

DEPARTMENT MANAGEMENT  
COLLEGE OF BUSINESS  
ILLINOIS STATE UNIVERSITY

MGT 120 – EQUITY, DIVERSITY, AND INCLUSION IN THE WORKPLACE

Spring 2026

**College of Business Mission, Vision, Core Values, Strategic Goals, and Action Steps**

**Mission:** Through our shared commitment to excellence in teaching, research, and service, we prepare students to be skilled and ethical business professionals who will make significant positive contributions to organizations, to communities, and to our larger society.

**Vision:** The first choice for business education in Illinois

**Core Values:**

- We value excellence in instruction and enhanced student learning. The College of Business supports the Illinois State University tradition of excellence in teaching. We attempt to provide a holistic approach to learning, relying on excellent classroom teaching but reaching beyond to provide mechanisms for students to engage faculty, industry, and each other through experiential learning and individualized attention.
- We value a dedication to knowledge creation. Intellectual contributions and the intellectual discipline required of high-quality scholarship are directly related to excellence in the classroom and in our service activities. Most of the efforts of the faculty will fall in the area of discipline-based scholarship as currently defined, but we also value intellectual contributions in the areas of interdisciplinary research, learning and pedagogy, and contributions to practice.
- We value a commitment to citizenship in and service to our institution, state, and nation. Our commitment to a dynamic global business environment demands that we take an active role, both as individuals and as a college of business, in the institutional and public processes related to our disciplines.
- We value a culture of shared governance. We operate in an environment of shared governance, and we commit ourselves to an active role in campus shared governance processes.
- We value balanced excellence in the classroom, in research and intellectual contributions, and in service to our institution, our disciplines, and to the local, state, national, and international communities.
- We value high ethical standards, as embodied in our Standards of Professional Behavior and Ethical Standards. As a community of scholars and business professionals, we strive to embody the characteristics of responsibility, honesty, trust, respect, and fairness in our professional and personal lives.

**Linking the Mission, Vision, Core Values, Strategic Goals and Action Steps**

Our mission is who we are, who we serve, and why we exist. We strive to achieve our vision. Our core values are the foundation for determining our strategic goals. Our action steps are measurable and help track progress toward our strategic goals.

**Academic Integrity**

Students enrolled in College of Business classes are expected to maintain high standards of ethical conduct within the classroom and when completing assignments, projects, and/or exams. Plagiarism and other forms of academic dishonesty such as cheating will not be tolerated. Students are expected to provide appropriate citations for non-original writing even if the original work is paraphrased. Penalties for plagiarism and other forms of academic dishonesty may be severe.

**Professional Standards**

All students in this course are expected to be familiar with the "College of Business Standards of Professional Behavior and Ethical Conduct." Please note that only bottled water may be consumed in the classroom wing of the College of Business Building and that all cell phones and other electronic devices should be turned off and stored away during classes, unless permission is otherwise granted by the instructor. <http://www.cob.ilstu.edu/professionalstandards>

**Full Denial to Record and/or Disseminate Course Materials**

Students may not photograph or use audio or video devices to record classroom lectures or discussions or visual materials that accompany them (e.g., lecture slides, whiteboard notes/equations). Students may not upload and/or share course materials for use by other students, organizations, and/or entities. Students with disabilities who need to record classroom lectures or discussions must contact Student Access and Accommodation Services to register, request and be approved for an accommodation. Students who violate this policy may be subject to both legal sanctions for violations of copyright law and disciplinary action under the University's Code of Student Conduct.

