RUTGERS–NEW BRUNSWICK
School of Management and Labor Relations

Syllabus
Diversity and Inclusion
37:624:364 Sections 90 & 91

Professor
Anne-Michelle Marsden
Send a message **through the Canvas messaging tool**.
Phone: 609-575-7835 Text: 609-553-1148

This course is delivered asynchronously and fully online, taught through the Canvas LMS.
This course offers students the opportunity for deep learning:

- the impact of membership in dominant and non-dominant 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 diversity, equity, and inclusion in the workplace.

Learning Objectives
At the conclusion of the course it is expected that students will be able to:
Professor 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.

> ## Access the Course
> This course is taught 100% online using the **Canvas** LMS.
> ## 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

Core curriculum objectives (Contemporary Challenges)
Analyze the degree to which forms of human differences and stratifications among social groups shape individual and group experiences of, and perspectives on, contemporary issues. Such differences and stratifications may include race, language, religion, ethnicity, country of origin, gender identity, sexual orientation, economic status, abilities, or other social distinctions and their intersections. (CCD- 1)

Course Organization
Week   1 -   8   Unit I: Diversity, Equity & Inclusion Issues
Week   9 – 13   Unit II: Dimensions of Diversity

Course Requirements
The course involves:
Reading, Audio/Video Assignments.
Reading
All 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.
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: Subtle Acts of Exclusion
Publication Date 2020
Authors: Tiffany Jana and Michael Baran
Publisher: Berrett-Koehler ISBN: 978-1-5230-8705-1
RU Library Link: https://bit.ly/4dx0S8N

All other 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 Professor Marsden's content video presentations as well as watch Internet based videos by national diversity and inclusion experts. All audio and video materials are provided through links within the course shell.

Assignments and Point Worth

Item % of Grade	Assignment and Associated Points
Diversity & Inclusion Leadership Portfolio **32%**	**Diversity & Inclusion Leadership Portfolio** 7 Activities *Worth a Total of 320 points*
Discussions **30%**	**6 Discussions** *Worth 300 points (50 points per forum)* *Students choose 6 out of 8 available discussions or* *The highest points earned for 6 discussions count*
Course Project **26%**	**Dimension of Diversity Course Project** PowerPoint Presentation with Notes Pages *Worth 260 points*
Knowledge Assessments **10%**	**5 Test Yourself Quizzes** *Worth 100 points total*
Other Course Responsibilities **.20%**	**Attending to Canvas Account Information** Completing: General bio; uploading a digital image; choosing default email address for notifications; deciding on notification type and frequency - 10 points **Class Polls** 2 polls open week 1 (5 points); week 8 (5 points)
100%	**TOTAL 1,000 points**

Major Assignments

Diversity & Inclusion Leadership Portfolio
The portfolio assignments focus on knowledge and skills gained and how knowledge and skills contribute to a student's ability to thrive and contribute within a diverse workplace. Portfolio activities are associated with course topics.

Portfolio Activity	Assignment Name	Suggested Complete	Week Due
Activity 1	Week 1 Concepts	Week 1	Week 2
Activity 2	Organizational DEI Perspectives and Action	Week 2	Week 2
Activity 3	Identities and Myths	Week 3	Week 3
Activity 4	Case Study: Exclusion and Discrimination at the JFK Airport	Week 5	Week 5
Activity 5	Skills I Can Use	Week 7 or 8	Week 8
Activity 6	My Diversity Story	Week 7 or 8	Week 8
Activity 7	Difference Shapes One's Experiences and Perspectives in the Workplace	Week 13 or 14	Week 14

Students follow instructions and complete the assignment using a template.
Grading rubrics are available and should be reviewed before beginning the assignment.

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 equity considerations, past experiences and opportunities for professional growth.

NOTE: Students may share portions of their portfolio with the professor before submission for review and comment.

Discussions: Learning Community Forums

There are 8 discussions in this course. Students can choose 6 in which to engage or engage in all 8. When students engage in more than the required 6 forums, lowest scores earned throughout the semester are dropped. One grading rubric for all discussions is provided for review. Review grading rubric to earn a high number of points!

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

<u>Why Are Forums Important?</u>
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 the professor to identify whether a student comprehends course concepts.

