

Spring 2024
PADM 526 CRN 59961
Diversity, Equity and Inclusion in the Public and non-Profit Sectors
Tuesday 6:00 to 8:30 pm
Dane Smith 231

Roli Varma

Office: 3014 Social Science Bldg.

Office Hours: Tuesday & Thursday 2 pm to 4 pm. And by appointment.

Tel: 277-7756

E-Mail varma@unm.edu

Course Description

The shifts from a manufacturing to a service economy and from an industrial to an information-based economy have made traditional work arrangements inadequate to address the challenges organizations encounter today. It is compounded by the fact that the American workforce has become more diverse than ever before. Organizations are rethinking the categories on which they have based their policies. One-size-fits-all is no longer an effective strategy. Diversity management programs have grown exponentially in the last decade. External and internal pressures have resulted in workplace diversity to become a central issue of human resources management. Organizations are seeking to increase sensitivity to differences, minimize patterns of inequality, eliminate prejudice, improve cross-cultural interactions, and modify organizational leadership practices to value diversity. Increasingly, workforce diversity is becoming an imperative for organizational effectiveness and diversity management is becoming a principle of human resources management.

In this course, we will focus on multiple forms of diversity namely gender, race/ethnicity, nationality, sexual orientation, religion, skill level, physical ability, communication styles, and multi-generations in the workplace. Understanding diversity and learning how to manage its complexity is, perhaps, among the most important challenges administrators face today. Students will examine the importance of multiple cultures in public organizations in work teams and discuss the challenges that come with multi-culturalism. Social interactions that contribute to the understanding of different groups in diverse settings are examined. The purpose of this class is to provide students with the knowledge and understanding required to meet the challenges presented by our increasingly diverse society. A significant portion of the class will focus on diversity in the workplace. We will further examine positive steps that organizations can take to dismantle these barriers and measure their success.

The objectives of this course are:

1. To understand the demographic changes in the U.S.

2. To understand and evaluate the various dimensions of diversity including race/ethnicity, gender, religion, age, ability, sexual orientation, communication styles, personal appearances, and multi-generations in the workplace.
3. To cover the core dimensions, concepts, and approaches to diversity in organizations.
4. To develop an understanding of interpersonal relations, group dynamics and organizational processes in organizations.
5. To consider diversity in the historical, political, cultural, and economic contexts of public employment, especially the legalities that surround diversity.
6. To enhance our ability to work with people from diverse backgrounds.
7. To learn how our own cultural values influence workplace behavior.
8. To examine challenges that come with diversity.

Students' Learning Outcomes

Students' learning outcomes (SLO) would be measured by term paper, short papers, class exercises, class discussions and presentations, and reading assignments.

1. Understand different concepts of inequality and the impact of inequality in the American society and economy.
2. Analyze critical race theory and understand why it has come under attack.
3. Explain how federal, state, and local policies have historically institutionalized various forms of inequality.
4. Evaluate policies that may reduce inequality and promote greater equity.
5. Demonstrate the benefits and the intrinsic value of diversity.

Readings

There are many articles/book chapters, which are posted on UNM Canvas.

Course Evaluation

1) Class Participation (15 Points)

Participation requires reading the material before class and being on time for class. Students are expected to fully participate in discussions and in-class exercises. Absence, tardiness to class and early departure will impact their participation grades. If unexpected circumstances prevent you attending the class on a given day, let me know ahead of time. It is your responsibility to find out what you missed from a classmate.

2) In-Class Presentation (15 Points)

Prepare a 15-minutes presentation on any of the topics outlined in the syllabus. For this, use case studies, news media items, TED Talks, video clips, stories, or reports to communicate the most interesting things you have learned from the readings. Please note the presentation is an interactive exercise that illustrates the theme of the course.

3) Book Review Presentation (10 Points)

Choose a book on the topic of diversity and present the book review in class after 2-3 weeks.

4) Midterm Take Home Examination Due March 22 (20 Points)

A take home midterm exam will be given before the spring break. The examination is designed to test the student's ability to understand and critically evaluate the reading, lecture, and discussion materials covered up to that point. The exam will consist of short essay questions.

(5) Reflection Paper Due April 12 (15 Points)

You are required to write a 5 page personal reflection paper, which should answer the following four questions: (i) What did I learn about myself? (ii) What did I learn about others? (iii) What aspect of the lesson am I most comfortable/uncomfortable with? (iv) How will I use what I learned in the future? The purpose of this exercise is for you to examine your own values.

