

EMPLOYMENT DISCRIMINATION – LAW 203
FALL 2024

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WEDNESDAY, 8:30 – 10:20 A.M., ROOM 335

Office Phone: (701) 777-2276
Zoom Office Hours – Wednesdays @12:00 – 1:00 p.m. and by appointment
Zoom link for office hours:
<https://und.zoom.us/j/92731251055>

REQUIRED TEXTBOOK

Employment Discrimination: A Context and Practice Casebook, 4th ed. (Carolina Academic Press 2024). Sandra F. Sperino, Jarod S. Gonzalez. Hard copy or e-book.

COURSE GOALS AND LEARNING OUTCOMES

This course introduces students to core aspects of employment discrimination law through reading, analysis, and discussion of legal doctrines, procedures, and strategies for addressing employment discrimination disputes. Students will learn to analyze situations involving potential employment discrimination claims, to interpret statutory and case law, and to understand procedural requirements for bringing claims. The course ends with a series of specific case studies, providing students an opportunity to combine the theoretical, doctrinal, historical, and practical knowledge they have gained by giving an oral presentation on a particular employment discrimination case and by discussing the presentations given by their colleagues.

COURSE POLICIES

Website: There is a course website for Employment Discrimination on Blackboard. This Syllabus and Course Schedule will be posted there, along with assigned reading and related instructions. I expect each of you to regularly check the content of the course website on Blackboard. Be sure to register as a participant, using your official law school email account, to ensure full access. If you have trouble accessing it, please contact your computer services representatives for help (777-2484).

Technology & Recording: Classes are scheduled to be held face-to-face, in the classroom. Course materials and announcements are posted on Blackboard. Remote classes are possible and, if scheduled, will be held via Zoom. Blackboard will be used for students to submit assignments and to take quizzes. Prepare for the semester by making sure you can reliably access and use both Blackboard and Zoom.

Please turn off cell phones during class.

Finally, please be advised that students are not permitted to create audio or video recordings of our class sessions, whether classes are held in person, synchronously, or asynchronously. Please see UND School of Law Student Policy I.B.12. Students are not permitted to create audio or video recordings of meetings held with the professor, including meetings held via Zoom. Students are not permitted to download, save, copy, share, or post any recorded class sessions provided by the professor, such as those the professor posts on

Blackboard. Also, students are prohibited from downloading, saving, printing, copying, sharing, or posting, in whole or in part, course quizzes.

Attendance: You are expected to attend every class, and I will mark your attendance. I understand that students may occasionally need to miss class for a variety of reasons. You are permitted to miss no more than two (2) classes. This number is to include all absences for any reason, including sickness, out-of-town interviews, etc. (i.e., the policy does not contain or make distinctions based on categories such as “unexcused” or “excused”). If you miss more than two (2) classes for any reason, you must provide me with a complete, timely, and satisfactory written explanation, including the reason(s) you were absent for each of the missed classes, your plans to ensure the materials covered in the missed classes will be learned, and the reasons you should be permitted to continue in the course rather than being administratively withdrawn pursuant to this attendance policy. Please contact me with questions or concerns about the attendance policy.

I start class promptly. I expect you to be seated and ready to learn at that time. I therefore expect you to avoid late arrivals for class whenever possible. If you are unavoidably late, I nevertheless prefer that you attend class rather than miss the session; but I also expect you to explain your lateness to me either before class or as soon as possible thereafter.

Please use the restroom and get any water you need before class begins. This is a small class, and leaving in the middle of a discussion is distracting and disruptive.

Please be aware that in accordance with American Bar Association standards, the School of Law requires “regular class attendance” by students to receive academic credit for a course. Excessive absences may result in your being administratively withdrawn from the course by the School of Law. *See* UND School of Law Policy Manual I.B.1 (“At the request of the faculty member, excess absences from class may result in the student being administratively withdrawn from the course by the Dean.”). Your attendance may also impact my assessment of your class participation. *See infra* Grading.

Class Preparation & Participation: Class participation is expected, and your preparation is assumed. I hope that each of you will make a serious effort to learn the material by doing rigorous preparation before each class and to contribute to the learning of the other students by sharing your analysis and ideas during class. At a minimum, each student is expected to introduce a case or other reading assignment, ask a question, answer a question, or raise an issue about the assigned materials at least once per class session.

