

Rutgers University-New Brunswick
Diversity, Equity, and Inclusion (DEI) for HR Professionals
Spring 2026
Course #: 38:533:648:90
Logistics: Online/Asynchronous

Professor: Kyra Leigh Sutton, Ph.D.
Email: professorkyrasutton@gmail.com
Virtual Office Hours: Tuesdays – By Appointment

CANVAS. We will use [Canvas](#) for this course.

WEEKLY EMAILS. Each Monday, an email will be sent and a Canvas announcement will be posted to let you know the course activities for that week.

Required Textbook*

Hiring for Diversity: The Guide to Building an Inclusive and Equitable Organization 1st Edition
Arthur Woods & Susanna Tharakan
ISBN: 978-1-119-80090-3

*You are required to buy and receive the textbook no later than the 1st week of the semester.

Additional Book(s) - For Your Consideration.

Although you are not required to buy the following book for our class, I encourage you to consider adding it to your library.

- **Connecting Through Circles: Using Circles to Support Inclusion, Establish Belonging and Build Trust**

Cecilia B. Loving & Gina Leow
ISBN-13: 9781736422427

Course Description/Objectives. As workplaces evolve, our diversity, inclusion, and equity practices, policies, and initiatives must grow in tangent. Our *Diversity, Equity, and Inclusion (DEI) for HR Professionals* course will provide a foundation for understanding diversity and inclusion in the workplace and the implications of working in diverse organizational environments in the United States.

Specifically, this course is designed to help students understand why diversity, equity, and inclusion are essential to organizations using a human resources lens. Further, students will consider how HR partners with the business to create strategies and execute various DEI initiatives (e.g., recruiting, interviewing, mentoring, managing internal talent, and training and developing employees). This course will be taught in an applied manner. We will rely on various resources (e.g., discussion posts, articles, videos, case studies, and recorded guest lectures) to provide a foundation.

My primary goal is for students to leave this class understanding HR's role in creating, leading, implementing, and measuring the success of DEI initiatives within workplaces. While some HR employees will gravitate towards DEI roles, all HR team members are responsible for supporting and championing inclusive and equitable workplace practices.

Having successfully completed this course, the student will be able to:

- Discuss the role HR Professionals have in building and sustaining a diverse, equitable, and inclusive workplace
- Describe contemporary issues relevant to the employment experiences of underrepresented candidates and employees in the workplace
- Specifically, students will write bias-free job descriptions, build a diverse and inclusive sourcing strategy, recruit and interview diverse candidates, and recommend infrastructure to help organizations retain diverse talent (e.g., ERGs, Mentors, Executive Sponsors).
- Describe how organizations (specifically managers) can implement DEI strategies in hybrid work environments.

We'll study 13 themes, each with specific learning objectives.

Course Themes. The following themes will be covered in this course:

Topics**	Theme
Introduction to Diversity, Equity & Inclusion	1
HR's Role in Diversity, Equity & Inclusion, Part One	2
HR's Role in Diversity, Equity & Inclusion, Part Two	3
Reducing Bias in Hiring, Part One (Understanding Underrepresented Job Seekers)	4
Reducing Bias in Hiring, Part Two (Inclusive Branding, Corporate Landing Pages & Job Descriptions)	5
Reducing Bias in Hiring, Part Three (Strategic Sourcing & Inclusive Interview Strategies)	6
Reducing Bias in Hiring, Part Four (Inclusive Internal Talent Mobility)	7
DEI – Social Support, Part One (Employee Resource Groups)	8
DEI – Social Support, Part Two (Mentorship)	9
DEI – Social Support, Part Three (Sponsorship)	10
DEI – Social Support, Part Four (Making Hybrid Work Environments More Inclusive)	11
Diversity Training and Its Effectiveness, Part One	12
Diversity Training and Its Effectiveness, Part Two	13

A description of the course themes is available toward the end of this document.

About Your Personal DEIB Allyship Journey. *Although there will not be a separate theme focused on the **Individual Actions** you can take to be a DEIB ally, you'll have opportunities to consider your journey through your conversations with your partner(s) and discussion posts. Of course, you can always reach out to me for ideas and support on how to lean into your DEIB allyship journey!*

Inclusivity Statement. As the instructor for this class, I will promote and maintain an equitable and just learning environment. I welcome and value individuals and their differences. By fostering a willingness to hear and learn from various sources and viewpoints, we will gain competence in communication, critical thinking, and awareness of our biases and how they affect our interactions with others.

