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Texas Christian University

**M. J. Neeley School of Business**

**Supply Chain Management Tools and Technologies - INSC 70620**

**Fall 2020**

**Instructor:** Professor Morgan Swink **Office: NEEL 3236**

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**Office hours:**  I am available most days and times.  Please send an email ([m.swink@tcu.edu](mailto:m.swink@tcu.edu)) to set a meeting time or feel free to call my office number (817-257-7463) at any time.

**Required Course Materials**

E-Course Pack containing HBR Cases. You can buy either digital or print version at Course Link:<https://hbsp.harvard.edu/import/743700>

Other readings are provided directly on the course website.

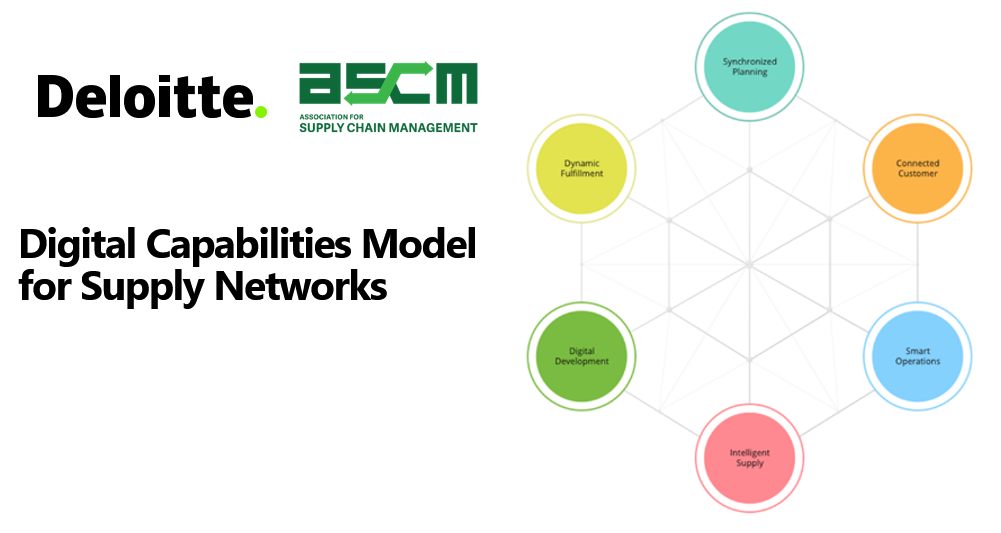
**Course Purpose**

*“One of the biggest problems companies face is coping with the abundance of technologies in the marketplace. It’s hard for executives to figure what all those systems, applications, and acronyms do, let alone decide which ones they should purchase and how to successfully adopt them. Most managers feel ill equipped to navigate the constantly changing technology landscape and thus involve themselves less and less with technology.”* ***To be effective, managers need to be prepared to “select technologies, nurture their adoption and ensure their exploitation****.”* (McAfee, *Harvard Business Review*, 2006, p. 141-142)

Myriad technologies now enable end-to-end operations in Supply Chains (SC). More often than not, however, the promised benefits of these SC technologies are under-realized: *Why? What are the obstacles to realizing the potential of technologies? How should technology and the related process and people issues be managed to enhance the competitiveness of individual (manufacturing and/or service) firms and their supply chain trading partners (i.e., suppliers and customers)?* These are some of the questions we will address in this course.

The course will cover topics related to the management of technologies, both, within a firm and at its boundaries – i.e., technologies via which a firm connects, coordinates, and collaborates with its trading partners (suppliers and customers) in global supply chains for goods and services. The course adopts an end-to-end view of specific supply chains of firms and industry sectors to examine, in-depth, decisions related to the development, implementation, and exploitation of technologies strategically.

