



O'Neill School of Public and Environmental Affairs  
*M561 – Public Human Recourses Management*

**Instructor:** Cheryl Hughes/Senior Lecturer; [ckhughes@iu.edu](mailto:ckhughes@iu.edu); SPEA room 335 (not A335)

**Office Phone:** 812 855-2844

**Cell Phone:** 812-929-2597 (preferred way to reach me)

**Class Meeting:** Tuesday/Thursday 9:45 – 11:00 a.m. in SPEA 273

**Office Hours:** *by Appointment (students will schedule Zoom or face-to-face office hours by emailing the professor. I found this more respectful of your time and eliminates students waiting outside my office for long periods of time)*

**Academic Calendar:** Classes begin on Monday, August 26. Classes will not meet:

- Labor Day (Monday, September 2).

The academic calendar: <https://calendars.registrar.indiana.edu/official-calendar/index.shtml?term=4248&session=16w&event=0>

*All assignments are posted to Canvas, plan accordingly, most but not all assignments are due on Sunday's at 11:59 p.m. Track on due dates and plan your schedules accordingly.*

The focus of this course is a strategic approach to human resource management, considers all human resource managers—all managers need to be concerned with the concepts and techniques needed to carry out the people or personnel aspects of one's management job. In other words, managing people at work. One focus of this course is how human resource management occurs in *public* organizations. However, the management concepts, applications, and theory are useful and applicable in other sectors as well.

Topics covered include attempts to provide a theoretical and strategic framework for understanding the management and operation of personnel systems in public work environments. Within that focus, I have selected class materials that present a variety of topics and arguments, including possible connections between our course and current and/or historical events outside the classroom will come up in (lectures/class discussions/ assignments). Those connections may require careful thought rather than being immediately obvious, but the ability to understand and analyze connections among ideas and events is a core skill in professional career and will stand you in good stead in your life beyond IU.

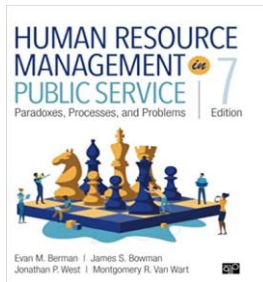
Students will develop their ability to understand and analyze current and/or historical events through the lens of concepts from this course.

## REQUIRED TEXTS AND MATERIALS

One book is required for the course, and one is recommended but not required, both are e-text. There is also a required Everything DiSC Profile Assessment

All the assigned readings are available in books, electronically on Canvas, or directly from other internet sites. Any journal articles in the syllabus are also available in full-text, online journals from the IU Library site (IUCAT).

### Required:



Evan M. Berman, James S. Bowman, Jonathan P. West and Montgomery R. Van Wart. 2020. *Human Resource Management in Public Service: Paradoxes, Processes, and Problems, 7<sup>th</sup> Edition*. Thousand Oaks, CA: CQ Press. Uploaded to your Canvas site.



**Required:** Everything DiSC Profile assessment (billed via Bursars)

### Recommended but not required



James L. Perry. 2021. *Managing Organizations to Sustain Passion for Public Service*. Cambridge, UK: Cambridge University Press. ISBN 9781108843256 (hardback). ISBN 9781108824132 (paperback). LCCN2020024226/ISBN 9781108915236

Perry (2021) is available as an ebook on Indiana University Libraries IUCAT (access is available to IUB students both on campus and off campus with authorized login).

## COURSE OVERVIEW AND OBJECTIVES

In the past, public personnel management has been referred to as the “triumph of technique over purpose.” Recently, however, a strategic approach to human resource management has emerged that considers all managers human resource managers—all managers need to be concerned with the concepts and techniques needed to carry out the people or personnel aspects of one's management job. This course attempts to provide a theoretical and strategic framework for understanding the management and operation of personnel systems in public work environments.

Specifically, the course objectives are:

1. To familiarize you with the major Human Resource Management (HRM) needs and activities of public organizations, which will also translate to other sectors.
2. To examine some of the major issues confronting public personnel managers.

