Professor Sukhun Kang (he/him/his)
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Office hours: Tuesday, 1-3:00PM in Phelps 2323 - By Appointments ONLY

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Course Overview

This course focuses on the field of technology strategy and aims to address a central issue: why do some technology-intensive firms outperform others? Firms in industries shaped by rapid innovation, intellectual property, and platform dynamics face different strategic challenges than traditional businesses. This course centers on the tools and perspectives needed to lead technology-based competition, particularly within established organizations.

This course has three key objectives:

- **Developing a Strategic Lens for Technology-Driven Firms:** You'll learn frameworks to understand how technologies shape competitive advantage, why incumbents win or lose in the face of disruption, and how to align innovation with firm strategy. From S-curves and IP strategy to platforms and ecosystems, this course equips you with tools to analyze technology-based businesses, including how strategy must evolve to confront urgent societal challenges.

- **Making Technology Strategy Actionable:** The course emphasizes practice. Through case studies, you will work through challenges faced by real firms as they manage technological transitions, navigate innovation ecosystems, and respond to disruption. These cases are drawn from industries like pharmaceuticals, software, semiconductors, and clean energy. Throughout, you will be asked to analyze trade-offs — between speed and control, openness and protection, or short-term gains and long-term value.

- **Strengthening Communication and Decision-making:** Strategy requires not only insight but influence. You'll build your ability to craft and defend arguments, make strategic recommendations, and evaluate competing priorities under uncertainty. Whether presenting individually or in groups, you'll practice persuasive, structured thinking under ambiguity.

This course offers a dynamic and interactive platform for you to build a strong foundation in technology strategy, apply these concepts to real-world innovation cases, and develop critical thinking and communication skills. Students will apply frameworks to real-world initiatives, assess technology decisions under uncertainty, and critically evaluate innovation's externalities, governance implications, and long-term consequences.

Learning Objectives

By the end of this course, students will be able to:

- Apply core strategy frameworks to technology-intensive contexts
- Assess innovation under uncertainty and strategic risk
- Design responsible technology initiatives aligned with long-term value
- Analyze externalities, governance models, and stakeholder tradeoffs
- Communicate and defend strategic technology decisions clearly and persuasively

Course Philosophy: At the heart of this course is a fundamental shift from a traditional focus on extensive reading to a more profound emphasis on critical thinking. Echoing the insightful words of Jim March: "Often, we opt for reading over thinking. Reading, as a well-defined activity, offers clear milestones of progress and completion, and it's a skill most of us are quite adept at. In contrast, thinking requires a more nuanced approach, lacking the straightforward markers that reading provides."

To realign our approach toward strategic thinking, we intentionally limit assigned readings to no more than three articles per session. This restrained reading list is not an invitation for superficial engagement. Instead, it is an encouragement for deeper intellectual involvement. You are expected to thoroughly comprehend each article, not just in isolation but in how they interconnect, forming a cohesive understanding of the broader themes and insights they collectively offer.

This approach requires a deliberate and thoughtful examination of the materials. Your task is to go beyond mere knowledge acquisition from reading; you are to engage rigorously with the content, piecing together the strategic implications and insights. Such an approach is vital for cultivating a genuine competence in the art of strategic thinking. It's about developing an ability to synthesize information, draw meaningful connections, and apply these insights to real-world strategic challenges. This course, therefore, is not just about learning what strategic management is; it's about mastering how to think strategically.

Course Materials

The materials that you need for the course are cases/readings.

(Mandatory) "Reading Packet" Harvard cases and readings must be purchased from HBS publishing at the following link: https://hbsp.harvard.edu/coursepacks/1368256

(Mandatory) "Textbook" Alberto Galasso, **The Management of Innovation** (University of Toronto Press, 2024) — primary textbook for the course (https://www.amazon.com/Management-Innovation-Managing-Creating-Technology/dp/1487553560)

(Optional) Melissa Schilling, **Strategic Management of Technological Innovation** — useful supplemental reference for students seeking an alternate framing of platform dynamics, S-curves, and innovation portfolio tools (https://www.amazon.com/ISE-Strategic-Management-Technological-Innovation/dp/126507335X)

Course Grading

Course grades will be determined as follows:

Class Participation	**40%**
CAiSEY Assignments	(10%)
In-class participation	(25%)
Participation evaluation by your partners	(5%)
Assignments	**30%**
#1: Failed Technology	(10%)
#2: AI Adoption Challenges	(10%)
#3: Technology and Grand Challenges	(10%)
Final Project: Technology Initiative	**30%**

Description of Requirements

<u>Participation (40%)</u>

Since the discussion and the case-method are the primary pedagogical devices for this course, attendance and class participation are vital to the learning process.

