UT D

PA/SOC 6386.501[1]
DIVERSITY MANAGEMENT
Spring 2017
Wednesdays: 7-9:45 p.m. – GR 3.606

<u>**Contact Information**</u>

Professor: Dr. Meghna Sabharwal
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<u>**Course Description**</u>

In this course we will focus on diversity beyond just race/ethnicity and gender, and examine dimensions of sexual orientation, religion, skill level, physical/mental abilities, communication styles, and multi-generations in the workplace. Understanding diversity and learning how to manage its complexity is, perhaps, among the most important challenges public administration schools are facing today. The need to remove barriers and enhance prospects for our graduates to understand the changing nature of the workforce is paramount. To this end, we also will examine the need for cultural competency and inclusion for public administrators.

The purpose of this class is to provide you with the knowledge and understanding required to meet the challenges presented by our increasingly diverse society. A significant portion of the class will focus on diversity in the workplace. While this is also a standard topic in human resource management courses, this class will go much more into depth to understand many of the more subtle ways in which "nonmainstream" groups can face barriers to full and equal participation in decision-making and opportunities for advancement and growth. We will further examine positive steps that organizations can take to dismantle these barriers and measure their success.

<u>**Objectives**</u>

1. Understand the demographic changes in the U.S., examine multiple dimensions of diversity for one's self and in places of work.
2. Examine the importance of multiple cultures in public organizations in work teams; challenges that come with multiculturalism
3. Review, discuss, and understand the legalities that surround diversity (affirmative action, legal cases).

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[1] The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

4. Critically evaluate the various dimensions of diversity (race and ethnicity, gender, religion, age, ability, sexual orientation, communication styles, personal appearances, and multi-generations in the workplace).
5. Understand the need for cultural competency in public administration
6. Examine the impacts of diversity on organizational outcomes such as job performance, job satisfaction.
7. Review, discuss and evaluate the future of diversity initiatives.

Readings

Journal articles and book chapters as noted in the course outline. All required readings are available on eLearning.

Recommended Reads:

1) Barak, M. E. M. (2013). *Managing diversity: Toward a globally inclusive workplace*. Sage Publications.
2) Cañas, Kathryn & Harris Sondak (2014). *Opportunities and Challenges of Workplace Diversity: Theory, Cases, and Exercises Third Edition*. Upper Saddle River, NJ: Pearson.
3) Davis, A. Y. (2011). *Women, race, & class*. Vintage.
4) D'Agostino, M. & Levine, H. (2011). *Women in Public Administration: Theory and Practice*. J&B Learning
5) Groschl, S. (Ed.). (2011). Diversity in the workplace: Multidisciplinary and international perspectives. Farnham, UK: Gower.
6) Halverson, C. B., & Tirmizi, S. A. (2008). Effective multicultural teams: Theory and practice. Dordrecht: Springer.
7) Jeanes, E., Knights, D., & Martin, P. Y. (2011). Handbook of gender, work and organization. Chichester, West Sussex: Wiley.
8) Katsioloudes, M. I. (2006). Strategic management: Global cultural perspectives for profit and non-profit organizations. Burlington, MA: Butterworth-Heinemann.
9) Kirton, G., & Greene, A. M. (2010). The dynamics of managing diversity: A critical approach. Burlington: Elsevier.
10) Konrad, A. M., Prasad, P., & Pringle, J. K. (Eds.). (2006). The handbook of workplace diversity. London: Sage. Marquis, J. P. (2007). Managing diversity in corporate America: An exploratory analysis. Santa Monica, CA: RAND.
11) Muna, F., & Zennie, Z. A. (2010). Developing multicultural leaders: The journey to leadership success. Hourndmills, UK: Palgrave Macmillan.
12) Naff, K. C. (2001). To look like America. *Boulder, CO: Westview*.
13) Norman-Major, Kristen & Gooden, Susan, T. (2012). *Cultural Competency for Public Administrators* M.E. Sharpe (2012) Armonk, NY ISBN: 978-0-7656-2677-6(pbk)
14) Rice, M. F. (Ed.) (2005). Diversity and public administration: Theory, issues, and perspectives. Armonk, NY: M. E. Sharpe.
15) Riccucci, Norma M. Managing Diversity in Public Sector Workforces. Boulden, CO. Westview Press, 2002.

