

Instructor

Pamela Temple

Send message through the Canvas messaging tool

Diversity in the Workplace is a fully online course taught through the Canvas LMS.

This course offers students the opportunity for deep learning:

- the impact of membership in dominate and non-dominate cultures on an employee’s work experiences.
- how and why stereotyping, prejudice, bias and discrimination continue to be pervasive in the workplace.
- institutional and individual actions that can be applied to promote social justice and inclusion in the workplace.

Learning Objectives

At the conclusion of the course it is expected that students will be able to:

Instructor generated objectives

- Apply critical thinking skills to complex workforce issues associated with human diversity and exclusion/inclusion.
- Communicate new perspectives on social justice, valuing human diversity and developing inclusive workplaces.
- Utilize knowledge and skills gained to assist in creating a more inclusive workplace environment.

LSER Department objectives

- Analyze the degree to which forms of human difference shape a person’s experience of work. (Goal 6)
- Analyze issues of social justice related to work across local and global contexts (Goal 8)

SMLR objectives

- Evaluate the context of workplace issues, public policies, and management decisions (Goal V).

Core curriculum objectives (Contemporary Challenges)

- Analyze contemporary social justice issues and unbalanced social power systems. (CCD- 2)

Course Organization

Week 1 - 7 Unit I: Diversity & Inclusion Issues
Week 8 – 14 Unit II: Dimensions of Diversity

Course Requirements

The course involves:

Reading, Audio/Video Assignments

Access the Course

This course is taught 100% online using the **Canvas LMS**.

Canvas login:

<https://onlinelearning.rutgers.edu/canvas-login>

Once the login page opens, click “NetID Login” and enter your NetID and password. You will gain access to the course.

Get Help

Need Assistance with a technical question?

It is the student's responsibility to be able to perform technically in the course. Contact helpdesk staff if you need assistance using the **Canvas LMS**. Your instructor cannot assist you with technical issues – but the helpdesk staff can!

Rutgers University’s Teaching and Learning with Technology (TLT) Helpdesk

Email: help@Canvas.rutgers.edu

Call: 877-361-1134

24 hrs./7 days

Reading

There is no course textbook.

All required reading material is uploaded into the course shell or Internet based material is linked to appropriate areas of the course.

Audio/Visual

Students are required to watch course content video presentations as well as watch videos and listen to audio presentations by national diversity and inclusion experts. All audio and video materials are provided through links within the course shell.

Item % of Grade	Assignment and Associated Points
Writing Assignments 28%	Introduction Writing Assignment Worth 60 points Case Study: Discrimination in JFK Airport Writing Assignment Worth 40 points Diversity & Inclusion Leadership Portfolio Two parts worth a total of 180 points
Course Project 26%	Dimension of Diversity Course Project PowerPoint Presentation Worth 260 points
Discussions 30%	6 Forums Worth 300 points (50 points per forum) <i>Students choose 6 out of 8 available discussions</i>
Knowledge & Skill Assessments 14.5%	Unit I and II Quizzes Worth 55 and 50 points – Total 105 points Social Justice Essay Worth 40 points
Other Course Responsibilities 1.5%	Attending to Canvas Account Information Completing: General bio; uploading digital image; choosing default email address for notifications; deciding on notification type and frequency - 5 points Class Polls 2 polls open week 1 (5 points); week 5 (5 points)
100%	TOTAL 1,000 points

Writing Assignments

Introduction Writing Assignment – worth 60 points

The Introduction Writing Assignment (WA) is the initial writing assignment.

Students are required to exhibit knowledge, engage in self-reflection and critical thought on introductory concepts that involve social justice, diversity and inclusion issues.

Introduction Writing Assignment Components

Part I – General Information

Part II – Self-Identities

Part III – Perspectives on Diversity & Inclusion
 Part IV – Meritocracy, Melting Pot, Colorblind Ideal

Due: Week 3

Case Study: Employment Discrimination in JFK Airport Writing Assignment – worth 40 points

Students are expected to associate contents of case study with what they have learned in previous weeks (diversity, inclusion, identity and stereotyping/bias) but also what they have learned week 5 when employment discrimination is presented.

Case Study: Employment Discrimination/Newark Airport Components

Part I – Compelling Components of the Case Study

Part II – Connection to Course Content Weeks 1 -5

Due: Week 5

Applicable to both writing assignments:

- The assignment is shared with learning community members and discussed in forum discussion #1 (Introduction Writing Assignment) - or – forum #2 (JFK Airport Employment Discrimination Case Study.)
- Students follow instructions and complete the assignment using a template.
- Grading rubrics are available for review.

