Recruitment and Retention of Diverse Employees Mini-Course
A DEI, HR, and SXL Collaboration

Diversity, Equity, Inclusion, Access, Belonging
Governors State
U N I V E R S I T Y
Culturally Relevant Thinking
Office of D.E.I.A.B.
GSU Human Resources
School of Extended Learning

Course Title: **Recruitment and Retention of Diverse Employees**
Course Number:
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 learn strategies about recruiting and retaining a diverse workforce and why this is so critical to your organization. Downloadable documents will be shared so participants can create a toolkit that is relevant to their organization. Participants will also be exposed to the "Imposter Syndrome" and receive tools on how to address this in your workplace.

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
(aligned to Bloom's Taxonomy and the course map)

1	Identify recruitment strategies to attract a diverse workforce
2	Learn to create a DEIAB Commitment Statement
3	Understand the importance of mentoring
4	Identify Professional Development opportunities
5	Gain an understanding of employee needs

Modules

Module 1	Recruitment			
Module Learning Objectives				
a. Evaluate which groups are underrepresented. b. Understand the importance of having a diverse workforce. c. Understand Gender Identity				
Topic	Learning Activities	Objective	Time	Assessment
Reading Assignment	10 Ways to Attract a Better, More Diverse Applicant Pool https://sbshrs.adpinfo.com/blog/10-ways-to-attract-a-better-more-diverse-applicant-pool Texas A&M's President Resigns in Fallout from Failed Hiring. https://www.chronicle.com/article/texas-a-ms-president-resigns-in-fallout-from-failed-hiring?sra=true&cid=gen_sign_in (note, all links will be removed from syllabus and be in BB) Gender identity continues to grow in importance as it is discussed more and more in politics, as can be seen from this article: https://www.nbcnews.com/feature/nbc-out/it-s-not-safe-parents-transgender-kids-plan-flee-their-n1264506.	1.a -c	50 min	Read Assignment

Topic	Learning Activities	Objective	Time	Assessment
	Watch the video. I believe it does a fantastic job of educating people about the complexity of biological sex, which may be enlightening (as it was for me) for people discussing gender identity. <mark>SciShow's it's a Spectrum video.</mark>			
Reflection Assignment	After the video and the articles, think about if and how they are related to hiring practices. What are three ways you can use this information to improve hiring practices?	1.a-c	30 min	Completed Reflection Exercise

Module 2	The Interview – Identifying the Optimal Team Member	
Module Learning Objectives		
a. Assess the needs of the position you are hiring for. b. Understand the importance of hiring the right candidate with the strengths you need. c. Create a DEIAB Commitment Statement		

Topic	Learning Activities	Objective	Time	Assessment
Video Assignment	Why CliftonStrengths Is Effective for Individuals & Teams <mark>https://www.youtube.com/watch?v=De2mG0zLsJM</mark> Strengths Finders 2.0 <mark>https://www.youtube.com/watch?v=C8OFpoP9pxE</mark> The unapologetic beauty of focusing on your strengths. <mark>https://www.youtube.com/watch?v=5w_j8J8kH64</mark>	2 a -c	50 min	Videos Viewed
Reading Assignment	DEIAB Commitment Statement <mark>https://www.chronicle.com/page/dei-commitment-statement</mark>			Read Assignment
Reflection Assignment	What would your DEIAB Commitment Statement Look Like? Draft one to be considered.		30 min	Reflection Exercise

Module 3	The importance of Onboarding			
Module Learning Objectives				
a. Evaluate current onboarding process. b. Understand the need to onboard properly. c. Create ways to improve the onboarding process.				
Topic	Learning Activities	Objective	Time	Assessment
Reading Assignment	24 Shocking Employee Onboarding Statistics You Need to Know in 2023 https://www.oak.com/blog/employee-onboarding-statistics/#:~:text=Onboarding%20programs%20are%20designed%20to,and%20directly%20impacts%20their%20loyalty.	3. a-c	30 min	Read Assignment
Reflection Assignment	According to Gallup, only 12% Of employees agree that their organization has a good onboarding process. What are the top three things you would do to improve this?	3. a-c	30 min	Completed Reflection Exercise

