#### **NYU Wagner logo**

# **CORE-GP-1020-Section 002**

**Management & Leadership**

**Fall 2022**

## Instructor Information

**Vanessa L. Deane, Ph.D.**

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* Office: Puck Building – 3069
* Office hours: Wednesdays, 2:30 – 4pm or by appointment, <https://calendly.com/drdeane/>

## Course Assistant Information

* Course Assistant: Saunders Ruffin, [esr9673@nyu.edu](mailto:esr9673@nyu.edu)
* Course Assistant office hours: Thursdays, 2:00 – 4pm or by appointment

## Class Information

**Section 002**

* Time: Wednesday, 4:55pm – 6:35pm
* Location: [Zoom](https://nyu.zoom.us/j/93304469918)

## Course Prerequisites

* None

## Course Description

Management and Leadership is designed to empower you with the skills you will need to make meaningful change in the world—whether you care about bike lanes, criminal justice, prenatal care, community development, urban planning, social investment, or something else. Whatever your passion, you can only have an impact by leading and managing organizational processes. In this course, you will enhance the technical, interpersonal, conceptual, and political skills needed to run effective and efficient organizations embedded in diverse communities, policy arenas, sectors, and industries. In class, we will engage in a collective analysis of specific problems that leaders and managers face—first, diagnosing them and then, identifying solutions—to explore how organizations can meet and exceed their performance objectives. As part of that process, you will encounter a variety of practical and essential topics and tools, including mission, strategy, goals, structure, teams, diversity and inclusion, motivation, and negotiation.

## Course and Learning Objectives

The course combines conceptual and experiential approaches into four general areas:

1. Teams and teamwork
2. Interpersonal dynamics
3. Designing and aligning organizations
4. Leading change

Readings will introduce key concepts and useful ways of thinking about common situations in complex organizations. Case studies, exercises, and in-class or virtual discussions provide opportunities to apply theories, concepts, and research findings to situations to hone your managerial and leadership skills. The written assignments require you to consolidate your insight and practice your analytical and communication skills.

There are three learning objectives that cut across each class:

1. Analytical thinking and its supporting skillsets are as follows:
   1. Identify, analyze, and address underlying problems and opportunities.
   2. Recognize, analyze, and manage complex relationships.
   3. Reframe the way you approach people and situations.
2. Leveraging diversity and its supporting skillsets are as follows:
   1. Identify, understand, and use different types of diversity.
   2. Explore how to create, participate in, and coach diverse teams.
   3. Develop skills to address the challenges and opportunities of diversity.
3. Communication and its supporting skillsets are as follows:
   1. Recognize the importance of clear communication with stakeholders.
   2. Prepare effective, clear, organized written reports and presentations.
   3. Conduct effective meetings and facilitate group/team discussions.

### **Learning Assessment Table**

|  |  |  |  |
| --- | --- | --- | --- |
| **Graded Assignments** | **Course Objective(s) Covered** | **Level of Competency** | **Level of Competency** |
| Individual Case Study Memo | Communication and Analytical Thinking | 2-Intermediate | Demonstrate greater depth of understanding of this knowledge/ skill/ competency and can use this ability to analyze a problem |
| Class Participation, Contribution to Learning | Communication and Analytical Thinking | 2-Intermediate | Demonstrate greater depth of understanding of this knowledge/ skill/ competency and can use this ability to analyze a problem |
| Team Case Study Memos | Analytical Thinking, Leveraging Diversity, Communication | 2-Intermediate | Demonstrate greater depth of understanding of this knowledge/ skill/ competency and can use this ability to analyze a problem |
| Exercises and Simulations | Analytical Thinking, Leveraging Diversity, Communication | 2-Intermediate | Demonstrate greater depth of understanding of this knowledge/ skill/ competency and can use this ability to analyze a problem |
| Assessments | Analytical Thinking-Reframing approach to people and situations | 2-Intermediate | Demonstrate greater depth of understanding of this knowledge/ skill/ competency and can use this ability to analyze a problem |
| Final Exam | Analytical Thinking, Leveraging Diversity, Communication | 3-Advanced | Student demonstrates expertise in this knowledge/ skill/ competency and can use this ability to evaluate, judge, and synthesize information |

## Required Readings

**Book Chapters**

* Feiden, Wayne (2016). Local Planning Agency Management – PAS Report 582. American Planning Association. <https://www.planning.org/publications/report/9101254/>
* Levine, J. (2021). Leadership in Planning: How to Communicate Ideas and Effect Positive Change (1st ed.). Routledge. <https://bit.ly/3Rbt2ee>
* Willson, Richard. A Guide for the Idealist: Launching and Navigating Your Planning Career, Taylor & Francis Group, 2017. ProQuest Ebook Central. <https://ebookcentral.proquest.com/lib/nyulibrary-ebooks/detail.action?docID=4912567>

**Simulation Course Pack**

* A course pack containing the Wildfire simulation is [available here](https://hbsp.harvard.edu/import/964168) ($29.25).