Participation includes three components:

<u>CAiSEY Assignments (10%)</u>: There is one CAiSEY assignment for each class and guest speaker unless otherwise noted. CAiSEY will be posted as assignments. They require you to read the relevant case or article and engage in a short- voice- or text-based conversation with CAiSEY about your viewpoint on a relevant discussion question.

The objective of conversation is to simulate a real-time discussion that will help you see and anticipate different perspectives. Doing so via voice versus text will also demonstrate how different modes of communication might push you to different reasoning. More practice with CAiSEY will sharpen your ability to recognize patterns, adapt to rebuttals, and develop response more effectively in a real-time discussion with consequential decisions.

At the beginning of the course, you will receive further instructions on registering for your CAiSEY account and submitting a CAiSEY conversation. You must submit your CAiSEY assignment by 9AM on the day of the class.

<u>In-Class Participation (25%)</u>: Evaluated daily on a 0–3 scale, based on the quality and frequency of your contributions during case discussions and group activities. Feedback will be provided mid-course.

This will be graded daily as 0,1,2,3 (0: no participation; 1: repeating what we said in class; 2: your own insights and thoughtful comments; 3: integration / back up with reasoning, data, and evidence). To give you some idea of how well you are doing in participation, you will receive some feedback on your participation after week 5.

Business decisions in organizations are usually made via discussion, collaboration, negotiation, and consultation. To participate in them, you need to communicate your views effectively, and defend them with appropriate data. The case discussions are designed to help you develop these skills. Consequently, class participation is a significant portion of your grade.

TAs will evaluate your participation in each class, and will combine these to determine your overall course participation grade. In determining your overall participation grade, I consider both the quantity and quality of your contributions. So, talking often is not the best way to participate, nor is being silent. Instead, thoughtful engagement is best. The most effective class participation consists of comments that enhance the class discussion by providing insights beyond reiterating the facts from the case. Interesting questions "count" as much as interesting answers!

Your comments not only provide an opportunity for you to practice articulating and defending a position -- they also allow others to learn from your perspective and experience. Your participation will be evaluated based on both quantity and quality, with quality weighed more heavily,

Examples of high-quality comments include, but are not limited to:
- Presentation of a recommended course of action supported by a strong analysis of facts/data from the case.
- Thoughtful questioning of others' arguments that sharpens our analysis and focus.
- Integrative summaries of where the discussion has been that add insight and provide direction for further discussion.
- Insightful questions.
- Linkages to concepts, frameworks, and cases from prior class sessions.

Examples of poor-quality comments include, but are not limited to:
- Recitation of case facts without development of the implications of those facts.
- Comments that do not relate to the prior comments/discussion. A great comment at one point becomes a distraction later in the discussion.
- Repeating a point that someone else already made
- Comments that demonstrate a lack of preparation.

In exceptional cases, the participation grade for a given session can be modified up or down depending on your active participation during the session. Particularly insightful comments, which help the whole class better understand a key point of the course, may be rewarded. On the contrary, disruptive behavior or missing class will be penalized.

Class Assignments (30%):

1. Assignment #1: Individual Assignment: Technology Failure Memo + Recorded Presentation (10%)

Pick a failed innovation by an incumbent firm; analyze why it failed and what could have changed. Be considerate of why they initiated the project in the first place. Refer to the assignment document on Canvas.

Deliverables: 2-page memo

2. Assignment #2: Partner Assignment A: AI Adoption with Micro Presentation (10%)

Why do firms struggle with AI adoption? Describe what they are doing wrong and what they should do. Refer to the assignment document on Canvas.

Deliverables: 3 page memo + 5-minute in-class partner presentation (both members must present equally)

3. Assignment #3: Partner Assignment B: Grand Challenge Brief with Micro Presentation (10%)

Novel tech initiative to address a grand societal challenge (e.g., health, climate, inclusion, aging population). Refer to the assignment document on Canvas.

