

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 build on equity principles to create a culture of respect, involvement, and success for all employees. The course involves an examination of individual differences and group affiliations that create a diverse workforce. It involves what limits and promotes inclusion and what each student, employees, employers, and society can do to promote inclusive workplaces.

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 as well as 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 nondominate 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: 1) organizational culture, policy, programs; 2) interpersonal inclusion.

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.)
- Demonstrate an understanding of how to apply knowledge necessary for effective work performance (VI. Application.)

Professor Marsden's Objectives

- Synthesize course material and communicate knowledge, ideas and experiences associated with:
 1. the concepts of human diversity and inclusion.
 2. contemporary challenges within a diverse society and workplace.
 3. arguments for creating inclusive workplaces.

Access the Course

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

Canvas login: <https://canvas.rutgers.edu/>
Click "NetID Login" and enter your NetID and password. You will gain access to your online course listing.

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 Office of Information and Technology

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

Call: 833-OIT-HELP

4. best practices for inclusion on a personal and organizational level.
- Develop a multi component presentation on one non-dominate culture workforce cohort (examples: lesbian and gay employees; older and younger adults) that focuses on workplace equity/exclusion issues and potential opportunities to address cohort needs through inclusion strategies.
 - Develop and commit to a plan to increase personal diversity leadership behaviors in the workplace.

Course Requirements

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

This course requires one team based conference with Professor Marsden. (Video or in person meeting) The meeting focuses 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.

One designated team member will sign up for the meeting on behalf of all team members. The online meeting will last approximately 1 hour 15 minutes.

Reading, Audio & Video Assignments

Reading

PURCHASE:

Better Allies: Everyday Actions to Create Inclusive, Engaging Workplaces, 2019 Author: Karen Catlin; Cost: ebook \$9,99

https://www.amazon.com/Better-Allies-Everyday-Inclusive-Workplaces-ebook/dp/B07MPYX96Y/ref=sr_1_2?crd=22QAZZLWXHS2A&dchild=1&keywords=better+allies+karen+catlin&qid=1596591787&s=books&sprefix=Better+Allie%2Caps%2C196&sr=1-2

Also in audiobook and paperback

Inclusive Conversations: Fostering Equity, Empathy, and Belonging Across Differences, 2020 Author: Mary-Frances Winters; Cost: ebook \$9.99

https://www.amazon.com/Inclusive-Conversations-Fostering-Belonging-Differences-ebook/dp/B082MS634P/ref=tmm_kin_swatch_0?encoding=UTF8&qid=1596643724&sr=1-2

Also in paperback

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

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, You Tube and National Public Radio – NPR, national news broadcasts)

Writing Assignments

Course Project

Total of 31% of final grade – 310 points

Completed Course Project - Worth 250 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 either race 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 9.

All projects are evaluated by both Professor Marsden (175 points – 70% of grade) and two learning community members (average of learning community member scores: 75 points – 30% of grade.) See course project page for grading rubrics.

The project involves a mandatory online synchronous meeting with Professor Marsden either week 5 or 6 of the semester. Students meet along with their team members. For more information, see the beginning of the Course Requirements section in this syllabus.

Section I: Briefing

IA: Overview of Equity & Inclusion Issues

IB: Existence & Limitations of Legal Remedies

Section II: Organizational Opportunities: Best Practices in Social Justice & 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 to the section)

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 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: Briefings – due week 8

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

Outline submissions offer the student the opportunity to receive feedback on the content being considered before the project is fully developed.

Asynchronous Threaded Discussions – Forums

38.5% of final grade – 385 points (7 forums worth 55 points each)

NOTE: Students can choose to skip 2 of the 9 forums (except for the one(s) they are leading) – or – chose to participate in all 9 forums and the lowest two scores will be dropped.

Point Worth: 28 points for original comment (50%); 17 points for discussion (30%); 10 points meeting technical requirements (20%).

Students research, share and discuss appropriate high-quality material (originating from within or outside the course) to advance or support their perspectives/ideas.

Forums are open for 7 days that coordinate with the beginning and end of the course week (Wednesday – to – Tuesday.) First comment deadlines: Fridays for Forum Leaders; Sundays for all other learning community members.

