Identity and Inclusivity in Organizations: Advanced Topics
AP/ADMS/HRM 4444, Section M, Winter 2020
Last update: December 13, 2019

Professor:	Dr. Ron Ophir	**Classroom**:	ACW 306
E-Mail:	ophir@yorku.ca [1]	**Time**:	Wednesdays, 8:30am-11:15am
Office Hours:	By appointment	**Website:**	moodle.yorku.ca

WELCOME!

Living in the Greater Toronto Area, we see diversity every day, we experience it (albeit differently) in our everyday lives, at work, on campus. Yet, there is more than meets the eye. The purpose of this course is to develop awareness and understanding of diversity issues and inclusive practices in the workplace from perspectives of various stakeholders. Together we will explore individual identity on different dimensions, such as appearance and weight, sexual orientation, gender identity and expression, and more. The course aims to encourage life-long learning, and to challenge individual views and mindset towards diversity issues, as well as to learn best practices for leveraging diversity to achieve better organizational outcomes.

COURSE LEARNING OBJECTIVES

- To **learn** about the theoretical concepts and models underlying workplace diversity dynamics and which inform our **understanding** of individual identity, diversity and inclusive practices in organizations.
- To **develop** awareness and understanding of workplace issues faced by a range of single identity groups, and multiple identities or intersections.
- To **examine** the role, importance, value and dynamics of diversity and inclusion within organizations.
- To **understand** the influence that group identities exert on workplace behavior and the impact of diversity and diversity practices have on group and organizational processes and effectiveness.
- To **increase** self-awareness to conscious and unconscious biases, having the opportunity to reflect on own assumptions and own privilege.

CLASSROOM ENVIRONMENT PRINCIPLES

Together we will strive to create and maintain a classroom environment that is a **safe place** for learning and discussion; a place where individual thoughts and ideas are appreciated; a space where personal feelings, beliefs, perspectives and positions are respected. Please **respect** the confidentiality of private information, individual's remarks and personal experiences shared in this class.

Evaluation & Weighting

Evaluation in the course will be based on both individual and group components, as detailed below. An individual grade will be the total of the individual components + the total of the group components (weighted by peer evaluations).

Individual Components (70%):

Participation	15%	
Personal Blog/Vlog	10%	
Reading Reviews	10%	
Midterm Examinations	35%	(two exams)

Group Components (30%):

Group Project	30%

* Minor adjustments of this grading scheme may be posted during the first two weeks of the term.

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[1] Please note that email messages will be attended to as soon as possible, normally no later than 2 business days. Check out the communication expectations section further down on this syllabus.

⭐	Readings and Website

REQUIRED COURSE TEXT / READINGS

▸ ==**Required readings**== include a selection of journal articles and chapters from edited books. Chapters will be posted on the course website for your use during the course (see copyright notice on chapters). Journal articles are accessible through the Bronfman Library (library access links on course website). Additional readings and resources will be provided through links on the course website.

▸ We will be using several ==**Cases**==. Cases will be available for purchase online (details to be posted to the course website), and are to be prepared in advance of class and brought to class for discussion and activities.

WEBSITE & ON-LINE MATERIALS

▸ The course website is on the York University Moodle platform: **moodle.yorku.ca**

▸ The **Course Announcements** forum will be used to communicate updates to the class. You will receive an e-mail notice (to your preferred email on your Moodle profile) when announcements are posted.   Please check your spam folder regularly in case it captures any of the announcements as potential spam.

▸ On the main page of the course website you will find **Module sections** (e.g., Module 1), where you will find the listing of required readings, downloadable materials (e.g., PowerPoint slides), links to supplementary materials, any preparation tasks or follow up activities, and more. Preparation tasks may include assignments, materials to bring to class, or short readings/viewing to prepare for class discussion.

▸ *Slides*: PowerPoint slides, when used in class, are made available after class. As you will notice in class, the slides used in class are often interactive and, therefore, these slides will be available for download only after class. When possible or relevant, some materials will be posted prior to class.

