

Management
Course Number: 22:620:705
Course Title: Research Methods

LEARNING GOALS AND OBJECTIVES

This is an introductory doctoral seminar on research methods in business and management. We will examine basic issues involved in conducting empirical research for advancing knowledge and improving practices in organization and management. These issues include identifying and framing research questions, conducting literature review, developing theoretical models, designing methods to explore or testing hypotheses, and writing up research findings for publications. Major research designs include surveys, experiments, assembling and using archival/secondary data, and case studies. We will discuss readings that address these theoretical and methodological issues as well as publications that illustrate how management researchers have done them in their work.

At the end of this course, you should have a basic understanding of how business and management research is conducted in relation to organizations. Furthermore, you should have developed basic ability to engage with the research literature, develop concepts and frameworks, select empirical methods for conducting research to advance knowledge and practice of organization and management.

FORMAT

The course will follow a traditional seminar format. Students are expected to come to each session having studied the assigned materials, completed any other assignments for the week and prepared to engage in vigorous discussion. Students are assigned to lead discussions on particular papers or topics. Due to the ongoing pandemic, our first two class sessions will meet via Zoom. A link to each meeting will be posted on Canvas. Subsequent class sessions may also be held via Zoom if mandated by the university.

COURSE MATERIALS

1. The Process of Social Research, by J.C. Dixon, R.A. Singleton & B.C. Straits, 2016 (referred to as DSS in assigned readings). Oxford University Press. This book can be purchased on Amazon. Any version is fine.
 2. Other readings (i.e., journal articles and book chapters) are available on Canvas.
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ACADEMIC INTEGRITY

Students are responsible for understanding the RU Academic Integrity Policy (http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf). We will strongly enforce this Policy and pursue all violations. Use of AI such as ChatGPT is not permitted for the writeup of weekly assignments and final paper. All material and ideas you submit must be developed by you yourself with citations of sources you draw from. Use of AI such as Grammarly is allowed to help you correct and/or edit your weekly assignments and final papers. By remaining in this course, you are agreeing to adhere to the RU Honor Policy: "On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment." Plagiarism is a serious violation of academic integrity. See business.rutgers.edu/ai for more details.

COURSE REQUIREMENTS AND GRADING

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|---|-----|
| 1. In-class participation and Presentation: | 15% |
| 2. Weekly Syntheses of Readings: | 20% |
| 3. Introduction and Theoretical Model | 30% |
| 4. Research Methods | 15% |
| 5. Research Proposal | 20% |

All written assignments must be submitted by 12 midnight before the class.

1. Class Participation (5%), Session Leading (5%) and Research Proposal (5%)

Participation in intellectual conversations in class is an important part of the course requirement. Discussions help deepen the understanding of the issues and sharpen their relevance to research objectives of the students. In order to contribute, you need to maintain full attendance and be well-prepared. To prepare for the in-class discussions, you'll need to read and reflect the assigned materials: *Read intensively to understand key ideas, reflect to get the big picture, and summarize with applications in mind.*

Students take turns to serve as session leaders. Session leaders will make a power point presentation of the assigned readings of one session and lead the discussion. Specifically, session leaders should:

- Provide an organizing framework for exploring the various issues presented in the readings.
- Identify key issues and challenges facing research on organization and management.
- Formulate discussion questions for the class and offer your own well thought out views.
- Propose recommendations for addressing the identified issues and challenges.

Please upload your presentation to Canvas under Session Leading PPT

2. Weekly Syntheses of Readings (20%) (Maximum 2 single-spaced pages in 12-point font)

Weekly syntheses consist of 1) a concise summary of the assigned readings of the session and 2) your personal critique and take away points of the readings. Please strive to write a thoughtful integrative synthesis of the weekly articles/chapters instead of separate summaries of each article. The synthesis would include a concise description of what the articles are about, focusing on the themes and issues across the articles (See the questions/issues under Topics in Course Schedule). Students are encouraged to write thoughtful reflections, critiques and theoretical and methodological questions about conducting scientific research on business and organizations in general and your own research projects in particular. In summary, please go beyond a collection of summaries (of each article) and demonstrate a firm understanding of the core issues (theoretical or methodological) involved and your concerted efforts to apply what you learn to your own research in terms of formulating interesting and meaningful questions, developing theoretical models, designing methods, and writing for publication.

