MGT-306: Management of Human Resources

Spring 2023 Syllabus
School of Business and Communication, Chaminade University of Honolulu


Instructor:	Pam Estell, Ph.D. (please call me Pam ☺)
Email:	pamela.estell@chaminade.edu
Class Time & Location:	TTh 1:00 – 2:20PM, Kieffer 31
Office & Office Hours:	Kieffer Hall, Room 23	TTh 8 -10AM and Zoom by appointment

Required Books & Resources:

- A personal notebook computer
- An Internet connection
- Chaminade Canvas Learning Management System

Textbook: Dessler, Gary (2019). Human Resources Management. 16th Edition. New York City, New York: Pearson Publishing.
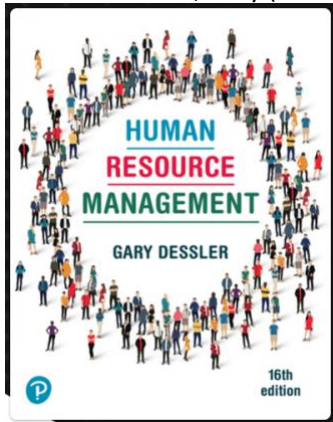
MGT-306-01-1 Management of Human Resources (3 Credits)
Dessler, Gary
ISBN-13: 9780135226797
Textbook AND MyLab Management

Please check the CUH bookstore for competitive prices.
Note: This is the only option for students who have textbook Vouchers.

Course Description

This course provides an introduction to the field of human resource management. Students learn the implications of organizational behavior theory for the design of HR practices that facilitate employee performance and success. Topics include recruitment and selection, socialization, training and development, performance appraisal, compensation and benefits, and the strategic use of HR in organizational operations. Offered every semester. Prerequisites: BU 200.

Course Overview

In Management of Human Resources students will get a broad overview of the field of human resources and how it fits into the overall scope of the management function. Importantly, students will gain an understanding of how modern human resources (HR) contributes to the overall success of an organization. Students will understand how shifts in technology, management theory, and employee dynamics have expanded the role of HR professionals. Further, they will walk away with tangible ideas of what HR professionals do, and how they make important contributions to organizational strategy, decision-making, and employee retention, motivation, and development.

Program Learning Objectives (PLOs)

PLO1: Communicate effectively regarding business related tasks, in both oral and written modes.

PLO 5: Discuss the legal obligations of organizations and the ethical dilemmas they face, along with appropriate frameworks for addressing these dilemmas.

PLO 8: Use business skills to promote service, justice and peace within community organizations.

Course Learning Objectives (CLOs)

Upon completion of this course students should be able to:

1. Demonstrate the role of HR as a strategic function within an organization.
2. Justify the value of HR to an organization (including turnover costs, training, compensation, and benefits).
3. Evaluate the challenges of HR management.
4. Assess contemporary HR issues.

Marianist Values

This course fulfills the following Marianist Value Objectives:

(2) Provide an integral quality education.

(4) Educate for service, justice, and peace.

(5) Educate for adaptation and change.

Alignment of Learning Outcomes: PLO, CLO with Marianist Values

	CLO1	CLO2	CLO3	CLO4	CLO5
Marianist Values	2, 4, 5	2, 4, 5	2, 4, 5	2, 4, 5	2, 4, 5
Program Learning Outcomes (PLOs)	1	1	1	1	1

Methods of Delivery

This class is run as a workshop, meaning, students will be expected to participate in and complete relevant activities to achieve course and program objectives. Methods of delivery include (but are not limited to) lectures, case studies, class exercises and/or activities, discussions, and guest speakers to name a few.

Course Expectations

Your final grade will be based on your performance on exams, quizzes, assignments, class participation, professionalism, and attendance.

- The average student can expect to spend approximately 6-9 hours per week preparing for this class.
- Please **DO NOT** bring guests/children to class.
- In case of class cancelation, you will be notified via Canvas and your Chaminade email.

As a matter of professionalism, I **DO** **NOT** accept late work. Early assignments, however, are always happily accepted! ☺

Computer Proficiency Expectations

Students in this course are expected to be proficient in the following technology areas:

- Canvas LMS
- Chaminade email
- Microsoft Word (or other word processing software)

Course Attendance Policy

Students are expected to attend daily and log in to Canvas daily to check for course announcements, materials, and assignments. Class begins on time. Excessive lateness will be counted as an absence from class. **Unexcused absences equivalent to more than a week of class will result in a grade reduction for the course.** Any unexcused absence of two consecutive weeks or more will result in being withdrawn from the course by the instructor.