16) Roberts, D. (2013). Fatal invention: How science, politics, and big business re-create race in the twenty-first century. The New Press.
17) Rutherford, S. (2011). Women's work, men's cultures: Overcoming resistance and changing organizational cultures. Basingstoke: Palgrave Macmillan.
18) Spulber, D. F. (2007). Global competitive strategy. Cambridge, England: Cambridge University.
19) Steger, U., Amann, W., & Maznevski, M. (Eds.). (2007). Managing complexity in global organizations. Hoboken, NJ: Wiley.
20) Thomas, R. R. (2010). World class diversity management: A strategic approach. San Francisco, Calif: Berrett-Koehler Publishers.
21) Vickers, L. (2008). Religious freedom, religious discrimination and the workplace. Oxford: Hart.

How to demonstrate what you learn

This is a seminar style class, and each student should be prepared to participate in each class. Participation requires reading the material before class and being on time for class. Later sections of this syllabus identify the readings for each class meeting. Each student is expected to fully participate in chapter discussions, case discussions, and in-class exercises. In short, your absence will impact your participation grade. In addition, tardiness to class and early departure will also lead to reduced participation grades. If you know that you will not be able to attend class for personal or work related reasons, make sure you inform the professor in advance and submit your assignment. Personal and family circumstances can require class absence. Students should contact the professor about such absences before the class.

1) **In-Class Presentation – 10 %**

Presentation is an important part of organizations' learning and development. You will be responsible to develop a presentation on any of the topics outlined in the syllabus. This is not an exercise in providing a detailed summary of the readings, but to use case studies, reports, articles, news media items, TED Talks, movies, video clips, role play, stories, or games to communicate the most interesting things you have learnt from the readings. You must clearly discuss how the content you present add to the understanding of the class readings or the theories. Have fun with the topic!

Peer evaluations of your performance will be conducted.

Things to consider:

- "Tell" the class what you like (agree) most and what you dislike (disagree) most about the ideas in the reading material (brief)
- You can use visual aids, play video clips, design PowerPoint slides, jokes, games…whatever that you can think of to impress the audience
- Time: about 30 minutes, make sure you leave 10-15 minutes for questions.

- If you will use some materials (e.g. video clips) on the computer or other instruments, please come to the classroom early to set it up and test.
- Have discussion questions based on the materials you present
- **<u>DO NOT</u>** Summarize the readings – that is not the goal of this assignment.

Please note the presentation should NOT be a presentation of the reading, but an interactive exercise that illustrates the theme of the week and guide a follow-up discussion through thoughtful questions.

2) Your Diversity Map– 10%

Type a five page personal ethnic history (i.e., ethnicity identity, gender, sexual orientation, religious affiliation, ability differences, and communication style). The purpose of this paper is to encourage you to identify your own values and beliefs and to begin to think critically about how those attitudes impact your ability to function effectively in a diverse environment. Please explain how your values and characteristics have influenced your experiences, outlook, and approach to your life. More details on eLearning. Due January 25th.

3) Group Diversity Training Plan and Presentation -25%

For this assignment you will work in groups. Your group should choose a local, state or federal agency or nonprofit and develop a diversity training plan for the organization. Each group will submit a written plan/outline (5-6 pages) for the training and make a presentation (15 minutes) to the class. Your written plan should include: goals of the training, the training approach, methods and materials, how you would implement the training, and how you would evaluate the training. Your presentation should provide an overview of your plan and include one activity from the proposed training session. Presentations and plans are due on April 19th. In-class presentation on April 26th.

4) Book Review and Presentation – 25% (20 points review and 5 points for presentation)

Choose any book on the topic of diversity and write a 4-5 page book review. You will present the book reviews in class on March 8th. Those students who are interested in publishing their book reviews can talk to me. Students must submit their book title for approval by February 1st. Details on how to write a book review are on eLearning.

5) Final Paper – 30%

Literature Review (30 points): Investigate and write an 8-10 page literature review on a workplace diversity topic. This review will thoroughly summarize the field of research, identify at least one unanswered question, and explain why answering this question is important to public/nonprofit administration. This literature review will be restricted to research published in

approved peer-reviewed journals. Students must submit research questions/topics for approval by February 15th. *Due:* April 26th.