3. To help you recognize the impact that an organization's HRM practices can have on you as an employee.
4. To enable you to be involved in managing your organization's human resources regardless of your specialty or type of organization.
5. To provide you skills in the major human resource functional areas of job analysis, recruiting and selecting job candidates, determining compensation systems, appraising performance, dealing with equal opportunity, diversity, affirmative action and other legal issues.

My philosophy of teaching is simple, I believe that students learn best by actively participating in the teaching-learning process. Since this is a graduate course, I consider each of you to be experienced professionals and in a position to be a valuable resource to each other. You can learn as much from your classmates as you can from me (in fact, the format magnifies the importance of this perspective). You will be asked to participate in numerous in class discussions and activities, cases, discussion posts, and exercises.

## EXPECTATIONS

It is your responsibility to do the following:

- Be prepared to contribute each week to class discussions and activities.
- Complete assignments on time.
- Inform me of any problem or situation that may interfere with your learning or performance of the course.
- Provide feedback on the strengths and weaknesses of the course in a professional manner

It is my responsibility to do the following:

- Provide activities designed to accomplish course objectives
- Assist in providing an atmosphere conducive to learning
- Grade and return assignments in a timely fashion and appraise students of their progression on a regular basis
- Respond to student concerns.

## COURSE REQUIREMENTS

**Course Assignment Requirements:** Listed on Canvas under Assignments tab. Due dates are located under the Syllabus tab.

### Guest Speakers

Public, nonprofit and private sector officials and executives may be invited to speak to the class. The dates and subjects will be announced according to guest availability, and the schedule and syllabus will be revised accordingly.

Attendance will be taken during guest presentations and material from these presentations may appear on an exam, quiz or assignment. When guest speakers are visiting our classroom. **Respecting our guest, students are to arrive on time and remain seated. No entering and leaving the classroom during the Guest speaker visit.** Students will earn Guest Speaker Activity points not only for attendance day of the guest visit but also for participation. Points earned for attendance and points earned for participation. Please note: if you have a medical condition or need to leave during a guest speaker meet with me at the start of the semester so that you will not lose points. Further see the Accessible Education Services office for additional support. [https://studentlife.indiana.edu/student-support/iub-aes/index.html#:~:text=Accessible%20Educational%20Services%20\(AES\)%20is,to%20be%20successful%20at%20Indiana](https://studentlife.indiana.edu/student-support/iub-aes/index.html#:~:text=Accessible%20Educational%20Services%20(AES)%20is,to%20be%20successful%20at%20Indiana)

## Attendance and In-Class Activities/Participation

This course has a learning application component, meaning we will have in-class activities to demonstrate understanding and knowledge of course material. Attendance will be taken at the start/end of each class. Any student found to sign in for another student, this will be considered violation of the IU student code of conduct and will be handled as such.

In-class activities will happen in nearly every class as part of your participation assessment. Any missed assessments **cannot be made up**. Generally, they will require some writing and sharing of your own thoughts pertaining to the reading and discussions. They will be collected at the end of class or during breakout sessions. If you are experiencing a concern regarding attendance, please schedule a time to speak with me and the Accessible Education Services office for additional support.

[https://studentlife.indiana.edu/student-support/iub-aes/index.html#:~:text=Accessible%20Educational%20Services%20\(AES\)%20is,to%20be%20successful%20at%20Indiana](https://studentlife.indiana.edu/student-support/iub-aes/index.html#:~:text=Accessible%20Educational%20Services%20(AES)%20is,to%20be%20successful%20at%20Indiana)

These activities may or may not be announced in advance. Activities will be worth points depending on the activity. Since the activity is being completed during class time, if you miss a class session with an in-class activity, those points cannot be made up. I will take attendance each class period.

**Mid-Term** will be administered in the classroom using Lockdown Browser with a paper option. (note: the midterm may be a take home exam. If a change happens students will be notified during class as well as an announcement on Canvas Announcements tab.)

Note: Mid-term will consist of multiple choice, true-false, and short answer. More details about the exam will be covered prior to the testing date. Exams cannot be made up, unless scheduled with the instructor **PRIOR** to the scheduled exam.

**Note:** Material for exams will come from readings and lectures. Understand some material you will be required to read but we may not get to in lecture and some items we will talk about in class lecture that may not be in your readings.