Deliverables: 3 page memo + 5-minute in-class partner presentation (both members must present equally)

Final Project: Technology Initiative Planning (30%)
This final project gives you the opportunity to synthesize and apply everything you've learned throughout the course. In teams, you will propose a new technology-driven initiative that allows an established company to extend its capabilities into a new market or address a grand societal challenge. Your role is to act as strategic leaders, proposing an innovation initiative worthy of executive approval.

Identify a new product, platform, or service that an established company could pursue. The proposal must:
- Leverage the company's current technological strengths
- Enter a market the company is not currently in
- Address strategic elements such as innovation timing, IP, governance, platform strategy (if applicable), and societal externalities
- Consider trade-offs (e.g., speed vs. safety, openness vs. control)

Deliverables:
- An 8-page strategy memo articulating the opportunity, risk factors, and justification using course frameworks
- A 10-minute in-class pitch deck presentation (Week 10) simulating a strategic proposal to senior leadership
- All team members must present
- Q&A session of up to 2 minutes following each presentation

Instruction: The presentation should be submitted via Canvas by Sunday midnight before classes on the week #10. The order of presentation will be randomly selected.

You MUST present in all of the final presentation sessions to receive a passing grade for the assignment.

Extra Credit: Empirical Puzzle
The empirical puzzle should be something that violates your (naïve or theoretical) expectation from frameworks we learned in class.

For instance, you could go to a restaurant and observe that cheaper wines are sold by the glass and expensive wines by the bottle. Further, you might observe that if you aggregate the cost of a cheaper bottle of wine (by cumulating the cost per glass) it could be generating a greater percentage margin than the expensive bottle of wine. This violates the expectation that cheaper products have lower margins and higher volumes and the converse is true for more expensive products. The puzzle is why this margin-reversion paradox exists in the market for wines in restaurants. You should explain the phenomenon, lay out why it is a puzzle, and what/how/why it violates your expectation (Max 1/2 Page).

Instruction: E-mail your puzzle to me, and anything submitted by each Friday at 9 PM will be considered for the extra credit (up to 1%). Each week, I might pick up two puzzles and ask the students to present their puzzles in the class. We will have a short discussion.

The E-mail subject should include the week# and the section time. For example, "[TMP412] Empirical Puzzle Week#3" should be the subject. You can submit up to 2 Empirical Puzzles during the course. Submitting doesn't guarantee that you will get full credits.

Final Letter Grades
They will be assigned as follows:

Letter Grade	GPA	Class Points
A	4.00	>= 93.00 %
A-	3.67	>= 90.00 %
B+	3.33	>= 87.00 %
B	3.00	>= 83.00 %
B-	2.67	>= 80.00 %
C+	2.33	>= 77.00 %
C	2.00	>= 70.00 %
Ds and Fs	Below 2.00, at discretion of instructor	

Course Schedule

Week	Class	Date	Topic (Cases / Readings)
Wk#1	1	Mon. 1/5	**Introduction to Technology Strategy** • **Reading:** "Technology Strategy"; Galasso Introduction • **Case:** UN
Wk#2	2	Mon. 1/12	**Creating Value: S-Curves and Industry Evolution** • **Reading:** "The S-Curve and Strategic Lessons"; Galasso Chapter 1 • **Case:** Netflix
Wk#3			**No Class on Mon. 1/19 (Martin Luther King Jr. Day)**
Wk#4	3*^	Mon. 1/26	**Technology Diffusion and Crossing the Chasm** • **Reading:** "Note on Innovation Diffusion"; Galasso Chapter 8; "Four Products: Predicting Diffusion" ***Assignment #1 Due Before Class / Project Team Formation**
Wk#5	4	Mon. 2/2	**Capturing Value: Profiting from Technological Innovation** • **Reading:** "How to Capture Value from Innovation"; Galasso Chapter 2 & 3 • **Case:** Abgenix • **Guest Speakers:** Nitesh Dhingra, Head of AI Enablement at Capital Group; Chris Zhao, Head of Global Marketing Analytics at Capital Group
Wk#6	5^	Mon. 2/9	**Capturing Value: IP Strategy and Industry Standards** • **Reading:** "Intellectual Property and Strategy"; Galasso Chapter 4 • **Case:** Lego • **Virtual Guest Speaker:** Sam Karlin, Head of Legal, Ops & Product at Blee *** Final Project TA Check-in**
			No Class on Mon. 2/16 (President's Day)
Wk #7	6*	Fri. 2/20	**Platform Strategy, Network Effects, and Ecosystems** • **Reading:** "Pipelines, Platforms"; "Right Tech, Wrong Time" • **Case:** Spotify ***Assignment #2 Due Before Class**
Wk#8	7^	Mon. 2/23	**Corporate Innovation: CVC, Labs, and Intrapreneurship** • **Reading:** "Four models of Corporate Entrepreneurship"; "Meeting Challenge of Corporate Entrepreneurship"; Galasso Chapter 5

