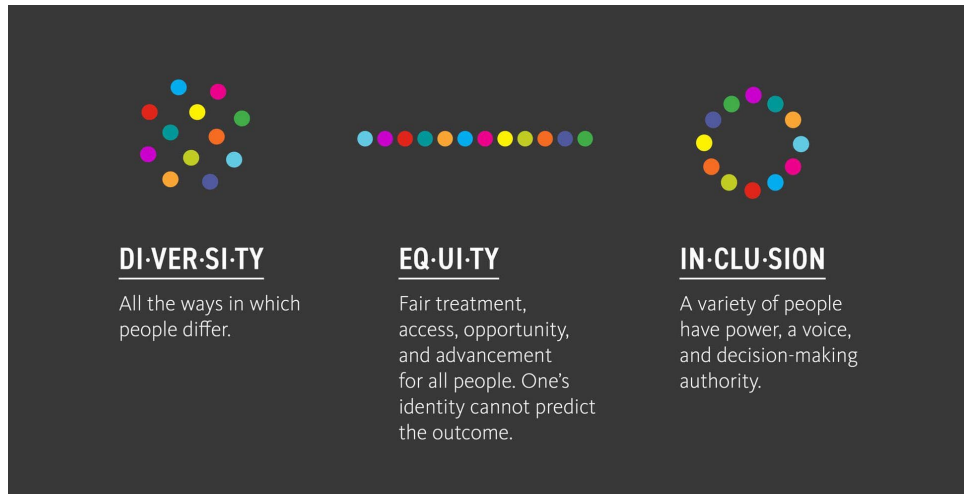




TEXAS TECH
UNIVERSITY.

MGT 4372-001, -002: Diversity, Equity and Inclusion in Organizations



Spring 2024

Rawls College of Business NW 204: T/R

Section 001: 9:30am-10:50am

Section 002: 11am-12:20pm

1. Instructor: Christy Nittrouer, Ph.D.

E-mail: cnittrou@@ttu.edu

Office: Rawls 330

Office Telephone: 806.834.1363

Office Hour(s): 12:30pm Tues. or by appointment (Opportunities to ask the instructor any clarification questions or explain any pieces of the course content.)

2. Course Materials:

2.1 Required Text(s):

- **Text:** [Mensi-Klarbach, H. & Risberg, A. \(2nd edition, 2019\). Diversity in Organizations: Concepts and Practices. ISBN-13: 978-1137569271; ISBN-10: 1137569271.](#) (Available for purchase online)
- **SUPP:** There are supplemental readings (SUPP) available on the course website that are listed in this syllabus. I have made these all available to you in Blackboard.

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be purchased from an independent retailer, including an online retailer.

3. Course Purpose:

The demographics of the U.S. are changing: by 2050, we expect to have substantially greater representation in the workforce across each ethnic category in our country except for Whites; we simultaneously expect to be equal in our representation of women, to men, in the workplace (Toosi, 2002). This necessitates a change in our working practices, when it comes to incorporating minoritized applicants and employees at work. When the composition of minoritized social identities in our organizations is changing, as it should from an equity and inclusion perspective, employers and organizations need to progress, as well. Research in this area provides a guide to what works, maybe more importantly, what DOESN'T WORK, and how to be an employee, coworker, or employer who seriously and sincerely values diversity, equity and inclusion in the workplace. This is the perspective we take, as we start our course: Diversity, equity and inclusion in organizations. Let's dive in!

**Prerequisites: Restricted to business administration (BA) majors*

4. Course Description:

This course examines both the individual perspective on diversity, equity and inclusion on one's work experience and the impact of diversity, equity and inclusion on organizational performance. We examine various forms of diversity (e.g., culture, gender, race, ethnicity, religion, age, disability, sexual orientation), and discuss inclusion as a bottom-line necessity for today's organizations and effective diversity, equity and inclusion practices as necessities for effective organizations. The ability to relate to and effectively manage people is critical to organizational success and this course is designed to prepare individuals to meet the challenge of diversity, equity and inclusion through experiential exercises and applied projects.