## Classroom Norms and Netiquette

**You are expected to participate in each class with your Zoom audio and video on.** If you have an extenuating circumstance that inhibits your video from being on in a given week, you must email the professor and the course assistant by 4p the day of class. **This is an interactive online class; thus, having your video off too frequently will negatively impact your class participation grade.**

Please review Wagner’s [Zoom in the Classroom](https://wagner.nyu.edu/portal/student/zoom) series about classroom etiquette, participation, and more. If class is recorded, students may not share the Zoom classroom recordings. The recordings are kept within the NYU LMS (Brightspace) site and are for students enrolled in this course only.

## Assessment Assignments and Evaluation

At the beginning of the semester, you will be placed on a team. You will be required to work with your team on simulations, case study reviews, and other assignments.

### **Individual Assessment – 70.0%**

*Participation: contribution to discussion & learning, 15.0%*

Your active participation in class discussions is important and essential. Your grade will be based on both the quantity and quality of your comments. We recognize that students will want to participate in different ways. We want to provide opportunities for you to contribute in ways that highlight your strengths and comfort level. If you are not comfortable speaking publicly, share your thoughts within your team.

The course assistant will keep track of your participation throughout the semester. At the end of the semester, you may also be asked to grade your own participation as well as the participation of your classmates. The grade that you provide for yourself and classmates will be blended with the course assistant’s and instructor’s assessment of your participation and contribution to the discussions and learnings.

For all participation, infrequent quality comments that show preparation and insight are valued more than the number of comments.

*Assessments and Exercises, 10.0%*

You will be required to complete several “know yourself” assessments and writing exercises during the semester. You will receive credit for completing the assessments. You may want to compile and keep your assessment results in a journal. All of the assessments are in tabs on this google sheet. **YOU MUST ACCESS THE ASSESSMENTS USING YOUR NYU E-MAIL ADDRESS!!!!!**

*Individual Case Study Memoranda, 20.0%*

Reading and reflecting on the case studies is an important part of the course work. Productive discussion depends on you reading and analyzing the materials beforehand and presenting your thoughts and analysis supported by evidence in the memos.

*Wildfire Simulation, 5.0%*

We believe we often learn best by doing and by play. Therefore, you will be participating in one simulation across three (3) class sessions. Each student must individually register for and [claim the simulation coursepack](https://hbsp.harvard.edu/import/964168). The simulation coursepack cannot be shared as each student needs to be able to access the simulation at the same time.

*Final Exam, 20.0%*

There will be an open book take home final exam that will be released at 8:30 pm on Wednesday, December 14th and is due Friday, December 23rd at, or before, 11:55 pm eastern standard time.

### **Team Assessments – 30.0%**

Team Launch, 2%

You will be assigned to a team at the beginning of the semester. You will meet as a team to discuss your strengths and how you want to work together. Your team will submit a completed team launch document documenting your team agreement.

Analytical Case Study Memoranda, 10.0%

As a team, you will submit two (2) case study memoranda – one for the Marie Trellu-Kane case found in the Harvard [coursepack](https://hbsp.harvard.edu/import/964168) and the other for the Politics of Participation case on Brightspace. The prompt for both assignments will be posted on Brightspace.

Beardstown Communication Plan - Team Presentation, 18.0%

Your team will prepare a seven to eight-minute PowerPoint presentation for Class session #13. Details have been provided in the Assignments tab on Brightspace.

### **Assignment Instructions**

Students are expected to be prepared for class discussions and participate fully by completing the assignments. You will be encouraged to share your own experiences and opinions relevant to the topics being explored. A grading rubric will be posted in Brightspace. Except as otherwise indicated, assignments are due on, or before, noon on the day that our class meets.

**For the Individual Case Study Memoranda:**

Reading and reflecting on case studies is an important part of the course work. Your purpose in writing these two-page memos is to provide information and make recommendations to people who must make decisions about key strategic issues. Pedagogically, this assignment provides you with the opportunity to develop your writing, analysis, and communication skills. It also gives you the ability to apply course principles and practices.

