

# Understanding Diversity, Equity, Inclusion, Access, and Belonging Mini-Course

A DEI, HR, and SXL Collaboration



<b>Course Title:</b>	<b>Understanding Diversity, Equity, Inclusion, Access, &amp; Belonging</b>
<b>Course Number:</b>	
<b>Credentials:</b>	DEIAB Badge
<b>Instructor of Record:</b>	Joi F Patterson, Ph.D.
<b>Contact:</b>	<a href="mailto:jpatterson3@govst.edu">jpatterson3@govst.edu</a>

## About DEIAB Program

This mini-course program empowers you to learn and apply proven concepts and translate them into bold actions, creating meaningful change for yourself, your peers, your family, your program/department, and your organization.

Participating in the DEIAB mini courses, you will gain knowledge to create a better, more inclusive community. By creating a more inclusive society, we build bridges; respect differences; increase employee retention; increase student retention and completion; increase advancement for all groups; and build a diverse community that sees value in every person.

## Course Description

This course provides an overview of important considerations related to Diversity, Equity, Inclusion, Access, and Belonging DEIAB. We are all functions of the system that we live in, which has taught us how to think about ourselves and others, interact with others, and understand what is expected of us. These thought processes and expectations are based on the specific social identities we were born into that predispose us to unequal roles that allow us to access (or deny access) to resources.

As we grow in our personal and professional lives, it is crucial that you continue expanding upon this knowledge and look further into the concepts presented that you are unfamiliar with and / or are curious about. This course will help you gain awareness and sensitivity to others and remove barriers. You can implement DEIAB strategies and initiatives to build a more inclusive working environment through your awareness.

## Intended Audience

Higher Education faculty, staff, and graduate students.

## Expected Candidate Outcomes

### Course Objectives

1.	Identify the dimensions of diversity that matter most in organizations and why
2.	Define the elements of D, E, I, A, B
3.	Distinguish between diversity and inclusion and how equity fits into your diversity and inclusion goals
4.	Understand the population that you serve and how to best serve them
5.	Assess the inclusiveness of your unit's climate
6.	Identify opportunities to create an inclusive environment
7.	Articulate and model standards for inclusion
8.	Recognize unconscious bias and how it affects the way that people perceive, evaluate, and react to others
9.	Discover best practices and perspectives for creating a sense of belonging
10.	Choose appropriate strategies for improving engagement within your work group and organization. Identify ways to take effective actions to improve engagement
11.	Develop an advocacy mindset to implement DEIAB strategies

### Modules

Module 1	Identifying and defining the landscape of diversity and D, E, I, A, B			
Module Learning Objectives				
a.	Explore your personal diversity and what makes you unique			
b.	Exploring the diversity of who you serve			
c.	Examine how you spend your time at work			
d.	Defining and exploring DEIAB			
e.	Explore the benefits of DEIAB at work and how it is created			
f.	Recognize inclusive practices			
g.	Explore your unconscious bias			
h.	Understand how to overcome your bias			
i.	Breaking barriers			
j.	Create examples of ways to be more inclusive			
Activity	Learning Activities	Objective	Time	Assessment
Presentation slides	Bring Your "DEIAB" to Work!	1, a-j 2, a-j 3, d-h 4, b	50 min	Move through all the slides and go through the various activities.
Diversity self - reflection	Create a list of personal and professional diversity attributes	8, a-b	5 min	Self-assessment
Time at work	Complete	1, c	5 min	Time at work pulse survey
Inclusion barriers	Barriers to inclusion at work	4, a-c, f-i	30 min	IAT bias assessment
	How to overcome you biases by Verner Meyers	5, a-c, f-i 6, a-c, f-i	20 min	Review ted talk presentation
Inclusion at work	Examples of inclusion at work	7, a-c, f-i 8, a-c, f-i	5 min	List other ways to be more inclusive