Module 4	Vulnerability in the Workplace			
Module Learning Objectives				
a. Understand how vulnerability interacts with employee recruitment. b. Understand how vulnerability interacts with employee retention. c. Understand the benefits and risks of vulnerability in the workplace.				
Topic	Learning Activities	Objective	Time	Assessment
Reading Assignment	Vulnerability In the Workplace: A Leadership Skill https://worldofwork.io/2020/01/vulnerability-in-the-workplace/ **Vulnerability in the Workplace – Brene Brown** How Much Vulnerability at Work Is Too Much? Brené Brown Just Explained in 6 Words	Inc.com Daring to be Vulnerable with Brené Brown https://www.takingcharge.csh.umn.edu/daring-be-vulnerable-brene-	4. a-c	45 min	Read Assignment

	brown#:~:text=In%20her%20new %20book%2C%20Daring,Dr.			
Reflection Assignment	Reflect and write about your level of comfortableness with vulnerability in the workplace. How does this affect you and others?	4. a-c	30 min	Completed Reflection Exercise

Module 5	Employee Recognition			
Module Learning Objectives				
a. Understand of how workplace recognition and improve retention.				
b. Understand imposter syndrome.				
c. Create ways to improve employee recognition.				
Topic	Learning Activities	Objective	Time	Assessment
Reading Assignments	Workplace Recognition unleashing-the-human-element-at-work-transforming-workplaces-through-recognition.pdf The Imposter Syndrome https://www.thedataincubator.com/blog/2022/02/23/6-steps-to-break-the-imposter-syndrome-cycle/	5. a-c	40 min	Read Assignment
Video Assignment	Impostor syndrome: You're not alone https://www.youtube.com/watch?v=7D-0nuFFEh4 What is imposter syndrome and how can you combat it? https://www.youtube.com/watch?v=ZQUxL4Jm1Lo			
Reflection Assignment	After the readings, please reflect and write about employee recognition in the workplace. What are the top three things you can do to improve?	5. a-c	30 min	Completed Reflection Exercise

Module 6	Mentorship			
Module Learning Objectives				
a. Understand the types of mentorships. b. Understand how belonging is important to employee retention. c. Understand the value of reverse mentorship.				
Topic	Learning Activities	Objective	Time	Assessment
Reading Assignment	Retention Through Mentorship https://www.forbes.com/sites/forbesbusinesscouncil/2022/07/14/driving-employee-retention-through-mentorship/?sh=6e8ba5ba11b6 Reverse Mentoring https://www.togetherplatform.com/blog/reverse-mentoring-toolkit	6. a-c	30 min	Read Assignment
Reflection Assignment	Think about this saying, "People don't leave companies; they leave managers." Write about your experience as it relates to this saying.	6. a-c	30 min	Completed Reflection Exercise

Module 7	Professional Development for Employees			
Module Learning Objectives				
a. Assess current offerings of available professional development. b. Evaluate if the offerings meet the needs of employees. c. Understand the importance of providing DEIAB professional development opportunities				
Topic	Learning Activities	Objective	Time	Assessment
Reading Assignment	file:///C:/Users/terri/Downloads/OneHE%20Modules%20-%20DEIB%20mini%20courses.pdf		40 min	Read Assignment
Video Assignment	3 ways to create a work culture that brings out the best in employees | Chris White | TEDxAtlanta https://www.youtube.com/watch?v=2y8SA6cLUys			

	Microaggressions in the classroom <mark>https://www.youtube.com/watch?v=ZahtlxW2CIQ</mark>			
Reflection Assignment	Review the video and determine how you can improve Belonging in your workplace. Write the top three things that come to mind and share with a colleague		30 min	Reflection Exercise

485 minutes= 8 hours 15 minutes

Apply

Evaluate

Analize

Create

Assess

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.