

<b>Instructor:</b> [REDACTED]	<b>Class Time:</b> M/W; 7 pm - 9:45 pm
<b>Preferred Name:</b> [REDACTED]	
<b>Phone:</b> [REDACTED]	<b>Classroom:</b> TBD
<b>Email:</b> [REDACTED]	<b>Term Dates:</b> May 6 to June 19, 2024
<b>Office:</b> [REDACTED]	<b>Office hours:</b> Wed 2 – 4 pm OR by appointment

*Land Acknowledgment: The University of Regina is situated on the territories of the nêhiyawak, Anihšînāpēk, Dakota, Lakota, and Nakoda, and the homeland of the Métis/Michif Nation. The University of Regina is on Treaty 4 lands with a presence in Treaty 6.*

### **Course Description**

This course examines the increasing diversity of the workforce and the resulting issues faced by organizations such as maintaining fairness and justice, making effective management decisions, allowing flexibility and managing in a global environment. The course also examines legal frameworks that protect employee and employer rights related to dimensions of diversity.

### **Learning Objectives**

By the end of the course, students will:

- Evaluate aspects of their identity and personal experiences that shape how you interact and engage with others and how they interact and engage with you in organizations.
- Explain how issues of privilege, power, discrimination, equality, equity, and bias unfold in organizations and impact individual and organizational outcomes.
- Describe current trends and perspectives in equity, diversity, and inclusion.
- Become familiar with best practices and policies for creating more inclusive environments.
- Develop critical thinking skills around areas of diversity management to advance the ability to create more inclusive environments.

### **Accessibility and Accommodations:**

If there is any student in this course who, because of disability, may have a need for accommodation, please contact the Coordinator for Special Needs Services at (306)585-4631. It would also be beneficial for you to discuss the accommodation with me.

### **Format**

This *Hyflex* course will involve lectures, group discussions, article reviews, and case studies. I use an evidence-based management and problem-based teaching approach that focuses on translating research-based learning into practice. This approach is most effective when students fully engage with the materials and the weekly activities.

## **Zoom link for class:**

To be provided on the course website.

To get the most out of this course, students must prepare by completing the weekly readings and/or other assigned tasks before class.

## **Course expectations:**

Your presence and active participation in this course will make a significant difference to the dynamics of the class and the degree of learning that occurs. Therefore, you are expected to attend class regularly, on time, remain for the whole period, and make a positive contribution while present. Students are expected to prepare in advance for class to be able to effectively participate in class discussions. This includes reading the material that will be discussed in each class prior to attending. In this course, you will be encouraged and expected to engage in critical thinking. This will apply to class discussions, assigned readings, and assignments. Critical thinking involves being thoughtful, asking questions, and not taking things you read or are told at face value. As it relates to this course, critical thinking will require researching, understanding different viewpoints, and challenging underlying assumptions and beliefs. Through critical thinking, you will develop an appreciation for difference, ambiguity, and contradiction.

## **Writing Assistance**

The Student Success Centre ([www.uregina.ca/student/ssc](http://www.uregina.ca/student/ssc)) offers online resources and in-person tutoring on writing skills.

## **Course Materials**

Required Readings: There is no specific textbook for this course. Instead, I will assign peer-reviewed articles based on the weekly content. You will need to read these articles in addition to other assigned readings, if any. I will post PDFs of all the assigned readings to our course website when possible. Otherwise, they should all be available through the library. Please let me know if you are having difficulty accessing one of the articles.

## **STUDENT CONDUCT**

### **Academic Integrity**

“Assignments, tests, and examinations are designed for students to show the instructor how well they have mastered the course material. When the instructor evaluates the student's work, it must therefore be clear which ideas and words are the student's own. The general principles of academic integrity for students doing course work are that they are to do their own original, individual work, unless told otherwise by the course instructor, and are to give credit for other people's ideas or words. Students should be aware that while collaborative or group work on assignments may be encouraged in some disciplines, it is not acceptable in others. Discussion of ideas with faculty and other students (that is, intellectual debate) is both allowable and important, provided that credit is given in written work for ideas that are not one's own. Group study (as distinct from group work on an assignment that is to be graded) is likewise permissible unless explicitly forbidden by the instructor.”

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“Acts of academic dishonesty or misconduct include acts which contravene the general principles described in section 2.1.2, above. In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community

### **Cheating**

Cheating constitutes academic misconduct. Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:

1. Unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily
2. Copying from the work of other students
3. Communicating with others during an examination to give or receive information, either in the examination room or outside it
4. Consulting others on a take-home examination (unless authorized by the course instructor)
5. Commissioning or allowing another person to write an examination on one's behalf
6. Not following the rules of an examination
7. Using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early)
8. Altering answers on an assignment or examination that has been returned
9. Taking an examination out of the examination room if this has been forbidden

### **Plagiarism**

Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice. Plagiarism includes the following practices:

1. Not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
2. Presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Students who are uncertain what plagiarism is should discuss their methodology with their instructors.

