



FLORIDA  
ATLANTIC  
UNIVERSITY

## NEW COURSE PROPOSAL Undergraduate Programs

Department Management Programs  
College Business Administration  
*(To obtain a course number, contact erudolph@fau.edu)*

UUPC Approval 3-29-21  
UFS Approval \_\_\_\_\_  
SCNS Submittal \_\_\_\_\_  
Confirmed \_\_\_\_\_  
Banner Posted \_\_\_\_\_  
Catalog \_\_\_\_\_

Prefix MAN  
Number 3113

*(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)*  
Lab Code

Type of Course  
Lecture

Course Title  
Managing Workplace Diversity

Credits *(Review Provost Memorandum)*  
3

Grading *(Select One Option)*  
Regular   
Pass/Fail   
Sat/UnSat

Course Description *(Syllabus must be attached; Syllabus Checklist recommended; see Guidelines)*  
Provides a foundation for understanding diversity and inclusion in organizations as well as the implications of working in a diverse organizational environment.

Effective Date *(TERM & YEAR)*  
Spring 2022

Prerequisites, **with minimum grade\***  
None

Corequisites  
None

Registration Controls *(Major, College, Level)*  
Junior Standing

**\*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course**

WAC/Gordon Rule Course  
 Yes  No  
  
WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See [WAC Guidelines](#).

Intellectual Foundations Program (General Education) Requirement *(Select One Option)*  
None  
  
General Education criteria must be indicated in the syllabus and approval attached to the proposal. See [GE Guidelines](#).

**Minimum qualifications to teach course**  
PhD in a related discipline or 18 credits of graduate coursework in a related discipline and significant relevant experience

Faculty Contact/Email/Phone  
Gary Castrogiovanni / castrogi@fau.edu / 7-2523

List/Attach comments from departments affected by new course  
None

Approved by  
Department Chair *Neil E. Gault*  
College Curriculum Chair *Edith Williams*  
College Dean *Paul Han*  
UUPC Chair *Jerry Haky*  
Undergraduate Studies Dean *Edward Pratt*  
UFS President \_\_\_\_\_  
Provost \_\_\_\_\_

Date  
2/10/21  
3/9/21  
3.12.21  
3-29-21  
3-29-21  
\_\_\_\_\_  
\_\_\_\_\_

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.



### INTRODUCTION

Course Title: ~~Special Topics~~ – Managing Workplace Diversity  
Course Number/Section: ~~MAN4930-100~~ MAN 3113  
CRN Number: 16044  
Term: Spring 2021

### PROFESSOR INFORMATION

Name: Kimberly M. Ellis, Ph. D., CPA  
E-mail: [kellis15@fau.edu](mailto:kellis15@fau.edu)  
(best and preferred way to contact me)  
***Please note that I will respond to emails within 48 hours, except weekends and holidays.***

### OFFICE HOURS

Location: Online via Cisco WebEx accessible in Canvas  
Time: Wednesdays 3pm to 6pm and other times by appointment

### COURSE DESCRIPTION

This course will provide a foundation for understanding diversity and inclusion in organizations as well as the implications of working in a diverse organizational environment. We will learn about theories that inform our understanding of diversity in the context of organizations as well as the historical bases of diversity in the United States, legislation related to diversity, and trends in diversity. Also, we will examine a range of dimensions of diversity including race/ethnicity, gender, religion, age, and physical and mental ability. Last, we will consider best practices for managing a diverse workforce. While most of the course emphasizes the U. S. context, we will highlight some issues, trends, and practices from a global perspective as appropriate.

#### ***COVID-19 Statement***

*All students in face-to-face classes are required to wear masks during class, and students must sanitize their own workstations upon entering the classroom. Taking these measures supports the safety and protection of the FAU community. Students who do not adhere to these rules will be asked to leave the classroom and/or be removed from the course. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with an infected person should immediately contact FAU Student Health Services (561-297-3512).*





### **INSTRUCTIONAL METHOD**

Fully Online Class. All content (i.e., 100% of the course) is delivered **asynchronously**.

### **COURSE PREREQUISITES AND CREDIT HOURS**

NONE

This course is three (3) credit hours

### **COURSE LEARNING OBJECTIVES**

Upon completing this course, students should have an enhanced understanding of diversity in organizations. Specifically, students should be able to:

1. Describe major concepts and theories related to diversity and inclusion in organizations.
2. Discuss the legislation and acts that are related to diversity in organizations and explain the historical and current legal and societal issues that affect today's workers and organizations.
3. Explain commonly studied dimensions of diversity (i.e., race/ethnicity, gender, religion, age, etc.) and recognize their interactions with one another.
4. Articulate thinking around issues relevant to the common experiences of various groups in organizations (i.e., groups that differ based on race/ethnicity, gender, religion, age, etc.) and the related implications for employees and organizations.
5. Propose specific recommendations to increase equity and inclusion for all individuals while applying concepts of fairness, ethics, and legality that arise in diverse workplaces.

### **REQUIRED TEXTBOOK (with MindTap Access)**

Diversity in Organizations (3<sup>rd</sup> edition) by Myrtle P. Bell. (2017). Cengage (eBook with MindTap Access Code)

Please opt into the Follett Access Program for the best price. The link to do so is available in the MindTap in Canvas module and provided here for your convenience. There is an option to add a loose-leaf version if you desire a printed copy of the textbook.

