ACADEMIC SENATE AGENDA
Wednesday, 7 November 2001, 4:00 P.M.
Room 132 DeBartolo Hall
(PDF Version)

Note: If you want to print or view the PDF file and you don't have *Adobe Acrobat Reader*, you may download the program at the following link:

<http://www.adobe.com/products/acrobat/readstep2.html>

Use the Acrobat Reader *menus or toolbar, not the menus or toolbar in your web browser, to print the file.*

1. Call to Order.

2. Approval of Minutes for 12 September 2001.

3. Senate Executive Committee Report; report from the Chair. The Ohio Faculty Council (OFC) does not meet again until later in November.

4. Report of the Charter and Bylaws Committee.

5. Report of the Elections and Balloting Committee.

6. Reports from Other Senate Committees.

> A. Academic Standards Committee
> B. Academic Programs Committee
> C. Curriculum Committee
> D. Academic Planning
> E. General Education—see **Attachment 1**.
> F. Integrated Technologies
> G. University Outreach
> H. Library
> I. Academic Research
> J. Student Academic Affairs
> K. Student Academic Grievance
> L. Honors
> M. Academic Events

7. Unfinished Business.

8. New Business.

9. Strategic Planning Update and Discussion—see **Attachment 2**.

10. Adjournment.

Special Announcement: To assist students and advisors, we are uploading the requirements for approved minors to the Academic Senate web site, beginning with minors that were approved too late to appear in the 2001-2002 catalog. Department chairs, please send official requirements (for approved minors only) via e-mail attachment to Bege Bowers at **bkbowers@cc.ysu.edu**.

Attachment 1: General Education Committee Report

**COVER SHEET TO BE ATTACHED TO ALL REPORTS SUBMITTED
TO THE ACADEMIC SENATE**

Date **____October 25, 2001___** Report Number (For Senate Use Only) **_____**

Name of Committee Submitting Report **___General Education Committee_____**

Committee Status: (elected chartered, appointed chartered, ad hoc, etc.) **__Elected Appointed___**

Names of Committee Members **Young, Mosca, Kasuganti, Castronovo, Pusch, Munro, Gergits, Lovelace-Cameron, Riley, Tessier, DeVico, Jenkins (Chair)**

Please write a brief summary of the report the Committee is submitting to the Senate:

The General Education Committee has voted 7-5 to certify the Managing Diversity course (MGT 3755). Since the objections to this course were not withdrawn, and the vote was not unanimous, the GEC is presenting a motion to the Academic Senate to certify this course within the Societies and Institutions domain. See Appendix GEC I and Appendix GEC II, which follow this cover sheet.

The GEC is also appending a list of certified courses that have cleared the circulation process without objection. See Appendix GEC III, p. 7 of the pdf agenda.

Do you anticipate making a formal motion relative to the report? **_____Yes_____**

If so, state the motion: **That the Academic Senate certify MGT 3755 as a Societies and Institutions course.**

If substantive changes in your committee recommendation are made from the floor, would the committee prefer that the matter be sent back to committee for further consideration? **No**

Other relevant data: _____

**William D. Jenkins
Chair**

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APPENDIX GEC I

**GENERAL EDUCATION COURSE PROPOSAL
For Certifying MGT 3755, Managing Diversity,
in the Societies and Institutions Domain, and
OBJECTION TO THE COURSE**

GENERAL EDUCATION COURSE PROPOSAL
SOCIETIES AND INSTITUTIONS FORM

Department or program__MANAGEMENT

Semester Course Number   3755

Course Title   Managing Diversity

Catalogue Description: Current topics in diversity: national and international demographics of the changing face of the work force; processes that create diversity including the organization of work; managing differences in work settings; management responses to diversity; and connections to larger institutional dynamics. Prereq.: Junior standing in a declared major and one GER approved SI course or equivalent. 3 s.h.

Faculty qualified to teach course   Anne McMahon

Estimated number of sections to be offered in Fall 2000   1   Spring 2001   1

Other departments that require this course: Students from various programs throughout the University take this course as an elective or as part of their minor in business.

Please note that general education course proposals (send 14 copies) must include this page, the pages on Criteria Response and Narrative, and a syllabus.

Ram Kasuganti	9/14/00
Submitted by (Department or program chair signature)	(date)
Betty Jo Licata	9/14/00
Reviewed by (Dean's signature)	(date)

Certified by (Coordinator, GEC, signature)   (date)

(Chair, Academic Senate, signature)   (date)

GEC Proposal Number (GEC Use Only)   990137

CRITERIA RESPONSE

Please indicate in a few sentences how the course satisfies each of the criteria listed. The criteria are numbered in bold in the information section (see appendix) to correspond with the numbers below. You may provide more information in the narrative.

1) The Course focuses on how US business, in interaction with other institutions, defines group identities in the U.S. Business is treated as a social institution interacting with government regulatory and legislative bodies (e.g. census bureau, IRS, state and federal legislative bodies) to allocate meaning and resources to various sectors of the population. Thus, the courses addresses goal 11 by focusing it on US diversity dynamics (goal 12). Other social institutions addressed include unions, the professionalization of management systems, and religion.

2) Most theories are from social science, including Cox and his colleague's theory of organizational change in a particular cultural environment (as applied to diversity; Omi's theory of institutional racial projects, Pfeffer's theory of demographic dynamics in organizations, Weik's theory on the social construction of reality, and specific theories about how business and government have defined and redefined Hispanic groups, racial identities, age groups, native Americans, and others.

Methods discussions are focused on 1) use of isolated factual data and the importance of looking for trends by checking other sources and reading critically, 2) understanding that information is frequently institutionally structured (e.g. the census data) and 3) the importance of recognizing the level of analysis chosen as a frame for the range of possible conclusions that can be drawn, including conclusions about social responsibility.

3) Students review exercises and assessments in terms of changes in society since the information was gathered and how such changes might affect the trend reported. Students check the web for current follow-up information after discussing what they might expect to find. Students use the theories covered in class to analyze actual case events in US business, focusing on goals set for each section of the course outline. Several cases deal with issues historically and several topics (unions, native Americans) are discussed historically. Diversity is treated as a topic that requires continuous analysis and reconstruction of one's cognitive maps.

