

COURSE INFORMATION

Course title:	Leading Diversity, Equity, and Inclusion		
Course code:	BAHR 580A	Credits:	1.5
Session, term, period:	2022W1, Period 4	Class location:	HA132
Section(s):	001	Class times:	Monday 6-9:30pm PST (Except for the first week)
Course duration:	September 6-October 17, 2021	Pre-requisites:	N/A
Division:	Organizational Behaviour and Human Resources		
Program:	MBA		

INSTRUCTOR INFORMATION

Instructor:	Dr. Rebecca Paluch, PhD		
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COURSE DESCRIPTION

Shifting demographics based on identifiers such as race, sex, indigeneity, age, sexual preference, and nationality are contributing to a workplace that continues to grow more diverse year after year. In addition, global movements such as #BlackLivesMatter, #MeToo, and the Time's Up movement have increased scrutiny on organizational management of diversity, equity, and inclusion (DEI) and garnered greater demands for companies to be held accountable for perpetuating inequality. Diversity at work can be a powerful tool that broadens perspectives and gives teams and organizations a competitive advantage, but when misunderstood or poorly managed, it can lead to damaging consequences for employee well-being and organizational goals.

This course is designed to encourage students to think critically about their workplace experiences and interactions based on their own history and identity as well as think about how the broader workplace context may perpetuate bias, discrimination, and inequality. This class is highly interactive and enhanced through student discussions that are motivated through self-reflection and analytical thinking. Students will draw on theory and empirical research to evaluate the management of DEI at work as well as current events.

COURSE FORMAT

This course will be taught in the classroom setting (subject to Public Health Orders). Each class is divided into 3 sections that align with the overarching theme of the week's class.

LEARNING OBJECTIVES

By the end of this course, students will be able to:

1. Critically reflect on their own identity and experiences that influence their perspectives and how they interact with others
2. Access a set of “tools” that present different approaches to confronting bias and discrimination in personal and professional settings
3. Explain how issues of privilege, power, discrimination, and bias unfold in organizations and impact individual and organizational outcomes
4. Describe current trends and perspectives in D&I management
5. Draw on course knowledge to analyze a company’s approach to managing diversity and inclusion and propose evidence-based recommendations

ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
DEI Foundations Quiz	5%
Reflection	5%
Individual Case Study (Class 4)	15%
Practical Group Case Study	35%
Final Comprehension/Application Evaluation	25%
Class participation	15%
Total	<u>100%</u>

Details of Assessments

DEI Foundations Quiz

Prior to the start of the course, you are responsible for listening to/reading/watching the assigned materials. The goal of these assignments is to provide a basic foundation of DEI concepts and terminology. In order to enhance your learning, you will be responsible for taking a short open-material quiz to test your comprehension prior to the start of the first class.

This is an individual quiz and should be completed on your own. There is a zero-tolerance policy for academic dishonesty. Please note that you can only take the quiz once. Be sure you are ready to take the quiz

Reflection

To encourage you to draw on course concepts and think critically about how you can improve your inclusive leadership, you will complete a reflection paper prior to Class 2. The assignment asks you to reflect upon how you excel as an inclusive leader and the steps you plan to take to improve in the future. There should be a greater emphasis on how you plan to improve your inclusive leadership skills in your reflection paper. Please focus on action-based plans to enhance your inclusive leadership skills.

The reflection paper should be written in 12-point font (Time New Roman, Calibri, or Arial) and be no longer than 500 words double spaced. Please include a word count at the end of the assignment. To mitigate bias in the grading process, please do not put your name on your assignment.

Individual Case Assignment

You will complete one individual case assignment. The case was selected as a tool to apply concepts covered in class to a realistic scenario. While some questions may ask you to summarize aspects of the case, the objective of these case assignments is to develop your critical thinking and analytical skills. Thus, your analyses must go well beyond simple summarizing of facts of each case. Strong responses demonstrate your thought process while drawing on facts and evidence from the case or course materials as support. You will be assigned questions you should prepare in advance of class. The link and directions for these assignments can be found on the course page on Canvas.

