

## Syllabus

### The Inclusive Workplace

38:578:510

### Professor

Anne-Michelle Marsden

Send message through the course messaging tool  
(INBOX) – or - Phone: 609-545-7835 – No Text

### Course Description

Inclusive workplaces create a culture of respect, involvement, and success for all employees. The course examines individual differences and group affiliations that create a diverse workforce. It involves what limits and promotes inclusion and what each student, employee, and employer can do to promote inclusive workplaces.

This course is taught through a social justice lens. Content and assignments explore non-dominant culture employee equity issues and highlight policies, programs, and organizational culture change that address workforce equity needs.

This course offers students the opportunity to:

- Understand the complexities of workforce diversity and workplace inclusion.
- Recognize the need to develop work environments that operate on equity principles and value, support, and engage all employees.
- Investigate the concept of identity and the differences employees bring to the workplace.
- Identify social justice/exclusion issues related to non-dominant culture cohorts associated with race, ethnicity, age, gender, religion, sexual orientation, disability, and other aspects of diversity in work organizations.
- Identify challenges and means to foster workplace inclusion through: 1) organizational culture, policies, and programs; 2) interpersonal inclusion.

### SMLR Learning Objectives

At the conclusion of the course, it is expected that students will demonstrate knowledge and skills in several core areas. Specifically, students should be able to:

#### School of Management and Labor Relations objectives

- Evaluate the context of workplace issues, public policies, and management decisions (V. Understand Context.) *Measured through evaluating the quality of students' academically based comments within the discussion periods held throughout the semester.*
- Demonstrate an understanding of how to apply knowledge necessary for effective work performance (VI. Application.) *Measured through evaluating the quality of Portfolio Part 4: Diversity and Inclusion Leadership submissions.*

### Professor Marsden's Learning Objectives

- Synthesize course material and communicate knowledge, ideas and experiences associated with:
  1. the concepts of human diversity and inclusion.

#### Get Help

*Need Assistance with a technical question?*

Contact helpdesk staff if you need assistance using the **Canvas** LMS.

#### Rutgers Office of Information and Technology

**Email:** <https://it.rutgers.edu/help-support>

**Call:** 833-OIT-HELP

2. contemporary challenges within a diverse society and workplace.
3. arguments for creating diverse and inclusive workplaces.
4. best practices for inclusion on a personal and organizational level.

*Measured through evaluating the quality of students' academically based comments within discussion periods held throughout the semester.*

- Develop a multi-component presentation on one non-dominant culture workforce cohort (examples: LGBTQ employees; older and younger employees) focusing on workplace equity/exclusion issues and potential opportunities to address cohort needs through inclusion strategies.

*Measured through evaluating the quality of team-based course projects.*

- Develop and commit to a plan to increase personal diversity leadership behaviors in the workplace.

*Measured through evaluating the quality of Portfolio Part 4: Diversity and Inclusion Leadership submissions.*

**NOTE:** Students work in teams to develop the course project.

It is highly recommended that teams to hold a conference with Professor Marsden. (Virtually or in-person meeting)

The meeting will focus on course project subject matter and project development.

Professor Marsden will hold a team meeting to orient team members to the project, answer questions and offer advice/resources.

If interested, one designated team member will sign up for the meeting on behalf of all team members. The online meeting will last approximately 1 hour.

## Reading, Audio & Video Assignments

### Reading

#### **PURCHASE:**

**Better Allies: Everyday Actions to Create Inclusive, Engaging Workplaces, 2<sup>nd</sup> Edition**, January 2021

Author: Karen Catlin; Better Allies Press ISBN-13 978-1732723351

**All other materials** (book chapters, journal articles, Internet-published information and reports) are already linked within the course. Text chapters and excerpts listed below are available online through the Rutgers Library. Listed by publication date.