## COURSE INFORMATION

**Course Number & Title** MGT 120 – Diversity, Equity & Inclusion in the Workplace

### Time and Location

Section 1 - Tuesday and Thursday 12:35 PM – 1:50 PM SFHB Room 366

**Required Course Materials** Course readings and other materials will be provided in CANVAS.

## CANVAS ACCESS

All students are required to gain access and visit the CANVAS course website. This site will provide you with all course documents, including course email, the syllabus, course schedule, assignments, handouts, lecture slides, course announcements, exam study guides, and grade information. **Visiting this site regularly will be vital to your success in the course.** To access CANVAS, go to <https://CANVAS.illinoisstate.edu> and log in through Central Login. If you need help with CANVAS, please contact the University Computer Help Desk at 309-438-4357 or [helpdesk@ilstu.edu](mailto:helpdesk@ilstu.edu).

## INSTRUCTOR INFORMATION

<b>Instructor</b>	<b>Renee Allison</b>
<b>Office Location</b>	SFHB 115
<b>Office Hours</b>	Tuesday 11:30 AM to 12:30 PM and 2:00 PM to 3:00 PM
<b>Phone</b>	309-438-2687
<b>E-Mail</b>	<a href="mailto:rawatso3@ilstu.edu">rawatso3@ilstu.edu</a>

## COURSE DESCRIPTION

This course explores the realities and paradoxes of the ever-evolving workplace, with an eye toward harnessing the benefits derived from the diversity this creates. It highlights the history and evolution of diversity, inclusion, and equity in the workplace and ways they influence individual, group, and organizational outcomes. Additionally, this course analyzes stereotypes, prejudices and hidden biases that impact workplace behavior, culture and society. This course will examine social, business, legal and/or moral imperatives to enable students to develop and apply critical thinking skills to complex workforce issues associated with human diversity, exclusion/inclusion and equity. This course is designed to satisfy the Social Science (SS) General Education requirement.

## LEARNING OUTCOMES

This course satisfies the Inclusion, Diversity, Equity, and Access in U.S. Society (IDEAS) Graduation Requirement. Courses with an IDEAS designation should address some significant aspects of U.S. society as their central focus. A minimum of 75% of the course content must deal directly with topics that will meet the learning outcomes (LO).

### IDEAS learning outcomes:

1. Analyze the influence of power among social groups in the United States. Discuss how markers of difference (e.g., class, disability, ethnicity, gender, race, religion, sexual orientation, language) interact in the formation, experiences, and transformations of individual actors and complex group.
2. Identify the strengths and contributions of diverse groups within the U.S.
3. Analyze the sources of preconceptions and bias influencing the experiences of diverse social groups in the U.S.
4. Articulate the historical, social, and economics contexts that shape inequality, marginalization, and exclusion within U.S. society.
5. Reflect on one's own cultural identity, beliefs, biases, and privilege within dynamic socio-historical contexts.
6. Examine how individuals from diverse groups express their identities and shape society in the U.S. through the arts, sciences, cultural practices, political and civic engagement, etc.

**Course learning outcomes:**

At the conclusion of the course, it is expected that students will be able to:

1. Learn the historical evolution of the rationale for diversity, inclusion and equity in the workplace and society. (IDEAS LO #1, 4)
2. Analyze the impact of stereotypes, prejudice and hidden biases on individuals, organizations, and society. (IDEAS LO #1, 5)
3. Apply critical thinking skills to complex workforce issues (e.g., power, privilege, microaggression, multiculturalism, etc.) associated with human diversity and exclusion/inclusion. (IDEAS LO #1, 5)
4. Examine different perspectives on social identity, social justice, and the value of human diversity and inclusive workplaces. (IDEAS LO #2, 3, 5, 6)

**Social Science General Education Requirement**

*Courses in the Social Science category of General Education address the following program objectives:*

\*Primary outcomes are indicated in plain text and secondary outcomes are indicated in italics.