Diversity & Inclusion Leadership Portfolio – worth a total of 180 points

The portfolio is a semester long assignment that focuses on knowledge and skills gained throughout the semester and how knowledge and skills contribute to a student’s ability to function in a diverse workplace/advocate for social justice in the workplace. Portfolio components are associated with course topics.

Portfolio activities are grouped into three parts (see below.)

Students follow instructions and complete the assignment using a template.

Grading rubrics are available for review.

Assessment involves whether the student has:

1. grasped the content of required reading and audio/visual assignments.
2. made personal meaning and/or developed new perspectives on course topics.
3. engaged in critical thinking by considering workforce diversity, workplace inclusion, workplace social justice considerations, past experiences and opportunities for professional growth.

Portfolio/Activity	Assignment	Complete	Submit
Portfolio A			
Activity 1	Leadership Development Opportunities: Foundation Stories	Week 1 - 2	
Activity 2	What Organizations Are Communicating About Workforce Diversity & Inclusion	Week 1 - 2	
Activity 3	Covering	Week 3	
Activity 4	Leadership Development Opportunities: Cross Cultural	Week 3	

	Competency		
Activity 5	Implicit Bias	Week 4	
Portfolio A: Activities 1 - 5			Week 4
Portfolio B			
Activity 6	Reflections on Leadership Journey Material	Anytime Week 8 -13	
Activity 7	Your Diversity and Inclusion Story	Anytime Week 8 - 13	
Portfolio B: Parts 6 - 7			Week 13

NOTE: Students may share portions of their portfolio with the instructor anytime during the semester for review and comment.

Discussions: Learning Community Forums – worth a total of 300 points (50 points each)

There are 8 forums in this course. Students choose **6** in which to engage.

When students skip up to two discussions, zeros initially associated with skipped discussions will be dropped after forum 8 is graded.

*** A student must participate in the forum in which the topic is the dimension of diversity s/he has researched to create a course project.

When students engage in more than the required 6 forums, lowest two scores earned throughout the semester are dropped after the grading of forum 8.

A grading rubric is provided for review.

Forum#/Week	Topic
#1 / Wk. 4	Perspectives on Diversity and Inclusion
#2 / Wk. 6	Discrimination, Employment Protection and the JFK Airport Case Study
#3 / Wk. 7	Creating a Just and Inclusive Workplace: Your Contribution
#4 / Wk. 9	Diversity of Sexual Orientation & Gender Identity
#5 / Wk. 10	Religious Diversity
#6 / Wk. 11	Diversity of Mental & Physical Ability
#7 / Wk. 12	Diversity of Age
#8 / Wk. 14	Diversity of Appearance

Due: Discussions open Thursdays and closes Tuesday nights (11:59 pm)

1st Comment by Saturday night (11:59 pm)

Forum work cannot be made up.

Course Project

Dimension of Diversity Presentation – worth 260 points

Student teams choose, research and create a PowerPoint presentation on one of five dimensions of diversity: religious diversity, dimension of age, mental and physical abilities, sexual orientation, and physical appearance.

The course project is designed as a team assignment; students can choose to opt out of working in a team. Project requirements are the same whether students work in a team or on their own.

Course projects are shared with learning community and discussed in a forum.
A grading rubric for the assignment is available for review.

Students clearly communicate:

- **social justice issues, specifically focused on employment and the workforce**- ongoing societal stereotypes; exclusion, discrimination and inequities
- **legal protections** – national and state laws that offer legal remedies for discrimination
- **critical challenges and opportunities in the workplace** – identification of the desires and needs of employees who identify (or are identified by others) with a particular dimension of diversity and who are impacted by multiple identifies (intersectionality); institutional and interpersonal actions and behaviors that create a more equitable and/or inclusive environment for the target non-dominate culture employee.
- **an overview of 1 topic associated with the chosen dimension of diversity** that is not addressed in other sections of the project
- **questions about the dimension of diversity for their learning community** to discuss in a scheduled forum

Organization of Course Project

Students follow instructions and use a template to present content in the following areas.