DEIAB contribution	DEIAB Pledge	9 – 11, e-j	5 min	DEIAB pledge
<b>Module 2</b>	<b>How understanding the clients' (students') perspective can help evolve inclusion and belonging.</b>			
Module Learning Objectives				
a.	Understand why diversity is important to an organization			
b.	Understanding the population that you serve			
c.	Creating a sense of belonging through the perspective of a student			
d.	Understanding the needs of English Learner students			
e.	Understanding why names matter			
Activity	Learning Activities	Objective	Time	Assessment
Listening, Learning, Reflecting and Refining	Season #1: Episode 40 – Helping Students Belong with Dr. Robert Clay	1, b, e, f 4, b 5, e, f	2 hrs.	Reflection assignment #1
	Season #1 Episode 31: Pathways to College Success with Aaron West	4, b 9, f 10, i, j	2 hrs.	Reflection assignment #2
	Season #2: Episode 4 - Honoring Historical Identities in the Classroom	11, i, j	2 hrs.	Reflection assignment #3
	Season #2 Episode 15: Unpacking Experiences with Advising with Nichole Dalaly		2 hrs.	Reflection assignment #4
	Season #2: Episode 37 - Talking to Non-Traditional and first-generation students		2 hrs.	Reflection assignment #5
	Season #2: Episode 38 - ELL Student Needs with John Ruiz, Yasmine Ramigo, and Edith Martinez		2 hrs.	Reflection assignment #6

### **Activities / Assignments / Requirements:**

This is a self-paced start-anytime course in which you will progress through the material at your own pace within an 8-weeks period.

**Fall Registration:**                      **August 28 - October 9**

You must complete the mini course within 8 weeks of your start date.

**Spring Registration:**                      **January 16 - March 11**

You must complete the mini course within 8 weeks of your start date.

**The suggested calendar below is designed to keep you on track.**

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>
Module 1	Module 1	Module 1	Module 2
<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>
Module 2	Module 2	Module 3	Module 4

### **Course Progress**

You may track your progress through the ***My Progress tab***. Upon the satisfactory completion of all assignments, you will earn a determination of “**Complete**” at the end of 8 weeks.

### **Online Instructional Modalities**

Online instruction is an educational model where participants and instructors connect via technology to review lectures, submit assignments, and communicate. No face-to-face learning occurs since lectures, assignments, and readings are delivered online.

### **Required Textbooks/Learning Materials**

There is no required course textbook. All learning materials are accessible online through Blackboard. Additionally, a free YouTube subscription may be required for certain assignments.

### **Technology Requirements (Materials and Equipment)**

You must have a reliable and up-to-date digital device (e.g., computers, laptops, tablets, smartphones) with high-speed Internet (i.e., download speed of more than 18 Mbps). To access this

course site in Blackboard, please use your GSU username and password to log into <https://newlearn.govst.edu/>. To smooth the learning process, you must have the following software and tools:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Blackboard/University Approved Curricular Software/Website/Other
- System Requirement for Blackboard
- This course requires minimum system (computer) requirements. participants are responsible for all software downloads, upgrades, updates, etc.
- Blackboard Learn 9.1 – Always runs a “tune-up” when using Blackboard. Any questions you might have regarding Blackboard can be found in the participant Help Desk in the GSU Blackboard login page.
- Java Runtime Environment – Java is required for Blackboard Learn 9.1. Download it from <http://www.java.com/en/>. Always check to ensure the latest Java version is installed on your computer. Apple’s Mac OS10.x can ensure the latest version of Java for OSX by running the Apple Update.
- Acceptable Document Files – The following document file types are considered acceptable for use in Blackboard and for submitting assignment work to the Blackboard system
- Microsoft Word: .doc, .docx; Microsoft Excel: .xls, .xlsx; Microsoft PowerPoint: .ppt, .pptx; Rich Text Format: .rtf; Adobe Acrobat: .pdf; Image Form: .jpg, .jpeg, .gif, .png; (To

determine the type of file you are submitting, simply right click the unopened file and select the “properties” tab).

### **Technology Skills Requirements**

Participants should have or will acquire the following technology skills throughout this course:

- Using Microsoft Office (or similar alternative software) to draft and save files.
- Copying, cutting, and pasting information/files.
- Using Blackboard to access learning materials to post and respond to discussion boards and to participate in learning activities;
- Using University Approved Curricular Software to upload files to submit assignments and view grades and comments.
- Using a GSU email account to communicate with me and your classmates.
- Using multimedia software to create learning materials.

