

Term Information

Effective Term Spring 2019

General Information

Course Bulletin Listing/Subject Area Agricul Envrmtl & Develop Econ
Fiscal Unit/Academic Org Agric, Envrmtl & Devlp Econ - D1114
College/Academic Group Food, Agric & Environ Science
Level/Career Undergraduate
Course Number/Catalog 2400
Course Title Diversity in the Workplace: Challenges and Opportunities
Transcript Abbreviation Diversity
Course Description The purpose of this course is to examine how and why diversity affects interpersonal and intergroup interactions in organizations, to develop an understanding of what diversity means, and to explore contemporary organizational strategies for managing workplace diversity while working to better understand what we as individuals bring to the dynamic.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 01.0103
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Social Diversity in the United States

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- GE-LO1: Describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
- GE-LO2: Recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance and equality of others.
- C-LO1: Assess and demonstrate self-awareness with regard to cultural values, biases and behaviors that influence interpersonal behavior and interactions in organizations.
- C-LO2: Develop greater competency and related interpersonal skills for working effectively with people from diverse backgrounds and orientations.
- C-LO3: Recognize fact, myths and stereotypes about different cultural groups.
- C-LO4: Describe the issues and challenges related to managing a workforce that is diverse concerning race, ethnicity, gender, age, sexual orientation, and physical ability.
- C-LO5: Formulate plans and approaches to workforce diversity that focus on the opportunities offered within a diverse community.
- C-LO6: Describe the ways a diverse workforce enhances the work experience and business success.
- C-LO7: Offer examples of best practices in diversity management in contemporary businesses.
- C-LO8: Differentiate between popular opinion and research in contemporary diversity management while demonstrating an ability to critique both.
- C-LO9: Construct an argument and demonstrate an understanding of civil discourse.
- C-LO10: Demonstrate a respect for diversity and opposing viewpoints.

Content Topic List

- Intro to the course topics, exploration of drivers, & establishing ground rules.
 - Getting to know one another, rapport building, & review of the news.
 - The Evolution of Diversity & Inclusion
 - Trends Driving the Business Case for Diversity & Inclusion
 - Analyzing Self, Exploring Perspective
 - Cultural Competence & Unconscious Bias Training
 - Understanding Difference, Power, Privilege and Inclusion
 - Introduction to: Let's Talk About Race (2018) by Oluo
 - Intro to implicit bias
 - Code switching
 - Uncovering the Complexities of Workplace Diversity
 - Understanding the Experience & Workforce Demographics: Black/African American Populations
 - Understanding the Experience & Workforce Demographics: Latino/Hispanic Population
 - Understanding the Experience & Workforce Demographics: Asian/ Asian American Population
 - The problem with "Positive" stereotypes
 - Understanding the Experience & Workforce Demographics: White/European American Population
 - Understanding the Experience & Workforce Demographics: Native American/Alaska Native Population
 - Understanding the Experience & Workforce Demographics: Multi-Racial Population
 - Religion and Age
 - Physical & Mental Ability
 - Appearance & Weight
 - Sex and Gender
 - Sexual Orientation and Gender Identity
 - Gender & Work
 - Stereotype Threat & Micro-Inequities in the Workplace
 - Promoting Non-Discrimination, Diversity & Inclusion
- Sought Concurrence
Yes

Sought Concurrence

Attachments

- GEREconsiderationRequestAEDE2400.docx: Response to Feedback
(Cover Letter. Owner: Cole,Sarah Jean)
- AEDE 2400 Workforce Diversity Syllabus 10.18.18.docx: Syllabus
(Syllabus. Owner: Cole,Sarah Jean)
- Assessment Plan10.17.18 AEDE2400 GELO1.GELO2.docx: Assessment Plan
(GEC Course Assessment Plan. Owner: Cole,Sarah Jean)
- AEDE Rubric for Assessing GE Social Diversity in US.docx: Assessment Rubric
(GEC Course Assessment Plan. Owner: Cole,Sarah Jean)
- AEDE 2400 GE Proposal 10.18.docx: GE Proposal
(Other Supporting Documentation. Owner: Cole,Sarah Jean)
- AEDE 2400 Concurrence Dept ACEL.pdf: ACEL Concurrence
(Concurrence. Owner: Cole,Sarah Jean)
- AEDE 2400 Concurrence Dept MHR.pdf: MHR Concurrence
(Concurrence. Owner: Cole,Sarah Jean)
- AEDE 2400 Concurrence Dept Nat and Math Sciences & SBS.pdf: Nat/Math Sciences & SBS Concurrence
(Concurrence. Owner: Cole,Sarah Jean)
- AEDE 2400 Concurrence EHE.pdf: EHE Concurrence
(Concurrence. Owner: Cole,Sarah Jean)
- AEDE 2400 Concurrence Social Work.pdf: Social Work Concurrence
(Concurrence. Owner: Cole,Sarah Jean)

Comments

- See 10-1-18 feedback email. *(by Vankeerbergen,Bernadette Chantal on 10/01/2018 02:20 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Cole,Sarah Jean	08/31/2018 12:01 PM	Submitted for Approval
Approved	Roe,Brian Eric	08/31/2018 12:05 PM	Unit Approval
Approved	Neal,Steven Michael	08/31/2018 12:29 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/01/2018 02:20 PM	ASCCAO Approval
Submitted	Cole,Sarah Jean	10/19/2018 08:23 AM	Submitted for Approval
Approved	Roe,Brian Eric	10/19/2018 08:54 AM	Unit Approval
Approved	Meadows,Kendyl Ann	10/26/2018 09:46 AM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	10/26/2018 09:46 AM	ASCCAO Approval

On earlier this month we were notified that on September 21, 2018 the Social and Behavioral Sciences Panel of the ASC Curriculum Committee had considered our proposal for a new course AEDE 2400 with GE Diversity-Social Diversity in the U.S.

After reviewing the submission the Panel requested that we address the following:

- *Request concurrences from*
 - *The SBS division in ASC (contact: Assistant Dean Deborah Haddad)*
 - *Social Work*
 - *EHE.*
- *The points on the syllabus add up to 1100 (not 1000).*
- *GE assessment plan:*
 - *The current plan is more a justification that the various GE expected learning outcomes (ELOs) will be addressed in the exams, the book analysis, the discussion board, the journal, and the article analysis rather than a very focused plan that can be implemented when the course is first taught. Indeed, analyzing all these assignments would be an onerous task. Request to be more specific. It is recommended that the direct methods used be limited to one or two.*
 - *Along the same line, specific examples illustrating the selected methods should be provided for the panel.*
 - *The rubrics supplied are certainly good tools for grading the assignments but are not functional to do GE assessment. Indeed, they should evaluate the GE ELOs (not features like APA citation, spelling, grammar and other items unrelated to the content of the ELOs).*

We are pleased to report that concurrences were requested and received from all three units noted above. In addition, the math error in the syllabus has been corrected, the assessment plan restructured to be more specific and manageable, and a rubric has been crafted to utilize when evaluating the GE ELOs. We request, that the committee Panel consider the concurrences granted and the attached documents as our submission for reconsideration for a new course AEDE 2400 with GE Diversity-Social Diversity in the U.S.

AEDECON 2400: Diversity in the Workplace: Challenges & Opportunities

Meeting Dates and Location:	To be chosen from scheduled slots allowing 2 – 80-minute lecture sections.
Course Format:	In-person lecture.
Instructor:	TBD
Credit Hours:	3
Prerequisites:	

Nature of the Course

In no other time has the workforce been comprised of such a diverse group of individuals working closely on a day-to-day basis. This challenges organizations to effectively manage a workforce that is increasingly diverse along the lines of race, ethnicity, gender, physical ability, sexual orientation and age. Many recognize that the successful organization of the future will welcome and value the attributes that employees from diverse backgrounds bring with them. At the same time, these individuals want to make their unique contributions to organizations rather than be asked to fit in or adapt the established model. Organizational leaders are now confronted with the challenge of how to effectively manage a workforce that is increasingly diverse. Implicit in this challenge is the recognition that the best, brightest, and most qualified employees hail from a variety of cultural backgrounds or group identities. The expectation is that employees will have the interpersonal skills and abilities to successfully and positively interact with people who are different from themselves. The purpose of this course is to examine how diversity affects interpersonal and intergroup interactions in organizations, to develop an understanding of what diversity means, and to explore contemporary organizational strategies for managing workplace diversity.