According to U.S. Department of Education and ABA accreditation standards, and UND School of Law policy adopted in compliance with those standards, students are expected to spend at least two (2) hours and 10 minutes on course-related work outside of class for each one (1) credit hour of in-class time. For this two-credit course, that means you should be spending an average of at least 4 hours and 20 minutes per week outside of the classroom on course-related work.

Textbook Assignments and Exercises: If a reading assignment in the textbook contains an Exercise, please read it, but do not write out an answer unless this Syllabus expressly asks you to do so. When the assignment (in the Syllabus or on Blackboard) says to “be prepared to

discuss” or “engage” in an Exercise, make specific notes for yourself so you are prepared to participate effectively during class. Otherwise, it is fine to merely skim the exercise for context.

Grading: There will be no final exam. Grades for this course will be based on timely completion of pre-class mini-quizzes (A-H) to demonstrate class preparedness; timely completion of 3 timed, online quizzes; timely submission of two homework assignments; and the oral presentation of a case study at the end of the semester. The 3 timed, online quizzes will be delivered as online learning modules, with subsequent in-class discussion. Students may use their notes during online quizzes, but may not discuss or share information with other students about online quizzes. This course is graded on a 155-point scale, distributed as follows:

- 24 points for 8 class preparation mini-quizzes (8x3)
- 6 points for 2 homework assignments (2x3)
- 100 points for 3 quizzes (open notes, paper only) (20+20+60).
- 25 points for in-class case study presentation (more about this assignment below).

In addition, your final grade may also be affected by the quality of your class participation during the semester. In determining the quality of class participation and professionalism, I will take into account your on-time attendance (please send me an e-mail if you are unable to attend a class or must arrive late or leave early), professionalism (e.g., use of professional language, respect and support for your colleagues in the class, attentiveness to the discussions, appropriate laptop usage, no use of unauthorized technology), the content of questions and comments (there is no penalty for an incorrect response if you make a good faith effort), and your participation in class discussion. Additional standards for assessing your professionalism are (1) adherence to the UND School of Law’s Oath of Professionalism and Honor Code, and (2) adherence to the North Dakota Aspirations of Professionalism and Civility (https://cdn.ymaws.com/www.sband.org/resource/resmgr/docs/about_sband/NDAPC.pdf) and Rules of Professional Conduct (<https://www.ndcourts.gov/legal-resources/rules/ndrprofconduct>).

Grades will be earned based on the following percentages:

94-100%	A
90-93%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
63-66%	D
60-62%	D-
Below 60%	F

<u>Class#</u>	<u>Date</u>	<u>Topic</u>	<u>Reading/Assignments for Each Class</u>
1	8/28	<p>INTRODUCTION</p> <p>Review syllabus</p> <ul style="list-style-type: none"> • Discuss presentation assignment • Employment-at-Will and its Exceptions <p><i>Howard v. Wolff Broadcasting</i></p> <p>Administrative Exhaustion</p> <p>Remedies/Damages</p> <p><input type="checkbox"/> 10:05 a.m. Presentation by Head of Faculty Services Jonathan Voight on docket research methods</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read Casebook, p. 3-18 <input type="checkbox"/> <u>Be prepared to discuss</u> Exercise 1.1 in class. <input type="checkbox"/> Familiarize yourself with very basic employment discrimination statutes, administrative agency procedures, and initiation of court actions by reviewing the following documents (on Blackboard): <ul style="list-style-type: none"> ○ EEO is the Law – Poster ○ EEOC Intake Questionnaire ○ Charge of Discrimination – <i>Klinger</i> ○ Notice of Charge of Discrimination – <i>Klinger</i> ○ Complaint for Employment Discrimination – <i>San Juan County Abstract and Title Co.</i> ○ EEOC All Charges Visualization December 10, 2021
2	9/4	<p>PROTECTED CLASSES</p> <p><i>McDonald v. Santa Fe</i></p> <p><i>Saint Francis v. Al-Khazraji</i></p> <p><i>Espinoza v. Farah</i></p> <p>STATUTORY COVERAGE</p> <p><i>City of Los Angeles. v. Manhart</i></p> <p><i>Hazen Paper v. Biggins</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Casebook p. 19-47 <input type="checkbox"/> <u>Be prepared to discuss</u> Exercise 2.1 in class. <input type="checkbox"/> Watch the clip from <i>Race: The Power of an Illusion</i> (on Blackboard) and prepare for in-class discussion. <input type="checkbox"/> <u>Complete Mini-Quiz A prior to class</u>
3	9/11	<p><i>Hishon v. King & Spalding</i></p> <p>ANALYTICAL FRAMEWORKS – INTENTIONAL DISCRIMINATION</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Casebook p. 47-75 <input type="checkbox"/> Read and prepare to discuss the several articles on the contemporary relevance of employment discrimination law (on Blackboard) <input type="checkbox"/> <u>Complete Mini-Quiz B prior to class</u>