5. Course Learning Objectives, Curriculum Management, and Assurance of Learning

All students must complete a series of assessment tests prior to graduation. Expected learning outcomes will be assessed through the following methods:

Course Learning Objectives <i>(by the end of this course, students will):</i>	Assessments
Describe contemporary models of workplace diversity relating to individual and organizational outcomes of diversity, equity and inclusion.	Video-based/questions to think about brought to class; content checks; online and in-person discussions
Understand the role of prejudice, stereotypes, discrimination, racism, and oppression.	All assignments, and especially the "Make a Change" diversity, equity and inclusion project
Explain how discrimination/mistreatment manifests itself in the 21st century.	Readings; videos; and discussions
Explain privilege and how it affects individuals and institutions.	Video-based/questions to think about brought to class; content checks; and discussions
Identify effective and ineffective approaches to diversity, equity and inclusion.	"Make a Change" diversity, equity and inclusion project; in-class experiential learning; two supplemental assignments
Analyze through written communication how employees' social identities affect individuals and organizations.	Discussions; "Make a Change" diversity, equity and inclusion project; syntheses of guest speaker participation through content checks

6. Assignments:

There will be five sets of assignments in this course.

1. Out of class readings, videos, and questions:

- a. **Readings:** First, will be the outside of class readings you are assigned to do. For each chapter in the textbook, I do not want you to spend more than 1-2 hours reading it and finding the most important information. For each SUPP class reading, I do not want you to spend more than 30-minutes reading it and discerning the most important information. Across the semester, you will get better at doing these quickly, and I want to teach you how to get the “bullet points” from these two sources quickly. For every SUPP class reading, I have an associated video that explains it.
- b. **Videos:** Once you have done your readings, you will then watch the videos, and be able to compare your understanding with what I highlight.
- c. **Questions:** Once you complete each course video, there will be several follow-up questions for you to answer to assess your learning and reflect, called “Questions to Think About”. **Important: You will turn these in each week before you come to class on BB (these questions are listed at the end of each course content folder).** This will give you the chance to practice twice before you have to do an assessment (this assessment involves me calling on students at random in class to share their responses). This should help enhance your mastery of the material, and make our in-class discussions especially interesting. (It may help you to make a point of bringing your answers to these questions to each of our in-person meetings!)

2. Discussions:

- a. **Blackboard Discussion Board:** Each **Thursday before class**, you will make a contribution to the class discussion board with a reflection on the course topics. (**A great use of this opportunity, would be to integrate your reflections to the videos/course reading here.**) You are expected to read other people’s responses and respond to their questions or otherwise engage with what they say (2-3 total posts each week minimum). The week’s discussion will open immediately after each class meeting, and the previous week’s discussion will close immediately before each class meeting (so you have 7 days to get your contributions in, and comment on your peers’ contributions).
- b. **Participation in in-class discussion and activities:** Your in-class participation will also contribute to and inform your general “Discussion grade” for the course.

3. “Make a Change” Diversity, Equity and Inclusion Project:

- a. In a team of 4-6, you will work together to come up with a proposal for a project relevant to Diversity, Equity and Inclusion (DE&I) in Organizations that you think would be valuable to investigate. The idea can come from your own work/service experiences, but should be grounded in the reading and research we do in the course. This project will have 3 components: (1) Outline of idea, (2) Write-up, including introduction, research questions, and methods (5-7 pages), and (3) Face-to-face presentation of the idea. There is a more detailed assignment description and rubric posted for this assignment on Blackboard under the “Make a Change’ Project Resources” tab (directions are also available for you on each of the assignment descriptions, in the relevant content folder, on Blackboard).
- b. These papers will be required to be written in “APA-7 citation format.” I will spend some class time discussing how to do this, and I have also made and shared a video with you going over proper citation, but a wonderful resource for this is easily available online, and it’s called the “Purdue OWL.” If you just search that phrase, plus “APA-7,” you will find their comprehensive guide, that covers in-text citations through references. As long as you try and follow this guide in good faith, I will be lenient in how I handle errors

(however, I expect you to incorporate my feedback and suggestions on each subsequent iteration of this assignment).

- c. Earn “Transformative” points: I urge you all to dig deep, and really think about a project that you care about that could affect change. If I can tell that you (a) went out into the community to get ideas about a project (e.g., participated in community events in which you were the numerical minority), (b) met with business leaders about their DE&I challenges (e.g., sought them out, took notes, and implemented their guidance in your proposal) and addressed an actual issue they suggested, or (c) contribute to a student organization with your project (e.g., incorporate an actual issue from an organization you can put into practice), you will receive “Transformative” points on your project. And these will give your “Make a Change” grades an extra 5 points at the end of the semester.