**I. Knowledge of diverse human cultures and the physical and natural world, allowing students to**

- a. explain how the combination of the humanities, fine arts, natural and social sciences, and technology contribute to the quality of life for individuals and communities
- b. experience and reflect on global issues

**II. Intellectual and practical skills, allowing students to**

- a. make informed judgments
- b. analyze data to examine research questions and test hypotheses
- c. *report information effectively and responsibly*
- d. *write in a variety of genres, contexts, and disciplines*
- e. *deliver purposeful presentations that inform attitudes or behaviors*

**III. Personal and social responsibility, allowing students to**

- a. interact competently in a variety of cultural contexts
- b. demonstrate ethical decision making
- c. demonstrate the ability to think reflectively

**IV. Integrative and applied learning, allowing students to**

- a. identify and solve problems
- b. *transfer learning to novel situations*
- c. *work effectively in teams*

**EVALUATION OF PERFORMANCE**

**Grades will be calculated as follows:**

<b>Assignments</b>	30%
<b>Engagement/Course Learning Activities</b>	20%
<b>Exams</b>	30%
<b>Final Presentation</b>	20%
<b>TOTAL</b>	<b>100%</b>

#### Grade Percents %

From 100	Through 90.0	A
89.99	80.0	B
79.99	70.0	C
69.99	60.0	D
59.99	0	F

**Late Assignments:** Unless otherwise specified, assignments must be submitted by **the beginning of class on the due date**. Late assignments **WILL NOT** be accepted.

**“SPECIAL CIRCUMSTANCES/EXCEPTIONS:”** The University sometimes grants special requests for students to be absent for university business or trips. Students may also be required to be in interviews or other job-related activities during a class. And a student may be totally disabled from doing any schoolwork per a medical authority.

If any of these circumstances are present, the professor will work with students who show adequate documentation in advance of the absence. (For disabling illness, notify the professor immediately via email or phone.) Consult with the professor about these special circumstances at the time they become known. Allowances for these events after they have occurred cannot be accommodated.

#### Exams

There will be **THREE** exams. The exams will include multiple-choice and/or short-answer questions. Test material will come from the lecture, cases, or other materials presented in or outside of class (e.g., videos, additional readings and assignments). Exams in this class will be detailed, and material from the slides, readings, cases, etc. that is not covered in the lecture may be included.

**MISSING AN EXAM** - Students who miss an exam will only be permitted to complete the exam when they present documentation that clearly states they were involved in a serious emergency at the time of the exam. (OR SEE ABOVE) Students should not contact the Professor for discussion until this information is available. In every case, the Professor reserves the right to ask for additional information or to contact parties mentioned to verify the situation.

The Professor further reserves the right to decide on each case based on its own merits. IF a student is allowed to complete the exam late, the highest grade that will be granted is the equivalent of 85%. Students who know in advance they will be absent for an exam must consult with the professor to determine IF the exam can be taken at an alternate time.

#### Assignments

Readings (or links to the readings) for the class will be posted in CANVAS. Students should read all of the assigned readings and complete the following assignments according to the directions in CANVAS.

- Interview a Professional
- My Cultural Identity
- Reflection Paper
- Project Implicit

## **ATTENDANCE**

Although attendance may not be taken at the beginning of each class, participation and teamwork are an integral part of this course. Students are expected to attend every scheduled class, just as they are expected to show up to work every day. If a student misses class, it will be up to that student to get notes, handouts, information on future assignments, or other missed items, as needed. Missed materials will not be emailed or given to others for delivery to the student. You cannot learn how to contribute, predict, explain, and influence in organizations, or learn to work in teams, if you are not in class to practice these skills. Your absence will be apparent and noted when you miss in-class assignments. (**“Engagement Points” are earned through class attendance only.**)

## **ELECTRONIC COMMUNICATION**

Most assignments will be submitted through CANVAS. CANVAS will validate the timeliness of your submission. All document files must be submitted as Word or PDF documents.

In your email correspondence to me, use proper email etiquette. Please **note your full name, class number (MGT 120), and your section number** in all correspondence (in the subject line or in a file name) so that I can more easily locate your proper class / files.