		Individual Disparate Treatment <i>McDonnell-Douglas v. Green</i>	
		ONLINE QUIZ 1 (30 minutes)	<input type="checkbox"/> Quiz #1: Concepts from first 3 classes (does not include <i>McDonnell-Douglas</i>). (20 points) Take this quiz sometime this week. <input type="checkbox"/> The Quiz will become available on Blackboard for nearly a week, starting after Class 3. Once you begin taking the Quiz, you will have 30 minutes to complete and submit it. Please be sure to complete this Quiz before midnight the day before Class 4.
4	9/18	<i>Reeves v. Sanderson Plumbing</i> <i>O'Connor v. Consolidated Coin</i> <i>Price Waterhouse v. Hopkins</i> <i>Desert Palace v. Costa</i>	<input type="checkbox"/> Casebook p. 75-110 <input type="checkbox"/> Be prepared to discuss Exercises 3.2, 3.3, and 3.4 in class. <input type="checkbox"/> <u>Complete Mini-Quiz C prior to class</u>

5	9/25	SYSTEMIC DISCRIMINATION <i>Gross v. FBL Financial Svc., Inc.</i> AFFIRMATIVE DEFENSES TO INTENTIONAL DISCRIMINATION BFOQ <i>Dothard v. Rawlinson</i> <i>UAW v. Johnson Controls, Inc.</i>	<input type="checkbox"/> Casebook p. 110-118; 140-41; 150-167 <input type="checkbox"/> Read and prepare to discuss the several articles on the contemporary relevance of employment discrimination law (on Blackboard) <input type="checkbox"/> Locate and read the complete EEOC regulation, 29 C.F.R. § 1604.2 <input type="checkbox"/> <u>Complete Mini-Quiz D prior to class</u>
		ONLINE QUIZ 2 (40 minutes)	<input type="checkbox"/> Quiz #2: Concepts from classes 4-5 (including <i>McDonnell-Douglas</i>). (20 points) Take sometime this week. <input type="checkbox"/> The Quiz will become available on Blackboard for nearly a week, starting after Class 5. Once you begin taking the Quiz, you will have 40 minutes to complete and submit it. Please be sure to complete this Quiz before midnight the day before Class 6.

6	10/2	<p>DISPARATE IMPACT</p> <p><i>Griggs v. Duke Power</i></p> <p><i>Dothard v. Rawlinson (2nd)</i></p> <p>*Deadline to post selected case for case study assignment.</p>	<input type="checkbox"/> Casebook p. 185-191; 199-202; 205-213 <input type="checkbox"/> Be prepared to discuss Exercise 4.4 <input type="checkbox"/> <u>No Mini-Quiz prior to class this week</u>
7	10/9	<p>DISCRIMINATORY HARASSMENT</p> <p><i>Meritor v. Vinson</i></p> <p><i>Harris v. Forklift</i></p> <p><i>Oncale v. Sundowner</i></p> <p><i>Tademy v. Union Pacific</i></p>	<input type="checkbox"/> Casebook p. 257-283 <input type="checkbox"/> Listen to audio clip of Anita Hill's 1991 Senate Judiciary Committee testimony (on Blackboard) and prepare for in-class discussion. <input type="checkbox"/> Be familiar with Exercises for small group discussions. <input type="checkbox"/> <u>Complete Mini-Quiz E prior to class</u>
8	10/16	<p><i>Faragher v. City of Boca Raton</i></p> <p><i>Vance v. Ball State</i></p> <p><i>Lauderdale v. Texas Dept of Criminal Justice</i></p>	<input type="checkbox"/> Casebook p. 285-315 <input type="checkbox"/> Skim EEOC Enforcement Guidance on <i>Harris v. Forklift Sys., Inc.</i> , Nov. 9, 1993 (on Blackboard) <input type="checkbox"/> Listen to the news clip (on Blackboard) and prepare for in-class discussion. <input type="checkbox"/> Skim EEOC Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 18, 1999, p. 1-4; 13-18 (on Blackboard) <input type="checkbox"/> <u>Complete Mini-Quiz F prior to class</u>
9	10/23	<p>RETALIATION</p> <p><i>Crawford v. Nashville</i></p> <p><i>Burlington North.& Santa Fe Railway Co. v. White</i></p> <p><i>University of TX v. Nassar</i></p> <p><i>Thompson v. North American Stainless</i></p>	<input type="checkbox"/> Casebook, p. 319-328; 330-336; 339-356 (skip <i>Breedon</i>) <input type="checkbox"/> Skim EEOC Enforcement Guidance on Retaliation and Related Issues, August 25, 2016, p. 42-57 (on Blackboard) <input type="checkbox"/> Regis Corp./Smart Style Family Hair Salon to Pay 90K to Settle EEOC Retaliation Case (on Blackboard) <input type="checkbox"/> <u>Complete Mini-Quiz G prior to class</u>