4) The course tests diversity as a key success factor in the competitiveness of any economic organization. The way in which the US business institution has done business over the past 100 years is shown to be changing and the changes are argued to be intrinsically connected to diversity issues. Thus, the diversity focus is a significant social process that serves well as an area in which to see how social institutions interact to construct key cultural elements of society.

5) The course addresses some international issues, but only in so far as US business and related institutional action function in a global environment. Diversity issues and related inter-institutional dynamics change in complex ways in global settings, thus students are urged to see that they need to do analyses to understand such dynamics. Attitudes are insufficient.

NARRATIVE

Write a narrative justifying the inclusion of the course in the Societies and Institutions domain. The narrative should speak directly to the goals required (including 1, 2, and 3), and demonstrate how those goals will be met and assessed. Include up to an additional two sheets if necessary. Identify and address any other goals attained as well. Please remember in your response that the General Education Committee is an interdisciplinary committee composed of members who may not be familiar with the discipline being represented.

This course was designed from its inception as a social science course that frames business as an institutional actor whose activities provide structure and meaning for diversity topics in the U.S. If it were a straight business course, it would spend sections:

> Human resource management tools for regulation compliance.
> Diversity in Marketing as a competitiveness business issue.
> Tools for recruiting and retention of diverse populations.
> How to manage diversity conflicts at work.

This course does not address these topics or others like them.

The course is designed to provide an understanding of important social issues (diversity topics) to students who will hold responsible positions in U.S. organizations. This includes most college graduates. Diversity competencies are critical to effective performance in business today. Students need to understand that not all such competencies are tied to interpersonal interaction. Indeed, the official activities of organizational actors as they lobby for or structurally respond to legislation, regulation, census and other bureau requests or union activity 0ocnstitutue powerful institutional forces that have road consequences for collective and individual well-being through their effects on cultural definitions and on defining social agenda.

The cases in the course generally deal with institutional issues. They focus on:

> Individuals across different businesses and business settings over their careers,
> Or individuals from several different businesses all dealing with different international assignments,
> Or with a firm that is a leader in its industry on a diversity issue that is not characteristically addressed by that industry,
> Or with why there might be more individuals identifying themselves as Native Americans,
> Or on how regulation has impacted different segments of business or sub-populations,
> Or on how demographics in general play a role in business and related institutional activity.

Regarding the first 3 goals of GER, the students communicate in writing and interpersonally every class session. They work in groups on the cases to ensure diversity of thought and they change groups for every case. The work in groups during every class period, discussing assigned exercises, why they might have differing responses, and how they can judge the value of the information provided. This requires bringing readings to bear on the points made, sensitive listening and interpersonal interaction. Students are heavily graded on participation so as to encourage every student o articulate diversity issues out loud in groups, in formal and written presentations, and in informal communications. Students work with students in another class (unrelated in topic) to design and implement a project that requires representing diversity topics to audiences larger than the classes themselves. They must identify social organizations involved, authorities whose actions are required for the project, and they prepare goals, plans and assessment tools.

Assessment is challenging in a course where so much of each assignment is designed by the students themselves. I have presented a paper on a tentative design for such courses at the February 2000 meeting on Learning and Diversity sponsored in Pittsburgh by AAC&U. The plan includes:

> Before and after survey of diversity that measures movement from attitude to action and from micro to macro levels of responses.
> Analysis of student evaluation responses over time.
> Analysis of student journals for changes on specific goal criteria over time.
> Analysis of first and last case of each group for criteria related to course goals.
> Analysis of characteristics of the diversity project students plan and execute as well as results of assessment tools designed for external participants and audiences affected by the project.

OBJECTION TO THE COURSE

To: University General Education Committee
From: Teri Riley, Acting Chair Economics
             Tom Maraffa, Chair Geography
             Bill Binning, Chair Political Science
             Martha Pallante, Chair History

Re: Objection to Approval of MGT 3755 as a Societies and Institution course
Date: July 2, 2001

We are objecting to the decision of the General Education Committee to include **Management 3755 Managing Diversity** in the Societies and Institutions domain.

The general education courses in the content domains should be focused on the defining goals (or goals) of that domain. In Societies and Institutions Goal 11, "Evaluate the impact of theories, events and institutions of the social, economic, legal and political aspects of society," is the defining goals. The Managing Diversity course does not meet this goal. The description of the course is: "This course introduces students to current topics in diversity: national and international demographics of the changing face of the work force, processes that create diversity including the organization of work managing differences in work settings; management responses to diversity; and connections to larger institutional dynamics." This course deals with how to manage diversity in the workplace. It does not deal with the impact of theories, events and institutions of the social, economic legal and political aspects of society. It does not meet goal 11. The course does not deal with the larger issues of how societies are organized and how their economic, legal and political structures function. This course is very narrowly focused on managing diversity. The books required are Understanding Diversity: Readings, Cases, and Exercises by Harvey and Allard and Developing Competency to Manage Diversity by Cox and Beale. These texts are very narrowly focused on how to understand and manage diversity. They do not deal with the broader aspects of the economic, political, and legal aspects of society.

Another principle of General Education is that all the courses in the knowledge domains should be available to the general student population. Given that this course is a junior level class, we question whether it will be available to the general student population. As a junior level business course its audience will necessarily be limited and this is contrary to the concept of General Education.

The course definitely deals with Goal 12, "Comprehend and appreciate the development of diversity in America in all its forms." Although it is also questionable if the course truly meets goals 12 of appreciating the diversity of America in all its forms, since it is no narrowly focused on the topic of managing diversity.

We are not objecting to the value of the course or the importance of diversity in the curriculum. We believe that a more appropriate place for the course is the special topics area.

We would like you to reconsider your decision to include Management 3755 as a Societies and Institutions course.

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APPENDIX GEC II

SYLLABUS FOR MGT 3755, MANAGING DIVERSITY

The syllabus for MGT 3755 appears in a separate pdf file at the following address:

http://www.cc.ysu.edu/acad-senate/MGT3755_syllabus.pdf

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APPENDIX GEC III

CERTIFIED GENERAL EDUCATION COURSES

The following courses have been certified and circulated for ten days without objection. They are being appended to the Senate Agenda as an indication of their certification as general education courses. For a complete list of certified courses, see the General Education Website at **http://www.cc.ysu.edu/ger/**.

