Managing People in Public and Nonprofit Organizations

INSTRUCTOR OF RECORD
Instructor: Jos C.N. Raadschelders
Office: 350D Page Hall
Email: raadschelders.1
Office hours: By appointment

COURSE OVERVIEW
Public Affairs 5060 is the first component of a two-course, six-credit, certificate program specifically designed for mid-career professionals in public and nonprofit organizations who aspire to further develop their management and leadership skills. It targets a population of mid-career professionals who already occupy a supervisory position in their respective organizations.

This course includes a blend of theoretical knowledge and practical skills with approximately 35% lecture and 65% group problem solving exercises and activities, including scenario and case discussion. The total number of contact hours is 42 and, per guidelines of the graduate school, that requires another 120 hours of study at home (every contact hour requires three hours of study). Student reading assignments, exercises and additional content to complement in-class learning will be on Carmen to optimize class time for application and problem solving. In addition to the instructor of record, other subject matter experts and instructors will provide knowledge and will share in the delivery of course content.

This course has two subcomponents. The first subcomponent is focused on increasing self-awareness and being open to feedback, both critical to becoming a more effective leader. The goal of PA 5060 is to help students deepen their self-awareness and to develop strategies and actions for improving leadership and management competencies. Through assessments, feedback, personal reflection, readings, discussion, and written assignments; students will explore where they are in their leadership development and where they would like to be. Each student will be required to complete a 360-degree assessment, weekly reflections, and an individual leadership development plan, setting out goals, priorities, and specific actions to ensure his or her continued learning and development.

The second subcomponent of this course emphasizes immediate needs that supervisors have with regard to personnel or human resource management.

A key task for any public sector manager is to assemble the skills, talents, and resources of individuals and groups into those combinations that best solve the organizational problems at hand. One must manage people, information, and processes to accomplish organizational goals. One must also make things happen, and often not under ideal conditions or timeframes. The primary goal of this course is to provide students with the analytical skills and tools needed to effectively recruit, retain, and develop their subordinates.

At the end of the course, the students are expected to learn about the best practices of human resource management (HRM) and develop analytical skills necessary to effectively manage workers. Given the applied nature of this course, we will rely extensively on case studies, videos, and
individual/group exercises in addition to reading about best practices of human resource management. Additional content to complement in-class learning will be posted on Carmen to optimize class time for application and problem solving. In addition to the instructor of record, other subject matter experts and instructors will provide knowledge and will share in the delivery of course content.

Learning Objectives
After completing this course you should be able to:

- Explain the importance of self-awareness, and self-reflection to effective leadership development;
- Articulate your personal values, assumptions, and beliefs about leadership;
- Identify your Individual strengths, talents, areas of improvement, and short and long-term development goals.

By the end of the course, students will have:

- knowledge of the challenges in managing a public or nonprofit organization;
- understanding of management theory and its application to practice;
- developed skills in analyzing, synthesizing, critical thinking, problem solving, and decision making relevant to managers in public and nonprofit organizations;
- the ability to articulate and apply a public service perspective;
- the ability to communicate and productively interact with a diverse and changing workforce and citizenry.
- The practical skills for managing personnel in the work environment

Learning Outcomes
Having met the above objectives you should be able to:

- Write a leadership philosophy that can guide you throughout your career;
- Create a leadership development plan outlining your career aspirations, strengths, gaps and goals;
- Engage in regular journaling to inform your leadership development

COURSE SCHEDULE AND READINGS
Each of the six class meetings for this course will be 7 hours in-person. This format satisfies requirements regarding contact time and credit hours. The graduate school requires about 40 hours for each credit. Hence, 42 contact hours (6 days x 7 hours) assumes another 126 hours for study and homework time.

For LCERT 5060 and 5062 the following book is prescribed:
Thomas, John Clayton (2020). Leading as a Public-Minded Manager. People, Politics, Purpose. Irvine, CA: Melvin & Leigh, Publishers. ISBN 978-1-73393442-8 ($ 44.95; ebook is $ 39.95). Each of the modules lists extra readings that can be found in Carmen. It is upon the instructor to determine which ones are required, and which are recommended.