3. Introduction (10%) and Theoretical Model (20%) (Maximum 3-4 single-spaced pages in 12-point font, excluding figures and references)

- Introduction is the place where authors introduce and frame their research questions and claim research contributions. It plays a critical role in the publication review process because it makes the first impression on reviewers in terms of clarifying what is under study, why is it important and interesting, and how it contributes to knowledge and practice of organization and management. You are encouraged to review and analyze a few publications on topics of your interest and choose one on which you model your own introduction.
- Build a theoretical model for your research, which consists of at least one independent variable (IV), one dependent variable (DV), one mediator and one moderator. You should provide a concise definition of each variable, specify the relationships between the variables, and provide rationales for each hypothesis. Finally please draw a diagram that illustrates the theoretical model.
- Consult Zhang et al. (2020) (covered in Session 3) to structure your introduction and theoretical model although in an abbreviated fashion.

4. Research Methods (15%) (Maximum 2-3 single-spaced pages in 12-point font, excluding figures and references)

Describe the research design you plan to use to empirically test or explore the theoretical model you have proposed. Specify the design mode(s) (e.g., experiment, survey or qualitative study), samples, data collection procedures, measures and analytical strategies. Please model your methods on the Methods section of the article you've chosen for writing introduction and theory.

5. Research proposal (20%) (Maximum 15 **double-spaced** pages in 12-point font, excluding tables, figures and references)

This is a formal research proposal (so pay attention to format as well as content) which consists of Title, Abstract, Introduction, Literature Review and Hypotheses Development, and Methods. Doing well on this assignment requires continuous effort at exploring, identifying and planning for your research on an important topic throughout the semester. Grading is based on the improvement you have made over the submitted versions of the previous three components (introduction, theoretical model and methods) plus an abstract. In addition, I will look for coherence and fit among the various components. For example, does the abstract succinctly and adequately summarize the proposal? Does

the introduction capture the research questions that the theoretical model seeks to address and articulate key contributions on the basis of the theoretical model? Do the measures reported in the methods section reflect the conceptual definitions of variables in the theoretical model? Is the research design adequate for investigating the research questions and testing the theoretical model?

COURSE SCHEDULE

Session	Written Assignments	Topics
1	Synthesis: 1) summary of readings and 2) reflections and critiques as an (aspiring) business and management researcher	Course Overview <ul style="list-style-type: none"> What is science? What is research? Where do research ideas come from? How to do literature review? Course objectives and personal learning goals
2	Synthesis: 1) summary of readings and 2) reflections and critiques as an (aspiring) theorist.	Theory Development <ul style="list-style-type: none"> What is theory? What is not theory? What are components of a theory? What are the attributes of a good theory?
3	Introduction and Theoretical Model	Writing and Publishing Research <ul style="list-style-type: none"> Framing your paper and claim contributions through introduction. Building theoretical model
No Class		
4	Synthesis: 1) summary of readings and 2) your choice of a research design for your study	Research Design Choices <ul style="list-style-type: none"> How do we test our theories? How do we match our questions, theories and methods? Units and levels of analysis
5	Revise & Resubmit Introduction and Theoretical Model Synthesis: 1) summary of readings and 2) an experiment design for your study	Experiments: Strengths and limitations of <ul style="list-style-type: none"> Lab experiment Field experiment Quasi experiment
No Class		
6	Synthesis: 1) summary of readings and 2) a survey design of your study	Survey: Major issues regarding <ul style="list-style-type: none"> Sampling Measures Internet samples
7	Synthesis: 1) summary of readings and 2) a qualitative design of your study	Qualitative Research and Case Study <ul style="list-style-type: none"> Approaches to qualitative research and their complementarity How to do case study and case writing
8	Research Methods	Archival Methods and Content Analysis <ul style="list-style-type: none"> Modes of archival research Levels, materials, methods How to conduct interview and content analysis