Although we are asynchronous, the course offers an interactive learning environment. We will discuss, dialogue, and exchange views and ideas about the course content and other issues that emerge throughout the course. Your open-minded, honest, and respectful participation is critical to creating a virtual experience in which we all feel comfortable sharing our views, experiences, and knowledge so that we can all learn from each other.

I want to create a learning environment that supports a diversity of thoughts, perspectives, and experiences and honors your identities (including race, gender, class, sexuality, religion, ability, etc.).

To help accomplish this, please don't hesitate to contact me if you feel like your performance in the class is being impacted by your experiences outside of class. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary, to address your concerns).

Finally, I (like many people) am still in the process of learning about many diverse perspectives and identities. If anything was said in class (by anyone) that made you feel uncomfortable, please contact me. (Again, anonymous feedback is always an option.) As a participant in this course, you should also strive to honor the diversity of your classmates.

SMLR Learning Objectives.

The **Diversity, Equity, and Inclusion (DEI) for HR Professionals** course is designed with the following learning objectives for the School of Management and Labor Relations.

I. Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance.

- Apply concepts and substantive institutional knowledge to understanding contemporary developments related to work.
- Understand the legal, regulatory, and ethical issues related to their field.
- Develop human resource management functional capabilities used to select, motivate, and develop workers (HRM)
- Understand the internal and external alignment and measurement of human resource practices (HRM)

II. Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions

- Analyze the degree to which forms of human difference shape a person's experience of and perspectives on work
- Analyze a contemporary global issue in their field from a multi-disciplinary and intersectional perspective
- Analyze issues related to business strategies, organizational structures, and work systems
- Analyze issues of social justice related to work across local and global contexts (LSER)
- Analyze issues related to the selection, motivation, and development of talent in a local and global context (HRM)

Method of Instruction. This course is delivered *entirely online* through the Learning Management System, Canvas. There will be **no** Face-to-Face classroom sessions. The course is delivered in *asynchronous* mode. This means the learning activities and communication takes place outside of real-time. You do not have to log in at any specific scheduled time; you log in at your convenience. However, the instructor will host virtual office hours to address questions.

Student Preparation and Time Commitment. You are expected to spend an average of three hours a week reading and analyzing the course material (e.g., readings, videos, interviews). Additionally, you will spend another 3-4 hours completing assignments.

Partners are required. Given the nature of our topic, DEI, it will be important to have someone in the class with whom you can discuss the readings, lectures, and assignments. As such, you must work with a partner throughout the semester.

Prof. Sutton will randomly assign the partners during the 2nd week of class. If you know of someone within the class with whom you'd like to be partners– please reach out to Prof Sutton as soon as possible (professorkyrasutton@gmail.com)

You and your partner will be required to:

- Complete Canvas Assignments (Beginning in Week Three and for the rest of the semester)

*It will be important to ensure all partner names appear on all assignments in Canvas. Also, each partner must submit a copy of the (same) assignment on Canvas. Failure of both partners to submit the assignment will result in both people receiving a zero.

However, each person is responsible for submitting their own discussion post.

Use of GEN AI Tools.

- This course requires you to complete various assignments that assess your understanding and application of the course content.
- You are expected to do your own work and properly cite any sources you use.
- Unless a statement is included in the directions for an assignment or discussion post, you are NOT PERMITTED to use any artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers to complete any part of your assignments.
- Any attempt to use these tools will be considered academic misconduct.
- Students are expected to complete all work independently and without the assistance of AI-generated content.
- If you have any questions about what constitutes acceptable use of AI tools, please consult with the instructor before submitting your work.

Student Responsibilities.

Online learning requires a high level of discipline, dedication, and time management skills. While it offers the flexibility and convenience of learning from anywhere and anytime, you are still expected to adhere to all due dates.

Further, you are expected to:

- Have access to a reliable computer and access to the Internet
- Log in to Canvas for your course daily
- Work with your assigned partner throughout the semester
- Read the weekly email sent by Professor Sutton – each Sunday
- Check for any announcements, update to the syllabus, assignments, and/or discussions and respond accordingly
- Actively participate in the Discussion Forums
- Read the assigned materials
- Watch assigned videos
- Complete Canvas tasks and adhere to all due dates
- In case of computer failure:

Make sure you have an alternative plan of access to your Canvas course if your computer crashes (it happens). An extra computer at home, your employer's computer, or a computer at your local library can be some alternatives. Additionally, be sure to backup your important documents and assignments on a flash drive or other external device.

