

Diversity, Equity, and Inclusion in Sport Organizations

SPM5936 | Class #19331 | 3 Credits | Spring 2024

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Course Info

INSTRUCTOR

George Cunningham
Office: FLG 300B
Office Phone: 352-294-1764
Email: g.cunningham@ufl.edu
Preferred Method of Contact: email

OFFICE HOURS

Office hours are TR 10:00-11:00 or by appointment

MEETING TIME/LOCATION

Access course through Canvas on UF e-Learning
(<https://elearning.ufl.edu/>) & the Canvas mobile app by Instructure.

COURSE DESCRIPTION

This course overviews diversity and inclusion in sport organizations; provides foundational information about key terms, relevant theories, and researching diversity and inclusion; summarizes the intersection of different diversity forms and sport; and provides strategies for sport managers to create and sustain diverse and inclusive sport organizations.

PREREQUISITE KNOWLEDGE AND SKILLS

Graduate classification.

REQUIRED AND RECOMMENDED MATERIALS

All readings will be available on the Canvas course page.

COURSE FORMAT

The course is delivered online. Students will read the assigned articles and complete formative assessments. They will be expected to lead one online discussion a semester and participate in the other online discussions each week. Students will complete a final project at the end of the term.

COURSE LEARNING OBJECTIVES:

After completing this course, students should be able to:

1. Summarize the reasons for an emphasis on diversity, equity, and inclusion in sport organizations.
2. Overview the three major theory classes used to study diversity, equity, and inclusion in sport organizations: managerial, sociological, and social psychological.
3. Paraphrase how people engage in scholarship focusing on diversity, equity, and inclusion in sport organizations.
4. Summarize the basic tenets of bias and how they inform discussions of diversity, equity, and inclusion in sport organizations;
5. Synthesize the categorical effects of diversity, including how people differ based on race, sex, gender, ability, appearance, age, sexual orientation, gender identity, religious beliefs, and social class;
6. Compare and contrast the different approaches for reducing bias in sport organizations.
7. Overview the strategies sport managers can take to facilitate a diverse, equitable, and inclusive sport organization.
8. Apply strategies sport managers can use sport to create community change.

Course & University Policies

ATTENDANCE POLICY

The course is delivered completely online so attendance is not a part of the final grade. As noted in the following sections, your preparation for the course and participation in the course activities, including assignments and discussions, will impact your grade.

PERSONAL CONDUCT POLICY

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor or TA in this class.

EXAM MAKE-UP POLICY

A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. If you have an illness, family emergency or death, please contact the Dean of Students Office (www.dso.ufl.edu) and follow the DSO Care Team procedures for documentation and submission of a request for make-up assignment (<https://care.dso.ufl.edu/instructor-notifications/>). The DSO will contact the instructor. Do not provide any documentation to the instructor regarding illness or family emergency. This is your personal and protected information. The DSO is qualified to receive and verify the documents you provide. The instructor will follow the recommendations from the DSO.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.”

ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Getting Help

HEALTH & WELLNESS

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>

ACADEMIC RESOURCES

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

CIVILITY, ACCESSIBILITY AND COMMUNITY RESOURCES

Inclusion is a UF core value, as we “celebrate differences in identities, thoughts, and abilities, and seek to provide equitable access to opportunity.” Freedom and Civility are also core values, as we “embrace the freedom to inquire and express ideas without condemnation, and to show respect for the right of others to do the same.”

We should all (instructor and students, alike) seek to uphold these core values in the course. Some of the topics we discuss will be challenging, and students will be asked to reflect on why they hold their particular views or positions. Part of the learning process involves growth and encountering new ideas and concepts. Thoughtful, critical thinkers use evidence to support their positions – not endorsing a view because they have always done so. Through the learning process, let us sustain the UF Core Values and embrace our differences while ensuring we have an equitable, inclusive learning environment.

For suggestions or concerns related to civility, accessibility, and community resources, please reach out to Dr. Christine Wegner, christinewegner@ufl.edu.

University of Florida Core Values

Inclusion: Celebrate differences in identities, thoughts, and abilities, and seek to provide equitable access to opportunity.

