

# NORTHLAND® COLLEGE

1411 Ellis Avenue Ashland, WI

## BUS 415 Syllabus

<b>Course Title</b>	The Inclusive Workplace
<b>Term</b>	Fall 2020
<b>Class Section</b>	01
<b>Start and End Date</b>	AUG-31-2020 to OCT-13-2020
<b>Days and Times</b>	T-TH 9:00 AM – 11:00 AM
<b>Location</b>	WH 109
<b>Faculty Member</b>	Dr. Jennifer Kuklenski

### **Faculty Contact Information:**

Office Phone: 715.682.1836

Email: [jkuklenski@northland.edu](mailto:jkuklenski@northland.edu)

*Please put "BUS 415" in the subject line of all email communications.*

Office Location: Wheeler Hall 316

Office Hours: By Appointment (*Due to COVID-19, there will be no "drop-in" office hours. Students must make an appointment to meet with Dr. Kuklenski in person or virtually*)

### **Required Textbook Materials:**

**Title:** Managing Diversity: Toward a Globally Inclusive Workplace, 4<sup>th</sup> edition

**Author:** Micháille E. Mor Barak

**Publisher:** Sage Publications, Inc.

**Copyright:** 2017

**ISBN:** 978-1-4833-86126

### **Course Description:**

Students acquire knowledge and skills that prepare them to be effective managers of diverse populations. The course emphasizes the causes and consequences of organizational exclusion and introduces students to realities of the contemporary workforce, including demographic, legislative, and social policy trends. Students learn the process of organizational change and how to apply interdisciplinary theories of cross-cultural differences to increase their intercultural competence. Prerequisite: junior standing.

## **Learning Objectives**

- Have up-to-date knowledge about the new realities of the workforce, including demographic, legislation, and social policy trends in Northern Wisconsin, the U.S., and around the world;
- Learn the process of organizational change from monocultural to multicultural, in addition to the ethical basis and inherent challenges of such change;
- Understand and apply interdisciplinary theories of cross-cultural differences in interpersonal relations and communication;
- Develop awareness of the causes and consequences of organizational exclusion, highlighting the groups commonly excluded in various countries;
- Possess skills in designing evidence-based interventions linked to the Inclusive Workplace model including policies, procedures and programs that facilitate its implementation in an ethical and professional way.

## **Course Expectations**

In order to ensure productive class sessions, students must:

- Keep up with the readings
- Turn in assignments on time
- Actively participate in class
- Be open to others' opinions
- Display courteous interaction with fellow students and instructor

## **Class Meetings:**

Attendance is critical. Students will be required to attend in-person and virtual class meetings to successfully complete this course. A student who is regularly absent will be reported to the Dean of Students. Credit for participation cannot be made up. If you cannot attend class, you must contact me *before* the class begins. Unexcused absences without prior approval will negatively affect your participation grade. Students may be excused from class for school-related functions (such as school sporting events or academic conferences), but are required to inform/remind the instructor of the reason for their absence prior to the class meeting that will be missed. Students will not be excused from class for work purposes. Students are expected to provide medical documentation for medically-related absences. Students who are excused may be required to complete make up work in order to avoid grade penalty for the absence. In the event that class is cancelled, students will be informed via their Northland email account. Students must have audio and microphone capability when participating in the online meetings. Cell phone use is **prohibited** during class times and will be silenced during class. Students should not expect to use a cell phone as a learning tool unless otherwise instructed. Remember our classes are small – the instructor can see who is on their cell phones – students frequently using their cell phones during class will be subject to grade penalties.

## **Technology Requirements:**

Due to COVID-19 physical distancing requirements in classrooms, this class will be taught in a hybrid format. Student must have access to the following technology platforms to successfully complete this course:

Regular computer/laptop access, reliable internet access, Microsoft Word and PowerPoint, Adobe PDF Viewer. Students without access to this technology should notify the instructor immediately.

**The Human Factor:**

Discussions of cultural diversity often touch on topics viewed as controversial or difficult. Because of this, class participants are responsible for permitting each member of the class to hold his or her own opinion without pressure from others to change it or fear of being attacked. Class participants should also remember, however, that one's opinions may have an impact on others. Your learning will be enhanced to the extent you are willing to speak from your perspective and share your experiences and views with the class. Keep in mind, we all have some type of prejudice against something or someone and we have all experienced some level of prejudice. We are all guilty of some degree of cultural ignorance concerning another group or class of people. It is expected that class members come to each session with an open mind and are willing to learn from others' experiences, perceptions, biases, and diverse backgrounds. Class participants are responsible for honoring and maintaining the confidentiality of others. If class participants choose to share any personal information about themselves in the context of class discussions, no one should repeat this information outside of the class.

