

Diversity Management

Instructor:

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Required Textbook: Diversity in Organizations (Myrtle Bell) – Third Edition
ISBN: 978-1-337-29650-2

Course Description

Welcome to Diversity Management! This course provides students with the tools to broaden and deepen their understanding of the differences around them in the workplace. To be effective contributors to workplace success, employees must constantly interact with peers, managers, and customers with different backgrounds, experiences, and identities. The concepts of diversity, equity, and inclusion are essential components to building and sustaining an engaged workforce. This course is designed to help employees and managers work with and learn from individuals with various differences to increase intellectual engagement and greater understanding of the implications and benefits of diversity, equity, and inclusion. Through case analysis, in depth discussions and projects students will gain an appreciation and respect for these principles.

I'm looking forward to an interesting and interactive semester!

Instructor Bio

I am an Adjunct Assistant Professor at UMSL and this is my tenth semester teaching online. I also teach online in the School for Professional Studies at Saint Louis University, Spears School of Business at Oklahoma State University, and the Global Campus at the Pennsylvania State University. My full time job is serving as the Director of Institutional Equity and Diversity at Saint Louis University.

Teaching Philosophy

The design of this course reflects the way I believe students learn and retain knowledge. You should start each module by reading the assigned chapters and articles. This helps you become acquainted with ideas and concepts of each area of Diversity we discuss. In the next step, you become a more active learner. You are asked to use the concepts and theories you've read about and apply them in thinking about understanding and dealing with situations as laid out in case studies and short scenarios. Diversity Management is about understanding the dynamics of what makes people unique, so by using the concepts and theories, you will more easily see the relevancy of these ideas as you apply them in your analyses.

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Course Goals

At the end of this course, you will be able to discuss how diversity, equity, and inclusion encompasses the changing population demographics of organizations and how they respond to them. Specifically, we will examine how these changes effect the workforce itself and how diversity efforts create a more holistic and welcoming workplace culture to create better relationships, improved relations with customers, and deeper appreciation for our differences and similarities.

Learning Objectives

By the conclusion of this course, students will:

- Explain the interrelationships of diversity, equity, and inclusion (“DEI”).
- Discuss the organizational benefits of DEI on workforce culture.
- Be able to diagnose and remedy problems within organizations as they relate to DEI.
- Explain what organizations can do to promote DEI, given knowledge about reasons for differential treatment, experiences, and outcomes for different demographic groups.

Assignments

Assignments are organized into Modules. You may access the Modules from the main course page in Canvas on the left side of your screen. All assignments are described here and on the Module pages for which they correspond. Please refer to both the syllabus and the Module pages for guidance. Assignments will be graded according to criteria incorporated into assignment rubrics. Grades for all assignments will be posted in the Grade Center in Canvas.

Readings

The readings come from several sources. Most weeks there is a reading assignment from the required course textbook, which is available for purchase in the campus bookstore. Throughout the semester I will assign additional articles or cases to read, but I will provide those to you within the Modules themselves.

Discussion Forums

There will be discussion forums assigned over the course of the semester. In these forums, you should discuss your reactions to the posted question. Your entries will be graded according to the criteria included in the rubric provided for discussion forums. Please note, your grade is based on your original post/comments and your responses to others’ posts. Also note, there are different due dates for the two posts: your original post is typically due on Thursday night by 11:59PM and your comments/responses to others are due the following Sunday night by 11:59PM.

Papers

There will be two assigned written papers you will write individually during the semester. Each paper will be between 6-8 pages long. More details will be provided at a later date.

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Exams

There are 2 required exams for the semester. I will post more information about the exams as we get closer to the date of the exams. Make up exams will be given only in the case of an emergency and must be arranged prior to the exam. Exams are take-home exams, in which you will download the exam and have a set amount of time to complete it and upload it back to the home course site.

Late Work Policy

All assignments must be completed on time. No late assignments will be accepted except under documented extenuating circumstances (such as a death in the immediate family). This policy is necessary and reasonable due to the large lead time you have for completing your assignments. Please keep this in mind when planning your schedule; you should avoid submitting your work at the last minute. If you have problems with technology, you may not be able to get the help you need to make the submission deadline.

Feedback

I plan to respond to all emails within 48 hours (if not sooner), not including weekends. Under normal circumstances, I plan to return graded work within a week.

Grade Composition Based on a Total of 800 Possible Points

Discussion Forums	200 (total for all forums)
Case Study Analyses	200 (total for all analyses)
2 Papers	200 (100 points each)
2 Exams	200 (100 points each)

At the end of the semester, your course grade will be the sum of your points on all assignments. Once the sum is computed, letter grades for the course will be assigned for points earned, as follows:

A = 93 – 100 percent

A- = 90 – 92.9

B+ = 87 – 89.9

B = 83 – 86.9

B- = 80 – 82.9

C+ = 77 – 79.9

C = 73 – 76.9

C- = 66 – 72.9

Time Requirements

If this course was offered on campus, you'd be in class 2.5 hours/week, along with the travel time involved. The online version is no different in terms of expectations for your involvement. This is an active online course

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that requires 3 hours of your time each week IN ADDITION TO the time it takes you to read the required materials, as well as the additional work required to complete the assignments. That means that you need to plan to spend about 6-10 hours a week on activities related to this course. If you do not have that amount of time to devote to this course, you should reconsider taking this course at this time.