Computer/Software/Apps/Accessories Requirement.

- [Adobe Flash – latest version \(you will need it to view videos\)](#)
- Access to the internet
- Microsoft Word
- Webcam (recommended)
- Headphones (highly recommended)
- Reliable computer
- [Basic Computer Specifications for Canvas](#)

Contacting Professor Sutton.

If your inquiry is of a personal/private nature, including scheduling a one-on-one session, please contact Professor Sutton at professorkyrasutton@gmail.com

Special Needs Accommodations. If you have a disability and require special accommodations for your learning activities, please contact the Office of Disability Services. Should you require my assistance facilitating the process, I will be happy to do so. Just let me know.

Below is the full contact information for the office of disability services:

Lucy Stone Hall, Livingston Campus, 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045.

- E-mail Address: dsoffice@rci.rutgers.edu
- Phone: (848) 445-6800 • Fax: (732) 445-3388 <https://ods.rutgers.edu/>

Student Code of Conduct. You are expected to conduct yourself professionally, responsibly, courteously, and respectfully at all times during the course. Offensive language, harassment, posting videos or other media that is not related to the course, and/or any other inappropriate behavior will not be tolerated and will result in dire consequences, including dismissal from the course. Your responses to discussion posts or any other communication with your classmates and/or your instructor must be of the highest professional and respectable standard. Refer to [Discussion Post Guidelines](#) when communicating in your Canvas class.

Academic Integrity. Be sure to read and adhere to Rutgers Academic Integrity Policy. Academic integrity goes directly to the question of are you an individual of character and honesty? It also affects the reputation of Rutgers University. So, academic dishonesty will not be tolerated.

Principles of academic integrity require that every Rutgers University student:

- properly acknowledge and cite all use of the ideas, results, or words of others
- properly acknowledge all contributors to a given piece of work
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions

- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to ensure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- all student work is fairly evaluated and no student has an inappropriate advantage over others
- the academic and ethical development of all students is fostered
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.
- Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

– The Rutgers University Academic Integrity Policy

Course Structure. The course is structured by themes. Each theme is comprised of a combination of activities, including:

- Readings (articles, research reports)
- Multimedia (videos, interviews, podcasts, or other)
- Quizzes
- Discussion Posts
- Assignments

Course Grades.

Your grade in this course will be based on the following components:

Performance Opportunities	Max Points	Percentage (Approx.)
Quizzes	390 pts	49%
Applied Assignments	330 pts	41%
Discussions Posts	80 pts	10%
Total	800 pts	

Final grades will be determined by the scales shown below:

Grade	Total Points	Range (%)
A	720 – 800	90 – 100
B+	680 – 719	85 – 89
B	640 – 679	80 – 84
C+	600 – 639	75 – 79
C	560 – 599	70 – 74
D	480 – 559	60 – 69
F	479 or below	59 and below

Extra Credit. Extra credit will **not** be offered for this course.

Quizzes (worth up to 390 points). 13 QUIZZES will be completed this semester, where each quiz is worth up to 30 points. The quizzes will be timed and last for 60 minutes. There are two attempts for each quiz, and 10 questions are included. While students can use notes during the quizzes, it is best to complete them after listening to the recorded lectures.

Applied Assignments (worth up to 460 points). FOUR graded assignments will be completed this semester, where the points for each assignment will vary. Two assignments will be completed independently, and two with your partner(s). The assignments are designed to enable you to consider how HR can initiate and/or support DEI actions in the workplace. Additional details about the assignments are included on Canvas.

Late Assignments.

You are expected to submit your assignments on the specified due dates. Refer to your Canvas classroom for the assignment due dates.

Late assignments grading policy is as follows:

- 1 day late – 15% will be deducted from your total grade.
- 2 days late – 25% will be deducted from your total grade.
- 3 days late – 35% will be deducted from your total grade.

Assignments that are over 4 days late will NOT be accepted, and your grade for that specific assignment will be zero.