- Excellence is only possible by including people who bring diverse backgrounds and perspectives. Our growing diversity enhances discovery and innovation. It is reliant on freedom and civility. It enriches the UF community. It is rooted in stewardship. It is the connective tissue for all of our Core Values.

Freedom and Civility: Embrace the freedom to inquire and express ideas without condemnation, and to show respect for the right of others to do the same.

- We are a community that affirms and embraces openness to an inclusive range of viewpoints. An open-minded culture is the foundation of freedom of expression and affirms our commitment to academic freedom, which is rooted in mutual respect of others. We encourage curiosity in research, scholarship and exploration, and we create the conditions where inquiry can flourish. We should guard others’ right to express themselves as unequivocally as we expect that right for ourselves.

GRADING

Student grades will be based on a combination of quizzes, leading a discussion on a topic, participation in online discussions, a comprehensive presentation, and peer feedback on two presentations.

Evaluation Components (Number of each)	Points Per Component	Approximate % of Total Grade
Readings Reviews (6)	10 pts each = 60 pts	60 / 260 = 23.2%
Discussion Leader (1)	50 pts each = 50 pts	50 / 260 = 19.2%
Discussion Boards (6)	15 pts each = 90 pts	90 / 260 = 34.6%
Reflection Papers (3)	10 pts each = 30	30 / 260 = 11.5%
Diversity, Equity, and Inclusion in Sport Organizations Presentation (1)	30 pts each = 30 pts	30 / 260 = 11.5%

Readings Reviews: Readings Reviews are designed to prepare you for the discussion, ensure you are completing the readings, and encourage your critical reflection on the topic. They focus on the “Weekly Readings” assigned for each module. Each readings review should contain (1) a summary of the readings, and (2) your key takeaways from the content, with equal attention devoted to each. The Readings Review should be no more than 1000 words and must be submitted by 11:59 pm on the date assigned in the Course Schedule.

Discussion Boards: Students will participate in six (6) discussion boards during the semester. Each module discussion board will include sub-boards (e.g., for Module 1: 1A, 1B, and so on), and the number of students in the class will determine the number of sub-boards. Students can choose any three (3) sub-boards in which to participate. The discussion will center around the Discussion Leader Presentation posted by the leader that week. In responding to the posts, students should adhere to the UF Core Values of Inclusion and Freedom & Civility, as previously outlined. All discussion boards will follow this protocol:

Task 1

- Choose any three (3) sub-boards to respond to, each of which will contain questions or prompts to respond to.
- Post an initial response to the question or prompt in each of the three (3) sub-boards.
- Initial responses should be posted by 11:59 pm on the date identified in the Course Schedule.

Task 2

- Post a response to any three (3) of your peers’ initial posts in the sub-boards.
- Please attempt to post your first response no later than Friday at 11:59 pm.
- All posts are due by 11:59 pm of the due date in the syllabus.
 - The early response will facilitate the discussion and prevent everyone from logging on Sunday to make both posts.

Students will receive full credit for posts that are (1) thoughtful and articulate, (2) completed on time, and (3) represent a critical evaluation of your classmates’ posts.

Discussion Leader: Students will be assigned to lead the discussion for one of the modules in the class. I will serve as the discussion leader for Module 1. Students will be graded on their presentation and their ability to facilitate a critical analysis of the topic. The responsibility includes:

Task 1

- Submit a five-minute presentation where you present on a social issue relevant to the module topic. The presentation should include (1) background information on the issue, (2) an argument for or against the current benefits and/or drawbacks of the issue, and (3) discussion of how to improve the outcomes. Discussion Leaders should record their presentation using Voice Thread and then submit the embed code (not the shared link) of the presentation in Canvas by 11:59

pm on the due date in the syllabus. I will then post the presentation to your module discussion sub-board.

Task 2

- Facilitate an online discussion around your presentation – an activity that takes place during the second half of your respective module. Discussion Leaders should visit their sub-boards daily, make multiple postings to facilitate discussion, respond to classmates’ postings, and encourage critical analysis.