**Title:** Working Together: Practicing the Science of Diversity, Equity and Inclusion

**Publication Date** 2024

**Author:** Milli Hebl and Eden King **Publisher:** Oxford University Press

**RU Library Link:** <https://bit.ly/3UVF14g>

**Title:** DEI Deconstructed

**Publication Date** 2023

**Author:** Lily Zheng **Publisher:** Berrett-Koehler

**RU Library Link:** <https://bit.ly/4dQOmRp>

**Title:** Performance through Diversity and Inclusion

**Publication Date** 2023

**Author:** Ruth Sessler Bernstein, Paul F. Salipante and Judith Y. Weisinger **Publisher:** Routledge

**RU Library Link:** <https://bit.ly/4bq80CM>

**Title:** Rethinking Organizational Diversity, Equity, and Inclusion  
**Publication Date** 2022  
**Editors:** William J. Rothwell, Phillip L. Ealy, Jamie Cambell **Publisher:** Rutledge  
**RU Library Link:** <https://bit.ly/3QCNTmg>

**Title:** Diversity and Inclusion Matters  
**Publication Date** 2022  
**Author:** Jason R. Thompson **Publisher:** Wiley  
**RU Library Link:** <https://bit.ly/3UW6R0f>

**Title:** Subtle Acts of Exclusion  
**Publication Date** 2020  
**Author:** Tiffany Jana and Michael Baran **Publisher:** Berrett-Koehler  
**RU Library Link:** <https://bit.ly/4dx0S8N>

Audio/Visual Resources

Professor Marsden provides ongoing content overviews to students through Kaltura video presentations. In addition, this course uses video and audio clips on diversity and inclusion from a variety of sources (Example: TED Talks, YouTube and National Public Radio – NPR, national news broadcasts) All are uploaded into the course.

**Assignments**

Assignment	Specifics
<b>Course Project</b> 34% - 340 points	<b>2 Course Project Outlines</b> – worth 60 points (30 points each outline) <b>Completed Course Project</b> - worth 280 points
<b>Portfolio</b> 32% - 320 points	<b>Four Parts</b> #1: Perspectives Reflections (worth 70 points) #2: Diversity Story (worth 80 points) #3: Individual and Group Experiences: Leadership Notes and Activities (worth 70 points) #4: Diversity & Inclusion Leadership Plan (worth 100 points)
<b>Discussions</b> 33% - 330 points	<b>6 Discussions @ 55 points each</b> There are 8 forums in the course. Students can skip one or two discussions or participate in all discussions. Either way, one’s lowest two scores are dropped)
<b>Other Assignment</b> 1% - 10 points	<b>Bio and Digital Image in Canvas Profile Area</b> – 10 points
<b>100% - 1,000 points</b>	

**Writing Assignment**

**Course Project**

Total of 34% of final grade – 340 points  
Completed Course Project – Worth 280 points

Students choose one non-dominant identity group from 4 options around which the course project is developed (age, physical and mental abilities, religion, sexual orientation/gender identity.) Examination of intersectionality between chosen dimension of diversity and race and/or gender is an essential element in the project.

Best in class projects are selected by the professor, shared with, and discussed by learning community members in Forum 8.

All projects are evaluated by both Professor Marsden (210 points – 70% of grade) and two learning community members (average of learning community member scores: 84 points – 30% of grade.) See course project page for grading rubrics.

The project involves a highly recommended online synchronous meeting with Professor Marsden during weeks 4 – 6 of the semester. Students meet along with their team members.

### **Section I: Briefing**

IA: Overview of Equity & Inclusion Issues

(Must include attention to ALL cohorts associated with the team's chosen dimension of diversity)

### **Section II: Organizational Opportunities: Best Practices in Equity & Inclusion**

**Address two of the three, focusing on increasing workplace social justice and/or inclusion for target group** (Addressing all three well will result in extra points added as extra credit. Number of points is based on the quality of the third area presented. )

IIA: Organizational Policies

IIB: Organizational Programs

IIC: Organizational Culture

### **Section III: Special Interest Topic**

Examination of 1 topic/issue named in Part I Briefing- OR –Part II Best Practices in Social Justice and Inclusion.