Forum#/Week	Topic
#1 / Wk. 2	Perspectives on Contemporary Issues
#2/ Wk. 4	Perspectives on Diversity and Inclusion @ Week 4
#3/ Wk. 7	Strategies for Becoming More Inclusive
#4 / Wk. 9	Appearance Bias
#5/ Wk. 12	Diversity of Sexual Orientation and Gender Identity
#6/Wk. 12	Diversity of Religion
#7/ Wk. 13	Diversity of Physical and Mental Abilities
#8/ Wk. 13	Diversity of Age

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

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

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. Students earn extra credit when working in a team.

The highest quality course projects are shared with one's learning community and discussed in one of the last 4 forums in the course.

The course project development involves a template and instructions. A grading rubric for the assignment is available and should be reviewed before beginning the assignment.

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 special interest 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

NOTE: Students may share portions of their course project with the professor during the development period for review and comment.

Week 10 (Diversity of Sexual Orientation & Gender Identity – AND - Diversity of Religion)
Week 11 (Diversity of Mental and Physical Ability – AND - Diversity of Age

Test Yourself Quizzes

5 Quizzes: Students assess themselves on their knowledge of required reading and audio/video on selected weeks. The short quizzes open for 15 minutes. True false, multiple choice, and multiple answer questions. The quiz is open resource and can be taken twice. There is a question pool and the highest score counts.

Due: Quizzes are assigned during weeks: 1, 4, 5, 6, 9

Grading

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

Poor 69 – 60% - D 59% and below - F

Policies and Procedures

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

Message Checking Policies
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 to the left of any screen) Correspondence to the student is also sent using the Canvas 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, your professor will check her Canvas Inbox by 10:00 am ET. This excludes Sundays and Thanksgiving and Spring Break recess. During all other days, if a student sends a comment or question, the instructor will address the contents of the message within 24 hours.

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

> *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 quiz. A computer issue is not a valid excuse for late material submission or not engaging in forum discussions.

Due Dates

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.

1. The **1st comment deadline** for forums is **Saturday, 11:59 pm**. All forums lock **11:59 pm Tuesdays**. Learning community forum work cannot be made up.

2. Portfolio parts (there are 7) and the course project can be **submitted up to 48 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 Thursday to submit late with the penalty. After that day and time, no assignments will be accepted.

3. Quizzes automatically lock on **Tuesdays, 11:59 pm**.

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 20 extra credit points at the time course project grading is released.

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. Worth 50 points.
Due: Week 13

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 in the Course Essentials module.
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.

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* in the Course Essentials module 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 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/

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.

Students with Disabilities

To receive consideration for reasonable accommodations, students with a disability send their letter of accommodation to me and discuss the needed accommodation(s) as early in the semester as possible. https://ods.rutgers.edu/

<h1 style="text-align:center">Course Expectations</h1>

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 Essentials 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

A Canvas "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 Rutgers 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 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.
- 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 or in required texts.
Below, topics and assignments are listed for each week.

Unit I
Diversity and Inclusion Issues

Week 1 Introduction to Diversity, Equity, and Inclusion
Topics:

Diversity, Inclusion and Belonging; Equity and Equality

Assignments
Due

Course Orientation Assignments
   Attending to Canvas Account Information
   Poll 1

Week 1 Quiz (Open into week 2 – throughout drop add period)

Work on:
Student Leadership Journey Portfolio: (Due week 2)
ACTIVITY 1: Week 1 Concepts

Week 2 Contemporary Social and Organizational Issues
Topics:
2024 Contemporary Topic: The State of DEI in the US
Motivation for Diversity, Equity, and Inclusion in Organizations

Assignments
Due
Forum 1: Perspectives on Contemporary Issues

Student Leadership Journey Portfolio: (Due week 2)
ACTIVITY 2: Organizational Perspectives and Action on DEI

Week 3 Identity & Difference
Topics:

Personal and Social Identities

       Salience and Intersectionality, Privilege and Oppression

       Covering and Passing

Meritocracy, Melting Pot (Assimilation), Colorblind Ideal

Assignments
Due

Student Leadership Journey Portfolio

ACTIVITY 3: Identities and Myths (Due week 3)