<https://accessportal.follett.com/OptIn/2076>

### **RECOMMENDED SUPPLEMENTAL MATERIALS**

Students are encouraged to stay abreast of current events involving major U. S. and global companies and be able to apply concepts covered in this course to the situations faced by these companies. You will have the opportunity to introduce current events/situations in discussion board posts and other assignments.

High-quality and reputable media sources that publish current news stories and articles relevant to the topics discussed in this course include bloomberg.com, marketwatch.com, cnbc.com, prnewswire.com, cnn.com/business, and reuters.com as well as periodicals such as Fast Company, Forbes, Fortune, Financial Times, New York Times, and Wall Street Journal. All of the websites listed provide free access to articles and news stories. Some of the traditional periodicals listed provide free access to the full story/article from their respective websites. If this is not the case, then you can access the full story/article by going to the [FAU Libraries](#) website and using the Electronic Journal Search feature. Type in the name of the desired periodical (e.g., Wall Street Journal), select one of the Full Text Access options, follow the steps for FAUNet ID sign on to connect through EZproxy, and then enter the title of the article, company name, or some other search term(s).

### **BASIC TECHNICAL REQUIREMENTS**

There are several basic technical requirements for this course given the content is delivered 100% online. Among these requirements are a reliable internet connection, a computing device (preferably a desktop computer, laptop, or tablet), a webcam, Microsoft Office 365 (especially Word and PowerPoint), and the Respondus LockDown Browser. *More detailed technical requirements and specifications are provided at the end of the course syllabus.*

### **GUIDING PRINCIPLES FOR THE COURSE**

1. Students are expected to help foster a supportive environment for learning to occur. This entails **embracing a climate of openness, trust, and honesty where ideas, perceptions, experiences, and feelings are shared without fears of being judged, stereotyped, or categorized by classmates.** In addition, this requires being tolerant and accepting of views that may differ from your own.
2. Be mindful that at times some of the course material may make us uncomfortable, nervous, angry, guilty, or exhibit other emotions. It is therefore very important for us to be sensitive to and respectful of each other as well as recognize that exploring these feeling is often an effective catalyst for growth and development.
3. Students should view **expression of alternative viewpoints as an inevitable, necessary, and important part of education about diversity in organizations.** Part of a student's learning in this course involves awareness of and understanding of various viewpoints and gaining awareness about one's own point of view. Students are expected to express viewpoints in an appropriate manner that is not abusive or offensive in nature. A warning will be issued the first time a student uses abusive language or makes comments that are offensive or insensitive. Any subsequent instance of this behavior will result in the post being deleted and a zero recorded for the discussion board assignment. After two deleted



posts, a student will be blocked from posting to future discussion boards and a zero will be recorded for all remaining assignments in this category.

4. We are all different and contribute to the diversity in this course as well as our workplaces. We are also all products of the environments in which we grew up, have visited, and currently live. We have been exposed to many images and messages that have shaped our beliefs, sometimes not based on facts or reality (e.g., stereotypes, prejudice, fears). As such, we all may have some prejudices or biases against some group or individual. Also, we all may have experienced some level of prejudice or bias. In this class, we will learn and grow from each other, as well as from the course content. We will strive to ground our discussions **with data, and most importantly, we will respect each other and the topic at all times.**
5. As each of us is diverse in many regards, we all have some individual experiences to share regarding the material covered in this course. Students who are (a) entrepreneurs or (b) currently employed or have ever worked in a corporate setting are encouraged to make notes of examples in your workplace of the diversity concepts addressed in this course. Use what we are learning to help the organization function better and to increase diversity, equity, and inclusion (DEI) in the organization. Students in the process of changing their work context or who have never worked should also make notes of the diversity concepts addressed in this course as these may aid in identifying an employer that prioritizes DEI.
6. We do not know everything about everyone or every group. Students are expected to learn from each other. As we learn, we become more acutely aware of diversity issues in and outside of the course context. Some of these issues have always been present, but we were not attuned to them previously. The awareness, knowledge, and insight we gain from this course along with our ability to apply concepts will be based on what we put into the course. The more we learn about, critically process, and seek solutions to the issues discussed, the more effective we will be in functioning individually as a part of a diverse workforce as well as managing not only a diverse workforce, but also a workforce that values diversity.
7. Students are expected to respect all classmates' confidentiality outside of the course context. Please do not share the identity of any classmate if sharing the learning and knowledge gained from this course with individuals who are not enrolled in this course. Remember this is a safe space for everyone in the course.

**GRADING SCALE**

In keeping with University policy, students will be graded on a scale of A through F according to the following schedule:

|       |       |       |       |       |       |       |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Total | ≥ 930 | 929 - | 899 - | 869 - | 829 - | 799 - | 769 - | 729 - | 699 - | 669 - | 629 - | < 599 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|



|                |         |          |          |          |          |          |          |          |          |          |          |      |
|----------------|---------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|------|
| Points         |         | 900      | 870      | 830      | 800      | 770      | 730      | 700      | 670      | 630      | 600      |      |
| Percent        | 100-93% | 92.9-90% | 89.9-87% | 86.9-83% | 82.9-80% | 79.9-77% | 76.9-73% | 72.9-70% | 69.9-67% | 66.9-63% | 62.9-60% | <60% |
| Grade          | A       | A-       | B+       | B        | B-       | C+       | C        | C-       | D+       | D        | D-       | F    |
| Quality Points | 4.00    | 3.67     | 3.33     | 3.00     | 2.67     | 2.33     | 2.00     | 1.67     | 1.33     | 1.00     | 0.67     | 0.00 |

