

EQUITY, DIVERSITY, AND INCLUSION IN ORGANIZATIONS
MOS 2182F 550 Equity, Diversity, and Inclusion in Organizations (Intercession, 2024)

CONTACT INFORMATION

Instructor: Dr. Matt Bazely
Office Hours: By appointment ([calendly](#))
Email: mbazely@uwo.ca

Contact Method -Teams Chat
Office: W110 – Huron University
Course Site: OWL

COURSE DATES & HOURS

May 13, 2024 – May 31, 2024
Instructional Hours - 36 hours

VIRTUAL OFFICE HOURS

- Office hours will be held by appointment, students can make appointments through Calendly <https://calendly.com/mattbazely>
- My preferred method of communication is texting on Microsoft Teams

ONLINE COURSE METHODOLOGY

This class is asynchronous which allows students to view instructional materials and complete postings at a time of their choosing, it does not include a live video lecture component. However, students will be expected to meet posting and responding deadlines. There may be a time to meet with the instructor to receive additional support and answer any questions. The instructor will do his best to accommodate differences in time zones within reason.

The structure of the class is as follows:

1. Chapters from course book, articles and videos will be posted on the OWL site – students will be expected to post responses and respond to other student’s postings. A rubric will be provided to help students determine the level of postings and responses required.
2. Each discussion thread will have a deadline in which students are expected to (1) post a response and (2) respond to others.
3. Your online participation will be evaluated using a rubric provided prior to the first week of class.

CALENDAR DESCRIPTION

This course is an examination of the impact of equity, diversity, and inclusion in organizations. Theoretical perspectives will be examined along with practical applications.

COURSE LEARNING OUTCOMES

1. To develop an improvement plan that is feasible, viable, and desirable.
2. To develop basic understanding of diversity, inclusion, and employment equity in organizations, and the opportunities and challenges that a diverse workplace presents.
3. To develop basic understanding of the theoretical perspectives which inform our understanding of organizational diversity issues.

4. To increase awareness to the experiences of members of non-dominant identity groups in the workplace, including discrimination, differential access, and treatment.
5. To learn about ways in which individuals and organizations address issues of equity, diversity, and inclusion.
6. To develop academic writing and research skills.

COURSE MATERIALS

Bopaiah, M. (2021). *Equity: How to Design Organizations Where Everyone Thrives*. Oakland, California: Berrett-Kohler Publishers.

* Book is available for purchase in Western’s bookstore

COURSE EXPECTATIONS

1. Participation: Students are expected to complete all online exercises including threaded discussions.
2. Preparation: Readings should be completed prior to class.
3. Contribution: Individual contributions may consist of responding to questions; summarizing key concepts; analyzing case details; presenting relevant outside references; posing questions; or otherwise enriching the learning experience in the class.

EVALUATION (Assignment details below)

All assignments are submitted via OWL due by midnight on the day specified below.

CLASS SCHEDULE (see rubric for further posting & responses expectations)

Week 1 (May 13-19)	Week 2 (May 20 - 26)	Week 3 (May 27-31)
May 13-15	May 20-22	May 27-29
<ul style="list-style-type: none"> • Course Readings as posted in OWL Brightspace • Critical responses to initial questions 	<ul style="list-style-type: none"> • Course readings as posted in OWL Brightspace • Critical responses to initial questions 	<ul style="list-style-type: none"> • Course readings as posted in OWL Brightspace • Critical responses to initial questions
May 15-19	May 22-26	July May 29-31
<ul style="list-style-type: none"> • Respond to other student’s posting 	<ul style="list-style-type: none"> • Respond to other student’s postings 	<ul style="list-style-type: none"> • Respond to other student’s postings
May 19	May 26	May 31
<ul style="list-style-type: none"> • Complete Assignment #1 - Project Plan Proposal 	<ul style="list-style-type: none"> • Complete Assignment #2 – Project Plan Draft 	<ul style="list-style-type: none"> • Complete Assignment #3 – Project Plan – final Draft

EVALUATION WEIGHTS

Participation – 25% Project Proposal – 20% Project Draft #1 – 35% Project Draft #2 – 20%

COURSE SITE (OWL)

The course website on OWL-Brightspace extensively for course announcements, content delivery, assignment submissions, and grade management. You are responsible for checking OWL and your UWO email regularly for course communications. All course assignments will be submitted through OWL.

SUBMITTING ASSIGNMENTS

All submissions may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

ACADEMIC CONSIDERATION FOR MISSED WORK (AS PER DEAN OF FASS)

Students who are seeking academic consideration for missed work during the semester may submit a self-[reported absence form online](#) provided that the absence is 48 hours. Please note, summer vacation does not constitute a valid reason for absence or missed work.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. Students are reminded that they should consider carefully the implications of postponing assignment submission or online participation and are encouraged to make appropriate decisions based on their specific circumstances.

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation.

IMPORTANT COURSE DATES

Please refer to the [course calendar](#) for critical dates.