Submit for grading and upload for learning community review

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

Overview

  Implicit, Explicit Bias and Prejudice; In-Groups and Out Groups

  Stereotypes the Brain and Culture

Assignments
Due

Forum 2: Perspectives on Diversity and Inclusion @ Week 4

    Forum #2 involves reading and discussing contents of Learning Community member's Activity 3 contents

Week 3 and 4 Quiz

Week 5 Reactions to Human Difference Part 2: Discrimination
Topics:

Overview: Systemic and Interpersonal Discrimination

Overt Discrimination; Subtle Discrimination - Microaggressions

Assignment
Due

Student Leadership Journey Portfolio

ACTIVITY 4: Case Study: Exclusion and Discrimination at the JFK Airport

Week 5 Quiz

Week 6 Legal Protections
Topics:

Legal Remedies in the US & in New Jersey

Assignment
Due

Week 6 Quiz

Week 7 Skills for a Just and Inclusive Workplace Part I

Topics:

Understanding and Addressing Microaggressions

Inclusion Not Tolerance; Applying Empathy

> **Assignment**
>
> **Due**
>
> Forum 3: Strategies for Becoming More Inclusive
>
> **Work on**:
>
> Student Leadership Journey Portfolio (Due Week 8)
>
> ACTIVITY 5 Skills I Can Use
>
> ACTIVITY 6 My Diversity Story

Week 8 Skills for a Just and Inclusive Workplace Part II

Topics:

Platinum Rule; Communicate About Diversity and Inclusion

Strategies for Becoming More Inclusive and Taking Action

> The Platinum Rule
>
> Expand Your Understanding of Others; Search for Shared Meaning; Interpret and Bridge Differences
>
> What Not To Say… And Why; Responding to Bias and Jokes

> **Assignment**
>
> **Due**
>
> Student Leadership Journey Portfolio
>
> ACTIVITY 5 Skills I Can Use
>
> ACTIVITY 6 My Diversity Story

<div align="center">

Unit II
Dimensions of Diversity

</div>

Week 9 Bias, Belonging and Non-Dominate Culture Appearance

Topics:

Organizational Image Policies: Appearance-Based Discrimination (and Intersectionality)

Where Laws Do and Don't Protect

> **Assignment**
>
> **Due**
>
> Forum 4: Appearance Bias
>
> Week 9 Quiz

Week 10 Course Project Research and Development Week

> **Assignment**
>
> **Due**
>
> COURSE PROJECTS: Sexual Orientation and Gender Identity – AND – Religious Diversity

Week 11 Race & Gender

Topics Race:

Black at Work; Asian and Latino; Employment Protections
Topics Gender:
Conditions for US Women Employees; Impact of Stereotypes and Norms: Women and Men
Wage Gap & Pay Transparency; Paid Family Leave; Employment Protections

> **Assignment**
> **Due**
> COURSE PROJECTS: Diversity of Age - AND – Diversity of Ability
> **Work on**: Extra Credit Assignment Available

Week 12 Sexual Orientation and Gender Identity – AND – Religious Diversity
Topics: Diversity of Sexual Orientation & Gender Identity
Sexual Orientation; Gender Identity; Legal Remedies in the US
Policies and Practices for Creating a Fair and Inclusive Workplace Environment

Topics: Religious Diversity
Religious Diversity in the Workplace; Legal Remedies in the US
Working with Religiously Diverse Coworkers

> **Assignment**
> **Due**
> Forum 5: Diversity of Sexual Orientation and Gender Identity
> Forum 6: Diversity of Religion

Week 13 Diversity of Physical/Mental Abilities – AND - Diversity of Age
Topics: Diversity of Physical/Mental Abilities
Physical and Mental Disabilities
Legal Remedies in the US
> Limitations of the ADA
> Getting Hired

Topics: Diversity of Age
Age-Based Classifications and Stereotypes; Challenges and Needs of Younger and Older Workers
Age-Based Discrimination and Legal Recourse

> **Assignment**
> **Due**
> Forum 7: Diversity of Physical and Mental Abilities
> Forum 8: Diversity of Age
> Extra Credit Assignment: Race and Gender

Week 14
> **Assignment**
> **Due**
> Student Leadership Journey Portfolio (Due Week 14)
> ACTIVITY 7 How Difference Shapes One's Experiences and Perspectives in the Workplace