Course Description and Goals

In the contemporary workplace, people are constantly interacting with peers, managers, and stakeholders with different backgrounds and experiences. Effective diversity management promotes inclusive organizations that learn from, integrate, and value differences as opportunities and strengths. This course is designed to help students understand the concept and scope of workforce diversity, its benefits, and its challenges for managers in organizations. Students will learn about several dimensions of workforce diversity beyond gender and race/ethnicity, the challenges and benefits associated with managing workforce diversity, and how to leverage those differences to advance workplace relationships and organizational effectiveness. The course examines theories surrounding diversity at work, psychological processes, group dynamics, organizational interventions aiming to foster and manage diversity, and the legal and political factors affecting diversity management.

Upon completion of the course, students are expected to:

1. Identify differences in achieving, managing, and leveraging diversity in organizations
2. Analyze workforce diversity and provide recommendations for how organizations can better understand and approach diversity
3. Examine the impacts of diversity on employee and organizational outcomes such as job satisfaction and organizational performance
4. Explain social science theories related to managing diversity
5. Describe the challenges and benefits associated with diversity

MPA Curriculum

The Network of Schools of Public Policy, Affairs, and Administration (NASPAA), which accredits MPA programs, expects that all MPA students will possess five universal competencies upon graduation:
1. The ability to lead and manage in public governance
2. To participate in and contribute to the policy process
3. To analyze, synthesize, think critically, solve problems, and make decisions
4. To articulate and apply a public service perspective
5. To communicate and interact productively with a diverse and changing workforce and citizenry

The lectures, class activities, and assignments in this course are designed to address all the five competencies, particularly the first and fifth ones.

Course Materials

This course does not have textbooks. All course readings listed on pp.7-8 will be uploaded to Blackboard.

Course Structure and Requirements

Course Grades and Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>15%</td>
<td>15</td>
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<tr>
<td>Diversity Audit Project</td>
<td>25%</td>
<td>25</td>
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<tr>
<td>Final Exam</td>
<td>30%</td>
<td>30</td>
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<tr>
<td>Analytic Memos</td>
<td>10%</td>
<td>10</td>
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<tr>
<td>In-class Training</td>
<td>10%</td>
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<tr>
<td>Personal Reflection</td>
<td>10%</td>
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<td>100%</td>
<td>100</td>
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A temporary grade (I Incomplete) may be assigned “only when the student has nearly completed the course but due to circumstances beyond the student's control the work is not completed on schedule.” (University grading policy accessed at https://www.albany.edu/graduatebulletin/requirements_degree.htm).

Class Participation (15%)

Students are expected to have read all of the assigned reading materials and be prepared to discuss the material prior to the start of class. In an effort to help us meet those expectations, class participation will constitute 15% of your overall grade. Participation is more than just attendance. Simply being passively present and not contributing to the class discussion will negatively impact your participation grade. A student contributes to a positive learning
environment by being an active participant, offering thoughtful and insightful comments, and identifying key assumptions underlying discussion points and arguments.

Examples of good class participation are (but are not limited to):

- Drawing knowledge from the readings
- Building upon others’ comments
- Suggesting new avenues for class discussion
- Using theories and concepts covered in the course to form your comments or answers
- Judiciously playing the role of the “devil’s advocate”

Class attendance is important to succeed in this course. Regular attendance will not be taken. But chronic absences will negatively impact your participation grade. The student can be excused from class only for legitimate and documented reasons. If the student cannot attend class for qualifying reasons, notice must be given to the professor prior to class.

Diversity Audit Project (Final Report 20%; Project Proposal 2%; Presentation 3%; Total 25%)

* Note: If you are a doctoral student, please talk to the professor to set up an alternative comparable assignment.

The objectives of this project are to: 1) select a public, private, or non-profit organization, 2) assess how well it is doing at achieving, managing, and leveraging diversity, and 3) provide recommendations for improvement in each of these areas. These objectives can be filled by following these steps:

- Determine which organization to audit. It is best if the organization has at least 100 members. You may need to obtain permission from an executive in the organization if you will need to collect more data from the organization.
- Select three dimensions of diversity and three dimensions of organizational practices (or outcomes) to assess. Develop a plan for collecting information (quantitative and/or qualitative) on your choices.
- Determine your criteria for assessing the organization’s effectiveness in achieving, managing, and leveraging diversity.
- Write a professional report using the following sections:
  o Introduction: Introduce the diversity audit project and your organization.
  o Discussion of Diversity Dimensions and Organizational Practices (or Outcomes): Why and how the selected diversity dimensions and organizational outcomes matter for the organization
  o Data and methods: Discuss how you collected and evaluated the data.
  o Results: Share and discuss the results of your analysis.
  o Recommendations: Offer suggestions for how the organization could better achieve, manage, and leverage diversity.
• Format
  o The report should be between 5-6 pages in length, not including tables, figures, and references.
  o Double-spaced, 1” margin, Times New Roman 12pt font
  o Include at least 5 references and cite them using APA guidelines

• Students will give a 25-minute presentation (15-minute presentation; 10-minute Q/A and discussion) of their audit in class on April 29.

