LIS S552: Academic Library Management

Department of Library and Information Science
Indiana University School of Informatics and Computing
Indianapolis
Spring 2020

Section No.: 23371
Credit Hours: 3
Instructor: Rachel Applegate
Email: rapplega@iupui.edu ← use Canvas email
Prerequisites: S500, S501
Instruction mode: This course is offered online only

COURSE DESCRIPTION

Background and current trends in the management of academic libraries.

EXTENDED COURSE DESCRIPTION

Students will learn the academic context, organizational theory, management techniques, and information issues that concern academic librarians in collegial, supervisory, management, and leadership roles.

Course learning outcomes

With this course students will:

- Know the environment and needs of American higher education.
- Understand the basic aspects of management functions including planning, budgeting, organizing, and human resources within the academic organization.
- Develop oral and written communication skills individually and in teams.
- Apply organizational and personnel theories to academic library leadership.
- Synthesize and critique current issues in academic librarianship.

IUPUI MLIS program outcomes:

Manage and lead libraries and other information organizations

- Perform basic managerial functions, including planning, budgeting, and performance evaluation
- Communicate effectively to a variety of audiences
- Apply theories of organizational behavior and structure
The Core Competencies of Librarianship as formulated by the American Library Association:

| A person graduating from an ALA-accredited master’s program in library and information studies should know and, where appropriate, be able to employ: |
| 8. Administration and Management |
| 8A. The principles of planning and budgeting in libraries and other information agencies. |
| 8B. The principles of effective personnel practices and human resource development. |
| 8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes. [↩️ see S505 and S506] |
| 8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served. |
| 8E. The concepts behind, issues related to, and methods for, principled, transformational leadership. |

Required Readings/Resources

All required readings will be provided within Canvas (articles, book chapters) or in open-educational resources. No textbook purchase is required.

Specifics TBD

Resources: Technology

In general: Student should already have mastered basic office technology skills. For students lacking entry-level skills, existing online resources can be valuable. IUPUI provides access to excellent online tutorials. The following resources are recommended for course assignments, exercises, and projects:

- For self-instructional modules focusing on a wide range of basic technology skills, go to UITS IT Training (iu.edu/explore-topics/show-all/index.html)
- For additional software training materials, go to UITS IT Training: Skillsoft (iu.edu/skillsoft/)

For this course:
You will need to use Word, Excel (basic) and Powerpoint (both presentations and poster design). This is available via IU’s licensing (IUVare)

- Office 365 (https://uits.iu.edu/office365) is a subscription-based service free to all IU currently enrolled students that provides multiple options for accessing the newest versions of Microsoft Office. See About Microsoft Office 365 at IU (https://kb.iu.edu/d/bexq)

You will need to use a full computer (not just smartphone or tablet) with full high-speed internet and microphone and video capability.

- We will not be doing live synchronous class sessions, but you will need to be able to produce recorded video within Canvas.
- You will be exploring other university’s websites; it’s important for you to be able to examine and distinguish between mobile and desktop versions of their resources.

ASSESSMENTS
Revised Bloom's Taxonomy (RBT)

1. **Knowledge/Remembering**: The ability to recall or recognize specific information or data.
2. **Understanding**: Understanding the meaning of informational materials, translation, interpolation and interpretation of instructions and problems.
3. **Application**: The use of previously learned information in new and concrete situations to solve problems that have single or best answers.
4. **Analysis**: Breaks down information/concepts into smaller components. Each component is identified and understood as is the relationship of these components to the whole.
5. **Evaluation**: The ability to apply a criterion or set of standards to conclude a value judgment.
6. **Creation, Synthesis**: The ability to merge knowledge into creating a new meaning or structure including demonstrating how and why various diverse elements work together.