Behavioral Expectations

You are expected to conduct yourself in a manner compatible with the college's function as an institute of higher learning. To uphold this principle in the face-to-face classroom, no cell phones, or "side conversations" that disrupt the learning process or interfere with the primary activity are allowed. Laptop computers may be used for taking notes or engaging in class activities. Please refrain from surfing the Internet, or using your computer for anything other than classwork. TEXT MESSAGING DURING CLASS IS NOT ALLOWED. Not only is it disruptive to those around you, it is distracting to the instructor and interrupts the learning environment. Students should silence their cell phones before entering class. I find this to be a very serious matter. Each student in this course has paid to receive an education, and inhibiting the learning of those around you via use of cell phone, personal computer, and/or visitation unrelated to coursework is not allowed. In the face-to-face and online course spaces, civil discourse must be adhered to in live, synchronous live, as well as asynchronous meetings, discussion rooms and/or interactions whether they are with the instructor or peers. When working online in any capacity, students should use proper netiquette at all times online.

Every student has the right to a respectful learning environment. In order to provide this right, students must take individual responsibility to conduct themselves in a mature and appropriate manner and will be held accountable for their behavior. Any student who disrupts the class or communicates or behaves inappropriately or disrespectfully, as determined by the instructor and/or institution, will be referred for disciplinary action.

Assessment Methods

Assessment methods include quizzes, exams, oral and written assignments, projects, class discussions, class activities, and group work. Every effort will be made to return all student work within two-weeks of the due date.

Late Work

All work in this course will be due at 11:59PM HST on the assigned due date, at which point online submission boxes will promptly close. This class is designed as professional preparation, therefore **late work is NOT accepted**. Assignments which are not submitted on or before their due date will receive a zero. If you find that you are having technical difficulties please contact the Chaminade IT Helpdesk for issues related to Chaminade technology. If you have documentation from the Helpdesk indicating that they have identified a problem with the technology, I will allow you to submit the assignment once a resolution has been reached at no penalty to you. If students are unsure of their home technology, they should plan ahead to use the computer lab on-campus in order to submit work in a timely manner. If you have life circumstances that you feel will prohibit you from submitting an assignment on time, please contact me BEFORE the assignment is due to find out possibilities of accommodation.

Grading & Assignments

Class sessions are designed to promote student participation through the discussion of current events in the business world as they relate to the use of quantitative analysis for managerial decision-making processes.

Grading Distribution

		Final Grade Requirements	
Exam #1 = 50 points	HR Cases = 200	A = 900 or more	F = Below 600
Exam #2 = 50 points	Current Events in HR = 150	B = 800 to 899	
Quizzes = 150 points	Participation = 100 points	C = 700 to 799	
HR Research Paper = 300	**Total = 1,000 points**	D = 600 to 699	

Exams (50 points + 50 points = 100 points) CLO 1, 2, 3, & 4; PLO 5

Two major exams will cover material from class lectures, discussions, activities, guest speakers (if any), handouts, and assigned readings. Exams may include multiple-choice, short-answer and essay questions. **There are absolutely no make-up exams without proper documentation**, which must be provided prior to the missed exam if at all possible. A missed exam will count as a zero.

Fifteen quizzes will cover material from class lectures, discussions, videos, handouts and assigned readings. Each quiz has approximately 10 to 20 questions. Quizzes are due every <u>Sunday by 11:59PM HST</u>. **There are absolutely <u>no</u> <u>make-up</u> <u>quizzes</u> without proper documentation**, which must be provided prior to the missed quiz if at all possible. Any missed quiz will count as a zero.

HR Cases (4 @ 50 points each = 200 points) CLO 1, 2, 3, & 4; PLO1, 5, & 8

Students will complete 4 case studies throughout the semester. In general, the best way to truly learn the course content is to examine the successes and failures of real firms who have struggled with human resources problems, issues, opportunities, or challenges. Case studies allow us to review a scenario or situation that actually occurred and analyze both the problems faced by the managers of the firm and potential solutions. Case studies allow students, in general and in HR specifically, to play the role of a manager in the firm and determine how you might address the scenario were you actually in charge.