**Pro Tip:** If you show up and participate consistently in class and diligently do the readings on time, these exams should not cause you too much anxiety.

I will grade performance by testing your ability to expand on the ideas presented in the readings as they apply to more practical aspects of human resource management. This skill will be evaluated through written assignments, discussions, and exchanges with your peers and me. All assignments and due dates are posted on Canvas/Assignments tab.

## Chapter Quizzes/Assignments

Each week students will complete chapters reading checks and chapter related assignments some will be on Canvas; some will be during class time. These quizzes/assignments are a reading check and to prepare students for upcoming exams. See Canvas Assignment tab for details.

## Case Study Analysis

Read each case and respond to the assigned questions at the end of the case.

Assignments will be turned in using TurnItIn. If you quote from the case be sure to site your source. Response requires **2-4 paragraphs per question**, a paragraph is more than one or two lines. You must support your responses using material from the chapter, case and from the cumulative chapter questions as listed. You WILL lose points if responses are not supported by material from chapter(s), case, or supplemental information for each case. Use the supplemental sources to further research the case and gain a clearer understanding before responding to questions.

**Everything DiSC Task 1: See Canvas for Everything DiSC assignment requirements**

Students will receive an email confirmation that your Everything DiSC assessment has been issued, however, allow up to 24 hours for DiSC assessment profile to arrive (via email). Once the assessment is emailed, students will receive a confirmation from [morgan@morris-interactive.com](mailto:morgan@morris-interactive.com), check your junk mail.

Everything DiSC offers end-to-end learning experiences that have an immediate and lasting impact on the performance of people and the cultures of organizations. With over 40 years of research-backed assessment expertise, Everything DiSC is the superior DiSC assessment platform to unlock the potential of your people and the power of your culture.

**The Assessment**

Powered by 40+ years of research, each Everything DiSC personality assessment combines adaptive testing and sophisticated algorithms to deliver precise insights to each participant. These insights lay the groundwork for a personalized experience rich with “aha!” moments that inspire behavior change.

**The Profile**

The personalized content in the profile deepens self-understanding through the DiSC model. People gain insight into their own preferences and tendencies, learn more about relating to others, and receive actionable strategies to help them improve their interactions and ultimately, their performance.

Students will be provided with an access code to complete their individual DiSC assessment. You will bring your assessments to class where we will discuss your results and compare/contrast your results with your peers. After which a writing assignment will be completed. (see Canvas for details)

**Task 2: In Class DiSC Activity: See Canvas for details**

After completing your Everything DiSC assessment I will generate a comparison report pairing students with peers with contrasting profiles. During this activity you will use the reports provided to discuss your results and how you would use this information to better communicate and work with your peers and future employees.

I will collect your completed assessment at the end of class. Note: You must be present for this activity to receive points. Students absent will receive a zero and the activity **cannot** be made up. Due to the type of activity, you must be present to complete it, which is why you are unable to make up this exercise.

Points earned will be dependent on completion of the activity sheet provided and the effort put into the assignment. We will discuss in more detail the day of the activity.

**Task 3: DiSC Profile Reflection**

**Description:** After completing the Everything DiSC Profile assessment and participating in the in-class activity, students will write a professional Executive Summary based on the profile report: (below are areas to include on your professional profile, and you can add to this list). The format, be creative. Put together a one-page summary you would share with a prospective employer. I will share examples in class but will not attach them, because I want you to use your own creativity to reflect you.

- Summarizes your DiSC style (p. 4)
- Discusses the benefits and challenges associated with your DiSC style

- Discusses the priorities that shape your workplace experience (p. 5)
- Discusses your motivators and stressors (p. 6)
- Discusses one DiSC style that they are most challenged working with. Why?
- Summarizes the key strategies that might help your work more effectively with all the people in the workplace (p. 16)
- Discusses how your unique style could be used as a strength in the workplace. Be specific.

Students are to submit an Executive Summary in a professional format (**not an academic format**) that you would submit to an employer. I prefer one page but no more than two pages. This would be something you would use during an interview so be creative and professional.