Introduction

What We (or I) Didn't Know; What Shouldn't Be Missed

Section I: Social Justice Issues

Societal Stereotypes; Exclusion, Discrimination and Inequities; Intersectionality

Section II: Legal Protections

Laws & Accepted Policies

Section III: In Today's Workplace

What Do Employees Desire and Need?; Institutional and/or Interpersonal Opportunities for Equity and Inclusion

Section IV: Interesting Issues about this Dimension

Overview; Thoughts in Relation to the Topic

Bibliography

Resources Used to Develop the Presentation

Recommended Discussion Points

Questions for Our Learning Community

Due: Week 8 (1. Diversity of Sexual Orientation & Gender Identity; 2. Diversity of Religion)
Week 9 (3. Diversity of Mental and Physical Ability)
Week 10 (4. Diversity of Age; 5. Diversity of Appearance)

Quizzes and Essay

Unit Quizzes

Students are assessed on their knowledge of required reading and audio/video during two periods.

Quiz 1: True false, multiple choice, multiple answer, matching, (1) fill in the blank (2) short answer questions - 60 minutes

Quiz 2: True false, multiple choice, multiple answer – 30 minutes

The quizzes are open resource. Students can refer to notes or course material while taking the quiz. Students must complete quiz by the close date/time of quiz. No exceptions: Students are given multiple days on which they can take the quiz.

Unit I Quiz – worth 55 points

Quiz covers the following topics areas.

Wk 1 & 2 -Introduction to Diversity and Inclusion (Part I and II)

Wk 3 -Identity and Difference in the Workplace

Wk 4- Reactions to Human Differences I: Stereotyping, Bias and Prejudice

Wk 5 -Reactions to Human Difference Part II: Discrimination

Wk 6 - Employment Protection

Wk 7 - Skills for a Just and Inclusive Workplace

Due: Week 7: Check calendar for open and close dates.

Unit II Quiz – worth 50 points

Quiz covers the following topics areas.

Wk 8 - Diversity of Gender

Wk 9 - Diversity of Sexual Orientation and Gender Identity

Wk 10- Diversity of Religion

Wk 11 – Diversity of Physical and Mental Abilities

Wk 12 –Diversity of Age; Diversity of Race and Ethnicity

Wk 14 - Diversity of Appearance

Due: Week 14 Check calendar for open and close dates.

Social Justice Essay

Worth 40 points

Within 4 sections of the essay, students Identify and explain an overarching social justice issue associated with the dimension of diversity on which students developed their course project as well as a dimension of diversity on which students didn't develop a course project.

The social justice issues should be directly related to the employment experience –or-the student should explain why the social justice issue is/could be related to the employment experience. Students are also charged with explaining similarities and/or differences between the social justice issues identified. Specifically, discuss: the similarities or differences in the causes of the social justice issues as well as the similarities or differences in the specific impact(s) that these social justice issues have on the workforce.

Due Date: Week 14 Check course calendar.

Grading

A final grade is based on the point system. Point worth for each course assignment/quiz is detailed within an overview of each assignment/quiz. Highest number of points a student can earn over the course of the semester is 1,000. Points accumulate to determine final percentage grade (percent of 1,000 points.)

Outstanding	100 – 90% = A (1,000 – 900 points)
Very Good	89 – 87% = B+ (899 – 870 points)
Good	86 – 80% = B (860 – 800 points)
Satisfactory	79 – 77% = C+ (799 – 770 points)
	76 – 70% = C (769 – 700 points)
Poor	69 – 60% = D (699 – 600 points)
	59 = 0% = F (599 – 0 points)

Comprehensive information about grading, including rubrics for each assignment, is available in the course shell.

Policies and Procedures

The course begins Wednesday of week 1 of the semester. This is an **asynchronous course**. The course week begins on Wednesdays.

Message Checking Policies

Messages Sent to Instructor’s Canvas Inbox

Unless students receive advance notification, the instructor will check her Canvas Inbox by 10:00 am ET. This excludes Sundays and Spring recess. If a student sends a comment or question, the instructor will address the contents of the message within 24 hours.

Messages Sent to Student Canvas Inbox

It is the responsibility of the student to regularly check for incoming course. Messages are always sent through the Canvas messaging system. Students will receive a notification when a new message has been sent to his/her Canvas inbox. Forgetting or being unable to check for messages in one’s Canvas inbox is not an excuse.

A **weekly message** will be uploaded into the announcements area of the course Wednesday mornings by 10 am Eastern Time. Downloading the weekly message from the announcements area and reviewing the contents is a required activity. Weekly Messages present timely information on course activities/assignments and content.