*(Adapted from Professor Ellen Kossek, Michigan State University & Professor Michalle E. Mor Barak, University of Southern California).*

**Electronic Communication:**

Communication between the instructor and students will frequently occur via email. Students are required to use their Northland email address for all email communication with the instructor and are expected to check their Northland email at least once per day. Note that the instructor will respond to ALL email communications from students; however, sometimes weird things happen in cyberspace. If you do not receive a response within twenty-four hours of sending an email to the instructor, please send another email verifying the instructor received the initial email. Course News & Announcements will also be regularly posted on MyNorthland. Students should check these announcements daily.

**Homework:**

Success in the workplace mandates the ability to meet timelines. This critical skill is instilled in Northland students; thus, all assignments are expected by the due date – a “zero tolerance” policy exists for late assignments. Opportunities for make-up work or permission to hand in late assignments are granted for exceptional circumstances at the discretion of the instructor (excuses must be documented) and make-up work may be subject to grade penalty.

**Academic Integrity:**

The Northland College faculty value academic integrity as a guiding principle for the intellectual inquiry, research, discussion, and writing that are central to the academic program of the College.

When faculty and students participate in these activities, or when students are completing assignments, quizzes, or exams, they are expected to act with honesty and to acknowledge when they have incorporated into their own work the ideas, information, or language of others. Failure to make these acknowledgments in an appropriate manner is a violation of academic integrity.

Students are responsible for understanding and using appropriate forms of acknowledgment and documentation in their academic work at the College as well as for completing assignments, quizzes, and exams with integrity. When they fail to do so, individual faculty members may penalize students in a manner consistent with policies outlined in their syllabi. These penalties may include, but are not limited to, failure of an assignment or a course.

In addition, faculty are required to notify the Dean of the Faculty and Vice President of Academic Affairs about all documented violations of academic integrity. Records of these violations are maintained in confidential files by the Office of Academic Affairs and are correlated to identify individuals with multiple or particularly severe violations. These records are also reviewed by the Director of Teacher Education to assure continued eligibility for teacher licensure.

When the severity or quantity of an individual's academic integrity violations warrant, the Dean of the Faculty and Vice President of Academic Affairs may request that the Academic Standings Committee review an individual's records. If the Committee determines that the severity or number of violations warrants action, the Committee may act independently of course instructors to penalize a student. These penalties may include placing a student on academic probation, suspending a student, or dismissing a student from the College.

If a student believes that s/he has been wrongly accused of violating academic integrity, the student may request that an ad-hoc review panel be convened by the Dean of the Faculty and Vice President of Academic Affairs. Requests for an ad hoc review must be made within ten business days of the accusation.

The ad hoc review panel is chaired by the Dean, and must include two faculty members and two students selected by the Dean in consultation with the President of the Northland College Student Association. Once convened, the panel will determine how to proceed with an investigation of the violation in question and will establish a timeline for its completion. The outcome of the investigation will be communicated in writing to the student and faculty member(s) involved and will guide the Dean in a final decision about the case.

**Academic Accommodation Statement:**

Your experience in this class is important to me. If you have already established accommodations with the Accommodations Office, please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. If you have not yet established services through Accommodations Office, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact Accommodations Office located in the Ponzio Campus Center or by email at [accommodations@northland.edu](mailto:accommodations@northland.edu).

The Accommodations Office offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and the Accommodations Office. It is the policy and practice of Northland College to create inclusive and accessible learning environments consistent with federal and state law.

### **COVID-19 Policy**

Students taking in-person classes with Dr. Kuklenski must abide by College procedures as well as state and county guidelines regarding face coverings, sanitation, social distancing, and any mandatory COVID screenings.

#### **Safety:**

Face coverings meeting CDC guidelines (covering the nose and mouth) is mandatory when entering any buildings on campus or in a learning environment on campus. Students will not be allowed to attend class in-person without the proper CDC recommended face coverings. Students who require accommodation for a face covering should contact the Accommodations Office. All students and the instructor are required to observe social distancing guidelines (6-foot separation) when possible at all times in the classroom. Classrooms are equipped with disinfectant cleaner and hand sanitizer. Instructors and students should sanitize their hands and wipe down their area upon entry and exit of the classroom.

#### **Absentee Policy:**

If a student feels ill, has an elevated temperature, or a positive symptom check relevant to COVID-19, they should not attend in-person classes or activities, but remain at home (their room if they live on campus). They will not be penalized for their absence(s), as long as they notify their instructors of an illness prior to the beginning of the class session or activity. The student should notify the office of Health Services about their positive temperature or COVID-19 symptom check.