Note. Discussion board leaders should still provide three (3) original responses and three (3) replies to other discussion boards, even on the week when they are the leader.

Reflection Papers: Some of the material covered in the class is controversial, and students might not feel comfortable sharing a particular perspective on the Discussion Board. Thus, students will complete three (3) reflection papers that afford them the opportunity to share their thoughts, reactions, and perspectives on any topic of the class. The focus may include a classmate’s posting, readings, or personal experiences with the topic. The paper should not exceed 500 words, and I will be the only one who reads it. The Reflection Papers be submitted by 11:59 pm on the dates assigned in the Course Schedule.

Diversity, Equity, and Inclusion in Sport Organizations Presentation – The purpose of this assignment is to apply what is learned through the class to the management of sport. The management of sport is considered broadly, and includes issues related to management, marketing, and governance. To complete the assignment, students should first choose one of the broad themes covered in the course (i.e., one of the six modules) and identify how the diversity, equity, and inclusion issues covered in that theme will influence the management of sport. Students should (1) review the topic, including the readings covered in the module; (2) identify the specific area of sport management that is impacted; (3) review additional scholarship in that area of sport management, noting what researchers have found; and (4) based on that information, note how these issues will influence how they, as sport managers, will deliver sport. Thus, the assignment gives students the opportunity to reflect on what they have learned in the class and how it will impact their work in sport. Based on this information, students should record a presentation that is 7-10 minutes in duration using Voice Thread. The assignment should be submitted in Canvas by 11:59 pm on the due date in the Course Schedule.

RUBRICS

Reading Review (10)

Element	Description and Point Value		
	Poor	Acceptable	Very Good
Summary of the Additional Readings	0 points	2 points	4 points
Key Take-Aways from the Additional Readings	0 points	2 points	4 points
Grammar and Punctuation	0 points	1 point	2 points

Discussion Boards (15)

Element	On Time		Thoughtful / Articulate		Critical Evaluation	
	No	Yes	No	Yes	No	Yes
Sub-Board Post #1	0 points	1 point	0 points	1 point	0 points	1 point
Sub-Board Post #2	0 points	1 point	0 points	1 point	0 points	1 point
Sub-Board Post #3	0 points	1 point	0 points	1 point	0 points	1 point
Response #1	0 points	1 point	0 points	1 point	0 points	1 point
Response #2	0 points	1 point	0 points	1 point	0 points	1 point

Discussion Leader (50)

Element	Description and Point Value		
	Poor	Acceptable	Very Good
Presentation: Background Information	2 points	6 points	10 points
Presentation: Arguments for and Against	2 points	6 points	10 points
Presentation: Improve the Outcomes	2 points	6 points	10 points
Discussion Board: Facilitate Conversation	2 points	6 points	10 points
Discussion Board: Responses	2 points	6 points	10 points

Reflection Papers (10)

Element	Description and Point Value		
	Poor	Acceptable	Very Good
Summary of the Topic	0 points	2 points	4 points
Thoughts, Reactions, and Perspectives	0 points	2 points	4 points
Grammar and Punctuation	0 points	1 point	2 points

Sociology and the Management of Sport (30)

Element	Description and Point Value		
	Poor	Acceptable	Very Good
Topic Review	2 points	4 points	6 points
Area of Sport Management Impacted	0 points	2 points	4 points
Review of Scholarship	2 points	6 points	10 points
Impact on Sport Delivery	2 points	4 points	6 points
Presentation Quality	0 points	2 points	4 points

GRADING SCALE

Grades will be posted in Canvas. Under normal circumstances, each assignment will be graded within one week. More detailed information regarding current UF grading policies can be found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>. Any requests for additional extra credit or special exceptions to these grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.

Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	93.00-100.00%	4.0
A-	90.00-92.99%	3.67
B+	87.00-89.99%	3.33
B	83.00-86.99%	3.0
B-	80.00-82.99%	2.67
C+	77.00-79.99%	2.33
C	73.00-76.99%	2.0
C-	70.00-72.99%	1.67
D+	67.00-69.99%	1.33
D	63.00-66.99%	1.0
D-	60.00-62.99%	0.67
E	0.00-59.99%	0

WEEKLY COURSE SCHEDULE

(January 8-14)

COURSE ORIENTATION & OVERVIEW

Videos:

- Course Overview and Syllabus Review

Readings:

- No readings this week.