This is an individual assignment and should be completed on your own. There is a zero-tolerance policy for academic dishonesty. Additional information for accessing the Case can be found on Canvas. To mitigate bias in the grading process, please do not include your name or other identifying information in your assignment.

Practical Group Case Study

There will be one group case study. In order to enhance the application of this course, we have partnered with GeoComply, a cybersecurity firm based in Vancouver, to develop a case study. In this assignment, you will read and research more about the company and its current DEI policies and practices. Your team will then be responsible for developing recommendations to support and enhance DEI at GeoComply.

Teams will be assigned by the professor, and each group will prepare a 10-minute recorded presentation analyzing a company's EDI strategy. Presentations will be accompanied by a report with an overview of the recommendations that is no longer than 3,000 words. The report should be double-spaced using 12-point font (Time New Roman, Calibri, or Arial) and be no longer than 500 words. Please use APA formatting to appropriately cite your sources.

1. **Identify and Evaluate Strengths of GeoComply's DEI management (20%).** Your team should identify at least 2 strengths of the organization's DEI management. These should be clearly identified and draw on theories, empirical findings, or other resources either learned in the course or found from reputable sources. Your evaluation should consider multiple perspectives such as the company/management, employees at various levels, customers, and the impact on society. Your team should not only identify these strengths and weaknesses but provide evidence-based support as to **why** they are strengths. Quality of the evaluation is valued over quantity.
2. **Future recommendations (80%).** You team will make recommendations to GeoComply on how they can improve their DEI strategy in the future. This section should not only provide recommendations but also the reasoning behind the solutions. Draw on the materials from the course to provide the reasoning behind the recommendations. The recommendations should be ***specific and action-based*** rather than vague and abstract. For example, the recommendations should include specific actions the organization can take with outcomes that would demonstrate whether the organization has made progress.

Final Comprehension/Application Evaluation

In order to evaluate students' comprehension and ability to apply the materials to current or future situations, there will be a final exam. This exam will be distributed through Canvas. Additional details will be provided during the course.

Class Participation

Given this course meets for five sessions, the in-class activities are critical to providing value in the class. Classes are structured so that you not only learn from the instructor but also from your peers' perspectives and experiences. Each of you plays an important role in the overall classroom learning experience, and thus, you will be graded on your contributions to that experience.

- Participation involves taking an active role in discussions. This requires coming to class with the materials read ahead of time. Participation may also take the form of short in-class quizzes to assess your comprehension of assignments.
- Respecting your classmates in class discussions is paramount and I value quality over quantity. Indeed, dominating a class discussion can result in a lower participation grade.
- Note that each score is the maximum you can receive if you fall into that category. For example, if you are late, you will receive no more than a 4 even if you ask good questions or participate fully at a later point in the class. If you need to be late or miss a class for some reason, please contact me ahead of time. Excused lateness or absences (for illness or family emergencies) will not affect your participation.

Grading Scale for Class Participation:

- 0 Absent.
- 1-4 Late or inattentive. Unable to answer basic questions from the readings.
- 5-6 Present but not voluntarily participating.
- 7-8 Participating with information such as case or article facts, opinions, and examples.
- 9-10 Engaging in a meaningful and impactful discussion that advances understanding or generates insights.

LEARNING MATERIALS

Reading Materials: The course materials consist of various articles and cases. The readings will be available via Canvas before the start of classes. You are expected to complete all assigned reading (articles and cases) before the class begins. This will be critical for class discussions and application of concepts covered.

COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments, and regrading of assessments

All assignments must be submitted on Canvas by the deadline. **Please note times are provided based on Pacific Standard Time in Vancouver.** Please make sure you are aware of time differences based on your location!

Late submissions will not be accepted and will receive a grade of zero. This is standard for RHL courses.