IIIA: Overview

IIIB: Perspectives and/or Action

IIIC: Opinion Statements

### **Course Project Discussion Questions for Learning Community**

**Bibliography** – Biography offered at the end of each section of the project

Course Project Outlines – worth 60 points (30 points each outline)

Part of a student's course project grade involves two basic outline submissions:

**Outline of Section I:** – due week 7

**Outline of Sections II Organizational Opportunities and III Special Interest Topic:** - due week 10

*Outline submissions offer teams the opportunity to receive feedback on the content being considered before the project is fully developed. Teams can always submit outlines early.*

### **Professional Leadership Development**

**Portfolio** (4 parts)

32% of final grade – Worth 320 points

Students engage in higher-order thinking on course-related topics to complete the 4-part Portfolio assignment. Additional readings and activities are often required before completing portions of the assignment. Self-reflection is also a critical component in all Portfolio assignments. Readings, activities, and reflections enable professional growth and the development of a personal leadership plan for supporting inclusive workplaces.

Students follow a template and a set of instructions when completing each portion of the assignment. Assignment 1 is shared with learning community members. No other Portfolio component is shared.

**Assignment:**

- #1: Perspectives Reflections (worth 70 points)
- #2: Diversity Story (worth 80 points)
- #3: Individual and Group Experiences: Leadership Notes and Activities (worth 70 points)
- #4: Diversity & Inclusion Leadership Plan (worth 100 points)

**Extra Credit Portfolio Assignment:** Organizational Audit – due anytime between weeks 10 and 14, worth 40 points

**Social Learning**

**Asynchronous Threaded Discussions – Forums**

33% of final grade – 330 points (6 forums worth 55 points each)

Forum	Topics	Student Leader Lead	Week
1	Social Justice and DEI in the Workplace	No	1
2	Contemporary Issues	Yes	3
3	Workplace Allyship	Yes	4
4	Bias Case Studies	No	5
5	Critical Considerations: Programs to Support Inclusion	Yes	9
6	Interpersonal Inclusion	Yes	13
7	Equity & Inclusion in the Workplace	Yes	14

NOTE: Students can choose to skip 1 of the 7 forums (except for the one(s) they are leading) – or – chose to participate in all 7 forums. Either way, the lowest score will be dropped and will not count for one’s final grade.

**Forum Leaders**

At the beginning of the semester, students choose the discussion where they will serve as a forum leader.

Forum Leader Responsibilities:

- Early 1<sup>st</sup> comment deadline.  
Forum leader 1<sup>st</sup> comment must be made on or before Friday 11:59 pm. (All other learning community members must make a 1<sup>st</sup> comment on or before Sunday, 11:59 pm.)
- Offer a substantive comment.  
Forum leader comments should help frame the discussion for the week. Forum leaders must be

well-versed in the topics being addressed in the forum.

- Engage with Learning Community members.  
Forum leaders follow through by engaging in a dialogue with those who respond to the leader's original comment. *Forum leaders are expected to make more than 2 replies during the week they are serving in the leadership role.*

## Policies and Procedures

### Grading

Each assignment is worth a certain number of points. Highest number of points a student can earn is 1,000. Points accumulate to determine final percentage grade (100% percent = 1,000 points.)

<b>Outstanding</b>	<b>Very Good</b>	<b>Good</b>	<b>Satisfactory</b>
100 – 90% = A	89 – 87% = B+	86 – 80% = B	79 – 77% = C+ 76 – 70% = C

### Class Sessions

- The course week begins on **Wednesdays**, ends on **Tuesdays**, 11:59 pm
- A weekly message is uploaded into the announcement area of the course each Wednesday morning. A notification is automatically sent to indicate the availability of the message. Information about content and assignment procedure is available within the weekly message or students are directed to a presentation within the course.
- Each week is 7 days in length. Students may enter the course and engage in coursework at any time 24 hours a day, 7 days a week.

### Due Dates

- **Portfolio Assignments, Course Project Components** (outlines, peer evaluation, and final project)  
Assignments must be submitted by **Tuesdays 11:59 pm Eastern Time**. Check the calendar for due dates.  
Late penalties on portfolio assignments and course project grades: Up to 48 hours late (12 midnight Tuesday – 11:59 pm Thursday) = deduction of 10% of points (One full letter grade). Assignments will not be accepted after 48 hours past the due date and time except for documented emergencies.
- **Forums**  
There are two 1<sup>st</sup> comment deadlines.  
When a student serves as a forum leader, the 1<sup>st</sup> comment deadline occurs Fridays, 11:59 pm.  
When a student is not serving as a forum leader, 1<sup>st</sup> comment deadline occurs Sunday, 11:59 pm.  
Forums close on Tuesdays, 11:59 pm. Check the calendar for open, close and 1<sup>st</sup> comment date.  
Students can skip 1 discussion without penalty. If more than 1 discussion is skipped, points cannot be made up.