MATERIALS:

Required Texts:

Bell, M. (2017) Diversity in Organizations, 3rd Edition, Cengage
Oluo, I. (2018) So You Want to Talk About Race, Seal Press

Articles and Group Discussion Books:

Students will complete short article readings prior to class. Some of these are in the course schedule, others will be assigned by the instructor with an eye on current successes and events/issues that develop during the semester. Articles available to be utilized for analysis and reflection essays can be found at the end of the end of the syllabus. This list will not be finalized until the first day of class. All articles can be found utilizing OSU databases at no additional cost to the student.

Books utilized for the book analysis & discussion assignment will be selected by the students in their groups from a list provided by the instructor. No two groups will be reading, analyzing or facilitating a discussion of the same two books. This list can be found at the end of the syllabus. Additional options may be added during the first week of class. Student groups are free to make suggestions for a book not found on the list, but the final approval rests with the instructor. Books can be found in within the library system at no additional cost to the student.

Course Description:

The purpose of this course is to examine how and why diversity affects interpersonal and intergroup interactions in organizations, to develop an understanding of what diversity means, and to explore contemporary organizational strategies for managing workplace diversity while working to better understand what we as individuals bring to the dynamic.

Prerequisites: None

Learning Goals and Outcomes

General Education: Diversity Goal: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principles citizens.

Learning Outcomes: Social Diversity in the United States

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Course Goal: Students will think critically about the challenges and opportunities diversity offers those living and working in a diverse world.

Course Learning Outcomes:

1. Students assess and demonstrate self-awareness with regard to cultural values, biases and behaviors that influence interpersonal behavior and interactions in organizations.
2. Students develop greater competency and related interpersonal skills for working effectively with people from diverse backgrounds and orientations.
3. Students recognize fact, myths and stereotypes about different cultural groups.
4. Students describe the issues and challenges related to managing a workforce that is diverse concerning race, ethnicity, gender, age, sexual orientation, and physical ability
5. Students formulate plans and approaches to workforce diversity that focus on the opportunities offered within a diverse community.
6. Students describe the ways a diverse workforce enhances the work experience and business success.
7. Students offer examples of best practices in diversity management in contemporary businesses.
8. Students differentiate between popular opinion and research in contemporary diversity management while demonstrating an ability to critique both.
9. Students construct an argument and demonstrate an understanding of civil discourse.
10. Students demonstrate a respect for diversity and opposing viewpoints.

How Students Meet the Outcomes: Students will meet these learning outcomes by reading provided materials, attending and actively listening to lectures, participating in classroom

activities, completing self-assessment activities, listening to and interacting with guest speakers, and completing class assignments.

Course Ground Rules: a Few Human Factors to Remember

Discussions of diversity often touch on topics that group members view as controversial or difficult. Because of this, class participants are also responsible for permitting each member of the class to hold his or her own opinion without pressure from others to change it or fear of being attacked. Class participants should also remember, however, that one's opinions may have an impact on others. Thus, your learning, and that of other class participants, will be enhanced to the extent you are willing to speak from your perspective and share your experiences and views with the class. Class participants are responsible for honoring and maintaining the confidentiality of others. If class participants choose to share any personal information about themselves in the context of class discussions, no one should repeat this information outside of the class. In closing, please try to remember that:

- ❖ Together we are here to learn about very complex issues that have plagued society, in one form or another, since the beginning of civilization.
- ❖ We all struggle with bias; known and unknown
- ❖ We all have experienced some level of prejudice
- ❖ We are all guilty of some degree of ignorance concerning another group or class of people. No one in the class knows everything there is on issues related to diversity, so it is expected that we come to class with an open mind.
- ❖ We are not here to victimize one another because learning about race, gender and other differences occurs more readily in a supportive environment, where there is a climate of openness and trust. For this reason, we will try to discuss honestly our experiences and feelings without fears of being judged, stereotyped or categorized by our colleagues.

Assignments

Course assignments will include case analysis & facilitation, self-assessments, journaling, reading questions, discussion board assignments, article analysis and exams.

JOURNAL

Project Implicit: When you have assignments related to the site you will go directly to <https://implicit.harvard.edu/implicit/> where you will complete the task. This takes you to the Project Implicit site. When you arrive there you will, click on "Project Implicit Social Attitudes" (you do not have to input your email or register). A Preliminary Information page will open. At the bottom, if you agree, click on "I wish to proceed". This will take you to the page that lists several project implicit assessments. Do not complete any assessments until assigned.

You will be assigned a particular assessment or groups of assessments to complete as we move through the course so you might want to add this to your "favorite links" list. Before completing each one you will be asked to describe your perception of the group/topic/issue, to consider your biases, share your experiences in your journal. Having completed the pre-work in your journal you will then, complete the assignment and be given an analysis of your results. In a journal format you will be asked to reflect on the results and your reactions to them. We will then cover the issue/group in class and you will complete the section with a reflection after that discussion. The journal will be submitted

with the mid-term exam and during the final two weeks of class. (See Carmen course site for journal questions, the list of assessments, and format details).

CASE ANALYSIS & FACILITATION

Student teams will be assigned a case dealing with issues related to managing individuals in a diverse organization. In teams the students will analyze the case and write up the analysis. The components of the analysis can be found in the course Carmen site. In addition the group will present the case to the class and facilitate a discussion of the issues, the opportunities, resolution techniques and possible outcomes.

ARTICLE ANALYSIS & DISCUSSION BOARD

Students will be presented with a list of articles during the first week of class to select for analysis and reflection. The components of the analysis and reflection can be found in the Carmen site for the course. Discussion board assignments will be linked to films and course readings.

READING GROUP BOOK ANALYSIS & DISCUSSION

Students will be working in teams to read, analyze and discuss a book related to contemporary issues in related to the topics in this course. Each team will select a book from a list provided by the instructor (see end of syllabus and Carmen site). The team will read the book and facilitate a discussion of it. In addition, each student will submit an analysis of the book. The components of the analysis can be found in the Carmen site for the course.

Outcomes Assessment:

Course Outcomes	Assessments
GE-LO1: Describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States	Book Analysis; Exams; Article Analysis
GE-LO2: Recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance and equality of others.	Journal; Discussion Board
C-LO1: Assess and demonstrate self-awareness with regard to cultural values, biases and behaviors that influence interpersonal behavior and interactions in organizations.	Journal; Discussion Board
C-LO2: Develop greater competency and related interpersonal skills for working effectively with people from diverse backgrounds and orientations.	Case Facilitations; Team Peer Evaluation; Discussion Board
C-LO3: Recognize fact, myths and stereotypes about different cultural groups	Case Analysis; Journal; Exams
C-LO4: Describe the issues and challenges related to managing a workforce that is diverse concerning race, ethnicity, gender, age, sexual orientation, and physical ability.	Case Analysis and Case Facilitation, Exams
C-LO5: Formulate plans and approaches to workforce diversity that focus on the opportunities offered within a diverse community.	Case Analysis and Case Facilitation; Exams

C-LO6: Describe the ways a diverse workforce enhances the work experience and business success.	Case Analysis and Case Facilitation; Exams
C-LO7: Offer examples of best practices in diversity management in contemporary businesses.	Case Analysis and Case Facilitation; Exams
C-LO8: Differentiate between popular opinion and research in contemporary diversity management while demonstrating an ability to critique both.	Article Analysis; Exams; Case Analysis and Case Facilitation; Book Analysis
C-LO9: Construct an argument and demonstrate an understanding of civil discourse.	Discussion Board; Case Facilitation and Book Discussion Group Activities
C-LO10: Demonstrate a respect for diversity and opposing viewpoints.	Class Activities; Discussion Board; Case Facilitation and Reading Book Discussion Group Activities

Grade Components	Points Assigned
Exams (Mid-Term and Final)	400
Case Analysis & Facilitation	100
Article Analysis	50
Journal	150
In Class Activities & Discussion Boards	100
Participation & Engagement	100
Book Analysis (75) & Group Discussion Facilitation (25)	100
Total	1000

Final grades: Letter grades will be assigned according to the OSU Standard Grading Scheme cutoffs

Grade Range	Letter Grade	Grade Range	Letter Grade	Grade Range	Letter Grade
≥93	A	80-82.9	B-	67-69.9	D+

90-92.9	A-	77-79.9	C+	60-66.9	D
87-89.9	B+	73-76.9	C	<60	E
83-86.9	B	70-72.9	C-		

Tips for Success:

1. Attend class, engage in the discussion, take notes, take a break from your phone (see syllabus sections on Attendance & Reading, and Class Format)
2. Communicate and be flexible (see syllabus sections on the Schedule & Speakers and Office Hours)
3. Let me know if you need accommodation (see syllabus section on Disability Services)
4. Do your own work (see syllabus section on Academic Misconduct)
5. Follow the code of student conduct at <http://studentconduct.osu.edu/page.asp?id=1>

Disability Services:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Academic Misconduct:

Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process."

