Course Syllabus
T81 INFO 507D Information Management and Enterprise Transformation, Spring 2019
Master of Information Systems Management
The Henry Edwin Sever Institute | School of Engineering & Applied Science
Washington University in St. Louis

COURSE OVERVIEW
The modern enterprise relies heavily on information management. As organizations transform to keep pace with business realities managers need to reconsider how technology supports organizational strategy, decision-making and business objectives. This course will be framed from the position of the CIO and will include: a review of the competencies needed to succeed as a business partner; effective project management; talent selection and team building; security, risk and crises management; power; influence; leading change; disruptive technologies; ethics and social issues; and, leadership practices.

INSTRUCTOR OVERVIEW
Sherry Harsch-Porter, Ph.D.
314-963-7878 / sharschp@wustl.edu

My Background: I earned a Ph.D. in Social Science, a Master’s Degree in Human Resources Management, and a Bachelor’s Degree in Business Administration. I am a Board-Certified Coach, and am certified to administer a number of assessment tools, including the one used in this course.

I founded PorterBay Insight, a leadership development consulting firm, in 2000 and work with science-, engineering- and technology-based organizations. My prior corporate experience includes AT&T and DuPont. Over my career, I held leadership positions in a wide variety of functions including Finance, Information Technology, Corporate Development, International Marketing, and Human Resources.

I am a contributing author to the coaching reference book "The Handbook of Knowledge-Based Coaching: From theory to practice"; author of “Education as Possibility: Coaching for Persistence”; I serve on the editorial board and am a frequent contributor to Global Coaching Perspectives, an online journal for coaches and managers.

Other courses I teach at Washington University: Human Performance in the Organization (T55 ETEM-521); Executive Coaching (U87 HRM513); Organizational Behavior (U87 HRM 520).

My Availability: Monday through Friday I check emails several times each day and will generally respond the same day. On weekends, I check emails once per day and will respond within 36 hours. I will respond to Canvas posts within 24-48 hours throughout the week. Meetings (telephone or face-to-face) may be scheduled by mutual agreement.

LEARNING OBJECTIVES
Learning objectives tied to specific topics are identified in each week’s Module Overview and Requirements. The class will focus on relevant theory and practical application applied to managing information systems in the organization. At the end of this course the student will:

- Understand the business context within which information systems resides.
• Know the competencies needed to succeed as a leader in an information technology role.
• Understand multiple approaches to managing projects.
• Know how effective teams are constructed and led.
• Understand individual behavioral styles in a work setting and know how these may impact communication, approach to setting project priorities, dealing with conflict and team work.
• Know the risks that face organizations; how to minimize them; and, how to develop a crises management plan should there be a need.
• Understand the construct of power in organizations and know how to effectively influence others at all levels.
• Know the factors that impact the success of large-scale change management initiative.
• Understand the ethical and social issues created by technology and its use.

CLASS MEETINGS and COURSE DESIGN

1. Five (5) Face-to-Face Classes – all meet from 6:00 PM to 8:30 PM:
   Location: TBD
   Wednesday, January 16
   Wednesday, February 6
   Wednesday, February 27
   Wednesday, April 3
   Wednesday, April 24

2. On-line learning via Canvas (our online classroom opens January 14th)

   Course Design: This course is taught in a hybrid, or blended learning, format. This means that some of the content and learning happens in a traditional face-to-face classroom setting and some happens on-line as you engage with course content, other students and me. The on-line portion of this course is asynchronous, that is, not at the same time. There are no live lectures to attend. Lectures and other material will be filed in our course on Canvas, the university’s Learning Management System (LMS). You may choose the time and place you engage with the course material and complete assignments. Please note, however, that assignments have due dates. These due dates are noted on the Module Overview and Requirements document.

   I have organized the semester using modules. Each module is roughly one week of the semester. A new module will open on Wednesday of each week, the day of our scheduled class. Just as you would prepare for face-to-face class discussion, you should complete the text reading before the module opens.

   An important part of your learning comes from your preparation for, and engagement in, classroom discussion with your peers and the instructor. For the online portion of this class, the opportunity for participation does not occur naturally and must be intentionally designed. This design will include on-line discussions, critical reflections, content quizzes, wiki projects and content analysis as assigned by the instructor.