Module 1: Orientation and Substance

Required reading:
- Thomas, chapters 1, 2 and 4.
- Orientation – Program and course overview and expectations (teaching philosophy and study styles)
- Group exercise
- Introduction to 360 degree assessment
- Introduction to journaling
- Lecture: Learning styles and study skills

Group discussion: How did you learn to learn while serving in the military?

**Module 2: Leadership Development Planning and Goal Setting**

Required reading:
- Thomas, chapters 3 and 5

Recommended reading: Leadership in public and nonprofit organizations;

Lecture: Leadership in the public and nonprofit sector

Group discussion: What was the nature of your leadership role in the military? Challenges, issues, training for decision making and ethical leadership? What do you expect from civilian life?

**Module 3: HRM: Recruitment, Retention, Work Design, Employee Motivation/Engagement**

Required reading:
- Thomas, chapter 6

**Recommended reading:** Strategic HRM and Employee Recruitment and Retention
- Building Sustainable Organizations: The Human Factor (Pfeffer)
- ABCs of Job Interviewing (Jenks & Zevnik)
- How to Avoid Hiring a Toxic Employee (Porath)
- Keeping Talent: Strategies for Retaining Valued Federal Employees (Booz Allen Hamilton)
- Case Study: Values-Based Approach to Candidate Selection: One Hiring Manager's Approach (HBS)

**Recommended reading:** Managing and Motivating People
- On the folly of rewarding A while hoping for B (Kerr)
- 150 Ways to Encourage the Heart (Kouzes & Posner)
- The Meaning of Work (Cartwright & Holmes)
- The Road to Empowerment (Quinn & Spreitzer)
- Motivating Creativity at Work (Grant)

**Video 1:** [https://www.youtube.com/watch?v=hmWD2HdoZ7k](https://www.youtube.com/watch?v=hmWD2HdoZ7k)
**Video 2:** TED’s video “Dan Ariely on What makes us feel good about our work?”

**Lecture:** HRM material

**Group discussion:** What experiences have you had with finding a civilian job?

**Group 1 presentation of case study Case Study1:**
1. The Best-Laid Incentive Plans (HBS)/Department of Water Resources (EH), or
2. Improving Decision Making in the King County Library System (EH)

**Module 4: Performance Appraisal and Feedback**

**Required reading:**
- Thomas, chapter 6

**Group discussion:** Are performance appraisal and feedback more direct in the military as compared to in the civilian sector?

**Recommended readings:**
- The Performance Management Revolution (Cappeili & Davis)
- Emotions and Leadership: The Role of Emotional Intelligence (George)
- Coaching and the Art of Management (Evered & Selman)
- What Makes a Leader? (Goleman)

Group discussion: Are performance appraisal and feedback more direct in the military as compared to in the civilian sector?

Group 2 presentation of case study: James Cranston Colonial Food Services (HBS)

Module 5: Negotiation and Conflict Resolution

Required reading:

Recommended readings:
- Are You Giving Away the Store? (Neale)
- Psychological Influence in Negotiation (Malhotra & Bazerman)
- How to Make the Other Side Play Fair (Bazerman & Kahneman)

Video: 12 Angry Men

Class Exercise: Fallsburg School Negotiations Simulation

Group discussion: In your experience, what type of conflict resolution do you find works best? How do you expect this to be different in a civilian context?

Case Study presentation group 3: Negotiating from the Margins (HBS)

Module 6: Work Life Balance, Diversity, and Inclusion

Required readings:

Recommended reading:
- Extreme Jobs. The Dangerous Allure of the 70-Hour Workweek (Hewlett & Luce)
- Managing the High Intensity Workplace (Reid & Ramarajan)
- What to Do for a Struggling Colleague (Quelch)
Group discussion: How did the military prepare you for transitioning into civilian life?

Students can access textbook information via the Barnes & Noble bookstore website: www.shopOhioState.com as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) on line.