10	10/30	<p>DISABILITY DISCRIMINATION</p> <p>The Americans with Disabilities Act</p> <p><i>Sutton v. United Air Lines, Inc.</i></p> <p><i>Mazzeo v. Color Resolutions</i></p> <p>Reasonable Accommodation of Disabilities</p> <p>Direct Threat Defense</p> <p><i>Billups v. Emerald Coast</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Casebook, p. 423-442; 454-465 <input type="checkbox"/> Skim EEOC Guidance on Reasonable Accommodation and Undue Hardship, p. 1-10 (on Blackboard) <input type="checkbox"/> EEOC May 9, 2016 Statement – Employer-Provided Leave and the Americans with Disabilities Act (on Blackboard) <input type="checkbox"/> <u>Complete Min-Quiz H prior to class</u>
		<p>ONLINE LEARNING MODULE (34 minutes)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review of Disparate Treatment vs. Disparate Impact and Affirmative Defenses (recorded and available on Blackboard)
11	11/6	<p>OTHER SPECIFIC TYPES OF DISCRIMINATION:</p> <p>Religion</p> <p><i>Groff v. DeJoy</i></p> <p>Sexual Orientation</p> <p><i>Bostock v. Clayton County</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Casebook 34-35; 365-369; 378-388; 540-558 <input type="checkbox"/> <u>No Mini-Quiz prior to class this week</u>
		<p>ONLINE QUIZ 3 (90 minutes)</p>	<p><u>Quiz #3: (60 points) Take sometime this week.</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The Quiz will become available on Blackboard for nearly a week, starting after Class 11. Once you begin taking the Quiz, you will have 90 minutes to complete and submit it. Please be sure to complete this Quiz before midnight the day before Class 12.

12	11/13	Case Study Presentations	<input type="checkbox"/> Read and be prepared to discuss all materials posted for today's in-class presentation(s) <input type="checkbox"/> <u>Homework #1: Turn in notes/questions/observations about the case study presentation materials prior to class (3 points)</u>
13	11/20	Case Study Presentations Last Class	<input type="checkbox"/> Read and be prepared to discuss all materials posted for today's in-class presentation(s) <input type="checkbox"/> <u>Homework assignment #2: Turn in notes/questions/observations about the case study presentation materials prior to class (3 points)</u>

Presentation Assignment – Case Study:

The goals of the case study assignment are to develop basic skills in researching, understanding, and orally articulating how employment discrimination laws are actually used in litigating recent cases. Examining particular cases and discussing how they proceeded through the judicial process will illuminate how legal doctrine functions in contemporary cases and engage the class in envisioning how they might practice in this area of law after graduation.