   The class is not self-paced because we have specific due dates for all assignments, but you will work on the course at your own convenience within those parameters. Lack of participation in on-line discussions, with your assigned team or not answering email messages sent to you will be considered lack of attendance and will result in a loss of points.
CLASS MATERIAL
Required

Use this link to access the course pack. If the link does not work, cut and paste the following URL into your browser https://hbsp.harvard.edu/import/591850 You will purchase the material from Harvard when you log in. If you do not already have a student account, you will establish one.

There are 13 required items in the course pack including simulations, tutorials, business cases and articles. These are outlined later in this syllabus in the section called “Semester Content Overview.”

3. Student Lab Fees - $35
Lab fees include one self-assessment: Everything DiSC-Workplace® - $35 (retail is $64.50). I will send additional information about accessing this self-assessment to you by separate email.

GRADE COMPOSITION

<table>
<thead>
<tr>
<th>Major Coursework Components</th>
<th>Component Proportion</th>
<th>Coursework Sub-components</th>
<th>Sub-component Proportion</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Assignments &amp; Discussion Boards</td>
<td>47%</td>
<td>Online Discussion</td>
<td></td>
<td>840</td>
</tr>
<tr>
<td>Mid-term Paper</td>
<td>20%</td>
<td>Case Development – all members receive same grade</td>
<td>40%</td>
<td>220/600</td>
</tr>
<tr>
<td>Team Project</td>
<td>33%</td>
<td>Case Analysis &amp; Presentation – all members receive same grade</td>
<td>40%</td>
<td>220/600</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer Evaluation *</td>
<td>20%</td>
<td>160/600</td>
</tr>
<tr>
<td>Course Total</td>
<td>100%</td>
<td></td>
<td></td>
<td>1800</td>
</tr>
</tbody>
</table>

* A grading rubric will be provided to the team.

COURSEWORK COMPONENTS DESCRIPTION
Team Project
This group project is designed to enhance understanding and experience with the course material. Team assignments and project details will be provided in the second face-to-face class.
This assignment contains two elements:

- **Part One:** Your team will develop a detailed case study based on a composite of real-world situations and challenges. You will add additional fictitious data designed to obscure identities, add complexity and provide sufficient data to allow for meaningful analysis. This assignment is due by the end of Module 7. You will be given time in our second face-to-face class to work on developing your case.

- **Part Two:** Your team will be assigned a case study developed by another team. As a team you will analyze the case and make recommendations. During Module 8, your team will be given your new case study. Your analysis and recommendations will be presented during our final face-to-face class.

All members of your team will receive the same points for Part One (220 points possible) and Part Two (220 points possible). In addition, each member of the team will award up to an additional 160 points to each team member, including themselves, based on contribution and conduct. A detailed rubric will be provided and discussed in Face-to-Face Class 2.

**Mid-term Paper**

You will research and write a paper about a specific technology and its use. The length of the paper should be 5 to 7 pages, double-spaced. The objectives of this assignment are as follows:

- Demonstrate the ability to take complex information and present it in clear, understandable language to a non-technical audience.
- Know the difference between three forms of writing: personal, business and academic; and, demonstrate the ability to follow the standards for each of these writing forms.
- Demonstrate the ability to follow detailed instructions.

We will discuss this assignment in the first face-to-face class. The paper will be due in Module 8. For the business and academic portions of the paper, you are expected to use proper citation and correct grammar. Your grade will be impacted if you do not. For additional help on your writing, consult the expert staff of The Writing Center (writingcenter.wustl.edu) in Olin Library (first floor).

**Weekly Assignments and Discussion Boards**

As in other graduate courses an important part of your learning comes from your preparation for, and engagement in, classroom discussion with your peers and the instructor. For the online portion of this class, the opportunity for participation does not occur naturally and must be intentionally designed. This design will include on-line discussions, critical reflections, content quizzes, wiki projects and content analysis as assigned by the instructor.

**GRADING POLICIES**

1. **Penalty for late work:**
   You have the option of one late assignment without penalty. To take advantage of this option, you must meet the following requirements:

   - You must tell me, in writing, in advance of the due date
   - You must commit to a specific extended due date
• It must be an individual assignment. Because they impact other students, team assignments, debates, and discussion board posts are not eligible for extension.

• It cannot be a bonus assignment.