## **TECHNOLOGY IN THE CLASSROOM**

The classroom is a place of learning. For educators who have dedicated their lives to the learning and sharing of knowledge, the classroom is sacred. Technology is wonderful and can certainly enhance our learning community. Technology should only be used for the purposes of this class only during our class period. If the inappropriate use of technology and/or technological devices becomes problematic (as deemed by the faculty), your privilege to use it will be revoked and your class participation & professionalism grade will be decreased greatly.

## **SYLLABUS CHANGES**

Dates and assignments documented in this syllabus are subject to change at the discretion of the instructor. Every effort will be made to provide any changes to the class in writing. Verbal notification at a class meeting, however, will constitute sufficient notice.

## **ACCOMMODATION FOR STUDENTS WITH DISABILITIES**

Any student in need of a special accommodation should contact the staff in the Office of Disability Concerns at 438-5853 (voice) or 438-8620 (TDD) and contact me within two weeks of the beginning of the semester or of receiving approval for an accommodation.

## **MENTAL HEALTH RESOURCES**

Life at college can get very complicated. Students sometimes feel overwhelmed or lost. Others may experience anxiety or depression, struggle with relationship difficulties, or diminished self-esteem. However, many of these issues can be addressed effectively with a little help. Student Counseling Services (SCS) helps students cope with difficult emotions and life stressors. Student Counseling Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at [Counseling.IllinoisState.edu](http://Counseling.IllinoisState.edu) or by calling (309) 438-3655.

WEEK	MO.	DATE	TOPIC	
1	JAN.	Tue. 13	Introductions, course syllabus, and schedule	
		Thu. 15	<b>HYBRID DAY:</b> Burning Question: What does diversity mean to you?	
2		Tue. 20	How Did We Get Here: The Evolution of Diversity, Inclusion, Equity, Access, & Belonging	
		Thu. 22	<b>HYBRID DAY:</b> See Canvas	
3		Tue. 27	It Matters Where You Start: Systems, Barriers, Inequality	
		Thu. 29	<b>HYBRID DAY:</b> See Canvas	
4	FEB.	Tue. 3	<b>EXAM 1</b>	
		Thu. 5	<b>HYBRID DAY –</b> See Canvas	
5		Tue. 10	I'm Dope: Examining and Understanding My Cultural Identity	
		Thu. 12	<b>HYBRID DAY:</b> See Canvas	
6		Tue. 17	Public Enemy: Personal and Social Barriers to Success	
		Thu. 19	<b>HYBRID DAY:</b> See Canvas	
7		Tue. 24	Developing Diversity Consciousness: Escaping our Personal Bubble	
		Thu. 26	<b>HYBRID DAY:</b> See Canvas	
8	MAR.	Tue. 3	<b>EXAM 2</b>	
		Thu. 5	<b>HYBRID DAY:</b> See Canvas	
9		Tue. 10	<b>SPRING BREAK – NO CLASS</b>	
		Thu. 12	<b>SPRING BREAK – NO CLASS</b>	
10		Tue. 17	Fight The Power: Understanding the Role of Power	
		Thu. 19	<b>HYBRID DAY:</b> See Canvas	
11		Tue. 24	Managing Human Resources and Diversity	
		Thu. 26	<b>HYBRID DAY:</b> See Canvas	
12		Tue. 31	The Equity Lens: Examining Morality, Social Responsibility & Social Justice	
		APR.	Thu. 2	<b>HYBRID DAY:</b> See Canvas
13			Tue. 7	<b>HYBRID DAY: See Canvas</b>
			Thu. 9	Communication in a Diverse World
14	Tue. 14		<b>FINAL PRESENTATION</b>	
	Thu. 16		<b>FINAL PRESENTATION</b>	
15	Tue. 21		<b>FINAL PRESENTATION</b>	
	Thu. 23		<b>FINAL PRESENTATION</b>	
16	Tue. 28		<b>Exam 3</b>	
	Thu. 30	<b>HYBRID DAY</b>		

**Spring 2026 MGT 120 TENTATIVE SCHEDULE & TOPIC OUTLINE**