The content of the course is organized around an emerging “Digital Capabilities Model” (DCM), created through an on-going partnership between Deloitte and the Association for Supply Chain Management. The DCM identifies six “level 1” and thirty-eight “level 2” supply chain capabilities that are enhanced or enabled through digital technologies. We will use this framework to position and evaluate various technology options and choices undergirding supply chain management.



<https://dcm.ascm.org/>

**Learning Objectives:**

Students completing the course should be able to:

1. Describe the capabilities, opportunities, and limitations of emerging supply chain management tools and technologies,
2. Make well-informed technology choices in the supply chain,
3. Effectively manage the selection, development and implementation of SC technologies, and,
4. Mindfully and collaboratively engage in problem-solving and crisis management during technology development and implementation projects.

**Course Structure:**

The course will follow a “hybrid” structure - we will begin the course by meeting on-line (via Zoom – go to <https://tcu.zoom.us/> to set up). We may elect to meet in person later if deemed safe and practical. Otherwise the course will be conducted online including both asynchronous discussion threads on the D2L site and synchronous meetings for speakers and case discussions. Quizzes and the final exam will be taken on-line in a timed format. Resources to be found at the course D2L site include recorded lectures, readings, and cases. The course instructor may make changes in the course content and structure as required due to extenuating circumstances.

**Course Assignments and Grading Points**

In-class participation/case discussions 20

Threaded speaker/technology discussions 10

Threaded digital transformation discussion 10

Post examples of 2 “level 2” digital capabilities 4

Self Assessment Quizzes 15 (5@3)

SC technology briefing (team) 20

Final exam 21

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Total 100

Class participation is assessed by the quality and frequency of participation in synchronous discussions. Quality is more important that frequency. Repeating case facts is a minimum quality contribution. Examples of higher quality contributions include bringing new insights or additional information, redirecting the discussion, and challenging or defending a view. See the narrated slides “*Getting the most out of cases*” on the course web page and see the course schedule for dates related to case discussions.

Threaded on-line discussions: Again, the quality of what you say is vastly more important than the quantity, however, please actively participate in each discussion. We will have discussions of two types:

1. Speaker/technology discussions – for 48 hours after each class with a guest speaker we will debrief the presented technology and company’s strategy. This will be a free-flowing discussion, but at a minimum I want the class to consider the following questions:
   1. What problems does this technology solution solve?
   2. What capabilities does it provide (refer to DCM level 1 and level 2 capabilities)?
   3. What processes/technologies does it replace?
   4. Who are the biggest competitors in this space?
   5. What are the strengths and weaknesses of the provider company’s approach and value proposition?
2. Digital transformation discussion – throughout this course we will study a number of articles and cases that provide examples, ideas, and frameworks related to digital transformation. Along the way, we will use this discussion forum to list and answer open questions and also record resources (e.g., links), lessons learned, and best practices that can be used to guide SC managers in designing and implementing digital transformations, as well as open questions. In our last class we will spend time synthesizing the thoughts and discussions documented on this forum.

In the threaded discussions, please follow these guidelines so that everyone can benefit and to avoid needlessly repetitive posts:

* Your posts do not need to be long. Be concise and limit each post to a maximum of 200 words. Feel free to include links to valuable sites or resources.
* Remember that we are having a discussion, not simply posting solutions. Strive to make solid, well thought-out posts. This will help to ensure that we have a strong discussion and that you develop a good understanding of the material covered.
* Building on points that your classmates have made (not simply repeating or agreeing or disagreeing with them) is an important way to advance the discussion. However, please stay current with the discussion – do not reiterate prior statements or discussions that are already resolved. If you are late entering a discussion, be sure to start by reading the entire preceding discussion threads to get up to speed.
* In addition to answering questions, better posts provide new insights and/or new information. These kinds of contributions will receive higher grades than simple repetitions of facts or agreements/disagreements with prior posts.
* Enter your posts in the relevant existing discussion thread. Create a new thread only when you are starting a new topic.