1. Choose a case that is worthy of study. It must have been filed in a state or federal court and must have reached a final resolution sometime between 2014 and the present (**1 point**). **Make sure you can find a document such as a final judgment, a settlement agreement, or a consent decree.** One way to make sure you locate a case that meets this requirement is to review materials that list jury verdicts and settlements. Use Westlaw to make sure you find a case that has a visible outcome (verdict or settlement with details). Here are some resources that may help you find a case that provides both a complaint and a document explaining how the case concluded:
 - a. Employment Practices Liability Verdicts and Settlements
[https://1.next.westlaw.com/Browse/Home/SecondarySources/LaborEmploymentSecondarySources/LaborEmploymentLegalNewspapersNewsletters/EmploymentPracticesLiabilityVerdictsandSettlements?originationContext=typeAhead&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://1.next.westlaw.com/Browse/Home/SecondarySources/LaborEmploymentSecondarySources/LaborEmploymentLegalNewspapersNewsletters/EmploymentPracticesLiabilityVerdictsandSettlements?originationContext=typeAhead&transitionType=CategoryPageItem&contextData=(sc.Default))
 - b. Labor and Employment Jury Verdicts and Settlements
[https://www.westlaw.com/Browse/Home/JuryVerdictsSettlements/LaborEmploymentJuryVerdictsSettlements?contextData=\(sc.Default\)&transitionType=Default&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Browse/Home/JuryVerdictsSettlements/LaborEmploymentJuryVerdictsSettlements?contextData=(sc.Default)&transitionType=Default&VR=3.0&RS=cblt1.0)
 - c. Individual ADA Jury Awards and Settlements Chart: Overview
<https://us.practicallaw.thomsonreuters.com/w-015-3293> and the
 - d. Individual Sexual Harassment Jury Awards and Settlements Chart: Overview
<https://us.practicallaw.thomsonreuters.com/3-589-7845>
2. Your selected case must involve at least one federal employment discrimination claim (such as Title VII, the ADA, the Equal Pay Act, and/or the ADEA) (**1 point**). Your case need not have resulted in a published court opinion. Please do not choose a class action case. Each student or team must select a different case to present. Use LEXIS Dockets (CourtLink) to make sure you can view a substantial number of free documents before finalizing your case selection.

3. Choose your case and post your case name (to reserve it) on the Blackboard forum **no later than the date of Class 6. (1 point)** Locate and post 1) the complaint and 2) one other interesting document from the court's docket on the Blackboard Wiki for Case Presentation Materials by 12:00 p.m. midnight one week before you give your presentation in class (so the deadline for those presenting in a Wednesday class is before midnight on the prior Wednesday) **(2 points)**.

4. Prepare a presentation about your selected case and deliver it orally in class (PPT slides or other summaries/outlines are encouraged, but not required). Scheduling and timing of presentations will be determined the first week of classes, but expect that you will have approximately **20 minutes** to present your case study, including questions. Use the following structure:
 - Introduction:** Start with a *very brief* introduction explaining why you found this case to be significant and interesting **(1 point)**.
 - Summary of the Facts:** Deliver a succinct, compelling summary of the facts based on your reading of available documents (do not read to us from the complaint; we will have read it). What version of the story is asserted by the parties on each side? **(2 points)**.
 - Causes of Action:** *Very briefly* list the main causes of action contained in the complaint and what damages were sought overall. What were the main defenses raised by the defendant? **(2 points)**. Focus on the employment discrimination components of the case.
 - Case Progression: This is the most important feature of your presentation.**
 - Explain what happened chronologically during the life of this case: What motions were filed, what hearings were held, and how long did the case take to proceed through the court system. Be sure you examine and explain the features of this litigation as reflected in the docket.
 - Discuss the quality of pleadings and briefs drafted by the parties: What specific features made the documents effective/less effective at presenting each side's version of the case? Compare the quality of the plaintiff's filings with the quality of the defendant's filings. Point out particular strengths and weaknesses, along with any questions you have about the way the pleadings were written;
 - Discuss the strategy that appears to have been used by each side in pursuing their case: Were there motions filed that surprised you, and what are your thoughts about the strategies used by the attorneys;
 - Contribute your thoughts on what each side did effectively, and what they could have done better: What might you have done differently if you were counsel for plaintiff or defendant **(8 points)**.
 - Resolution of the Case:** Ask the class to predict which side prevailed in your case. Then summarize how the case was actually resolved (settlement or verdict), including 1) the amount of settlement or judgment and 2) how attorneys' fees claims were handled. Highlight and show portions of the document evidencing the final resolution of your case **(5 points)**.
 - Presentation Poise and Preparedness:** Be organized enough to present all of this information clearly, professionally, and within the allotted time. Be able to respond to questions from the class **(2 points)**.