9	Synthesis: 1) summary of readings and 2) potential ethical challenges of your research	Ethics in Social Science Research: How to <ul style="list-style-type: none"> • Maintain high ethical standards • Avoid questionable research practices
No Class		
10	Research proposal Presentation	Research proposal: Abstract, Introduction, Theoretical Model, Methods

Readings Assignments

Session 1 Course Overview

Required Readings

1. DSS, Chapters 1 and 2
2. Vermeulen, F. (2007). "I shall not remain insignificant": Adding a second loop to matter more. *Academy of Management Journal*, 50, 754-761.
3. von Krogh, G., Rossi-Lamastra, C., & Haefliger, S. (2012). Phenomenon-based research in management and organisation science: When is it rigorous and does it matter? *Long Range Planning*, 45(4), 277-298.
4. Cheng, J. L. (2007). Critical issues in international management research: An agenda for future advancement. *European Journal of International Management*, 1(1-2), 23-38.

Session 2 Theory Development

Required Readings

1. Whetten, D. 1989. What constitutes theory? *Academy of Management Review*, 14: 490-495.
2. Chatman, J.A. 1989. Improving interactional organizational research: A model of person-organization fit. *Academy of Management Review*, 14, 333-349.
3. Sparrow, R.T & Mayer, K.J. 2011. *From the editors*, Publishing in AMJ—Part 4: Grounding hypotheses. *Academy of Management Journal*, 54, 1098-1102.
4. Bartunek, J. M., Rynes, S. L., & Ireland, R. D. 2006. What Makes Management Research Interesting, and Why Does It Matter? *Academy of Management Journal*, 49, 1, 9-15.
5. Baron, R. M. & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 6: 1173-1182.

Recommended Readings

1. Sutton, R. I. & Staw, B. M. (1995). What theory is not. *Administrative Science Quarterly*, 40: 371-384. (Also comments by Karl E. Weick, "What theory is not, theorizing is" and Paul J. DiMaggio, "Comments on "What theory is not") (*Forum*)
2. Davis, Murray S. (1971). That's interesting! Towards a phenomenology of sociology and a sociology of phenomenology. *Philosophy of Social Science*, 1, 309-326 (part of article).

3. Wagner, D.G. & Berger, J. (1985). Do sociological theories grow? *American Journal of Sociology*, 90, 697-728.
4. Colquitt, J. A. & Zapata-Phelan, C. P. (2007). Trends in theory building and theory testing: A five-decade study of the Academy of Management Journal. *Academy of Management Journal*, 50: 1281-1303.
5. Corley, K.G.. & Gioia, D.A. (2011). Building theory about theory building: What constitutes a theoretical contribution? *Academy of Management Review*, 36: 12-32.
6. Pillutla, M.M. & Thau, S. (2013). Organizational sciences' obsession with 'that's interesting!' Consequences and an alternative. *Organizational Psychology Review*, 3: 187–194.
7. Writing blog. <https://projectscrib.org/> ... contains interviews with some prominent organization and management researchers

Session 3 Writing and Publishing in Social Sciences

Required Readings

1. DSS Chapter 14 Reading and writing in social research
2. Grant, A.M. & Pollock, T.G. (2011). From the Editors, Publishing in AMJ–Part 3: Setting the hook. *Academy of Management Journal*, 54(5): 873-879.
3. Harvard Business Review Contributor Guidelines.
4. Zhang et al., 2020. Playing it safe for my family: Exploring the dual effects of family motivation on employee productivity and creativity. *Academy of Management Journal*, 63, 1923-1950.
5. Ted Baker's template for 3-5 paragraph introduction (posted on Canvas)