Often, there will be more than one right answer, although some will be "more right" than others. In other studies, there will be no good outcomes – all the options have some negative impact on the firm and/or employees involved. It is common in business that you find yourself needing to make hard choices. No one likes the option of firing staff or closing a location, although that may be the best solution to the firm's problems. While you are encouraged to always apply the principle of "business for good", you are also expected to make the correct managerial decision.

It is important to keep your solutions simple, relatable, and actionable. Keep in mind that real people, not imaginary characters in your analysis, have to implement your solution. If your solution seems too complex, it probably is. Remember the solution has to be feasible, and while you are encouraged to think outside the box, there must be reasonable parameters to your proposed solution.

Case analyses should adhere to the following guidelines:

I.   Format
  a. 3-4 pages not including the cover page, abstract and reference page(s) (total of approximately 6-8 pages)
  b. Pages must be numbered
  c. Tables, charts, graphs and images are all welcome but are NOT included in the page total (although they will frequently contribute to a good grade!)
  d. Cover page in APA format
  e. Separate abstract page
  f. Separate reference page
  g. 12-point Times Roman font
  h. Double spaced with 1" margins
  i. The use of headers and sub-headers is <u>required</u>
II.   Body
  a. This should be about 3-4 pages in length

III.   Case Background
         a. In 3-4 paragraphs describe the case facts and background. This should include BRIEF information about the firm, however **DO NOT** simply duplicate what is in the case itself. As things change quickly in business, you may wish to check the current status of the firm and briefly discuss the most current information.

IV.   Key Issues
         a. What are the key HR issues in the case? These might be problems, opportunities or challenges the firm is facing. For example:
              i.   Employee productivity has declined by 10 percent in the last year.
              ii. Statewide labor laws have recently changed, forcing an organization to change its internal policies on leave.
              iii. New technology developments have caused the organization to perform job redesigns.
         b. Typically, there will be 2-4 of these in each case and you should briefly describe each. You may wish to cite information from the case to support your contention that these are key issues. You will need to consider if the issues are independent or interdependent. If the former, you may treat the solutions as important to that issue alone. If the issues are interdependent, you may need to consider how the solutions you describe in your paper impact more than one issue or problem.

V.   Analysis of Alternative Solutions.
         a. For the issues you identified above, you must identify potential solutions and analyze each of them. For example, for the decline in employee motivation noted above we might try any of the following, among other options:
              i.   Implement new productivity software
              ii. Reiterate job expectations
              iii. Conduct employee improvement plans
              iv. Launch an incentive program
         b. For each of the alternatives, you should analyze the costs, benefits, resources required and possible outcomes. Typically, you will have 3-4 of these alternatives. Any given alternative solution might address multiple issues. If this is the case, be sure to note that in your paper.
         c. Typically, this will be the longest and most detailed portion of your case analysis.

VI.   Recommendations
         a. Rank your options
              i.   Begin by rank ordering your alternatives from most to least desirable. In a sentence or two explain the rank you have assigned each alternative solution. Be sure to consider if the alternative solutions help resolve more than a single issue. You should also consider which issues are critical to the firm's success and which are peripheral or less important.
         b. Select and implement your preferred solution
              i.   **This is the most important part of your case analysis**.
              ii. Begin by selecting the solution that you believe will best solve the issues or problems you have identified.
              iii. Describe in detail WHY you have selected your given solution. Make sure that when supporting your preferred solution your arguments are consistent with the analysis you conducted above. Be very organized and methodical in your recommendations and do not "beat around the bush". Pick a solution and support that decision with facts and sound reasoning. NOTE – you may combine more than one solution but in doing so you must support BOTH and justify the expense.

VII.   Conclusion – Lesson Learned
         a. What is the most important take-away or lesson learned from this case? Be specific and describe why you selected this particular "lesson".

VIII.   References.
  a. You must include a separate page listing your references in APA format. If you need help with APA try the OWL Purdue University Web site http://owl.english.purdue.edu/
  b. You must have three references other than the text, course slides or other course materials, as follows:
    i. ONE reference from a peer reviewed academic journal or paper
    ii. ONE reference from a popular business press source (SHRM, WSJ, Inc., Business Week, The Economist. Harvard Business Journal among other options)
    iii. ONE reference from an online source (Investopedia, Statista, Company websites, etc.) – NO Wikipedia or similar sources. In some cases, blogs may be acceptable.