IUPUI Principles of Graduate and Professional Learning (PGPL)

Learning outcomes are assessed in the following areas:

1. Demonstrate the knowledge and skills needed to meet disciplinary standards of performance, as stated for each individual degree
2. Communicate effectively with their peers, their clientele, and the public
3. Think critically and creatively to improve practice in their field
4. Meet all ethical standards established for the discipline

Assignments

**Assignment Weights**
Assignments consist of: postings, small projects, journal club participation, and large projects. Each has a weight that relates to its importance and the time and effort I expect you to devote to them:

Postings: weight of 1 each; 6 assignments
   - Unit 1: Introduce yourself to the course/colleagues
   - Unit 3: Strategic plan discussion
   - Unit 4: Salary/job/budget analysis
   - Unit 6: Inclusivity
   - Unit 8: Professional development
   - Unit the Last: Comments on projects

Small projects: weight of 2 each: 3 assignments
   - Unit 2: Four institutions
   - Unit 5: Job application
   - Unit 7 OR 9: Interview: either a library leader, or a librarian about a team project

Journal club: weight of 3 each: 2 assignments
For one assignment, you will participate in ONE of these three by reading and posting. For the other assignment, you will comment on BOTH of the other club postings

Unit 10: Services supporting students // archives: communicating to the public
Unit 11: Services supporting faculty // archives: supporting researchers
Unit 12: Collections decisions

Large projects: weight of 3 each: 2 assignments
Unit 14: Individual project—Proposal
Unit 15: Group project—Conference poster
(Group projects have one joint grade and one individual grade)

Grading rubrics:

All of the work done for this class will be unique to you and incorporate all of these elements:

<table>
<thead>
<tr>
<th>YOU</th>
<th>READINGS</th>
<th>ASSIGNMENT DIRECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your background: work and educational</td>
<td>What other people have thought about and</td>
<td>Each assignment has a particular purpose,</td>
</tr>
<tr>
<td>experiences, personal feelings and</td>
<td>figured out: examples from other</td>
<td>tied to managerial roles and responsibilities</td>
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<tr>
<td>opinions</td>
<td>institutions</td>
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<tr>
<td>Appropriate professional-level</td>
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<tr>
<td>communication skills</td>
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</table>

For each assignment (posting, paper, or project):
Communication rubric:
A  Presentation is smooth, professional, with fewer than 1 error per 1 sheet or 250 words or equivalent
B  Presentation is understandable but with significant errors
0  Presentation problems are so numerous as to interfere with understanding

Directions rubric:
A  Assignment includes all required elements
B  Approximately 20% or fewer of the required elements are missing
0  Contains less than 80% of the required elements

Readings/background rubric:
A  Assignment use of readings is thoughtful, insightful, creative, and with an element of analysis and critique
B  Assignment use of readings accurately represents the contents of the assigned number of readings
0  Insufficient use of readings

Communications, directions, and use of readings will constitute **50% of the grade of each assignment**

Assignment focus rubric:
A  Assignment fulfills the assigned tasks in a thoughtful, analytical, and creative way
B  Content solidly fulfills all assignment directions
C and below  Content is markedly deficient in some or several respects

For each assignment its **focus** will constitute **50% of the grade**.
Assignment and learning outcome map

<table>
<thead>
<tr>
<th>Upon completion of this course, students will</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know the environment and needs of American higher education</td>
<td>Unit 1 Introduce yourself</td>
</tr>
<tr>
<td></td>
<td>Unit 2 Four-institutions</td>
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<tr>
<td></td>
<td>Unit 10 Supporting students / communicating archives</td>
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<tr>
<td></td>
<td>Unit 11 Supporting faculty / researchers</td>
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<td></td>
<td>Unit 12 Collections decisions</td>
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<tr>
<td>Understand the basic aspects of management functions including planning, budgeting</td>
<td>Unit 3 Strategic plan discussion</td>
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<tr>
<td></td>
<td>Unit 4 Salary/ job / budget analysis</td>
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<tr>
<td>Organizing and human resources</td>
<td>Unit 5 Job application</td>
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<tr>
<td></td>
<td>Unit 6 Inclusivity</td>
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<tr>
<td></td>
<td>Unit 8 Professional development</td>
</tr>
<tr>
<td>Develop oral and written communication skills, individually</td>
<td>Unit 14 Individual project</td>
</tr>
<tr>
<td>And in teams</td>
<td>Unit the last Comments</td>
</tr>
<tr>
<td>Apply organizational and personnel theories to academic library leadership</td>
<td>Unit 3 Strategic planning (organizational theory)</td>
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<tr>
<td></td>
<td>Unit 6 Inclusivity (personnel theory)</td>
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<tr>
<td></td>
<td>Unit 7 OR 9: Interview (both)</td>
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</tbody>
</table>

COURSE DESIGN

There is one Unit per week, each contained within a Canvas module. All information, materials, and links to assignments are contained within each module.