Recommended Readings

1. Timothy Pollock and Joyce Bono. (2013). From the Editors: The importance of storytelling in Academic Writing. *Academy of Management Journal*, 56: 629–634.
2. Locke, K., & Golden-Biddle, K. (1997). Constructing opportunities for contribution: Structuring intertextual coherence and "problematizing" in organizational studies. *Academy of Management Journal*, 40: 1023-1062.
3. Staw, B.M. (1984). Repairs on the road to rigor and relevance: some unexplored issues in publishing organizational research. Chapter 4 (pages 85-97) in *Publishing in the Organizational Sciences*, L.L. Cummings and P.J. Frost (eds). Sage.
4. Lamott, A. (1994). *Shitty first drafts*, in *Bird by Bird: Some Instructions on Writing and Life*. New York, NY: Anchor Books: 21-27.
5. Marta Geletkanycz and Bennett J. Tepper (2012). From the Editors, Publishing in AMJ – Part 6: Discussing the implications. *Academy of Management Journal*, 55: 256–260.
6. William H. Starbuck (2016). 60th Anniversary Essay: How Journals Could Improve Research Practices in Social Science. *Administrative Science Quarterly*, 1–19.
7. Linda M. Johanson (2007). Sitting in Your Reader's Chair: Attending to Your Academic Sensemakers. *Journal of Management Inquiry*, 16: 290.
8. Jason Shaw (2012). Responding to Reviewers. From the Editors. *Academy of Management Journal*, 55: 1261-1263.

Session 4 Research Design Choices

Required Readings

1. DSS, Chapter 4
2. Bono, J.A. & McNamara, G. 2011. *From the editors*, Publishing in AMJ–Part 2: Research design. *Academy of Management Journal*, 54(4): 657-660.
3. Edmondson, A. C. & McManus, S. E. (2007). Methodological fit in management field research. *Academy of Management Review*, 32, 1155-1179.
4. Ployhart, R. E. & Vandenberg, R. J. (2010). Longitudinal research: The theory, design, and analysis of change. *Journal of Management*, 36, 94-120.

Recommended Readings

1. Buchanan, D. A. & Bryman, A. (2007). Contextualizing methods choice in organizational research. *Organizational Research Methods*, 10: 483-501.
2. Kozlowski, S. W. J. & Klein, K. J. (2000). A multilevel approach to theory and research in organizations. In K. J. Klein & S. W. J. Kozlowski (Eds.), *Multilevel Theory, Research, and Methods in Organizations: Foundations, Extensions, and New Directions*. San Francisco, CA: Jossey-Bass. Excerpts from Chapter 1: pp. 3-51.
3. McGrath, J. E. (1981). Dilemmatics: The study of research choices and dilemmas. In J. E. McGrath, J. Martin, & R. A. Kulka (Eds.), *Judgment Calls in Research*: 69-102. Beverly Hills, CA: Sage Publications.
4. Hackman, J.R. (2003). Learning more by crossing levels: Evidence from airplanes, hospitals, and orchestras. *Journal of Organizational Behavior*, 24, 905-922.
5. Van Maanen, J., Sorensen, J. B., & Mitchell, T. R. (2007). The interplay between theory and method. *Academy of Management Review*, 32, 1145-1154.

Session 5 Experiment and Multiple Methods

Required Readings

1. DSS, Chapters 7 and 11
2. Wilson, T.D., Aronson, E., & Carlsmith, K. (1998). Experimentation in social psychology. In D.T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The Handbook of Social Psychology*, Volume 2 (4th Ed.): 99-142. New York: McGraw-Hill.
3. Colquitt, J.A. (2008). From the editors, Publishing laboratory research in AMJ: A question of when, not if. *Academy of Management Journal*, 51, 616-620.
4. Chen et al., 2016. Relaxing moral reasoning to win. *Journal of Applied Psychology*, 101(8): 1082-1096.