Current Events in HR (6 @ 25 points each = 150 points) CLO 1, 3, & 4: PLO 1

Each student will individually submit a brief (1-page/3 paragraph) summary of a current event in HR that relates to our textbook reading and/or class discussion. In the first paragraph, students should explain why the issue/topic is relevant now, or how it recently became relevant. **Note**: Students are highly encouraged to tie in their own personal experience to this topic where relevant. In the second paragraph, students should describe how this topic/issue might evolve in the future. In the third paragraph, students should engage with the topic by summarizing how this issue/topic has implications for future HR practice. Students should come prepared to discuss their case in class. Please, 1) include a link to the article in the beginning of your response, and 2) choose an article from SHRM, SHRM Trending Topics or a business specific journal such as Wall Street Journal, Bloomberg, etc. and 3) Provide at least 2 credible source citations to support the analysis.

HR Research Paper Draft/Final Copy (300 points) CLO 3, & 4; PLO 1, 5, & 8

Each student will submit a final research paper. The paper should critically examine an issue or topic related to Human Resources. You have freedom regarding your topic. Topics may be broad or specific. For example, one could write about the broad topic of Learning and Development. Conversely, one could choose to be more specific in regard to Learning and Development and write about the implications of generational differences on organizational Learning and Development efforts. Both are acceptable topics. One, however, is more specific than the other (and may be easier to write about and produce a stronger paper). Students will submit their paper topics to the instructor by mid-term. Topics must be approved in order to proceed.

As it relates to your topical focus, your topic does not have be centered on an HR functional area (e.g., compensation, benefits, learning and development, etc.). Indeed, topics need only be HR related. There are a number of directions you could go outside of the HR functional areas. For example, employee engagement, onboarding, employment law, HR and Technology, ACA and its implications for HR, etc. are all fair game. Furthermore, you could argue for or against a law, idea, theory, or practice. You could write about trends, emerging issues, or changes you see coming. You have freedom stylistically as well. Your paper can take the form of any number of styles (e.g., argumentative, theory or conceptual pushing, theory or conceptual formation, literature review, etc.).

Again, there are different approaches to this assignment; no cookie cutter strategy.

It is important to note, this is not a book report or summary! Rather, the idea is that you identify some area of interest, formulate a research problem or question, conduct research on that idea, and then think critically and reflectively about it. Then, finally, transfer your thoughts to paper in a clear, cohesive, organized, and informed manner. Engage the idea!

Students should consider the following questions and/or ideas when writing the research paper. (This list is not exhaustive. These are simply questions that may help you in thinking about and formulating your research. Some, all or none may be relevant to your desired approach.):

- Why is this issue/topic relevant?
- How did this issue/topic become relevant?
- What is the current landscape surrounding this issue?
- What are the current trends regarding this issue?
- Are there differing schools of thought regarding this issue? If so, what are they?
- How might this issue evolve in the future?
- How might this issue be improved upon?
- Initial impressions of readings and discussions;

- Changes (if any) in student thought as a result of readings and discussions;
- Areas of deep disagreement or agreement with an issue or aspect of an issue;
- Suggested new perspectives on an issue;
- Implications for practice.

The Research paper should be 10-12 pages (not including cover and reference pages) in length, written in APA format. Students should include a minimum of 7 scholarly citations. Papers will be graded on the following:

1. **Clarity**: Are your ideas and points clear? Is it hard to decipher what you are saying and/or where you are trying to take the reader? Is your position clearly stated (think thesis/main idea and its development)? Does your paper include substance? Or, is it centered in fluff?
2. **Organization and Cohesion**: Is there a clear thesis statement with subsequent supporting paragraphs? Do the supporting paragraphs have topic sentences? Are the necessary components of a research paper included (e.g., introduction, rationale, findings, implications, conclusion, etc.)? Do the components flow together? Do the parts represent the sum?
3. **Evidence Based**: Are your claims and positions informed and/or supported with research? How do you go about supporting your claims? Have you cited your sources? Are your sources solid?
   a. This is a scholarly research paper. As such, your sources should be overwhelmingly of the book or peer reviewed/refereed scholarly journal nature. It should not be built on websites. While websites can be most informative, their inclusion should be complimentary. Your paper should have a minimum of 7 sources (Research Paper only). Papers with an over reliance on websites will be docked points.
4. **Originality**: Is your paper original research? It is not expected that you will be writing about something that no one else has written about. So, take that pressure off yourself! However, you should be adding something original to the conversation. Are you asking a new question about the topic? Or, are you nuancing some already existing point or question in the conversation? Are the thoughts and ideas included in the paper your own? While your paper is to be informed by research, you are to offer your own analysis. It should not be a regurgitation of the literature you consulted. (Research Paper only-originality will not be scored for Critical Response Paper)
5. **Adherence to Instructions**: Does your paper follow the stated format style (e.g., APA, etc.)? Does it meet the page count, etc.?
6. **Grammar**: Is your paper grammatically sound? That is, is your paper overrun by grammatical errors? This is not about being 100% free of grammatical errors (there are differing schools of thought on certain grammatical components so someone can always find a grammatical error). I am not interested in trying to be a pompous grammar snob. Thus, a missed period here or there is not of major concern (this is not a license for carelessness, however). However, once grammar starts taking over the paper, there is a problem. Run-on sentences, sentence fragments, misspelled words, missed periods and commas, etc.… should not be happening consistently.