Self Assessment Quizzes cover recorded lectures and assigned readings/cases for each class. Each multi-choice quiz should be taken after listening to the lecture and reading the case. The quizzes are to be taken individually. They are open-book, but they will be timed (six questions in 5 minutes), so you won’t have much time to look up answers. You can take each quiz up to three times before the deadline, and the highest quiz score will be kept for grading. However, the questions for the quiz are randomly selected from a pool, so the questions may vary from quiz to quiz.

Post/review example of “level 2” digital capability – submit a link to an article or video (less than 10 minutes long) that describes an actual development or implementation for two of the “level 2” capabilities defined in the digital capabilities model. *Each capability should receive only one post from the entire class, and the post must be made before the class in which we will discuss the associated “level 1” topic.* Before posting, review the prior posts to make sure you are not giving an example for a capability that someone else has already addressed.

Team Assignment: SC Technology Briefing: The objective of this assignment is to help us all learn more about the opportunities and limitations of new or emerging technologies. Each team will report on one of the following technology categories:

* Supply chain management software (analysis, planning, execution)
* Drones and autonomous vehicles
* Robots and robotic process automation
* Artificial intelligence/machine learning
* Sensors and IoT
* Additive manufacturing/3D printing
* Virtual and augmented reality (include gamification)
* Blockchain
* Asset sharing systems (e.g., gig models in transport, warehousing, labor, robotics, etc.)
* Global communications (5G, satellites, fiber optics, etc.)
* Other (propose another technology category, maybe one far on the horizon)

Some of these categories are broader than others and may require decisions regarding the scope of your presentation. **Post your team’s choice on the course discussion forum and meet with me to discuss your plan. Team’s will be assigned a technology category on a first-come basis, so please review all existing team posts before posting your choice.**

Your report should *at least* answer the following questions:

1. What SCM processes to these technologies enhance or replace? What is the current state-of-the-art and what are forecasted developments in this area?
2. Which DCM capabilities are enabled by this technology category? In what ways does the technology contribute to higher-level, “meta-technologies” such as control towers, platform models, omni-channel models, etc.?
3. Illustrate some typical applications of the technology. What are the potential impacts/opportunities/threats to businesses affected by this technology?
4. What types of investments or strategies should companies pursue to capitalize on opportunities or mitigate threats? How would you justify investments in this technology?

Prepare and deliver a 20 minute presentation on the technology. Annotate the presentation with supporting statements, evidence and examples, and information sources. Avoid jargon and marketing pitches and hype. Write from the perspective of trying to educate the audience on the potential capabilities of the technology in a business context.

Your team’s presentation will be graded on clarity, depth, and quality:

1. Clarity (25%) – the technology and its possible applications are clearly explained, examples are provided, key terms are well identified, sources of info identified, information is concise and to the point.
2. Depth/effort (50%) – substantial research into the topic is demonstrated, many sources are consulted and synthesized (not just repeated), evidence of analysis is shown, degree to which assignment questions are answered
3. Value (25%) – important insights are generated, ways to organize the information are created, predictions are made (perhaps industry specific), i.e., we all learn something useful!

**Determination of Final Grades**

The final grades will be determined as follows: 1) a raw total score will be computed for each student in each major performance area. 2) Students’ total scores will be computed by multiplying the raw scores in each area by the grade “weight” set by the class. 3) Course grades will be based on each individual’s standing in the overall distribution of total individual scores within the class. (Note: When this procedure is followed: 1) the actual impact of any score on an individual student’s final grade depends on both the student’s actual score and also how high or low the student scores relative to other members of the class, and 2) the conventional practice of 90% is an A, 80% is a B, etc. does **not** apply.)