Oral Communication Intensive

990305 – HPES 4810, Clinical Exercise Practicum
990323 – HMEC 4890, Communication of Contemporary Issues

Writing Intensive

990303 – HPES 4810, Clinical Exercise Practicum

Critical Thinking Intensive

990241 – POLSC 3712, Political Behavior

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Attachment 2: Update on the Strategic Planning Process

Report to the Academic Senate by Bege Bowers, Chair, Strategic Planning Committee

In his September 12 address to the Academic Senate, Provost Tony Atwater reported that the University would soon begin a strategic planning process. He noted,

> The timetable will be tight. We will work significantly over this semester and a small portion of spring semester. We want a draft of the strategic plan to go to the Board of Trustees in time for the Board's March 2002 meeting. This timeframe drives us to identify our priorities, assess them, and move forward. The working title of the plan is "Designing Our Future in the 21st Century: The Centennial Strategic Plan of Youngstown State University." The process is focused on helping the University advance into and beyond 2008, the centennial anniversary of the University.

Since the September Senate meeting, the planning process has begun in earnest. The Strategic Planning Steering Committee has met almost every week, and the Strategic Planning Committee has met twice.

The 37-member Strategic Planning Committee includes faculty, staff, students, bargaining-unit representatives, administrators, Board of Trustees members, and community members.

The Steering Committee and Planning Committee have drafted "Defining Principles" and "Core Values" to guide the planning process, asked a variety of groups to identify critical issues they feel the University should address, appointed a publicity subcommittee to keep the campus and community informed about the planning process, assembled a research team to gather data, and begun to identify priorities and goals. We are asking the Senate, at the November 7 meeting, to provide additional information that will be helpful to the committees as we continue the planning process.

We are also attaching to the agenda a variety of appendices to keep you informed about the planning process:

Appendix SPC I: List of Strategic Planning Committee Members
Appendix SPC II: Defining Principles for the Strategic Planning Process
Appendix SPC III: Core Values (Non-prioritized)
Appendix SPC IV: List of Critical Issues Identified by Participants in Information-Gathering Sessions

Although we do not plan to discuss the the Defining Principles, Core Values, and Critical Issues at the November 7 Senate meeting, we invite you to e-mail comments about any of these items to Bege Bowers at **bkbowers@cc.ysu.edu** and especially to identify any critical issues that you feel are missing from the list.

The Strategic Planning Committee appreciates your comments and will continue to solicit input and feedback from campus and community constituencies throughout the planning process.

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APPENDIX SPC I

LIST OF STRATEGIC PLANNING COMMITTEE MEMBERS

Chairperson

Bege Bowers (A&S)

Faculty Representatives

Daryl Mincey (A&S)
Tod Porter (A&S)

Jane Reid (COBA)
Ray Shaffer (COBA)

Marianne Dove (COE)
Hy Kim (COE)
Robert Levin (COE)

Shakir Husain (COET)

Dan Suchora (COET)
Bill Wood (COET)

Steve Gage (CFPA)
Greg Moring (CFPA)

Alice Burger (CHHS)
Elaine Greaves (CHHS)
Joe Mosca (CHHS)

Academic Senate Representative

James Morrison, Chair

Administration Representatives

President David Sweet
Provost Tony Atwater
Vice President Cyndy Anderson
Vice President Terry Ondreyka
Interim Dean Ikram Khawaja

Staff Representatives

Beth Kushner (Budget Office)
Phil Hirsch (Administrative Services)
Tom Vukovich (Enrollment Services)

ACE Representative

Roman Swerdan

APAS Representative

Jean Engle

YSU-OEA Representative

Bob Hogue

Graduate Council Representative

Darla Funk

Student Representatives

Mollie McGovern
Jeffrey Parks

YSU Board of Trustees Representatives

John Pogue
Ruth Wilkes

Community Representatives

Bruce Beeghly
Robert Faulkner
Maureen Midgley
Bill Mullane

YSU STRATEGIC PLANNING STEERING COMMITTEE

President David Sweet
Provost Tony Atwater
Vice President Cyndy Anderson
Vice President Terry Ondreyka
Bege Bowers
James Morrison

FACILITATORS

Ron Chordas
Suzanne Fleming
John Habat

RESEARCH TEAM

Ron Chordas
Jan Elias
Becky Geltz
Jan Schnall

List Revised 10-25-01

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APPENDIX SPC II

YOUNGSTOWN STATE UNIVERSITY
DEFINING PRINCIPLES FOR THE STRATEGIC PLANNING PROCESS

YSU's strategic plan represents a shared vision of what YSU seeks to become and specific strategies to achieve it. An open and continuous endeavor, the strategic planning process is designed to guide a dynamic University capable of responding in a timely fashion to new opportunities and changing internal and external circumstances. The plan reflects campus- and community-wide collaboration and discussion.

The Strategic Plan will

- represent YSU's commitment to provide all students open access to a high-quality education.

- state how YSU interacts with and responds to community needs and opportunities.

- guide development of annual action plans and budgets, connecting human and other resources to identified priorities and supporting initiatives.

- guide the University in identifying programs and activities that will be continued and discontinued.

- establish a vision for achieving identified priorities by YSU's centennial year in 2008.

Draft 10/30/01

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APPENDIX SPC III

YOUNGSTOWN STATE UNIVERSITY CORE VALUES

We—the faculty, staff, administrators, and students of Youngstown State University—hold the following values essential to achieving the University's mission:

Centrality of Students

We are a student-centered institution committed to the education, development, well-being, and success of students. In concert with our mission to help students grow intellectually, we strive to foster their personal, social, emotional, and career growth.

Excellence and Innovation in Teaching, Learning, and Scholarship

We value excellence and innovation in teaching and learning, both inside the classroom and out. Thus, we strive to offer outstanding academic programs; to foster intellectual inquiry, exploration, and discovery; to transcend traditional boundaries; to apply and perfect knowledge; to encourage creativity; to provide effective tools, technologies, and facilities for learning; and to excel in scholarship, including the "scholarship of teaching and learning"—an area of research that explores how individuals teach and learn.