Grading Standards

"A" students do not miss classes during the semester. They read and critically engage all the assigned readings before class on their own, and with classmates and the instructor. All assignments are not only complete, but go beyond more than just the minimum requirements. Their assignments are turned in on time or early, exhibit proper style, grammar and format, are well-organized, integrate strategic planning and targeting, and are written precisely and concisely. They take advantage of all rewrite and extra credit opportunities. These students always keep up with current news events, both locally and globally.

"B" students miss a few classes during the semester. They usually read the assigned readings before class. Their assignments exhibit proper style, grammar and format, are well-organized, integrate strategic planning and targeting, and are written precisely and concisely. They take advantage of all rewrite and extra credit opportunities. These students usually keep up with current events.

"C" students miss several classes during the semester. They complete the assigned readings before exams. Written assignments and exams usually exhibit proper style and formatting, but do not always integrate strategic planning and targeting, and are not always well organized or written precisely and concisely. All assignments are turned in on time, and most rewrite opportunities are used. These students sometimes keep up with current events.

"D" students miss four or more classes during the semester and skim assigned readings. Assignments and exams usually exhibit proper style and formatting, but they often lack integrated strategic planning and targeting, and are often not well-organized,

or written precisely and concisely. Assignments are not always turned in on time and only some rewrite opportunities are used. They don't keep up with current events.

"F" students fail to attend class consistently, miss exams, written assignments; don't use rewrite opportunities.

Suggestions for Success
Manage your time wisely and stay organized! Learn how to use the required technology. Come to class prepared. Engage in the learning, discussions, and activities that take place in the classroom. Don't be distracted or distract others. Always do your best! ☺

Challenging a Grade on an Individual Assignment
Should a student find at any point during the semester that they wish to challenge a grade they have received on an assignment, they are welcome to do so. Following are the grade challenging guidelines:
- Students must wait 48 hours after receipt of their assignment before challenging the grade
- Grade challenges must be submitted in writing via email, in respectful and professional prose
- Students must articulate, based on the merits of their work (not on circumstances) and the guidelines of the assignment/rubric, why they feel their grade should be amended
- Students have up to 2 weeks to challenge an assignment grade, attempts to challenge a grade after 2 weeks from receiving an assignment back will be automatically forfeited

Students also retain the right to academic grievance for final course grades through standard Chaminade processes should they feel this step is necessary.

University-Wide Policies and Procedures

The following information pertains to university-wide policies and procedures for <u>all</u> classes.

Tutoring and Writing Services

Chaminade offers free one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ʻIke: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors.

Please check Kōkua ʻIke's website (https://chaminade.edu/advising/kokua-ike/) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ʻIke at tutoring@chaminade.edu or 808-739-8305.

Disability Access (ADA)

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ʻIke: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ʻIke Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Academic Honesty

All work submitted by a student must represent his or her own original ideas, concepts, and current understanding. All sources of information collected during research and utilized in an assignment must be correctly documented to avoid plagiarism. Cheating or plagiarism in any form (intentional or unintentional—<u>including passing quiz access codes to students not present in class</u>) is unacceptable. Violations will be penalized pursuant to the university's academic honesty policy and may also result in disciplinary action.

Violations of the Academic Honesty Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of dishonesty or plagiarism, a student is subject to a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of dishonesty or plagiarism, failure of the course, and/or suspension from the University.

Violations of Academic Integrity

Violations of Academic Honesty and Integrity includes but is not limited to:
- Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Unauthorized Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:
- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work. ● Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39):
Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are
handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website. For further information, please refer to the Student Handbook.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Title IX Compliance Policy

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.