**Course Policies – Please see policies and disclosures at the end of this document**

**Course Schedule**

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| **Date** | **Topics** | **Assignments** |
| 8/18 | Digital Supply Networks Overview   * Technology landscape * Digital capabilities model * Digital threads | *Guest Speaker*: ElMarie Hugo, Senior Director Supply Chain Strategy, Blue Yonder (formerly JDA)  **Before class**, Read/Prepare/Complete:   1. Digital Transformation: Visualizing Possibilities 2. Skim the Deloitte/ASCM Digital Capabilities Model PDF   **After class**: participate in the 48 hour on-line discussion forum evaluating the technology overviewed by the speaker(s). |
| 8/25 | Connected Customer   * Platform business models * Managing digital transformation | *Guest Speaker*: Rohit Joshi, Sr. Vice President, Supply Chain Transformation at Entercoms, Inc.  **Before class**, Read/Prepare/Complete:   1. Tortoise, not the Hare: Digital Transformation 2. Case: Digital Transformation at GE    1. What was Immelt trying to achieve through digital transformation?    2. Which of the four go-to-market options would you have recommended?    3. What went wrong with GE’s digital transformation? 3. Quiz 1 4. Connected Customer section of DCM 5. Post examples for Connected Customer level 2 capabilities (optional)   **After class**: participate in the 48 hour on-line discussion forum evaluating the technology overviewed by the speaker(s). |
| 9/1 | Intelligent Supply   * Sustainable supply * Vision systems, AI, IoT, Blockchain | *Guest Speaker*: Cindy Elliott, Head, Commercial Industry Marketing, Esri  **Before class**, Read/Prepare/Complete:   1. Case: Coda Coffee – view <https://www.youtube.com/watch?v=sP14yyQaz3s>    1. What are the benefits of Fairtrade certification and transparency to a business like Coda?    2. What are the strengths and limitations of bext360’s SaaS solutions?    3. How should Coda sell the value of their partnership with bext360 to their customers? 2. Last day to post your team’s proposed SC technology briefing topic. 3. Quiz 2 4. Intelligent Supply section of DCM 5. Post examples for Intelligent Supply level 2 capabilities (optional)   **After class**: participate in the 48 hour on-line discussion forum evaluating the technology overviewed by the speaker(s). |
| 9/8 | Dynamic Fulfillment   * Transport and warehouse management * AI/ML, Robots | *Guest Speaker*: Barbara Gress, Director of Engineering and Innovation, NFI  **Before class**, Read/Prepare/Complete:   1. Case: Osaro    1. As a potential investor in Osaro, how would you evaluate warehouse picking as an initial target segment? What advantages and disadvantages have in this segment?    2. What organizational and process changes are needed as Osaro grows?    3. How would you manage Osaro’s cross-disciplinary and very-smart team? 2. Quiz 3 3. Dynamic Fulfillment section of DCM 4. Post examples for Dynamic Fulfillment level 2 capabilities (optional)   **After class**: participate in the 48 hour on-line discussion forum evaluating the technology overviewed by the speaker(s). |
| 9/15 | Digital Development and Smart Operations   * CAD/CAM/CAE * Industry 4.0 * ERP | *Guest Speaker*: Praful Karanth, Industry Advisor, SAP  **Before class**, Read/Prepare/Complete:   1. Case: Digital Manufacturing at Siemens    1. What were the initial goals driving Siemen’s move to transform manufacturing? How did this change over time?    2. How are technological trends changing the value proposition that Siemens’ manufacturing can offer? 2. Quiz 4 3. Digital Development and Smart Operations sections of DCM 4. Post examples for Digital Development and Smart Operations level 2 capabilities (optional)   **After class**: participate in the 48 hour on-line discussion forum evaluating the technology overviewed by the speaker(s). |
| 9/22 | Synchronized Planning   * Visibility * Concurrent planning * ERP implementation | *Guest Speakers*: Anne Robinson, Chief Strategy Officer; Patrick Van Hull, Industry Thought Leader, Kinaxis  **Before class**, Read/Prepare/Complete:   1. Case: Bloom and Grow Asia    1. What is Bloom & Grow’s business model? What issues emerged as they grew?    2. What are the benefits and limitations of ERP for a company like Bloom & Grow? Were Bloom & Grow’s ERP selection criteria appropriate?    3. Critique the ERP implementations? How could they have been improved? 2. Quiz 5 3. Synchronized Planning section of DCM 4. Post examples for Synchronized Planning level 2 capabilities (optional)   **After class**: participate in the 48 hour on-line discussion forum evaluating the technology overviewed by the speaker(s). |
| 9/29 | Emerging SCM Technologies | 1. Technology briefings 2. Digital Transformation Wrap Up   On-line final exam due date: TBD |