### **Technology Help**

If you have a general technology problem or concern with Blackboard/online learning, please contact the consultant by calling 708-534-4357 or through email at [help@govst.edu](mailto:help@govst.edu). Meanwhile, you may usually find answers to your questions from the Blackboard tutorials at [http://www3.govst.edu/Blackboard\\_faculty/participantHelp.html](http://www3.govst.edu/Blackboard_faculty/participantHelp.html). In-person assistance is also available at GSU Help Desk located in Room D2400.

### **Disability Statement:**

GSU is committed to providing all participants equal access to University programs and facilities. You may be eligible for academic accommodations if you have a documented physical, psychiatric (anxiety, depression, bipolar disorder, AD/HD, post-traumatic stress, or others) or neurological disability such as a learning disability, autism, or TBI. You must register and provide documentation with Access Services for participants with Disabilities (ASSD) before faculty members are required to provide appropriate accommodations. For more information or to register, please contact ASSD at [assd@govst.edu](mailto:assd@govst.edu) or 708-235-3968. To aid in creating an accessible learning environment for participants with disabilities, contact ASSD before or during the first week of classes.

### **Title IX Statement:**

Consistent with GSU Policy 52, Anti-Discrimination and Harassment, Title IX regulations make it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories, such as race, national origin, etc. The University has a duty to prevent harassment, post policies against it, to investigate complaints, and take prompt action to stop harassment when it occurs. Contact the Governors State University Title IX Officer, Kaitlyn Wild, to report any incidents at

708.534.4846 or [kwild@govst.edu](mailto:kwild@govst.edu). For complete Title IX information and resources, visit <http://www.govst.edu/TitleIX/>.

### **Emergency Preparedness Statement:**

In case of emergency, the University's Alert System will be activated. Participants are encouraged to maintain updated contact information using the link on the homepage of the myGSU portal. In addition, participants are encouraged to familiarize themselves with the Emergency Procedures posted in each classroom. Detailed information about the University's emergency management plan, information about how to update your contact information, and the Campus Safety Booklet can be found at <http://www.govst.edu/emergency>.

### **Academic Honesty Statement:**

Participants are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the following: use and acknowledgment of the ideas and work of others, submission of work to fulfill course requirements, sharing of work with other participants, and appropriate behavior during examinations. These ethical considerations are not intended to discourage people from studying together or from engaging in group projects. The University policy on academic honesty appears in the catalog appendix, which can be found on the website at <http://catalog.govst.edu/content.php?catoid=1&navoid=37>.

### **Participant Health & Well-Being:**

As a participant, you may experience situations or challenges that can interfere with your learning and personal well-being. These might include strained relationships, stress, unstable housing situations, hunger, alcohol/drug problems, feeling down, or loss of motivation. GSU has many resources to help with these or other issues you may experience. Free, confidential mental health and medical services are available on campus by contacting the participant Health and Counseling Center at 708.235.7334 or [http://www.govst.edu/Campus\\_Life/Health\\_and\\_Counseling/](http://www.govst.edu/Campus_Life/Health_and_Counseling/). Assistance with personal difficulties, including hunger and housing instability, is available by contacting GSU4U at 708.235.2845 or <http://www.govst.edu/gsu4u>. Help is always available.

### **COMMUNICATION:**

Email: Dr. Joi Patterson, [jpatterson3@govst.edu](mailto:jpatterson3@govst.edu)

If you have a question of a more personal nature, email me. I will respond within 48 hours.

### **NETIQUETTE GUIDELINES** (<http://www.indiana.edu/~icy/netiquette.html>):

- **General Rules**
  - Make your messages easier to read by writing paragraphs short and to the point.
  - TYPING IN ALL CAPS IS CONSIDERED SHOUTING ON THE INTERNET.
  - Messages in all lowercase letters can be difficult to read; instead, use normal capitalization.
- **Complete Assignments**

- All assignments for this course will be submitted electronically through University Approved Curricular Software (e.g., Blackboard) to maintain and keep track of your work unless otherwise instructed.
- Extensions will not be given beyond the next assignment except under extreme circumstances.

**COMMIT TO INTEGRITY:**

As a participant in this course (and at this university), you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class, and integrity in your behavior in and out of the classroom.