Interconnectedness of Teaching, Scholarship, and Service

We view teaching, scholarship, and service as inseparable, mutually enriching elements of the University's mission. The quality of education is highest when faculty and students at all levels—both undergraduate and graduate—engage in discipline-related scholarly activity and research; when they have opportunities to apply what they teach and learn; and when they can enhance their expertise through service to the profession, the community, and the world beyond.

Access and Diversity

We believe in the dignity and worth of all people; strive to foster an appreciation of, and respect for, differences among the human race; and celebrate the diversity that enriches the University and world. Diversity

is an integral component of our curriculum and a vital element of our daily lives. Everyone is valued and welcome on the YSU campus.

Shared Vision and Identity

While we embrace and encourage the differences that make us human, we recognize that a shared vision and sense of identity are crucial to the institution's success both now and in the future. These qualities must guide us as we seek to ensure the future of Youngstown State University and strive to achieve identified priorities, goals, and objectives, especially in difficult social and economic times.

Collaboration and Community Engagement

Youngstown State University is part of many extended and interconnected communities dependent upon the commitment, expertise, contributions, and perspectives of many, both inside an outside the institution. As scholar-citizens, we pledge to work collegially and cooperatively to nurture individuals; support teaching and learning; enrich the cultural environment; establish productive partnerships; provide responsible leadership; address community needs; and bring about the greater good of the collective whole—be it the University, the city of Youngstown, the Mahoning Valley, the state, the region, or the world.

Academic, Professional, and Personal Integrity

As a campus community, we expect all conduct to be rooted in integrity, mutual respect, and civility. We are committed to an environment that values ethical behavior, not only in teaching, learning, and scholarship but also in administrative-faculty relations, student services, fiscal affairs, athletic competition, extracurricular and social interaction, and other endeavors integral to life inside and outside the University.

Freedom of Expression and Intellectual Inquiry

We believe in a climate that promotes freedom of inquiry, the sharing of ideas, and meaningful debate. True learning and professional growth are possible only when individuals feel safe to pursue knowledge, engage in purposeful dialog, propose alternatives, ask questions, and respectfully disagree.

Lifelong Learning

Learning does not end when one graduates or leaves the University. Thus, we recognize the importance of instilling intellectual curiosity, a love for learning, critical- and creative-thinking skills, and other capacities for lifelong learning. We accept the responsibility to provide educational programs, professional workshops, cultural enrichment, workforce training, and other avenues of continued learning for students of all ages and from all walks in life.

Continuous Improvement and Accountability

As a dynamic and evolving institution of higher education, we affirm the need for constant improvement and hold ourselves to high standards of accountability. Only by assessing our strengths and weaknesses honestly, anticipating and responding creatively to threats and opportunities, and taking responsibility for our choices and actions can we create an environment conducive to excellence in teaching and learning.

Draft 29 October 2001

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APPENDIX SPC IV

LIST OF CRITICAL ISSUES IDENTIFIED BY PARTICIPANTS IN INFORMATION-GATHERING SESSIONS

YSU STRATEGIC PLAN – CRITICAL ISSUE PRIORITIZATION

IMAGE
- Internal & external image
- Local: Guidance counselors at schools
- Who are we and what do we want to be (6)
- Overcome negative image – internal and external (1)
- Improve the image of YSU in community (particularly suburbs) (9)
- Define YSU for internal and external constituencies (5)
- Establishing institutional identity (8)
- Combat the public perception that YSU is a good but not an excellent university (1)
- Define ourselves (1)
- Community perception (1)
- Public perception
- Shared sense of identity (4)
- Identify goals to fulfill identity (2)
- Perception of lack of safety on campus and in community
- Move to mindset that we are a public NOT private institution

RESOURCES
- Planning & Budget
- Economics of higher ed in Ohio
- Funding – Board of Regents, Legislature
- Need state subsidy
- Funding in State of Ohio proposals to present
- Who gets the money? (3)
- Plan to grow out of guaranteed state subsidy (7)
- Financial stability (7)
- Determining limits of tuition growth with Board of Trustees and others 1
- Financial resources (2); Resources (2)
- Coordination of resources with program goals (6)
- How to allocate resources in view of enrollment, state assistance & tuition (1); Resources need to be deployed according to issues (4);
- Develop wider resource base/funding (4)
- Gain more revenue to do more (2)
- Insufficient resources
- Available resources in the community
- Assessment of subsidy with GER course offerings;

HUMAN RESOURCES
- How best to use staff & faculty; How to best utilize our staff (2),
- Reduction in full time faculty (2)
- Lack of sufficient human resources (2), Limited human resources – faculty, staff & other – need more (1)

- Employee staffing issues in re new programs (1)
- Personnel planning (i.e. faculty) with attention to resource allocation or reallocation (3)
- Match faculty resources to demand more aggressively (2); Tie people needed to problems and solutions (4)
- Faculty workload (limitations, potential) (3)

Morale

- Climate of employee morale
- Attitudes/morale of faculty
- Improve morale (4)

Labor Relations

- How engaged in the plan and implementation?
- Faculty – union relationships
- Labor relations (1); Labor relations issues (3)

PROGRAMS

- Program descriptions
- How will programs be reviewed and evaluated? (4); Assess the role of program review; Program development and assessment (3)
- Divestiture: What goes?
- What return will be achieved on investments into programs?; Invest in areas that generate resources (9)
- ID centers of academic excellence – maintain them; Programs of excellence (6); Inability to be proactive and be leaders in our areas of strength (4)
- Enhance academic quality (3); Maintaining academic quality with limited resources (4)
- Determine relative program mix (graduate/undergraduate, etc) (1); Academic program mix needs to be clear (4)
- Coordination of resources with program goals (6); Program project identification that we wish to focus on—allocate resources (2); Programs vis à vis available resources; Prioritizing programs rather than supporting all poorly (2); Identify minimum resources to maintain essential programs as well as $ for each new initiative
- Programs need to be relevant to our cultural needs
- Reducing the reaction time for the expressed educational needs from the outside (1); Response to regional workforce needs – ability to quickly respond
- Maintaining faculty resources – programs, curricula, research/scholarship
- Build stronger infrastructure for research (1)
- Re-evaluate commitment to Metro College – external sites (1)

