UNIVERSITY OF HOUSTON
C.T. BAUER SCHOOL OF BUSINESS
FALL 2023: DIVERSITY, EQUITY, & INCLUSION STRATEGY

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Description: The course focuses on organizational and societal level processes that impact approaches to managing diversity, equity, and inclusion (DEI) in organizations. There is considerable variation in how organizations approach DEI and the differences between these approaches have considerable consequences for individuals, organizations, and society. In short, the course examines the complex relationship between corporate DEI strategy and firm performance.

Syllabus Changes: Due to the changing nature of the ongoing COVID-19 pandemic, please note that the instructor may need to make modifications to the course syllabus and may do so at any time. Notice of such changes will be announced as quickly as possible through Canvas and email.

Materials: There is no text for the course; readings will be made available via Canvas.

Honesty Policy: Students are expected to adhere to the University's Academic Honesty Policy; violations may result in disciplinary action such as failure of the assignment in question or the receipt of a failing grade in the class for the semester. I also call your attention to the Bauer Policy on the use of AI in writing assignments:

The C.T. Bauer College of Business (Bauer) prohibits the use of Artificial Intelligence-based tools (AI) such as ChatGPT for all coursework submitted for credit at Bauer. Such use will be treated as plagiarism, a violation of the University of Houston's academic honesty policy 3.02(a), unless the students' instructor has granted express permission to use AI-based tools for their coursework. Where the students' instructor has granted express permission, students shall use proper citations, including the identification of the AI-based tools used on all assignments submitted for credit.

All writing assignments will be screened for potential use of these tools using the latest technology and potential violations will be investigated as possible academic integrity violations.

Accommodation Policy: I will gladly honor any necessary accommodations IF you have a documented need. If you are seeking academic accommodations, please contact the Center for Students with [DisABILITIES](). Please do so as soon as possible so that we can work proactively to optimize your learning experience.

Lateness Policy: This course is virtual and, as such, has been designed to provide maximal flexibility for students. That said, there are deadlines for the receipt of deliverables, and I will not accept late work unless you have notified me of extenuating circumstances necessitating an extension AND received my approval at least two workdays (M-F) in advance of the due date.

Grading: Your final grade will be determined in the following manner:

1) Participation	20%
2) Quizzes	40%
3) Cases	40%

In my experience, final grades are almost always curved. The purpose assignments and activities is to creating meaningful differentiation among students based on your demonstrated understanding and mastery of the material. Often, this approach results in the raw scores not being directly interpretable using the grading scale below. Throughout the course, I will provide estimates of the curve on an assignment to help you keep a sense of where you stand in the course. These estimates are not exact because I do not transform the raw scores to final grades until the end of the term.

A 93-100%	A- 90-92%	B+ 88-89%	B 83-87%	B- 80-82%	C+ 78-79%
C 73-77%	C- 70-72%	D+ 68-69%	D 60-67%	F < 60%	

Resources for Online Learning: The University of Houston is committed to student success, and provides information to optimize the online learning experience through our Power-On website. Please visit this website for a comprehensive set of resources, tools, and tips including: obtaining access to the internet, AccessUH, and Blackboard; requesting a laptop through the Laptop Loaner Program; using your smartphone as a webcam; and downloading Microsoft Office 365 at no cost. For questions or assistance contact UHOnline@uh.edu.

UH Email: Email communications related to this course will be sent to your Exchange email account which each University of Houston student receives. The Exchange mail server can be accessed via Outlook, which provides a single location for organizing and managing day-to-day information, from email and calendars to contacts and task lists. Exchange email accounts can be accessed by logging into Office 365 with your Cougarnet credentials or through Access UH. They can also be configured on IOS and Android mobile devices. Additional assistance can be found at the Get Help page.