			• **Case:** "Eli Lilly"; "Pinkfong (For Guest Speaker)"
			• **Guest Speaker:** Ryan Lee, Co-founder of the Pinkfong Company
Wk#9	8*	Mon. 3/2	**Technology and Grand Societal Challenge** • **Reading:** "Technology and Society"; "Creating Shared Value"; Galasso Chapter 7 • **Case:** Carlsberg ***Assignment #3 Due Before Class / Final Project TA Check-in**
Wk#10	9	Mon. 3/9	**Governance, Ethics & Strategic Foresight** • **Reading: "**Rethinking corporate governance"; Galasso Chapter 9 • **Case:** OpenAI
Final Week	10*	Mon 3/16	**Final Presentation & Course Wrap-up** ***Final Project Due Before Class**

* There is an assignment due before class on these dates.

^ These sessions will have guest speakers.

Detailed Session Information

I.   Introduction to Technology Strategy

Class 1. What is Technology Strategy?

Explore the basics of strategic thinking as applied to technological innovation. We define what makes technology strategic and examine the challenges firms face in creating and capturing value from it. This session grounds students in the key questions and terminology that will guide the rest of the course.

Required Reading:

- "Technology Strategy (Yin)" (Reading Packet)
- Galasso, "Introduction" (Textbook)
- Case: "Strategic Innovation at the United Nations: A Network of Ecosystems" (Reading Packet)

Questions for Discussion:

- What makes a technology "strategic" in an established firm context?
- How does strategic thinking differ when technology is involved?
- Why do some firms repeatedly fail to create and capture value from new technologies?

II.   Foundations of Technology Strategy: Creating and Capturing Value

Class 2. Creating Value: S-Curves and Industry Evolution

This session introduces the S-curve framework to explain how technologies evolve and shape industry structure. We analyze historical disruptions and discuss strategic timing and investment decisions.

Required Reading:

- "The S-Curve and its Strategic Lessons: What Curves are you on? (HBS Press)" (Reading Packet)
- Galasso, Chapter 1 "Intellectual Property" (Textbook)
- Case: "Netflix Inc.: The Disruptor Faces Disruption" (Reading Packet)

Questions for Discussion:

- What are the managerial challenges in predicting technology maturity?
- How should firms balance investments across multiple technologies?
- How do S-curves inform competitive timing and market entry?

Class 3. Technology Diffusion and Crossing the Chasm

We examine how technologies spread and the challenges firms face in moving from early adopters to the mainstream market. The session introduces key adoption frameworks and market segmentation tools.

Required Reading:

- "Note on Innovation Diffusion: Rogers' Five Factors (Gourville)" (Reading packet)
- Galasso, Chapter 8 "Innovation Ecosystems" (Textbook)

- Reading: "Four Products: Predicting Diffusion (2019)" (Reading packet)

Questions for Discussion:

- Why do many technologies fail to cross the chasm to mainstream adoption?
- How do ecosystems influence technology diffusion?
- What strategies can help firms adapt their offerings for mainstream markets?

Assignments Due:

- Assignment #1: Technology Failure Memo Due Before Class

Class 4. Capturing Value: Profiting from Technological Innovation

This session focuses on why some firms profit more than others from technological innovation. We cover Teece's framework on appropriability and complementary assets.