Forum	Topics	Student Leader Lead	Week
1	Examining Contemporary Issues in Relation to Diversity, Inclusion and Social Justice Discussion of week 1 topics. How the COVID-19 virus and an opportunity for racial reckoning involve basic concepts of equity, equality, and meritocracy and systemic racism . How current issues and events are being addressed in organizations - and the connection of contemporary issues to our subjects for this semester - workforce diversity and workplace inclusion.	No	1
2	Allies and Inclusive Discussions Discussion of week 2 topics. Understanding ally competencies. Strategies for dominate culture leaders to become allies for non-dominate culture employees.	No	2
3	Realities, Perspectives and Theories: Diversity and Inclusion Discussion of week 1 – 3 topics. Basics -to- complexities of workforce diversity/workplace inclusion in relation to contemporary issues. Employment protections and challenges for non-dominate culture employees. Contemporary actions and politics associated with employment protection and US government entities (President, Senate, SCOUS)	Yes	3
4	Identity and Difference Issues Discussion of week 4 & 5 topics. Developing, Recognizing and Living One’s Identity; Covering, Passing, Assimilating, Belonging, Intersectionality. Impact of Difference on Teams	Yes	5
5	Bias Case Studies Discussion of case studies. A “post first” forum. All students must make a 1st post by Friday before seeing other learning community member’s case study comments and answer key /description of the 3 of 9 case studies that present a workplace bias situation.	No	6
6	Discrimination Discussion of week 7 topics. Employment discrimination and exclusion and microinequities. Data driven, overt and subtle discrimination; Impact of bias, prejudice, and discrimination. Students use one or more contemporary discrimination cases; refer to course content when processing discrimination cases.	Yes	7
7	Organizational Inclusion Discussion of week 9 & 10 topics. Organizational Strategies: valuing diversity & promoting Inclusion; Challenges to organizational diversity and inclusion strategies.	Yes	10
8	Diversity and Inclusion Leadership Skills Discussion of week 11 topics. Best practices in leadership, engaging inclusively, leveraging personal skills, Holding critical conversations.	Yes	11
9	Equity & Inclusion in the Workplace Review and highlight using course projects! Discussion of content published in top rated course projects. Learning community members associate the impact that topics addressed throughout the semester have on the non-dominate groups featured.	Yes	13

Why Are Forums Important?

- 1) Forums require engagement in course material. A more engaged student will retain information and make meaning out of the material being investigated.
- 2) Students can communicate their insights and thoughts pertaining to a topic, as well as learn from one another in the process.
- 3) The content of what a student chooses to share within a forum is a means for Professor Marsden to identify whether a student comprehends course concepts.

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. *Forum leaders may find that they make more than the minimum 3 comments during the week they are serving in the leadership role.*

Portfolio (4 parts)

28% of final grade - Worth 280 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 as well as the development of a personal leadership plan for supporting inclusive workplaces.

Students are required to 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:** Identity Markers and Initial Reflections - due week 2, worth 50 points
- **#2:** Diversity Story - worth 80 points
- **#3:** Implicit Association Test Reflection - worth 50 points (#2 and #3 due week 7)
- **#4:** Diversity & Inclusion Leadership Plan - due week 14, worth 100 points

Extra Credit Portfolio Assignment: Organizational Audit - due week 10, worth 40 points

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 (percent of 1,000 points.)

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

Assignment	Specifics
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Course Project 31% - 310 points	2 Course Project Outlines – worth 60 points (30 points each outline) Completed Course Project - worth 250 points
Portfolio 28% - 280 points	Four Parts #1: Identity Markers and Initial Reflections (worth 50 points) #2: Diversity Story (worth 80 points) #3: Implicit Association Test Reflection (worth 50 points) #4: Diversity & Inclusion Leadership Plan (worth 100 points)
Discussions 38.5% - 385 points	7 Discussions @ 55 points each (There are 9 forums in the course, students can skip one or two discussions; or lowest two scores will be dropped)
Other Assignments 2.5% - 25 points	Course Orientation Quiz – 15 points Bio and Digital Image in Canvas Profile Area – 10 points
100% - 1,000 points	

Policies and Procedures

Class Sessions

- The course week begins on **Wednesdays**, ends on **Tuesdays**, 11:59 pm
- A weekly message is published and uploaded into the announcement area of the course each Wednesday morning. A notification is automatically sent to indicate availability of 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 and Course Project**
Must be submitted by **Tuesdays 11:59 pm Eastern Time**. Check 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.
- **Course Project Evaluation**
There is no grace period for submitting a peer evaluation on a course project. When a student doesn't submit an evaluation by the deadline 15 points will be deducted from the student's Course Project points, which may impact the student's final grade for the assignment:
- **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 calendar for exact open, close and 1st comment date.
Students can skip 2 discussions without penalty. 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**. See the About Forums page for more information on forum leader duties.

Extra Credit Portfolio assignment that requires students to engage in an “organizational audit” that can be submitted until week 10. A student can earn up to **40 extra points**. *For more information on this extra credit option, access the extra credit assignment page in the Portfolio module.*

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 through using the Canvas message tool in the course. (Click on the Inbox icon) Correspondence to the student will also be 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.