Technology Requirements

As a student in an online course, you are expected to have **access to the internet almost every day**. If you have computing problems, it is your responsibility to address these, or come to campus to use the student computing labs. Problems with your computer or other technology issues are not an excuse for any delays in meeting expectations and deadlines for the course. So, if you have a problem, get help in solving it immediately. At a minimum, you will need the following software/hardware to participate in this course:

1. Computer with an updated operating system (e.g. Windows, Mac, Linux)
2. Updated Internet browsers ([Apple Safari](#), [Internet Explorer](#), [Google Chrome](#), [Mozilla Firefox](#))
3. Ability to navigate [MyGateway](#) (Blackboard Learning Management System)
4. Minimum Processor Speed of 1 GHz or higher recommended.
5. DSL or Cable Internet connection or a connection speed no less than [6 Mbps](#).
6. Media player such as [VLC Media Player](#).
7. Adobe Flash player (free): <http://get.adobe.com/flashplayer/>
8. Adobe Reader or alternative PDF reader (free): <http://get.adobe.com/reader/?promoid=HRZAC>
9. Oracle Java plugin (free): <http://java.com/en/download/index.jsp>
10. Microsoft Silverlight plugin (free): <http://www.microsoft.com/getsilverlight>
11. A webcam and/or microphone is highly recommended.

Instructional Technology

In MyGateway, click on the “Start Here” tab to see the technology/software you will need to participate in this class and links to the software access.

SPECIAL NOTE ABOUT THE USE OF A.I.

Students are prohibited from using any generative A.I. tools such as *ChatGPT*, *Bing AI*, or *Bard* when completing course assignments. Use of these tools, or other similar generative A.I. tools, will not be tolerated and will be considered plagiarism and could result in the student failing the course. Any incident detected will be addressed through the university’s academic integrity procedures.

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Course Schedule

Module #/Name	Dates	Readings	Assignments (Due Dates)
Module #1 – Introduction to Diversity Management	08/21-08/27	Textbook: Chapter 1	Class Self-Introductions (08/27)
Module #2 – Theories and Thinking About Diversity	08/28-09/03	Textbook: Chapter 2	Discussion Forum (09/03)
Module #3 – Legislation	09/04-09/10	Textbook: Chapter 3	Discussion Forum (09/10)
Module #4 – Blacks/African Americans	09/11-09/17	Textbook: Chapter 4 Case Study Article	Discussion Forum (09/17) Case Study Analysis (09/17)
Module #5 – Latinos/Hispanics	09/18-09/24	Textbook: Chapter 5 Case Study Article	Discussion Forum (09/24) Case Study Analysis (09/24)
Module #6 – Asians/Asian Americans	09/25-10/01	Textbook: Chapter 6 Case Study Article	Discussion Forum (10/01) Case Study Analysis (10/01)
Module #7 – Whites/Caucasians	10/02-10/08	Textbook: Chapter 7	Discussion Forum (10/08) Paper #1 Due (10/08)
Module #8 – Native Americans and Multi-Racial Group Members	10/09-10/15	Textbook: Chapter 8 Case Study Article	Discussion Forum (10/15) Case Study Analysis (10/15)
EXAM #1	10/16-10/22	NONE	Exam #1 may be taken anytime between 10/16-10/22
Module #9 – Sex & Gender and Work & Family	10/23-10/29	Textbook: Chapters 9 & 10	Discussion Forum (10/29)
Module #10 – Sexual Orientation and Gender Identity	10/30-11/05	Textbook: Chapter 11 Case Study Article	Discussion Forum (11/05) Case Study Analysis (11/05)
Module #11 - Religion	11/06-11/12	Textbook: Chapter 12 Case Study Article	Discussion Forum (11/12) Case Study Analysis (11/12)
Module #12 – Age	11/13-11/19	Textbook: Chapter 13 Case Study Article	Discussion Forum (11/19) Case Study Analysis (11/19)
NO CLASS – THANKSGIVING BREAK	11/20-11/26	NONE	NONE
Module #13 – Physical & Mental Ability and Weight & Appearance	11/27-12/03	Textbook: Chapters 14 & 15	Discussion Forum (12/03)

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Module #14 – Global Diversity	12/04-12/10	Textbook: Chapter 16	Discussion Forum (12/10) Paper #2 Due (12/10)
EXAM #2	12/11-12/17	NONE	Exam #2 may be taken anytime between 12/11-12/17