Required Reading:

- "How to Capture Value from Innovation: Shaping Intellectual Property and Industry Architecture (Pisano & Teece)" (Reading packet)
- Galasso, Chapter 2 "Patent Your Idea" and Chapter 3 "Patent Analytics" (Textbook)
- Case: "Abgenix" (Reading packet)
- Guest Speakers
    - Nitesh Dhingra, Head of AI Enablement at Capital Group
    - Chris Zhao, Head of Global Marketing Analytics at Capital Group

Questions for Discussion:

- What conditions enable firms to capture disproportionate value from innovation?
- How do complementary assets influence innovation strategy?
- How does IP fit into the broader value capture strategy?

Class 5. Capturing Value: IP Strategy and Industry Standards

We explore the strategic role of intellectual property and how standards battles play out. We analyze patent strategy, licensing models, and how firms shape industry architectures.

Required Reading:

- "Intellectual Property and Strategy (Yoffie)" (Reading packet)
- Galasso, Chapter 4 "Patent Litigation and Licensing" (Textbook)
- Case: "Lego: Publish or Protect" (Reading packet)
- Virtual Guest Speaker: Sam Karlin, Head of Legal, Ops & Product at Blee

Questions for Discussion:

- When should a firm aggressively protect its IP vs. opt for open innovation?
- How do standards battles shape competitive advantage?

- What can firms learn from litigation strategies in IP-intensive industries?

Class 6. Platform Strategy, Network Effects, and Ecosystems

Students analyze how firms build, grow, and defend platform-based businesses. We examine ecosystem design, pricing, and governance in multisided markets.

Required Reading:

- "Pipelines, Platforms, and the New Rules of Strategy (Van Alstyne et al.)" (Reading packet)
- "Right Tech, Wrong Time (Adner & Kapoor)" (Reading packet)
- Case: "Spotify" (reading packet)

Questions for Discussion:

- What are the trade-offs in controlling versus enabling ecosystem partners?
- How can firms overcome the "chicken-and-egg" problem in platforms?
- How do governance choices impact long-term platform health?

Assignments Due:

- Assignment #2: AI Adoption Memo Due Before Class / In-class Presentation

III. Technologies in the 21st Century

Class 7. Corporate Innovation: CVC, Labs, and Intrapreneurship

Explore how large organizations pursue internal technological innovation via labs, venture arms, and incubators. We examine structure, incentives, and strategy for innovation inside mature firms.

Required Reading:

- "Four Models of Corporate Entrepreneurship (Wolcott & Lippitz)" (Reading packet)
- "Meeting the Challenge of Corporate Entrepreneurship (Garvin & Levesque)" (Reading packet)
- Case: Corporate Venture Capital at Eli Lilly
- Galasso, Chapter 5 "Inducement Prizes and Open-Innovation Strategies"
- Guest Speaker: Ryan Lee, Co-Founder of Pinkfong Company
  - Case: The Pinkfong Company

Questions for Discussion:

- What structures best support radical innovation within large firms?
- How do internal and external innovation efforts complement or compete?
- What makes some CVC arms more successful than others?

Class 8. Technology and Grand Societal Challenge

This session challenges students to think about the role of technology in solving urgent societal problems (climate, aging, poverty, public health). We evaluate how firms can align strategy with long-term impact.

Required Reading:

- "When Technology Gets Ahead of Society (Khanna)" (Reading packet)
- "Creating Shared Value (Porter & Kramer)" (Reading Packet)
- Galasso, Chapter 7 "Innovation Incentives" (Textbook)
- Case: "Sustainability Through Open Innovation: Carlsberg and the Green Fiber Bottle" (Reading packet)

Questions for Discussion:

- How can established firms align profit motives with grand societal needs?
- What role do incentives play in solving underfunded innovation problems?
- What examples of public-private collaboration have worked well?

Assignments Due:

- Assignment #3: Grand Challenge Memo Due Before Class / In-class Presentation

Class 9. Governance, Ethics & Strategic Foresight

How do we ensure that technologies are accountable and responsible? This session introduces frameworks for risk management, foresight, and the ethical implications of emerging technologies.