There is an introductory module (Unit Zero) which contains information for the whole course.

Use the Modules page to quickly get to instructions.

Expectations for all assignments:

Length
Pay attention to the indicated word count for different assignments. Length will vary between assignments. I limit you for several reasons:
- I want to avoid reading long essays that intentionally include a lot of information in the hope that there will be something I like or that assume I am impressed with length.
- I want you to be succinct and confident in your responses, not vague and rambling.
- Real life comes with strict limits. Articles and grant applications have firm and inviolable limits; informally, lots of your readers simply will not scroll down to get to your point!
**Citations**

As a librarian in academia, you will be expected not only to use citation formats correctly yourself, but to help others. Thus, I “care” about this more than I might for another course. Whenever you quote, paraphrase, or refer to an assigned reading, you may simply include a parenthetical reference:

Markey contends that we have moved away from "a closed circle of scholarly creators and consumers" (p. 7) to a different system of etc...

A chat with a user can fail when a librarian does not engage in a negotiation (Markey, p. 151).

When you cite any work other than provided readings, use a parenthetical reference, too, but also list the work in correct format at the end of the assignment. You may use APA, Chicago-Humanities or Chicago-Author-Date. *Do not use “Turabian.”*

You may use citation generators, but I will expect you to clean up their output: for example, they may translate a corporate name into something like, Association, American library.

For journal articles, you do NOT NEED to include a URL. You should include a DOI if available. **Absolutely positively never include a URL which** is not openly accessible. If the URL has “proxy” in it somewhere, it is password-protected. The purpose of a citation is to allow people to locate materials, and closed-URLs defeat the purpose.

**Help from others?**

You will need to be a self-sufficient professional. Academic librarians do not have clerical staff to translate their thoughts into products, but they do have colleagues whom they can work with to check each other’s materials. You may use friends, family, and co-workers to help proof-read your materials. **It’s YOUR learning. Don’t off-load the intellectual growth you need!**

**Due dates and revisions**

The due date for every unit is Sunday at midnight. “Midnight” means any time before the next morning; I’m not going to quibble over 1 am Central, or 2 am after a sleepless evening! *I set the ‘assignment’ due date/time in Canvas as 11:59 pm Sunday.* Your assignment will be marked ‘late’ if it is in after that but I will not penalize it until Tuesday.

There is a one-day grace period of Monday in which you can turn things in late and not be penalized. After that, one’s grade is penalized 10% each day, unless you contact me.

If you receive a B+ or below (that is, not an A or an A-) you may revise the assignment and email it directly via canvas to me, up to the next Sunday.

**Holidays/breaks/instructor communication**

This course observes only spring break. Because there is no specific class-meeting-date, there is no break for MLK day.

I will respond to emails within 24 hours, with a few exceptions that will be announced in advance. I will not respond Sunday mornings, or any evening after 7 pm.

If you would like to talk with me by phone or video, let’s set up a time that’s convenient to both of us.
Timetable

Draft as of October 2019. Readings will be added. Assignment directions will be provided in the Modules.

Module Zero

Course navigation, instructor introduction, advice about citations, advice about length, and other all-course materials.