GRADING AND ASSIGNMENTS
All work is to be submitted through Carmen. If you cannot deliver an assignment through Carmen, you are responsible for submitting assigned material to the Program Manager through some other means (email a Microsoft Word attachment to glenn-training@osu.edu). Informing us of your intention to be absent does not waive your obligation to submit assigned work. Late work will be accepted with a one-third-letter grade penalty each day that it is late (e.g., A- to B+).

Assignment Expectations and Graded Components:
In this course students will be expected to complete self-assessment instruments that will provide insight into individual styles, strengths, and areas for improvement. In addition, students will be required to keep an individual journal to help capture thoughts, set personal goals, and record experiences. Weekly journal entries will be required throughout the program. Additional information on the weekly journal entries is available in Carmen. Additionally, active participation in class discussions and activities is expected. While trite, what you take away from this course will be a direct function of the effort you put forth inside and outside of class. Voluntary participation is preferred, but you should expect to be called upon at any time. Effective class contribution entails providing good answers to questions. Effective comments add to our understanding of the underlying conceptual material, challenge and clarify the ideas expressed by others, integrate material from other courses and experience, and show evidence of analysis rather than mere opinion or “gut feeling”. Effective responses demonstrate that you have thought deeply about the material and can develop creative and innovative insights through this analytic effort. See extended details available in Carmen for detail about these assignments.

1. **Self-Reflection Journals (5 points: 25 total)**
Weekly journal entries (5) will be required throughout the program. For each set of course readings, students will draft a one-page reflection journal (1-inch margins, double-spaced, 12-point font). Each entry will be worth 5 points.

In response to the readings of this week, the journals should address (but not limited to) the following:

- Reflect on your personal experience relevant to the theories discussed (Do you look at something differently now? Why or Why not).
• Provide examples of uses relevant to the theories discussed (Any real world/personal experiences that relate to these theories?).

You are not required to write in formal, academic paragraphs/sentences. It is OK to make bulleted lists or to use a table to organize your response (for this assignment only).

2. Leadership Development Plan (25 points)

Students will write a three-page paper that describes a personal development plan to improve his or her management and leadership competencies (12 pt. font, Times Roman font, double space, APA format for all citations). A completed leadership development plan should serve as the foundation for this paper. Students will describe where they see themselves today as a leader and where they would like to be in the future. Students will discuss why they want to lead and information about the competencies needed to be an effective leader, the strengths and weaknesses they see in themselves, insights gained through self-assessments, feedback received from others, career goals and aspirations. Papers should include specific action steps to attain goals, anticipated challenges in reaching goals and ideas for how to tackle these challenges. Papers will be graded according to the following rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Quality of Writing - Clarity and organization</td>
<td>5</td>
</tr>
<tr>
<td>Quality of Analysis - Current v. desired state</td>
<td>5</td>
</tr>
<tr>
<td>Where you see yourself today as a leader and where they would like to be in the future.</td>
<td></td>
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<tr>
<td>Quality of Analysis - Why I want to lead</td>
<td>5</td>
</tr>
<tr>
<td>Discuss why you want to lead and include information about the competencies needed to be an effective leader, the strengths and weaknesses you see in yourself, insights gained through self-assessments, feedback received from others, career goals and aspirations.</td>
<td></td>
</tr>
<tr>
<td>Quality of Analysis - Action steps</td>
<td>5</td>
</tr>
<tr>
<td>Papers should include specific action steps to attain goals, anticipated challenges in reaching goals and ideas for how to tackle these challenges.</td>
<td></td>
</tr>
<tr>
<td>Quality of Analysis - Supporting Resources</td>
<td>5</td>
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<tr>
<td>Discusses assessments, 360 survey, StrengthsFinder 2.0, leadership philosophy, etc.</td>
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3. Leadership Interview, Summary, and Carmen Posts (30 Points) OR Group Case Analysis and Presentation.