Required Reading:

- "Rethinking corporate governance in the digital economy: The role of stewardship (Sama et al.)" (Reading packet)
- Galasso, Chapter 9 "Health, Safety and Innovation" (Textbook)
- Case: "OpenAI and the Large Language Model Market" (Reading packet)

Questions for Discussion:

- How can firms proactively manage the long-term risks of innovation?
- What does ethical innovation look like in practice?
- How should firms evaluate irreversible consequences of emerging technologies?

IV.   Wrap-up

Class 10. Final Presentation & Course Wrap-up

Teams present technological initiatives they have developed throughout the course. We integrate insights from all prior sessions, reflect on big-picture takeaways, and discuss what future-ready strategy looks like.

Policies and Resources

Additional Materials

Books:

Richard Rumelt. Good strategy Bad strategy: The difference and Why it matters. (Amazon: https://www.amazon.com/Good-Strategy-Bad-Difference-Matters/dp/0307886239)

Wheelan. Naked Statistics: Stripping the Dread from the Data (Amazon: https://www.amazon.com/Naked-Statistics-Stripping-Dread-Data/dp/039334777X)

Newsletters:

Stratechery by Ben Thompson (https://stratechery.com/)

Benedict Evans (https://www.ben-evans.com/)

For financial assistance with course books and supplies, visit https://www.sa.ucsb.edu/resources/student-financial-guide/resources/textbooks-and-supplies.

Classroom Professionalism Policy

Students are expected to be professional in all respects. This means:

- **Students arrive on time.** On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- **Students display their name cards.** This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.
- **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.
- **Students are fully prepared for each class.** Much of the learning in the course takes place during classroom discussions. When students are not prepared, they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.
- **Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- **Electronic gadgets are used for classroom purposes only.** When students are surfing the web, responding to email, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Fellow students cannot benefit from the insights of the students who are not engaged.
- **Phones and wireless devices are dark and silent.** We've all heard the annoying ringing in the middle of a meeting. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class.

<u>Academic Integrity & Plagiarism</u>

Universities are places dedicated to the production of knowledge by people. This happens when people (like you!) bring your ideas together with others. It's important, though, to observe the conventions (formal and informal rules) associated with knowledge production in this process. This is especially true when it comes to creating the kind of written work we'll produce in this class. It's critical to use sources honestly, to indicate when you are drawing on materials from others. There are two concepts important to understand in conjunction with this idea.

First is **plagiarism**, which is a violation of academic integrity and UCSB policies. Plagiarism occurs when a writer deliberately passes off another (including chatGPT)'s words or ideas without acknowledging their source. For example, turning another's work as your own is plagiarism. Plagiarized assignments (including copying of a friend's homework) will receive a grade of 0 and may result in additional disciplinary action.

Second is **misuse of sources:** occasions when a writer does not properly cite a source (including chatGPT), misuses quotations, includes too much of an original source in a paraphrase or summary, or commits similar unintentional violations of academic protocol. If you misuse sources, we will work together on appropriately incorporating and/or citing the sources. Note that some audiences will consider misuse of sources to be plagiarism; for this reason, it is extremely important for you to cite your sources.

Third, **generative AI tools like ChatGPT / Claude / Perplexity / Gemini** can be used for brainstorming ideas and developing draft content for this course; in fact, it is encouraged as long as it improves the quality of your work and does not inhibit or misrepresent your thinking and reasoning. However, it is **<u>not permitted</u>** for you to directly use the quiz questions / project instructions as prompts for these tools.

You should use any generated text as inspiration to produce original work in your own words and writing style. If you do include specific ideas or unique phrases from an AI assistant in your submissions, you must properly attribute them. The ONLY requirement is that if you do use an AI tools to generate text or contents for your writing, please note it in your response by appending the following text: [Partially generated by AI] or [Entirely generated by AI].

The most successful students will use generative AI wisely - to spark creativity, not take shortcuts. These tools are designed to augment your skills, not replace deep thinking and effort. Be strategic when experimenting with them. Verify anything these tools produce, and make sure to infuse ideas with your own perspective. Lean on your own judgment, not just the output of an algorithm.

The key is **balance and integrity.** <u>Make AI assistants collaborate in your learning process, not complete assignments for you.</u> That helps improve abilities that grades cannot fully capture. Let the work you submit drive intellectual growth through developing your unique ideas and communication competencies. Disciplined, ethical AI usage promotes that type of meaningful learning needed for future career success.