Teaching/learning

- Teaching/learning process - What does that mean for urban setting?
- What delivery system will be required in the future? (2)

MARKET

- Who are our customers? – demographics, geographics; What is the YSU market? (8); Who/where is the market? (3); identifying our market
- Who should they be?: student profile, graduate, undergraduate, skills, level of preparedness
- Capacity to deliver to market
- Intended scope and share of market
- Market niches – areas of specialization and renown
- Competitive environment– position and strategy; Strategies to meet competition from other institutions
- Broadening the market (2)
- Reaching the various levels of needs within the population we serve—data mining (3)

STUDENT SERVICES

- Customer service to students – communication (Enrollment & retention; Sufficient HR to meet student needs; Preparation for workforce in public, private and non profit sectors; Engagement beyond the classroom; Factors re: satisfying experience)
- Testing – proper placement for academic success
- Student scheduling – how best to meet student needs
- Advising services – to meet student needs – marketing consultant
- Build more housing
- Mechanism to serve at-risk students

COMMUNITY RELATIONS

- Broadened support from community groups – (create this)
- Respond effectively to improve socioeconomic conditions in the community. Assume a leadership role (7)
- Community partnerships; Partnership/collaboration in teaching and learning beyond the university (3)
- Help high schools improve readiness of grads for college (3)
- Recognize the role that YSU must play in the community, and program accordingly (1)
- Meeting the needs of our communities of interest
- Identify the leadership role of YSU in the community

TECHNOLOGY

- Face possibilities of past and present set of assumptions driving decision-making
- How technology will be implemented
- Vision for technology leadership (4)
- Lack of technology (1)
- Technology – resources to stay cutting edge?? (5)

ENROLLMENT

- Enrollment (2)
- Enrollment growth, stability (2)
- Ideal student enrollment – desired student size – reasonable expectations
- Enrollment – a. retention b. recruitment (5)
- Recruiting a desirable student profile i.e. increased ACT scores and diversity
- Increase student enrollment—Broad approach (expand services provided beyond traditional methods) (3)
- More articulation agreements
- Expand recruitment areas (2)

DIVERSITY

- Commitment to diversity document
- Demonstrate mix of faculty
- Diversity of advisors
- Look at survey done last year
- GER related to diversity and complexity of the world
- How will the institution reflect the community that it serves?
- Increase diversity
- Lack of diversity in a community with much higher % of minorities (1)
- Identify ways to be more inclusive (1)

FACILITIES

- Maintaining facilities (1)

- Infrastructure improvement, maintenance and realignment

COMMUNICATION

- Integration of information - communication of key info – remaining current
- Improve communications
- Communication

Listed As Critical Issues but relate to Process/Guiding Principles/Core Values/Vision:

PLANNING

- Establish priorities (2)
- University strategic plan should align with the needs of the state of Ohio
- Ownership by faculty and staff
- Using a collegial process to identify institutional goals
- Clear, precise plan for our future/achievable/making hard decisions (2)
- Matching the outcomes to the planning process
- Inclusion of all groups in the SP process—classified/professional staff aren't on committee (4); Involve everyone in the plan—partnerships, sharing resources (5)
- What is the proper scope of YSU (size, regional influence, etc.)
- Consistency
- Reality factor
- Lack of accountability for decisions (3)

FLEXIBILITY

- Organism that can shift and adapt 1
- Preparing for change – How? Without hardship, with unions, equally adapt

PRODUCTIVITY

- ID ways to "drive costs out of the organization"
- Productivity maximization at all levels
- System should reward productivity

INNOVATION

- Reward system for innovation -out of the box thinking; A system to reward innovation

SHARED VISION

- What does YSU want to be? Enrollment/Faculty/Staffing
- What is the role of the university? (8)
- Develop a sense of institutional self-confidence (2)
- Lack of direction/vision (2)

CRITICAL ISSUES PRIORITIZATION
1 = lo   3 = hi

18	PROGRAMS
	TEACHING & LEARNING
17	IMAGE
15	ENROLLMENT
13	MARKET
13	COMMUNITY RELATIONS
12	RESOURCES
12	HUMAN RESOURCES
	LABOR RELATIONS
	MORALE
10	STUDENT SERVICES
10	TECHNOLOGY
10	FACILITIES
9	COMMUNICATION
8	DIVERSITY

MANAGING DIVERSITY
Williamson College of Business Administration
Management 3755, Course Code 3742, 3 semester hours
Fall 2001
Class Meeting Time: Monday and Wednesday (11:00-11:15 a.m.)
Class Room: Williamson Hall, Room 312

Instructor: Dr. Anne McMahon
E-mail: ammcmaho@cc.ysu.edu

Office: WCBA 648	Office Phone: 742-3071 or 742-2350
Office Hours: Tues 2:00 – 3:00 p.m. by appointment	Fax: 330-742-1459
Mon - Wed. 3:00 – 4:00 p.m. Sat. 12:30 – 1:00 p.m.	

Visit my homepage at **http://cc.ysu.edu/~ammcmaho/index.htm**

Course Description:

This course introduces students to current topics in diversity: national and international demographics of the changing face of the work force; processes that create diversity including the organization of work; managing differences in work settings; management responses to diversity; and connections to larger institutional dynamics. The course has been approved for GER credit (upper level) in the domain of oral communication and is being considered for upper level credit in the domain of Social Institutions.

Prerequisite:

This course assumes that students are taking an advanced course in a declared major. It assumes that as part of that major, the student has had some previous social science course(s) and/or a course in organizations or business. For GER credit, it also assumes a previous GER course in oral communication and Societies and Institutions.

Required Readings:

Except as explicitly stated, all readings listed in the course outline are required. Those not available in the following two books can be accessed through the Maag library.

