, social media posts, and flyers.



### ***Materials and Supplies Fees***

None

### ***Required Textbooks and Software: (available as e-texts in online Course Reserves if you have your UF VPN open)***

Miller, K. The Nonprofit Marketing Guide: High-Impact, Low-Cost Ways to Build Support for Your Good Cause, 2021 (Wiley)

Fitch, Bradford and Jack Holt, Ed. Media Relations Handbook for Government, Associations, Nonprofits, and Elected Officials, 2nd Edition,, 2012 (TheCapitol.Net), pages 21-64.

**Other required and recommended readings** will be posted in e-learning and Course Reserves to download and review without charge.

**Required Technology:** Computer with reliable, high speed internet access; your preferred web browser; video player with ability to play MP4 videos; speakers and/or headphones and working sound; PDF reader; Excel® or similar spreadsheet software. For more information on hardware and software necessary to run Canvas, visit <https://community.canvaslms.com/docs/DOC-2059> (Links to an external site.). Canvas offers mobile applications for both [Apple](#) (Links to an external site.) and [Android](#) (Links to an external site.) products. These apps may be downloaded in the respective app stores. Depending on the device and your equipment, not all Canvas features may be available on the app at this time. For more information on Canvas apps, visit <https://community.canvaslms.com/docs/DOC-1542> (Links to an external site.).

### ***Course Schedule***

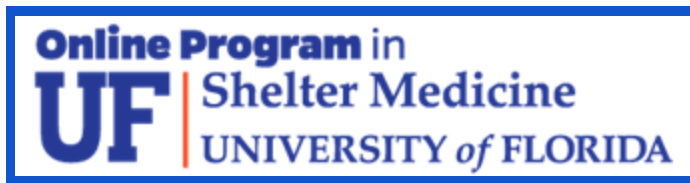
Module 1: Getting Started

Module 2: What is marketing & communications?

Module 3: What is its role in animal sheltering?

Module 4: How can shelters utilize traditional marketing and media relations?

Module 5: What are the best practices for digital marketing in animal sheltering?



Module 6: What is the role of leaders in effective marketing & communications for animal shelters?

Module 7: Wrapping Up

<b>Modules/Weeks</b>	<b>Topics/Concepts</b>	<b>Assignments</b>
1. Getting Started (1 week)	Expectations  Introductions  Syllabus	Introduction  Prompt/Discussion
2. What is marketing + communications? (2 weeks)	Definitions and key terms  Purpose of marketing/comms  Understanding the community + agency's role  Planning: 5 components of marketing strategy  Audiences and segments  Voice, tone and language	Readings / Recordings  Prompt/Discussion  Assignment #1
3. Why is marketing + communications important to animal sheltering? (2 weeks)	Messaging and Storytelling  Adapting traditional knowledge to specific organization needs and resources  Influencing community attitudes and behavior towards animals and animal services  Guilt Marketing vs. Positive Marketing	Readings /Recordings  Prompt(s)/Discussion  Assignment #2
4. How can shelters utilize traditional	Traditional marketing components (branding and uniqueness, print marketing, in-house	Readings/Recordings



<p>marketing and media relations? (3 weeks)</p>	<p>communications materials)</p> <p>Press and Media (crisis messaging, transparency, press releases, interview strategies)</p> <p>Presenting Data + Educational messaging</p>	<p>Assignment #3</p> <p>Prompt/Discussion</p>
<p>5. What are the best practices for digital marketing in animal sheltering? (3 weeks)</p>	<p>Types of digital media and options for engagement</p> <p>Voice and imagery and brand in digital presence</p> <p>Handling negative comments, evolving responses</p> <p>Metrics and evaluating success (analytics, insights, and how these shape future actions)</p>	<p>Readings/Recordings</p> <p>Assignment #4</p> <p>Prompt(s)/Discussion</p>
<p>6. What is the role of leadership in effective communications + marketing? (4 weeks)</p>	<p>Internal comms vs. external comms</p> <p>Crisis Communications</p> <p>Accessibility &amp; inclusivity considerations</p> <p>Communications as customer service</p> <p>Marketing and communications with limited resources</p>	<p>Readings / recordings</p> <p>Prompt(s)/Discussion</p> <p>Assignment #5</p> <p>Assignment #6: Parts 1 and 2</p>
<p>7. Wrapping Up (1 week)</p>	<p>Comprehensive shelter marketing and staying informed</p>	<p>Assignment #7</p> <p>Submit Final Marketing Strategy</p> <p>Evaluation/Feedback</p> <p>Post-Course Survey</p>



**Evaluation Framework**

All grading rubrics built into Canvas e-learning platform.

Assignment	Weight	Grading Criteria
Assignments	60% total,	<p>Assignment #1: Identify different audiences and create marketing profiles for 3 sample audience members</p> <p>Assignment #2: Identify targets for building awareness (what behaviors and ideas are we attempting to influence)</p> <p>Assignment #3: Write a press release and prepare 3 interview talking points for a given scenario.</p> <p>Assignment #4: Create 1 social post for each social platform assigned on a given topic or target message, demonstrating how to modulate approach - voice, graphics, and structure - depending on platform.</p> <p>Assignment #5: Design a 4-5 step crisis communications response to a provided scenario.</p> <p>Assignment #6A - Part 1: Run an ADA web accessibility compliance check on website</p> <p>Assignment #6B - Part 2: Run an inclusivity check on that same website and associated social channels.</p> <p>Assignment #7: Outline your final project</p> <p>Students follow detailed instructions given in the online assignments, submits by due date,</p>



		complete any peer-reviews of classmates' submissions, and respond to all given feedback professionally and timely to improve/revise submitted work.
Quizzes	12% total	Students complete the quiz by the due date and within the parameters of the quiz instructions, drawing on required readings or viewings.
Discussions	10% total	Students post by due date with thorough and well-written responses to the prompt and respond professionally to at least 2 other classmates posts within the given time period.
Reflections	3% of total	Students respond to all prompts and upload to the instructor by the due date.
Final Marketing Strategy	15% total	<p>Students submit online a 5 part marketing plan including components that outline audience, awareness, advantages, communication, and activities for a shelter of study</p> <p>Students submit a final strategy document by due date, following detailed instruction on content and format, complete any peer-reviews of classmates' work using provided rubric by due date.</p>