Course Policies

1. Participation (Expectations)

- It is vitally important that our classroom environment promote the respectful exchange of ideas. This entails being sensitive to the views and beliefs expressed during online discussions.
- I will not respond to each post, but will be monitoring each discussion. I will weigh in when I think it will be helpful, most likely to provide an overview or to provide my reactions and suggestions to particular discussions and assignments.
- Your success in this course will heavily depend on your ability to communicate, engage, and participate in all course activities. Successful completion of this course requires that a student keep up with all assignments, coursework, and discussions. Timely participation in online discussions and assignments is a very important part of this course and participation in these discussions, and other activities as assigned, is not optional. You are expected to prepare and post to discussions in a timely manner consistent with the requirements contained within the course syllabus and discussion rubric.
- If you are unable to participate in the scheduled class activity or discussions you must notify the instructor within the week of that class module or discussion. **An unexcused failure to engage or participate with the class will count as a zero for that assignment.** The instructor reserves the right to make judgments to accept and/or make-up assignments missed because of failed participation in the course activities.

2. Online Discussion Protocol

- Participation in the course should maintain a positive work and learning environment, as outlined in the UMSL Student Planner:
<http://www.umsel.edu/~studentplanner/Policies%20and%20Procedures/positive.html>
- Posts should be well written with proper punctuation, spelling and grammar.
- Stay focused on the topic.
- Ask questions and challenge other postings (respectfully) that lack supporting evidence or present incorrect information.
- Encourage further discussion by building on current threads.
- Check your postings for responses from others and respond in kind.
- Use proper “netiquette.”

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3. Academic Integrity/Plagiarism

- You are responsible for being attentive to and observant of University policies about academic honesty as stated in the [University's Student Conduct Code](#).
- Academic dishonesty is a serious offense that may lead to probation, suspension, or dismissal from the University. Plagiarism and cheating will not be tolerated.
- Academic dishonesty must be reported to the Office of Academic Affairs for possible action. The instructor shall make an academic judgment about the student's grade on that work and in that course. The campus process regarding academic dishonesty is described in the "Policies" section of the Academic Affairs website:
<http://www.umsi.edu/services/academic/policy/academic-dishonesty.html>

4. Access, Disability and Communication

- Students who have a health condition or disability which may require accommodations in order to participate effectively in this course should contact the **Disability Access Services Office**. Information about your disability is confidential.
 - 144 Millennium Student Center
 - Phone: (314) 516-6554
 - Website: <http://www.umsi.edu/services/disabled/>
- If you have difficulty communicating in English with the instructor of this course, contact the **Office of International Students and Scholar Services**:
 - Phone: (314) 516-5229
 - Email: iss@umsi.edu
 - Website: <http://www.umsi.edu/~intelstu/index.html>

5. Title IX Policies/Mandatory Reporting

Under Title IX, all UMSL faculty, staff, and administrators (with limited exception) are obligated to report any incidents of sexual harassment, sexual misconduct, sexual assault, or gender discrimination to the Student Affairs office and/or other University officials. This ensures that all parties are protected from further abuses and that victim(s) are supported by trained counselors and professionals. Note: There are several offices at UMSL whose staff are exempt from Title IX mandated reporting, when the information is learned in the course of a confidential communication (e.g., Counseling Services, Health Services, Community Psychological Service, Center for Trauma Recovery, and Student Social Services).

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Online Class Netiquette/Behavior

1. **Be self-reflective** before you post an emotional response and reread what you have written to be sure it is positive. Think of your comments as printed in the newspaper. Your online comments will be seen, heard, and remembered by others in the class.
2. **Use effective communication:**
 - Avoid the use of all caps or multiple punctuation elements (!!!, ??? etc).
 - Be polite, understate rather than overstate your point, and use positive language.
 - If you are using acronyms, jargon or uncommon terms, be sure to explain them so everyone can understand and participate in the discussion.
3. **Ask for clarification** to a point if you feel emotional from a classmate's post. It is likely that you misunderstood his/her point. This strategy will also help you step away from the intensity of the moment to allow for more reflection.
4. **Sign your name:** It is easier to build a classroom community when you know to whom you are responding.
5. **Foster community:** Share your great ideas and contribute to ongoing discussions. Consider each comment you make as one that is adding to, or detracting from, a positive learning environment for you and your classmates.
6. **Be constructive:** You can challenge ideas and the course content, but avoid becoming negative online. When you disagree politely you stimulate and encourage great discussion. You also maintain positive relationships with others with whom you may disagree on a certain point.
7. **Keep the conversation on topic** by responding to questions, adding thoughtful comments about the topics at hand. Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, please post it in another thread.
8. **Define your terms.** When using acronyms or terms that are particular to your field (or new to our course), please define them for others.