Required for Purchase:

Harvey, C., & Allard, M.J. *Understanding and Managing Diversity: Readings, Cases, and Exercises*. Harper Collins College Publisher: New York, N.Y. 2002. [ISBN: 0-13-029264-8]

Cox, T. Jr. and R. Beale. *Developing Competency to Manage Diversity*. Berrett-Koehler Publishers, Inc.: San Francisco. 1997. [ISBN: 1-881052-96-6]

Goals and Objectives of Course

1. Students demonstrate critical thinking about cultural diversity issues in the context of everyday organizational life in the context of U.S. economic and legislative environments.
2. Students demonstrate an awareness of institutional, organizational and individual actions, practices and symbols that communicate respect/disrespect for identities and groups.
3. Students can articulate institutional, organizational, and individual dynamics that enhance the expression of diversity in today's workplaces.
4. Students can analyze activities for the degree to which they promote inclusion and community in diverse work places.
5. Students can articulate how diversity functions as a source of organizational effectiveness in the U.S. economy.
6. Students can identify interactions between legislation, other institutional dynamics, and U.S. businesses that significantly impact how diversity issues impact individuals in today's workplaces.
7. Students can articulate meetings for community and conclusion in a heterogeneous structure that do not rely on homogeneity or similarity.

Relation to GER, Department & College Competencies

The course is an elective that focuses on the department goal requiring that students have an awareness of demographic diversity and its impact on business. The course fosters awareness of diversity at the individual, group, organizational, cultural, and international levels. The course frames diversity in terms of macro organizational and institutional processes, significantly addressing those department goals as well. Written, oral and interpersonal communication skill goals are also addressed, since students must participate in numerous exercises, group case analysis, and participation in discussions. Since diversity issues are also ethical issues, the course, in a more limited way, also addresses the department's goal that students be able to reason critically about major ethical issues in business and organizational life.

The course is intended to serve upper division credit for GER in the domain of Social Institutions Area and oral communication. Diversity competencies include the abilities to interact effectively with others who may be different, to represent organizational positions and policies, and to articulate larger institutional forces as they impact diversity issues in the workplace.

Assignments and Papers

1. ***Reflect on readings and class preparation.*** Students shall prepare readings and individual components of exercises in advance of class; they shall come to class having already reflected on the material assigned. This is assessed by the participation in the class discussions and group activities. ***Experiential exercises:*** Students shall participate in all assigned exercises, including any advance preparation assigned. They shall come to class prepared to engage in analysis of the exercises.
2. ***Group presentation of Cases:*** Student groups shall prepare the cases as assigned. Cases shall be discussed in class; final written case analyses are due not later than one week after class discussion.
3. ***Diversity Events:*** Students shall participate in a diversity event. Details will be announced in class. Students will work in a cross-functional manner with students in another class to plan an event.
4. ***Independent Journal.*** Each student shall keep a diversity journal on their everyday lives, on participation in diversity events outside of class, and or on the construction of new experiences. Details will be discussed in class. No more than two journal entries shall be turned in each week without prior approval. Normally, one journal entry per week is expected.
5. ***Diversity Competency Exercises.*** Each student shall complete the Diversity Competency Exercises contained in the Cox & Beale textbook. Details discussed in class.

Exams:

There are no tests scheduled for the course. However, the instructor reserves the right to give quizzes and/or a final exam over assigned materials if students do not show evidence of preparation in class discussion.

Grading Policy

1. Each case paper will be letter graded. All case grades will be arrayed, and the weakest case grade will be dropped; the remaining ones will be averaged. This will constitute 50% of the grade for written work. The journal grades will be averaged and the diversity competency exercises will be averaged. These two averages will be averaged and will constitute the other 50% of the grade for written work. The diversity events activities and presentations are pass-fail assignments; completing the assignment satisfactorily is required to pass the course. The participation in the diversity event will be heavily reflected in the student's overall participation grade.
2. Finally, the grade in the course will be determined as follows:
   - If class participation indicates regular, advanced preparation of high quality, the grade for written work will be increased up to a maximum of one full letter grade.
   - If class participation is average in preparation, quality, and frequency, the grade for written work will stand.
   - If class participation is lower than appropriate, grade for written work will be lowered up to a maximum of one full letter grade.

Scale for grading each assignment:

A	Excellent Performance that reflects detailed in-depth use of course materials and case information.
B	Performance reflects use of course materials and case information but is weak in depth, detail or logical development.
C	Good faith effort at the assignment but performance is flawed by many errors or by vagueness.
D	Incomplete effort at the assignment or extreme vagueness.
F	Missed assignment or failure to submit work as assigned.

Course Policies

Attendance: Class attendance is not directly graded. However, students are missing required elements of the course when they do not attend. Group work cannot be made up with individual work.

Class Participation

Class participation is heavily graded (please refer to the grade section) and students are responsible for all material covered in class including announcements and amendments to this course outline.

Missed Assignments All missed assignments are given an "F". See grading section for details.

Grade of Incomplete: Incomplete grades are given according to current YSU policy.

Safety

Students leaving class at night are advised to accompany each other to cars or to use escort services. Emergency phones are in parking lots and on the first floor of Williamson Hall. 911 is the emergency number.

Academic Honesty

Social Responsibilities

Students are responsible for protecting the good name of individuals and organizations under discussion. Information shared in class shall not be attributed to individuals in discussions outside the class nor should they be judged as avowed positions rather than open sharing of reactions. Each student is responsible for contributing to a climate of respect and safety for all other students. Students are encouraged to help each other on course assignments. However, all material submitted shall contain full citation to published material used and the names of individuals who assisted on the task. Failure to comply with these practices shall result in charges (please refer to the undergraduate bulletin).

Individualized Support

Students with special challenges requiring particular support services should make themselves known to the instructor as soon as possible. Students are required to register on the intranet used in the course (i.e. Jenzabar). Students are responsible for materials on the intranet and for materials and announcements covered in class.

TENTATIVE AGENDA

Since students participate in the design of all assignments, the agenda listed below is tentative and incomplete. As students exercise their decision making responsibilities, the dates may change and will become more specific.

I. Orientation to Diversity in Today's U.S. Work Organizations.
Goal: Student understands the social and demographic context of the emergence of "diversity" as a significant area of professional education and organizational leadership.