Due Dates

1. It is the student’s responsibility to recognize open, close, first comment and due dates for assignments/assessments. **Use the course calendar** to identify all assignment due dates and graded assignment return dates. An online version of the calendar is available through clicking on the Calendar tab in the navigation bar (red area to the left of the screen in the course shell.) A hard copy of the calendar is also available through the Calendar page under the Course Essentials module.

Things happen. When you don’t have to attend a class session in person, it’s easy to let a situation in your personal or professional life get in the way of online course work. In addition, remember the first rule in computer use – the computer or Internet connection will act up at the most critical time.

Because “things happen” it’s a best practice not to wait until the last minute to submit a comment in a forum, complete/upload an assignment or take a test. A computer issue is not a valid excuse for late material submission or not engaging in forum discussions.

2. The 1st comment deadline for forums is Saturday, 11:59 pm. All forums lock **11:59 pm Tuesdays**. Forum work cannot be made up.
3. Portfolio and Course Project assignments can be submitted up to 24 hours late for a penalty of 10% of the worth of the assignment. (One letter grade deduction.) These assignments are due Tuesday nights. Students are given until 11:59 Wednesday to submit late. After that day and time, no assignments will be accepted. No exceptions.
4. Students have multiple days to complete the quizzes and Social Justice essay. Quizzes automatically lock at 11:59 on the close date. No makeup quizzes. No exceptions.

Extra Credit Options

Extra credit options are described below.

These options are available to all students. *No other extra credit is available at any other time – or – for individual students.*

Course Project Related Extra Credit

Engage in Teamwork When Developing the Course Project

Students who choose to work in a team to develop a course project will receive 15 extra credit points at the time of course project grading.

Extra Credit Writing Assignment

Issues in Gender and Race

The objective of this assignment is to offer an opportunity for deep learning of certain concepts associated with gender and race. (Gender: Gender Pay Gap; Race: Racial Slurs) Worth 50 points.

Due: Week 13

Academic Integrity

Plagiarism

One form of an academic integrity violation is plagiarism. Students must understand the forms of plagiarism. Students are provided material titled *Plagiarism: Identifying & Avoiding* on the course home page and are responsible for the contents of the document.

Plagiarism will not be tolerated in this course. All material taken from another source must offer proper attribution. No component of a student's writing assignment should originate from a past submitted assignment or material downloaded or purchased.

Impact of plagiarism in this course ranges from rewriting the assignment or portion of the assignment; earning limited or no points for the assignment or portion of the assignment.

Depending on the extent and form of plagiarism, the instructor will contact a Rutgers University Academic Integrity Facilitator. The decision on which action to take is at the discretion of the instructor.

Academic Integrity at Rutgers: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

Quiz Cheating

Engaging in cheating when completing a course quiz is a serious academic integrity violation. The student who is registered for the course must be the student who completes his/her assessments.

Completing quizzes with other classmates and/or calling/emailing peers while taking course assessments will not be tolerated.

When a student is caught cheating, no points will be earned for the assessment. Depending on the severity of the cheating violation, the situation will be reported to Rutgers University.

Students with Disabilities

To receive consideration for reasonable accommodations, students with a disability must send their letter of accommodation to me and discuss the needed accommodation(s) as early in the semester as possible. For more information regarding the process of applying for a letter of accommodation:

<https://ods.rutgers.edu/students/documentation-guidelines>

<https://ods.rutgers.edu/students/registration-form>

Course Expectations

Self-Empowerment

Use of Technical Tools & Problem Solving

It is each student's responsibility to learn to maneuver around the course and use course tools. Each student has a wealth of information and support to achieve this goal.

Student Resources

Use a "can do" attitude when getting acclimated to the online learning venue. Attitude about achieving success or solving problems is a key resource.

Resources Available in Course:

Refer to the Course Tools page under the Course Home module for written information on commonly used course tools. Course Tools page offers written instructions on:

- Updating Your Profile Information
- Assignment Submission Instructions
- Discussion Instructions
- Technical Requirements

A "Help tab" can be accessed through the navigation bar the left of the screen in the course shell.

Resources Available Outside the Course:

- Access to the Canvas help desk by using the phone and email information provided on the 1st page of the syllabus as well as the course home page.

Embrace the Opportunities of Online Learning

Assist in Creating and Fostering an Online Community of Learners

Online learning communities are an important part and a benefit of an online course. Interacting with peers increases a sense of connection and belonging. Interaction during the semester reminds students that they are part of a larger group of individuals who are engaged in the same learning experience.