While many people associate academic misconduct with "cheating," the term encompasses a wider scope of student behaviors which include, but are not limited to, the following:

- Violation of course rules;
- Fabricating or falsifying data or information required for a course assignment;
- Knowingly providing or receiving information during a course exam or program assignment;
- Possession and/or use of unauthorized materials during a course exam or program assignment;
- Knowingly providing or using assistance (purchased or volunteered) on an individual course assignment, unless such assistance has been authorized specifically by the course instructor;
- Submission of work not performed in a course: This includes the utilization of materials or submissions from one course to satisfy the requirements of another course;

- Submitting plagiarized work for a course/program assignment;
- Placing your name on a team assignment that you have not participated fully in and/or placing the name of an individual who did not participate fully on a team assignment;
- Serving as or asking another student to serve as a substitute (a "ringer") while taking an exam;

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (oaa.osu.edu/coam/home.html)
- *Ten Suggestions for Preserving Academic Integrity*
- (oaa.osu.edu/coam/ten-suggestions.html)
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.html)

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Tentative Course Schedule

Week	Topics	Activity
1	Introduction to the course topics, exploration of drivers, and establishing ground rules. Getting to know one another, rapport building, and review of the news. The Evolution of Diversity and Inclusion Trends Driving the Business Case for Diversity & Inclusion Read prior to class: Hunt, V., Prince, S., Dixone-Fyle, S., & Yee, L. (2018). Delivering through diversity. McKinsey & Company Report. Burrell, L. (2016). We just can't handle diversity. Harvard Business Review, 94(7/8), 71-74. Bell: Chapter 1	Complete Cultural Competence (CC)Self- Assessment Checklist Buffalo
2	Analyzing Self, Exploring Perspective Cultural Competence & Unconscious Bias Training Read prior to class:	Self- Assessment

	<p>Mathur, S. (2017). Emulating change through self-awareness. <i>Human Capital</i>, 20(9), 48-49. https://www.npr.org/sections/codeswitch/2018/01/09/575952575/fighting-bias-with-board-games</p>	
3	<p>Understanding Difference, Power, Privilege and Inclusion Introduction to: Let's Talk About Race (2018) by Oluo</p> <p>Read: Bell Chapter 2</p> <p>Watch in Class: Intro to implicit bias: https://www.npr.org/sections/codeswitch/2018/04/19/604070231/a-lesson-in-how-to-overcome-implicit-bias</p> <p>Code Switching Read article and Watch imbedded videos prior to Class: https://www.npr.org/sections/codeswitch/2013/04/08/176064688/how-code-switching-explains-the-world</p> <p>Read article prior to class https://www.npr.org/sections/codeswitch/2013/04/13/177126294/five-reasons-why-people-code-switch</p> <p>Watch In Class https://www.youtube.com/watch?v=O7VaXIMvAvk</p>	<p>QR Codes</p> <p>What Stands Between Us</p> <p>Privilege Beads</p> <p>Discussion: The Video: Black Jeopardy</p>
4	<p>Uncovering the Complexities of Workplace Diversity: Tackling stereotypes while making it possible for everyone to do their best work. Read: Bell Chapters 4 & 5 Understanding the Experience & Workforce Demographics: Black/African American Populations Understanding the Experience & Workforce Demographics: Latino/Hispanic Population</p>	<p>Let's Talk About Race NPR with Oluo Activity</p>
5	<p>Understanding the Experience & Workforce Demographics: Asian/ Asian American Population Understanding the Experience & Workforce Demographics: White/European American Population Read: Bell: Chapter 6 & 7 The problem with "Positive" stereotypes: https://www.npr.org/sections/codeswitch/2018/02/17/586181350/strong-black-woman-smart-asian-man-the-downside-to-positive-stereotypes</p>	<p>Model Minority & Positive Stereotype Guest Speakers</p>
6	<p>Understanding the Experience & Workforce Demographics: Native American and Multi-Racial Group Members Read: Bell Chapter 8 Mid-Term Exam</p>	<p>Mid-Term Exam</p>
7	<p>Book Group and Case Team Work Let's Talk About Race by Oluo Discussion</p>	<p>Reflection, Planning & Team Work</p>
8	<p>Religion and Age Physical & Mental Ability</p> <p>Read online: https://www.theatlantic.com/education/archive/2016/06/escaping-the-disability-trap/487070/</p> <p>Read: Bell Chapters 12-14</p> <p>Class Discussion Activity: Accommodating Religious Diversity (2008) by SHRM (In class Handout)</p>	

	<p>Watch and discuss in Class I'm Not Your Inspiration, Thank You Very Much: https://www.youtube.com/watch?v=8K9Gg164Bsw</p> <p>Looking Past Limits: https://www.ted.com/talks/caroline_casey_looking_past_limits</p>	
9	<p>Appearance & Weight Sex and Gender Read: Bell Chapters 9 & 15 Watch in Class and Discuss: Codes of Gender and On Gender Watch Prior to Class: Deborah Tannen Videos: https://osu.kanopy.com/video/thats-not-what-i-meant https://osu.kanopy.com/video/he-said-she-said-gender-language-and-communication-deborah-tannen</p>	Awkward Moments at Work
10	<p>Sexual Orientation and Gender Identity Read: Bell Chapter 11 Pronouns: https://www.npr.org/sections/codeswitch/2013/04/25/178788893/yo-said-what Gender & Work Read prior to class: Bell Chapter 10 Sinoway, E.C. (2012). No, you can't have it all. <i>Harvard Business Review</i>.</p>	<p>Guest Speaker for Orientation/ Identity Panel for Gender & Work</p>
11	<p>Stereotype Threat & Mirco-Inequities in the Workplace Promoting Non-Discrimination, Diversity & Inclusion Read prior to class: Bell: Chapter 3 Finkelstein, S. (2017). 4 Ways Managers Can Be More Inclusive. <i>Harvard Business Review Digital Articles</i>, 2-5. Dobbins, F. & Kalev, A. (2016). Why diversity programs fail: And what works better. <i>Harvard Business Review</i>, 94(7/8), 53-62. Morse, G. (2016). Designing a bias-free organization. <i>Harvard Business Review</i>, 94(7/8), 63-67. Lockwood, N., (2005,June 1). Workplace diversity: Leveraging the power of difference for competitive advantage. <i>HR Magazine</i>, 1, 1-3.</p>	Awkward Moments at Work
12	Case Facilitations Case Facilitations	
13	Active Bystander Training Active Bystander Training	Buffalo : Revisit
14	Reading Group Facilitations Reading Group Facilitations & Course Closure	CC-Self-Assessment Checklist Revisit
Finals Week		Final Exam

Article Choices

1. Coates, T. (2015). Letter to my son. *Atlantic*, 316(2), 82-91.
2. Correll, S.J., Benard, S. & Paik, I. (2007, March) Getting a job: Is there a motherhood penalty? *American Journal of Sociology*, 11(5), 1297-1338.
3. Harrington, Duesen, and Humberd (2011) *The new dad: Caring, committed and conflicted*. Boston College Press, 1-49.
4. Harrington, Duesen, Ladge (2010) *The new dad: Exploring fatherhood within the career context*. Boston College Press, 1-41.
5. Harrington, Duesen, Mazar (2012). *The new dad right at home*, Boston College Press, 1-52
6. Milkman, K.L. & Akinola, M. (2015). What happens before? A field experiment exploring how pay and representation differentially shape bias on the pathway into organizations. *American Psychological Association*, 1678-1712.
<http://dx.doi.org/10.1037/a10000022>.
7. Maoyong, F., Gabbard, S., Pena, A.A., & Perloff, J.M. (2015). Why do fewer agricultural workers migrate now? *American Journal of Agricultural Economics*, 97(3), 665-679.
8. Page, S. E. (2007). Making the difference: Applying logic of diversity. *Academy of Management Perspectives*, 21(4), 6-20.
9. Prime, J.L., Carter, N.M., and Welbourne, T. M. (2009). Women "take care," men "take charge": Managers' stereotypic perceptions of women and men leaders. *The Psychologist-Manager Journal*, 12, 25-49
10. Rosin, H. (2010, July/August). The end of men. *Atlantic*, 56-72.
11. Slaughter, A. (2012). Why women still can't have it all. *Atlantic*, 310(1), 84-102
12. Spencer, S.J., Logel, C. & Davies, P.G. (2016). Stereotype threat. *Annual Review of Psychology*, 67, 415-437.
13. Steele, C. M. (1999) Thin ice: Stereotype threat and black college students, *Atlantic*, 284(2), 44-54
14. Straka, D. A. (2017). Collaboration in Multi-stakeholder, multi-cultural organizational environments. *Issues Informing Science & Information Technology*, 141, 163-175.
15. Tannen, D. (1995). The power of talk: Who gets heard and why. *Harvard Business Review*. 138-148.
16. Williams, J.C. & Cuddy, A.J.C. (2012). Will working mothers take you to court? *Harvard Business Review* 90(9), 94-100.