Health and Safety UND is committed to maintaining a safe learning environment while providing quality learning experiences for our students. COVID-19's continued presence within our UND community may necessitate changes in classroom management as the academic year progresses. As such, UND asks students and instructors to be flexible when necessary to promote a safe environment for learning. Please do not attend an in-person class or lab if you are feeling ill, particularly if you are experiencing symptoms of COVID-19, or if you have been directed by health professionals to quarantine or isolate. If you are not able to attend class or lab, please notify your instructor as soon as possible and discuss options for making up any missed work in order to ensure your ability to succeed in the course. If you will have an extended absence due to serious illness or other uncontrollable circumstances, you may request an absence notification through the Office of Student Rights and Responsibilities. Similarly, if your instructor is ill they may need to cancel class or temporarily move your course to online delivery to ensure that you are able to complete the course successfully. Instructors may require students to wear masks in the classroom or in the laboratory as a preventative measure designed to facilitate uninterrupted classroom engagement and to facilitate health and safety in the classroom. If your instructor does require masks in class or in a laboratory, you are expected to comply with that request.

UND also strongly encourages all members of the University community, including students, to get vaccinated, seek out testing when needed, and model positive behavior both on- and off-campus to foster a healthy and safe learning environment for all students. Individuals who would like to discuss disability accommodations regarding masks should contact the Disability Services for Students (DSS) office at 701-777-2664 or UND.dss@UND.edu. Individuals who are unable to wear a mask due to a sincerely held religious belief should contact the UND Equal Opportunity and Title IX Office at 701.777.4171.

Academic Integrity Policy Be sure to comply with the **University of North Dakota School of Law's Honor Code** (<http://law.und.edu/students/honor-code/index.cfm>) and the University Code of Student Life (<https://und.edu/student-life/code-of-student-life.html>). Any student misconduct may be reported by the instructor to the Assistant Dean for sanctions under the School of Law Honor Code. In this course, cheating, plagiarism, and any other academic misconduct prohibited by the School of Law Honor Code or the University Code of Student Life will not be tolerated. Academic sanctions include, but are not limited to, requiring a student to retake a test or resubmit an assignment; requiring a student to complete a substitute or additional test or assignment; assigning a failing grade on a particular test or assignment; and/or assigning a final grade of F. A student who engages in misconduct that materially disrupts class may be asked to leave the class. Once asked to leave, the student will be considered absent from the class for purposes of the School of Law's and the course attendance policies. A student's academic misconduct also may be reported for further sanctions under the School of Law Honor Code. If you have any questions about what constitutes "academic integrity" or applicable policies in this area, please ask me.

Not a Contract This Syllabus is not a contract. It is subject to unilateral modification by me at my sole discretion with notice provided in class and/or via email message.

UND Campus Policies Contact the Office of Student Life to request disability accommodations, discuss medical information, or plan for an emergency evacuation. To obtain confidential guidance and support for disability accommodation requests, students are expected to register with DSS at www.UND.edu/disability-services/ which is located at 180 McCannel Hall and can be reached via phone at 701.777.3425. Please be sure to follow the process outlined in UND School of Law Student Policy IV.A. (pertaining to students requesting disability accommodations). Additional notices and information about other UND campus policies and resources for students are available at <http://und.edu/provost/course-resources.cfm>.

Notice of Nondiscrimination It is the policy of the University of North Dakota that no person shall be discriminated against because of race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran's status, or political belief or

affiliation and the equal opportunity and access to facilities shall be available to all. Concerns regarding Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to Donna Smith, Director of Equal Employment Opportunity/Affirmative Action and Title IX Coordinator, 401 Twamley Hall, 701.777.4171, und.affirmativeactionoffice@UND.edu or the Office for Civil Rights, U.S. Dept. of Education, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

Reporting Sexual Violence If you or a friend has experienced sexual violence, such as sexual assault, domestic violence, dating violence or stalking, or sex-based harassment, please contact UND's Title IX Coordinator for assistance: 701.777.4171 or go to <http://und.edu/affirmative-action/title-ix>. It is important for students to understand that faculty are required to share with UND's Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, you can find information about confidential support services at <http://und.edu/affirmative-action/title-ix>.

How to Seek Help When in Distress Be aware that there are professional support services available to students on campus through the Dean of Students and University Counseling Center. Both staffs are available to consult with you about getting help or providing a friend with the help that he or she may need. For more additional information, please go to <http://und.edu/und-cares/>. The North Dakota Bar also has a confidential Lawyer Assistance Program that is accessible to law students; accessing these services will not affect admission to the bar.