✏️	Weekly Personal Blog/Vlog

The Weekly Blog is a ==**personal reflection component**== of the course, intended to document your individual journey throughout the course: your understanding of the topics and your awareness to matters of diversity, identity and inclusion. You may also express your reactions to the materials covered or issues discussed in class, as well as your reflections on related events or experiences outside class. For example, you might reflect on how something we discussed in class shed a new light on a past experience you had at work; or comment on a post you saw on social media or news article you came across that relates to specific concepts or issues we discussed; or the like. In some cases, I will be providing a "guiding question" for the weekly blog entry. Links to the blog entries will become accessible weekly. Note: Your blog entries are <u>not</u> visible to other classmates.

You may choose to complete your weekly journal in written format (blog) or audiovisual (vlog). An audiovisual submission can take the form of YouTube clips (private links).

Submissions:

• Weekly blog **entries** – submitted electronically (posted) to the course website every week and normally due before the start of class. You may miss one entry during the course without penalty. ==**Weekly due dates**==.

• A **final blog entry** - your thoughtful retrospective of your journey through the course. Your weekly blog entries serve as a reference and documentation for that journey. The final blog entry is due and submitted as part of the blog report (see next bullet).

• **Blog Report** – submitted online (uploaded) to the course website, as a Word document attachment. This report will include a collation of the original blog **entries** (cut-and-paste of the previous entries) as well as a **final blog entry**. This Blog Report is due on ==**April 6, 2020**==.

<u>Expectations and Evaluation:</u>

- **When are weekly blog entries due?** Weekly entries should be completed in a timely fashion, throughout the course. Unless otherwise noted, a blog entry for week x is due by the start of class on week x+1.
- Weekly entries are expected to be **thoughtful** and substantial (quality and quantity). Entries are expected to include personal reflection on course content and materials. Lengthwise, on average: +/- 500 words, which is equivalent to one typed page.
- **Posting a Vlog?** Please speak with Dr. Ophir.
- Some periodic **feedback** will be provided on weekly blog entries during the term. You are welcome to contact Dr. Ophir for specific questions or feedback at any time.
- Please note that an entry that is **not completed on time** will be considered incomplete.
- A **template** for the **Blog Report** is available on the course website.
- The **final blog entry** will be evaluated on the thoughtfulness of reflection on the journey. The final blog entry is limited to 3 pages (see template).
- The overall evaluation of the personal blog component of the course will be based on quality and thoughtfulness of the content, as well as length requirements and timeliness.

Individual Participation

- Much of the learning in this course will be though discussion and interaction in class: through critical examination of examples, case analysis, and the like. Your ==thoughtful contribution== to class discussion and activities is crucial, and therefore, a **significant component of this course**. Active participation is expected in every class meeting, throughout the term.
- The course includes a **range** of ways in which you can participate in class and on-line, contribute to discussions, and explore your own views and appreciation of the topics discussed. Preparation tasks for class, including that of the reading materials and cases, will also be reflected in your participation grade.
- Attendance is a necessary condition but not a sufficient condition for an acceptable participation grade. Absences as well as recurring late arrivals/early departures will affect the participation grade.
- ==Participation starts in our first class in **week 1**==. Therefore, all students, including those who are still trying to enroll in the course, are encouraged to attend from week 1.

Reading Reviews

- Preparing the assigned readings before class is necessary, otherwise we will not be able to conduct meaningful discussion and analysis of the topics. To support this preparation task, you are expected to submit a **Reading Review** ==on-line (using Turnitin) before class==; **No late submissions**.
- Also, please submit a ==printout== ("hard copy") at the **beginning of class** and bring a copy for yourself **with you to class** for class activities and discussion.
- **Content**: The Review is intended to highlight the main issues covered in and/or raised by the assigned readings. When a case is assigned, the review also covers the case. Report templates: Guiding question(s) are normally provided in a template on the course website.
- **Length/format**: 1-2 page, bullet point allowed, no other formatting instructions. Typed or in handwriting.
- **Evaluation**: Reviews will be evaluated on quality and timeliness on a 4-point scale (4=exceptional, 0=not submitted/accepted). It is expected that the class average mark would range between 3.0 and 3.5. The lowest review mark will be dropped. The last review (week 10) must be submitted. There are no make-up reading reviews.
- Students seeking **alternate examination provisions** are expected to follow York University policies and guidelines regarding advance notice and procedures.