Recommended Readings

1. Aguinis, H., & Bradley, K. J. (2014). Best practice recommendations for designing and implementing experimental vignette methodology studies. *Organizational Research Methods*. 27, 351-371.
2. Mitchell, G. (2012). Revisiting truth or triviality: The external validity of research in the psychological laboratory. *Perspectives on Psychological Science*, 7, 109-117.
3. Lount, R.B., Sheldon, O.J., Rink, F. & Phillips, K.W. (2015). How much conflict really exists? Biased perceptions of racially diverse teams. *Organization Science*, 26, 1351-

1364. (Example)

4. Ilgen, D.R. (1986). Laboratory research: A question of when, not if. In E.A. Locke (Ed.), *Generalizing from laboratory to field settings*, (pp. 257-267). Indianapolis, IN: D.C. Heath.
5. Highhouse, S. (2009). Designing experiments that generalize. *Organizational Research Methods*, 12, 554-566.
6. Mook, D.G. (1983). In defense of external invalidity. *American Psychologist*, 38, 379-387.
7. Shadish, W. R., Cook T. D., & Campbell, D. T. (2001). *Experimental and quasi-experimental designs for causal inference*. Chapters 1 and 2: pp. 1 – 63.
8. Edwards, J. R. (2003). Construct validation in organizational behavior research. In J. Greenberg (Ed.), *Organizational Behavior: The State of the Science* (2nd ed., pp. 327-371). Mahwah, NJ: Erlbaum.
9. Staw, B. M. (1975). Attribution of the “causes” of performance: A general alternative interpretation of cross-sectional research on organizations. *Organizational Behavior and Human Performance*, 13: 414-432.

Week 6 Survey

Required Readings

1. DSS, Chapters 5 & 8
2. Hinkin, T. R. (1998). A brief tutorial on the development of measures for use in survey questionnaires. *Organizational Research Methods*, 1: 104-121.
3. Barsade, S. G. & O’Neill, O. A. (2014). What’s love got to do with it? A longitudinal study of the culture of companionate love and employee and client outcomes in a long-term care setting. *Administrative Science Quarterly*, 59, 551-598.

Recommended Readings

1. DSS Chapter 6
2. Babbie, E. (1990). *Survey research methods*. Belmont, CA: Wadsworth Publishing. Chapter 5: “The Logic of Survey Sampling”.
3. Schwarz, N. (1999). Self-reports: How the questions shape the answers. *American Psychologist*, 54: 93-105.
4. Podsakoff, P. M., MacKenzie, S. B., Lee, J., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88: 879-903.
5. Dillman, D. A. 1991. The design and administration of mail surveys. *Annual Review of Sociology*, 17:225-249.
6. Mitchell, T.R. (1985). An evaluation of the validity of correlational research conducted in organizations. *Academy of Management Review*, 10: 192-205.
7. Cycota, C. S. & Harrison, D. A. (2006). What (not) to expect when surveying executives: A meta-analysis of top manager response rates and techniques over time. *Organizational Research Methods*, 9: 133-160.

8. Haas, M. R. & Hansen, M. T. (2005). When using knowledge can hurt performance: The value of organizational capabilities in a management consulting company. *Strategic Management Journal*, 26: 1-24.

Week 7 Qualitative Research & Case Study

Required Readings

1. DSS, Chapters 9 & 13
2. Carton, A.M. 2018. I'm not mopping the floors, I'm putting a man on the moon. How Nasa leaders enhanced the meaningfulness of work by changing the meaning of work. *Administrative Science Quarterly*, 63 (2), 323-369.
3. Stevens, C.E., Xie, E. & Peng, M.W., 2016. Toward a legitimacy-based view of political risk: The case of Google and Yahoo in China, *Strategic Management Journal*, 37: 946-963.
4. Kotha & Srikanth, 2013. Managing a global partnership model: Lessons from the Boeing 787 'Dreamliner' problem. *Global Strategy Journal*, 3: 41-66.