For these assignments, explain your reasoning clearly, succinctly, and convincingly to your target audience. When you present your recommendations, make sure they are realistic and take the individuals, context, timing, and other variables in the case into account. A strong memo always considers the most compelling alternative explanations or recommendations, as well as criticisms of your ideas, and makes an argument for why your choices are the best option in this situation.

This structure can generally be used for case study memos:

* A one-paragraph summary labeled **Executive Summary** with the context, key issue, and your recommendation.
* **Background**. What are issues and why? Identify the root causes.
* What are your specific **Recommendations**? Be sure to include your rationale and alternatives.
* **Next Steps**. How should your recommendations be implemented? What are the priorities, timeline, and required resources?

You have only two, and no more than three, pages to get your message across. Use a simple and direct style, putting your recommendation in the first paragraph so as to create a “hook” for your memo to encourage the recipient to continue reading. If you use outside research to support any of your recommendations, list references on a concluding page, separate from the three-page memo.

**For the Two (2) Analytical Team Case Study Memoranda Assignments:**

In your team, discuss your varied responses to the case and come up with one response to submit on the Brightspace course site. This may require negotiation skills on your part, as your teammates may have different ideas about the best solutions for the case. You may meet virtually as a team outside of class time using whatever mechanism you choose.

Post your team’s completed responses to the specific questions posed on Brightspace. Note that you are posting one response per team.

Your purpose in writing these memos is to provide information and make recommendations to people who must make decisions about key strategic issues. Pedagogically, this assignment provides you with the opportunity to develop your writing, analysis, and communication skills. It also gives you the ability to apply course principles and practices.

For each of the group memos:

Team members: Please include a cover page with the names of everyone who contributed to the memo and the role they played in the memo. If a group member did not contribute, do not include that person’s name and s/he will not receive credit for this assignment. Everyone whose name does appear on the assignment will receive the same grade.

Format:

* Address a specific person.
* Open with a very brief one-paragraph summary. What is the context, what are the key issue(s), and your recommendation?
* Explain your diagnosis. What are the root causes and why?
* Provide specific recommendations that are realistic and take the individuals, groups, context, timing, and other variables in the case into account. How should your recommendations be implemented? What are the priorities? Why are these recommendations better than a reasonable alternative?
* The memo should be no longer than two to three pages (not including the cover page), single-spaced, one-inch margins, and 12-point Times New Roman font.
* List references or figures, if necessary, on a concluding page. Be sure to use paragraph headings.
* Submit your memos on the Brightspace course site.

**Final Presentation – Beardstown Communication Plan**

For your final presentation, the team will work with the "Asserting Immigrants' Right to the City" (Beardstown) case study that you each worked on individually earlier in the semester. Use what you developed individually to inform the direction the group moves in collectively for this assignment.

The local government of Beardstown is looking to more proactively address the racial, cultural, and economic tensions that have existed for some time but is not sure where to start in getting various stakeholders to engage one another much less work together. You know that a group of teachers have been working on a public engagement strategy and is starting to gain some traction with parents though more is needed to incorporate other stakeholders.

As a team of urban planners, you have been hired to form the inaugural Beardstown Planning Department (BPD). So far, BPD has been able to secure a public-private partnership with Cargill, the largest employer in town, to create more economic development and place-based opportunities though this has not yet been shared publicly. One of your first tasks as a team is to better understand the work that the teachers have been engaged in and to develop a project with the Regional Economic Development Commission that has the potential to engage a wide cross-section of the community. The Mayor has asked BPD to use a Communication Plan to guide the development of this initiative.

You were excited to find a Communications Plan Worksheet on the American Planning Association's website (in Brightspace) and have decided to use this member resource to help guide the development of your strategy in partnership with Cargill. On **December 7th**, you will present your Communication Plan to the Mayor's Office. Prior to the presentation, you will submit the slides to the Mayor's Office by **11:59pm December 6th**.

For the presentation, wherever possible, use visual cues or graphics rather than text-heavy slides. Plan for each member of your team to have an opportunity to present. You will be graded on your inclusion of all teammates in the presentation.

**Memo Grading:**

There is no single right answer, but there are stronger and weaker memos.

* 25 pts are allocated for the analysis of the problems/opportunities and root causes.
* 25 points are allocated for the strength and relevance of your recommendations.
* 25 points are allocated for demonstrating strong critical thinking skills and the application of the course materials to the problems/opportunities.
* 15 points are allocated for the quality of your writing.
* 10 points are allocated for the organization of ideas and format.