4. Assignments:

- a. Throughout our course, you will have the opportunity to participate in two diversity, equity, and inclusion in organizations assignments in our class. They are listed and described below—and they are both research-based and applied.
 - i. **Fortune 500 diversity, equity and inclusion statements**: Each of you will code 10-20 of these statements using a form that is shared with you. We will start this in class, and you will finish outside of class. This will occur in Week 2.
 - ii. **Community immersion experience**: Each of you will be asked to attend a community event, in which you (people who look like you) are in the numerical minority and provide a reflection on this experience. This assignment will be launched in Week 8; due in Week 12.

5. Completion:

- a. **Participation in Diversity, Equity and Inclusion Research**:
 - i. I am a researcher, so there will be multiple opportunities for participation in diversity, equity and inclusion research, and this will be something we do on an ongoing basis both inside and outside of our physical classroom. **In this vein, you are also expected to participate in the Shannon Rinaldo Student Research Program for 2 credits; our class is registered for this participation.**
- b. **Content Checks**:
 - i. In order for me to make sure that there is a good general grasp of the content, I will often (at least weekly) give (very short) pop quizzes in class. I will use these to help guide my teaching of the content and assess any gaps in understanding. These will be graded for completion only. These are launched and completed using Top Hat. (This grade also includes the first, Index Card Assignment.)
- c. **Attendance**:
 - i. You must attend all classes unless you have an excused absence, that has been cleared with your instructor. My goal is to professionally prepare you for the workforce, and this is how absences are handled in organizations. You are expected to show up for everything, unless there is an extenuating circumstance. We also use Top Hat at random throughout class for daily attendance monitoring.
 - 1. Note: In the case of an excused absence, the procedure is to (1) email your instructor, and (2) assuming she concurs that it is excused, to fill out the “Excused Absence” assignment on Blackboard underneath “Course Content.”
- d. **Guest Speakers**: I have commitments from researchers and practitioners who specialize in diversity, equity and inclusion issues (researchers) or confront diversity, equity, and inclusion issues in their workplace (practitioners) from *universities* and *organizations* to speak to our class. A few of these dates are still being set. Your engagement with these

speakers and the thoughtfulness of the questions you ask will also count toward your completion grade.

- e. **Extra Credit:** Are there opportunities you find on campus, including, but also above and beyond the ones I share with you? Please share them with the class and participate in them (be sure to check with me to make sure they would count for this type of participation, ahead of time, if they are not ones I suggest). You will submit evidence of this type of involvement to the “Extra Credit” assignment on Blackboard (under “Course Content”), throughout the semester for every event you participate in. This evidence is a picture of you attending said event. You will earn extra credit on your course grade for this type of extracurricular participation.

7. Course Requirements:

Your final grade will be based on:

- 15% Out-of-class readings, videos, and question answers
- 15% Discussion
- 20% Assignments
- 35% “Make a Change” Diversity, Equity and Inclusion Project (outline-15%, write-up-35%, oral presentation-50%); “transformative points” up to +5
- 15% Completion
100%

A	=	89.5-100%
B	=	79.5-89.4%
C	=	69.5-79.4%
D	=	59.5-69.4%
F	=	59.4% and below

**Note: (+) and (-) on these grades, will be awarded as performance dictates.*

8. Instructor Introduction:

8.1 Teaching Philosophy:

My philosophy of teaching is that it is important to develop courses that are equal parts content-rich, engaging, and applied—to spark students’ intrinsic curiosity and interest in the material. The most important priority for me when teaching is that students absorb new knowledge and improve as scholars and practitioners. You should leave this course with experience conducting a Diversity, Equity and Inclusion research project, participation in Diversity, Equity and Inclusion research (and service-based learning), and improved written and oral communication skills. I hope you also talk about transformative topics with each other, and participate in these types of initiatives and events, that you find particularly meaningful and enriching. My goal is to expose you to many methods of learning, so that you gain experience and practice in the content of Diversity, Equity and Inclusion in Organizations.