### Extra Credit

Each student is given the responsibility of serving as a forum leader during the semester. When a student volunteers to serve as a forum leader in more than 1 forum, the student will, if he/she/they perform(s) the duties of a forum leader appropriately, earn up to 20 extra credit points.

Extra Credit Portfolio assignment that requires students to engage in an "organizational audit" that can be submitted between weeks 10 and 14. A student can earn up to 40 extra points.

There are no other options for earning extra credit points for any individual student. Only extra credit options open to all students are offered.

### **Messages Between Student and Professor**

All correspondence associated with the course is housed within the course.

Students are to send correspondence to Professor Marsden using the Canvas message tool in the course. (Click on the Inbox icon) Correspondence to the student is also sent using the message tool. A notification will be sent to the individual to indicate that a message is waiting to be read in the course.

#### Message Checking Policy

Unless students receive advance notification, Professor Marsden will check her message inbox in the course by 10:00 am Eastern Time Monday - Saturday. Students will receive a response within 24 hours. This policy excludes Sunday and Thanksgiving Break. Responses will not occur on those days.

It is the responsibility of the student to check for incoming course-related messages when they receive a notification that a new message is waiting in their course inbox.

### **Generative AI Policy Statement**

The use of Generative AI (Gen AI) as a tool to support student learning and assignment development is allowed in this course. Refer to the Gen AI Use page in the course for more information.

Gen AI Literacy Training is provided during week 1.

Students receive:

- clear Gen AI advice and examples of acceptable use of Gen AI.
- how to cite chatbot material.
- a review of the challenges of using Gen AI apps.
- the conditions under which Gen AI use is prohibited in this course.
- best practices in prompt engineering.

#### Where Gen AI Use Is Prohibited

Gen AI cannot be used to plagiarize submitted content. Submitting content that is not one's own is plagiarism whether the student is copying from, for example, another student's work, a book or research article, a website, or a chatbot. Use of material that is not one's own is limited to brief quotes where the quote's origin is appropriately cited.

### **Inclusion and Belonging Policy Statement**

Your professor is committed to fostering a learning environment that values the diverse backgrounds, perspectives, and experiences of all students enrolled in the course. Whatever intersection of identities you present, you belong in this course. Every student has the right to learn and succeed in a safe and inclusive space.

ALL Students -

- should expect to be addressed with respect, be offered instructional assistance, and have their coursework graded fairly.
- hold personal opinions that could be different than your professor or peers. Unless voiced opinions are harmful to others, students are never graded on their opinions but rather on their knowledge of course content and their critical thoughts on that content.
- reporting course-related or personal challenges receive equitable treatment.

#### Student Responsibility

There is no place for the use of stereotypes, microaggressions, gaslighting, and harassment in this

course. Students are asked to approach their peers with empathy and an open mind. Students who (intentionally or unintentionally) behave in a way that doesn't reflect our inclusive class norms will privately be made aware of why the situation was harmful and asked to consider, with assistance as needed, improving their interpersonal inclusion behaviors.

### **Course Expectations**

It is each student's responsibility to:

#### Use Technical Tools & Engage in Problem Solving

Learn to maneuver around the course and use all course tools. Particularly, students are responsible for setting up and managing the type and timing of the notifications they will receive.

Contact the technical support helpdesk when there is a question or a technical problem. Technical issues are not an acceptable reason for not engaging in the course. Refer to the phone number and the email address prominently located on page 1 of the syllabus to access helpdesk staff.

#### Work with Course Set-Up

Instructions and links are provided to identify how and where course content and assignment information is organized. Upon entering the course, follow all steps presented to become acclimated to the location of key pieces of information and feel comfortable entering all areas of the course shell.