For late assignments that do not meet the above criteria or those that go beyond one penalty-free late assignment, there is a 5% deduction for each day the assignment is late.

Unless otherwise specified, ALL of your assignments must be uploaded into Canvas. This places your assignment into my grading area AND it serves as a date/time stamp for your submission. This tells you, and me, that your assignment was submitted on time. Canvas will confirm that your assignment has been successfully uploaded. If you do not see this confirmation – it did not upload. DO NOT wait to notify me that there was an error or issue in uploading an assignment. Email me immediately, and if applicable, send me a screen shot of the error message, if you received one. If your email is not date/time stamped before the deadline, your assignment will be counted as late.

**Regrading Policy:** There will be quizzes/tests in this course as I believe that they can be a key part of learning. I grade all quizzes anonymously – that is – I hide student names.

**Credit for Corrected Answers.** You will have one attempt at a quiz. If you research the correct answers for questions you missed, I will give you credit for these questions and adjust your score accordingly. To receive credit for missed questions you must provide the following:

- Full text of the question (questions are randomized so the question # isn’t enough)
- The correct response
- The page # and paragraph # from the book, case, article or other document where you found the answer

**Challenging a test question.** If you do not agree with the way a specific question is graded, you may challenge it. To do so, you must send me an email with the following information:

- Full text of the question
- The response you believe is correct
- The page # and paragraph # from the book, case, article or other document that supports your challenge

Although you may have other ‘lived experience’ or outside resource that supports your answer, for this class we must use the only basis we all have in common – the books, lectures, and readings used in the course.

2. **Extra Credit Opportunity:** There are optional assignments which provide the opportunity for 90 bonus points. These bonus assignments must be submitted by the assigned due date – no late or discounted credit will be applied.

3. **Attendance:** Research shows that your learning success is directly related to your class attendance and participation. You are expected to attend all face-to-face classes and to notify me in advance if you cannot attend. Points are given for attendance and class participation. If your absence is unexcused, you will not be eligible for make-up work.
You are also expected to have an active presence within Canvas (our online classroom) and that is one of the ways in which I will monitor your participation in the course. I am able see when you log into Canvas and how much time you’ve spent in various areas of the classroom.

4. Technology in the Classroom: As a graduate-level course, much of our learning will come through small and large group discussion. In general, our classroom should be considered a technology-free zone. The only exceptions to this are note-taking; document review as part of a class discussion; technology applications that I direct you to use as part of our learning.

Grading Scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentile</th>
<th>Points per Unit</th>
<th>Letter Grade</th>
<th>Percentile</th>
<th>Points per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>*</td>
<td>4.0</td>
<td>C+</td>
<td>77% - 79%</td>
<td>2.3</td>
</tr>
<tr>
<td>A</td>
<td>≥ 93%</td>
<td>4.0</td>
<td>C</td>
<td>73% - 76%</td>
<td>2.0</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92%</td>
<td>3.7</td>
<td>C-</td>
<td>70% - 72%</td>
<td>1.7</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89%</td>
<td>3.3</td>
<td>D+</td>
<td>67% - 69%</td>
<td>1.3</td>
</tr>
<tr>
<td>B</td>
<td>83% - 86%</td>
<td>3.0</td>
<td>D</td>
<td>65% - 66%</td>
<td>1.0</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82%</td>
<td>2.7</td>
<td>F</td>
<td>&lt; 65%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

*This course offers bonus (extra credit) assignments. As such, A+ is reserved for truly outstanding student work and is not based on % alone.