Reading Group Book Options

❖ **Between the World and Me by Ta-Nehisi Coates (2015)**

In this book, Coates offers a framework for understanding our nation's history and current crisis with regard to race. American history and ideals are layered with the author's own concerns as a father raising a son in contemporary America. Coates, explores how an empire has been built upon a false idea of "race" describing how this damages us all, but most significantly how it burdens black women and men.

❖ **White Fragility by Robin Diangelo (2018)**

Diangelo, introduces the phenomenon of white fragility referring to the defenses that what people create when challenged racially. Emotions and behaviors are explored

focusing on how these work to reinstate white racial equilibrium and prevent meaningful cross-race dialogue.

❖ **How Women Decide by Therese Huston (2017)**

Huston uses economic and social science research to document stereotypes regarding women and decision making that lead to women feeling trapped, limited and marginalized. Assumptions and myths about gender and decision-making are challenged. Practical suggestions to counteract stereotypes concerning decision-making in contemporary organizations are offered.

❖ **Waking Up White by Debbie Irving (2015)**

Irving's personal narrative offers a glimpse into how white Americans are socialized and her own awakening to the mechanics of racism operating in her life. The author explores race and personal identity through her own lens as she describes the impacts of growing up in a family that sought to shield her from racial drama leaving her completely unaware of the role systemic privilege has played in her life.

❖ **This Will Be My Undoing by Morgan Jerkins (2018)**

Jerkins book is a linked essay collection that explores identity, socialization, racism, feminism, pop culture and misogyny. Through the lens of personal experience connects these topics to offer her perspective on what it means to be a black woman today.

❖ **Feminist, Queer, Crip by Alison Kafer (2013)**

Kafer challenges current perspectives on disability and disabled bodies rejecting the idea of each as a pre-determined limit. Pulling together theories, movements and identities from variety of seemingly disconnected social justice and political issues she creates an image of alliances that might promote a framework for a more just society.

❖ **That's What She Said by Joanne Lipman (2018)**

Lipman's book explores how men and women can work to close the gender gap. Utilizing academic research, real-world examples, and her own experiences, the author provides insight to the possibilities of a more equitable workplace.

❖ **Lean In by Sheryl Sandberg (2013)**

Sandberg examines the stalling of women's progress in achieving leadership roles looking at root causes, biases, behaviors and myths regarding women in the workplace.

❖ **Just Mercy by Bryan Stevenson (2014)**

In this memoir, Stevenson demonstrates the extent to which racial bias and unfairness is rooted in the criminal justice system and criminal law in the United States. Recounting his work as an attorney working within a marred system, he calls attention to the deep-seated and widespread injustice faced by people who are poor, who are black or both. Sharing the story of his work with one man, he paints a clear image of a system that must be changed and will be changed only by those who refuse to be silent.

❖ **Hillbilly Elegy by JD Vance (2016)**

In this memoir, Vance utilizes his own story of growing up in a poor Rust Belt town to illustrate the challenges faced by poor, white Americans. His analysis of the disintegration of this group is viewed through the lens of an individual growing up in an area where social, regional, and class decline shaped every experience creating the loss of the American dream for a large segment of this country.

❖ **White Like Me by Tim Wise (2008)**

In this book, Wise offers a personal examination of how racial privilege shapes the lives of white Americans and negatively impacts and burdens people of color. Using personal stories, the author illustrates ways in which privilege and systemic racism can harm all people, including whites and challenges the reader to consider options for social change.

Discussion Board : TED Talk and YouTube Videos

Diversity

- Embracing Cultural Diversity <https://youtu.be/iZWbgYi1Lbc>

Stereotypes

- Stereotypes-Funny Because They Are True
<https://youtu.be/A0q9hn8hebW>
- Cultural Diversity Examples: Avoiding Stereotypes While Communicating
<https://youtu.be/XUO59Emi3eo>
- How Stereotypes Affect Us All and What We Can Do
<https://youtu.be/KvLj3OIQHUE>

Bias and Prejudice

- A Black Man Goes Undercover in the Alt Right
-Theo Wilson
https://www.ted.com/talks/theo_e_j_wilson_a_black_man_goes_undercover_in_the_alt_right
- How to Overcome Our Bias: Walk Boldly Towards Them
https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them
- Color Blind or Color Brave by Mellody Hobson
https://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave
- What Does My Headscarf Mean to You?
https://www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you
- The Urgency of Intersectionality
https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality
- Ability.Disability
https://www.ted.com/talks/caroline_casey_looking_past_limits

<https://www.youtube.com/watch?v=8K9Gg164Bsw>

Inequalities

- We Need to Talk about an Injustice-Bryan Stevenson
https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice
- How to Raise a Black Son in America
https://www.ted.com/talks/clint_smith_how_to_raise_a_black_son_in_america
- The Danger of Silence https://www.ted.com/talks/clint_smith_the_danger_of_silence
- Our Century's Greatest Injustice
https://www.ted.com/talks/sheryl_wudunn_our_century_s_greatest_injustice
- The Shocking Move to Criminalize Nonviolent Protest
https://www.ted.com/talks/will_potter_the_shocking_move_to_criminalize_non_violent_protest
- How Economic Inequalities Harm Societies
https://www.ted.com/talks/richard_wilkinson

Inclusion

- Practical diversity: taking inclusion from theory to practice
<https://youtu.be/ExcDNly1DbI>
- Improving your diversity IQ <https://youtu.be/WuWmKDmJoPg>
- Let's Talk Diversity and Inclusion <https://youtu.be/ec9Oh3JtIJM>
- Diversity takes more than an open door <https://youtu.be/DDs1EPIFWdM>

Race and Racism

- Race is Fiction, Racism is Not: <https://youtu.be/FKYLpmHe2D0>
- Racism is Real <https://youtu.be/fTcSVQJ2h8g>
- How Racism Makes Us Sick-David Williams
https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick
- How to Fix Our Subconscious Racism: A Mixed Race Perspective
https://youtu.be/of6PD2-f_XA

- A Little Problem I Had Renting A House
https://www.ted.com/talks/james_a_white_sr_the_little_problem_i_had_renting_a_house
- My Road Trip the Whitest Towns in America
https://www.ted.com/talks/rich_benjamin_my_road_trip_through_the_whitest_towns_in_america

Privilege and Oppression

- The Power of Privilege: <https://youtu.be/N0acvkHliZs>
- Pedagogy of Privilege:
<https://youtu.be/JW9ey3N924Q>
- What is Privilege? <https://youtu.be/hD5f8GuNuGQ>
- What does it mean to be white? <https://youtu.be/pOgfa8I7glQ>
- Can a Divided America Heal? By Jonathan Haidt
https://www.ted.com/talks/jonathan_haidt_can_a_divided_america_heal

GE Assessment Plan for AEDE 2400 *Diversity in the Workplace: Challenges and Opportunities*

GELO1: Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.

Direct Measure: Pre/Post Test Essay/Article Analysis

This assessment will occur during the first week of class and would be repeated as a part of the final exam.

Assessment Goal: Improved median scores in each category in the rubric; at least 75% of posttest responses at rubric levels 3 (Advancing) or 4 (Mastering).

Example: Students will be given an essay/article such as Letter to My Son by Ta-Nehisi Coates and asked read excerpts from it to write an analysis describing and evaluating how race impacts institutions, cultures and individuals.

Text available on line at <https://www.theatlantic.com/politics/archive/2015/07/tanehisi-coates-between-the-world-and-me/397619/>

Sample questions might include: What does Coates mean when he says police who have killed young black Americans are "...merely men enforcing the whims of our country?" What contrast does Coates draw between the law's protections for men of color as opposed to others in America? What argument does Coates make concerning tradition and heritage in America? What is Coates asking us to consider about how race impacts individuals of color in US institutions and culture?

Indirect Measure: Student Survey

At the end of the semester the students would be polled to gather their input regarding whether the course provided opportunities for them to meet the objectives for the course.

Directions: In order to assess the effectiveness of this course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

Social Diversity ELO 1

Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

GELO2: Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Direct Measure: Pre/Post Test Cultural Competency Self-Assessment & Reflection

This assessment will occur during the first week of class and will be repeated during the last week.

Assessment Goal: Improved median scores in each category in the rubric; at least 75% of posttest responses at rubric levels 3 (Advancing) or 4 (Mastering).