In the event that you feel something was missed in the grading of your work, please write a brief summary of what you feel needs further attention and submit this re-read request with your marked work. If you request a re-read, it will be read from scratch and your grade may go up or down. Each grade component is considered final one week after it is released and will no longer be open for re-

reading or discussion. I do not accept personal lobbying efforts on behalf of grades other than in writing. I am happy to discuss your work with you for educational purposes, but keep in mind that once we discuss the work the grade is considered final if you have not submitted a request.

Academic Concessions

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](https://webforms.sauder.ubc.ca/academic-concession-rhlee) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

Other Course Policies and Resources

Professionalism. Professionalism is required both in business and in the classroom. What does it mean in a learning environment? Coming to class on time and being prepared for the topic at hand. Listening to and respecting others (instructors and peers). Giving 100% of your attention to the course. Not distracting others with private conversations or off-topic behaviour. Students are expected to contribute during class discussions in order to enrich the learning experience for everyone. However, individual students should not monopolize or dominate discussions, precluding or intimidating others from contributing. When someone is talking, it is expected that everyone will listen and not hold parallel conversations.

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices

During lectures, students are not permitted to use any electronic devices other than the primary one used for attending the lecture (e.g. laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another for an in-class activity. Feedback from students indicates that personal devices is the number one distraction from effective learning and participation in the online learning environment.

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

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All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor.

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE SCHEDULE

(Subject to change with class consultation)

****Note all times are Pacific Standard Time**

Class	Date	Topic	Readings/Assignments Prior to Class	Assessments due
1	No class on Sept 5 Make-up class -Tues, Sept 6	1) Introductions 2) Getting on the same page 3) Identity & Authenticity in the Workplace 4) Stereotypes, Implicit Bias & Microaggressions	1) Getting Serious About Diversity 2) How Diversity Works 3) Listen to " Leaning into Diversity, Inclusion, and Belonging " on <i>For the Love of Work</i> Podcast by Dr. Sonia Kang 3) Watch Implicit Bias- Concepts Unwrapped Optional: <ul style="list-style-type: none"> Recognizing and Responding to Microaggressions at Work Diversity and Authenticity The Costs of Code Switching 	1) Take the Introduction Survey 2) Take Foundations Quiz on Canvas prior to class
2	Sept 12	Inclusive Leadership	1) The Key to Inclusive Leadership 2) The Three As of Inclusion 3) Assess Yourself In Class: Case Study Teams Announced	Sign NDA and send to the TA Read GeoComply case study Reflection due prior to class (6pm PST on Sept 12)
3	Sept 19	GeoComply Case Study Speaker and DEI as an Organizational strategy	1) Why Diverse Workplaces Remain Elusive 2) Why Diversity Programs Fail In Class: GeoComply Speaker Optional: 3) The Diversity and Inclusion Revolution from Deloitte 4) How to Measure Inclusion in the Workplace	Come to class prepared for GeoComply presentation

4	Sept 26	DEI in policies and practices (Part 1)	<p>1) Starbucks: Battling the Racism Allegations Case</p> <p>2) Five Practices and Three Myths That Fuel Inequality</p> <p>3) Ontario university research positions restricted to those who are women, transgender, non-binary or two spirit</p> <p>Optional:</p> <p>4) Update your DEI Playbook</p>	Starbucks Case Assignment due before class
5	Oct 3	DEI in policies and practices (Part 2)	<p>1) The Gender Pay Gap_ Why It's Still Here</p> <p>2) Your Company's Pay Gap Is About More Than Money</p> <p>3) The Surprising Benefits of Work/Life Support</p> <p>Optional</p> <p>4) Language Bias in Performance Feedback</p> <p>5) Canadian Women's Foundation- Facts about the Gender Pay Gap</p> <p>6) Payscale- 2022 Gender Pay Gap Report</p>	Work on your Group Case Study Report and Presentation
6	Final Group Report and Presentation due by October 10 @ 11:59pm PST Final Comprehension/Application Evaluation- Date TBD			