Module 1 begins January 13
Introduction to Academia
   Due: Jan. 19th: posting, Introduce Yourself

Module 2 begins January 20
Organizational Theory; Library structures
   Due: Jan. 26th: project, Four institutions

Module 3 begins January 27 ← some email delays; ALA Midwinter meeting
Strategic Planning
   Due: Feb. 2nd: Strategic plan analysis

Module 4 begins Feb. 3rd
Budgets
   Due: Feb. 9th: posting: Salary/job analysis

Module 5 begins Feb. 10th
Personnel: job design, evaluation
   Due: Feb. 16th: project: Job application

Module 6 begins Feb. 17th
Personnel: motivation, ethics, inclusion
   Due: Feb. 24th: posting: inclusivity

Module 7 begins Feb. 24th
Personnel: teamwork, collaboration, communication
   Due OPTION: a: March 1st, team-leader interview

Module 8 begins March 2nd
Librarian professional life cycle
   Due: March 8th: posting: professional development requirements
   Also due: sign-ups for group project (topic areas)

Module 9 begins March 9th
Leadership
   Due OPTION b: March 15th, library leader interview
   Also: assignment to groups for final group projects
Do ONE of the interviews, March 1st or March 15th
March 16th: Spring break

For Journal club weeks (10, 11, 12, 13) : there are two grades
For one grade, you will participate in ONE of these three with an original posting: finding materials and describing their insights.
For the other assignment, you will comment on BOTH of the other club postings
During four weeks you will have 3 things to turn in.
Read the directions for the final projects!

Module 10 begins March 23rd
Journal club A: Services supporting students
For archives: communicating the value of archives to the public
   Due: March 29th original posting only

Module 11 begins March 30th
Journal club B: Services supporting faculty
For archives: services for researchers
   Due: April 5th: original posting, OR, responses to Journal Club A

Module 12 begins April 6th
Journal club C: Collections and collection decisions
Same for archives
   Due: April 12th: original posting, OR, responses to Journal Club B

Module 13 begins April 13th
Wrap-up of journal club
   Due: April 19th: responses to Journal Club C

Module 14 begins April 20th
   Due: April 26th: Individual project: internal proposal for a library service/resource

Module 15 begins April 27th
Conference poster presentation and description
   Due: May 4th: Group project: Conference poster presentation + explanation and group work description

Module the last begins May 5th
Comments on individual and group projects (4 comments)
   Due: no later than May 10th. Your final grade can be provided as soon as you submit your reviews
GRADING SCALE

The Department of Library and Information Science has an agreed-upon set of descriptions for the levels of achievement signaled by grades of A through F. Because this course uses a point system, it does not use the standard LIS percentage markers, but the concepts are exactly the same.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
</tr>
<tr>
<td>B+</td>
<td>Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all Modules as defined in the course syllabus.</td>
</tr>
<tr>
<td>B</td>
<td>Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.</td>
</tr>
<tr>
<td>B-</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C+ through C-</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.</td>
</tr>
<tr>
<td>D through F</td>
<td>Student has failed the course. An incomplete is not an available option. <em>A D may be assigned if there is at least some completion of assignments. C, D and F grades are part of a student’s overall GPA.</em></td>
</tr>
</tbody>
</table>

Note that to satisfy a core requirement, grade must be B- or above. For electives, grade must be C or above (and overall GPA 3.0 or above).

Incompletes

Incompletes are only available when unexpected events prevent completion of the course requirements in the usual time frame. No student with multiple incompletes may register for additional courses. Left unchanged, an Incomplete automatically becomes an F after one year. See: [IUPUI Registrar: Grade of Incomplete](registrar.iupui.edu/incomp.html)
Your Questions, Concerns, and Comments

Please do not hesitate to contact the instructor directly via Canvas mail with any questions. If needed, the instructor will also use Canvas Announcements to notify the entire group (e.g., syllabus change, instructor availability, etc.).

If you have problems accessing Canvas, please contact the University Information Technology Services (UIITS) Support Center at 317-274-HELP. All course Announcements will be found in Canvas along with the course schedule, assignments, and other course documents.

Student CODE OF CONDUCT

All students should aspire to the highest standards of academic integrity. Using another student’s work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the Code of Student Rights, Responsibilities and Conduct and in particular the section on academic misconduct. Refer to The Code of Student Rights (studentcode.iu.edu/)

All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorials and Tests (www.indiana.edu/~academy/firstPrinciples/)

You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else’s words (e.g., following the Publication Manual of the American Psychological Association). To detect plagiarism instructors apply a range of methods.

