**Insights Content Type**

DESCRIPTION: Short-form content; HTML only (system-generated PDF only with little, if any, formatting)

PURPOSE OF THIS CONTENT TYPE: Risk management staff will find it most useful when looking to inform members about:

* A discrete or niche issue which impacts education but does not warrant an extensive analysis by UE
* A timely issue that may not have staying power (such as Pokemon Go and vaping)
* An issue which is top-of-mind for members
* A topic which will be the focus of extensive analysis by UE; the Insights content serves as a stop-gap or “highlights” piece while UE is conducting the comprehensive analysis
* An emerging issue that we are seeing in or anticipate affecting UE claims (i.e., faculty resisting disability accommodation requests) or is the focus of a significant number of member risk advice requests

CONSTITUENT NEED: UE’s constituents are time-strapped and look to UE to provide relevant and timely information, and key take-aways, in a format that is easy to read and digest. ***The Insights content type addresses constituents’ need to stay up to date and conversant about emerging issues.***

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| **Title** | Titles should be short, clear, and direct. Refrain from indicating “higher ed” or “K-12” in the title since this filtering will be done by the site. |
| **Bottom Line Statement** | A short phrase or sentence that sums up the key takeaway for the reader. |
| **Body Copy**  **(No more than 1,200 words)** | Writers should make ample use of subheads to highlight key points and use bullets to provide clear direction or to simplify a complex issue. Avoid sub-bullets whenever possible; they tend to prevent easily scanning an article and can make for difficult reading. Embedded links should be used to direct members to external resources within the narrative. |
| **Visual (optional)** | A visual or graphic element may accompany the text. Either the writer can recommend a graph, chart, or pull quote, or the graphic designer can suggest an image. |
| **Resources** | For readers who want relevant resources to further explore this topic, direct them to no more than 10 total resources. Categorize resources by those developed by UE (under the header, “More From UE”) and those from outside organizations (under the header “Additional Resources”). Prioritize by putting those resources that provide the most value to the reader at the top of each list, such as sample policies from other institutions. |
| **Byline** | Include the writer’s byline and a brief (one to two-sentence) bio. As an option, writers may also include a photo. Invite readers to contact UE with questions about application of this information at their school/campus. |
| **Date/Copyright Notice** | The publication date will reflect the date posted online and should be revised upon annual review and/or revision to demonstrate the continued relevancy of the content. |

LIFECYCLE: Because this content is generally for more timely issues, it should be reviewed on an annual basis to determine continued relevancy for members and whether UE has created more in-depth, or updated resources, for members regarding this topic. Evergreen content may remain unchanged for several review cycles, but annual review dates should be captured to demonstrate continued accuracy and relevancy for our members.

CONTENT MARKETING: All content highlighted in orange should be made available to non-members as a demonstration of UE’s thought leadership.