Midterm Examinations

▸ We will have **two** short midterms during the term, worth 25% (#1) and 10% (#2) of the course grade.
▸ Midterms are <mark>tentatively</mark> scheduled for: **February 12 (Midterm #1)** and <mark>March 25</mark> **(Midterm #2)** (Tuesdays, during class time). Make up exams for <u>approved</u> instances only, for no more than one exam.
▸ Students seeking **religious accommodations** or **alternate exam provisions** are expected to follow York University policies and guidelines regarding advance notice and procedures.
▸ *Midterm #1 (25%): Coverage and Format*: Content covered before the midterm examination – this includes readings as well as material presented or discussed in class, on-line, or in special presentations. Any updates on exclusion of content from the exam will be provided in class and posted on-line. The exam may include a combination of multiple choice, definitions and short essay questions. This is a "closed book exam".
▸ *Midterm #2 (10%): Format*: Essay / open ended question. Integration of course material will be expected. This is an "open book exam". All written/printed materials allowed. More details to be provided in the second part of the term.
▸ *Exam policies*: Electronic devices and wireless devices (including cell phones) must be turned off during the examination. Paper dictionaries allowed by permission only. Students must present identification as determined by policies posted on the website of the Office of the Registrar.
▸ Students who have missed the midterm exam for medical reasons are expected to inform me by email and to follow up with a submission of an Attending Physician's Statement form ([form](#)) to the main office of the School of SAS within 7 days of the midterm exam. A "Doctor's Note" will not be accepted. Failure to notify me and/or submit appropriate documentation in a timely manner will result in a mark of zero.

Group Project

Each group will prepare a video that addresses a specific identity group or issue with regard to diversity and inclusion in the workplace, and which can be used as a training video or video to raise awareness to this specific issue. Examples will be provided in class. Additional details will be posted on the course website. <mark>Main due dates</mark>:
▸ **January 22, 2020**: Class time available for group meeting.
▸ **February 2, 2020**: Initial project proposal due on-line. Groups are encouraged to discuss their ideas with Dr. Ophir prior to submitting the initial proposal.
▸ **February 26, 2020**: Final project proposal due on-line. Groups are invited to discuss their project with Dr. Ophir as they are developing their proposal.
▸ **March 27, 2020**: Video submission. All class members will be expected to view submissions of other groups before they are presented in class.
▸ **April 1, 2020**: Presentation of group projects in class. Short group presentations will be followed by discussion of commonalities and lessons learnt. All group members are expected to be in attendance for the duration of the class meeting.
▸ **April 6, 2020**: Written group reports and individual reflections on group project due.

Week by Week Outline – to be posted separately

 Course Policies & Conduct Expectations

COURSE POLICIES AND IMPORTANT NOTES

‣ **Classroom Environment Principles:** See page 1.
‣ **Timeliness 1:** Classes will begin on time (8:30am) and will normally end by 11:15am, or shortly thereafter, normally with one 15-minute break. Students are expected to be seated in class **on time**, and **remain in class** for the duration of the class meeting.
‣ **Timeliness 2:** Deadlines for submission should be respected. Having a difficulty meeting a deadline? Contact Dr. Ophir **in advance** of the deadline for consideration of deadline adjustments.
‣ **Sooner rather than later...** Are you concerned with your performance in the course? I encourage you to meet with me to discuss any issues as soon as possible. The earlier we meet, the more time we have to find solutions.
‣ **Alternate and religious accommodations**: Students seeking religious accommodations or alternate exam or participation provisions are expected to follow York University policies and guidelines regarding advance notice and procedures. I encourage you to arrange for these provisions as soon as possible.
‣ **Illness:** Requests submitted on medical grounds must include an Attending Physician's Statement form. A "Doctor's Note" will not be accepted.
   Form: http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf

CODE OF CONDUCT & EXPECTATIONS

Expectations: In the classroom
‣ Listen to and respect one another.
‣ Be seated in class on time, as late arrivals (or early departures...) are very disruptive to the class.
‣ *Cell phones*: Turn off cell phones and other wireless devices. *The use of smartphones and other wireless devices is strictly prohibited.*
‣ *Food*: If bringing food or drink into the classroom, please respect of allergies and smell sensitivities of other students. Also, no noisy wrappers please.
‣ *Laptops*: If using laptop/tablet/iPad, use it for note-taking only. Wireless/Wi-Fi connections should be disabled (e.g. airplane mode) unless used for classroom activity.
‣ Students that do not adhere to these expectations may be asked to leave the classroom.
Expectations: Electronic Communication with Dr. Ophir
‣ Contacting Dr. Ophir for individual queries, including requests for in-person meetings:
   o Send e-mail message from your yorku.ca account, identify yourself and the topic in the subject line, e.g., "ADMS4444 – question about... (Name, StudentID)".
‣ If using the Moodle messaging system, include the subject line (as described in the previous bullet) as your first line of the message.
‣ Before asking a question: Check the course website / forums for the answer.
‣ General expectations: Use proper salutations and language; Be polite and respectful.
‣ Messages that adhere to these correspondence expectations will normally be responded to within two business days.

SELECTED RESOURCES AND UNIVERSITY POLICIES

‣ **Getting support when you need it**: Visit the following sites for various information resources that are available to you (academic and non-academic):

    Manage your Academic Record: http://myacademicrecord.students.yorku.ca/
    Learning Skills Services: http://lss.info.yorku.ca/
    Learning Commons: http://learningcommons.yorku.ca/
    Writing Centre: http://writing-centre.writ.laps.yorku.ca/
    ESL Open Learning Centre: http://eslolc.laps.yorku.ca/
    Student Accessibility Services: http://accessibility.students.yorku.ca/
    Student Counselling & Development: https://counselling.students.yorku.ca
    Mental Health and Wellness at York: http://mhw.info.yorku.ca/
    Sexual Violence Response & Support: http://thecentre.yorku.ca/
    Community Safety: https://safety.yorku.ca/
    Office of Student Community Relations: http://oscr.students.yorku.ca/
    Additional LA&PS student resources: http://laps.yorku.ca/student-resources/

‣ For **important sessional dates**, please refer to: http://registrar.yorku.ca/enrol/dates/

‣ **Academic Accommodation for Students with Disabilities:** Accommodation and support for students with learning, mental health, physical, sensory, or medical disabilities is guided by the principles laid out in York's Policy on Academic Accommodation for Students with Disabilities:

Students who seek such accommodation for their academic studies must be registered with **Student Accessibility Service**s. This office arranges for academic accommodations and provides support to students with documented disabilities on the Keele Campus. Registered students will receive a Letter of Accommodation, outlining the nature and recommendation of their accommodation. To register with Student Accessibility Services, students should upload their disability-related documentation to the online registration form at: https://accessibility.students.yorku.ca.
Once registered with Student Accessibility Services, students are responsible to arrange for their accommodation in advance and in a timely fashion, based on the accommodations suggested in their letter of accommodation. Accommodations provided shall be consistent with the guidelines established in York's policy, preserving the academic integrity of the curriculum and the academic standards of courses and programs.

    ‣ **Exams, when relevant**: Please register for your examination date(s) with Alternate Examination Centre (https://altexams.students.yorku.ca/request-an-alternate-exam) within the **deadlines specified** by the Centre. Any rescheduling requests should be communicated to the Course Director promptly, along with appropriate documentation, so that the main office can review these requests.

    ‣ **Other components and aspects, when relevant**: Please inform the Course Director of your accommodation letter as soon as possible. Please note that sufficient notice is needed so that reasonable steps for accommodation can be provided in a way that is consistent with the guidelines established in York's policy, preserving the academic integrity of the curriculum and the academic standards of courses and programs.

‣ **Religious Accommodation:** York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. **Students seeking religious accommodation should pursue their request in timely fashion.** For deadlines and additional information on religious accommodation, please visit: https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs

‣ **Services for Mature and Part-time Students:** The Atkinson Centre for Mature and Part-time Students (ACMAPS) maintains and strengthens York University's ongoing commitment to welcome and to serve the needs of mature and part-time students. For further information and assistance visit: http://acmaps.info.yorku.ca/.

‣ **Academic Honesty:** The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. The Senate Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. Suspected breaches of academic honesty will be investigated, and charges shall be laid if reasonable and probable grounds exist. Link: York U's Academic Honesty Policy.