Discussions (worth up to 80 points). FIVE graded discussion posts will be completed during this course. The discussion posts are intended to meet one or more of the following goals:

- Community building – getting to know your peers
- Exchanging ideas about DEIB workplace topics/current events
- Sharing resources
- Asking questions about the assignment
- Completing research associated with a class assignment

Students are required to read other people's responses and engage with what they share. Discussions will be graded based on the following criteria:

- **Guidelines** – Follow guidelines related to the length of the post, submission date, and answers to the discussion prompt.
- **Analysis** – Ability to think logically about the topic and incorporate themes from the readings/personal and work experiences/research into the discussion post.
- **Peer Responses**—The response meets the required number of peer responses, stimulates further discussion about the topic, and demonstrates respect for other people's views and opinions. It avoids statements such as "I disagree..."
- **Writing Mechanics** – Posts are clearly written, easy to follow, and free of grammatical, spelling, and punctuation errors.

Discussion Ground Rules. Your core values and identities influence your views on diversity, equity, and inclusion, which can be a sensitive and emotional topic. Please help promote a safe environment for others to share their views and learn about your views. If you have trouble understanding another person's views, try asking a question such as, 'That's interesting... tell me more about why you think X.'

Description of Modules

The course is divided into **13 themes** and includes:

Theme 1: Introduction to Diversity, Equity, Inclusion & Belonging (DEIB)

- **Topic Overview** – Companies whose leaders welcome diverse talent and include multiple perspectives outperform those organizations not focused on diversity, inclusion, and equity. While the COVID pandemic has significantly impacted workforces, DEI remains a critical enabler of performance. Overall, companies will not benefit from diversity unless they build a culture that insists on inclusion & equity. Innovation, creativity, and teamwork flourish when women and people of color are encouraged to bring their different backgrounds and perspectives to the table. They must be seen, heard, and valued. And leaders must be held accountable for keeping a pulse on employee experiences.
- **Learning Objectives**
 - Define and discuss the differences between diversity, inclusion, equity, and belonging (DEIB).
 - Describe the top DEI priorities on which organizations are focused on improving
 - Explain why diversity programs fail.
 - Discuss the DEI initiatives that leading companies are implementing

Theme(s) 2 - 3: HR's Role in Diversity & Inclusion, Parts 1 and 2

- **Topic Overview** – The strategic role of HR continues to evolve. One of the key HR responsibilities is to create an organizational culture that fosters an inclusive environment where each employee can learn, grow, and contribute to its success. Further, according to research conducted by HR.com's Research Institute found:
 - In organizations with DEI initiatives, 37% said the HR function is primarily responsible for DEI.

Therefore, HR often leads strategic diversity and inclusion initiatives. Examples include:

- Widening the talent pool through external recruiting and internal talent mobility
- Initiate and maintain various forms of social support, including mentoring programs
- Develop and lead inclusive training sessions
- Partner with the business during talent reviews to better understand where gaps may exist for underrepresented employees
- Create policies regarding racist and anti-discriminatory behavior
- Aligning people strategies to business strategies
- Develop and support leaders who manage diverse teams of employees

Further, HR professionals create safe spaces for employees to share challenging experiences. Also, HR partners with managers to keep a pulse on their employees' experiences, which sometimes includes having difficult conversations when employees feel excluded and devalued. Finally, this module will explore career opportunities in the DEI space, specifically the role of Chief Diversity Officers.

- **Learning Objectives**
Part One

- Discuss why employees do not consistently report discriminatory and bias actions to HR
- Explain retaliation and discuss the steps HR can take to prevent it from happening at work
- Discuss the actions HR teams can take to encourage employees to report workplace discrimination
- Explain the bystander effect and how it can prevent harassment and discrimination in the workplace.

Part Two

- Discuss how HR partners with the organization and leaders on DEI initiatives.
- Explain the role of the Chief Diversity Officer (CDO)
- Discuss the support HR can provide managers committed to diversity, equity, and inclusion.

Theme 4: Reducing Bias in Hiring, Part One (Understanding Underrepresented Job Seekers)

- **Topic Overview** – “Research shows that understanding diverse applicants' cultural backgrounds will help interviewers eliminate barriers caused by bias, prejudice, and stereotypes. A lack of understanding can lead to unintentional or intentional discrimination in the hiring process. If this results in the loss of qualified diverse applicants, it can harm applicants and employers.” (Lila Kelly - Integrate Diversity into Recruiting, Interviewing, and Hiring). Therefore, this topic focuses on understanding the experiences of underrepresented job applicants. We'll explore the challenges candidates experience, including stereotypes members of this group have experienced. Drawing from Arthur Woods' and Susan Tharakan's *Hiring for Diversity – The Guide to Building an Inclusive and Equitable Organization*, we will explore the experiences of the following underrepresented job seekers:
 - Working Parents
 - Older and experienced workers
 - Refugees and immigrants
 - LGBTQ+ community
 - People with Disabilities
 - Veterans
 - Justice impacted individuals
 - Black Community
 - Hispanic and Latinx community
 - Indigenous and Native American community
 - Women
 - Asian and Pacific Islander (AAPI) community

Notably – this is not intended to be an exhaustive list of underrepresented job seekers.