The course offers an interactive, participatory learning environment in which we will discuss, dialogue and exchange views and ideas about the course content and other issues that emerge throughout the course. Your open-minded, honest, and respectful participation is critical to creating a classroom in which we all feel comfortable sharing our views, our experience, and our knowledge such that we can all learn from each other.

8.2 Bio:

Christy Nitttrouer holds a Ph.D. and M.A. in Industrial/Organizational Psychology from Rice University, and holds a B.B.A. in Management from The University of Notre Dame's Mendoza College of Business. She also has a M.S. in Special Education from the University of Illinois Urbana-Champaign. She has two years of previous experience as an assistant professor in human resource management at the University of Houston-Downtown, and two years of previous experience as an assistant professor at Texas Tech University. She has consulted for companies such as Lyondell Bassell (global legal team), Exxon Mobil (affinity group), Baylor College of Medicine (medical students), Proctor & Gamble (global talent assessment team), and non-profits (selection and needs assessment) in the Houston area. She was awarded the 2020 Ralph Alexander Dissertation Award from the Academy of Management (AOM) for having the most outstanding dissertation in the human resources division of the Academy, as well as the 2019 Outtz Grant for Student Research in Diversity by the Society of Industrial and Organizational Psychology (SIOP) Foundation. She received the 2023 New Faculty Award for the Rawls College of Business for Texas Tech University, and the 2020 Graduate Teaching Award from Rice University. She has 21 published peer-reviewed papers and book chapters, and has given over 60 presentations on the impact of diversity in the workplace, with a special focus on selection. Her work has been featured in *The Atlantic*, *The New York Times*, *NPR*, and *the Houston Chronicle*. She has also received over \$1 million in grant funding from the *National Science Foundation*, *State Human Services Agencies*, among others.

Her research focuses on experiences of bias and discrimination in the workplace of those with stigmatized social identities, and ways that individuals (e.g., allyship) and organizations (e.g., discrimination-reduction) can remediate it.

9. Commitment to Diversity, Equity and Inclusion Statement (Statement supporting LGBTQIA+ individuals and Civility in the classroom): Much of research is historically built on a small subset of privileged voices and these perspectives can lead to bias. In this class, we will make an effort to read papers from a diverse group of scientists, but limits still exist on this diversity. I acknowledge that it is possible that there may be both overt and implicit biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of science. Please contact me (in person or electronically) or submit anonymous feedback if you have any suggestions to improve the quality of the course materials (feel free to leave me a note in my faculty mailbox (Management mailroom, third floor)) or under my office door, Rawls 330).

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.).

To help accomplish this: If you have a name and/or set of pronouns that differ from those that appear in your official TTU records, please let me know! If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns).

Even though this is my primary research area, I (like many people) am still in the process of learning about many diverse perspectives and identities. If something was said in class (by anyone; including me) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option.)

As a participant in this course, you should also strive to honor the diversity of your classmates.

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file an online report. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: TTU Student Counseling Center, 806-742-3674, confidential support on campus. TTU 24-hour Crisis Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.) Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, (24-hour hotline that provides support for survivors of sexual violence.) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, (provides a range of resources and support options focused on prevention education and student wellness.) Texas Tech Police Department, 806-742- 3931, (To report criminal activity that occurs on or near Texas Tech campus.)

10. Course Format: Interactive

This course is designed to provide an interactive experience, and the mode of instruction in this class uses the flipped approach: Prior to each face-to-face session, you will gain exposure to new concepts and material by watching videos, doing guided readings, and completing the required activities online; and during class you will do active work that calls for analysis and/or application of the concepts and material learned prior to class.

In this mode of instruction, you are expected to:

- Gain basic fluency with new concepts/topics/materials before class by watching the lecture videos, completing the readings and other required activities.
- Come to class prepared to work on application/analysis of the basic material. Class time will be devoted to active work, with peers and the professor at your side to provide assistance. Lectures, if given, will be in limited quantity in class.
- Generate specific questions to be addressed in class if you are struggling with the pre-class material.

In this mode of instruction, you are NOT expected to:

- “Teach yourself” the entire course. Your professor is the “guide on the side.”
- Attain complete mastery of a new concept/material before class. Rather, you are expected to gain basic fluency of the pre-class material.

11. Course Policies & Procedures:

11.1 Late Work:

I do not accept late work unless there is an emergency. Please see me face-to-face if a situation like this arises for you (and I appreciate notification that there is a situation like this, as soon as you know).

