

Communication Strategies for Diversity, Equity, Inclusion, Access, and Belonging Mini-Course

A DEI, HR, and SXL Collaboration



Course Title:	Communication Strategies for DEIAB
Course Number:	CEPD-DEIB9-FA1
Credentials:	DEIAB Badge
Instructor of Record:	Terri L. Winfree, Ph.D.
Contact:	twinfree@govst.edu
Semester:	Fall 2023
TBD	

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

In this workshop participants will utilize a five-step process and build their personalized “Diversity Equity and Inclusion Communication Strategy.” After this process participants will have a better understanding of their organization’s capacity and their best process. Most strategies will also include a specific format, message, and an evaluation tool. This course includes a wide range of resources from professional organizations.

Intended Audience

Higher Education faculty, higher education staff, and graduate participants.

Expected Candidate Outcomes

The 15-hour mini-courses build on each other to help you become proficient in practices that support diversity, equity, inclusion, access, and belonging to build inclusive environments. Through a variety of exercises, stories, case studies, videos, reflections, and activities, you will increase self-awareness, discover personal biases, and develop equitable practices to support any organizational milieu.

Course Objectives

1	Understand the importance of a Communications Strategy.
2	Remember the importance of being inclusive.
3	Evaluate your internal communications.
4	Apply techniques and skills that you have learned.
5	Create a Communications Toolkit.

Modules

Module 1	Diversity and Inclusion Communication Strategy for the Workplace			
Module Learning Objectives				
a. Understand ways to improve internal communications. b. Remember and understand diversity is not only about race. c. Remember to be inclusive in the workplace.				
Topic	Learning Activities	Objective	Time	Assessment
Reading Assignments	5 Ways to Launch a Diversity and Inclusion Communication Strategy at Work	1.a-c	60 Minutes	Read Assignment
Video Assignment	Diversity, Equity & Inclusion. Learning how to get it right Asif Sadiq TEDxCroydon Modern strategies to promote Diversity, Equity and Inclusion in today's workplace			
Reflection Assignment	After reviewing the resources for the module, what are the top three takeaways? What can you do to help make your workplace more inclusive?	1.a-c	30 min	Reflection Posted

Module 2	Conduct your Own Internal Communications Audit			
-----------------	--	--	--	--

Module Learning Objectives				
a. Understand the channels, content and tactics that are working and those that are not. b. Understand the need for your channel strategy. c. Understand the need to engage your leadership team.				
Topic	Learning Activities	Objective	Time	Assessment
Reading Assignment	Gallagher Internal Communication	2.a-c	40 min	Read Assignment
Video Assignment	Internal Comms and Diversity & Inclusion - Where's the overlap?			Videos Viewed
Reflection Assignment	After reading some of the "Employee experience: our internal communications insights" which of them resonated with you the most. And why?	2.a-c	30 min	Reflection Posted

Module 3		DEI Essential Guide		
Module Learning Objectives				
a. Understand ways to build an inclusive culture. b. Understand the importance of an outside perspective. c.				
Topic	Learning Activities	Objective	Time	Assessment
Reading Assignment	Making that Unique employee experience as positive and valuable as possible.	3.a-c	90 min	Read Assignments
Reflection Assignment	After reading "5 Ways to Keep Your Diversity Goals on Track" what do you think you can do create personal or department goals?	3.a-c	30 min	Reflection Posted

Module 4		Diversity, Equity and Inclusion communications in the workplace		
Module Learning Objectives				

a. Understand the need for internal DIAB communications. b. Understand the benefits of an inclusive workforce. c. Understand it is integral to business to ensure you are meeting the needs of your student/customers.				
Topic	Learning Activities	Objective	Time	Assessment
Reading Assignment	Gallagher Internal Communication Diversity, Equity and Inclusion communications in the workplace: are we being counterproductive?	4.a-c	60 min	Read Assignment
Video Assignments	All of Us - An Award-winning Video from Our Unconscious Bias Course 5 tips for inclusive communication			Videos Viewed
Reflection Assignment	How do you feel that an inclusive workforce benefits your students and customers?	4.a-c	30 min	Reflection Posted

Module 5	Tools for Communicating About Diversity, Equity and Inclusion			
Module Learning Objectives				
a. Understand how to build capacity. b. Understand DEIAB in Social Media c. Understand how to evaluate outcomes				
Topic	Learning Activities	Objective	Time	Assessment
Reading Assignment	University of Minnesota Toolkit Harvard University Diversity Inclusion and Belonging toolkit	5.a-c	90 min	Read Assignment
Video Assignment	So, You Want to Work in Diversity, Equity, and Inclusion (DEI / D&I)? Here's What You Should Know! Diversity, Equity, Inclusion Toolkit + Ask a Chief Diversity Officer			Videos Viewed

Reflection Assignment	After reviewing the resources of this module, what tools do you think you would be able to use, do you feel you have sufficient tools? If not, what do you still need?	5.a-c	30 min	Reflection Posted
-----------------------	--	-------	--------	-------------------

Activities/Assignment/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 - 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.

Week 1	Week 2	Week 3	Week 4
Topics from above	Topics from above	Topics from above	Topics from above
Week 5	Week 6	Week 7	Week 8
Topics from above	Topics from above	Topics from above	Topics from above

Course Progress

You may track your progress through the **My Progress tab** ([link to 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. Meanwhile, you may usually find answers to your questions from the

Blackboard tutorials at 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 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. 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/. 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:

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.