Example: Students will be given a cultural competence self-assessment checklist to complete, score and reflect upon. The assessment requires them to consider their skills, knowledge, and awareness of themselves in interacting with diverse others. The first journal assignment in the course provides guided questions that require the students to review their scores and reflect upon what has shaped their responses in each of the three areas.

Sample questions include: Review your results from the Cultural Competence Self-assessment Checklist in each of the following areas: Awareness, Knowledge, and Skills. What were your results? How do they reflect your attitudes and values regarding appreciation, tolerance, and equality of others? How will you use your results, your reflection upon them and this course to become more aware of or to better understand how social diversity is impacting your ability to be effective in working and living in a diverse environment?

Indirect Measure: Student Survey

At the end of the semester the students would be polled to gather their input regarding whether the course provided opportunities for them to meet the objective.

Directions: In order to assess the effectiveness of this course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

Social Diversity ELO 2

Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Results will be reviewed by the faculty member and shared for discussion/input with the Agribusiness and Applied Economics faculty in addition to the AEDE Academic Affairs Committee. If at some point, multiple sections of the course are delivered across the academic year, the faculty members teaching the course would meet first to review and evaluate results as a part of this process. See table below for a summary of the assessment plan.

GE Assessment Plan for AEDE 2400 *Diversity in the Workplace: Challenges and Opportunities*

GE Expected Learning Outcomes	Methods of Assessment	Level of student achievement expected for the GE ELO	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
<p>GELO 1 Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.</p>	<p>Direct: Pre/Post Test Linked to an Essay/Article or Video for Analysis. Administered first week of class and as a part of the final exam.</p> <p>Indirect: Student Survey</p>	<p>Improved median scores in each category in the rubric; at least 75% of posttest responses at rubric levels 3 (Advancing) or 4 (Mastering).</p> <p>80% of the students select agree and strongly agree</p>	<p>At the end of the semester the instructor will review and summarize the student performance each assessment.</p> <p>Results will be reviewed with the AEDE Academic Affairs Committee & Agribusiness & Applied Economics faculty.</p> <p>In areas where expectations are not met; a plan will be developed to modify the assignment or create additional support student learning and objective mastery.</p>
<p>GELO 2 Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.</p>	<p>Direct: Journal Pre/Post Assignment Linked to Cultural Competence Self-Assessment Checklist. Completed first week of class and last week of class.</p>	<p>Improved median scores in each category in the rubric; at least 75% of posttest responses at rubric levels 3 (Advancing) or 4 (Mastering).</p>	<p>At the end of the semester the instructor will review and summarize student performance.</p>

	Indirect: Student Survey	80% of students select agree and strongly agree	Results reviewed with the AEDE Academic Affairs Committee and the Agribusiness & Applied Economics faculty. In areas where expectations are not met; a plan will be developed to modify the assignment or create additional support for student learning and objective mastery.
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SCORING RUBRIC
Assessment of GE Social Diversity in the US

	Mastering (4)	Advancing (3)	Developing (2)	Beginning (1)
ELO1a: Students describe and evaluate the roles of such categories as race, gender, ethnicity, and religion in the pluralistic institutions and cultures of the United States	Articulates a critical understanding of the complex nature of diversity and the power of cultural, political, or social contexts in influencing its various role(s) in U.S. institutions (e.g., government, education, religion) and cultures.	Articulates a critical understanding of the value of diversity and its various role(s) in U.S. institutions (e.g., government, education, religion) and cultures.	Offers reasonable insight into the value of diversity in the U.S., identifying a few examples of how social diversity functions in or is constitutive of U.S. institutions (e.g., government, education, religion) and cultures.	Generalizes about the value of diversity in the U.S., describing how social diversity functions in or is constitutive of U.S. institutions (e.g., government, education, religion) and cultures.
ELO1b: Using specific examples, students describe and evaluate how organizational policy and actions regarding diversity function to limit or enhance individual and organizational success.	Articulates through a detailed and extended example (or examples) an understanding of the impact of organizational policy and actions regarding diversity on individual and organizational success.	Articulates through an example (or examples) an understanding of the impact of organizational policy and actions regarding diversity on individual and organizational success.	Articulates an awareness that organizational policy and actions regarding diversity impact individual and organizational success providing some concrete evidence to demonstrate how.	Articulates a general understanding that organizational policy and actions are informed by or constitutive of social diversity.
ELO2: Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.	When communicating the value of diversity, demonstrates a sophisticated understanding of how an engagement with diversity has contributed to own attitudes and beliefs.	Reflects on how own attitudes and beliefs are different from those of others, recognizes new perspectives about own cultural rules and biases, and expresses an understanding of what can be learned from such reflections.	Indicates awareness that own attitudes and beliefs are different from those of others, identifies own cultural rules and biases, and expresses some understanding of what can be learned from such awareness.	Expresses attitudes and beliefs from a singular perspective and shows generalized awareness of and appreciation for what can be learned from diverse communities and cultures.

GE Proposal- Diversity
AEDE 2400- Diversity in the Workplace: Challenges and Opportunities
College of Food, Agriculture, and Environmental Sciences

General Education: Diversity

- **Goal:** Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.
- **Learning Outcomes: Social Diversity in the United States**
 1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
 2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Course-specific Learning Outcomes:

By the end of this course students should be successfully able to:

1. Assess and demonstrate self-awareness with regard to cultural values, biases and behaviors that influence interpersonal behavior and interactions in organizations.
2. Develop greater competency and related interpersonal skills for working effectively with people from diverse backgrounds and orientations.
3. Recognize fact, myths and stereotypes about different cultural groups
4. Describe the issues and challenges related to managing a workforce that is diverse concerning race, ethnicity, gender, age, sexual orientation, and physical ability.
5. Formulate plans and approaches to workforce diversity that focus on the opportunities offered within a diverse community.
6. Describe the ways a diverse workforce enhances the work experience and business success.
7. Offer examples of best practices in diversity management in contemporary businesses.
8. Differentiate between popular opinion and research in contemporary diversity management while demonstrating an ability to critique both.
9. Construct an argument and demonstrate an understanding of civil discourse.
10. Demonstrate a respect for diversity and opposing viewpoints.

Overview:

In no other time has the workforce been comprised of such a diverse group of individuals working closely on a day-to-day basis. This challenges organizations to effectively manage a workforce that is increasingly diverse along the lines of race, ethnicity, gender, physical ability, sexual orientation and age. Many recognize that the successful organization of the future will welcome and value the attributes that employees from diverse backgrounds bring with them. At the same time, these individuals want to make their unique contributions to organizations rather than be asked to fit in or adapt the established model. Organizational leaders are now confronted with the challenge of how to effectively manage a workforce that is increasingly diverse. Implicit in this challenge is the recognition that the best, brightest, and most qualified employees hail from a variety of cultural backgrounds or group identities. The expectation is

that employees will have the interpersonal skills and abilities to successfully and positively interact with people who are different from themselves. The purpose of this course is to examine how diversity affects interpersonal and intergroup interactions in organizations, to develop an understanding of what diversity means, and to explore contemporary organizational strategies for managing workplace diversity.

GE Rationale

GE- LO1: Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.

A. How do the course objectives address each individual GE expected learning outcome?

The first GE learning outcome will primarily be met through course objectives (CO) 1, 3, 5, & 10

- a. C-LO 1 Using the Project Implicit and Cultural Values assessments students will become more fully aware of how they and their classmates have been impacted and shaped by the pluralistic institutions and cultures in the United States. In class activities and guided reflective journal assignments will allow for expanded opportunities evaluation of these concepts.
- b. C-LO 3 The Bell text provides the students with much of the necessary content to be able to differentiate between fact, myth and stereotypes associated with each of the categories listed in GE-LO1. Through lecture, classroom discussion and activities they will be enhancing their abilities to evaluate the roles of each of the listed categories (and others). In addition, through the cultural values and unconscious bias training, they will be provided opportunities to see/practice/reflect on impacts with regard to relationships at home and work.
- c. C-LO 7 The students will be analyzing contemporary popular press books in groups and individually. In addition, they will be analyzing articles from a variety of sources and watching a number of videos. All of these activities will help them enhance their abilities to differentiated opinion from fact and perspective from research. Assignments related to these readings have structured questions that require the students to engage in describing and evaluating the roles of the categories listed in GE-LO1 (and more).