Days 1 & 2: Aug. 27-29
- Introduction to each other.
- Introduction to the philosophy of the course: responsibilities of students to finalize the design of each assignment.
- Introduction to course outline
- Introduction to course assumptions about diversity in the workplace.
- Cox & Beale, Ch. 1: A Framework for Understanding Competency for Managing Diversity, pg. 1 -10.
- Listening and Perspective taking.

Exercise(s)
- Cox & Beale, Activity 4.1 (Group Identity in the Self-Concept), pg. 53 AND Activity 4.2 (Pie Chart Exercise), pg. 55
- Listening exercise
- "I am…" in Harvey and Allard, P. 248.

II. Introduction to conceptual models on diversity and overview of research.
Goal: Student is oriented to the relationships between diversity, diversity management, and individual and organizational outcomes. Student is informed about current work force demographics in the U.S. today. Student is introduced to U.S. business as an institution that interacts with Governments and other Social institutions in the U.S. and globally.

Days 3, 4, 5, & 6: September 3, 5, 10, 12.
Read the following and reflect on the discussion questions and propositions.
- Harvey & Allard, p. 3 to top of p. 6.
- Cox & Beale, Ch. 2: The Meaning of Diversity, pg. 13-19.
- Cox & Beale, Ch. 3: Managing diversity as a Business Strategy, ph. 29-43.
- "Managing Cultural Diversity: Implications for Organizational competitiveness" by Cox & Blake, pg. 45-59

Exercise(s):
- "What Is Your Workforce IQ?: American Version" by Carol P. Harvey, p. 228. (in Harvey & Allard).
- "What Is Your Workforce IQ?: Canadian Version" by Gerald Hunt, p. 229. (in Harvey & Allard).
- Cox & Beale, Activity 2.1 (Managing Workplace Diversity: Whose Agenda?)
- Activity 2.2 (Defining Diversity);. (use Y.S.U., not XYZ corp.)
- 3.1 (Linkages Between Managing Diversity and Other Strategic Processes and Business Trends) Cox & Beale, p. 44-45.

Cases:
- "Mobile Oil Corp." by Eileen Hogan, pg. 212-222. (handout)

Day 7: September 17.
Discussion of Diversity Events and Journals.
Exercises: TBA

III. Identities, Self, and Culture

Goals: Students understand individual cognitive processes as entailing economies of perception, judgement and evaluation. Students reflect on their own cognitive processes as they apply to groups. Students improve diversity-related competencies. Student is introduced to how business, as an institution, defines segments of the population.

Day 8 & 9 Sept. 19 & 24
Read the following and reflect on discussion questions and points:
- Cox & Beale, Reading 4.1 (Cognitive Style), pg. 66-72.
- "Social class in the workplace," in Harvey & Allard, p. 141-148.

Exercises:
- "Mental Maps," p. 30. (in Harvey & Allard). What macro-environmental and institutional factors impact mental maps?
- Cox & Beale, Activity 4.5 (Cognitive Style).
- TBA exercise

Days 10, 11 & 12   Sept. 26, Oct 1, & 3.
Exercises:
- Cox & Beale, Activity 5.3, pg. 90 (Stereotyping as a Barrier to Teamwork, Modified)
- "Religion and work", in Harvey & Allard, p. 279-280.
- "Increasing Multicultural Understanding: Uncovering Stereotypes" by John Bowman, p. 249-252 (in Harvey & Allard).
- Religion, culture, & management in the New Millenium, in Harvey & Allard p. 149-156.
- "The Aging Population" by Stella M. Nkomo et al., in Harvey & Allard. P. 271-273
- Cox & Beale, Activity 5.4, pg. 92-93, "Applying Stereotyping Information to the Diversity Competency Model for Individuals" This exercise must be written & submitted on Day 12.

Read the following and reflect on the discussion questions and propositions.
Harvey and Allard, p.6-18.
- "How Stereotypes Influence Opinions About Individuals" by Gregory Sawin, p. 27. (in Harvey & Allard).
- Cox & Beale, Ch. 5: Stereotyping, pg. 78-82.
- Cox & Beale, Ch. 6: Prejudice and Discrimination, pg. 96-110.
- Cox & Beale, Ch. 4: Understanding Group Identities, p. 51-52.
- Innovative Work Models for Older Workers, p. 95-99 in Harvey and Allard

Day 13: Oct. 8 Preparation for Diversity Events

IV. Cultural Differences and Conflict
Goals: Students distinguish between difference and conflict and are critical about claims concerning their causal connections. Students understand group names as cultural categories. Students appreciate the identity consequences of group constructions. Student can identify how U.S. business, as an institution, interacts with governments and other cultural institutions globally to affect culture change, especially with regards to social definitions.

Days 14, Oct. 10
- "Distinguish Difference and Conflict" by Carole G. Parker, (in Harvey & Allard), p. 78-83.
- Cox & Beale, Ch. 7: Cultural Differences, pg. 147-161.

Exercises:
- "Team Conflict & Generational Diversity" p. 274-276 (in Harvey & Allard).
- Cox & Beale, Activity 7.3 (Work Specialization as a Culture Group), pg. 193.
- "Individual Diversity: The Relevance of Personal Values," in Harvey & Allard, p. 241-243.
- Cox & Beale, Activity 7.2 (Exploring Cultural Differences: Focus on Cross-Gender communications), pg. 195-198. **This exercise must be written and submitted on day 14.**

V. Globalization and culture
Days 15 & 16: Oct. 15 & 17
- "Globalization," in Harvey & Allard, p. 14-25
- "A world view of Cultural Diversity," in Harvey & Allard, p. 33-42
- "How Canada Promotes Workplace Diversity," in Harvey & Allard, p. 89-94
- "Executive Insights." Global business Exchanges—Similarities and Differences Around the World, "C.P. Schuster, JIM, 1999:18 (**XANEDU**)
- "Building an Effective Global business Team,' V. Govindarajan MIT SLOAN MANAGEMENT REVIEW, Summer, 2001, 9 – (**XANEDU**)

Exercises:
- "Treasure Hunt I: Cross Cultural Communication." in Harvey & Allard, p. 266
- "Treasure Hunt II" in Harvey & Allard, p. 267-269

Case: Cox & Beale, Case 7.2, "Feeling Foreign: Managing the Global Assignment, pp. 171-192

Goals: Students understand the organization of work in the U.S. economy as a source of group formation, identity construction, valued differences, and conflict. Students differentiate between these consequences and the attributes of individual members of the organization. Students understand how business practices responding to legislation create new diversity situations for people who work. Students understand basic demographic processes as institutional forces on cultural change. Students confront the role of U.S. Unions and the professionalization of management as institutional forces interacting with basic business processes

Days 17, 18 &19: Oct. 22, 24, 29.
- Cox & Beale, Part 3 & Ch. 8: Organizational Culture, pgs. 199-224.
- Cox & Beale, Ch. 9: Formal and Informal Structure of Organizations, pgs. 226-244, 248-261.
- J. Pfeffer, "Organizational Demography: Implications for Management," California Management Review, vol. 28, 1, 1985.