The submissions **MUST** reflect critical thought and professional writing. Points will be deducted for every instance in which there are (1) failures to fully support a position, (2) spelling and grammatical errors, (3) failures to fully address each question, (4) failures to prepare content that is relevant, and (5) failures to organize content and frame arguments in a manner that is logical, comprehensible, and compelling.

If you simply submit a "written" paper, you will receive a zero. I want to see creativity and professionalism. Ask if you have any questions. I want you to have fun and be proud to share with a prospective employer, even upload to your LinkedIn.

## **Final**

Organizational Assessment Report and Presentation. This is your “final” for this course. This will be an assessment of human resource management in a public, private or nonprofit organization. The project is intended to provide you with direct experience with an organization. Your goal will be to gather information from published documents, interviews, and other sources that permit you to describe and evaluate human resource management in the organization you select. If you are currently employed in an organization, then you may be interested in using this assignment to learn more about human resource management in your organization and to critically assess how well your organization manages human resources.

Students will be assigned to work in small groups. Groups will be randomly assigned using Canvas during week two of the semester.

See Canvas for Detail outlining the written Proposal and Presentation and due dates.

**Syllabus Acknowledgement:** Each student is to read, sign and upload the Syllabus Acknowledgement form. This form can be found on Canvas Assignments tab under Syllabus Acknowledgement. It is also located under the Syllabus tab.

**Additional assignments as listed on Canvas Assignments tab.**

## **What is In-Class Participation?**

In-class participation is:

- Raising and answering questions.
- Sharing ideas, observations, and personal experiences.
- Pointing out relevant data.
- Generating potential solutions.
- Relating and synthesizing the ideas of others.
- Pointing out relationships to earlier discussions.
- Helping others develop their views and ideas.



In-class participation is **NOT**:

- An opportunity for the instructor to appear more knowledgeable than you.
- An opportunity for the most extroverted or vocal students to continually offer their ideas while everyone sits there quietly.
- Asking about course administration topics. Those should be asked outside of class via email, office hours, or schedule a private Zoom meeting.

In-class participation is an opportunity to:

- Make class interesting.
- Explore ideas both closely to and sometimes tangentially related to the topic for the day.
- Substantively engage course material that is complex.
- Examine issues from multiple perspectives.
- Practice speaking in front of a large group conveying complex thoughts/ideas.
- Discuss topics about which you are uncertain in a safe environment. No one should be “afraid to be wrong” in this course. Also, if you are confused or have questions, it is likely others do too. Speak up.

### **Grading Policy:**

All assignments are uploaded to the Canvas Assignments tab. They are also located under the Syllabus tab.

### **Grading**

To pass the course, students must demonstrate at least minimum attainment of the learning objectives. All of your work should reflect critical thinking, intellectual effort, and attention to detail. If you have a question about a grade or assignment schedule an appointment or come during office hours to discuss. This must be done within a week of the grade being posted, after the grade will stand. Do not wait until the last week or two of class to discuss a grade or assignment past the due date because you “just have to have an A” in the class. Stay on top of your assignments and grades throughout the semester. **When appropriate assignments will be submitted through Turnitin on Canvas.**

### **Late Submission of Assignments**

Due dates for all assignments can be found on the Canvas-Assignments tab. Pay attention to the Assignments tab, any changes or adjustments will be reflected on this tab.

Failure to submit an assignment by the due date/time will result in a 10% deduction of the assignment's point value up to 24-hours past the deadline. **After a 24-hour period a grade of “0” will be assigned.**

**Note: This does not apply to exams. Exams are due as noted on Canvas.**

Please make sure you are aware that the “due” date is different from the “available until” date in Canvas. Assignments are available 24 hours after the due date to allow for late submissions with a 10% deduction in final grade. Do not confuse the two; assignments should be submitted by the “**due date**” and time.

### **There are no make-up examinations or assignments unless there are dire circumstances.**

If such dire circumstances arise, the instructor must be notified through e-mail prior to the exam or assignment due date and the student must document the reason for the absence. I will decide whether the reason warrants missing an exam or assignment and will award a grade of zero if it does not. I reserve the right to ask different questions on make-up exams and assignments.