Participation: In my experience as both a student and professor, I have found that student participation is an integral part of the learning process. It makes the class more interesting, rewarding, and personally relevant for the students as well as the faculty (thus explaining why it accounts for a substantial portion of your grade). However, constructive participation requires preparation. The assigned lectures, readings, and videos are designed to provide you with the background knowledge needed to produce thought-provoking intellectual discussions. Despite its virtual format, this class is designed to be experiential and interactive! Your participation grade will be a composite of your posting frequency on the online discussion board (1 question/comment per week is expected), as well as an assessment of the quality of your questions and comments.

It is incredibly important that every student read and adhere to the following ground rules:
1) Always feel free to express yourself. Even if you disagree with other students or the professor.
2) Be respectful of others. That does NOT mean that you have to agree with them. Rather, frame your disagreement as a dissention of opinion as opposed to a personal attack.
3) Personal attacks will not be tolerated! There will be no name calling; such behavior will be cause for dismissal from class.
4) Learn from one another.

5) Don't take dissenting opinions personally. You can't learn if all you expect to hear is your own opinion. Others will disagree; discussion of those disagreements is when learning takes place. Don't take it personal!

Quizzes: In lieu of exams, there will be several brief quizzes on the assigned lectures, videos, and readings. The purpose of these quizzes is to create a formal accountability mechanism for course preparation.

Cases: At the conclusion of each learning module (described below), there will be a short case. Students will read the case and use the material they have learned to design their recommended response for the organization in dealing with the presented dilemma. Case writeups should be no more than two pages (single-spaced with 12-point font and 1-inch margins).

Course Layout: The course is made up of two learning modules based on the stakeholder model. The first module focuses on external stakeholders, beginning with the external environment, followed by consideration of partners, suppliers, investors, and customers. The second module focuses on incumbent and prospective internal stakeholders. In other words, the latter module examines strategic considerations concerning a company's current employees and those who could become employees. All assigned materials for each module will be provided on the course Canvas site.

Assignment Schedule:

MODULE 1 - EXTERNAL STAKEHOLDER MANAGEMENT
Can we do that? Legal Implications for DEI (Week ending 8/25)
- Chang, E., & Levine, B. (2022). To Drive Diversity Efforts...... Don't Tiptoe Around Your Legal Risk. *Harvard Business Review*, *100*(7-8), 74-81.
- Williams, J. C., & Dolkas, J. (2022). Data-Driven Diversity. *Harvard Business Review, 100*(2), 74–83.
- Zheng, L. (2023). How to Effectively — and Legally — Use Racial Data for DEI. *Harvard Business Review Digital Articles*, 1–9.
- Francis, T. (2023). Starbucks prevails in diversity case. *Wall Street Journal*.
- Francis, T., & Weber, L. (2023). Corporate diversity is under siege – Conservative groups mount legal challenges against Amazon, Comcast, and others. *Wall Street Journal*.
- Samuels, J., & Shirazi, Z. (2023). The high court didn't kill DEI at work. Employers shouldn't waver. *Bloomberglaw.com*.

Strategic Alliances: What the Company you Keep Says about You (Week ending 9/1) **– QUIZ 1**
- Altman, E. J., Kiron, D., Jones, R., Cantrell, S. & Hatfield, S. (2023). Workforce Ecosystem Orchestration: A Strategic Framework. *MIT Sloan Management Review, 64*(3), 1-7.
- Daher, M. (2021). Amplify DE&I Strategy Through Supplier Partnerships. *NACD Directorship, 47*(2), 71.
- Belz, D., Harnett, S., Lowry, J., & Young, C. (2022). How Google Approaches Supplier Diversity. *Harvard Business Review Digital Articles*, 1–5.
- Green, J. (2021). Business Schools Training Future Execs Have a Diversity Problem. *Bloomberg.Com*.

Managing the Market: Investor Reactions to Corporate DEI (Week ending 9/8)

- Video: [Should DEI Efforts Be Expected to Have a Financial Return? (mit.edu)](#)
- Green, J. (2022). Big Investors Are Better Than Quotas at Getting More Women on Boards. *Bloomberg.Com*.
- Green, J. (2023). Big Diversity Talk Reaps Big Payoffs. *Bloomberg Businessweek, 4770*, 22–25.
- Gompers, P., & Kovvali, S. (2018). The other diversity dividend. *Harvard Business Review*, 96(4), 72-77.