(6) Final Paper Due May 7 (25 Points)

The purpose of the final paper is for you to discover DEI in an organization. Interview an administrator about diversity initiatives at his/her/it organization and write your assessment about successes and challenges (minimum 5 pages). You can ask questions along the following lines:

1. What are the prevailing DEI initiatives at this organization?
2. How is this organization meeting these DEI initiatives?
3. When did this organization implement the DEI initiatives?
4. How was the organization made up before the DEI initiatives?
5. What challenges does this organization face in meeting the DEI initiatives?
6. What is this organization doing to overcome the DEI challenges?

Grades

- **A grade:** A+ (96–100); A (93–95); A- (90–92)
- **B grade:** B+ (86–89); B (83–85); B- (80–82)
- **C grade:** C+ (76–79); C (73–75); C- (70-72)

Academic Integrity

- You are expected to take considerable **responsibility** for the direction and quality of your own learning. You are expected to complete assignments on time, to speak up in class when you have questions and ideas, to contribute to a spirit of cooperative learning, and to demonstrate significant investment in your work. You should not miss classes, arrive late, or come unprepared for the class.
- Use **gender-free language** in your papers and class discussion. Unbiased language is as much a matter of accuracy as it is of fairness.
- **Academic Honesty:** All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying,

plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students are expected to be familiar with the UNM's [Policy on Academic Dishonesty](#) and the [Student Code of Conduct](#).

- As a matter of courtesy, please **turn off cell phones**, pagers, and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.
- **Copyright Issues:** All materials in this course fall under copyright laws and should not be downloaded, distributed, or used by students for any purpose outside this course. [The UNM Copyright Guide](#) has additional helpful information on this topic.
- **Zoom Participation:** For those participating remotely, you must have a desk which you should treat as a classroom. You must be visible to me all the time, similar to students who are physically present in the classroom.

Accommodation Statement

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you have a disability requiring accommodation, please contact the [UNM Accessibility Resource Center](#) in 2021 Mesa Vista Hall at 505-277-3506. Information about your disability is confidential.

- [Blackboard's Accessibility statement](#)
- [Microsoft's Accessibility statement](#)

For military-connected students: There are resources on campus designed to help you succeed. You can approach any faculty or staff for help with any issues you may encounter. Many faculty and staff have completed the GREEN ZONE training to learn about the unique challenges facing military-connected students. If you feel that you need help beyond what faculty and/or staff can give you, please reach out to the Veterans Resource Center on campus at 505-277-3181, or by email at vrcc@unm.edu.

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as instructor is not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information.

Title IX Statement

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (<http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Citizenship and/or Immigration Status: All students are welcome in this class regardless of citizenship, residency, or immigration status.

COVID-19 Health and Awareness.

UNM is a mask friendly, but not a mask required, community. To be registered or employed at UNM, Students, faculty, and staff must all meet UNM's Administrative Mandate on Required COVID-19 vaccination. If you are experiencing COVID-19 symptoms, please do not come to class. If you have a positive COVID-19 test, please stay home for five days and isolate yourself from others, per the Centers for Disease Control (CDC) guidelines. If you do need to stay home, please communicate with me via email; I can work with you to provide alternatives for course participation and completion.

- Student Health and Counseling (SHAC) at (505) 277-3136. If you are having active respiratory symptoms (e.g., fever, cough, sore throat, etc.) AND need testing for COVID-19; OR If you recently tested positive and may need oral treatment, call SHAC.
- LoboRESPECT Advocacy Center (505) 277-2911 can offer help with contacting faculty and managing challenges that impact your UNM experience.

Weekly Schedule

Week 1 (January 16): Course & Introductions

Week 2 (January 23): Diversity in the Workforce

Readings: (1) Workforce Diversity and the 21st Century; (2) The Arguments against Diversity: Are they Valid? (3) The Cost of Employee Turnover due Solely to Unfairness in the Workplace; (4) Does Diversity Make a Difference? (5) The Identity Tool Box; (6) Rethinking Diversity in the Public Organizations for the 21st Century: Moving toward a Multicultural Model; (7) A Conceptual Content Analysis of 75 Years of Diversity Research in Public Administration

Week 3 (January 30): Diversity Competency

Readings: (1) Initial Steps in Preparing for Diversity in the Workplace; (2) The Multiple Dimensions of Diversity and Culture; (3) A Double-edged Sword: Organizational Culture

in Multicultural Organizations; (4) Diversity in Everyday Discourse: The Cultural Ambiguities and Consequences of “Happy Talk”; (5) Multicultural MPA Curriculum: Are We Preparing Culturally Competent Public Administrators?