**Grading Scale**



Percent	Grade
93 - 100	A
90 - 92	A-
87 - 89	B+
83 - 86	B
80 - 82	B-
77 - 79	C+
73 - 76	C
70 - 72	C-
67 - 69	D+
63 - 66	D
60 - 62	D-
0 - 59	E

Additional information on the University of Florida Grades and Grading Policies may be found at: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>





## EXPECTATIONS AND POLICIES

Students are responsible for meeting all academic objectives as defined by the instructor. Plagiarism ([as defined by the UF Student Honor Code](#)) will not be tolerated. Be sure to cite your sources and references and attribute any verbatim quotations included in your submissions and posts.

[UF Maples Center for Forensic Medicine Code of Conduct and Professionalism \(our Department\)](#)

### **Instructional Policy:**

This course is part of the distance education program at the University of Florida. Instead of traditional lecture format, the medium for communication between course instructors, teaching assistants and students will be via Canvas e-learning. (<http://elearning.ufl.edu> )

**Attendance:** Students must participate in the online discussions, and are required to visit the course e-learning daily for important updates and announcements.

Additional information regarding attendance/absences can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Class Participation:** Students are expected to constructively join in online discussions with appropriate preparation, to post interesting and relevant information on the class bulletin board, and to interact professionally with their classmates.

**Performance Expectations:** Students are expected to produce quality work of a standard comparable to any graduate level didactic course. Bulletin postings and discussions must be legible, constructive and appropriate. Students are required to think for themselves and will be expected to complete assignments that require the application of logic and reasoning skills when the answer may not be found in a book or the course notes.

**Due Dates and Late Submissions:** Pay close attention to the due dates posted in e-learning on your personal Dashboard and the Canvas Calendar for each assignment. Late submissions are eligible for up to 50% of the available points for each assignment.

This course is designed for working professionals like yourself. So we understand that sometimes life gets in the way of our best plans for juggling work, home, and school. If you anticipate you will likely miss a due date, request an extension in advance of the due date by sending an email through the Canvas Inbox to your instructors that explains the reason you need more time and when you expect to submit the work. Please title these posts clearly with "REQUEST EXTENSION FOR ASSIGNMENT 6A" (or whatever you need). Please avoid



overuse of this option as it interferes with your classmate's ability to complete their own assignments.

NOTE: We honor most, but not all, requests for extensions.

**Grade Changes:** Grades will be changed only when a grading error has been made. If you think an error has been made, you should email the instructor as soon as possible. Your entire assignment will then be re-graded.

**Incomplete grades:** Under special circumstances, if a student is unable to finish a course before the end of the semester we may be able to assign an incomplete grade. An incomplete grade is a non-punitive grade assigned at the discretion of the course instructor. In this course an incomplete grade may be assigned if 1/3rd or more of the course assignments have been completed and if the student has remained in communication with TA's and instructors throughout the course, or has made an effort to request an incomplete grade. If an incomplete grade is assigned, outstanding assignments must be completed by the end of the next semester. If the assignments are not completed in this time you will be assigned a grade based on the completed assignments.

### ***Students Requiring Accommodations***

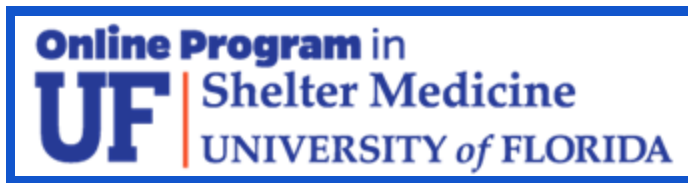
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### ***Course Evaluation***

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at [gatorevals.aa.ufl.edu/students/](http://gatorevals.aa.ufl.edu/students/). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results/](http://gatorevals.aa.ufl.edu/public-results/).

### ***University Honesty Policy***

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor



and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### ***Software Use***

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

### ***Student Privacy***

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:

<http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

### ***Campus Resources:***

#### ***Health and Wellness***

##### **U Matter, We Care:**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

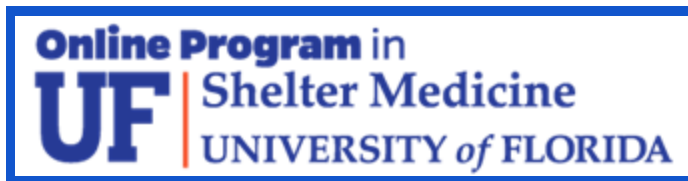
##### **Sexual Assault Recovery Services (SARS)**

Student Health Care Center, 392-1161.

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

#### ***Academic Resources***

**E-learning technical support**, 352-392-4357 (select option 2) or e-mail to



Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

**Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling.  
<https://www.crc.ufl.edu/>.

**Library Support**, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

**Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.  
<https://teachingcenter.ufl.edu/>.

**Writing Studio, 302 Tigert Hall**, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

**Student Complaints Campus:**

[https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf).

**On-Line Students Complaints:** <http://www.distance.ufl.edu/student-complaint-process>