Exercises:
- "Exploring Diversity at YSU" by Herbert Bromberg and Carol P. Harvey, pg. 237-238. (in Harvey & Allard).

Cases: **(choose one)**
- "Briarwood Industry" by Carol P. Hervey, p. 171. (in Harvey & Allard). OR
- Select a case from current media sources (and one from academic source) that addresses how U.S. businesses address demographic issues that are also the subject of legislation.

Days 20 & 21, Oct. 31, Nov. 5
Institutional settings as places for race and gender projects.
- Omi, Michael, & Winant, H. "Racial Formation." Chapter 4, *Racial Formation in the United States from the 1960s to the 1990s (Second Edition).* Routledge, N.Y. 1994. (Modified)

Exercise:
- "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies" by Peggy McIntosh, pg. 130 (in Harvey & Allard).

Day 22: Nov. 14
The structure of the employment relation: The role of unions and professional human resources activities.
- "Unions, Collective Bargaining, and the Diversity Paradox" by John T. Delaney and M. Catherine Lundy. in Kossek and Lobel's *Managing Diversity.*
- "Formalized HRM Structures: Coordinating Equal Employment Opportunity or Concealing Organizational Practices? *AMJ*, June 1995, vol. 38, No. 2, p. 787-820.

VI. Macro-Institutional Factors

Goals: Students can analyze the effects of government policy and action on group formation and on change in work organizations. They understand actions by economic organizations and governments as cultural constructions that define groups, work, and appropriate economic conduct.

Days 23 & 24. Nov. 19, 21
- Nagel, Joane. "Politics and the Resurgence of American Indian Ethnic Identity," *ASR*, Vol. 60, No. 6, Dec. 1995**. OR** Joane Nagel, "American Indian Ethnic Renewal," Chp. 1 or 8.

Exercise:
- TBA

Cases: **(choose one)**
- "Survival and Change at the San Juan Pueblo Agriculture Cooperative" in Harvey & Allard
- Select a case from current media sources that addresses how U.S. or global legislation (or other institutional action) alters group identities or opportunities.

Days 25 & 26. Nov. 26 , 28
Affirmative Action and related legislative dynamics.
- "The Continuing Challenge of Sexual Diversity at Work" by Gerald Hunt, (in Harvey & Allard), p. 130-140.
- Cox & Beale, Ch. 6: Prejudice & Discrimination, pgs. 111-138.

Exercise:
- "Is This Sexual Harassment?" by Carol P. Harvey, pg. 255-257 (in Harvey & Allard).

*Cases***: (choose one)**
- "The Emanuel Co. (hand out) *OR*
- "The Cracker Barrel Restaurants" by John Howard, pg. 211-218 (in Harvey & Allard). *OR*
- "From Tailhook to Tailspin" in Harvey & Allard, p. 177-186 **OR**
- "Dilemmas at Valley Tech" in Harvey & Allard, p. 228-233

VII. Creating Inclusive Workplaces

Goals: Students can identify specific actions that can be taken in work settings by managers and by non managers that create inclusion of demographically diverse populations and that build community among them. Students can assess policy and practice of U.S. legislation for possible effects on diversity and for demographic and organizational likely responses.

Days 27 & 28: Dec 5, 7.
- Cox & Beale, Ch. 10: A Process for Organizational Change, pgs. 283-287.
- "The Inclusive Workplace: An Ecosystem Approach to Diversity Management" M. Mor Barak, JW, 14, 7, 2000 (**XANEDU**)

*Exercise***:**
- Cox & Beale, Activity 10.1 (Mental Models for Diversity), pgs. 288-291.
- "Evaluating Diversity in the Real World: Conducting a Diversity Audit" Harvey & Allard, p. 285-286

Final Exam: Wednesday, 8:00 a.m. – 10:00 a.m.

References

Cox, T. and R.L. Beale, *Developing Competency to Manage Diversity*, Berrett-Koehler Publishers, Inc. San Francisco, 1997.

Harvey, C. and M. June Allard, *Understanding Diversity: Readings, Cases, and Exercises,* HarperCollins College Publishers, 1995.

Konrad, Alison M. and Frank Linnehan, "Formalized HRM Structures: Coordinating Equal Employment Opportunity or Concealing Organizational Practices?, *AMJ*, June 1995, vol. 38, No. 2, p. 787-820.

Nagel, Joane. "Politics and the Resurgence of American Indian Ethnic Identity," *ASR*, Vol. 60, No. 6, Dec. 1995.

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Omi, Michael, & Winant, H. "Racial Formation." Chapter 4, *Racial Formation in the United States from the 1960s to the 1990s (Second Edition).* Routledge, N.Y. 1994.

J. Pfeffer, "Organizational Demography: Implications for Management," *California Management (XANEDU).*

Schuster, Camille P. "Executive Insights: Global Business Exchanges – Similarities and Differences around the World,"*Journal of International Marketing,* 1999, 18. (**XANEDU**)

Mor Barak, Michal E. "The Inclusive Workplace: An Ecosystem Approach to Diversity Management," *Social Work,* Jul 2000, 14. (**XANEDU**)

Govindaragan, Vijay. "Building an Effective Global Business Team," *MIT Sloan Management Review, Summer 2001, 9. (XANEDU)*