

Rutgers University-New Brunswick
Diversity, Equity, and Inclusion (DEI) for HR Professionals
Fall 2026

Course #: 38:533:648:90
Logistics: Online/Asynchronous

Instructor. Kyra Leigh Sutton, Ph.D.

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Virtual Office Hours. Tuesdays – By Appointment

CANVAS. We will use [Canvas](#) for this course

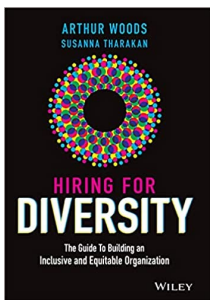
WEEKLY EMAILS. Each Monday evening, you will receive an email and a Canvas announcement outlining the course activities for that week.

COURSE DATES. *Our asynchronous course will run from Tuesday, September 1, 2026 – Thursday, December 10, 2026*

REQUIRED TEXTBOOK

- **Hiring for Diversity: The Guide to Building an Inclusive and Equitable Organization 1st Edition**
- *Arthur Woods & Susanna Tharakan*
- *ISBN: 978-1-119-80090-3*

You are required to buy and receive the textbook during the 1st week of the semester. You can order the book [here](#).



COURSE DESCRIPTION

As workplaces continue to evolve, diversity, inclusion, and belonging initiatives must evolve alongside them. Specifically, this course is designed to help students understand why diversity, inclusion, and belonging are essential to organizations using a human resources lens. This course will be taught in an applied manner. We will rely on various resources (e.g., discussion posts, articles, videos, case studies, and recorded guest lectures) to provide a foundation.

Primary Goals. My primary goal is for students to leave this course with an understanding of HR's role in creating, leading, implementing, and measuring the success of diversity, inclusion, and belonging initiatives within organizations. While some HR professionals may pursue specialized roles focused on these initiatives, all HR team members play an important role in supporting and championing inclusive workplace cultures and practices.

COURSE OBJECTIVES

Upon completing this course, students will be able to:

- Discuss the role of HR professionals in building and sustaining diverse and inclusive workplaces.
- Explain how HR professionals can promote inclusivity through talent sourcing, internal talent mobility, and efforts to foster workplace cultures where employees feel a sense of belonging.
- Describe initiatives that support the retention and development of talent, including mentorship programs and employee training initiatives.

SMLR LEARNING OBJECTIVES

The **Diversity, Equity, and Inclusion (DEI) for HR Professionals** course is designed with the following learning objectives for the School of Management and Labor Relations.

I. Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance.

- Apply concepts and substantive institutional knowledge to understanding contemporary developments related to work.
- Understand the legal, regulatory, and ethical issues related to their field.
- Develop human resource management functional capabilities used to select, motivate, and develop workers (HRM)
- Understand the internal and external alignment and measurement of human resource practices (HRM)

II. Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions

- Analyze the degree to which forms of human difference shape a person's experience of and perspectives on work
- Analyze a contemporary global issue in their field from a multi-disciplinary and intersectional perspective
- Analyze issues related to business strategies, organizational structures, and work systems
- Analyze issues of social justice related to work across local and global contexts (LSER)
- Analyze issues related to the selection, motivation, and development of talent in a local and global context (HRM)

METHOD OF INSTRUCTION

This course is delivered ***entirely online*** through the Learning Management System Canvas. There will be ***no*** Face-to-Face classroom sessions. The course is delivered in ***asynchronous*** mode. This means the learning activities and communication takes place outside of real-time. You do not have to log in at any specific scheduled time; you log in at your convenience. However, the instructor will host virtual office hours to address questions.

COURSE STRUCTURE

The course is organized into weekly modules that include:

- Introduction of the topic for that week
- Readings (textbook, links to website articles, other)
- Multimedia (videos, interviews, podcasts, or other)
- Discussion Posts
- Assignments

COURSE THEMES

Course themes explore HR's role in advancing DEIB across the employee experience, including:

Topics	Theme
Introduction to Diversity, Equity & Inclusion	1
HR's Role in Diversity, Equity & Inclusion, Part One	2
HR's Role in Diversity, Equity & Inclusion, Part Two	3
Reducing Bias in Hiring, Part One (Understanding Underrepresented Job Seekers)	4
Reducing Bias in Hiring, Part Two (Inclusive Branding, Corporate Landing Pages & Job Descriptions)	5
Reducing Bias in Hiring, Part Three (Strategic Sourcing & Inclusive Interview Strategies)	6
Reducing Bias in Hiring, Part Four (Inclusive Internal Talent Mobility)	7
DEI – Social Support, Part One (Employee Resource Groups)	8
DEI – Social Support, Part Two (Mentorship)	9
DEI – Social Support, Part Three (Sponsorship)	10
DEI – Social Support, Part Four (Making Hybrid Work Environments More Inclusive)	11
Diversity Training and Its Effectiveness, Parts 1 – 2	12