- **Learning Objectives**
 - Discuss the experiences of underrepresented job seekers
 - Describe the most common biases and challenges underrepresented job seekers and employees experience
 - Explain how HR professionals can advocate for underrepresented job seekers

Theme 5: Reducing Bias in Hiring, Part Two (Inclusive Branding, Corporate Landing Pages & Job Descriptions)

- **Topic Overview** – Research shows a history of widespread bias in corporate recruitment activities. Meanwhile, data shows that over 50% of new entrants to the workforce are people of color, and women constitute more than 60% of all new applicants. And yet, unconscious racism, ageism, and sexism play a significant role in who gets hired. However, there are steps

organizations can take to reduce bias and attract diverse candidates to the organization. This module will explore improvements that can be made during recruitment. Examples include:

- Writing gender-neutral job descriptions and postings.
- Removing racial bias from job descriptions.
- Creating inclusive corporate (recruitment) landing pages.

Further, we'll discuss where job advertisements are placed and the sources used to attract diverse candidates.

- **Learning Objectives**

- Discuss why inclusive employer branding is important to attract candidates
- Design an inclusive and accessible candidate experience through landing pages and job descriptions
- Discuss how organizations can use proofing tools such as Textio and Datapeople to identify biased language in job descriptions and posts

Theme 6: Reducing Bias in Hiring, Part Three (Strategic Sourcing & Inclusive Interview Strategies)

- **Topic Overview**—In this second part of reducing hiring bias, we explore how to lead inclusive and equitable interviews. Specifically, the following actions align with inclusive interview practices: diversifying interview panel members, leveraging structured behavioral interview questions, encouraging candidates to utilize virtual backgrounds, and surveying all candidates post-interview.
- **Learning Objectives**
 - Explain how to attract diverse talent through strategic sourcing methods
 - Discuss the implications of introducing bias into the interview process
 - Describe the barriers underrepresented candidates experience during the hiring process
 - Discuss why candidate scorecards and diverse interview panels contribute to an inclusive hiring process

Theme 7: Inclusive Internal Talent Mobility

- **Topic Overview** – Recent research conducted by Deloitte found Diversity & Inclusion and Global Mobility are natural partners. When aligned, diversity and inclusion and global mobility goals can help the organization identify employees for critical assignments. However, these initiatives are often disconnected. Although this is an emerging area of Talent Acquisition, we will consider the extent to which DEI goals can and should influence internal talent mobility decisions. Here's why – based on insights published by Mercer: "Having international experience is a pre-condition to reach top managerial levels within many multinational companies. International assignments allow employees to develop essential skills and build a network to boost their careers. The low participation of women and minorities in the assignee talent pool can put a brake on diversity at leadership levels."
- **Learning Objectives**
 - Explain and define internal talent mobility; and discuss the differences between domestic and global talent mobility
 - Describe the challenges of managing an internal talent mobility strategy and explain the resources that support an internal talent mobility strategy
 - Explain the barriers underrepresented talent may experience during global mobility assignments
 - Discuss the steps HR professionals can initiate to foster an alignment between internal mobility opportunities and diversity and inclusion goals

Theme 8: DEI – Social Support, Part One (Employee Resource Groups)

- **Topic Overview** – Employee Resource Groups (ERGs) were established in the 1960s. As corporations become increasingly global, ERGs are business assets that add value. For example, [Shelton Goode's research](#) found ERGs ensure employees have an opportunity to be heard, valued, and engaged. Also, organizations can leverage ERGs to understand their customers better.

Further, companies can use ERGs to improve the organization's leadership development and succession planning process, forge relationships, and ensure alignment between their business and diversity strategies. However, employees involved in ERGs do not consistently see a connection between their participation and career success. Therefore, we'll explore the history of ERGs, identify the characteristics of successful ERGs, and consider the changes organizations should make to ERGs to facilitate career growth and development.