B. How do the assigned readings address each individual GE expected learning outcome?

Students will read three books as a part of their work in AEDE 2400. One is a 3rd edition 2017 textbook authored by M. Bell, titled Diversity in Organizations published by Cengage that will serve as our primary course book. The second book, So You Want to Talk About Race, is a 2018 publication authored by Ijeoma Olou a contemporary writer and speaker on race. All students enrolled in the course will read these two books. The students will select the third book from a list provided by the instructor. Students will analyze and discuss their book in small groups (5-8 students). This list of books includes a variety of publications with distinct perspectives related to race, gender and sexuality, disability, class, ethnicity, or religion in the pluralistic institutions and cultures of the United States. Through the use of guided questions students will discuss, analyze, critique and reflect. Additionally students will read a variety of scholarly and trade articles addressing these issues as they apply to relationships at home and their application in the workplace.

Course Books: Required

Bell, M. (2017) *Diversity in Organizations*, 3rd Edition, Cengage

The course textbook is written by Myrtle Bell, professor of management at University of Texas. The book, in its third edition, is research based, moving from foundational terminology, historical theories and thinking about diversity, and legislation to a presentation of historical and current data on population participation, education, employment and income for specific groups and categories. This text covers workforce opportunities and challenges faced by those navigating a system of privilege.

This book aligns with GE-LO1, GE-OL2,

Oluo, I. (2018) *So You Want to Talk About Race*, Seal Press

In this book, Oluo offers a contemporary, accessible take on the complex reality that is today's racial landscape. Topics include privilege, police brutality, micro-aggressions, intersectionality, the Black Lives Matter movement, and system discrimination. With a focus on bridging the divide between people of color and white Americans struggling with race complexities, the author challenges the readers to contribute to it's dismantling. This book will be included in classroom discussion allowing the instructor to model book analysis, critique, discussion formats, and reflection.

This book aligns with GE-LO1

Select One: Reading Group

All of these book selections were selected to align with GE-LO1

❖ **Between the World and Me by Ta-Nehisi Coates (2015)**

In this book, Coates offers a framework for understanding our nation's history and current crisis with regard to race. American history and ideals are layered with the author's own concerns as a father raising a son in contemporary America. Coates, explores how an empire has been built upon a false idea of "race" describing how this damages us all, but most significantly how it burdens black women and men.

❖ **White Fragility by Robin Diangelo (2018)**

Diangelo, introduces the phenomenon of white fragility referring to the defenses that what people create when challenged racially. Emotions and behaviors are explored focusing on how these work to reinstate white racial equilibrium and prevent meaningful cross-race dialogue.

❖ **How Women Decide by Therese Huston (2017)**

Huston uses economic and social science research to document stereotypes regarding women and decision making that lead to women feeling trapped, limited and marginalized. Assumptions and myths about gender and decision-making are challenged. Practical suggestions to counteract stereotypes concerning decision-making in contemporary organizations are offered.

❖ **Waking Up White by Debbie Irving (2015)**

Irving's personal narrative offers a glimpse into how white Americans are socialized and her own awakening to the mechanics of racism operating in her life. The author explores race and personal identity through her own lens as she describes the impacts of growing up in a family

that sought to shield her from racial drama leaving her completely unaware of the role systemic privilege has played in her life.

❖ **This Will Be My Undoing by Morgan Jerkins (2018)**

Jerkins book is a linked essay collection that explores identity, socialization, racism, feminism, pop culture and misogyny. Through the lens of personal experience connects these topics to offer her perspective on what it means to be a black woman today.

❖ **Feminist, Queer, Crip by Alison Kafer (2013)**

Kafer challenges current perspectives on disability and disabled bodies rejecting the idea of each as a pre-determined limit. Pulling together theories, movements and identities from variety of seemingly disconnected social justice and political issues she creates an image of alliances that might promote a framework for a more just society.

❖ **That's What She Said by Joanne Lipman (2018)**

Lipman's book explores how men and women can work to close the gender gap. Utilizing academic research, real-world examples, and her own experiences, the author provides insight to the possibilities of a more equitable workplace.

❖ **Lean In by Sheryl Sandberg (2013)**

Sandberg examines the stalling of women's progress in achieving leadership roles looking at root causes, biases, behaviors and myths regarding women in the workplace.

❖ **Just Mercy by Bryan Stevenson (2014)**

In this memoir, Stevenson demonstrates the extent to which racial bias and unfairness is rooted in the criminal justice system and criminal law in the United States. Recounting his work as an attorney working within a marred system, he calls attention to the deep-seated and widespread injustice faced by people who are poor, who are black or both. Sharing the story of his work with one man, he paints a clear image of a system that must be changed and will be changed only by those who refuse to be silent.

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❖ **White Like Me by Tim Wise (2008)**

In this book, Wise offers a personal examination of how racial privilege shapes the lives of white Americans and negatively impacts and burdens people of color. Using personal stories, the author illustrates ways in which privilege and systemic racism can harm all people, including whites and challenges the reader to consider options for social change.

Other Readings:

The remainder of the course readings are articles published in scholarly journals, business or trade publications, the popular press and online.

The short readings for class discussion deal with application of what we are studying in the work environment (weeks 1,2, 10 & 11). These come from predominantly come Harvard Business Review, Human Resources Management publications, corporate reports and centers that serve business interests in understanding diversity as it impacts the work environment. These readings support C-LO4-7.

Primary Literature:

The research and popular press articles tend to be longer and align with GE-LO1. These can be found in the list of articles in the syllabus (p. 9) that the students will select from to complete their assigned article analysis. All articles will be discussed in class. The list contains 15 options at this point by this will grow as we approach the first offering of the course. As you look at the list you will see a group from academic journals (2,6-8, 11 & 13). Additionally there is a group from Atlantic magazine focusing on race and gender issues (1,9,10,12) as a part of a national conversation. These are all selected to support GE-LO1 mastery.

C. How do the course topics address each individual GE expected learning outcome?

Course topics are listed in the course schedule (see syllabus). Topics for week 1, 3-6, 8-11 are directly related to GE-LO1. In week 1 the students are introduced to terminology and the evolution of thinking about diversity and inclusion from a theoretical standpoint. In week 3, students will take the foundational understanding they acquired in the unconscious bias training sessions from week 2 and use that to enhance their understanding of power, privilege and inclusion. The content in the course textbook and videos/readings that week on implicit bias and code switching will give them a sense of impacts and how people navigate a world where one groups significantly benefits at the expense of all others. In weeks 4-6 and 8-11 we are utilizing the text chapters to gather data (facts) about marginalized groups and videos to understand the impacts people feel living place where systemic issues are not addressed.

D. How do the writing assignments address each individual GE expected learning outcome?

The primary writing assignment that will be utilized as a direct measure of GELO1 involves a course reading and student essay aligned with it (see assessment plan). During the first week of class the students will be given an essay/article such as Letter to My Son by Ta-Nehisi Coates and asked read excerpts from it to write an analysis describing and evaluating how race impacts institutions, cultures and individuals. The same or a similar essay/article will be administered as a part of the final exam to assess student growth in meeting the GE-LO1 content in the course as a pre/post-test instrument.

Sample questions might include: What does Coates mean when he says police who have killed young black Americans are "...merely men enforcing the whims of our country?" What contrast does Coates draw between the law's protections for men of color as opposed to others in America? What argument does Coates make concerning tradition and heritage in America? What is Coates asking us to consider about how race impacts individuals of color in US institutions and culture?

Other writing assignments that are utilized to help the students build and scaffold their level of mastery of GE-LO1 content include the article analysis, the reading group book analysis, the journal assignments, and discussion board assignments.

E. How do the remaining course components address each individual GE expected learning outcome?

The remaining course components fall into two general areas: self-awareness (GE-LO2) and implications at home and in the workplace.

In week two students will be completing a program on cultural competence and unconscious bias. This will include assessments using project implicit. The content supports GE-LO1 an opportunity to explore foundational terminology and content but is most significantly aligned with GE-LO2.

The weeks 4-6 and 8-11 is directly aligned with GE-LO1. Additionally these readings, discussion and content give the students the tools they need to begin thinking about what they are seeing at work and in their personal lives related to our content. These tools are then utilized in Weeks 12-14 as the content is applied to workplace cases, active bystander training and the reading group book facilitations that close out the course.

GE—LO2: Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

A. How do the course objectives address each individual GE expected learning outcome?

The second GE learning outcome will primarily be met through course objectives (CO) 1, 7

- a. C-LO 1 Utilizing course textbook assessments, Project Implicit and Cultural Values assessments students will become more fully aware of how they and their classmates have been impacted and shaped by social diversity. Class activities, discussion board questions and guided reflective journal assignments challenge students to consider their own attitudes, values, tolerance and equality of others. Weeks 1-3 are significantly aligned with this outcome.
- b. C-LO 7 The students will be analyzing contemporary popular press books in groups and individually. In addition, they will be analyzing articles from a variety of sources and watching a number of videos. All of these activities will help them enhance their abilities to differentiated opinion from fact and perspective from research. Assignments related to these readings have structured questions that require the students to engage in reflection upon how social diversity has and continues to shape their own attitudes and values regarding appreciation, tolerance, and equality of others.