CONTENT OVERVIEW BY WEEK/MODULE

<table>
<thead>
<tr>
<th>Semester Content Overview * - Fall 2018</th>
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<tbody>
<tr>
<td>Information Management and Enterprise Transformation</td>
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<table>
<thead>
<tr>
<th>Module / Week</th>
<th>Theme / Content</th>
<th>Open / Close</th>
</tr>
</thead>
</table>
| 1             | Course Introduction / Pathways to IT Leadership Content: Adventures of an IT Leader  
Chapters 1: The New CIO  
Chapter 2: CIO Challenges  
Chapter 3: CIO Leadership  
Harvard Course Pack  
Case Analysis Coach  
January 16: Face-to-Face Class #1 | 1/16 – 1/27 |
<table>
<thead>
<tr>
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<th>Open / Close</th>
</tr>
</thead>
</table>
| 2            | Information Technology: Cost Center or Value Builder? **Content:** *Adventures of an IT Leader*  
Chapters 4: The Cost of IT  
Chapter 5: The Value of IT  
*Harvard Course Pack*  
Zara: IT for Fast Fashion  
IT Doesn’t Matter | 1/23 – 2/3 |
| 3            | Leading the Work: Project Management (part one) **Content:** *Adventures of an IT Leader,*  
Chapters 6: Project Management  
Chapter 7: The Runaway Project  
*Harvard Course Pack*  
Project Management Simulation: Scope, Resources, Schedule *(Scenario A)*  
Other:  
SHP Lecture: *Project Management from 20,000 Feet*  
*How to pick the best project management methodology for Success, CIO,* July 24, 2018  
Everything DiSC-Workplace (self-assessment, instruction to be sent by instructor) | 1/30 – 2/10 |
| 4            | Leading the Work: Project Management (part two) **Content:** *Adventures of an IT Leader*  
Chapter 8: IT Project Priorities  
*Harvard Course Pack*  
An ERP Story: Background (A)  
Other:  
Using DiSC in your teams and your workplace  
Meet Your Project Team (in-class meeting) | 2/6 – 2/17 |
| 5            | Managing Talent / Building Teams **Content:** *Adventures of an IT Leader*  
C14: Vendor Partnering  
C15: Managing Talent  
*Harvard Course Pack*  
An ERP Story: Choosing a Project Leader (B)  
Harvard ManageMentor: Team Management (*self-paced tutorial*)  
Project Management Simulation: Scope, Resources, Schedule *(Scenario B)* | 2/13 – 2/24 |
<table>
<thead>
<tr>
<th>Module / Week</th>
<th>Theme / Content</th>
<th>Open / Close</th>
</tr>
</thead>
</table>
| 6            | Security, Risk and Crises Management  
**Content:** 
*Adventures of an IT Leader*  
Chapters 10: Crises  
Chapter 11: Damage  
*Harvard Course Pack*  
IT Management Simulation: Cyber Attack! | 2/20 – 3/3 |
| 7            | Power, Influence and Managing Up (Part one)  
**Content:** 
*Adventures of an IT Leader*  
Chapters 9: IT and the Board of Directors  
Chapter 12: Communication  
*Harvard Course Pack*  
IT Doesn’t Matter (to CEO’s)  
Other:  
IT Management Simulation: Cyber Attack! *(the simulation is played real-time in class)*  
**February 27: Face-to-Face Class #3** | 2/27 – 3/10 |
| 8            | Power, Influence and Managing Up (Part two)  
**Content:** 
*Harvard Course Pack*  
Persuasion I: The Basics  
**Mid-Term Project Due March 8**  
Spring Break March 9 – March 17 | 3/6 – 3/17 |
| 9            | Building Case Analysis and Decision-Making Skills  
**Content:** 
*Harvard Course Pack*  
Case Analysis Coach | 3/13 – 3/24 |
| 10           | Emerging and Disruptive Technologies  
**Content:** 
*Adventures of an IT Leader*  
Chapter 13: Emerging Technology  
Chapter 17: Innovation  
*Harvard Course Pack*  
Disruptive Innovation at BBVA (multi-media Case Study)  
YouTube Videos | 3/20 – 3/31 |
### Semester Content Overview * - Fall 2018

**Information Management and Enterprise Transformation**

<table>
<thead>
<tr>
<th>Module / Week</th>
<th>Theme / Content</th>
<th>Open / Close</th>
</tr>
</thead>
</table>
| 11            | **Leading Change (Part One)**  
**Content:**  
*Harvard Course Pack*  
Leading Change: Why Transformation Efforts Fail  
Change Management *Simulation*: Power and Influence V2 | 3/27 – 4/7    |
| 12            | **Leading Change (Part Two)**  
**Content:**  
*Adventures of an IT Leader*  
C16: Standardization  
*Harvard Course Pack*  
Leading Change: Why Transformation Efforts Fail  
**Debrief:** Change Management *Simulation*: Power and Influence V2 | 4/3 – 4/14    |
|               | **April 3: Face-to-Face Class #4**                                               |               |
| 13            | **Managing Risk: Ethical and Social Issues (Part One)**  
**Content:**  
*Adventures of an IT Leader*  
C18: Managing Risk | 4/10 – 4/21 |
| 14            | **Managing Risk: Ethical and Social Issues (Part Two)**  
**Content:**  
TED Talks:  
The Human Insights Missing from Big Data, Tricia Wang (16:13)  
This App Knows How You Feel from the Look on Your Face, Rana el Kaliouby (11:05)  
How I’m Fighting Bias in Algorithms, Joy Buolamsini (8:45)  
**Other:** *Ethical principles for algorithms*, CIO online | 4/17 – 4/28 |
| 15            | **Connecting the Dots / Case Presentations**  
**April 24: Face-to-Face Class #5** | 4/24 |