**COURSE EVALUATION METHOD**

|  |                |
|--|----------------|
| Chapter Quizzes (15 @ 30 pts each)   | 450pts         |
| Chapter Discussion Boards (12 chapters; 1 post and 1 reply @10pts each)        | 240pts         |
| Diversity Awareness Assessment Questionnaire (first and last week, 30pts each) | 60pts          |
| Personal Reflection  | 100pts         |
| Team Company Diversity Audit   | 150pts         |
| <b>TOTAL</b>   | <b>1000pts</b> |

**Chapter Quizzes**

This purpose of this assignment category is to assess your knowledge and understanding of key concepts covered in each chapter. These quizzes, worth 30 points each, will include 20 multiple-choice and true/false items worth 1.5 points each. Items will appear in random order, one at a time without the opportunity to go back to a previous item. You will have 20 minutes to complete the quiz.

**Chapter Discussion Board Posts**

The purpose of this assignment is to help ensure you read the material in each chapter, understand its content, and can apply relevant concepts. You will be expected to participate in the discussion board for 12 of the 16 chapters in the course. The grade will be based on 1 initial post (up to 9 points), 1 reply to a classmates' post (up to 9 points), and grammar (up to 2 points). Read and think about the assigned chapter carefully. Consider the similarities and differences with previous chapters and/or with your perspectives prior to reading the material and the research reported. Please be mindful that it is not acceptable to simply reproduce content directly from the textbook or any other source. This will be considered plagiarism and on the first occurrence result in a zero for the assignment. Any subsequent occurrence will result in a F in the course. Also, if you utilize a source other than the textbook in your response, please provide citation information for the source or a hyperlink to the focal article. You can use any of the standard citation styles (APA, MLA, Chicago, Turabin, etc.). For more information, please refer to the Citations LibGuide available via FAU Libraries at <https://libguides.fau.edu/c.php?g=324996&p=2180466>.

**\*\*NOTE-1: Posts can be in text or video format. You can use the various options available in the toolbar to upload a video if choosing this option. With either format, be sure to include all four**



items/points in your initial post and focus on one of the three ways listed in replying to a classmate's post.

**\*\*NOTE-2:** After teams have been formed, you are encouraged to reply to the post of someone in your team. This will facilitate the process of getting to know your teammates and establishing some form of regular dialogue/communication with them. Also, these discussions may be useful for discussing content relevant to the team company diversity audit assignment.

***Initial Post: "Most Surprising" or "Most Significant" Statements***

For each discussion board assignment, you should be able to provide an answer to this question: "What have you learned that is most surprising or most significant to you?" At a minimum, please be sure to include within your post responses to these four items/points:

1. Briefly describe something from the reading that you learned that was surprising and/or significant to you. This can be based on (a) the text of the chapter itself or (b) any feature, research summary, focal issue within the chapter, or discussion question at the end of the chapter. If you reproduce the statement directly from the assigned textbook, be sure to include it in quotation marks.
2. Identify where in the chapter reading you found the concept (the section or subheading of the ebook and the first few words of the paragraph in which the idea is presented or described, or relevant the table/figure – for example you can state: Under the Education, Employment, and Earnings section, in the paragraph which begins as... or Table xx shows)
3. Explain why this is surprising and/or significant to you – and how it relates to your prior experiences or thinking. For example, does it relate to a personal experience in some way? Does it help explain something that happened to you that you couldn't explain before? Does it challenge your current thinking or views? Does it relate to something else you have learned? Or perhaps the concept is hard to understand, in which case you should explain why – and try to figure it out.
4. Briefly mention what implication(s) the focal concept/issue has for employees and organizations. Also, identify at least one action leaders in organizations can take to address the focal concept/issue (if appropriate), or another diversity issue relevant to it in this chapter. It is acceptable to also use a current news story or recent article from any of the media sources or periodicals mentioned as recommended supplemental materials when addressing this item/point. If you do so, please include formal citation information or a hyperlink to the source.

***Reply to a Classmate's Post***

In replying to the posting of a classmate, it is not sufficient to state that you agree with him/her or to rephrase what he/she said in the initial entry. Instead, replies must build upon a classmate's post in a meaningful way. Like the initial entry, replies must also integrate specific, relevant concepts from the course. You can extend the student's entry by (1) explaining how comments made by your classmate are related to other concepts in the focal chapter or previous chapters; (2) using a current news story or recent article from any of the media sources or periodicals mentioned as recommended supplemental materials to emphasize a comment made by your classmate; or (3) providing a brief reaction to the post and then posing a thought-provoking question that may spark additional discussion.

Examples of appropriate question: "The point you raised mostly discussed the experiences of gay and lesbian employees. How might the workplace experiences of other sexual minority groups (e.g., transgender, pansexual, and bisexual) be different?" or "How might differences in national origins of Hispanics affect organizational actions designed to address the issue raised?"

Examples of inappropriate questions: Any question that can be easily answered by doing the reading or a quick Google search (e.g., "How many women Fortune 500 CEOs are there?") or any question that is overly general (e.g., "What can organizations do to prevent discrimination against religious minorities?" or "When will unfair treatment of LGBTQ workers end?")