Recommended Readings

1. Newenham-Kahindi, A. M. 2011. A global mining corporation and local communities in the Lake Victoria Zone: The case of Barrick Gold Multinational in Tanzania. *Journal of Business Ethics*, 99: 253-282.
2. Saldana, J. (2009). *The Coding Manual for Qualitative Researchers*, Sage. Chapters 1-3.
3. Langley, A. (1999). Strategies for theorizing from process data. *Academy of Management Review*, 24: 691-710.
4. Gioia, D, Corley, K, Hamilton, A. (2012). Seeking qualitative rigor in inductive research: Notes on the Gioia Methodology. *Organizational Research Methods*, 16: 15-31. Gehman, J., Glaser, V.L., Eisenhardt, K.M., Gioia, D.A., Langley, A. & Corley, K.G. (2018). Finding theory-method fit: A comparison of three qualitative approaches to theory building. *Journal of Management Inquiry*, 27: 284-300.
5. Eisenhardt, K. M. (1989). Building theories from case study research. *Academy of Management Review*, 14: 532-550.
6. Baker, T & Nelson, R (2005, **Methods section**). Creating Something from Nothing: Resource Construction through Entrepreneurial Bricolage. *Administrative Science Quarterly*, 50:329-366.

Week 8 Archival Methods and Content Analysis

Required Readings

1. DSS, Chapters 10
2. Ventresca, M. J., & Mohr, J. W. (2002). Archival research methods. In J. A. C. Baum (ed.), *The Blackwell Companion to Organizations*. Malden, MA: Blackwell. Chapter 35, pp. 805-828.
3. George, G., Haas, M.R. & Pentland, A. (2014). Big data and management: From the editors. *Academy of Management Journal*. 57, (2), 321-326.
4. Miller, D.J. & Yang, H-S. (2016). The dynamics of diversification: Market entry and exit by public and private firms. *Strategic Management Journal*, 37(11): 2323-2345.

Recommended Readings

1. Blossfeld, H. P. Golsch, K. & Rohwer, G. (2007). *Event History Analysis with Stata*. Mahwah, NJ: Lawrence Earlbaum & Assoc. Chapter 1, pp 5-13
2. Duriau, V. J., Reger, R. K. & Pfarrer, M. D. (2007). A content analysis of the content analysis literature: Research themes, data sources, and methodological refinements. *Organizational Research Methods*, 10, 5-34.
3. Kim, B., Kim, E., Miller D.J., & Mahoney, J.T. (2016). The impact of the timing of patents on innovation performance. *Research Policy*, 45(4): 914-928.

Session 9 Ethics in Social Science Research

Required Readings

1. DSS, Chapter 3
2. Academy of Management (2011). Academy of Management Code of Ethics. *Academy of Management Journal*, 54, 1299-1306.
3. Levin, J. (1981). Ethical problems in sociological research. In A.J. Kimmel (Ed.), *New Directions for Methodology of Social and Behavioral Science: Ethics of Human Subject Research*, 10:49-54. San Francisco: Jossey-Bass.
4. Ulrich Lichtenthaler article retractions:
<http://retractionwatch.wordpress.com/2012/07/17/three-papers-by-german-management-prof-retracted-for-duplication-statistical-issues/#more-8733>

Recommended Readings

1. Colquitt, J.A. (2012). From the Editors: Plagiarism policies and screening at AMJ. *Academy of Management Journal*, 55(4): 749-751.
2. Suls, J.M., & Rosnow, R. L. (1981). The delicate balance between ethics and artifacts in behavioral research. In A. J. Kimmel (Ed.), *New Directions for Methodology of Social and Behavioral Science: Ethics of Human Subject Research*, 10, 55-67. San Francisco: Jossey-Bass.
1. Rosenthal, R. (1994). Science and ethics in conducting, analyzing, and reporting psychological research. *Psychological Science*, 5, 127-134.
2. O'Boyle, E., Banks, G., & Gonzalez-Mule, E. (2014). The Chrysalis Effect: How ugly initial results metamorphosize into beautiful articles. *Journal of Management*, 43, 376-399.
3. Simmons, J. P., Nelson, L. D. & Simonsohn, U. (2011). False- positive psychology: undisclosed flexibility in data collection and analysis allows presenting anything as significant. *Psychological Science*, 22, 1359–1366.
4. Ledgerwood, A., Soderberg, C. K., & Sparks, J. (in press). Designing a study to maximize informational value. In J. Plucker & M. Makel (Eds.), *Toward a more perfect psychology: Improving trust, accuracy, and transparency in research*. Washington, DC: American Psychological Association

Session 10 Presentations

SUPPORT SERVICES

If you need accommodation for a **disability**, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are **pregnant**, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek **religious accommodations**, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of **gender or sex-based discrimination or harassment**, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link:

<http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link:

https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

Bias incidents: an act – either verbal, written, physical, or psychological that threatens or harms a person or group on the basis of actual or perceived race, religion, color, sex, age, sexual orientation, gender identity or expression, national origin, ancestry, disability, marital status, civil union status, domestic partnership status, atypical heredity or cellular blood trait, military service or veteran status.