11.2 Feedback Policy:

I will provide in-class comments on the discussion board conversations. I will also provide periodic summaries of the comprehension assessed in the content checks. I will provide written or oral feedback on the outlines to the “Make a Change” Diversity, Equity and Inclusion Project within approximately 2 weeks. Formal feedback on the assignments and final presentations will be provided by the end of the semester. I will do my best to provide feedback within a 2-week period at the latest, on anything else.

11.3 Class Attendance & Participation Policy:

I expect you to attend class, face-to-face, unless there is an extenuating circumstance. I require that you tell me about these 24-hours in advance and face-to-face, if possible. If there is an emergency, I accept any form of written notification (again, 24-hours in advance).

11.4 Grade Appeals:

I urge you to carefully consider raising this issue, unless there has been a mathematical error (please be bold about telling me if this is the case), or you feel that there has been a large enough error to *change* your letter grade. If you have an issue with a grade, you must engage in this conversation with me in-person. The policy stated in the syllabus is the final word. Also, I require a waiting period of 48-hours after a grade is given, before you engage with me regarding a grade appeal. After a grade has been awarded, and 7 calendar days have passed, I will no longer accept appeals related to that grade.

11.5 Technology:

Students are not required to have advanced technology training or skills in order to be successful in the class. Failure to submit coursework according to the due dates because of technology difficulties will not be an appropriate excuse. It is the student's responsibility to maintain appropriate equipment and connection at all times to fully participate in the class.

I ask that students exercise responsible use of technology during class. I will be requiring smartphone usage to participate in Top Hat and content checks, as well as computers and smartphones to take notes, and otherwise engage in the material. I request that class time is NOT spent answering emails or engaging in social media, news sites, or other entertainment, unless directed or it is directly related to the course content. I also ask that students refrain from taking photographs of any PowerPoint slides, as it can be distracting to other students. I am happy to make all of the materials I use available outside of class available to anyone upon request.

11.7 University Policies:

Americans with Disabilities Act Statement of Reasonable Accommodations: Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in Weeks Hall or call 806-742-2405. If you believe that you have a documented disability requiring academic adjustments/auxiliary aids, please contact Student Disability Services, <https://denali.accessiblelearning.com/TTU/ApplicationStudent.aspx>.

“The University is committed to the principle that in no aspect of its programs shall there be differences in the treatment of persons because of race, creed, national origin, age, sex, or disability, and that equal opportunity and access to facilities shall be available to all”. Students should present appropriate verification from “AccessTECH” located in the Counseling Center..

The URL for AccessTECH is:

<http://www.accesstech.dsa.ttu.edu/default.asp>

I would also like to add that I welcome accommodation requests from students with disabilities, and I look forward to figuring out any additional ways I may need to accommodate you! You are heartily welcome in our classroom.

Student Absence for Observance of Religious Holy Day: 1. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.

2. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

3. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

If you have a course conflict that arises due to religious holy days, please get in touch with me, and I welcome those accommodations, as well.

Statement of Accommodation for Pregnant Student: Any pregnant student will be provided reasonable accommodations as would be provided to a student with a temporary medical condition including: (1) ability to maintain a safe distance from hazardous substances, areas, or activities; (2) excused absences; (3) ability to make up missed assignments or assessments; (4) additional time for assignment completion; (5) and access to instructional materials and recordings of classes for which the student has an excused absence.

Any student who is pregnant or parenting a child up to age 18 may contact Texas Tech's designated Pregnancy and Parenting Liaison to discuss support available through the University. The Liaison can be reached by emailing titleix@ttu.edu or calling 742-7233. Additional information is available online.

Academic integrity: Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers.

Plagiarism: Texas Tech University expects students to "understand the principles of academic integrity and abide by them in all class and/or course work at the University" (O P 34.12.5). Plagiarism is a form of academic misconduct that involves (1) the representation of words, ideas, illustrations, structure, computer code, other expression, or media of another as one's own and/or failing to properly cite direct, paraphrased, or summarized materials; or (2) self-plagiarism, which involves the submission of the same academic work more than once without the prior permission of the instructor and/or failure to correctly cite previous work written by the same student. The University of Kansas Libraries website, provides an example of a plagiarism definition as well as examples of plagiarism and how to avoid it. Please review Section B of the TTU Student Handbook for more information related to other forms of academic

misconduct, and contact your instructor if you have questions about plagiarism or other academic concerns in your courses. To learn more about the importance of academic integrity and practical tips for avoiding plagiarism, explore the resources provided by the TTU Library and the School of Law.