Assignments:

January 14, 11:59 pm

Course and Syllabus Quiz & Student Intro Assignment

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MODULE 1 (January 15 – January 28)

Foundations of Diversity, Equity, and Inclusion in Sport Organizations

Background Videos:

- Overview of diversity, equity, and inclusion in sport organizations.
- Researching diversity, equity, and inclusion in sport organizations.
- Theories used to understand diversity, equity, and inclusion in sport organizations.

Weekly Readings for the Readings Review Assignment:

- Cunningham, G. B. (2024). *Diversity, equity, and inclusion at work*. Routledge. (Chapter 1, pp. 3-25)
- Delia, E. B., Melton, E. N., Sveinson, K., Cunningham, G. B., & Lock, D. (2022). Understanding the lack of diversity in sport consumer behavior research. *Journal of Sport Management, 36*(3), 265-276.
- Roberson, Q. M. (2019). Diversity in the workplace: A review, synthesis, and future research agenda. *Annual Review of Organizational Psychology and Organizational Behavior, 6*, 69-88.

Assignments:

January 21, 11:59 pm	Module 1 Readings Review
January 21, 11:59 pm	Discussion Leader Presentations
January 24, 11:59 pm	Opening Statements to selected Discussion Sub-boards
January 28, 11:59 pm	Responses to classmates in Discussion Sub-boards
January 28, 11:59 pm	Reflection Paper #1

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MODULE 2 (January 29 - February 11)

Bias in Sport Organizations

Background Video:

- Bias in sport organizations

Weekly Readings for the Readings Review Assignment:

- Dovidio J. F., Hewstone M., Glick P., Esses V. M. (2010). Prejudice, stereotyping, and discrimination: Theoretical and empirical overview. In *The SAGE handbook of prejudice, stereotyping, and discrimination* (pp. 3–29). London, England: Sage.
- Stone, J., Lynch, C. I., Sjomeling, M., & Darley, J. M. (1999). Stereotype Threat Effects on Black and White Athletic Performance. *Journal of Personality and Social Psychology, 77*(6), 1213-1227.
- Wells, J. E., Sartore-Baldwin, M., Walker, N. A., & Gray, C. E. (2020). Stigma consciousness and work outcomes of Senior Woman Administrators: The role of workplace incivility. *Journal of Sport Management, 35*(1), 69-80.

Assignments:

February 4, 11:59 pm

February 4, 11:59 pm

February 11, 11:59 pm

February 11, 11:59 pm

Module 2 Readings Reviews

Discussion Leader Presentations

Opening Statements to selected Discussion Sub-boards

Responses to classmates in Discussion Sub-boards

(Continued on following page)

MODULE 3 (February 12 - February 25)

Race, Gender, and Age Diversity in Sport Organizations

Background Videos:

- Race in sport organizations
- Gender in sport organizations
- Age in sport organizations

Weekly Readings for the Readings Review Assignment:

- Singer, J. N., Agyemang, K. J., Chen, C., Walker, N. A., & Melton, E. N. (2022). What is blackness to sport management? Manifestations of anti-blackness in the field. *Journal of Sport Management, 36*(3), 215-227.
- Fink, J. S. (2016). Hiding in plain sight: The embedded nature of sexism in sport. *Journal of Sport Management, 30*(1), 1-7.
- Cunningham, G. B., Wicker, P., & Kutsko, K. (2021). Gendered racial stereotypes and coaching intercollegiate athletic teams: The representation of Black and Asian women coaches on US women's and men's teams. *Sex Roles, 84*, 574-583.
- Kleissner, V., & Jahn, G. (2020). Implicit and explicit measurement of work-related age attitudes and age stereotypes. *Frontiers in Psychology, 11*, 579155.