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.
GO TO: Course Tools page under Course Essentials module to learn how to use course tools, including the notifications tool.
- 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 for students 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, 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

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 Topic List

by Unit & Week

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

Unit I: Social Justice and Contemporary Issues Weeks 1 -2

Week 1: Contemporary Issues

Topics:

Course Orientation

A Social Justice Perspective of Diversity & Inclusion

Contemporary Issues

Contemporary Issues Pt 1: Pandemic Based

Contemporary Issues Pt 2: Racial Reckoning Based

Corporate Action and Inaction

Basic Concepts in Unprecedented Times

Equity and Equality, Meritocracy

Privilege, Oppression, and their Systemic Imprints

Assignments

- Professor's Overview Presentations; Reading
- **Forum 1:** Examining Contemporary Issues in Relation to Diversity, Inclusion and Equity
- Complete **Topic of Interest Form** (open into week 2)
Sign up for the one or two week(s) you'll serve as a discussion leader; identify dimension of diversity that interests you most for the course project
- **Course Orientation Quiz** - Worth 15 points (open into week 2)
- **Updating of Account Information in Canvas** - Worth 5 points (open into week 2)
Students upload digital photo, offer profile, review email address for notifications and check notification settings

Week 2: Contemporary Leadership Issues

Topics:

Workplace Allies

Inclusive Interactions

Assignments

- Reading
- **Forum 2:** Contemporary Leadership Issues: Allies in the Workplace
- **Portfolio Assignment #1:** Identity Markers and Initial Reflections– Submit and Share with Class – Worth 50 points - (Due week 2)

- **Complete** orientation quiz, Complete Topics of Interest form, and tend to Canvas account information if these assignments were not completed week 1.

Unit II: Foundation Concepts

Week 3

Week 3: Diversity and Inclusion

Topics:

Evolution in Conceptualizing Workforce Diversity and Workplace Inclusion
Workforce Diversity & Employment Protections
How Government Impacts Employment Discrimination Protection
Beyond the Business Case: Evolving Perspectives

Assignments

- Professor's Overview Presentations; Reading
- **Forum 3:** Realities, Perspectives and Theories: Diversity and Inclusion (forum leader lead discussion)

Unit II: Identity and Exclusion Issues

Weeks 4 – 7

Week 4: Identity and Difference Part I

Topics:

Overview of Identity and Difference
Developing, Recognizing and Living One's Identity
Case Study

Assignments

- Professor Presentations; Reading
- Work on **Portfolio Assignment #2:** Diversity Story. (Worth 80 points) Submit week 7.
- **Teams Meet with Professor Marsden About Course Project**

Week 5: Identity and Difference Part II

Topics:

Covering, Passing, Assimilating, Belonging
Case Study Assimilation

Assignments

- Professor Presentations; Reading
- **Forum #4:** Identity and Difference Issues -Discussion of week 4 and 5 topics (forum leader lead discussion)
- **Teams Meet with Professor Marsden About Course Project**

Week 6: Reaction to Difference Part I

Topics:

- Overview
 - Implicit, Explicit Bias and Prejudice
 - In-Groups and Out Groups
- Implicit Bias
 - Stereotypes the Brain and Culture

Assignments

- Professor Presentations; Reading, Video
- Work on **Portfolio Assignment #3**: Implicit Association & Bias - Worth 50 points (Due Week 7)
- **Forum #5** – Conscious and Unconscious Bias Case Studies
This is a post first assignment. Students must post their choice of implicit bias from 9 case studies and their rationale by the first comment deadline.

Week 7: Reaction to Difference Part II

Topic:

- Discrimination
 - Subtle and Overt Discrimination
 - Data Driven Discrimination
 - Case Study: Overt Discrimination
 - Impact of Bias, Prejudice, Discrimination

Assignments

- Instructor Presentations; Reading, Video
- **Forum #6**: Discrimination (forum leader lead discussion)
- **Submit Portfolio Assignments # 2 and #3.**

Week 8: Course Project Research Week

Assignment

- **Course Project Outline** – Worth 30 points
 - Part I
 - Preliminary Ideas for Part III

Unit III: Organizational and Interpersonal Inclusion

Weeks 9 - 14

Week 9: Organizational Strategies: Valuing Diversity, Creating Equity & Promoting

Topics:

Organizational Leadership Involvement
Creating an Inclusive Climate and Programs
Policies

Assignments

- Professor Presentations; Reading
- Work on: **Extra Credit Portfolio Assignment** - Organizational Audit – Due week 10

Week 10: Critical Considerations

Topics:

Challenges to Organizational Diversity and Inclusion Strategies
Training
Dominate Culture Perceptions
Walking the Talk – or – Empty Rhetoric

Assignments

- Professor Presentation, Reading, Audio
- **Forum #7:** Organizational Inclusion (forum leader lead discussion)
- **Course Project Outline:** Part II and III of Course Project – Worth 30 points
- Submit **Extra Credit Portfolio Assignment** - Organizational Audit - Worth 40 points

Week 11: Interpersonal Inclusion

Topics:

Best Practices in Inclusive Leadership
Engaging Inclusively through Skill Development

Assignment

Forum 8: Diversity and Inclusion Leadership Skills
(forum leader lead discussion)

Week 12: Course Project Research Week

Assignment

- Course Project Due

Week 13: Peer Review and Discussion of Course Projects

Assignment

- **Forum #9:** Equity & Inclusion in the Workplace
- Peer Evaluators: **Submit evaluation of course project you were assigned to grade**

Week 14: Diversity and Inclusion Leadership Plan

Short week – only 2 days.

Assignment

- **Portfolio Assignment #4:** Diversity & Inclusion Leadership Plan (Worth 100 points)