

Syllabus

The Inclusive Workplace

38:578:510

Professor

Anne-Michelle Marsden

Send message through the course messaging tool
(INBOX)

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 employers and employees can do to promote inclusive workplaces.

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 Outcomes

- Synthesize course material and communicate knowledge, critical thinking and experiences associated with:
 1. the concepts of human diversity and inclusion.
 2. contemporary challenges within a diverse workplace,
 3. arguments for creating diverse and inclusive workplaces because of stereotypes, prejudice, discrimination, inequities, exclusion. .
 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 team created presentation on 1- contemporary issues impacting the fostering of diverse workplaces, 2. conditions of exclusion, bias and discrimination in the workplace; 3 forward thinking inclusion strategies.
Measured through evaluating the quality of team-based course projects.
- Develop and commit to a plan to increase one's personal diversity leadership behaviors in the workplace.

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

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 expected that teams will meet multiple times throughout the semester via a video conferencing app to make project content decisions.** In addition, Professor Marsden is available to work with any team. She can: orient team members to the project, answer questions and offer advice/resources.

Reading, Audio & Video Assignments

Reading

PURCHASE:

Title: *How Equality Wins*

Publication Date: 2026

Author: Kenji Yoshino and David Glasgow

Publisher: Simon & Schuster

Purchase: https://www.amazon.com/How-Equality-Wins-Inclusive-America/dp/1668216752/ref=tmm_hrd_swatch_0

About: <https://www.law.nyu.edu/news/ideas/kenji-yoshino-david-glasgow-how-equality-wins>

Title: *Fixing Fairness*

Publication Date: 2026

Author: Lily Zheng

Publisher: Berrett Koehler

Purchase: https://www.amazon.com/Fixing-Fairness-Transform-Diversity-Backlash/dp/B0F4QD1HQ4/ref=tmm_hrd_swatch_0

About: https://www.amazon.com/vdp/0e509349d02a437ebaff065412b2633d?aci=amzn1.ive.vendor.video.0e509349d02a437ebaff065412b2633d&product=B0F4QD1HQ4&ref=cm_sw_cp_r_ib_dt_B28A87KnNwf6r

All other materials (book chapters, chapter excerpts, journal articles, Internet-published information and reports) are already linked within the course.

Course content originates from the following books where chapters and excerpts are utilized. All are available online through the Rutgers Library. Listed by publication date.

Title: *Championing Diversity, Equity, and Inclusion, Volume 1: Effective Strategies for Organizations*

Publication Date: 2025

Author: Oscar Holmes IV

Publisher: Springer

RU Library Link: <https://go.rutgers.edu/RULQS-pxngovjo>

Title: *How to Be an Inclusive Leader, 2nd edition: Your Role in Creating Cultures of Belonging Where Everyone Can Thrive*

Publication Date: 2024

Author: Jennifer Brown

Publisher: Berrett-Koehler Publishers

RU Library Link: Berrett-Koehler Publishers

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: Performance through Diversity and Inclusion

Publication Date 2023

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

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

Title: Inclusive Leadership: Transforming Diverse Lives, Workplaces, and Societies.

Publication Date 2021

Author: Bernardo M. Ferdman, Jeanine Prime, and Ronald E. Riggio

Publisher: Rutledge

RU Library Link: <https://go.rutgers.edu/RULQS-94dmk0v4>

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) and national news broadcasts) All are uploaded into the course.

Assignments With Point Worth	
Course Project (Team Based PowerPoint Presentation) 38.5% - 385 points	2 Worksheets – worth 80 points Team Member Ideas: Course Project Topics and Concepts Worksheet (INDIVIDUAL SCORE) – 40 points Course Project Outline (TEAM SCORE) – 40 points Completed Course Project (TEAM SCORE)- worth 260 points Peer Review Worksheets Peer Review of Course Project (INDIVIDUAL SCORE) – 25 points Team Contribution and Engagement Score (INDIVIDUAL SCORE) – 20 points
Portfolio 30% - 300 points	Four Parts #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 80 points)
Discussions 27.5% - 275 points	5 Discussions @ 55 points each There are 7 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.
Other Assignment 4% - 40 points	Bio and Digital Image in Canvas Profile Area – 20 points Gen AI Use, Needs, and Challenges Survey – 20 points
100% - 1,000 points	

Course Project

Total of 38.5% of final grade – 385 points

Completed Course Project – Worth 260 points

See Course Project area of the Assignment Chart on the previous page for point distribution

The course project is the capstone assignment in the course. The project is developed through both independent work and team interaction and collaboration. It is expected that teams will function optimally, meeting virtually multiple times to make decisions and oversee the development of the project. Students can select size of group and team members if they choose.