Assignments:

February 18, 11:59 pm	Module 3 Readings Reviews
February 18, 11:59 pm	Discussion Leader Presentations
February 21, 11:59 pm	Opening Statements to selected Discussion Sub-boards
February 25, 11:59 pm	Responses to classmates in Discussion Sub-boards
February 25, 11:59 pm	Reaction Paper #2
February 25, 11:59 pm	Mid-Course Survey (Not graded)

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MODULE 4 (February 26 – March 8)

Disability and Appearance in Sport Organizations

Background Videos:

- Disability in sport organizations
- Appearance in sport organizations

Weekly Readings for the Readings Review Assignment:

- Darcy, S., Lock, D., & Taylor, T. (2017). Enabling inclusive sport participation: Effects of disability and support needs on constraints to sport participation. *Leisure Sciences, 39*(1), 20-41.
- Hanlon, C., & Taylor, T. (2022). Workplace experiences of women with disability in sport organizations. *Frontiers in Sports and Active Living, 4*, 792703.
- Cunningham, G. B., Fink, J. S., & Kenix, L. J. (2008). Choosing an endorser for a women's sporting event: The interaction of attractiveness and expertise. *Sex Roles, 58*, 371-378.
- Pickett, A. C., & Cunningham, G. B. (2017). Physical activity for every body: A model for managing weight stigma and creating body-inclusive spaces. *Quest, 69*(1), 19-36.

Assignments:

March 3, 11:59 pm	Module 4 Readings Reviews
March 3, 11:59 pm	Discussion Leader Presentations
March 6, 11:59 pm	Opening Statements to selected Discussion Sub-boards
March 8, 11:59 pm	Responses to classmates in Discussion Sub-boards

(Continued on following page)

MODULE 5 (March 18 – March 31)

Deep-Level Diversity in Sport Organizations

Background Videos:

- Religion in sport organizations
- Sexual orientation and gender identity in sport organizations
- Social class in sport organizations

Weekly Readings for the Readings Review Assignment:

- Hussain, U., & Cunningham, G. B. (2022). The Muslim community and sport scholarship: a scoping review to advance sport management research. *European Sport Management Quarterly*.
- Denison, E., Bevan, N., & Jeanes, R. (2021). Reviewing evidence of LGBTQ+ discrimination and exclusion in sport. *Sport Management Review, 24*(3), 389-409.
- Lott, B. (2012). The Social Psychology of Class and Classism. *American Psychologist, 67*(8), 650-658.

Assignments:

March 24, 11:59 pm	Module 5 Readings Reviews
March 24, 11:59 pm	Discussion Leader Presentations
March 27, 11:59 pm	Opening Statements to selected Discussion Sub-boards
March 31, 11:59 pm	Responses to classmates in Discussion Sub-boards
March 31, 11:59 pm	Reaction Paper #3

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MODULE 6 (April 1 – April 14)

Creating Diverse, Equitable, and Inclusive Sport Organizations and Communities

Background Video:

- Reducing bias in sport organizations
- Creating inclusive and just sport organizations
- Fostering diverse, equitable, and inclusive communities

Weekly Readings for the Readings Review Assignment:

- Mousa, S. (2020). Building social cohesion between Christians and Muslims through soccer in post-ISIS Iraq. *Science*, 369(6505), 866-870.
- Shaw, S. (2019). The chaos of inclusion? Examining anti-homophobia policy development in New Zealand sport. *Sport Management Review*, 22(2), 247-262.
- Haslett, D., Choi, I., & Smith, B. (2020). Para athlete activism: A qualitative examination of disability activism through Paralympic sport in Ireland. *Psychology of Sport and Exercise*, 47, 101639.

Assignments:

April 7, 11:59 pm

Module 6 Readings Reviews

April 7, 11:59 pm

Discussion Leader Presentations

April 10, 11:59 pm

Opening Statements to selected Discussion Sub-boards

April 14, 11:59 pm

Responses to classmates in Discussion Sub-boards

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DIVERSITY, EQUITY, AND INCLUSION IN SPORT ORGANIZATIONS PRESENTATION

Presentation Due on April 28, 11:59 pm

(End of Course Schedule)