If you complete the Group Case Analysis in 5060, you must complete the Leadership Interview, Summary & Carmen Posts in 5062 or vice versa. At the end of the certificate program students will have completed the Leadership Interview, Summary, and Carmen Posts and one Group Case Analysis.
Leadership Interview, Summary, and Carmen Posts (30 Points)

For this assignment you will interview a public or nonprofit leader -- someone you admire or who interests you -- about their personal leadership philosophy, style, challenges and celebrations. You will write up your findings in an interview summary, and you will share your insights and the lessons you learned from conducting the interview with the class through an online post in Carmen. The assignment is worth a total of 30 points. The interview summary is worth 15 points and your Carmen posts are worth 15 points. The purpose of this assignment is to support your professional growth by helping you to explore a deeper understanding of leadership, link leadership theory to practice, and to reflect on your own leadership based on the insights and experiences of other public and nonprofit leaders.

1. **Identify a public or nonprofit leader for a 20-minute interview** -- Your leader should have at least five years of experience working in the public or nonprofit sector and have responsibility for managing others. To help push you out of your comfort zone, this person cannot be a friend, relative, or anyone else close to you.

2. **Create an interview protocol** -- the open-ended questions you will ask your leaders to learn more about his/her philosophy, style, successes and challenges.

3. **Interview the leader** -- An in-person interview is preferable. However, phone or Skype interviews are acceptable.

4. **Write up your findings in an interview summary**. The length of the summary should be 3-5 pages (double-spaced, 1-inch margin, 12-point Times New Roman font, APA style when citing any references or supporting materials). At a minimum your summary should answer the following:
   - What did you learn about leadership from interviewing this person (philosophy, style, challenges, failures, successes etc.)?
   - How do your lessons learned connect or align with course readings?
   - How did this exercise influence your view of leadership and leadership development?

Your leadership summary will be graded based on the following criteria.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Summary addresses all three topics (what you learned, how your lessons learned connect or align with course readings, how the exercise influenced your views re: leadership); Evidence of having diligently pursued and thoughtfully executed the interview; Main points are adequately developed and supported by your insights, the interview itself, and course readings.</td>
<td>10</td>
</tr>
<tr>
<td>Prose is clear, concise, and error-free</td>
<td>5</td>
</tr>
</tbody>
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(5) **Carmen Posts**
- After submitting your interview summary, post to Carmen your response to the following question: **How did this exercise influence your view of leadership and leadership development?**
- Choose posts from at least two other members of the cohort and comment on these posts.
Posts will be graded based on the content, depth, and quality of your contributions to the discussions.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>0 points</th>
<th>1-5 points</th>
<th>5-10 points</th>
<th>10-15 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posting Content</td>
<td>No posting is made in response to posed question or post.</td>
<td>Response attempts to answer the question, but is not specific, too vague, or off-topic.</td>
<td>Response addresses the question with thought and clarity. Applies content and material from the course readings and/or lecture content in the response.</td>
<td>Response addresses question with thought, clarity and analysis, showing depth of understanding. Applies concepts outside of course content which relate to question demonstrating thoughtful analysis through use of appropriate examples.</td>
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</tbody>
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Group Case Analysis and Presentation (30 points)

Throughout the course, case studies will be presented in class by students to help reinforce course concepts with practical application. While all students will be expected to prepare for and participate in all case discussions, there will be an assigned student team to facilitate the case discussion for any given week. Specifically, students will be assigned one case and will serve as the facilitator for case discussion along with 4-5 other classmates. Students will receive a group grade for facilitation of the class discussion. To prepare for the case facilitation, students will be expected to meet ahead of time (outside of class) with their team. Teams will be graded on the following five components:

- A clear synopsis of a management challenge evident in the case, as it relates to the course materials for the week;
- Application of concepts, tools or insights from course materials to the identified management challenge in the case;
- Discussion of different alternatives available to the decision maker(s);
- Assessment of the lessons learned from the case as they relate to the course materials for the week;
- Effectiveness of the presentation style.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear synopsis of the management challenge(s) evident in the case, as it relates to the course materials for the week.</td>
<td>5</td>
</tr>
<tr>
<td>Application of concepts, tools, or insights from course materials/readings to the identified management challenge in the case.</td>
<td>5</td>
</tr>
<tr>
<td>Discussion of different solutions available to the decision-makers.</td>
<td>5</td>
</tr>
<tr>
<td>Assessment of the lessons learned from the case as they related to the course materials for class.</td>
<td>5</td>
</tr>
<tr>
<td>Effectiveness of the presentation style/power point.</td>
<td>10</td>
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4. Individual Case Analysis (20 points)
You will write a 3-5 page case study analysis paper for this course (1-inch margins, double spaced, Times Roman, 12-point font, APA format for citations). The paper is designed to assess your ability:

1. to diagnose key management problems/challenges evident in the case;
2. to apply the course readings and discussions to solve the management challenges/problems in the case;
3. to suggest a specific and viable course of action to address the challenge(s); and
4. to communicate your thoughts and recommendations in a clear and professional manner (i.e., structure and quality of writing).

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate your thoughts and recommendations in a clear and professional manner (i.e., structure and quality of writing)</td>
<td>5</td>
</tr>
<tr>
<td>Diagnose key management problems/challenges evident in the case</td>
<td>5</td>
</tr>
<tr>
<td>Apply the course readings and discussions to solve the management challenges/problems in the case</td>
<td>5</td>
</tr>
<tr>
<td>Suggest a specific and viable course of action to address the challenges</td>
<td>5</td>
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You CANNOT choose to write your individual case analysis on the case study that is assigned for your group presentation.

**WORKLOAD**

For each credit, there should be about an hour of in class meeting time, and 2 hours out of class work. So for a one-credit class, you should expect 14 hours of in class instruction and about twice that outside of class preparing and doing homework and assignments.

**CLASS PARTICIPATION**

Students are expected to have all readings and other assignments (presentations, assessments) completed before the class session where assigned.

**CLASS ATTENDANCE AND EXPECTATIONS**

Attendance is required because class work and discussion are critical to the course. Your attendance and involvement in class is vital, be prepared to discuss the material assigned. Group work is critical as is in-class discussion. Absence can be excused for religious observances, and students can reschedule, without penalty, required class work that may fall on religious holidays. There will be no final exam.

**GRADING SCALE**

Students can earn up to 100 points in this course. Transformation of numerical grade to a letter grade will be according to the schedule below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9</td>
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<tr>
<td>D+</td>
<td>67-69.9</td>
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<tr>
<td>D</td>
<td>60-66.9</td>
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<tr>
<td>E</td>
<td>&lt; 60</td>
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ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)
Link to Ohio State University’s Code of Student Conduct is available here:  
http://studentconduct.osu.edu

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University’s Code of Student Conduct may constitute “Academic Misconduct.” Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University’s Code of Student Conduct, Section 3335-23-04 defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact the program manager.

Other sources of information on academic misconduct (integrity):
The Committee on Academic Misconduct web page: http://oaa.osu.edu/coam.html
Ten Suggestions for Preserving Academic Integrity: http://oaa.osu.edu/coamtwentysuggestions.html
Eight Cardinal Rules of Academic Integrity: www.northwestern.edu/uacc/8cards.html

GLENN COLLEGE DIVERSITY VALUES STATEMENT
The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

***Please note: Some of these services are available only to students enrolled in the program for credit. However, we will do whatever we can to accommodate any student’s needs. ***

ACCOMMODATION POLICY
The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your
accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

**Religious holidays**
Absence can be excused for religious observances and students can reschedule without penalty examinations and additional required class work that may fall on religious holidays.

**MENTAL HEALTH STATEMENT**
Some of these services are available only to students enrolled in the program for credit. However, we will do whatever we can to accommodate any student’s needs.

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at suicidepreventionlifeline.org. Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit [http://advocacy.osu.edu/](http://advocacy.osu.edu/).

**GRADE APPEALS**
The assigned grade is designed to show the overall quality of work performed by each student. If you believe that any grade was not properly assigned you may write a letter explaining why you believe the grade was incorrectly assigned within one week of receiving the graded assignment back. Each appeal will be considered, and if a re-grade is performed, the entire assignment will be re-graded. The final grade may be greater, less, or equal to the original grade.

**COPYRIGHT DISCLAIMER**
The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

**TRIGGER WARNING**
Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence
Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

STATEMENT ON TITLE IX
Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, at titleix@osu.edu