**Course Policies**

Students are expected to attend (in-person or on-line) each scheduled class and to have completed the assignments for the day. Absenteeism and lack of preparation will adversely affect the student’s class participation grade. Students are expected to contribute to the class discussion in a professional manner by listening attentively to the comments of others and adding constructive comments to the discussion.

Students are expected to complete quizzes and exams at the scheduled times. Alternative exam dates will be considered only in the cases of unavoidable conflicts.

Email Notification: Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

**Student Ethics**

Students are expected to act in accordance to the MBA/MS honor code. You should signify your acceptance of the honor code on all assignments by including the following signed statement on the document: “I have neither given nor received unauthorized aid on this assignment.” All University and School of Business policies on academic honesty will be strictly enforced. The usual consequences of academic dishonesty are (a) referral of the charge to the MBA Honor Code Committee who will investigate the charges and recommend to the Associate Dean for Graduate Programs whether or not sanctions should be given; (b) sanctions may include community service, a zero on the compromised assignment, a grade of failure in the course, suspension from the Neeley School of Business, dismissal from the Neeley School of Business, or other sanctions; (c) the Associate Dean will then decide whether or not to uphold the Honor Code Committee’s verdict; and (d) the student can appeal the verdict in a written letter to the Chancellor of the University. The complete Student Honor Code can be found at the following address: [**http://neeley.tcu.edu/uUpload/Files/PDF/MBA\_HonorCode4-05.pdf**](http://neeley.tcu.edu/uUpload/Files/PDF/MBA_HonorCode4-05.pdf)

**Disabilities Notice**

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities.  If you require accommodations for a disability, please contact the Coordinator for Students with Disabilities in the Center for Academic Services, located in Sadler Hall 11.  Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at 817-257-7486.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations.  Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator.  Guidelines for documentation may be found at <http://www.acs.tcu.edu/DISABILITY.HTM>.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

**Netiquette: Communication Courtesy Code**

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.  If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and the online administrators and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person.  Be respectful of other students.  Foul discourse will not be tolerated.  Please take a moment and read the following link concerning "netiquette".

<http://www.albion.com/netiquette/>

**TCU Campus Resources for Students**

Many resources exist on the TCU campus that may be helpful to students:

Mary Couts Burnett Library (257-7117);

Center for Academic Services (257-7486, Sadler Hall. 1022);

William L. Adams Writing Center (257-7221, Reed Hall 419);

Student Development Services (257-7855, BLUU 2003);

Office of Religious & Spiritual Life (257-7830, Jarvis Hall);

Campus Life (257-7926, Sadler Hall 2006);

Counseling, Testing, and Mental Health Center (257-7863, Brown Lupton Health Center).

**Recording of Class Sessions:**

Our class sessions may be recorded for use by enrolled students, including those who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are consenting to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are consenting to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

**Campus Life and the Student Experience will Be Different This Year.** The health and safety of students, faculty, and staff is Texas Christian University’s highest priority. TCU has implemented public health interventions, which includes following local and state public health orders and CDC guidelines. These health interventions may impact your experience as a student both inside and outside the classroom. Safety protocols may change during the semester and may result in modifications or changes to the teaching format, delivery method, or the course schedule (e.g., altering meeting times or frequency; changing beginning or ending dates for a term; or partially or completely moving from a face-to-face classroom teaching to an online teaching or remote learning format). Any changes in teaching format, delivery method, or course schedule will not impact the credit hours for the course.