• Assignment due dates:
  o Diversity audit proposal: March 4 (via Blackboard)
  o Diversity audit final report: April 22 (via Blackboard)

Final Exam (30%)

The final exam will be cumulative and cover all of the material from the class. It will be a take-home exam composed of essay questions. It should be submitted by May 13 (via Blackboard).

Analytic Memos (Each Memo 1%; Total 10%)

Write a one page (double-spaced, 1” margins, Times New Roman 12pt font, approx. 300 words) analytical response to each week’s readings. Do not summarize the readings; rather explain why particular parts of the readings was interesting, meaningful, and/or eye-opening to you. Discuss at least one point that integrates all assigned readings for the week. At the end, include at least one discussion question that is related to something covered in the readings.

• Do not write more than one page.
• Submit your memo (via Blackboard) by Saturday at 11:59pm.
• Submit your memo as a Word document with the following filename First and Last Names_Memo_Week #
• The memos will receive the following grades/points:
  o 1 point if it meets the length, content, and formatting requirements
  o 0.5 point if it does not meet the length, content, and formatting requirements
  o 0 point if it is not submitted prior to the deadline
• You are exempted from this assignment in a week when you submit in-class training materials (see below)

In-Class Training (10%)

Each student is responsible to develop a 45-minute training program (25-minute presentation, 20-minute Q/A and discussion) on any of the topics outlined in the syllabus. This is not an exercise in providing a detailed summary of the readings, but to use news, movies, TV programs, role play, stories, or games to communicate most interesting things you have learnt from the readings. You must clearly discuss how the news, movies, programs, clips, or stories match the class readings or the theories. Peer evaluations of your performance will be conducted.
Things to consider:

- Tell the class what you like (agree) most and what you dislike (disagree) most about the ideas in the readings.
- You can use news, visual aids, video clips, PowerPoint slides, games…whatever you can think of to impress the audience.
- You should prepare two discussion questions.
- Submit an outline of in-class training including discussion questions (via Blackboard) by Wednesday at 11:59pm.

Personal Reflection (Each Reflection 1%; Total 10%)

Following each Monday’s class write a ½ page (double-spaced, 1”margins, Times New Roman 12pt font, approx. 150 words) personal response to the topic, discussion, and/or your experience in the classroom. Do not summarize what happened in class; rather share why a particular part of the class was interesting, meaningful, and/or eye-opening to you. At the end, include at least one question that is related to something that was mentioned during the class. Don’t ask the same question you wrote for the analytic memo.

- Do not write more than ½ page.
- Submit your reflection (via Blackboard) by Wednesday at 11:59pm.
- Submit your reflection as a Word document with the following filename First and Last Names_Reflection_Week #
- Reflection will receive the following grades/points:
  - 1 point if it meets the length, content, and formatting requirements
  - 0.5 points if it does not meet the length, content, and formatting requirements
  - 0 points if it is not submitted prior to the deadline
- The lowest grade will be dropped.

Class Policies

1. All assignments must be turned in individually and must be your own work.
2. Before coming to class, complete all readings and prepare for class participation.
3. If students miss class, they are responsible for catching up on all announcements, lectures, and class discussions that took place.
4. All cell phones should be silent or turned off during class.
5. You should use a laptop during class only for class purposes.
6. A late assignment will not be accepted. I will consider making individual exceptions to this policy, but only if an exception is requested in advance, is legitimate, and can be documented.
Other Course Information

Students with Disabilities

I will make every effort to accommodate students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. Should you require accommodation in this class, please inform me immediately. Also, you can contact the Disability Resource Center (518-442-5490, DRC@albany.edu), which will verify your disability and notify the professor of recommendations for appropriate accommodations. Information about DRC’s services can be accessed at http://www.albany.edu/disability/current.shtml.

Academic Dishonesty

The student should fully adhere to the university’s code of academic integrity. You must acknowledge all ideas and/or sources that are not your own through proper citation. You commit plagiarism when you use another person’s words, ideas, or other intellectual property without acknowledging them (i.e., citation). I reserve the right to run all student papers and other submissions through the software that checks for plagiarism.