Note: For PhD students, my hope is that this would be a complete paper along with data, methodology and results. A conference ready paper is expected.

Note: **LATE ASSIGNMENTS WILL NOT BE ACCEPTED** except under exceptional documented circumstances at the sole discretion of the instructor. Students who miss class are responsible for all announcements, class discussions, and changes made to the course outline during class meetings. Assignments are due at the start of the class session on their due date. Assignments may be submitted via email (attached file) or fax by prior arrangement with the instructor if the student will not be able to attend class.

Grading

Diversity Map– 10%
Training – 10%
Diversity Training – 25% (25 points written and 5 points for presentation)
Book Review – 25% (20 points written and 5 points for presentation)
Final Paper – 30%

GRADING SCALE	
90-100	= A
80-89.9	= B
70-79.9	= C
60-69.9	= D
Below 60	= F

UTD Policy on Cheating

Policy on Cheating: Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22.

A very useful statement on plagiarism (with good definitions, etc.) is available at
http://www.rbs2.com/plag.htm

Detailed Course Schedule

Week 1: January 11

Course and Class Introductions

Week 2: January 18 - Diversity in the Workforce

- Workforce Diversity and the Twenty-First Century (Riccucci – Chapter 3)
- The multiple dimensions of Diversity and Culture – (Mitchelle Rice – Chapter 1)

- Arguments against diversity – are they valid (psychology book)
- Selden, S. C., & Selden, F. (2001). Rethinking diversity in public organizations for the 21st century: Moving toward a multicultural model. *Administration & Society*, *33*: 303-329.
- Sabharwal, M., Levine, H., & D'Agostino, M. (2016). A Conceptual Content Analysis of 75 Years of Diversity Research in Public Administration. Review of Public Personnel Administration, 0734371X16671368.

Week 3: January 25 - <u>Diversity as an Issue in Public Affairs Education</u>

- Sabharwal, M., Hijal-Moghrabi, I., & Royster, M. (2014). Preparing future public servants: Role of diversity in public administration. *Public Administration Quarterly, 38*(2), 206-245.
- Gooden and Myers. (2004). Social equity analysis and management: What MPA and MPP students need to know. *Journal of Public Affairs Education* 10(2): 172-175.
- White. (2004). Multicultural MPA Curriculum: Are We Preparing Culturally Competent Public Administrators? *Journal of Public Affairs Education* 10(2): 111-123.
- Rice, M. F. (2004). Organizational culture, social equity, and diversity: Teaching public administration education in the postmodern era. *Journal of Public Affairs Education*, 10(2):143-154.
- Sarmistha R. Majumdar and Michael O. Adams (2015). Diversity in Master of Public Administration Programs at Minority-Serving Institutions. *Journal of Public Affairs Education*, 21(2):215-228.

Week 4: February 1 - <u>Legal Dimensions in Diversity</u>

- Diversity in the workplace: A Legal Perspective (Chapter 2 from Cañas, Kathryn & Harris Sondak (2014). Opportunities and Challenges of Workplace Diversity: Theory, Cases, and Exercises Third Edition. Upper Saddle River, NJ: Pearson.
- Understanding Affirmative Action – J. Edward Kellough (Chapters 4, 7, 8)
- Riccucci, N. M. (2016). Fisher v. University of Texas and the Status of Affirmative Action Implications for Social Equity. Review of Public Personnel Administration, 0734371X15608420.
- Peterson and Boller. 2003. "A Legal Analysis of Breastfeeding Accommodation Requirements in the Workplace." Public Personnel Management 32(3): 383-395.
- Book title for approval

Cases – Please look at these cases. You can find excellent summaries at: www.oyez.org

United Steelworkers of America v. Weber (1979)
Johnson v. Transportation Agency (1987)
Metro Broadcasting Inc. v. FCC (1990)
Adarand Constructors v. Pena (1995)

Regents of the University of California v. Bakke (1978)
Hopwood v. Texas (2001)
Grutter v. Bollinger (2003)
Gratz v. Bollinger (2003)
Ricci v. DeStefano, 129 S. Ct. 2658 (2009)