B. How do the assigned readings address each individual GE expected learning outcome?

Course Book

Bell, M. (2017) Diversity in Organizations, 3rd Edition, Cengage

The course textbook is written by Myrtle Bell, professor of management at University of Texas. The book, in its third edition, is research based, moving from foundational terminology, historical theories and thinking about diversity, and legislation to a presentation of historical and current data on population participation, education, employment and income for specific groups and categories. This text covers workforce opportunities and challenges faced by those navigating a system of privilege.

This book aligns with GE-LO1, GE-OL2,

The course textbook comes with some diversity assessments that will offer the student insight into how they view diversity and how they might be unaware of biases. Text content, particularly in chapter 2,

invites the student to consider how perspectives on groups and categories of individuals are shaped and perpetuated. As the book works through each of the specific groups and categories (chapters 4-15) students will be reviewing project implicit results, the chapter content and then post class discussion reflecting in their journals as we move through the course. These reflections will require them to consider their own shaping, their current attitudes, values and beliefs and their goals for the future.

Select One: Reading Group (students will select 1)

All of these book selections were selected to align with GE-LO1. They do also however align with GE-LO2 in that all of them have connections that will help the students more fully understand the role social diversity plays in shaping individual attitudes and values regarding appreciation, tolerance, and equality of others.

❖ **Between the World and Me by Ta-Nehisi Coates (2015)**

In this book, Coates offers a framework for understanding our nation's history and current crisis with regard to race. American history and ideals are layered with the author's own concerns as a father raising a son in contemporary America. Coates, explores how an empire has been built upon a false idea of "race" describing how this damages us all, but most significantly how it burdens black women and men.

❖ **White Fragility by Robin Diangelo (2018)**

Diangelo, introduces the phenomenon of white fragility referring to the defenses that what people create when challenged racially. Emotions and behaviors are explored focusing on how these work to reinstate white racial equilibrium and prevent meaningful cross-race dialogue.

❖ **How Women Decide by Therese Huston (2017)**

Huston uses economic and social science research to document stereotypes regarding women and decision making that lead to women feeling trapped, limited and marginalized. Assumptions and myths about gender and decision-making are challenged. Practical suggestions to counteract stereotypes concerning decision-making in contemporary organizations are offered.

❖ **Waking Up White by Debbie Irving (2015)**

Irving's personal narrative offers a glimpse into how white Americans are socialized and her own awakening to the mechanics of racism operating in her life. The author explores race and personal identity through her own lens as she describes the impacts of growing up in a family that sought to shield her from racial drama leaving her completely unaware of the role systemic privilege has played in her life.

❖ **This Will Be My Undoing by Morgan Jerkins (2018)**

Jerkins book is a linked essay collection that explores identity, socialization, racism, feminism, pop culture and misogyny. Through the lens of personal experience connects these topics to offer her perspective on what it means to be a black woman today.

❖ **Feminist, Queer, Crip by Alison Kafer (2013)**

Kafer challenges current perspectives on disability and disabled bodies rejecting the idea of each as a pre-determined limit. Pulling together theories, movements and identities from variety of seemingly disconnected social justice and political issues she creates an image of alliances that might promote a framework for a more just society.

❖ **That's What She Said by Joanne Lipman (2018)**

Lipman's book explores how men and women can work to close the gender gap. Utilizing academic research, real-world examples, and her own experiences, the author provides insight to the possibilities of a more equitable workplace.

❖ **Lean In by Sheryl Sandberg (2013)**

Sandberg examines the stalling of women's progress in achieving leadership roles looking at root causes, biases, behaviors and myths regarding women in the workplace.

❖ **Just Mercy by Bryan Stevenson (2014)**

In this memoir, Stevenson demonstrates the extent to which racial bias and unfairness is rooted in the criminal justice system and criminal law in the United States. Recounting his work as an attorney working within a marred system, he calls attention to the deep-seated and widespread injustice faced by people who are poor, who are black or both. Sharing the story of his work with one man, he paints a clear image of a system that must be changed and will be changed only by those who refuse to be silent.

❖ **Hillbilly Elegy by JD Vance (2016)**

In this memoir, Vance utilizes his own story of growing up in a poor Rust Belt town to illustrate the challenges faced by poor, white Americans. His analysis of the disintegration of this group is viewed through the lens of an individual growing up in an area where social, regional, and class decline shaped every experience creating the loss of the American dream for a large segment of this country.

❖ **White Like Me by Tim Wise (2008)**

In this book, Wise offers a personal examination of how racial privilege shapes the lives of white Americans and negatively impacts and burdens people of color. Using personal stories, the author illustrates ways in which privilege and systemic racism can harm all people, including whites and challenges the reader to consider options for social change.

Primary Literature:

While the research and popular press articles tend to be longer and align with GE-LO1 content, the assignment related to these include a section where the student will need to reflect on the article content and provide their own perspective on the topic/issue requiring them to identify how that perspective has been shaped by social diversity.

These can be found in the list of articles in the syllabus (p. 9) that the students will select from to complete their assigned article analysis. All articles will be discussed in class. The list contains 15 options at this point by this will grow as we approach the first offering of the course. As you look at the list you will see a group from academic journals (2,6-9, 12 & 15). Additionally there is a group from Atlantic magazine focusing on race and gender issues (1,10,11, & 13) as a part of a national conversation. These are all selected to support GE-LO1 mastery.

C. How do the course topics address each individual GE expected learning outcome?

Course topics are listed in the course schedule (see syllabus). Topics for week 2 & 3 are directly related to GE-LO2. In week 2, students will be specifically focused on developing an awareness of biases as they complete the project implicit and cultural competence assessments required as a part of the content on cultural competence and unconscious bias. All assessments will be done prior to the first day of class that week. The results will be recorded and discussed in their journals. These will be revisited as we move through the course studying specific groups or categories of individuals as seen in chapters 4-15 in the text. In class in week two the content is directly related to GE-O2. Week 3 introduces the students to

topics of implicit bias, code switching and power, privilege and inclusion. These will be tied to journal assignments that link to GE-LO2.

The content in the course textbook and videos/readings that week on implicit bias and code switching will give them a sense of impacts and how people navigate a world where one groups significantly benefits at the expense of all others. In weeks 4-6 and 8-11 we are utilizing the text chapters to gather data (facts) about marginalized groups and videos to understand the impacts people feel living place where systemic issues are not addressed. These chapters aid the student in understanding the role social diversity has played in shaping them and others.

D. How do the writing assignments address each individual GE expected learning outcome?

The primary writing assignment aligned with GE-LO2 assessment is the journal (see assessment plan). The direct assessment tool utilized here will be a journal assignment from week one that is repeated in the final week of class to allow for a pre/post view of student mastery. Students will be given a cultural competence self-assessment checklist to complete, score and reflect upon. The assessment requires them to consider their skills, knowledge, and awareness of themselves in interacting with diverse others. The first journal assignment in the course provides guided questions that require the students to review their scores and reflect upon what has shaped their responses in each of the three areas. Sample questions include: Review your results from the Cultural Competence Self-assessment Checklist in each of the following areas: Awareness, Knowledge, and Skills. What were your results? How do they reflect your attitudes and values regarding appreciation, tolerance, and equality of others? How will you use your results, your reflection upon them and this course to become more aware of or to better understand how social diversity is impacting your ability to be effective in working and living in a diverse environment?

The other writing assignments that are utilized to scaffold or build student mastery of GE-LO2 content include the article analysis, the journal assignments, and discussion board assignments.

E. How do the remaining course components address each individual GE expected learning outcome?

The remaining course components include two areas. Those designed to aid the students in developing an understanding of the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States GE-LO1. (see the first section of this document). As the students work at doing this, their ability to recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others (GE-LO2) will be enhanced.

The content in week 1 is foundational and provides the student with terminology and an understanding in our evolution in thinking about diversity.

The content in the videos and text for weeks 4, 5, 8-11 are included to inform and enrich the students' understanding of others and how the role of social diversity in shaping attitudes and values regarding appreciation, tolerance, and equality of others (GE-LO2). Week 13 is designed to offer the students

awareness regarding actionable steps when their values, tolerance and sense of equality of others is challenged.

From: [Roe, Brian](#)
To: [Cole, Sarah](#)
Subject: FW: Concurrence Request for AEDE 2400: Diversity in the Workplace
Date: Thursday, August 30, 2018 3:28:25 PM

Here's concurrence from ACEL for AEDE 2400.