## Late Submission Policy for Assignments

Extensions will be granted only in case of emergency, out of respect to those who abide by deadlines despite equally challenging schedules. Late submissions without approved extensions will be penalized 20% per one-week period.

## Semester Overview:

| **Week** | **Topic** | **Dates**  **(Wednesday)** |
| --- | --- | --- |
| **1** | Course Introduction, Goals, Organizations and Communities: Overview | **9/7** |
| **2** | Individuals: Differences, Values, Bias, Perceptions, and Reactions | **9/14** |
| **3** | Motivation: Behavior, Work and Rewards | **9/21** |
| **4** | Groups and Teams I – Consensus and Collaboration | **9/28** |
| **5** | Groups and Teams II – Stakeholder Engagement | **10/5** |
| **6** | Decision Making and Problem Solving | **10/12** |
| **7** | Power, Influence, and Politics | **10/19** |
| **8** | Communication, Conflict and Negotiation | **10/26** |
| **9** | Leadership and Ethics in Planning | **11/2** |
| **10** | Assessing Organizations-the Congruence Model | **11/9** |
| **11** | Structure and Design | **11/16** |
| **12** | Organizational Culture | **11/30** |
| **13** | Group Presentations | **12/7** |
| **14** | Change and Change Management | **12/14** |

**Take Home Open Book Final**

**Exam Released Wednesday, December 14th, 2022, at 8:30pm (eastern standard time)**

**Exam Due Friday, December 23rd, 2022, at or before, 11:55 pm (eastern standard time)**

Letter grades for the entire course will be assigned as follows:

| **Letter Grade** | **Course Points** | **GPA Points** | **Criteria** |
| --- | --- | --- | --- |
| **A** | > 93.0 | 4.0 | **Excellent:** Exceptional work that is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well- written. Work is of exceptional, professional quality. |
| **A-** | > 90.0 | 3.7 | **Very Good:** Strong work shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards. |
| **B+** | > 87.0 | 3.3 | **Good:** Sound work; well-reasoned and thorough, methodologically sound. Student has fully accomplished the basic objectives of the course. |
| **B** | > 83.0 | 3.0 | **Adequate:** Competent work even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate, but student has not been thorough or has shown other weaknesses or limitations. |
| **B-** | > 80.0 | 2.7 | **Borderline:** Weak work; meets the minimal expectations. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. |
| **C+** | > 77.0 | 2.3 | **Deficient:** Inadequate work; does not meet the minimal expectations. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence. |
| **C** | > 73.0 | 2.0 | **Deficient:** Inadequate work; does not meet the minimal expectations. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence. |
| **C-** | > 70.0 | 1.7 | **Deficient:** Inadequate work; does not meet the minimal expectations. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence. |
| **F** | < 70.0 | 0.0 | **Fail:** Work fails to meet even minimal. Performance is consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive. |