#### 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 professor and the student. The professor 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 and 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.
- Conduct a serious and fair review of content when evaluating a 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 Assignment Best Practices and Use Them to Achieve Success**

Specific directions on how to complete each assignment within the course shell as well as within the weekly messages are provided. In addition, 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 Topic List**

by Unit & Week

For a full listing of materials used in the course access each week’s Content and Assignment page.

### **Week 1 First Steps**

**Topic:** Course Orientation

**Topic:** AI Literacy

#### **Assignments**

Attending to Account Information

Topics of Interest Form

### **Unit I:**

#### **Contemporary Issues Impacting DEI**

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### **Week1**

#### **Perspectives Part I:**

#### **Social Justice and DEI**

**Topic:** Social Justice Concept Review

**Topic:** Social Justice Issues and DEI in the Workplace

#### **Assignment**

Forum 1: Social Justice, DEI, and AI in the Workplace

### **Week 2**

#### **Perspectives Part II:**

#### **Diversity and Inclusion**

**Topic:** Other Motivations for Workforce Diversity

**Topic:** When DEI Isn’t Embraced

**Topic:** Perspectives on Diversity and Inclusion

#### **Assignment**

*Work on:* Portfolio 1: Perspectives Reflection (Due week 4)

### **Week 3**

#### **Perspectives Part III: The State of DEI in the US**

##### **Assignment**

Forum 2: Contemporary Issues Discussion: State of DEI in the Workplace Today

*Work on:* Portfolio 1: Perspectives Reflection (Due week 4)

### **Week 4**

#### **Contemporary Leadership Issues**

**Topic:** Allyship: Word of the Year – to-Individual Action for E & I

**Topic:** Starting the Ally Journey

##### **Assignment**

Forum 3: Workplace Allyship

Portfolio 1: Perspectives Reflection (Due this week)

### **Unit II: Individual and Group Experiences**

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### **Weeks 5 & 6**

#### **Impact of Identity and Difference**

**Topic:** Identity & Difference Overview

**Topic:** Reaction to Difference: Implicit Bias

**Topic:** Impact of Difference on Teams

**Topic:** Impact of Difference on Individual Employees

##### **Assignments**

###### Week 5

*Work On:* Portfolio Part 2: My Diversity Story (Due week 6)

Forum 4: Implicit and Guerrilla Bais: Case Studies

###### Week 6

Portfolio Part 3: Individual and Group Experiences: Leadership Notes and Activities

*Portfolio Parts 2 -3 due*

### **Week 7**

#### **Course Project Research Week**

##### **Assignment**

Course Project Outline for Section I: Equity and Inclusion Issues

### **Unit III: Organizational and Individual Action to Create Equitable and Inclusive Workplaces**

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### **Week 8**

#### **Organizational Policy and Program Overview**

**Topic:** What Organizations Can Do

**Topic:** Recruiting, Selecting, and Retaining Employees

##### **Assignment**

Course Project Work on Policies and Programs

**The Inclusive Workplace**

Fall 2024

## **Week 9**

### **DEI Programs: Traditional and Non-Traditional**

**Topic:** Training

**Topic:** Employee Resource Groups

**Topic:** Building Inclusion through Everyday Interactions

**Topic:** Emotional Intelligence and Inclusion

### **Assignment**

Forum 5: Critical Considerations: Programs to Support Inclusion

## **Week 10**

### **Culture Change for Inclusion**

**Topic:** DEI Culture Change Process

**Topic:** Awareness and Accountability

**Topic:** Leadership

### **Assignment**

Course Project: Outline Part II & III Due

## **Week 11**

### **Course Project Research Week**

### **Assignment**

Course Project

## **Week 12 and 13** (Wk 13 Thanksgiving Break)

### **Interpersonal Inclusion Leadership**

**Topic:** Engaging Inclusively

**Topic:** Brave Dialogues

### **Assignments**

#### Week 12

Grade Course Project (Peer Evaluation)

Forum 6: Interpersonal Inclusion

#### Week 13

Portfolio Part 4: Diversity & Inclusion Leadership Plan

## **Week 14**

### **Processing of Course Concepts**

### **Assignment**

Forum 7: Equity and Inclusion in the Workplace: Discussion of Course Projects