#### **Cultural Diversity Awareness Questionnaire**

The purpose of this assignment is to aid each student in assessing their own individual beliefs and behaviors related to cultural diversity. Each student is required to complete the Cultural Diversity Awareness Questionnaire at two points – the first week of the semester and the last week of the semester. Each completed questionnaire is worth up to 30 points.

The questionnaire focuses on three main factors: (1) identifying one's attitudes and perspectives regarding cultural diversity; (2) helping enhance awareness and understanding of one's prejudices and biases; and (3) helping improve understanding of potential consequences of one's viewpoint of diversity in the workplace. Please respond to all of the items as truthfully and honestly as possible. There are no right or wrong answers.

#### **Personal Reflection Paper and Post**

The purpose of this assignment is for each student to reflect on the learning that has occurred during the course of the semester. Each student is expected to submit a 2-3 page paper (90 points) and submit a post to the course take-away discussion board (10 points). The **paper** should be single spaced with 1-inch margins and 12-point font (Arial, Calibri, Times New Roman). Also, it should address each of the following questions and incorporate concepts from the textbook as appropriate.



1. Of the primary dimensions of diversity discussed in this course (i.e., either of the groups based on race/ethnicity, gender, sexual orientation, religion, age, mental and physical abilities, or weight and appearance), which dimension of diversity is easiest for you to embrace and which is hardest for you to embrace? Why? Explain.
2. Consider your responses on the Cultural Diversity Awareness Questionnaire. Select three items for which you chose *Never* or *Almost Never*. (If you do not have three items with these responses than consider those for which you chose *Sometimes*). Based on your responses to these items, for each item discuss at least one factor you believe contributes toward your response and at least one action you can take to enhance your belief or behavior thus becoming more inclusive toward others.
3. Compare your overall score on the Cultural Diversity Awareness Questionnaire taken in the first week of the semester and the last week of the semester. Discuss the change that occurred during the semester. Identify and explain two significant factors (content from the textbook, posts in the discussion board, information gathered for the company audit) that you think were instrumental in the change process. Respond to this question whether your score increased or decreased. If your overall score remained the same, but they were changes in some specific items then explain two significant factors that may have contributed toward this outcome.

Each student is also expected to make a **post to the course take-away discussion board**. Provide a brief summary (4-5 sentences in length) that addresses 1 of the 2 following items:

1. One new action you will take when interacting with others who are diverse along any dimension to become more inclusive. Link the action to at least one specific concept and/or chapter from the course.
2. The most significant factor related to diversity in organizations that you learned in this course. Link the factor to at least one specific concept and/or chapter from the course.

### **Team Company Diversity Audit Presentation**

The purpose of this assignment is threefold. First, this assignment allows you to integrate concepts from the course and demonstrate what you have learned throughout the semester in assessing three dimensions of diversity. This serves to reinforce the importance of recognizing interactions among dimensions of diversity as well as viewing diversity holistically. Second, this assignment enhances your ability to research a company and in doing so utilize multiple sources of archival information to assess its diversity practices. Engaging in the research process expands your knowledge and understanding outside of the classroom into the context of actual companies as well as strengthens your critical thinking and analytical skills. Third, this assignment provides you with an opportunity to work with a team of diverse classmates and deliver a formal PowerPoint presentation. In doing so, you will gain experience in setting team goals, allocating tasks among team members, dealing with individuals whose views and work ethics may differ from yours, and managing a variety of other issues related to team dynamics.

Many employers desire evidence of teamwork and communication skills when recruiting/hiring our graduates.

The overall objectives of the team presentation are to: 1) select a company, 2) assess how well it is doing at achieving and managing diversity, and 3) provide recommendations for improvement in DEI. Specific deliverables are outlined below.

### **Team Formation**

By the end of week 3 of the semester (January 31<sup>st</sup>), students will form into teams of 4-5 people. Teams must include students that are diverse along dimensions such as racial or ethnic backgrounds, gender, sexual orientation, religion, age, etc. If you have a preference of individuals with whom you would like to work (even if only 2 or 3 individuals and others will be added), please let me know via email prior to this date. Otherwise, you will be assigned to a team and informed of other team members via email.

### **Initial Organization Meeting and Company Selection (5 points)**

Each team is expected to have an initial team meeting during week 4 of the class. This and other team meetings can take place via WebEx, Zoom, the Conferences feature available in Canvas, Skype, Google Hangout, FaceTime, or a similar online platform of the team's choice. Please note that even when not adhering to COVID-19 protocols, it cannot be mandatory in an online, asynchronous course within the OBBA Program that all team members attend a face-to-face or in-person meeting.

At least 1 hour should be allowed for this meeting. The time should be utilized to discuss various topics such as the team members' individual backgrounds and how the team will function. After the meeting, each team is required to submit an organizational meeting update by February 10<sup>th</sup>. An editable version of the Organizational Meeting Update Form is available in Module 15 (Team Presentation) in Canvas.

As a part of this process, each team is asked to submit its choice of 3 companies to be used in completing this assignment in order of preference. In the event that more than one team selects the same company as its first preference then a coin toss will determine which team is allowed to have its first preference and which one completes the assignment using its second or third preference. In selecting companies, focus on companies that:

1. are headquartered or with major operations in the state of Florida,
2. are publicly traded,
3. have clearly defined customers, and
4. exhibit some level of diversity along several dimensions.

This organizational meeting update is worth up to 5 points of the total points allocated for the team presentation assignment. Grades are based on the professionalism and thoroughness of the update.