## Detailed Course Overview:

| Week | Dates | Topic | Reading | Individual Assessment(s) | Case Study / Assignments  (T)=Team | Video Clip | Simulation / Exercises |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 9/7 | Course Introduction, Goals, Organizations and Communities: Overview | 1. "[The Anatomy and Soul of a Place](file:////content/enforced/213237-FA22_CORE-GP_1020_1_002/The%2520Anatomy%2520and%2520Soul%2520of%2520a%2520Place.pdf)"  2. [Afterword Leadership in Planning: How to Communicate Ideas and Effect Positive Change](file:////content/enforced/213237-FA22_CORE-GP_1020_1_002/Afterword_jeff%2520levine.pdf)  3. LPAM Chapter 9, "[Planning Leadership](file:////content/enforced/213237-FA22_CORE-GP_1020_1_002/Ch%25209_Planning%2520Leadership.pdf)"  4. LPAM, [Appendix B](file:////content/enforced/213237-FA22_CORE-GP_1020_1_002/Appendix%2520B_Local%2520Public%2520Agency%2520Management.pdf) (skim) | [Fill-in the answers to the three questions that follow on the Introduction tab of the Google Sheet next to your name.](https://docs.google.com/spreadsheets/d/18TXfTDUBLPkq4kpNeD-7Qeep4x_7QNV-S9ySWnlae2c/edit?usp=sharing)  *1. How do you define the mission of urban planning?*  *2. What motivated you to pursue the urban planning profession?*  *3. What impact do you hope to have?*  [Complete the Myers Briggs Type Indicators Test.](https://docs.google.com/spreadsheets/d/1y83JaCxc61OBvKJWctFGj6_QMRx8UMxVpn1csVnsbh8/edit?usp=sharing)  [Enter your 4 indicators on the Google Sheet tab labeled MBTI Class Results](https://docs.google.com/spreadsheets/d/18TXfTDUBLPkq4kpNeD-7Qeep4x_7QNV-S9ySWnlae2c/edit?usp=sharing).  [Complete the Emotional Intelligence Assessment](https://docs.google.com/spreadsheets/d/18TXfTDUBLPkq4kpNeD-7Qeep4x_7QNV-S9ySWnlae2c/edit?usp=sharing) tab on the Google Sheet |  |  |  |
| 2 | 9/14 | Individuals: Differences, Values, Bias, Perceptions, and Reactions | 1. Idealist Chapter 1, “Introduction: A Guide for the Idealist’s Path” (read pp. 1-12; skim pp. 13-15)  2. Idealist Chapter 2, “Am I Good Enough?”  3. Article, “The Secrets of Great Teamwork” | 2. [Take an Implicit Association Test and Enter Results on the Google Sheet](https://docs.google.com/spreadsheets/d/18TXfTDUBLPkq4kpNeD-7Qeep4x_7QNV-S9ySWnlae2c/edit?usp=sharing) | Case Study-Yemen | [Emotional Intelligence Video](https://youtu.be/-Gpn_06NT9w) |  |
| 3 | 9/21 | Motivation: Behavior, Work and Rewards | 1. Article,  “Motivating People” (read pp. 91-99)  2.Idealist Chapter 4, “What is My Work?” | Complete the[Self-Motivation Assessment and Enter Results on the Google Sheet](https://docs.google.com/spreadsheets/d/18TXfTDUBLPkq4kpNeD-7Qeep4x_7QNV-S9ySWnlae2c/edit?usp=sharing) |  |  |  |
| 4 | 9/28 | Groups and Teams I – Consensus and Collaboration | 1. Article, "Reframing public participation: strategies for the 21st century”  2. “It’s Time to Move on from Community Consensus,” <https://shelterforce.org/2020/09/04/community-consensus/> |  | (T) Complete and [Submit Team Launch](https://docs.google.com/document/d/12y6lBGFzadDC4gQxfmXcstHfrrMrAlvngzw5R3YAkBY/edit?usp=sharing)  [Document](https://docs.google.com/document/d/12y6lBGFzadDC4gQxfmXcstHfrrMrAlvngzw5R3YAkBY/edit?usp=sharing) |  | WILDFIRE SIMULA-TION in Coursepack |
| 5 | 10/5 | Groups and Teams II – Stakeholder Engagement | 1. Leadership in Planning, Ch 9, “Five Steps to Leadership”  2. Collaboration Ch 2, “Involve the Relevant Stakeholders” |  |  |  | WILDFIRE SIMULA-TION in Coursepack |
| 6 | 10/12 | Decision Making and Problem Solving | 1. Idealist, Chapter 3 “Making Choices”  2. Idealist, Chapter 8 “Being Right” |  | Case Study- Individual Wildfire Memo |  | WILDFIRE SIMULA-TION in Coursepack |
| 7 | 10/19 | Power, Influence, and Politics | 1. LPAM “Chapter 5, “Planning in a Political and Professional Environment”  2. Article, “Planning in the Face of Power” on Brightspace | Complete  [Politics and Power Assessment and Enter Results on Politics tab on Google Sheet](https://docs.google.com/spreadsheets/d/18TXfTDUBLPkq4kpNeD-7Qeep4x_7QNV-S9ySWnlae2c/edit?usp=sharing) |  | [10 Leadership Theories Video](https://youtu.be/XKUPDUDOBVo) |  |
| 8 | 10/26 | Communication, Conflict, and Negotiation  **Guest Speaker - Rachel DuBois, Director of the NYU Wagner Office of Career Services (OCS)** | Leadership, Ch 7, Facilitative Leadership | Complete[Thomas Kilmann Conflict Assessment on the Google Sheet](https://docs.google.com/spreadsheets/d/18TXfTDUBLPkq4kpNeD-7Qeep4x_7QNV-S9ySWnlae2c/edit?usp=sharing) | Case Study- Beardstown on Brightspace |  |  |
| 9 | 11/2 | Leadership and Ethics in Planning  **Guest Speaker (TBD) – Mitchell J. Silver, FAICP, President, American Institute of Certified Planners** | 1. Idealist, Chapter 9 “Avoiding Wrong”  2. Section A and Section B, “AICP Code of Ethics and Professional Conduct” |  | (T) Case Study- Politics of Participation on Brightspace |  |  |
| 10 | 11/9 | Assessing Organizations-the Congruence Model | Article, “The congruence model: A roadmap for understanding organizational performance” on Brighspace |  |  |  |  |
| 11 | 11/16 | Structure and Design | 1. Idealist, Chapter 5 “What Work Setting?”  2. Article, “More and Better: Increasing Diversity, Equity, and Inclusion in Planning” on Brightspace |  | (T) Marie TrelluKane Case Study TEAM Memo in Coursepack |  |  |
| 12 | 11/30 | Organizational Culture | 1. Report, “City Leader Guide on Organizational Culture Change,” pp. 8-17  2. Idealist, Chapter 10, “Navigating Managers, Organizations, and Teams” | As you define/further define/redefine your “core purpose,” what insights might you use from the individual assessments you’ve completed throughout the class? |  |  |  |
| 13 | 12/7 | Group Presentations |  |  |  |  |  |
| 14 | 12/14 | Change and Change Management | 1. Jabri, Chapter 3, “Understanding the Role of the Change Agent”  2. Idealist, Chapter 12 “Conclusion: Your Idealist Story”  3. Skim [2022 Trend Report for Planners](https://www.planning.org/foresight/) | As an emerging urban planner, how has your understanding of “management” and “leadership” evolved over the course of the semester? |  |  |  |