A template is used to complete the project so that all projects address the same specific content requirements. Projects can either be submitted through a document or a PowerPoint presentation.

Submissions are graded by both the professor (70% of final grade) and 2 anonymous classmates assigned by the professor (30% of final grade.) Best in class submissions are published and become reading material for discussion in Forum 7.

Assignments Associated with the Course project

The course project is a “scaffolded assignment” that supports individual and team organization and adherence to a timeline for completion.

Team members announced and project orientation begins – Wk. 5

Individual Team Member Submission

Team Member Ideas: Course Project Topics and Concepts Worksheet Submitted – Wk. 7

Team Submission

Course Project Outline – Wk. 9

Course Project – Wk. 11

Individual Team Member Submission

Team Contribution and Engagement Score – Wk. 11

Peer Review of Course Project Worksheet– Wk. 13

Professional Leadership Development

Portfolio (4 parts)

30% of final grade – Worth 300 points

The Portfolio assignment asks students to make intellectual linkages between course material and their ideas, reflections and experiences. This assignment requires self-reflection as well as critical and creative thinking. Additional readings and activities are often required before completing portions of the assignment. Readings, activities, and reflections enable professional growth and the development of a personal leadership plan for supporting inclusive workplaces.

Portfolio Part	Name of Portfolio Part	Week Due
1	Perspectives Reflections	4
2	Diversity Story	8
3	Individual and Group Experiences: Leadership Notes and Activities	8
4	Diversity & Inclusion Leadership Plan	14

Students follow a template and a set of instructions when completing each portion of the assignment.

Extra Credit Portfolio Assignment: Organizational Audit – due anytime between weeks 13 – 14. Worth 40 points.

Social Learning

Asynchronous Threaded Discussions – Forums

30% of final grade – 300 points (5 forums worth 55 points each)

NOTE: Students can choose to skip 2 of the 7 forums (except for the one(s) they are leading) – or – choose to participate in all 7 forums. Either way, the lowest 2 scores will be dropped and will not count for one's final grade.

Forum	Topics	Student Leader Lead	Week
1	Perspectives and Experiences with Foundational Concepts	No	2
2	Contemporary Issues	Yes	4
3	Today's Leadership Challenges and New Perspectives	Yes	5
4	Bias Case Studies	No	6
5	Critical Considerations: Programs to Support Inclusion	Yes	10
6	Interpersonal Inclusion	Yes	12
7	Equity and Inclusion in the Workplace: Discussion of Course Projects	Yes	14

Forum Leaders

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

Forum Leader Responsibilities:

- **Early 1st comment deadline.**
Forum leader 1st comment must be made on or before Friday 11:59 pm. (All other learning community members must make a 1st 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. To earn full participation points forum leaders are expected to make more than the usual 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.)

Outstanding

100 – 90% = A

Very Good

89 – 87% = B+

Good

86 – 80% = B

Satisfactory

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 1st comment deadlines.
When a student serves as a forum leader, the 1st comment deadline occurs Fridays, 11:59 pm.
When a student is not serving as a forum leader, 1st comment deadline occurs Sunday, 11:59 pm.
Forums close on Tuesdays, 11:59 pm. Check the calendar for open, close and 1st comment date. Students can skip 2 discussions without penalty as only the 5 highest discussion scores are kept and counted toward a final grade. If more than 2 discussions are 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.

Academic Freedom Statement

Faculty and students alike are free to express their viewpoints at appropriate times in class, including perspectives that differ from most in the Rutgers University community. Students may be exposed to views they find challenging, uncomfortable, or distressing. But, since Rutgers is a public institution, First Amendment speech protections apply. Legally, feelings of discomfort are not sufficient to restrict speech. Pedagogically, exposing people to different ideas—even challenging their most deeply held beliefs—is a feature, not a flaw, of academic life. Free inquiry is essential to a robust learning environment. Students and professors are at our best—and best able to contribute to society—when we are exposed to a wide range of challenging ideas.

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.

Generative AI Policy Statement

The use of Generative AI (Gen AI) as a tool to support student learning and assignment development is allowed when working on specific assignments.

Access the Gen AI Use Module in the course shell (available week 2) to identify when you can use Gen AI and how it should be used. When apps are prohibited is also described. In brief:

- **Any assignment:** Checking for grammar issues for any assignment is allowed.
- **Discussions and Course Project:** Students may use Google Notebook when preparing for a discussion and when getting organized or gaining knowledge for the course project. However, a Gen AI agent cannot create content a student will submit as their own.
- **Diversity and Inclusion Leadership Portfolio:** Activities 1 – 3 Should not be used; personal reflections on course content. Activity 4 Can dialogue with AI agent to get ideas.