## Formatting

There are many resources and websites on how to format and reference a document according to APA guidelines. When in doubt refer to the 7<sup>th</sup> edition APA resources provided by the Dr. John Archer library: <https://library.uregina.ca/c.php?g=606347&p=4202685>

At a minimum you must:

- Submit everything in MS Word
- Include a title page with a running header
- Page numbers on all pages including the title page
- Times New Roman 12” font with standard margins
- Double space
- Indent each new paragraph in the body text and use a hanging indent for the reference list (if you have a reference list)
- Use sub-headings to identify sections within your essay
- Have an introduction and a conclusion
- Reference list must be ordered alphabetically

## Deadlines and Extensions

Any late submissions will be deducted 10% for each additional day. So, if something is due June 1 and submitted June 2, you will lose 10%. If submitted on June 3, you will lose 20%, and so on. This will continue for 10 days until you have lost 100% of the marks.

I understand that the life of a graduate student can be challenging sometimes. Please feel free to approach me to request extensions for any deliverables; however, I have a firm policy that no extensions requested within 24 hours of the original deadline will be granted. Should you require an extension, it must be requested well in advance of the day something is due to avoid late penalties.

## Course Evaluation Overview

Deliverable		2024 Due date	Value
I.	Class Participation & Contribution	Ongoing	15%
II.	Implicit Association Test Reflection	May 14, 11:59 pm	10%
III.	Executive Brief	TBD	20%
IV.	Critical Workplace Diversity Issue Analysis	TBD	20%
V.	Team Project	TBD	35%
<b>Total</b>			<b>100%</b>

## Course Evaluation Details

### I. Individual Contribution (15%) – Ongoing

This portion of your grade will be based on attendance and participation, level of preparation and engagement, and your ability to make consistent and thoughtful contributions throughout the entire term. This includes the ability to take part in appropriate collegial dialogue with fellow students and the instructor, participate in class activities, challenging assumptions, and providing innovative suggestions.

At a graduate level, students will have many great insights, firsthand experiences, ideas, and expectations that are critical to share to truly get the maximum value out of the course. Some suggested contribution opportunities include:

- Sharing firsthand experiences
- Offering observations that help clarify or integrate class concepts
- Sharing comparisons with various organizations, legal parameters, geographic locations, etc.
- Asking questions of classmates to drive further discussion and analysis
- Respectfully disagreeing and inquiring of additional information in information presented in class by the instructor and / or fellow students
- Bringing in additional research or current affairs into the course for discussion.

At a minimum, students are expected to be present and engaged in class. If a student cannot attend class, the instructor should be notified in advance whenever possible. If you miss a class, you can still earn your contribution grade by participating in the online discussion forum that pertains to the material covered in the class you missed. Either form of contribution (synchronous/in-class or asynchronous/online discussion) requires that you share your understanding of the material with your classmates. Elevated levels of participation would include active participation in class discussions, drawing others into discussions, demonstration of critical thinking (e.g., constructively criticizing articles discussed in class), and bringing in outside materials from popular press / current events and firsthand experiences/observations.

When evaluating your contribution, I pay attention to the quality and consistency of your contributions throughout the entire term. Contributing does not mean that you dominate in-class discussion or the online discussion forums – in fact dominating in either forum would most likely be detrimental to learning. Very often, listening attentively will be a more meaningful contribution. Being actively engaged, clearly prepared, and providing your comments when appropriate in a respectful manner will gain you higher grades in this aspect of the course.

The summary of your rankings for all classes will be used to determine an overall mark at the end of the term worth 15% of your total grade:

No in-class engagement/post(s) OR engagement/post(s) detrimental to learning	0
In-class engagement and/or online post(s) demonstrate adequate preparation	1
In-class engagement and/or online post(s) demonstrate extensive preparation and/or comprehensive understanding of material.	2

## **II. Implicit Association Test Reflection (10%)**

The objective of this assignment is to understand the student’s automatic associations with certain topics. Students will complete a total of three Implicit Association Tests.

- Test 1: on Weight and is available at the website below:  
<https://implicit.harvard.edu/implicit/Study?tid=-1>
- Test 2: on Race and is available at the website below:  
<https://implicit.harvard.edu/implicit/Study?tid=-1>
- Test 3: Select one additional test available at either of the aforementioned websites

**In about two pages (double-spaced, Times New Roman, 12 font size)**, reflect on your IAT results and any insights you gained from your experience. In addition, critically examine how your implicit attitudes or stereotypes could impact aspects of your work and your life.