Bias incidents can be reported online at:

[New Brunswick Bias Incident Report Form](#)

Newark Bias Incident Report Form

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu>.

If you are a military **veteran** or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of **mental health** services, please use our readily available services.
[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]
[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of **physical health** services, please use our readily available services.
[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]
[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of **legal** services, please use our readily available services:
<http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to **English as a second language (ESL)** should contact the Program in American Language Studies for supports.
[Rutgers–Newark: PALS@newark.rutgers.edu]
[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional **academic assistance**, please use our readily available services.
[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>]
[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]
[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.
- Students must sign, date, and return a statement declaring that they understand this syllabus.]

CODE OF PROFESSIONAL CONDUCT

[If you prefer to direct students to the conduct policy online instead, please use the following link and place it beneath the header above:
<https://myrbs.business.rutgers.edu/students/code-professional-conduct>]

Rutgers Business School is recognized for its high-quality education. To that end, maintaining the caliber of classroom excellence, whether in person or online, requires students to adhere to the

same behaviors expected in professional career environments. These include the following principles:

Discussion and Correspondence

- Each student is encouraged to participate actively in class discussions and exercises. Substantive dialogue requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Disagreement and the challenging of ideas must happen in a supportive and sensitive manner. Hostility and disrespectful behavior will not be tolerated.
- In correspondence and in the classroom, students should demonstrate respect in how they address instructors. Students should use proper titles unless there is an explicit understanding that the instructor accepts less formal alternatives. Similarly, appropriate formatting in electronic communication and timely responsiveness are all expectations in every professional interaction, including with instructors. Everything said and written should demonstrate respect and goodwill.

Punctuality and Disruption

- Class starts and ends promptly at the assigned periods. Students are expected to be in their seats or present online and ready to begin class on time.
 - Take your responsibility to attend class seriously. Your attendance is a critical element of the learning experience for in-person classes. Failure to show up disrupts your learning and signals disrespect to your peers and instructors. (Of course, illness is a legitimate exception requiring advanced reporting to the [University](#) and your instructors.)
 - Barring emergencies and within reason, students are expected to remain in their seats for the class duration. In person, packing belongings before the end of class disturbs both other students and the instructor. Online, attending to other tasks is distracting. In addition, even if webcams are not required in your course, your attention is fundamentally lacking if you are engaged in multiple tasks simultaneously.

Technology

- The use of technology is sanctioned only as permitted by the course instructor. As research on learning shows, peripheral use of technology in classes negatively impacts the learning environment in three ways:
 1. Individual learning and performance directly suffer, resulting in the systemic lowering of grades earned.
 2. In the classroom, one student's use of technology automatically diverts and captures other people's attention, thus impeding their learning and performance. Moreover, even minor infractions have a spillover effect and result in others doing the same.

3. Subverting this policy (e.g., using a phone during class, even if hidden below the table or out of sight from your webcam; tapping on a smartwatch; using a laptop for non-course related matters) is evident to the course instructor and offensive to the principles of decorum in a learning environment.
- Networking, computing, and associated resources in the trading rooms, advanced technology rooms, and general classrooms are to be used in the manner intended.
 - Sharing links to private online classes, attempting to join an online class you are not enrolled in, or posting disruptive content during these sessions are strictly prohibited and may lead to disciplinary action.
 - For more instructions on information technology resources at Rutgers University, please refer to the [Acceptable Use Policy for Information Technology Resources](#).

Misappropriating Intellectual Property

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