* These are the primary readings and content for the course, but other content may be assigned by the instructor.

**Class meets face-to-face**

**IMPORTANT NOTE:** This syllabus contains an overview of the learning objectives, course materials and assignments for this course. A weekly **Module Overview and Requirements** document will be posted to Canvas. This document will provide you with detailed information on content, assignments and due dates. It is the responsibility of the student to read this information in addition to the course syllabus.
I highly suggest you print the Module Overview and Requirements as a checklist of assignments and associated due dates.

In this hybrid course design, you can anticipate that there will be multiple assignments due each week. These might include:

- **Content delivery**
  - Assigned readings
  - Recorded lectures
  - Links to online resources
  - Self-paced tutorials

- **Interactive Elements**
  - Simulations
  - Discussion threads with required responses
    - Text or topic related
    - An ethical dilemma
    - A short case study
  - Discussion threads with optional responses
  - Water Cooler Chats (more informal and typically optional)

- **Deliverables**
  - An activity (such as your personal introduction in Module 1)
  - A quiz or test of content understanding
  - A reflection or case study analysis
  - Hands-on Projects using data provided by the instructor
  - Paired or group project

**SPECIAL NOTE FOR SIMULATIONS:** This course contains several simulations. An announcement will be sent to the class when each simulation opens for student use. The simulation used in Module 7, *IT Management: Cyber Attack!*, is a real-time simulation run during class. You must be in attendance to play.

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Last updated: 12-10-18
ADDENDUM

1. UNIVERSITY POLICIES

Use of Laptop Computers and Electronic Devices in the Classroom

Laptop & tablet computers, smart phones and other electronic devices can be helpful in taking notes, providing tools for course exercises and referencing course related materials. However, they can also be distracting when used for non-course related activities such as emailing & texting, posting on social media, reading news sites, shopping online, or looking at YouTube videos. Some students have even been observed working on class assignments for the same or other courses. As common sense suggests, and a March 2013 study by Faria Sana, Tina Weston and Nicholas J. Cepeda confirmed, students who are multitasking during class have less understanding and recall of what’s being discussed. The study also found that “participants who were in direct view of a multitasking peer scored lower on a test compared with those who were not.” *

This course is part of a professional, graduate program. Consequently, it is expected that students conduct themselves in a professional manner. This includes being engaged in the class proceedings, by attentive listening, critical thinking, asking appropriate questions and participating in active discussion. Your attendance and participation in class is important for the class and is expected to be more than just physical attendance. Engaging in non-class related activities during class time is not acceptable and disrespectful of the lecturer and other students.

* Reference the Wall Street Journal article: I’m Banning Laptops from My Classroom, July 10, 2016 by Stuart Green
* Reference the WashU Teaching Center Article https://teachingcenter.wustl.edu/resources/course-design/developing-course-policies-on-laptops-mobile-devices/

Privacy and Security

Recording of class sessions either audio or video is prohibited without permission from the instructor and the other class members.

Collaboration:

With the exception of your team projects, all assignments are to be completed on your own. You are encouraged to discuss ideas and techniques broadly with other class members, but all written or presentation work, whether in preliminary or final form, is to be generated by you working alone. If in doubt - ask.

Language Sensitivity

When in the classroom, all students should speak English at all times. While meeting with classmates on a classroom project, speak a language that every student present (in your group) understands, without exception.