PERFORMANCE OPPORTUNITIES

Your grade in this course will be based on the following components:

Performance Opportunities	Max Points	Percentage (Approx.)
Quizzes	390 pts	50%
Applied Assignments	300 pts	38%
Discussions Posts	90 pts	12%
Total	780 pts	

Final grades will be determined by the scales shown below:

Grade	Total Points	Range (%)
A	702 – 800	90 – 100
B+	663 – 701	85 – 89
B	624 – 662	80 – 84
C+	585 – 623	75 – 79
C	546 – 584	70 – 74
D	468 – 545	60 – 69
F	467 or below	59 and below

DESCRIPTION OF PERFORMANCE OPPORTUNITIES

EXTRA CREDIT

- Extra credit will **not** be offered for this course.

QUIZZES (WORTH UP TO 390 POINTS)

- **13 QUIZZES will be completed** this semester, where each quiz is worth up to 30 points. The quizzes will be timed and last for 60 minutes. There are two attempts for each quiz, and 10 questions are included. While students can use notes during the quizzes, it is best to complete them after listening to the recorded lectures.

APPLIED ASSIGNMENTS (WORTH UP TO 300 POINTS)

- **TWO** graded assignments will be completed this semester, where the points for each assignment will vary. The assignments are designed to enable you to consider how HR can initiate and/or support DEI actions in the workplace. Additional details about the assignments are included on Canvas.

LATE ASSIGNMENTS

- You are expected to submit your assignments on the specified due dates. Refer to your Canvas classroom for the assignment due dates.
- Late assignments grading policy is as follows:
 - 1 day late – 15% will be deducted from your total grade.
 - 2 days late – 25% will be deducted from your total grade.
 - 3 days late – 35% will be deducted from your total grade.

Assignments that are over 4 days late will NOT be accepted, and your grade for that specific assignment will be *zero*.

DISCUSSION POSTS (WORTH UP TO 90 POINTS)

- **SIX graded discussion posts** will be completed during this course. The discussion posts are intended to meet one or more of the following goals:
 - Community building – getting to know your peers
 - Exchanging ideas about inclusive workplace topics
 - Sharing resources
 - Asking questions about the assignment
 - Completing research associated with a class assignment

STUDENT RESPONSIBILITIES

Your active participation and preparation are important to your success in this course. The following responsibilities outline what is expected of you throughout the semester.

- **Weekly Course Communications.** Read the weekly email and Canvas announcement, which will be available each Monday evening. You are also responsible for checking Canvas for course announcements, syllabus updates, assignments, discussions, and other important information.
- **Recorded Lectures and Assigned Readings.** Watch all assigned recorded lectures and complete the assigned readings each week.
- **Canvas Tasks and Due Dates.** Complete all Canvas tasks on time and adhere to all due dates, including quizzes, discussion posts, and assignments.
- **Late Assignments.** Submit all assignments by the specified due dates. Late assignments are subject to grade deductions beginning one day after the due date. Refer to the Late Assignments policy in this syllabus for the complete grading policy.
- **Student Preparation and Time Commitment.** Plan to spend an average of three hours per week reading, viewing, and analyzing course material (e.g., readings, videos, and interviews). Additionally, you should expect to spend approximately 3–4 hours per week completing assignments and other course activities.
- **Required Course Partner.** Given the nature of our course topic, DEIB, it is important to have someone in the class with whom you can discuss the readings, lectures, assignments, and other course topics. As such, you are required to work with a partner throughout the semester. You must select your course partner no later than the third week of the semester.

- **Discussion Ground Rules.** Your core values and identities may influence your views on diversity, equity, inclusion, and belonging, and these topics can sometimes lead to sensitive or emotional discussions. You are expected to help create an environment where others can share their views and where you can learn from perspectives that may differ from your own. If you have difficulty understanding another person's perspective, ask questions to learn more. For example, "That's interesting. Can you tell me more about why you think that?"
- **Technology Requirements and Backup Plan.** You are expected to have access to a reliable computer and Internet connection throughout the semester. You should also have an alternative plan for accessing Canvas in the event that your computer or Internet connection is unavailable. This may include another computer at home, a computer at your workplace, or a computer at your local library. Be sure to regularly back up important documents and assignments using cloud storage, an external drive, or another secure method.

COURSE POLICIES

Course policies provide important guidelines and expectations for your participation and success in the course.

QUESTIONS & CONTACTING YOUR INSTRUCTOR

If you have questions or inquiries, including scheduling a one-on-one session, please contact Professor Sutton at ProfessorKyraSutton@gmail.com

USE OF GEN AI TOOLS

This course requires you to complete various assignments and discussion posts that assess your understanding and application of course content. You are expected to complete your own work and properly cite any sources you use.