If you require additional time or accommodation provide ADS accommodation by the end of the second week of class. I will make the appropriate adjustments to your individual Canvas assignment.

### **Assignments will be submitted through Turnitin on Canvas**

All examinations, tests, written memos, and other assignments are required to be completed according to the standards set forth in this code. By registering in this class, you have acknowledged your awareness of the Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Code will not be treated lightly, and disciplinary action will be taken should such violations occur. Please see the instructor if you have any questions about the academic violations described in the Code in general or as they relate to requirements for this course. Failure to comply with the requirements of the Code can result in failure of the course, as well as more serious academic sanctions.

**Grading of Written Assignments.** Grades will be assigned according to the criteria listed below:

Grades of A/A-: To receive a grade in the "A" range, you have gone well beyond the criteria of acceptable graduate work. The organization of your case is easy to follow, spelling and grammar correct, and writing style effective. Beyond that, your analysis is of such outstanding quality that I am impressed with your comprehension of the material and the solutions that you recommend. Not only have the important factors been recognized, but you have gone beyond the text material in writing your analysis.

Grades of B+/B/B-: Generally, acceptable graduate work will be assigned a grade in the B range. To receive this grade, the organization of your case must be easy to follow, spelling and grammar correct, and writing style effective. Your analysis should distinguish between fact and opinion, avoid excessive rehashing of case facts, and reflect a good understanding of the text material. Your assignment also should reflect a good understanding of the material and the solutions that you select should follow logically from your analysis and evaluation.

Grades of C+/C/C-: Grades in the "C" range fall below graduate quality. This grade will be assigned if the case is not well written, did not address the issues of the case, did not answer the questions asked, or if the analysis is sketchy or superficial.

#### **Syllabus Disclaimer**

The instructor reserves the right to change the syllabus as needed throughout the course of the semester. Whenever a change is made, students will be notified as early as possible during class and/or via Canvas announcement about the change.



### **O'Neill School expectations of civility and professional conduct<sup>1</sup>**

The O'Neill School takes matters of honesty and integrity seriously because O'Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O'Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O'Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.
- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
- Students must not destroy or deface classroom property nor leave litter in the classroom.

### **Academic Dishonesty**

SPEA faculty do not tolerate cheating, plagiarism, or any other form of academic dishonesty. If you have not done so, you should read the IUB Code of Student Rights, Responsibilities, and Conduct, which can be accessed <http://www.iu.edu/~code/code/index.shtml>, so you will be sure to understand what these terms mean and what penalties can be issued for academic dishonesty. Academic dishonesty can result in a grade of F for the class (an F for academic dishonesty cannot be removed from the transcript).

Significant violations of the Code can result in expulsion from the University.

Plagiarism is using another person's words, ideas, artistic creations, or other intellectual property without giving proper credit. According to the Code of Student Rights, Responsibilities, and Conduct, a student must give credit to the work of another person when s/he does any of the following:

- a. Quotes another person's actual words, either oral or written;
- b. Paraphrases another person's words, either oral or written;
- c. Uses another person's idea, opinion, or theory; or
- d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

**All work must be entirely your own. When you quote from others' work, you must give full credit by footnote or endnote. Failure to use quotation marks when quoting, failure to give full credit when paraphrasing, use of others' ideas or work products, submission of work prepared through impermissible collaboration, and also submission of work prepared by you for another class are all examples of violations of the Code and will result in sanctions.**

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<sup>1</sup> These expectations are excerpted from the O'Neill School Honor Code which can be found at: [https://oneill.indiana.edu/doc/undergraduate/ugrd\\_student\\_honorcode.pdf](https://oneill.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf)

**Academic integrity.** <http://www.iu.edu/~code/>.

**Note Selling:** Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

**Online Course Materials:** The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

Student who submits any ideas or materials taken from AI without full acknowledgment has committed plagiarism, as defined by IU. "Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any *ideas or materials taken from another source* for either written or oral use *must be fully acknowledged*, unless the information is common knowledge. What is considered 'common knowledge' may differ from course to course." <https://studentcode.iu.edu/responsibilities/academic-misconduct.html>. (emphasis added).