Week 5: February 8 - <u>Ethnic and Racial Diversity</u>

- Race, Ethnicity and Diversity Management (Riccucci – Chapter 4)
- Fiske, S. T. (2000). Stereotyping, prejudice, and discrimination at the seam between the centuries: Evolution, culture, mind, and brain. *European Journal of Social Psychology*, *30*(3), 299-322.
- Padilla, L. M. (2004). Internalized oppression and Latino/as. *The Diversity Factor*, *12*(3), 15-21.
- Smedley, A., & Smedley, B. D. (2005). Race as biology is fiction, racism as a social problem is real: Anthropological and historical perspectives on the social construction of race. American Psychologist, 60(1), 16.
- Anestaki, A., Sabharwal, M., Connelly, K., & Cayer, N. J. (2016). Race and Gender Representation in Presidential Appointments, SES, and GS Levels, During Clinton, Bush, and Obama Administrations. Administration & Society, 0095399716655376.
- Are young workers actually post-racial? SHRM Report by Bill Leonard

Week 6: February 15 - <u>Gender Diversity</u>

- Diversity Management and Women in Public Sector Workforces (Riccucci)
- Gender (Chapter 5 from Cañas, Kathryn & Harris Sondak (2014). Opportunities and Challenges of Workplace Diversity: Theory, Cases, and Exercises Third Edition. Upper Saddle River, NJ: Pearson.
- Chih-wei Hsieh and Elizabeth Winslow (2006). Gender Representation in the Federal Workforce: A Comparison Among Groups. *Review of Public Personnel Administration,* 26(3): 144-165.
- Leslie E. Tower and Mohamad G. Alkadry (2008). The Social Costs of Career Success for Women. *Review of Public Personnel Administration,* 28(2): 144-165.
- Sabharwal, M. (2015). From Glass Ceiling to Glass Cliff: Women in Senior Executive Service. Journal of Public Administration Research & Theory, 25(2): 399-426.Guy,

Week 7: February 22 - <u>Religious Diversity</u>

- King, S. M. (2007). Religion, spirituality, and the workplace: Challenges for public administration. *Public Administration Review, 67*(1), pp. 103-114.
- Hindy Lauer Schachter (1993). A Case for Moving From Tolerance To valuing Diversity: The Issue of Religiously Distinctive Dress and Appearance. *Review of Public Personnel Administration,* 13(29): 29-44.

- Ball, C., & Haque, A. (2003). Diversity in religious practice: Implications of Islamic values in the public workplace. Public Personnel Management, 32(3), 315-330.
- Groves, R. (2012). Rising above deadly ignorance of religious diversity. *Winston-Salem Journal*. Accessed on August 13, 2012: http://www2.journalnow.com/news/opinion/2012/aug/13/wsopin02-column-rising-above-deadly-ignorance-of-rar-2513526/
- Pew Forum's U.S. Religious Landscape Survey: Summary findings.

Week 8: March 1 - <u>Age and Ability Differences</u>

- Diversity in Ability (Riccucci)
- Slack (2000). Zones of Indifference and the American Workplace: The Case of Persons with HIV/AIDS. *Public Administration Quarterly*
- Bradbury, M. (2007). The Legal and Managerial Challenge of Obesity as a Disability: Evidence From the Federal Courts. *Review of Public Personnel Administration,* 27(1): 79-90.
- Glenn Davidson, Stan Lepeak & Elizabeth Newman. (2007). The Impact of the Aging Workforce on Public Sector Organizations and Mission – IPMA-HR report
- Southard, G., & Lewis, J. (2004). Building a workplace that recognizes generational diversity. *Public Management*, 86(3), 8-13.
- Dewa, C. S., Lesage, A., Goering, P., & Caveen, M. (2004). Nature and prevalence of mental illness in the workplace. *Healthcare Papers, 5*(2), 12-25.

Week 9: March 8 (book review presentations)

March 15th – No class spring break

Week 10: March 22 - <u>Sexual Identity and Orientation</u>

- Lewis, G. B. (1997). Lifting the ban on gays in the civil service: Federal policy toward gay and lesbian employees since the cold war. *Public Administration Review, 57*(5), pp. 387-395.
- Colvin, R. A. (2007). The Rise of Transgender-Inclusive Laws: How Well Are Municipalities Implementing Supportive Nondiscrimination Public Employment Policies? *Review of Public Personnel Administration,* 27(4): 336-360.
- Sears, B., & Mallory, C. (2011). Documented evidence of employment discrimination & its effects on LGBT people.
- Ng, E. S., Schweitzer, L., & Lyons, S. T. (2012). Anticipated Discrimination and a Career Choice in Nonprofit A Study of Early Career Lesbian, Gay, Bisexual, Transgendered (LGBT) Job Seekers. Review of Public Personnel Administration, 32(4), 332-352.
- Cromwell, Kim. Somewhere Over the Rainbow: Defining the Future for the LGBT Workforce. SHRM Report