Beyond basic interaction, the development of a community of learners offers students the opportunity to collaborate. Students work together and assist one another while focusing on a common goal – successfully gaining knowledge and skills associated with course topics and learning objectives.

The responsibility of creating an online learning community is shared between the instructor and the student. The instructor develops a course format, activities, and policies that offer the possibility of a community. However, student involvement within their community is a critical component to the community's success.

When participating in this course it is an expectation that students will:

- Engage in regular and sustained interaction with peers in forum discussions.
- Communicate clearly, authentically, and maintain a content-oriented focus within the discussions.
- Intellectually challenge peers by offering comments that invite others to share their thoughts and understanding of course material/course topics when engaged in forum work and developing the course project.
- Serve as a reliable teammate when developing the course project.
- Maintain a positive and respectful attitude when interacting with peers. "Flaming" – where students focus on demeaning a peer instead of constructively offering a differing opinion - has point deducting consequences.

Recognize Best Practices and Use Them to Achieve Success

Students are offered specific directions on how to complete each assignment within the course shell as well as within the weekly messages. In addition, specific grading rubrics are published so that students understand how each assignment will be graded. It is expected that students will be attentive to directions and the grading criteria for assignments. **Paying attention is in the student's best interest.**

It is the student's responsibility to review best practices/grading rubrics and ask questions prior to submitting an assignment or engaging in forum work.

Course Content

Reading/audio/video material is available in the course. Below, topics are listed for each week.

Unit I

Diversity and Inclusion Issues

Week 1 Introduction to Diversity, Inclusion, Part 1

Topics:

Understanding Diversity and Inclusion

Week 2 Introduction to Diversity, Inclusion, Part 2

Topics:

Perspectives on Diversity & Inclusion

Student D & I Leadership Journey (Recognizing Differences; Being Open to New Ways of Thinking and Behaving; Even Nice People Can Be Exclusive)

Week 3 Identity & Difference

Topics:

Personal & Social Identities: Salience and Intersectionality
Social Justice: Recognizing Privilege and Oppression
Covering and Passing
Meritocracy, Melting Pot (Assimilation), Colorblind Ideal
Student D & I Leadership Journey (Recognizing Differences; Cross Cultural Competency: Inclusion Not Tolerance)

Week 4 Reactions to Human Difference Part I: Stereotyping, Prejudice and Bias

Topics:

Stereotyping & Prejudice
In-Group; Out-Group Behavior
Explicit & Implicit Bias
Student D & I Leadership Journey (What Bias and Prejudice Feels Like)

Week 5 Reactions to Human Difference Part 2: Discrimination

Topics:

Overview: Identity Based Discrimination in the Workplace
Overt & Subtle Discrimination
Harassment
Impact of Discrimination

Week 6 Legal Protections

Topic: Legal Remedies in the US & in New Jersey

Week 7 Skills for a Just and Inclusive Workplace

Topics:

Communicating About Diversity and Inclusion
Strategies for Becoming More Inclusive
Taking Action

Unit II
Dimensions of Diversity

Week 8 Gender

Topics:

Work Conditions for US Women
Pay Equity – Overview; Gender Pay Gap NJ
Student D & I Leadership Journey (Impact of Stereotypes and Norms: Women and Men)

Week 9 Diversity of Sexual Orientation & Gender Identity

Topics:

Overview LBGT (Lesbian, Gay, Bisexual and Transgender) Employees
Legal Remedies in the US
Policies and Practices for Creating a Fair and Inclusive Workplace Environment
Sexual Orientation
Gender Identity

Week 10 Religious Diversity

Topics:

Religious Diversity in the Workplace
Religious (and non-religious) Employees
Legal Remedies in the US
Religious Businesses

Week 11 Diversity of Physical/Mental Abilities

Topics:

Diversity of Physical and Mental Disabilities
Legal Remedies in the US
Getting Hired & Inclusion Strategies
Neurodiversity
Student D & I Leadership Journey (Recognizing Able Bodied Privilege)

Week 12 Diversity of Age

Topics:

Age Based Classifications and Stereotypes
Age Based Discrimination and Legal Recourse
Addressing The Needs of Older Workers

Week 13 Racial & Ethnic Diversity

Topics:

Diversity of Race, Ethnicity and National Origin
Racial Bias and Harassment
Legal Remedies in the US
Case Studies

Week 14 Diversity of Appearance

Topics:

Attractiveness: Privilege and Penalty
Organizations, Image Policies and Laws
Obese Employees
African American Hair
Student D & I Leadership Journey (The Impact of Being Obese)