**Update #1 (10 points)**

Each team is required to submit Update #1 by March 3<sup>rd</sup>. At a minimum, team presentation update #1 should:

1. Provide a short description of the company. Also, include its mission statement. If a mission statement is not available, then include its vision statement, guiding principles, or a similar articulation of the company’s purpose or strategic direction.
2. Identify 3 diversity-related dimensions of the organization’s employees/customers you want to analyze. A maximum of 2 dimensions selected can be based on race/ethnicity. Make sure the dimensions are relevant to the purpose/mission of the organization. Provide a brief explanation as to why the team selected these 3 dimensions.
3. Develop a plan for collecting data on the diversity dimensions the team selected.
4. Provide a brief outline of the division of tasks/assignments with corresponding individual responsibility as well as targeted completion dates
5. Assess each member’s overall contribution up to that point. As a team, rate each member on a scale of 1 to 5 (with 5 being the highest) based his/her participation in team planning, attendance at team meetings, and completion of tasks/assignments. Also, each team member is required to electronically sign the update to indicate his/her commitment to complete the agreed upon tasks or assignments. Any subsequent changes in tasks/assignments should be properly documented. Please include a section (similar to the one provided below) at the end of the update where each team members’ printed name, electronic signature, and date appear. There is no standardized form for this update. As such, each team is expected to create a MS Word document that incorporates the key components listed.

|            |  |  |
|------------|--|--|
| Jane Doe   |  |  |
| John Smith |  |  |
| Mary Brown |  |  |

**Update #2 (15 points)**

Each team is required to submit Update #2 by March 24<sup>th</sup>. Update #2 should provide a summary of information that will be incorporated in the final presentation. To guide the team in completing this update, an editable version of the **Team Presentation Update #2 Empty Outline** form on is available in **Module 15** (Team Presentation) in Canvas. The primary information summarized in this update should reflect the team’s:

1. Identification of several specific organizational practices/policies/issues related to achieving and managing diversity that are relevant to each of the dimensions selected by the team.

2. Determination of the criteria for assessing the organization's effectiveness at achieving and managing diversity along the each of the dimensions selected by the team.
3. Rating of each member **as a team** on a scale of 1 to 5 (with 5 being the highest) based his/her attendance at and participation during team meetings, completion of specific tasks/assignments, and overall contribution to the team presentation.

NOTE: Do not copy/cut and paste or otherwise incorporate information directly from other sources. Doing so will be considered plagiarism and result in a grade of zero on this assignment for all members of the team.

### **Managing and Achieving Diversity Presentation (105 points)**

The product of your team efforts will be an oral presentation. The length of this presentation cannot exceed 20 minutes. The presentation should reflect a thoughtful analysis of the selected company's diversity efforts. The content of the presentation, which will be worth 90 points, should include the following:

1. A brief description of the company and its purpose/mission. Also, provide information useful in identifying the organization's strategic leadership (i.e., its top-management team and its board of directors), its employees, its customers, and its geographic scope with emphasis on attributes linked to diversity dimensions. This component will be worth a total of 15 points.
2. An assessment of the company's overall effectiveness at achieving and maintaining diversity along each of the 3 dimensions, which incorporates the items indicated below. This component will be worth a total of 75 points.
  - a. A description of several policies/practices the company has that addresses the needs or experiences of employees in that group.
  - b. A description of one policy/practice the company has that may be perceived as biased against that social group and explain why it may be biased and the related implications to the organization. If you cannot find information on a policy/practice that may be perceived as biased against the group, then engage in research to see if the company has experienced an issue in the past where there was evidence or allegations of some form of bias or discrimination against that social group.
  - c. A recommendation of one feasible policy/practice the organization could implement to be more effective at improving the experiences and inclusion of the focal group. Examine what specific actions would be necessary to implement it and why it would be effective. This policy/practice must go beyond the company's existing actions. Maintaining the status quo is not considered a valid recommendation.



The remaining 15 points will be allocated to assessing the effectiveness of the presentation. Three aspects of presentation effectiveness that will be assessed include:

1. Team image/energy/enthusiasm – The presentation should be interesting and engaging to the audience. Also, team members should show enthusiasm for their subject and dress in professional attire.
2. Clarity/coherence/organization - The presentation should have a clear introduction and conclusion. The presentation should be properly paced with smooth transitions between segments and/or speakers.
3. Quality of Visual Aids – All visual aids should be uniform, readable, and checked for grammatical errors. Speakers should maintain eye contact with the audience while discussing key points.

### **Board of Directors (Evaluation Form and Discussion Board Post) 15 points**

Each team will be assigned to serve in the role of board of directors for a company being presented on by another team in the class. In this capacity, each team member is expected to (1) watch the assigned team's video presentation; (2) complete an evaluation form which assesses different attributes of the overall effectiveness of the presentation; and (3) post a question for the assigned team to its discussion board. An editable version of the **Board of Director Evaluation Form** is available in **Module 15** (Team Presentation) in Canvas. The questions should be based on the content of the video and/or your general knowledge of the company or its industry. The forms and questions are to be submitted on an individual basis. Members of the presenting teams are then expected to provide a response to the questions posted on their respective discussion board. The team presentation evaluation forms must be completed and questions posted by *Monday, April 19<sup>th</sup>* at Noon. Teams are expected to respond to questions posted on their respective discussion board by *Monday, April 19<sup>th</sup>* at 11:59pm.