**Health and Wellness**: If you are exhibiting symptoms that may be related to COVID-19 (fever or chills, dry cough, shortness of breath, etc.) or are concerned that you may have been exposed to COVID-19, you must self-quarantine and consult with the Brown Lupton Health Center at 817-257-7949 for further guidance.

In addition, you must notify the Campus Life Office immediately at 817-257-7926. Campus Life will inform your professors that you are unable to attend class, and provide any assistance and support needed. Click here for detailed information concerning COVID-19 symptoms: <https://www.cdc.gov/coronavirus>.

If you are unwell, but are not exhibiting potential COVID-19-related symptoms, please notify your instructor as soon as possible that you are ill and will not be attending class.

If you do not feel well enough to attend class in person, but feel well enough to attend class remotely, please notify your instructor as soon as possible before the class begins to arrange attendance via video conferencing.

**Face Coverings and Physical Distancing:** Face coverings are required on campus, unless you are alone in your private office or dorm room.  Students will be expected to practice physical distancing and wear protective face coverings at all times while in public spaces on the TCU campus. Failing to do so in the classroom could result in the student being asked to leave the room and continue the class through remote access. Additionally, the instructor has the option to terminate the class period and continue it as a remote session if students do not wear required masks or practice physical distancing.

**Student Access and Accommodation:** Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. Students are required to provide instructors an official TCU notification of accommodation approved through Student Access and Accommodation. More information on how to apply for accommodations can be found at <https://www.tcu.edu/access-accommodation/> or by calling Student Access and Accommodation at (817) 257-6567. Accommodations are not retroactive and require advance notice to implement.

## **Technology Policies**

### Email

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

### Course Materials

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at:<https://security.tcu.edu/polproc/usage-policy/>.

**Violating this policy is considered a violation of Section 3.2.15 of the Student Code of Conduct**(this policy may be found in the Student Handbook at<https://tcu.codes/code/index/>)**, and may also constitute Academic Misconduct or Disruptive Classroom Behavior** (these policies may be found in the undergraduate catalog at <https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details>). TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

## **Anti-Discrimination and Title IX Information**

### Statement on TCU’s Discrimination Policy

TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students’ academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need.

* [Review TCU’s Policy on Prohibited Discrimination, Harassment and Related Conduct or to file a complaint](file:///C:\Users\katemarshall\Downloads\Review%20TCU's%20Policy%20on%20Prohibited%20Discrimination,%20Harassment%20and%20Related%20Conduct%20or%20to%20file%20a%20complaint): <https://titleix.tcu.edu/title-ix/>.
* [Learn about the Campus Community Response Team and Report a Bias Incident:](https://titleix.tcu.edu/campus-community-response-team/) <https://titleix.tcu.edu/campus-community-response-team/>

### Statement on Title IX at TCU

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information your share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU’s Title IX Coordinator. Students can receive confidential support and academic advocacy by contacting [TCU’s Confidential Advocate in the Campus Advocacy, Resources & Education office](https://care.tcu.edu/) at <https://care.tcu.edu/> or by calling (817) 257-5225 or the [Counseling & Mental Health Center](https://counseling.tcu.edu/) at <https://counseling.tcu.edu/> or by calling (817) 257-7863. [Alleged violations can be reported to the Title IX Office](https://titleix.tcu.edu/student-toolkit/) at <https://titleix.tcu.edu/student-toolkit/> or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

### Obligations to Report Conduct Raising Title IX or VAWA Issues

Mandatory Reporters: All TCU employees, except Confidential Resources, are considered Mandatory Reporters for purposes of their obligations to report, to the Coordinator, conduct that raises Title IX and/or VAWA (Violence Against Women Act) issues.