The Gen AI module opens week 2. Students receive clear advice via a video recording, written material, and a real-life example of why students need to check content for accuracy and use

original sources. Students are also provided with how to use an app to document the development of original content and ideas, and how to cite Google Notebook content.

NOTE: 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 content a Gen AI agent has produced*. Use of material that is not one's own is limited to brief quotes where the quote's origin is appropriately cited. See plagiarism information in the Rutgers Academic Integrity Policy.

Verification: It is highly recommended to log and document the authentic development of your original thoughts. Students should draft and write all assignments directly within Google Docs or cloud-saved Microsoft Word. This ensures an organic, step-by-step editing timeline is recorded. Step-by-step instructions on how to use and access these document logs are provided in the Gen AI Use Module.

Academic Integrity

Plagiarism

One form of an academic integrity violation is plagiarism. All material taken from another source must offer attribution. No component of a student's 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, your professor will contact a Rutgers University Academic Integrity Facilitator. The decision on which action to take is at the discretion of the professor.

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

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

Assignments

Attending to Account Information

Gen AI Use, Interests and Challenges Survey

Week1 Foundational Concepts

Topic: Workforce Diversity, Workplace Inclusion and Belonging
Topic: Equality and Equity
Topic: Social Justice and/or The Business Case as Organizational Motivators for Diversity and Inclusion

Week 2

Assignment

Forum 1: Perspectives and Experiences with Foundational Concepts (No forum leaders)

Unit I:

Contemporary Issues Impacting Diversity and Inclusion

Week 3 Perspectives Part I: The Rise and Fall of DEI

Topic: A Short History on Going Woke

Topic: Dominant Culture Employee Perspectives: Resistance and Backlash

Topic: Thought Leader Perspectives on How the Wheels Came off the DEI Bus

Assignment

Topics of Interest Form (by SUNDAY)

Engage in Gen AI Training: Set up first Notebook – If desired: Gen AI Check-In with Professor

Work on: Portfolio 1: Perspectives Reflection (Due week 5)

Week 4 Perspectives Part II: The State of DEI Today

Topic: News, Views, and Government Actions, 2025 – 2026 (Forum Leader Led)

Assignment

Forum 2: Contemporary Issues Discussion: State of DEI in the Workplace Today (Forum Leader Lead)

Work on: Portfolio 1: Perspectives Reflection (Due week 5)

Week 5

Contemporary Leadership Issues

Topic: The Issue of Merit

Topic: Expanding Inclusion Targets

Assignment

Portfolio 1: Perspectives Reflection (Due this week)

Forum 3: Today's Leadership Challenges and New Perspectives

Unit II:

Individual and Group Experiences

Weeks 6 & 8

Impact of Identity and Difference

Topic: Exclusionary Forces

Topic: Living One's Identity

Topic: Reaction to Difference: Implicit Bias

Topic: Impact of Difference on Teams

Topic: Impact of Difference on Individual Employees

Topic: Covering, Passing, Assimilating, Belonging

Assignments

Week 6

Work On: Portfolio Part 2: My Diversity Story (Due week 7)

Forum 4: Implicit and Guerrilla Bais: Case Studies (No Forum Leaders)

Week 8

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

Portfolio Parts 2 -3 due

Week 7

Course Project Research Week

Assignment

Individual Team Member Ideas: Course Project Topics and Concepts Worksheet Due

Unit III:

Organizational and Individual Action to Create Equitable and Inclusive Workplaces

Week 9

Revisiting Traditional Organizational Programs

Topic: Training

Topic: Employee Resource Groups

Topic: Recruiting, Interviewing and Selecting Employees

Assignment

Course Project Teams Meet; Make and Defend Choices for Project

Course Project Outline (One Team Member Submits)

Week 10

New Strategies for Organizations

Topic: Building Inclusion through Everyday Interactions

Topic: Select Strategies from Thought Leaders

Assignment

Forum 5: Critical Considerations in Support of Workplace Inclusion

Week 11

Course Project Development Week

Assignment

Course Project Due (Team Submission)

Team Contribution and Engagement Score Form Due (Individual Submission)

Weeks 12 and 13

(Week 13 – Thanksgiving Break)

Interpersonal Inclusion Leadership

Topic: Engaging Inclusively

Topic: Allyship

Topic: Inclusive Leadership in Teams

Assignments

Week 12

Forum 6: Interpersonal Inclusion (Forum Leader Lead)

Week 13

Peer Review of Course Project Worksheet

Week14

Reenvisioning Inclusion in Workplaces

Assignments

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

Portfolio Part 4: Diversity & Inclusion Leadership Plan