### **COURSE POLICIES**

- (1) Each student is expected to **start reading a given chapter toward the beginning of the week and complete reading assignments** for the focal chapter **prior to starting any graded assignment**, thus facilitating your ability to respond to the questions appropriately. For the purpose of this course, the week begins on Monday and ends on Sunday. **Content quizzes for each chapter will be due on Saturdays and discussion board posts on Sundays.** If you delay going through the materials until a few hours before the assignment closes, you may find that you've left yourself too little time to adequately process the content, answer all questions, or complete the assignment.
- (2) Unless otherwise noted, **all assignments will be due by 11:59PM EST (or EDT)** on the date indicated on the course schedule unless a revised deadline is announced prior to the original due date. **Late assignments will be accepted only under extreme circumstances**

which are verifiable and conveyed to me prior to the submission deadline. Also, there will be a reduction of 20% of the total available points for the assignment for each day late.

- (3) Each student is required to **check Canvas or their FAU e-mail accounts regularly** for announcements with changes in assignment due dates or times, more detailed explanations of assignments, etc. Also, each student is **responsible for checking their FAU accounts to ensure that e-mails can be properly delivered.** The most common problem is that individual accounts have exceeded the maximum space quota allowed by the university.
- (4) Written and oral presentations must be prepared in a **professional manner.** Special attention should be paid to content, format, grammar, and appropriate use of multimedia aids. **All assignments must be prepared using the appropriate Microsoft Office product** (i.e., Word, PowerPoint, etc.). Please **do not** submit assignments as PDF files. Submitting assignments prepared using a product other than Microsoft Office will result in a 10% reduction loss of points. The latest version of Office 365 is provided free of charge to all FAU students as a part of our participation in Microsoft's Advantage Program. Please click on this link for more information. <https://www.fau.edu/oit/getoffice365/>
- (5) As a general rule **no make-up quizzes will be given.** However, if a valid reason exists for not being able to take the quiz prior to the deadline (i.e., a medical emergency or sudden bereavement), proper documentation will be required from a verifiable source. **ALL** requests for a make-up quiz must be made **prior to scheduled due date/time.** **Proper documentation consists of** notifications from a doctor's office on official letterhead of a visitation and description of restrictions; official evidence of a visit to a hospital emergency room, medical clinic or similar facility with appropriate contact information and description of restrictions; letters from funeral service providers along with obituaries; and court/police records of arrests, accidents, and similar occurrences. In the event that a make-up quiz is warranted, it will cover the same material as the originally scheduled quiz but may be comprised of all short-answer/essay questions and **must be taken within 5 days** of the regularly scheduled quiz.
- (6) If you disagree with a grade or feel an assignment has been graded incorrectly, document your specific argument in writing and submit it to me via email along with any supporting materials **within a week after the graded item is returned or posted.** Your arguments as well as supporting materials will be considered and a response detailing the outcome of the reassessment will be forwarded to your FAU email account. Bear in mind that when the assignment is re-graded, the possibility exists that your score could be lowered. If this is the case, an explanation will be provided as to why your grade was lowered.
- (7) Note that an **"Incomplete"** is not a substitute for a poor grade. In accordance with the College of Business policy, a student who is passing a course, but has not completed all



work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of an "I" grade and specific time designated to complete required assignments are at the instructor's discretion and allowed only if the student is passing the course. Moreover, the College of Business policy on the resolution of incomplete grades requires that **all work necessary to satisfy an incomplete ("I") grade must be completed within a period of time not exceeding one calendar year** from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing ("F") grade.

### **SELECTED UNIVERSITY AND COLLEGE POLICIES**

- (8) **Academic dishonesty will not be tolerated.** FAU students are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty.

**All individual and team assignments must represent your own, original work.** Thus, all work must be free of plagiarism, collusion, and any other form of academic dishonesty. Any attempt to represent the work of others as your own will be viewed as plagiarism. **This includes copying (or cutting and pasting) information off the internet, from cases, from the textbook, from articles, or any other source without proper citation and failure to use quotation marks when using exact statements/sentences from any source even if you cite the source.** Moreover, during examinations students may not utilize notes, books, electronic devices, etc. or solicit assistance from/give help to another student. While you may utilize legitimate information sources and discuss general guidelines with each other, collaborating on assignments and unattributed copying is strictly prohibited. Violations of this ethical concept will result in penalties ranging from a grade of zero on the specific assignment to a grade of F in the course depending upon the severity. **Extreme situations will be reported to academic administrators and may even result in dismissal from the university.**

For more information about what is considered plagiarism and other forms of academic dishonesty, please read FAU Regulation 4.001 available at [http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

Also, the College of Business "Academic Honesty Policy" is available at <https://business.fau.edu/undergraduate/current-students/academic-policies/academic-honesty-policy/>.