Unless the directions for a specific assignment or discussion post explicitly state that Gen AI is permitted, you are NOT permitted to use Gen AI tools to complete any part of your work. This includes, but is not limited to, chatbots, text generators, paraphrasing tools, summarizers, and AI-powered solvers.

Without exception, if you use Gen AI when it has not been authorized by Prof. Sutton, you will receive a zero on the entire assignment or discussion post. You will not be permitted to make up or resubmit the assignment or discussion post. Unauthorized use of Gen AI may also constitute academic misconduct. See examples of unauthorized Gen AI use below.

For partner or team assignments: If you believe your partner or another member of your team is using Gen AI when it has not been authorized, you are expected to notify Prof. Sutton via email (professorkyrasutton@gmail.com). Do not wait until the assignment has been submitted or graded to raise the concern. Students who become aware of unauthorized Gen AI use by a partner or team member should report the concern promptly so that it can be addressed before the assignment is submitted.

Examples of Unauthorized Gen AI Use

The following are examples of Gen AI use that is not authorized and will result in a zero:

- (MOST COMMON!) Submitting answers that appear to be versions of the same generated answer. This includes instances where multiple students submit responses with the same or very similar wording, sentence structure, examples, ideas, or organization. While some overlap

in course concepts is expected, students completing their work independently should not consistently produce answers that appear to originate from the same generated response.

- Using Gen AI to complete an entire assignment or discussion post.
- Replacing your own ideas, analysis, or critical thinking with content generated by Gen AI.
- Copying and pasting an assignment or discussion question into a Gen AI tool and using all or part of the response in your submission.
- Using Gen AI to answer a question and then rewriting, editing, or paraphrasing the AI-generated response in your own words. Changing the wording of AI-generated content does not make it your own work.
- Using Gen AI to expand your response. For example, writing a short answer yourself and asking Gen AI to add additional ideas, examples, explanations, or details.
- Using Gen AI to paraphrase or rewrite content so that it appears to be written in your own words.
- Using Gen AI to summarize course materials, readings, videos, or other sources and then using that summary to complete an assignment or discussion post.
- Using Gen AI to review your work and add, change, or strengthen the substance of your response. This includes asking Gen AI what is missing from your answer or what additional content you should include.

Remember: If the assignment directions do not specifically state that Gen AI is permitted, assume that it is NOT permitted.

SPECIAL NEEDS ACCOMMODATIONS

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide [documentation](#).

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible.

SPECIAL NEEDS ACCOMMODATIONS – EXTENSION ON ASSIGNMENTS, UP TO 48 HOURS

Notably, extensions on assignments will NOT be permitted in our class. The weekly modules are open for an extended period, including 9 days. As a result, students, with and without accommodations, are required to submit the weekly tasks within the nine days that the module is open. The goal is to keep all students on track to ensure they complete the tasks and do not fall behind on assignments.

STUDENT CODE OF CONDUCT

You are expected to conduct yourself professionally, responsibly, courteously, and respectfully at all times during the course. Offensive language, harassment, posting videos or other media that is not related to the course, and/or any other inappropriate behavior will not be tolerated and will result in dire consequences, including dismissal from the course. Your responses to discussion posts or any other communication with your classmates and/or your instructor must be of the highest professional and respectable standard. Refer to [Discussion Post Guidelines](#) when communicating in your Canvas class.

Academic Integrity. Be sure to read and adhere to Rutgers Academic Integrity Policy. Academic integrity goes directly to the question of are you an individual of character and honesty? It also affects the reputation of Rutgers University. So, academic dishonesty will not be tolerated.

Principles of academic integrity require that every Rutgers University student:

- properly acknowledge and cite all use of the ideas, results, or words of others
- properly acknowledge all contributors to a given piece of work
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to ensure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- all student work is fairly evaluated and no student has an inappropriate advantage over others
- the academic and ethical development of all students is fostered
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.
- Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

– The Rutgers University Academic Integrity Policy

STUDENT RESOURCES AND SUPPORT

The following Rutgers resources and services are available to support your academic success, well-being, technology needs, and overall experience as a student.

OFFICE OF DISABILITY SERVICES CONTACT AND ADDRESS

Lucy Stone Hall, Livingston Campus, 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045.

- E-mail Address: dsoffice@rci.rutgers.edu
- Phone: (848) 445-6800 • Fax: (732) 445-3388
- <https://ods.rutgers.edu/>

STUDENT AFFAIRS

- The [Office of the Dean of Students](#) supports students facing exceptional difficulties that could jeopardize their education. Visit their website to learn more about the type of support they offer and/or to schedule an appointment.