But does this Sell? The Impact of DEI on Customers (Week ending 9/15) **– QUIZ 2**

- Ferraro, C., Hemsley, A., & Sands, S. (2023). Embracing diversity, equity, and inclusion (DEI): Considerations and opportunities for brand managers. *Business Horizons, 66*(4), 463-479.
- Bohanon, M. (2021). Woke Washing and Rainbow Capitalism. *INSIGHT into Diversity, 98*(1), 50–54.
- Amazon Ads (2022). DEI and consumers.
- Milligan, E., & Gillespie, T. (2021). Diversity at Elite Law Firms Is So Bad Clients Are Docking Fees. *Bloomberg.Com*.

Corporate Social Responsibility: Values, CYA, or Both? (Week ending 9/22) **– CASE 1**

- Video: [Lynn - "How can I help my team embrace mistakes and DEI efforts?" (Transcript) | Fixable | Podcasts | TED](#)
- Video: [(6) Five Practices and Three Myths That Fuel Inequality - YouTube](#)
- Bishop-Monroe, R., Wingender, J. R., & Shimerda, T. A. (2021). Chief diversity officers measure diversity: Does your diversity strategy measure up? *Organizational Dynamics, 50*(4), 1-9.
- Toppin, L. (2023). The unrealized, powerful partnership of CSR and DEI. *Forbes*.

MODULE 2 - INTERNAL STAKEHOLDER MANAGEMENT

It all starts with a plan: Workforce Planning for DEI (Week ending 9/29)

- Michels, D., Murphy, K., & Venkataraman, K. (2023). How Investing in DEI Helps Companies Become More Adaptable. *Harvard Business Review Digital Articles*, 1–8.
- Washington, E. F. (2022). The Five Stages of DEI Maturity. Harvard Business Review, 100(6), 92–99.
- Brecheisen, J. (2023). Research: Where Employees Think Companies' DEIB Efforts Are Failing. *Harvard Business Review Digital Articles*, 1–9.

Equity vs. Equality – Meeting Employee Needs (Week ending 10/6) **– QUIZ 3**

- Johnson, M., Hacker, A., Hill, M., & Patel, E. (2023). Where Religious Identity Fits into Your DEI Strategy. *Harvard Business Review Digital Articles*, 1–9.
- Ransom, A. (2023). Corporate DEI strategies are too focused on hiring: Here's what to do instead. *Fast Company*.
- Roberson, Q., King, E., & Hebl, M. (2020). Designing more effective practices for reducing workplace inequality. *Behavioral Science & Policy, 6*(1), 39-49.

- Kraus, M. W., Torrez, B., & Hollie, L. (2022). How narratives of racial progress create barriers to diversity, equity, and inclusion in organizations. *Current Opinion in Psychology*, *43*, 108-113.

Recruiting for DEI (Week ending 10/13)
- Disclosing Diversity Metrics Can Bolster Your Applicant Pool. (2023). *Harvard Business Review, 101*(3), 28–29.
- De Smet, A., Dowling, B., Hancock, B., & Schaninger, B. (2022). The Great Attrition is making hiring harder. Are you searching the right talent pools. *McKinsey Quarterly*, 1-13.
- Sommers, M. (2021). A new barrier to diversity hiring in tech. *MIT Ideas made to matter*.
- Stanier, J. (2023). Diversity Recruiting Strategies: 8 Diversity Recruitment Best Practices for 2023. *PinpointHQ.com*.
- Halpert, M. (2022). AI-Powered Job Recruitment Tools May Not Improve Hiring Diversity, Experts Argue. *Forbes.Com*.