Be sure to include the following aspects in your reflection:

- What specific implicit attitudes did you test?
- Your reaction to the result of your test.
- How the results of your IAT could impact how you work with others- How these implicit attitudes impact specific behavior (or behaviors) in teams.

You will be evaluated on the depth of insight, level of disclosure, and writing quality.

## **III. Executive Brief (20%)**

This assignment is intended for groups to examine the world of work from a perspective that may or may not be different from their own. The objective is to work as a small group of 4 students to develop a short, professional document that will serve to educate members of an incredulous top management team about a particular dimension (e.g., race, gender, etc.) or sub-dimension (e.g.,

tattoos, refugees) of diversity that you believe they should devote time, energy, and resources towards.

The document will consist of 3 pages of content (excluding references and the title page). Please ensure that the names of all team members and the title of the project are affixed to the submitted document.

The brief can focus on a general topic (e.g., racism at work) or be more specific (e.g., barriers faced by recent refugees (Syrians, Afghanis, Ukrainians) in the workplace. The executive brief should include the following:

- 1) General information about the group that you are examining
- 2) Barriers experienced by this group in the workplace
- 3) Specific solutions to address these barriers

You will be evaluated on the following criteria:

- I. Content of your work (understanding of the topic, quality of research)
- II. Visual appeal (creativity, organization, attractiveness, originality).
- III. In-text referencing and the reference section (must use proper APA format)

#### **IV. Critical Workplace Diversity Issue Analysis (20%)**

This assignment aims to enhance your critical thinking and analytical skills by analyzing a current, real-world event that deals with Diversity and Inclusion topics. For this assignment, each student will watch and review Walsh's (2022) film - What is a Woman? The film centres on gender and transgender issues. The key deliverable for this exercise is a four-page report that includes a summary of the issue or theme covered in the film, a critical interpretation of the piece in relation to gender inclusion in the workplace, and a discussion of its implications on social perception. As this is an academic paper, I expect you to provide citations to support your arguments.

#### **V. Team Project - 35%**

**Diversity and Inclusion Initiative Analysis Paper (25%)** - Each group will select an organization and evaluate its existing diversity and inclusion programs and initiatives. After you have familiarized yourself with these programs, the second component of this project is to critically analyze these initiatives (e.g., are they leading their industry or simply following along with the status quo?). Are they simply woke-washing? Finally, you will be asked to provide ways in which you could further address or improve upon the *diversity-specific needs* of your selected organization through initiatives related to one of their core business functions.

Some examples of these improved initiatives could focus on:

- 1) Creating a more diverse leadership pipeline
- 2) Improving hiring practices
- 3) Enhancing the firm's diversity climate
- 4) Reducing diversity fault lines in teams
- 5) Strengthening the company's reputation for diversity and inclusion
- 6) Unintended consequences

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An important component of the evaluation process is the team's ability to integrate current research and best practices into their analysis. As such, the quality of the research and the way it is presented will contribute significantly to the evaluation of this work. Please ensure that all recommendations are properly researched and referenced using APA formatting. **The result of this analysis will be a 7-page paper, double-spaced (not including references or title page) and a table outlining the various diversity and inclusion initiatives you have identified.**

**Team Project presentation (10%)** –Please submit your slides on the UR course shell the night before your presentation to ensure a smooth transition on the day of the presentation. On the day of your presentation, your team is expected to share its findings with the rest of the class. Aim for a 20-minute formal presentation with a 10-minute informal discussion with the class. In addition to responding to questions posed by the class and the instructor, please come prepared to ask the class two to three questions about your topic.

**All team members must be present for the presentation of their project. A grade of 0 will be assigned to any member that is not present unless a valid reason is provided.**

## GRADUATE GRADING SYSTEM AND DESCRIPTIONS

I will adhere as closely as possible to the University of Regina's percentage grading system, which is outlined below.

### Percentage grades

#### 95-100

An exceptional performance:

- exemplary knowledge and understanding of the subject material, relevant issues, literature, and techniques
- the work is original and demonstrates insight, understanding and independent application or extension of course expectations in ways that would contribute significantly to expertise in the relevant field(s) (e.g., it is publishable)
- demonstrates exceptional depth/scope of research, theory, and techniques supported extensively by the relevant literature and far exceeding course expectations
- exceptional level of analytical and critical ability demonstrating independent application of unique and multi-perspective solutions to complex problems related to the subject material
- the work contains no errors in grammar, spelling, format, citation style, or referencing and is well communicated, coherent, clear, and highly persuasive

#### 90-94

An outstanding performance:

- superior knowledge and understanding of the subject material, relevant issues, literature, and techniques
- the work demonstrates original thinking, new analysis, or new interpretation and outstanding ability to integrate multiple perspectives in comprehensive and complex ways



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- demonstrates outstanding depth/scope of research, theory, and techniques supported extensively by the relevant literature and exceeding course expectations
- outstanding level of integration of course material demonstrating analytical and critical insight, understanding, and independent application or extension of course expectations in relation to difficult problems related to the subject material
- the work contains no errors in grammar, spelling, format, citation style, or referencing and is well communicated, coherent, clear, and highly persuasive

### 85-89

An excellent performance:

- excellent knowledge and understanding of the subject material, relevant issues, literature, and techniques
- the work demonstrates original thinking, new analysis, or new interpretation and makes insightful points that represent a high level of integration, comprehensiveness and complexity
- demonstrates excellent depth/scope of research, theory, and techniques relevant to course expectations and appropriate literature
- excellent ability to solve difficult problems related to the subject material and/or to examine the material in a critical and analytical manner
- the work contains no errors in grammar, spelling, format, citation style, or referencing and is well communicated, coherent, clear, and highly persuasive

### 80-84

A very good performance:

- very good knowledge and understanding of the subject material, relevant issues, literature, and techniques
- the work demonstrates ability to apply knowledge and understanding in new ways and/or to provide new analysis or new interpretation
- demonstrates a good depth/scope of research, theory, and techniques relevant to course expectations and appropriate literature
- very good ability to solve moderately difficult problems related to the subject material and/or to examine the material in a critical and analytical manner
- the work is relatively free of errors in grammar, spelling, format, citation style, or referencing and demonstrates very good communication, coherence, and clarity

### 75-79

A good or satisfactory performance:

- good knowledge and understanding of the subject material, relevant issues, literature and techniques
- the work is complete and some new analysis or new interpretation is provided
- arguments are supported by evidence and demonstrate a good depth/scope relevant to course expectations and relevant literature
- good ability to solve moderately difficult problems related to the subject material and/or to examine the material in a critical and analytical manner
- the work contains few errors in grammar, spelling, format, citation style, or referencing and demonstrates satisfactory communication, coherence, and clarity

70-74

A minimally acceptable performance or marginal pass:

- a basic grasp of the subject material, relevant issues, literature and techniques
- the work is complete, but little new analysis or new interpretation is provided
- arguments are sufficiently supported by evidence and demonstrate minimally acceptable depth/scope relevant to course expectations and relevant literature
- basic ability to solve moderately difficult problems related to the subject material and/or to examine the material in a critical and analytical manner
- the work contains multiple errors in grammar, spelling, format, citation style, or referencing and/or there are difficulties in effective communication, coherence, or clarity

0-69

An unacceptable or failing performance:

- a weak grasp of the subject material, relevant issues, literature and techniques
- the work is incomplete, with no new analysis or new interpretation
- arguments are not supported by evidence and/or demonstrate very limited depth/scope relevant to course expectations and relevant literature. See also the Faculty of Graduate Studies and Research (FGSR) policy on '[academic conduct and misconduct](#)'.
- unsatisfactory ability to solve moderately difficult problems related to the subject material and/or to examine the material in a critical and analytical manner the work contains many errors in grammar, spelling, format, citation style, or referencing and/or there are substantial difficulties in effective communication, coherence, or clarity.

**Tentative Course Schedule (subject to minor changes)**

<b>Week No.</b>	<b>Date</b>	<b>Module</b>	<b>Reading List</b>	<b>Evaluation and Deliverables</b>
1	May 6th & 8th	Course Introduction  Intro: Diversity and Inclusion at Workplace & Organizational Approaches to Diversity (Equal Opportunity, Business Case, and Inclusion/Integration)	TBD	Ongoing class contribution

Week No.	Date	Module	Reading List	Evaluation and Deliverables
2	May 13th & 15th	Theoretical Foundations: Social Identity, Stereotype, Power & Privilege, and related theories.	TBD	May 14 - Implicit Association Test
3	May 20th & 22nd	Dimensions of Diversity: Gender and Race	TBD	May 26 - Executive Brief - Group Assignment
4	May 27th & May 29th	Dimensions of Diversity: Sexual Orientation and Intersectionality  (Asynchronous classes)	TBD	Ongoing Contribution (Online forum discussions)
5	June 3rd & June 5th	Dimensions of Diversity: Indigenous groups and disability at workplace.	TBD	June 4th - Critical Workplace Diversity Issue Analysis
6	June 10th & June 12th	Dimensions of Diversity: Age and Religion	TBD	Ongoing Contribution
7	June 17th & June 19th	Diversity Climate and Psychological Safety	TBD	<b>Team Project report due:</b> June 18th  Team Project Presentations: June 19th