So, the only way ChatGPT (or other AI) content can be used in class without being in violation of IU's Rights and Responsibilities is if faculty allow it to be a cited source and the student either uses quotation marks and cites ChatGPT (if the student takes directly from ChatGPT) or cites ChatGPT without quotation marks (if the student uses chat's "ideas").

A student has not committed plagiarism if the student, for example, asks ChatGPT to find three articles on a particular topic (just like the student could use Google Scholar to find three articles).

### **Course Withdrawal**

Students who stop attending class without properly withdrawing from the class (by the Auto W date mandated by the registrar) will receive a grade of F. It is important to withdraw from a course within specified timeframes (refer to the Office of the Registrar website at <http://registrar.indiana.edu/policies/index.shtml>).

### **Late Withdrawals.**

Students must present their request to the instructor and relevant Program Director, and must be based on dire circumstances relating to extended illness or equivalent distress (IU Enrollment and Student Academic Information Bulletin). Requests to drop due to a failing grade will not be approved. The student must be passing the course at the time of withdrawal.

1. The auto-withdrawal deadline is returning to about ½ way through the semester. This means students may withdraw without permission until only about ½ way through the semester—as opposed to the last day of class (as it has been since Spring 2020).
2. IU has a new free mental health program for students called TimelyCare.  
<https://www.iu.edu/mental-health/find-resources/timely-care.html>

## Course Policies:

### Enforcement of Public Health Requirements

#### **Health Center Medical Excuses**

Please remember that IU Health Center (IUHC) does not provide excuses for students who miss classes, assignments, or tests secondary to short-term illness, injury, or mental health problems. This policy was carefully considered and strongly supported by the Bloomington Faculty Council. The IUHC is willing to work with students who have ongoing or serious illness, injury or disability to provide care and documentation as necessary. The Disability Services for Students also specializes in assisting students with various disabilities to achieve their academic goals.

#### **Counseling and Psychological Services**

In partnership with the Health Center and Counseling and Psychological Services (CAPS), O'Neill offers students a Counselor in Residence. Students wanting to make an appointment should call 812-855-5177 and indicate they are O'Neill students.

In addition, check out these [CAPS workshops](#) and [the O'Neill Mental Health Guide](#). For additional information about services offered to students by CAPS, please visit <http://healthcenter.indiana.edu/counseling/index.shtml>.

#### **Student Rights**

Any student who believes another person in a class is threatening the safety of the class by not wearing a mask or observing physical distancing requirements may leave the class without consequence.

#### **Technology Use**

Instructors may establish their own policies EXCEPT, in light of the safety concerns we face as an educational institution, the university highly recommends that professors have at least *one phone active during class*, ideally their own. Campus alerts are sent through text and email, so somehow each instructor needs to be informed immediately if there is an alert on campus.

Information is provided in the form of Faculty Quick Guides <https://protect.iu.edu/education/faculty-quick-guides.html> that specifically advises use of a classroom policy to require at least one phone to be on. Although it can be awkward for an instructor to have their phone ring occasionally during class, the students in a class should know there is a reason why it is not silent.

#### **Additional information for students:**

#### **Bias-Based Incident Reporting**

Many students are unaware of options for reporting bias incidents, so please consider adding the following information to your course syllabi. Bias-based incident reports can be made by students, faculty and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported through any of the options: 1) email [biasincident@indiana.edu](mailto:biasincident@indiana.edu) or [incident@indiana.edu](mailto:incident@indiana.edu); 2) call the Dean of Students Office at (812) 855-8188; or 3) use the IU mobile App ([m.iu.edu](http://m.iu.edu)). Reports can be made anonymously.

#### **Boost**

Indiana University has developed an app, “Boost” to help students stay on top of their schoolwork in Canvas. The app is free to all IU students, and it integrates with Canvas to provide reminders about deadlines and other helpful notifications.

## **Religious and Civic Observances**

Instructors must reasonably accommodate students who want to observe their religious holidays at times when academic requirements conflict with those observances. For our policy on religious observances, suggestions for its implementation, forms to be used by students requesting accommodations and a five-year calendar of some religious observances:

<https://vpfaa.indiana.edu/faculty-resources/teaching-resources/index.html> (scroll down to Religious Observances).