Week 11: March 29 - <u>Other Dimensions of Diversity</u>

- Susan Cain. The power of Introverts. TED Videos.
  http://www.ted.com/talks/susan_cain_the_power_of_introverts.html
- Berman and Berman (2012). Communication. In People Skills at Work. Taylor and Francis. Boca Raton: FL.
- Mor Barak, Michelle (2017). Culture and Communication in the Global Workplace (chapter 8) In Managing Diversity: Toward a Globally Inclusive Workplace
- French, M. (2002). Physical Appearance and Earnings: Further Evidence. *Applied Economics* 34:569-72.
- Timming, A. R., Nickson, D., Re, D., & Perrett, D. (2015). What do you think of my ink? Assessing the effects of body art on employment chances. *Human Resource Management*.
- Kaushik, V., Walsh, C. A., & Haefele, D. (2016). Social Integration of Immigrants within the Linguistically Diverse Workplace: A Systematic Review. *Review of Social Sciences*, *1*(1), 15-25.
- Cohen, J. H., & Chavez, N. M. (2013). Latino immigrants, discrimination and reception in Columbus, Ohio. *International Migration*, *51*(2), 24-31.

Week 12: April 5 - <u>Cultural Competency and Impact of Diversity on Organizations Outcomes</u>

- Norman-Major, K and Gooden, S. (2012). Cultural Competency and Public Administration. In *Cultural Competency for Public Administrators.*
- Kellough and Naff. (2003). Ensuring Employment Equity: Are Federal Diversity Programs Making a Difference? *International Journal of Public Administration,* 26: 1307-37.
- Audrey Mathews (2005). Cultural Diversity and Productivity. In *Diversity and Public administration: Theory, Issues, and Perspectives.*
- Pitts, D. (2009). Diversity management, job satisfaction, and performance: Evidence from US federal agencies. *Public Administration Review*, *69*(2), 328-338.
- Kochan, T., Bezrukova, K., Ely, R., Jackson, S., Joshi, A., Jehn, K., ... & Thomas, D. (2003). The effects of diversity on business performance: Report of the diversity research network. *Human Resource Management*, *42*(1), 3-21.
- Von Bergen, C. W., Soper, B., & Foster, T. (2002). Unintended negative effects of diversity management. *Public Personnel Management*, *31*(2), 239-251.

Week 13: April 12 – <u>Diversity Management and Inclusion</u>

- Mor Barak, Michelle (2017). Diversity Management: Paradigms, Rationale, and Key Elements (chapter 10) In Managing Diversity: Toward a Globally Inclusive Workplace.
- Mor Barak, Michelle (2017). The Inclusive Workplace: Level I (chapter 13) In Managing Diversity: Toward a Globally Inclusive Workplace

- Sabharwal, M. (2014). Is Diversity Management Sufficient? Organizational Inclusion to Further Performance. *Public Personnel Management*, *43*(2), 197.
- Metzler, C. J. (2003). Ten reasons why diversity initiatives fail. *The Diversity Factor*, 11(2), 18-21.
- Miller, F. A. (1998). Strategic culture change: The door to achieving high performance and inclusion. *Public Personnel Management*, 27(2), 151-160.

Week 14: April 19 -The Future of Diversity Initiatives

- Riccucci, N. M. (2009). The pursuit of social equity in the federal government: A road less traveled? *Public Administration Review, 69*(3), pp. 373-382.
- Broadnax, W. (2010). Diversity in Public Organizations: A Work in Progress, *Public Administration Review*.
- Rice, M. and While, H. (2005). Embracing Workplace Diversity in Public Organizations: Some Further Considerations. In *Diversity and Public Administration: Theory, Issues, and Perspectives*.
- Ivancevich, J. M., & Gilbert, J. A. (2000). Diversity management time for a new approach. *Public Personnel Management*, *29*(1), 75-92.
- Konrad, A. M. (2006). Leveraging workplace diversity in organizations. *Organization Management Journal*, *3*(3), 164-189.