You should familiarize yourself with the university’s policies and penalties for plagiarism and other violations of academic integrity (e.g., cheating on exams). This information can be accessed at https://www.albany.edu/undergraduate_bulletin/regulations.html.

The university library provides students with sources for learning and preventing plagiarism:

- Practicing Academic Integrity: https://library.albany.edu/infolit/integrity
- Citation Tools: https://libguides.library.albany.edu/citationgenerators

Email Policy

Questions can be directed to me via email. Please begin the subject line with “RPAD 541 (10403):” and an appropriate subject. I normally reply to emails within 48 hours. If you have not heard from me after 48 hours, feel free to email me again. If your email necessitates a lengthy clarification of class readings and discussions, I will ask you to come see me about your concerns and questions during office hours.

Acknowledgements

In developing this course, I have considered the model syllabi provided by Professors Brad Fulton (Indiana University, Bloomington), Aleksey Kolpakov (University of Nevada, Reno), Meghna Sabharwal (University of Texas, Dallas), and Amanda Rutherford (Indiana University, Bloomington). In some cases, I have taken reading material or course deliverables from the course syllabi.
**Schedule of Classes, Assignments, and Due Dates**

*Note: The course schedule, readings, and assignment due dates are subject to change at the professor’s discretion. You will be given reasonable notice in class of any changes. 3-4 readings will be assigned per week.*

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments/Activities</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>January 21</td>
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<td>No Class (Martin Luther King Day)</td>
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<tr>
<td>Week 2</td>
<td>January 28</td>
<td>Class Introduction</td>
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<td>Week 4</td>
<td>February 11</td>
<td>Approaches to Understanding Diversity</td>
<td>Selden &amp; Selden (2001), Riordan (2000), Pfeffer (1985)</td>
<td>In-class Training 1</td>
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<td></td>
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<td><strong>Key Diversity Concepts, Theories, and Approaches</strong></td>
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<tr>
<td>Week 5</td>
<td>February 18</td>
<td>Affirmative Action</td>
<td>Kellough (2006) chapters (TBD), Selden (2006), Supreme court cases and summaries</td>
<td>In-class Training 2</td>
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<tr>
<td>Week 6</td>
<td>February 25</td>
<td>Prejudice and Discrimination</td>
<td>Barak pp.148-170, More readings will be added</td>
<td>In-class Training 3, Harvey pp. 29-31</td>
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<td><strong>Discrimination and Fairness Paradigm</strong></td>
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<td>Week 7</td>
<td>March 4</td>
<td>Representative Bureaucracy</td>
<td>Fernandez et al. (2018), Selden (1997), Ricucci &amp; Van Ryzin (2017)</td>
<td>In-class Training 4, Diversity Audit Proposal Due by March 4</td>
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<td>Week 9</td>
<td>March 18</td>
<td></td>
<td>No Class (Spring Break)</td>
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<td><strong>Access and Legitimacy Paradigm</strong></td>
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**Learning and Effectiveness Paradigm**
| Week 10 | March 25 | Business Case for Diversity | • Thomas (1990)  
• More readings will be added | • In-class Training 5 |
|---------|----------|-----------------------------|-------------------------------|----------------------|
| Week 11 | April 1  | Impact of Diversity         | • van Knippenberg et al. (2004)  
• Guillaume et al. (2017)  
• More readings will be added | • In-class Training 6 |

**Valuing and Integrating Paradigm**

| Week 12 | April 8  | Diversity Management        | • Pitts (2006)  
• Choi & Rainey (2010)  
• Barak pp. 208-223  
• Dobbin & Kalev (2016) | • In-class Training 7 |
|---------|----------|-----------------------------|-------------------------------|----------------------|
| Week 13 | April 15 | Diversity and Inclusion     | • Shore et al. (2011)  
• Barak pp. (TBD)  
• Morea readings will be added | • In-class Training 8 |
| Week 14 | April 22 | Diversity and Inclusion     | • Barak pp. (TBD)  
• More readings will be added | • Diversity Audit Final Report Due by April 22 |

**Class Wrap-up**

<table>
<thead>
<tr>
<th>Week 15</th>
<th>April 29</th>
<th>Diversity Audit Presentation</th>
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</thead>
<tbody>
<tr>
<td>Week 16</td>
<td>May 6</td>
<td>Diversity Audit Presentation and Class Reflection</td>
<td>• Take-home Final Exam Due by May 13</td>
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