Professionalism:

You are part of a professional, graduate program. Consequently, it is expected that your fellow students conduct yourselves in a professional manner. This includes being on time for classes and meetings, being prepared, and participating in class discussions, group activities, projects, etc. The level of professionalism you exhibit throughout the course will impact your final grade. It directly affects the participation portion of the grade but is also taken into consideration in all other aspects of the course as it reflects the overall quality of professional performance.
II. SEVER/UNIVERSITY POLICIES

Ethics of Academic Integrity (SEAS)
All students in the School of Engineering & Applied Science are expected to conform to high standards of conduct. This statement on student academic integrity is intended to provide guidelines on academic behaviors which are not acceptable.

Engineering courses typically have many problem sets assigned as homework. You are not allowed to collaborate when solving homework problems, performing lab experiments, writing or documenting computer programs, or writing reports unless the instructor specifically states otherwise.

It is dishonest and a violation of academic integrity if:

1. You turn in work which is represented as yours when in fact you have significant outside help. When you turn in work with your name on it, you are in effect stating that the work is yours, and only yours.
2. You use the results of another person’s work (exam, homework, computer code, lab report) and represent it as your own, regardless of the circumstances.
3. You request special consideration from an instructor when the request is based upon false information or deception.
4. You submit the same academic work to two or more courses without the permission of each of the course instructors. This includes submitting the same work if the same course is retaken.
5. You willfully damage the efforts of other students.
6. You use prepared materials in writing an in-class exam except as approved by the instructor.
7. You write on or make erasures on any test material or class assignment being submitted for re-grading.
8. You collaborate with other students planning or engaged in any form of academic dishonesty.
9. You turn in work, which is represented as a cooperative effort, when in fact you did not contribute your fair share of the effort.
10. You do not use proper methods of documentation. For example, you should enclose borrowed information in quotation marks; acknowledge material that you have abstracted, paraphrased or summarized; cite the source of such material by listing the author, title of work, publication, and page reference.
III. WASHINGTON UNIVERSITY IN ST LOUIS SUPPLEMENTAL RESOURCES

1. Disability Resources: If you have a disability that requires an accommodation, please speak with instructor and consult the Disability Resource Center at Cornerstone (cornerstone.wustl.edu). Cornerstone staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you.

2. English writing support: For additional help on your writing, consult the expert staff of The Writing Center (writingcenter.wustl.edu) in Olin Library (first floor). It can be enormously helpful to ask someone outside a course to read your essays and to provide feedback on strength of argument, clarity, organization, etc.

The Engineering Communication Center (http://engineering.wustl.edu/current-students/student-services/Pages/default.aspx) offers students in the School of Engineering and Applied Sciences help with oral presentations, writing assignments, and other communications projects, as well as job-search documents such as resumes and cover letters

3. English competence: Students are encouraged to check their grammar and spelling before submitting their written works. Although, students are free to choose whatever tools best fit their need, some of the common tools for grammar, spelling, and citing references can be found in the list below.
   d. http://www.citationmachine.net – Citation Machine [Free & Paid Service]

4. Bias reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu/

5. Mental health service: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth

6. Sexual Harassment: Sexual harassment is a form of discrimination that violates university policy and will not be tolerated. It is also illegal under state and federal law. Title IX of the Education Amendments of 1972 prohibits discrimination based on sex (including sexual
harassment and sexual violence) in the university's educational programs and activities. Title IX also prohibits retaliation for asserting claims of sex discrimination. The university has designated the Title IX Coordinator identified below to coordinate its compliance with and response to inquiries concerning Title IX.

For more information or to report a violation under the Policy on Discrimination and Harassment, please contact:

**Discrimination and Harassment Response Coordinators**

- Apryle Cotton, Asst. Vice Chancellor for Human Resources
  - Section 504 Coordinator
  - Phone: 314-362-6774
  - Email: apryle.cotton@wustl.edu
- Leanne Stewart, Employee Relations Manager
  - Phone: 314-362-8278
  - Email: leannerstewart@wustl.edu

**Title IX Coordinator**

- Jessica Kennedy, Director of Title IX Office
  - Title IX Coordinator
  - Phone: 314-935-3118
  - Email: jwkennedy@wustl.edu

You may also submit inquiries or a complaint regarding civil rights to the United States Department of Education’s Office of Civil Rights at 400 Maryland Avenue, SW, Washington, DC 20202-1100 or by visiting the U.S. Department of Education website or calling 800-421-3481.