Week 15: April 26

Group Diversity Training Plan Presentations

UT Dallas Syllabus Policies and Procedures

The information below constitutes the University's policies and procedures segment of course syllabi and may be referenced by faculty members in their course syllabi.

Please use the following permanent address when referring to this page: http://go.utdallas.edu/syllabus-policies

Sharing Confidential Information

Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), the clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at http://www.utdallas.edu/oiec/title-ix/resources.

Technical Support

If you experience any issues with your UT Dallas account, contact the UT Dallas Information Resources Help Desk: assist@utdallas.edu or call 972-883-2911.

UT Dallas provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. Please use this link to access the UTD eLearning Support Center: http://www.utdallas.edu/elearninghelp.

Field Trip Policies, Off-Campus Instruction and Course Activities

Off-campus, out-of-state, foreign instruction/travel, and course-related field trip activities are subject to state law and University policies and procedures regarding travel and risk-related activities.

Detailed information regarding this policy, in accordance to *Texas Education Code*, Section 51.950, can be accessed at the UT Dallas Policy Navigator, http://policy.utdallas.edu/utdbp3023, and athttp://www.utdallas.edu/administration/insurance/travel. Additional information is available from the office of the school dean.

Student Conduct and Discipline

The University of Texas System (Regents' Rule 50101) and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UT Dallas online catalogs (http://catalog.utdallas.edu).

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Student Discipline and Conduct, UTDSP5003 (http://policy.utdallas.edu/utdsp5003). Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SSB 4.400, 972-883-6391) and online at http://www.utdallas.edu/deanofstudents.

A student at the University neither loses their rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating its standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

Academic Dishonesty: The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes, plagiarism, cheating, fabrication and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to fully understand the expectations of their professors. This is best accomplished through asking clarifying questions if an individual does not completely understand the requirements of an assignment.

Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here: http://www.utdallas.edu/deanofstudents/maintain.

Copyright Notice

It is the policy of the University of Texas at Dallas to adhere to the requirements of the United States Copyright Law of 1976, as amended, (*Title 17, United States Code*), including ensuring that the restrictions that apply to the reproduction of software are adhered to and that the bounds of copying permissible under the fair use doctrine are not exceeded. Copying, displaying, reproducing, or distributing copyrighted material may infringe upon the copyright owner's rights. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students to appropriate disciplinary action as well as civil and criminal penalties. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. For more information about the fair use exemption, see http://copyright.lib.utexas.edu/copypol2.html. As a UT Dallas student, you are required to follow UT Dallas' copyright policy (UTDPP1043 at http://policy.utdallas.edu/utdpp1043) and the UT System's policy at http://www.utsystem.edu/ogc/intellectualproperty/copyrighthome.htm.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. All official student email correspondence will be sent only to a student's UT Dallas email address and UT Dallas will only consider email requests originating from an official UT Dallas student email account. This allows the University to maintain a high degree of confidence in the identity of each individual's corresponding via email and the security of the transmitted information. The University of Texas at Dallas furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources provides a method for students to have their UT Dallas mail forwarded to other email accounts. To activate a student UT Dallas computer account and forward email to another account, go to http://netid.utdallas.edu.

Class Attendance

Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. Absences may lower a student's grade where class attendance and class participation are deemed essential by the instructor. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes.

Withdrawal from Class

The administration at UT Dallas has established deadlines for withdrawal from any course. These dates and times are published in the Comet Calendar (http://www.utdallas.edu/calendar) and in the Academic Calendarhttp://www.utdallas.edu/academiccalendar). It is the student's responsibility to handle withdrawal requirements from any class. In other words, a professor or other instructor cannot drop or withdraw any student unless there is an administrative drop such as the following:

- Have not met the prerequisites for a specific course
- Have not satisfied the academic probationary requirements resulting in suspension
- Judicial affairs request
- Have not made appropriate tuition and fee payments
- Enrollment is in violation of academic policy
- Was not admitted for the term in which they registered

It is the student's responsibility to complete and submit the appropriate forms to the Registrar's Office and ensure that he or she will not receive a final grade of "F" in a course if he or she chooses not to attend the class after being enrolled.