Academic Misconduct

1. Cheating: Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
   1. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
   2. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare
work, without advanced authorization from the instructor to whom the work is being submitted.

3. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.

4. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.

5. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

6. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.

7. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.

8. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

2. **Fabrication:** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

3. **Plagiarism:** 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.

   1. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

   2. A student must give credit to the originality of others and acknowledge indebtedness whenever:

      1. directly quoting another person’s actual words, whether oral or written;
      2. using another person’s ideas, opinions, or theories;
      3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
      4. borrowing facts, statistics, or illustrative material; or
      5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment

3. **Interference:** A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student’s grade or the evaluation of academic performance. Impeding another student’s work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

4. **Violation of Course Rules:** A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the
course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

5. **Facilitating Academic Dishonesty:** A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

**OTHER POLICIES—IUPUI standard. See Canvas.**

1. **Administrative withdrawal:** A basic requirement of this course is that students complete all required course activities. If a student is unable to attend, participate in, or complete an assignment on time, it is the student’s responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal. Learn more at [IUPUI Administrative Withdrawal Policy](iupui.edu/withdrawal-policy.html).

2. **Civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in all course exercises. IUPUI nurtures and promotes “a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued” (IUPUI Strategic Initiative 9). IUPUI prohibits “discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or veteran status” (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.

3. **Communication:** For online courses, the instructor or teaching assistant should respond to emails within two Indiana University working days, which excludes weekends and holidays. The instructor should accept appointments for face-to-face, telephone, or teleconferenced meetings, and announce periods of extended absence in advance.

4. **Counseling and Psychological Services (CAPS):** Students seeking counseling or other psychological services should contact the CAPS office at 274-2548 or capsindy@iupui.edu. For more information visit the [CAPS website](iupui.edu/health-wellness/counseling-psychology/).

5. **Course evaluations:** Course evaluations provide vital information for improving the quality of courses and programs. Students are not required to complete a course or instructor evaluation for any section in which they are enrolled at the School of Informatics and Computing. Course evaluations are completed in Canvas (Course
Questionnaire). Course evaluations are open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student.

6. **Disabilities policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. Students with learning disabilities for which accommodations are desired should contact the Adaptive Educational Services office on campus, and inform the instructor as soon as possible: [Adaptive Educational Services (AES) (iupui.edu/)](http://iupui.edu/) 317-274-3241.

7. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.

8. **Emergency preparedness:** Know what to do in an emergency so that you can protect yourself and others. For more information, visit the emergency management website at [Protect IU (protect.iu.edu/emergency)](http://protect.iu.edu/emergency).

9. **IUPUI course policies:** Several campus policies governing IUPUI courses may be found at [IUPUI Course Policies (registrar.iupui.edu/course_policies.html)](http://registrar.iupui.edu/course_policies.html).

10. **No class attendance without enrollment.** Only those who are officially enrolled in this course may attend class unless enrolled as an auditor or making up an Incomplete by prior arrangement with the instructor. This policy does not apply to those assisting a student with a documented disability, serving in an instructional role, or administrative personnel. See [Administrative Policy: No Class Attendance without Official Enrollment (iupui.edu/official-enrollment-class-attendance.html)](http://iupui.edu/official-enrollment-class-attendance.html).

11. **Religious holidays:** Students seeking accommodation for religious observances must submit a request form to the course instructor by the end of the second week of the semester. For information visit [IUPUI Policy on Religious Holidays (registrar.iupui.edu/religious.html)](http://registrar.iupui.edu/religious.html).

12. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.

13. **Sexual misconduct:** IU does not tolerate sexual harassment or violence. For more information and resources, visit [Stop Sexual Violence (iu.edu/)](http://iu.edu/).

14. **Student advocate:** The Student Advocate assists students with personal, financial, and academic issues. The Student Advocate is in the Campus Center, Suite 350, and may also be contacted at 317 274-4431 or [studvoc@iupui.edu](mailto:studvoc@iupui.edu). For more information visit [Division of Student Affairs (studentaffairs.iupui.edu/advocate)](http://studentaffairs.iupui.edu/advocate).