- (9) In compliance with the Americans with Disabilities Act Amendment Act (ADAAA), **students who require reasonable accommodations** due to a disability to properly execute coursework **must register with Student Accessibility Services (SAS) and follow all procedures**. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, visit the SAS website at <http://fau.edu/sas/>.
- (10) Life as a university student can be challenging physically, mentally and emotionally. **Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center**. CAPS provides students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>.
- (11) In accordance with rules of the Florida Board of Education and Florida law, **students have the right to reasonable accommodations from the University in order to observe religious practices, observances and beliefs with regard to class attendance and the scheduling of examinations and work assignments**. Notification of intentions to participate in religious practices, observances and beliefs that conflict with any due dates **must be communicated to me within the first two weeks of the semester so that appropriate accommodations can be made**. For further information, please see FAU Regulation 2.007 available at <http://www.fau.edu/regulations/chapter2/index.php>.
- (12) In accordance with rules of the Florida Atlantic University, **students have the right to reasonable accommodations to participate in University approved activities**, including athletic or scholastics teams, musical and theatrical performances, and debate activities. It is the student's responsibility to **notify me at least one week prior to missing any course assignment** so that arrangements can be made for an alternative due date and/or assignment.
- (13) Any student who decides to **drop the course** is responsible for **completing the proper paperwork required for officially withdraw from the course**.
- (14) A student may request a review of the final course grade when s/he believes that one of the following conditions apply: (1) There was a computational or recording error in the grading. (2) Non-academic criteria were applied in the grading process. (3) There was a gross violation of the instructor's own grading system. **The procedures for grade reviews may be found at <http://www.fau.edu/regulations/chapter4/index.php>**.



### **ADDITIONAL INFORMATION**

- (1) Below is a listing of additional support services and online resources that students may utilize as appropriate.
- [Center for eLearning and Student Success](#)
  - [FAU Libraries](#)
  - [Math Learning Center](#)
  - [Office of Information Technology Helpdesk](#)
  - [Office of International Programs and Study Abroad](#)
  - [Office of Undergraduate Research and Inquiry](#)
  - [University Center for Excellence in Writing](#)
- (2) On the next page is a detailed overview of minimum computer, technology, and technical skills requirements along with technical support information for online courses. Loaner hardware (i.e., laptops, hotspots, webcams) may be available for students with demonstrated financial need. Please review the following websites for more information.  
<https://library.fau.edu/technology-student-success>

### **COMPUTER AND TECHNOLOGY REQUIREMENTS**

- Dependable computer
  - Operating system: Windows 10 or macOS High Sierra (10.3) or higher.
  - Webcam
  - Headset with microphone
  - Speakers
  - Other [Specifications](#)
- Peripherals
  - A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.
- Software
  - [Microsoft 365 Suite](#) (click on the link for details to get access free of charge)
  - Reliable web browser (newest version of [Chrome](#) or [Firefox](#) recommended)
  - Canvas mobile app: Download instructions for [iOS device](#) or [Android device](#)
  - [Adobe Reader](#)
- Internet Connection
  - Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
  - To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
  - [Check your Internet speed here.](#)

## TECHNICAL SKILLS REQUIREMENTS

The general and course-specific technical skills you must have to succeed in the course include but are not limited to:

- Accessing Internet.
- Using Canvas (including taking tests, attaching documents, etc.).
- Using email with attachments.
- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
- Copying and pasting functions.
- Downloading and installing software.
- Using presentation, graphics, and other programs.
- Posting and commenting in an online discussion.
- Searching the FAU library and websites.

**Please note** that it is your responsibility to obtain the necessary information and skills to manage the hardware and software systems of this course. In addition, if your personal computer becomes unavailable for any reason, you are responsible for locating and operating other adequate computer resources to meet the course deadlines.

## TECHNICAL SUPPORT

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. **Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar. When a problem occurs, click “Help” to:**

- Report a Problem
- Live Chat with Canvas Support
- Search Canvas Guides

## ADDITIONAL TECHNICAL SUPPORT

1. Contact the eLearning Success Advisor for assistance: (561) 297-3590
2. Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see [Print Screen instructions](#).
3. Complete a [Help Desk ticket](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:



- a. Select "Canvas (Student)" for the Ticket Type.
  - b. Input the Course ID.
  - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
  - d. Attach the Print Screen file, if available.
4. If you do not hear back from a Help Desk representative in a timely manner (48 hours), it is your responsibility to follow up with an appropriate staff member until a resolution is reached.
  5. Once you have submitted a Help Desk Ticket, inform your instructor. Include all pertinent information of the incident (steps 3b-d above). Keep your instructor informed of the status.

## MAN 3113-100 – MANAGING WORKPLACE DIVERSITY

### TENTATIVE SPRING 2021 CLASS SCHEDULE

\*\*Explanation of font colors: **Green** indicates content quizzes, **Fuchsia** discussion board postings, **Brown** team presentation, **Blue** individual assessment/reflection assignments

| WEEK  | CHAPTER   | ASSIGNMENTS   |
|---|---|---|
| 1   | <b>Course Introduction</b><br><br><b>Module 1:</b><br><b>Chapter 1 – introduction</b> | Review Syllabus & Course Agreement<br>Cultural Diversity Awareness Questionnaire I – Due Date: Jan 13 <sup>th</sup><br>Read Chapter 1<br>MindTap Content Quiz – Due Date: Jan 16 <sup>th</sup><br>Discussion Board Posting – Due Date: Jan 17 <sup>th</sup>   |
| 2   | <b>Module 2:</b><br><b>Chapter 2 – Theories and Thinking About Diversity</b>          | Read Chapter 2<br>MindTap Content Quiz – Due Date: Jan 23 <sup>rd</sup><br>Discussion Board Posting – Due Date: Jan 24 <sup>th</sup>  |
| 3   | <b>Module 3:</b><br><b>Chapter 3 – Legislation</b>                                    | Read Chapter 3<br>MindTap Content Quiz – Due Date: Jan 30 <sup>th</sup><br>Discussion Board Posting – Due Date: Jan 31 <sup>st</sup><br>Team Assignment Paper Assignment – Watch Video Recording and Review Supplemental File available in Module 15 in Canvas ??<br><b>TEAM FORMATION</b> – Due Date: Sunday, Jan 31 <sup>st</sup> |
| 4   | <b>Module 4:</b><br><b>Chapter 4 – Blacks/African Americans</b>                       | Read Chapter 4<br>MindTap Content Quiz – Due Date: February 6 <sup>th</sup><br>Discussion Board Posting – Due Date: February 7 <sup>th</sup>  |
| <b>NOTE: February 8, 2021 is the last day to drop with 25% tuition adjustment</b> |   |   |