Student Grievance Procedures

Procedures for student grievances are found in university policy UTDSP5005 (http://policy.utdallas.edu/utdsp5005). In attempting to resolve any student grievance regarding disputes over grades, application of degree plan, graduation/degree program requirements, and thesis/and dissertation committee, advisor actions and/or decisions, evaluations, and/or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originated.

Incomplete Grade Policy

As per university policy, incomplete grades may be given, at the discretion of the instructor of record for a course, when a student has completed at least 70% of the required course material but cannot complete all requirements by the end of the semester. An incomplete course grade (grade of 'I') must be resolved completed within the time period specified by the instructor, not to exceed eight (8) weeks from the first day of the subsequent long semester. Upon completion of the required work, the symbol 'I' may be converted into a letter grade (A through F). If the grade of Incomplete is not removed by the end of the specified period, it will automatically be changed to F.

AccessAbility Services

It is the policy and practice of The University of Texas at Dallas to make reasonable disability-related accommodations and/or services for students with documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required (see http://www.utdallas.edu/studentaccess). If you are eligible to receive disability-related accommodations and/or services and to ensure accommodations will be in place when the academic semester begins, students are encouraged to submit documentation four to six weeks in advance. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact the Office of Student AccessAbility for a confidential discussion.

The Office of Student AccessAbility provides:

1. Academic accommodations for eligible students with a documented permanent physical, mental or sensory disability
2. Facilitation of non-academic and environmental accommodations and services
3. Resources and referral information, and advocacy support as necessary and appropriate.

OSA is located in the Student Services Building, suite 3.200. They can be reached by phone at 972-883-2098, or by email at studentaccess@utdallas.edu.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities, including examinations and travel time for the observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, of the *Texas Tax Code*.

Students are encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment.

Excused students will be allowed to take missed exams or complete assignments within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the President of UT Dallas or from the President's designee. The chief executive officer or designee must take into account the

legislative intent of *Texas Education Code 51.911(b)*, and the student and instructor will abide by the decision of the chief executive officer or designee.

Resources to Help You Succeed

The Office of Student Success operates the Student Success Center (SSC, http://www.utdallas.edu/studentsuccess), which offers assistance to students in the areas of writing, mathematics, communication, multiple science fields, reading, study skills, and other academic disciplines. These services are available through individual and small group appointments, workshops, short courses, and a variety of online and instructional technologies. All students enrolled at UT Dallas are eligible for these services.

The **Math Lab** gives short-term and semester long support for a variety of introductory and advanced mathematics courses. Students may drop in to visit with a math tutor on a regular basis. Comet card is required.

The **Writing Center** offers a collaborative learning environment for one-to-one and small group assistance with general and advanced writing assignments and overall writing skills. Scheduling an appointment is strongly recommended, but walk in appointments are possible if a tutor is available.

The **Peer Tutoring** program offers free tutoring assistance in multiple locations for many of the historically challenging undergraduate subjects at UT Dallas. Tutoring sessions, offered every weekday on a drop-in basis, are one-on-one or in a small group format. The sessions are designed to meet students' individual questions and needs related to course/subject concepts. All peer tutors are current UT Dallas students who made an A- or better in the course and have a strong faculty/staff recommendation. Students should check the Student Success Center website each semester for subject offerings and session times.

The **Peer-Led Team Learning (PLTL)** program provides an active, engaged learning experience for students who meet in small groups once a week with a Peer Leader who helps guide them through potentially difficult gateway course. Students that attend sessions regularly typically earn a half to a whole letter grade higher than students that do not participate in the PLTL program.

Supplemental Instruction (SI) provides free, peer-facilitated weekly study sessions for students taking historically difficult courses. SI sessions encourage active, collaborative learning based on critical thinking and transferable study skills. SI leaders attend lectures, take notes, and read assigned material just like the enrolled students. Students should check the SSC website for subject and session times.

The **Communication Lab (CommLab)** offers one-on-one and group consultations where you will gain practical feedback for improving oral and group presentations.

Success Coaches are available for individual student appointments to discuss study skills, time management, note taking, test taking and preparation, and other success strategies.

The Student Success Center's main office is located in the McDermott Library Building and can be contacted by calling 972-883-6707 or by sending an email to ssc@utdallas.edu.