AI Use is Allowed with Disclosure and Citation: You are permitted to use ChatGPT and other artificial intelligence (AI) tools to assist you in gathering information and brainstorming ideas but you may not copy and paste information directly from the AI tool and present it as your own without citation. You are responsible for the information you submit based on an AI query and for assuring that it does not contain misinformation or unethical content and that it does not violate intellectual property laws. Your use of AI tools must be properly documented and cited appropriately for academic integrity. You are expected to include a disclosure statement at the end of your assignment describing which AI tool you used and how you used it. For example, "ChatGPT was used to draft about 25 percent of this paper and to provide revision assistance. AI-produced content was edited for accuracy and style." I do not expect any student to use AI for assistance with more than 25% of any assignment.

11.9 Syllabus Subject to Change:

This syllabus is tentative and subject to change. Changes, if any, will be announced.

12. COVID-19 STATEMENT

If you test positive for COVID-19, report your positive test through TTU's reporting system: <https://www.depts.ttu.edu/communications/emergency/coronavirus/>. Once you report a positive test, the portal will automatically generate a letter that you can distribute to your professors and instructors. <https://www.depts.ttu.edu/communications/emergency/coronavirus/>.

13. Course Calendar:

The Course calendar below contains only the general outline of the activities and assignments that you are responsible for each week. Specific instructions for each week are provided in Blackboard.

Week	Dates	Prior to Class, you will:	In class/ Deadlines	Topics
1	Thurs. Jan. 11 th	1.) Review syllabus 2.) Review our class BB site		Introduction and overview of diversity management
2	Tues. Jan. 16 th	1.) Read chp. 1 (1-2 hrs) 2.) Read (SUPP) Smith et al., 2012 (30 min) 3.) Watch (SUPP) Smith et al. VIDEO (6 min) 4.) Watch (SUPP) "How to cite your sources" VIDEO (15 min) 5.) Answer VIDEO follow-up questions and bring to next class (20 min)		Framework for diversity in organizations

	Thurs. Jan. 18 th	<p>1.) Watch (SUPP) Diversity, Equity, and Inclusion Intro VIDEO (3min)</p> <p>2.) Answer Discussion Board question posting and respond to others' comments (<u>due before class, 1 hr</u>)</p> <p>3.) (We will do this in class—nothing to do ahead of time!) Finish Fortune 500 DE&I Statement coding from class (~12/person)</p>		
3	Tues. Jan. 23 rd	<p>1.) Read chp. 2 (1-2 hrs)</p> <p>2.) Read (SUPP) Sanchez & Brock, 1996 (20 min)</p> <p>3.) Watch (SUPP) Sanchez & Brock VIDEO (3 min)</p> <p>4.) Answer VIDEO follow-up questions and bring to next class (20 min)</p> <p>5.) <u>Index Card assignment due!</u></p>	<u>Index Card Assignment due</u>	International perspective on diversity
	Thurs. Jan. 25 th	<p>1.) Answer Discussion Board question posting and respond to others' comments (<u>due the night before class, 5pm CST, 1 hr</u>)</p> <p>3.) Skim “Generational” HBR article (15 min)</p> <p>4.) Watch “How to read a journal article” video, and accompanying .pdf</p>	<u>*Individual: Due, Fortune 500 DE&I Statement Coding (before class, on Thurs. 01/25)</u>	
4	Tues. Jan. 30 th	<p>1.) Read chp. 3 (1-2 hrs)</p> <p>2.) Read (SUPP) Hebl, Foster, Mannix, & Dovidio, 2002 (20 min)</p> <p>3.) Watch (SUPP) Hebl et al. VIDEO (4-7 min); and (SUPP) Thurston Ted Talk VIDEO (16 min)</p> <p>4.) Answer VIDEO follow-up questions and bring to next class (20 min)</p>		Diversity and historical development