Inclusive Personnel Selection (Week ending 10/20) **– QUIZ 4**
- Fath, S., Larrick, R. P., Soll, J. B., & Zhu, S. (2021). Why putting on blinders can help us see more clearly. *MIT Sloan Management Review*, *62*(4), 38-45.
- Carnahan, B. (2023). Six best practices for creating an inclusive and equitable interview process. *Harvard Business School*.
- Sommers, M. (2022). Managers' prior work evaluations can affect diversity efforts. *MIT Ideas made to matter*.
- Porter, E. (2021). Who Discriminates in Hiring? A New Study Can Tell. *NY Times*.
- Audio: [Race Bias in Hiring: When Both Applicant and Employer Lose | Outsmarting Implicit Bias: A Project at Harvard University](#)

Deploying a Diverse Workforce (Week ending 10/27)
- Bahler, K. (2018). Workplaces Are More Segregated Than 40 Years Ago. What Gives? *Money, 47*(2), 28–29.
- Williams, J. C., & Multhaup, M. (2020). For Women and Minorities to Get Ahead, Managers Must Assign Work Fairly. *Harvard Business Review*, 125–129.
- Employee diversity choices
- Video: [Unpacking Participation and Influence: Diversity's Countervailing Effects on Expertise Use in Groups - YouTube](#)

Performance Management when We're not all the same (Week ending 11/3) **– QUIZ 5**
- Jourdan, L. (2023). 7 Metrics to Measure Your Organization's DEI Progress: Building a merit-based culture requires tracking the right data. *Harvard Business Review Digital Articles*, 1–8.
- AoM (2023). "Not here" bias.
- Kratz (2022). How to stop bias from infiltrating your performance reviews. *Entrepreneur*.
- [The one word that shows performance reviews are still terribly biased (fastcompany.com)](#)
- [Chat GPT creates biased performance reviews (fastcompany.com)](#)
- Discrimination at work: A self-fulfilling prophecy

Promotions: Are your Elevators Equitable? (Week ending 11/10)

- Dorsey, K. D. (2023). From Glass Ceilings to Glass Cliffs: A Guide to Jumping, Not Falling. *MIT Sloan Management Review, 64*(3), 1-5.
- Nalbantian, H. R. (2023). Opening access to the fast track for career equity. *MIT Sloan Management Review, 64*(4), 64-69.
- Sommers, M. (2022). Women are less likely to be promoted. Here's one reason why. *MIT Ideas made to matter.*
- Cecchi-Dimeglio, P. (2022). 6 Behavioral Nudges to Reduce Bias in Hiring and Promotions. *Harvard Business Review Digital Articles*, 1–7.
- Gee, B., & Peck, D. (2020). Asian Americans Are the Least-Likely Group in the U.S. to Be Promoted to Management. *Harvard Business Review*, 43–44.
- Video: [(6) Mapping the Class Ceiling: The Social Class Disadvantage for Attaining Management Positions - YouTube](#)

Are you Investing in your Employees Equitably? (Week ending 11/17) **– QUIZ 6**

- Stille, G., & Simon, T. (2023). Make DEI Part of Your Employee Benefits DNA. *Benefits Quarterly, 39*(1), 47–51.
- Dowling, B., Goldstein, D., Park, M., & Price, H. (2022). Hybrid work: Making it fit with your diversity, equity, and inclusion strategy. *The McKinsey Quarterly.*
- Making pay equity work for all. *Harvard Business Review*

THANKSGIVING BREAK (Week ending 11/24)

Who's Fired? Equitable Downsizing, Terminations, and Separations (Week ending 12/1) **– CASE 2**

- Jones, C., Middleton, D., & Weaver, R. (2022). Don't Let Layoffs Undermine Your DEI Efforts: A "last hired/first fired" approach disproportionately impacts women and people of color. *Harvard Business Review Digital Articles*, 1–8.
- Blanding, M. (2018). Women receive harsher punishment at work than men. *Harvard Business School Working Knowledge.*
- Bellstrom, K. (2018). Female CEOs Are More Likely to Be Fired Than Men—Even When Their Companies Are Thriving. *Fortune.Com.*