B

From: Niewoehner-Green, Jera E.
Sent: Thursday, August 30, 2018 3:24 PM
To: Roe, Brian <roe.30@osu.edu>
Subject: Re: Concurrence Request for AEDE 2400: Diversity in the Workplace

Hi Brian,
Yes, please include the email for the course submission paperwork.

Cheers,
Jera

Jera E. Niewoehner-Green, PhD
Assistant Professor of Community Leadership
Department of Agricultural Communication, Education, and Leadership

From: "Roe, Brian" <roe.30@osu.edu>
Date: Wednesday, August 29, 2018 at 12:31 PM
To: "Niewoehner-Green, Jera E." <niewoehner-green.1@osu.edu>, "Specht, Annie" <specht.21@osu.edu>
Subject: RE: Concurrence Request for AEDE 2400: Diversity in the Workplace

Jera,

Thanks for the speedy assessment – may I include your email below in the course submission paperwork?

AEDE would be open to having the course included as a possible choice for the Leadership Minor should you deem it aligned with the minor's learning objectives.

Best,

Brian

From: Niewoehner-Green, Jera E.
Sent: Wednesday, August 29, 2018 12:27 PM
To: Roe, Brian <roe.30@osu.edu>; Specht, Annie <specht.21@osu.edu>

Subject: Re: Concurrence Request for AEDE 2400: Diversity in the Workplace

Hi Brian,

COMLDR 3530 does include diversity and culture as it relates to leadership but it is not the sole focus of the class. Even though elements are woven in throughout the semester it looks like AEDE 2400 goes deeper in to diversity and inclusion considerations for the workplace.

Also, the Leadership Minor committee will be reviewing the course offerings this semester and submitting any necessary revisions. Would this be a class that AEDE would like to see as part of the Leadership Minor?

Kind regards,
Jera

Jera E. Niewoehner-Green, PhD
Assistant Professor of Community Leadership
Department of Agricultural Communication, Education, and Leadership

From: "Roe, Brian" <roe.30@osu.edu>

Date: Tuesday, August 28, 2018 at 1:36 PM

To: "Specht, Annie" <specht.21@osu.edu>, "Niewoehner-Green, Jera E." <niewoehner-green.1@osu.edu>

Subject: Concurrence Request for AEDE 2400: Diversity in the Workplace

Annie and Jera,

We seek concurrence for AEDE 2400 (syllabus and Fisher College concurrence attached). The purpose of this course is to examine how diversity affects interpersonal and intergroup interactions in organizations, to develop an understanding of what diversity means, and to explore contemporary organizational strategies for managing workplace diversity.

Steve Neal said that COMLDR 3535 has coverage of workplace diversity issues as well – apologies for not flagging this in our campus wide searches – neither the course title nor the catalog description signal such content.

Thanks for your timely consideration.

Best,

Brian

Brian E. Roe
VanBuren Professor and Undergraduate Studies Leader
Dept. of AED Economics
Leader, [Ohio State Food Waste Collaborative](#)

Ohio State University

614-688-5777

<http://aede.osu.edu/our-people/brian-e-roe>

From: [Tepper, Bennett J.](#)
To: [Roe, Brian](#)
Subject: RE: Course Proposal Concurrence
Date: Monday, May 07, 2018 5:08:45 PM

MHR can offer concurrence for this course request. Ben

From: Roe, Brian
Sent: Monday, May 07, 2018 3:18 PM
To: Tepper, Bennett J. <tepper.15@osu.edu>
Subject: Course Proposal Concurrence

Ben,

We have a senior lecturer who is responding to demands in our college and developing a course on Diversity – she has a background in HR, so she has developed a course entitled “Diversity in the Workforce: Challenges and Opportunities.”

It is not an HR course, but it does have implications for HR and management, so I thought it would be wise to reach out to you and your department for concurrence, particularly since the word ‘Workforce’ is in the title.

Let me know your thoughts and if you would be willing to provide concurrence.

Many thanks,

Brian

Brian E. Roe
VanBuren Professor and Undergraduate Studies Leader
Dept. of AED Economics
Leader, [Ohio State Food Waste Collaborative](#)
Ohio State University
614-688-5777
<http://aede.osu.edu/our-people/brian-e-roe>

From: [Roe, Brian](#)
To: [Miller, Kathleen D.](#); [Parkman, Anna](#); [Cole, Sarah](#)
Subject: FW: Seeking Concurrence for AEDE 2400
Date: Sunday, October 7, 2018 4:32:57 PM
Attachments: [image001.png](#)

OK – all the concurrences are in place!

Brian

From: Haddad, Deborah
Sent: Sunday, October 07, 2018 2:59 PM
To: Roe, Brian <roe.30@osu.edu>
Cc: Cole, Sarah J. <cole.681@buckeyemail.osu.edu>
Subject: RE: Seeking Concurrence for AEDE 2400

Brian,

On behalf of ASC's Divisions of Natural and Mathematical Sciences and of Social and Behavioral Sciences, I am happy to offer concurrence with your proposed course, AEDE 2400.

Deborah



Deborah Haddad, PhD

Assistant Dean, Curriculum, Undergrad Affairs
Social and Behavioral Sciences
Natural and Mathematical Sciences
College of Arts and Sciences
114 University Hall, 234 North Oval Mall, Columbus, OH 43210
614.292.4435 Office / 614.247.7498 Fax
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Deborah Haddad, PhD

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Haddad.2@osu.edu asc.osu.edu

From: Roe, Brian

Sent: Tuesday, October 2, 2018 10:31 AM

To: Haddad, Deborah <haddad.2@osu.edu>

Cc: Cole, Sarah J. <cole.681@buckeyemail.osu.edu>

Subject: Seeking Concurrence for AEDE 2400

Deborah,

AEDE seeks concurrence for AEDE 2400 – Diversity in the Workplace: Challenges & Opportunities (syllabus and concurrence statements from other units are attached). We are revising the GE Assessment Plan, but can make available a previous version at your request.

The course focus is on the workplace and its purpose is to examine how diversity affects interpersonal and intergroup interactions in organizations, to develop an understanding of what diversity means, and to explore contemporary organizational strategies for managing workplace diversity.

Thanks for your timely consideration.

Best,

Brian

Brian E. Roe

VanBuren Professor and Undergraduate Studies Leader

Dept. of AED Economics

Leader, [Ohio State Food Waste Collaborative](#)

Ohio State University

614-688-5777

<http://aede.osu.edu/our-people/brian-e-roe>

From: [Blackburn, Mollie](#)
To: [Roe, Brian](#)
Cc: [Cole, Sarah](#); [Salamone, Lauren M.](#); [Lowery, Ruth McKoy](#)
Subject: Concurrence for AEDE 2400
Date: Wednesday, October 3, 2018 11:21:15 AM

Dear Brian Roe:

The Department of Teaching & Learning's Undergraduate Study Committee has reviewed the request for concurrence regarding AEDE 2400. We applaud the vision for the course and support its approval. Please let me know if you need anything from us as you move forward in the process.

Sincerely,
Mollie Blackburn

From: [Roe, Brian](#)
To: [Cole, Sarah](#); [Miller, Kathleen D.](#)
Subject: Fwd: RE: Concurrence AEDE 2400
Date: Wednesday, October 3, 2018 1:44:58 PM
Attachments: [image001.png](#)

A concurrence for 2400

B

----- Forwarded message -----

From: Babcock, Jennie <babcock.79@osu.edu>
Date: October 3, 2018 at 1:19:57 PM EDT
Subject: RE: Concurrence AEDE 2400
To: Roe, Brian <roe.30@osu.edu>

Brian,

Please accept this email as concurrence from the College of Social Work for AEDE 2400 – Diversity in the Workplace: Challenges & Opportunities. Should you need any additional documentation, don't hesitate to touch base.

Take care,
Jennie



Jennie R. Babcock, MSW, LISW-S

Undergraduate Studies Director
The Ohio State University
College of Social Work
308 Stillman Hall
1947 College Rd.
Columbus, OH 43210
babcock.79@osu.edu
614-292-5471

From: Roe, Brian
Sent: Tuesday, October 2, 2018 11:48 AM
To: Babcock, Jennie <babcock.79@osu.edu>
Subject: Concurrence AEDE 2400

Jennie,

AEDE seeks concurrence for AEDE 2400 – Diversity in the Workplace: Challenges & Opportunities (syllabus and concurrence statements from other units are attached). We are revising the GE Assessment Plan, but can make available a previous version at your request.

The course focus is on the workplace and its purpose is to examine how diversity affects interpersonal and intergroup interactions in organizations, to develop an understanding of what diversity means, and to explore contemporary organizational strategies for managing workplace diversity.

Thanks for your timely consideration.

Best,

Brian
Brian E. Roe
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