	Thurs. Feb. 1 st	1.) Answer Discussion Board question posting and respond to others' comments (<u>due the night before class, 5pm CST, 1 hr</u>) 2.) Have one person on each team submit your <u>team contract</u> by 11:59pm tonight	<i>*Team: Team contract due by 11:59pm on Thurs. Feb. 1st</i> <i>*Potentially, Mr. Archie Pitsilides, to talk to us about SONA</i>	
5	Tues. Feb. 6 th	1.) Read chp. 4 (1-2 hrs) 2.) Read (SUPP) Krings & Olivares, 2007 (20 min) 3.) Watch (SUPP) Krings & Olivares VIDEO (4-7 min) 4.) Answer VIDEO follow-up questions and bring to next class (20 min)	<i>*Team: Outline due for "Make a Change" Project (due before class on Thurs. 02/08)</i>	Diversity in context
	Thurs. Feb. 8 th	1.) Answer Discussion Board question posting and respond to others' comments (<u>due the night before class, 5pm CST, 1 hr</u>) 2.) Watch "How to read a journal article" VIDEO, as well (refresher; 5 min)		
6	Tues. Feb. 13 th <i>*Dr. Gardner potentially attends for peer evaluation</i>	1.) Read chp. 5 (1-2 hrs) 2.) Read (SUPP) Nittrouer et al., 2018 (20 min) 3.) Watch (SUPP) Nittrouer et al VIDEO (4-7 min) 4.) Answer VIDEO follow-up questions and bring to next class (20 min)	<i>**Participate in diversity training research week</i>	Perspectives on gender and diversity <i>**Interactive, asynchronous diversity training this week</i>
	Thurs. Feb. 15 th	1.) Watch (SUPP) Hebl Ted Talk VIDEO (18 min) 2.) Answer Discussion Board question posting and respond to others' comments (<u>due the night before class, 5pm CST, 1 hr</u>) 3.) Read Atlantic article about Nittrouer et al., 2018 (10 min)		
7	Tues. Feb. 20 th	1.) TBA	<i>*Guest instructors this week: Sophie, Joscelin, Dara, Nicaise (Dr. N at writing retreat at Pepperdine University)</i>	Hot Topics in DEI in Organizations

	Thurs. Feb. 22 nd	4.) TBA		
8	Tues. Feb. 27 th	1.) Read (SUPP) Madera, King, & Hebl, 2013 (20 min) 2.) Watch (SUPP) Madera et al. 2013 VIDEO (4-7 min) 3.) Answer VIDEO follow-up questions and bring to next class (20 min)		Diversity training & Wrapping-up Perspectives on gender and diversity
	Thurs. Feb. 29 th	4.) Answer Discussion Board question posting and respond to others' comments (<i>due the night before class, 5pm CST, 1 hr</i>)		
9	Tues. March 5 th	1.) Read chp. 6 (1-2 hrs) 2.) Read (SUPP) Harrison and Klein, 2007 (20 min) 3.) Watch (SUPP) Harrison and Klein VIDEO (4-7 min) 4.) Answer VIDEO follow-up questions and bring to next class (20 min)	* <i>Community Immersion assignments provided</i> * <i>potential guest speaker</i>	Diversity in teams
	Thurs. March 7 th	1.) Answer Discussion Board question posting and respond to others' comments (<i>due the night before class, 5pm CST 1 hr</i>) 2.) Take online IAT test (15 min) 3.) Community immersion assignments provided		
10	<i>TTU Spring Break; no class</i>			