- **Learning Objectives**
 - Discuss the history of ERGs
 - Describe the benefits of ERGs
 - Explain the characteristics of effective ERGs

Theme 9: DEI – Social Support, Part Two (Mentorship)

- **Topic Overview** – Mentoring benefits all employees. For people of color, it's often the difference between being ignored and being heard and valued. Many forms of mentoring include work buddies, reverse mentoring, and group mentoring. Mentoring is most effective when aligned with DEI and business strategies. Therefore, we'll explore the history of mentoring, evaluate effective mentoring programs, and discuss the challenges of sustaining mentoring programs.

Further, research conducted by Catalyst found women are often over-mentored and under-sponsored. Women of color have fewer sponsors. And yet, sponsorship is directly linked with promotion opportunities, higher pay, and movement into executive positions. Consequently, all employees must have access to sponsorship, which is different from support provided through mentorship.

- **Learning Objectives**
 - Describe how mentoring can foster an inclusive environment (e.g., retention, engagement)
 - Discuss the benefits of employees participating in mentoring programs
 - Explain the different types of mentoring employees can receive

Theme 10: DEI – Social Support, Part Three (Sponsorship)

- **Topic Overview** – Sponsorship is a relationship between a protégé and a person with the authority or influence they can use to help them in their career development or advancement. A sponsor is an individual who can open up opportunities for you. It can include talking to you about job opportunities, nominating you for boards or projects, and advocating for your advancement within the company to senior leaders or decision-makers within the company.

Sponsors are advocates who actively work to advance the career of their protégé. They consistently share their protégé's accomplishments and potential, connecting them to others in their network and recommending them for bigger roles. A sponsor pushes their protégé to take on challenging assignments and actively advances their career progression — including in off-the-record or closed-door meetings with other leaders.

- **Learning Objectives**

- Explain the differences between sponsors and mentors
- Describe why sponsorship matters and the challenges women and people of color face in securing sponsors, and discuss the talent implications
- Discuss the activities HR practitioners can take to foster inclusive sponsorship in organizations

Theme 11: DEI – Social Support, Part Four (Making Hybrid Work Environments More Inclusive)

- **Topic Overview** – The number of employees working remotely or in a hybrid model varies, depending on the source. However, it is expected that at least 25% of the workforce in the US will work remotely in the short term. While the nature of where employees are doing work is changing, it is critical for DEI initiatives to be prioritized. Hybrid work environments create opportunities for employers – for example, companies have a wider pool of talent from which they recruit. However, hybrid work environments also present challenges. For example, some employees have a challenging time finding mentors, and others feel unheard during virtual team meetings.

Therefore, we'll discuss the most common types of virtual work environments, identify the characteristics of inclusive virtual work environments, and consider the changes managers should make to support the growth and development of employees working in hybrid and virtual work environments.

- **Learning Objectives**

- Describe the diversity and inclusion challenges present in hybrid work environments
- Discuss why harassment and discrimination might increase in hybrid work environments
- Explain how organizations and managers can foster equity and inclusion in hybrid work environments

Theme(s) 12 - 13: Diversity Training and Its Effectiveness

- **Topic Overview** – Approximately 1/3 of organizations offer diversity training to their employees and leaders. And unconscious bias training is one of the most popular programs offered. However, diversity training often fails to meet its stated goals. There are several reasons that diversity training doesn't work, including it is not consistently aligned with: "reducing expressions of bias and discrimination, fostering greater collaboration across groups, retaining employees from historically marginalized or underrepresented groups, reducing conflicts in the workplace." This module aims to understand why diversity training began, review examples of current diversity training programs, and analyze why the programs do not consistently result in workplace improvements.

Learning Objectives

Diversity Training and Its Effectiveness, Part One

- Explain the history of DEI training, including when it started and what organizations wanted to achieve by offering it
- Discuss why (some) diversity and inclusion training programs fail

Diversity Training and Its Effectiveness, Part Two

- Describe the most common diversity and inclusion training courses offered in organizations
- Explain how to improve diversity and inclusion training programs

RU Calendar – Spring 2026 → See full calendar [HERE](#)

Event	Date
<i>Classes Begin</i>	<i>Tues, January 21 (2026)</i>
<u><i>Semester Add/Drop Period</i></u> <ul style="list-style-type: none">• Last day to add a course• Last day to drop a course without a W Grade	<i>Thurs, January 30 (2026)</i>
<i>Spring Break</i>	<i>March 16 – Mar 20 (2026)</i>
<i>Classes End</i>	<i>Mon, May 4, 2026</i>
<i>SMLR Convocation</i>	<i>Wed, May 20, 2026</i>