Intellectual property

Course materials: All course materials (class lectures and discussions, handouts, examinations, web materials) and the intellectual content of the course itself are protected by United States Federal Copyright Law and the California Civil Code. UC Policy 102.23 expressly prohibits students (and all other persons) from recording lectures or discussions and from distributing or selling course materials without the prior written permission of the instructor. Students are permitted to take notes solely for their own private educational use. Exceptions to accommodate students with disabilities may be granted with appropriate documentation.

Grade appeals

If you have a dispute with your TA (or instructor) over a grade you have received, you have the right to request a review by the professor. Please keep in mind, however, that an appeal will invoke a review of the full assignment and could result in an even lower grade.

Grade appeals must be made to your instructor, in writing, no sooner than 24 hours after the assignment or exam is returned (this is the "cooling off period"), and no later than 4 days after it is returned. Please provide written justification for your appeal and include the homework or exam in question, along with any relevant supplementary information.

Accommodations and Resources for Students

Students with disabilities: If you are a student with a documented disability (registered with the DSP program: 893-2668, www.sa.ucsb.edu/dsp) and would like to arrange accommodations, please contact me via email or after class and I will be happy to discuss arrangements.

Managing Stress Or Safety And How To Get Support:
Students may feel overwhelmed or depressed with coursework, stress and/or other personal challenges. If you find yourself, or another student, in need of support, please do not hesitate to reach out to Counseling and Psychological Services (CAPS), 24/7 at (805) 893-4411(24-hour). http://caps.sa.ucsb.edu/. An additional confidential campus resources, if you find yourself in need of confidential support, is Campus Advocacy Resources & Education (CARE) 805-893-4613 (24-hour advocacy) 805-893-3778 (general inquiries). http://wgse.sa.ucsb.edu/care/home

General Academic Support.
Campus Learning Assistance Services (CLAS) offers instructional groups, drop-in tutoring, writing and ESL services, skills workshops and one-on-one consultations. http://clas.sa.ucsb.edu/

Food Security and Calfresh: If you are facing any challenges securing food or housing, and believe this may affect your performance in the class, you are urged to meet with a Food Security and Calfresh Advocate, who is aware of the broad variety of resources that UCSB has to offer (see their drop-in hours at food.ucsb.edu). You are also urged to contact the professor or teaching assistant if you are comfortable doing so. Please visit food.ucsb.edu for additional resources including Calfresh, the AS Food Bank, and more.

Equity and Inclusion Policies

Non-discrimination policy: All students have the right to learn and participate in a classroom environment free of intimidation, harassment, and discrimination based on characteristics such as gender, race, age, sexual orientation, disability, religious or political beliefs and affiliations. I will address

any related issues that surface immediately; please help me to cultivate a positive classroom environment by communicating any concerns that you have.

Gender and Sex Discrimination Policy and Student Support: Under Title IX, university students are protected from harassment and discrimination based on gender and sex. If a student feels uncomfortable or in need of support at any time related to their gender, sex, and/or sexual orientation, please contact your TA and/or course instructor immediately. If a student would like to disclose information related to pronouns, name changes, or identities, we encourage you to do so. UCSB's Resource Center for Sexual and Gender Diversity on the 3rd floor of the Student Resource Building is also available to advocate and be of and support to students (also see link)

Statement on sexual harassment: UCSB does not tolerate sexual harassment/sexual violence, which is prohibited by University policy and state and federal law. The Title IX Compliance and Sexual Harassment Policy Compliance Office (TIX/SHPC) provides assistance in preventing and resolving and investigating complaints of sexual harassment/sexual violence and gender discrimination. (h ttps://oeosh.ucsb.edu/titleix/)

Mandatory Reporting: As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I want to ensure that students feel they can speak to me, but I also want students to be informed that I have a mandatory reporting responsibility related to my role as a professor. I am *required* to share information regarding sexual misconduct or information about a crime that may have occurred on UCSB's campus or in the community. A result of my mandated report will be that students will receive outreach and resources from the campus Title IX office. Students may speak to someone confidentially by contacting CARE (Campus Advocacy, Resources & Education) at the 24/7 advocacy line at (805) 893-4613 or in person at the Student Resource Building.