Week 4 (February 6): Legal Dimensions in Diversity

Readings: (1) Affirmative Action and Equal Employment Opportunity; (2) Assessing the Argument: A Review of the Case for and against Diversity; (3) Evidence on the Effectiveness of Affirmative Action; (4) Brown vs Board of Education; (5) Federal Laws Prohibiting Job Discrimination; (6) Diversity in the Workplace: A Legal Perspective
You can find legal cases at <https://www.oyez.org>

Week 5 (February 13): Ethnic/Racial Issues

Readings: (1) Race, Ethnicity and Diversity Management; (2) “So Poor and So Black”: Hurricane Katrina, Public Administration, and the Issue of Race; (3) Black or Blue: Racial Profiling and Representative Bureaucracy; (4) “Why Race Matters”; (5) Twenty Years of Critical Race Theory: Looking Back to Move Forward; (6) Diversity Training <https://www.youtube.com/watch?v=4SVGwlmBtcs> (7) The Biology of Race in the Absence of Biological Races <https://www.youtube.com/watch?v=clm9WPRWUDQ>

Week 6 (February 20): Gender Issues

Readings: (1) Diversity Management and Women in Public Sector Workforce; (2) In Their Own Words: Profiling Women Strategic Managers in Award Winning Programs; (3) The Social Costs of Career Success for Women; (4) In Search of Middle Ground: Preachy, Screechy, and Angry Versus Soft, Sweet, and Compliant; (5) The US Federal Senior Executive Service and Gender Diversity; (6) Where Are the Women; (7) Equity at the Intersection: Public Administration and the Study of Gender

Week 7 (February 27): Immigration Issues

Readings: (1) Models of American Ethnic Relations: A Historical Perspective; (2) America Can’t be the World’s Tech Leader without Immigration Reform; (3) Slumps Sink Visa Program; (4) Social Integration of Immigrants within the Linguistically Diverse Workplace: A Systematic Review; (5) The Integration of Immigrants into American Society; (6) Latino Immigrants, Discrimination and Reception in Columbus, Ohio

Week 8 (March 5): Age and Ability Issues

Readings: (1) Diversity in Ability; (2) The Disability Twist in Diversity: Best Practices for Integrating People with Disabilities into the Workforce; (3) Bias, Discrimination, and Obesity; (4) Zones of Indifference and the American Workplace: The Case of Persons with HIV/AIDS; (5) Some Companies See Opportunities in Autism; (6) Managing the Multigenerational Workplace; (7) Building a Workplace that Recognizes Generational Diversity

Mid-term exam Due March 19

Week 9 (March 12): Spring Break

Week 10 (March 19): Sexual Identity Issues

Readings: (1) Diversity and Sexual Orientation; (2) Lifting the Ban on Gays in the Civil Service: Federal Policy toward Gay and Lesbian Employees since the Cold War; Single Dad and Gay; (3) The Extent of Sexual Orientation Discrimination in Topeka, KS; (4) Employment Nondiscrimination Policies: Assessing Implementation and Measuring Effectiveness; (5) Documented Evidence of Employment Discrimination & Its Effects on LGBT People

Week 11 (March 26): Religious Issues

Readings: (1) Diversity in Religious Practice: Implications of Islamic Values in Public Workplace; (2) Spirituality, and the Workplace: Challenges for Public Administration; (3) Hindus Propose Building 'Monkey God' Statue on Grounds of Oklahoma's State Capitol (4) Rising above Deadly Ignorance of Religious Diversity.

Weeks 12 (April 2): Diversity Management

Readings: (1) The Inclusive Workplace; (2) Is Diversity Management Sufficient? Organizational Inclusion to Further Performance; (3) The Diversity Project; (4) Inclusion: What Can I and My Organization Do about It? (5) Diversity Management, Job Satisfaction, and Performance;

Week 13 (April 9): The Future of Diversity Initiatives

Readings: (1) The Pursuit of Social Equity in the Federal Government: A Road Less Traveled? (2) Overcoming Resistance; (3) The Diversity Project; (4) Unintended Negative Effects of Diversity Management; (5) Diversity in Public Organizations: A Work in Progress

Week 14 (April 16): Students Presentations

Week 15 (April 23): Students Presentations

Week 16 (April 30): Students Presentations

Reflection Paper Due: May 7