|  |   |  |
|--|---|--|
| 5  | <b>Module 5:<br/>Chapter 5 –<br/>Latinos/Hispanics</b>  | <b>TEAM ORGANIZATIONAL MEETING UPDATE FORM</b> – Due Date: Wednesday, February 10 <sup>th</sup><br>Read Chapter 5<br>MindTap Content Quiz – Due Date: February 13 <sup>th</sup><br>Discussion Board Posting – Due Date: February 14 <sup>th</sup>  |
| 6  | <b>Module 6:<br/>Chapter 6 –<br/>Asians/Asian<br/>Americans</b>   | Read Chapter 6<br>MindTap Content Quiz – Due Date: February 20 <sup>th</sup><br>Discussion Board Posting – Due Date: February 21 <sup>st</sup>   |
| 7  | <b>Module 7:<br/>Chapter 7 –<br/>Whites/Caucasians</b>  | Read Chapter 7<br>MindTap Content Quiz – Due Date: February 27 <sup>th</sup><br>Discussion Board Posting – Due Date: February 28 <sup>th</sup>   |
| 8  | <b>Module 8:<br/>Chapter 8 – Native<br/>Americans and<br/>Multi-Racial Group<br/>Members</b>  | <b>TEAM ASSIGNMENT UPDATE #1</b> – Due Date: Wednesday, March 3 <sup>rd</sup><br>Read Chapter 8<br>MindTap Content Quiz – Due Date: March 6 <sup>th</sup><br>Discussion Board Posting – Due Date: March 7 <sup>th</sup>  |
| 9  | <b>Module 9:<br/>Chapter 9 – Sex and<br/>Gender</b>   | Read Chapter 9<br>MindTap Content Quiz – Due Date: March 13 <sup>th</sup><br>Discussion Board Posting – Due Date: March 14 <sup>th</sup>   |
| <b>NOTE: March 19, 2021 is the last day to drop with a “W”</b> |   |  |
| 10   | <b>Module 10: Chapter<br/>10 – Work and<br/>Family<br/><br/>AND<br/>Chapter 11 – Sexual<br/>Orientation and<br/>Gender Identity</b> | Read Chapter 10 and Chapter 11<br>MindTap Content Quizzes – Due Date: March 20 <sup>th</sup> NOTE: There are two quizzes, one for each chapter.<br>Discussion Board Posting – Due Date: March 21 <sup>st</sup> NOTE: There is an option to post to the discussion board for Chapter 10 or Chapter 11 |

|       |  |  |
|-------|--|--|
| 11    | Module 11: Chapter 12 – Religion   | <p><b>TEAM ASSIGNMENT UPDATE #2 – Due Date: Wednesday, March 24<sup>th</sup></b></p> <p>Read Chapter 12</p> <p>MindTap Content Quizzes – Due Date: March 27<sup>th</sup></p> <p>Discussion Board Posting – Due Date: March 28<sup>th</sup></p>   |
| 12    | Module 12: Chapter 13 – Age  | <p>Read Chapter 13</p> <p>MindTap Content Quiz – Due Date: April 3<sup>rd</sup></p> <p>Discussion Board Posting – Due Date: April 4<sup>th</sup></p> <p><b>TEAM MEETINGS VIA WEBEX (30 minutes per team): March 31<sup>st</sup> – Apr 2<sup>nd</sup></b></p>   |
| 13    | Module 13: Chapter 14 – Physical and Mental Ability<br><br>AND<br>Chapter 15 – Weight and Appearance | <p>Read Chapter 14 and Chapter 15</p> <p>MindTap Content Quiz – Due Date: April 10<sup>th</sup> <b>NOTE:</b> There are two quizzes, one for each chapter.</p> <p>Discussion Board Posting – Due Date: April 11<sup>th</sup> <b>NOTE:</b> There is an option to post to the discussion board for Chapter 14 or Chapter 15</p> |
| 14    | Module 14: Chapter 16 – Global Diversity   | <p>Read Chapter 16</p> <p><b>NOTE:</b> There is NO required content quiz or discussion board for this chapter. However, you may complete either assignment to replace the lowest grade earned on a similar assignment.</p>   |
| 15    | Module 15: Team  | <p><b>TEAM ASSIGNMENTS (via YouTube or Google link) – Due Date: Sunday, April 18<sup>th</sup> at 12noon</b></p> <p><b>Board of Directors Evaluation Form, Discussion Board Postings, and Peer Evaluation Form – Due Date: Monday, April 19<sup>th</sup> by 11:59pm</b></p>   |
| FINAL |  | <p>Cultural Diversity Awareness Questionnaire II – Due Date: April 24<sup>th</sup></p> <p>Individual Self-Reflection – Due Date: April 24<sup>th</sup></p> <p>Course Take-away Discussion Board Post – Due Date: April 25<sup>th</sup></p>   |