Mandatory Reporters are required to immediately report to the Coordinator information about conduct that raises Title IX and/or VAWA issues, including any reports, complaints or allegations of sexual harassment, discrimination and those forms of prohibited conduct that relate to nonconsensual sexual intercourse or contact, sexual exploitation, intimate partner violence, stalking and retaliation involving any member of the TCU community, except as otherwise provided within the [Policy on Prohibited Discrimination, Harassment and Related Conduct](http://titleix.tcu.edu/wp-content/uploads/2018/07/Policy-on-Prohibited-Discrimination-Harrassmentand-Related-Conduct_7-10-18.pdf).

Mandatory Reporters may receive this information in a number of ways. For example, a complainant may report the information directly to a Mandatory Reporter, a witness or third-party may provide information to a Mandatory Reporter, or a Mandatory Reporter may personally witness such conduct. A Mandatory Reporter’s obligation to report such information to the Coordinator does not depend on how he/she received the information. Mandatory Reporters must provide all known information about conduct that raises Title IX or VAWA issues to the Coordinator, including the identities of the parties, the date, time and location, and any other details. Failure of a Mandatory Reporters to provide such information to the Coordinator in a timely manner may subject the employee to appropriate discipline, including removal from a position or termination of employment.

Mandatory Reporters cannot promise to refrain from forwarding the information to the Coordinator if it raises Title IX or VAWA issues or withhold information about such conduct from the Coordinator. Mandatory Reporters may provide support and assistance to a complainant, witness, or respondent, but they should not conduct any investigation or notify the respondent unless requested to do so by the Coordinator.

Mandatory Reporters are not required to report information disclosed (1) at public awareness events (e.g., “Take Back the Night,” candlelight vigils, protests, “survivor speak-outs,” or other public forums in which students may disclose such information (collectively, public awareness events); or (2) during an individual’s participation as a subject in an Institutional Review Board approved human subjects research protocol (IRB Research). TCU may provide information about Title IX rights and available resources and support at public awareness events, however, and Institutional Review Boards may, in appropriate cases, require researchers to provide such information to all subjects of IRB Research.

Relevant reporting phone numbers are: 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

## **Emergency Response Information**

Please review [TCU’s L.E.S.S. is More public safety video](https://publicsafety.tcu.edu/less-is-more/) to learn about Lockdown, Evacuate, and Seek Shelter procedures. (<https://publicsafety.tcu.edu/less-is-more/>)

[TCU’s Public Safety website](https://publicsafety.tcu.edu/) provides maps that show our building’s rally point for evacuation and the seek shelter location. (<https://publicsafety.tcu.edu/>)

In the event of an emergency, call the TCU Police Department at **817-257-7777.**

Download the [***Frogshield*** Campus Safety App](file:///C:\Users\joannaschmidt\Downloads\Frogshield%20Campus%20Safety%20App)on your phone. (<https://police.tcu.edu/frogshield/>)

## **Academic Misconduct**

Academic Misconduct (Sec. 3.4 from the [TCU Code of Student Conduct](https://tcu.codes/code/index/3-prohibited-conduct/3-4-academic-misconduct/)): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are also listed in detail in the [Undergraduate Catalog](http://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details) and the [Graduate Catalog](http://tcu.smartcatalogiq.com/en/current/Graduate-Catalog/Academic-Conduct) Specific examples include, but are not limited to:

* **Cheating**: Copying from another student’s test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
* **Plagiarism**: The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore.
* **Collusion**: The unauthorized collaboration with another in preparing work offered for credit.
* **Abuse of resource materials**: Mutilating, destroying, concealing, or stealing such material.
* **Computer misuse**: Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
* **Fabrication and falsification**: Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
* **Multiple submission**: The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
* **Complicity in academic misconduct**: Helping another to commit an act of academic misconduct.
* **Bearing false witness**: Knowingly and falsely accusing another student of academic misconduct.