## Course Website Brightspace

The course website can be found on NYU Learning Management System (“NYU LMS” or “Brightspace”), accessible via the “Academics” tab on NYU Global Home (<http://globalhome.nyu.edu>). Throughout the semester, documents such as lecture slides, homework solutions, and practice exams will be posted to this site. In addition, we will occasionally send emails about course logistics to your NYU email account. Therefore, you should check both the course website and your NYU email account on a regular basis.

## Technology Support--For All Students

You have 24/7 support via NYU’s IT services. Explore the [NYU servicelink knowledgebase](https://nyu.service-now.com/servicelink/search_results.do?sysparm_search=student+guides&x=0&y=0&sysparm_fa=&sysparm_sp=&sysparm_cat=&sysparm_serv=&sysparm_location=24e7c87598a074004c8c03063d84e2a6&sysparm_role=&sysparm_base=) for troubleshooting and student guides for all NYU-supported tools (Brightspace, Zoom, etc). Contact askIT@nyu.edu or 1-212-998-3333 (24/7) for technology assistance, or contact [Zoom’s 24/7 technical support](https://support.zoom.us/hc/en-us/articles/201362003) (includes a chat function), or review [Zoom’s support resources](https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started). Your peers are another source of support, so you could ask a friend or classmate for help or tips.

If you do not have the appropriate hardware technology nor financial resources to purchase the technology, consider applying for the NYU [Emergency Relief Grant](https://www.nyu.edu/admissions/financial-aid-and-scholarships/covid-relief-grant.html).

## Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner’s Academic Code](https://wagner.nyu.edu/portal/students/policies/code). All Wagner students have already read and signed the [Wagner Academic Oath](https://wagner.nyu.edu/portal/students/policies/academic-oath). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

## Henry and Lucy Moses Center for Student Accessibility

Academic accommodations are available for students with disabilities.  Please visit the [Moses Center for Student Accessibilty website](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) and click the “Get Started” button. You can also call or email (212-998-4980 or [mosescsa@nyu.edu](mailto:mosescsa@nyu.edu)) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

## NYU’s Calendar Policy on Religious Holidays

[NYU’s Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

## NYU’s Wellness Exchange

[NYU’s Wellness Exchange](http://www.nyu.edu/life/safety-health-wellness/wellness-exchange.html) has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 that connects students with a professional who can help them address day-to-day challenges as well as other health-related concerns.

## Anti-[Racism](https://www.nyu.edu/life/global-inclusion-and-diversity.html) Pledge and Statement:

## “I will be brave enough to have uncomfortable conversations and take action against racism while I attend NYU Wagner.”

NYU Wagner is committed to promoting the values of inclusion, diversity, belonging, and equity ([IDBE](https://wagner.nyu.edu/community/inclusion-diversity-belonging-equity)) in public service and to bringing an IDBE lens to the various domains that shape our institutional culture and help advance our mission. We know that markers of difference shape the way we see the world, the way resources are distributed, the way policies are made, the way boundaries are drawn, and the way institutions are managed.