STUDENT HEALTH & WELLNESS SERVICES

- http://shp.rutgers.edu/current_students/shrp_oss_mhc.html

ADDITIONAL STUDENT RESOURCES

Resource	Contact
Office of the Dean of Students (contact: Jeff Broggi)	http://deanofstudents.rutgers.edu/
Felicia McGinty Vice Chancellor of Student Affairs	felicia.mcginty@rutgers.edu
Student Health (CAPS, HOPE, Medical Services, Pharmacy Services)	http://health.rutgers.edu/search/
CAPS “Let’s Talk” Service offering drop-in hours	http://health.rutgers.edu/medical-counseling-services/counseling/therapy/community-based-counseling/
Residence Life Staff	http://ruoncampus.rutgers.edu/about-us/photo-directory/student-support-and-accommodations-staff/
Rutgers Student Food Pantry	http://ruoffcampus.rutgers.edu/food/
Anonymous concerns can be addressed to: “Do Something	http://health.rutgers.edu/do-something-to-help/
Office of Student Legal Services (SLS)	http://rusls.rutgers.edu/
Office for Violence Prevention and Victim Assistance	http://vpva.rutgers.edu/

TECHNOLOGY

Computer/Software/Apps/Accessories Requirement

- [Adobe Flash – latest version \(you will need it to view videos\)](#)
- Access to the internet
- Microsoft Word
- Webcam (recommended)
- Headphones (highly recommended)
- [Basic Computer Specifications for Canvas](#)

TECHNICAL SUPPORT 24 HOURS, 7 DAYS PER WEEK

If you need technical assistance at any time during the course or to report a problem with Canvas, visit the Canvas Student Tutorial at <https://community.canvaslms.com/community/answers/guides/video-guide>

- Contact Rutgers IT Help Desk site (877-361-1134, accessible 24 hours a day, 7 days a week).
- For tech help with Canvas or Sakai, please visit <https://it.rutgers.edu/help-support>.
- School of Management & Labor Relations, Instructional Technology Specialist
- marta.pulley@rutgers.edu

RUTGERS LEARNING CENTERS

General academic support services are offered to all Rutgers students.

These services are free-of-charge to Rutgers students and include:

- [Peer Tutoring](#) is available in two forms. Walk-in group tutoring is available on all campuses, and one-on-one tutoring is available through our partnership with the SAS Honors Program.
- [Academic Coaching](#) is a comprehensive service for students who want to improve their academic and self-management skills, such as time management, critical thinking, and study skills.
- [Study Groups](#) leaders review course material with students and integrate study strategies—note taking, problem-solving, and test preparation—that link course content with cognitive skill development.
- Reserved Course Materials such as equipment, demonstrations, and videos are available at the [MSLC](#).

WRITING CENTERS

- Rutgers also has a [Writing Center](#) on each campus where any student can obtain tutoring and writing assistance. Visit their website to make an appointment or find the Writing Center location on your campus

LIBRARY

- SMLR Librarian - Julie Peters, jpeters@smlr.rutgers.edu
- Rutgers University Library offers many resources to assist you. Through their website, you can search the library holdings and access a variety of research and reference tools.
- For example, you can:
 - ✓ Find articles in a large collection of indexes and databases and books or media
 - ✓ View a wide variety of general and subject-specific library guides.
 - ✓ Get help from a librarian via email, phone, or live chat.
 - ✓ Rutgers Libraries Indexes and Databases are subscription resources available to Rutgers students, faculty, and staff only. Please note that if you need to access these resources from off-campus, you must log in using your Rutgers NetID and password.

PRIVACY

- The privacy policies for technology that students may use in this course to communicate and collaborate with others and/or create content can be found below:
 - ✓ Instructure/Canvas Product Privacy [Policy](#)
 - ✓ Blue Button/Blindside Networks [Privacy Policy](#)
 - ✓ Adobe Privacy [Policy](#)
 - ✓ Youtube Privacy [Policy](#)
 - ✓ Google Docs Privacy [Policy](#)
 - ✓ VoiceThread Privacy [Policy](#)
 - ✓ Kaltura Privacy [Policy](#)
 - ✓ Proctorio Privacy [Policy](#)
 - ✓ TurnItIn Privacy [Policy](#)

IMPORTANT RUTGERS DATES

The dates below highlight important Rutgers academic calendar and course registration deadlines for Fall 2026.

RU Calendar – Fall 2026 → See full calendar [HERE](#)

Event	Date
<i>Classes Begin</i>	<i>Tues, September 1 (2026)</i>
<i>Thanksgiving Break</i>	<i>Nov 26 – Nov 29 (2026)</i>
<i>Classes End</i>	<i>Thurs, Dec 10 (2026)</i>

RU Add/Drop Schedule – Fall 2026 → See full schedule [HERE](#)

Event	Date
<i>Last day to add or drop a course for graduate students</i>	<i>Mon, September 14 (2026)</i>