An important change in this policy is that students are required to request a religious accommodation no later than **2 weeks prior** to the anticipated absence. The policy also encourages instructors to include on the syllabus and announce at the beginning of the semester the policy and procedures for religious observances.

Students missing class for a religious observance can find the officially approved accommodation form by going to the Vice Provost for Faculty and Academic Affairs webpage for religious accommodations. The form must be submitted at least 2 weeks prior to the anticipated absence.

## **Disability Services for Students**

Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the DSS Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <https://studentaffairs.indiana.edu/student-support/disability-services/index.html>.

## **Sexual Misconduct and Title IX**

Faculty are considered Responsible Employees for purposes of Title IX, which means they have an obligation to report incidents of possible sexual misconduct known to them, to the appropriate Title IX Officials for their campus.

As your instructor, one of my responsibilities is to create a positive learning environment for all students. IU policy prohibits sexual misconduct in any form, including sexual harassment, sexual assault, stalking, sexual exploitation, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with;

the IU Sexual Assault Crisis Services at (812) 855-5711, or contact a Confidential Victim Advocate at (812) 856-2469 or [cva@indiana.edu](mailto:cva@indiana.edu).

It is also important that you know that University policy requires me to share certain information brought to my attention about potential sexual misconduct, with the campus Deputy Sexual Misconduct & Title IX Coordinator or the University Sexual Misconduct & Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist.

I encourage you to visit <http://stopsexualviolence.iu.edu/index.html> to learn more

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

For more information about available resources: <http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

### **Emergency Food Relief**

If you find you are in need of food and do not have the resources to purchase it, please consider utilizing the emergency food relief system on campus and in the community. The following units/agencies are here to assist with food relief:

*Crimson Cupboard:* <https://studentaffairs.indiana.edu/student-support/crimson-cupboard/index.html>

*Emergency Meal Project @ IU:* <https://www.dining.indiana.edu/news-updates/emergency-meal.html>

*Mother Hubbard's Cupboard Food Pantry:* <https://www.mhcfoodpantry.org/>

*Other pantries:* <https://www.foodpantries.org/ci/in-bloomington>

### **Emergency Funding**

For emergency funding issues, please visit the Student Advocates Office (SAO) [website](#). For additional concerns not covered by the SAO, apply for funding from the O'Neill School [here](#).

### **Commitment to Diversity: Find your home and community at IU**

#### **Asian Culture Center**

Address: 807 East Tenth Street, Bloomington,  
IN 47408

Phone: 812-856-5361

Email: [acc@indiana.edu](mailto:acc@indiana.edu)

Website: <https://asianresource.indiana.edu/index.html>

Email: [glbtserve@indiana.edu](mailto:glbtserve@indiana.edu)

Website: <https://lgbtq.indiana.edu/contact/index.html>

#### **First Nations Educational & Cultural Center**

Address: 712 E 8th St., Bloomington, IN 47408

Phone: 812-855-4814

Email: [fnecc@indiana.edu](mailto:fnecc@indiana.edu)

Website: <https://firstnations.indiana.edu/contact/index.html>

#### **La Casa Latino Culture Center**

Address: 715 E 7th St., Bloomington IN, 47408

Phone: 812-855-0174

Email: [lacasa@indiana.edu](mailto:lacasa@indiana.edu)

Website: <https://lacasa.indiana.edu/>

#### **LGBTQ+ Culture Center**

Address: 705 E 7th St., Bloomington, Indiana  
47408

Phone: 812-855-4252

#### **Neal Marshall Black Culture Center**

Address: 275 N Jordan Ave Bloomington,  
Indiana 47405

Phone: 812-855-9271

Email: [nmgrad@indiana.edu](mailto:nmgrad@indiana.edu)

Website: <https://blackculture.indiana.edu/index.html>

### **Covid-19 & Our Course**

If you have a positive COVID-19 test, have COVID-like symptoms, or have been instructed to quarantine you should not attend class and notify the professor.

For those students, alternative assignments or make-up will be offered on a case-by-case basis. Please work with your instructor to determine a path to continue your progress in the class during these absences, in whatever way the instructor determines fits within course objectives.