11	Tues. March 19 th	1.) Read SAP Autism Diversity Case Study! (1-2 hrs) 1.) Read chp. 7 (1-2 hrs) 2.) Read (SUPP) Corrington et al. (2019); compare with Corrington et al. (2022) 4.) Watch (SUPP) Corrington et al. VIDEO (4-7 min) 5.) Answer VIDEO follow-up questions and bring to next class (20 min) 6.) Answer Discussion Board question posting and respond to others' comments (<i>due the night before class, 5pm CST, 1 hr</i>)	**Give students mid-semester feedback survey results *Case Study week—SAP case study on Mon! *potential guest speaker	Implementing a diversity strategy **Participate in SAP Autism diversity case study
	Thurs. March 21 st	Class content today: No in-person class meeting, rather attend (or watch back) 1.) International Research on Disability Inclusion and Accessibility Webinar; or 2.) Live 2024 Disability Inclusion and Accessibility Webinar (details forthcoming)	*No in-person class today; instead, attend out of class content	
12	Tues. March 26 th	1.) Read (SUPP) Clair, Beatty, & Maclean, 2000 (20 min) OR Corrington, Nittrouer, Trump-Steele, & Hebl, 2018 (20 min) 2.) Watch (SUPP) Clair et al. 2000 VIDEO (4-7 min) AND (SUPP) Corrington et al. 2018 (SUPP) VIDEO 3.) Answer VIDEO follow-up questions and bring to next class (20 min)	*Case Study week *potential guest speaker *Check-in on Community Immersion Plans	Identity Management **Participate in D&I at Yelp diversity case study
	Thurs. March 28 th	1.) Read D&I at Yelp! Case Study! (1-2 hrs) 2.) Answer Discussion Board question posting and respond to others' comments (<i>due the night before class, 5pm CST, 1 hr</i>) 3.) Take time to check-in on plans for Community Immersion Experience		

13	Tues. April 2 nd	1.) Read chp. 8 (1-2 hrs) 2.) Read (SUPP) Bader, Kemper, & Froese, 2019 (20 min) 3.) Watch (SUPP) Bader et al VIDEO (4-7 min) 4.) Answer VIDEO follow-up questions and bring to next class (20 min)	<u>*Team: Write-up due for "Make a Change" Project (due by 11:59pm on Thurs. 04/04)</u>	Organizational analysis
	Thurs. April 4 th	<u>**In class, half team work day**</u> 1.) Answer Discussion Board question posting and respond to others' comments (<u>due the night before class, 5pm CST, 1 hr</u>)		
14	Tues. April 9 th	1.) Read chp. 9 (1-2 hrs) 2.) Read (SUPP) Mayer, Ong, & Sonenshein, 2019 (20 min) 3.) Read (SUPP) Mayer et al HBR article (10 min)	<u>*Community Immersion Assignment due this week</u>	Diversity practices and tools
	Thurs. April 11 th	1.) Answer Discussion Board question posting and respond to others' comments (<u>due the night before class, 5pm CST, 1 hr</u>) 2.) Community immersion experience deadline is due tonight by 11:59pm		
15	Tues. April 16 th	1.) Read chp. 10 (1-2 hrs) 2.) Read (SUPP) Nittrouer, 2019 (20 min) 3.) Watch (SUPP) Nittrouer, 2019 VIDEO (~17 min) 4.) Answer VIDEO follow-up questions and bring to next class (20 min)	<u>*"Make a Change" Project Feedback Day</u>	Change and resistance <u>**Paper grades and feedback due back to students</u>
	Thurs. April 18 th <u>*No class today</u>	Dr. N is at SIOP conference in Chicago; make sure you get your Discussion Board done today!		

16	Tues. April 23 rd	1.) Answer Discussion Board question posting and respond to others' comments (<u>due by Thurs. April 18th</u> , 1 hr) – <i>related to articles from last week, Week 15 (SUPP-Nittrouer)</i>	**Give students 360 degree survey about DEI Project Teams (administered in-class)	Work-Family Conflict/Balance/Enrichment
	Thurs. April 25 th	1.) Read chp. 11 (1-2 hrs) 2.) Read (SUPP) Ryan, Hunt, Weible, Peterson, & Casas, 2007 (20 min) 3.) Watch (SUPP) Ryan et al VIDEO (4-7 min) 4.) Answer VIDEO follow-up questions and bring to next class (20 min) 5.) Answer Discussion Board question posting and respond to others' comments (<u>due the night before class, 5pm CST</u> , 1 hr)		Diversity management synthesis: Critical reflections
17	<u>Tues. April 30th</u> <i>*Last day of classes</i>	Final project presentations (same class time and location as regular class) <u>Also Due by 5pm:</u> <ul style="list-style-type: none"> • <u>Discussion Board participation</u> • <u>Diversity, equity and inclusion research participation</u> <u>Extra credit</u>	<u>*Team: Oral presentation due for "Make a Change" Project</u>	Project presentation day; final class synthesis
18	*Tues. May 7th: End of semester <i>*End of semester</i>	(Grades for graduating seniors due: May 8 th ; Final grades due: May 13 th)		