If the Office of Health Services obtains a positive COVID-19 test from a student or determines that as a result of a known contact a student should be quarantined, the Office will notify instructors of a student's absence from class for an undetermined duration. Students who miss in-person classes or activities because they have been quarantined, in isolation, or because they are ill, either as a consequence of COVID-19 or otherwise, will not be penalized for their absences.

When a student is able, they are expected to keep up with class material that is available to them online, complete and submit assignments and to participate in virtual course activities, when such virtual activities are available. Otherwise, the instructor will work with the student to arrange for appropriate extensions for required assignments.

All other absences will be subject to the policies defined by faculty members in the syllabi for their courses.

**Standards of Achievement**

<b>Grading Scale:</b>	<b>A</b> = 93% - 100%	<b>A-</b> = 90 - 92%	
	<b>B+</b> = 87% - 89%	<b>B</b> = 83% - 86%	<b>B-</b> = 80% - 82%
	<b>C+</b> = 77% - 79%	<b>C</b> = 73% - 76%	<b>C-</b> = 70% - 72%
	<b>D+</b> = 67% - 69%	<b>D</b> = 63% - 66%	<b>D-</b> = 60% - 62%
	<b>F</b> = Below 60% or Cheating		

**Student Assessment & Evaluation Criteria:**

<b>Grade</b>	<b>Instructor Rationale</b>	<b>Student Rationale</b>
<b>A to A-</b>	Student is highly participatory, engaged, and clearly demonstrates comprehension of all course concepts. It is evident that the student has completed additional reading and is able to proficiently apply knowledge obtained outside of course material to major course concepts. Written and oral communication is strongly structured, direct, and makes use of illustrative examples. Arguments are well-balanced, scholarly and based on academic information.	I have far exceeded the minimum course requirements and demonstrated my best work through written assignments and class participation. I offered valuable contributions to class activities and was respectful when engaging with my instructor and my peers.
<b>B+ to B-</b>	Student is highly participatory, engaged, and clearly demonstrates comprehension of major course concepts. It is evident that the student has completed some additional reading and is able to apply that knowledge to course content. Written and oral communication is well-structured, direct, and makes use of examples. Arguments are balanced and are primarily based on academic information.	I have done more than the minimum course requirements and demonstrated good work through written assignments and in class participation. I offered valuable contributions to class activities and was respectful when engaging with my instructor and my peers.
<b>C+ to C-</b>	Student participates sporadically and demonstrates basic comprehension of most course concepts. Written and oral communication is mostly direct but lacks structure or use of examples. Arguments lack discussion of textbook and/or in-class material.	I have met the minimum course requirements and have demonstrated average work on assignments. I contributed less to class activities than other students and was respectful when engaging with my instructor and my peers.
<b>D or F</b>	Student barely participates and does not demonstrate basic comprehension of course concepts. Arguments are weak and unstructured.	I have not met course requirements. I did not engage well with the instructor or my peers.

### **Grade Components**

*Course requirements will be weighted in the following manner:*

Participation	70	points (approx. 20% of final grade)
Application Discussions	90	points (approx. 25% of final grade)
Topic Reflections	90	points (approx. 25% of final grade)
<u>Organizational Case Study</u>	<u>100</u>	<u>points (approx. 30% of final grade)</u>
		= 350 total points

### **Overview of Assignments**

*Note: Further instructions and grading criteria may be provided in-class for each assignment.*

**Class Participation:** Students are expected to demonstrate their knowledge of course concepts during in-class discussion (either in-person or virtually), in addition to any outside knowledge that is relevant to course content, and are expected to remain engaged throughout the class period. Students are encouraged to pose questions to the instructor and peers that add value to discussions. Students are expected to demonstrate curtesy to fellow classmates, which includes allowing others the chance to participate. Use of cell phones during class or inappropriate use of laptops/tablets will be considered in the final participation grade. Each class period is worth 5 points and students will be evaluated on a scale of 1 (poor) to 5 (excellent) for their participation effort. Students who miss class for an unexcused reason will earn 0 points for that session.

**Application Discussions:** Students will participate in web-based threaded application discussions to demonstrate their ability to comprehend and coherently analyze, explain, and apply course concepts. For each unit, the instructor will post discussion prompts relevant to the assigned reading and lecture material. Students will be assigned an initial question to answer from one of the unit's chapters (students will be divided into groups). Students' initial responses should be approximately 200 – 300 words in length. Student will then respond to two (2) of their classmates' posts, from a different group. Students will NOT respond to a classmate's post who was assigned the same initial question. Response posts should also be 200-300 words in length. In total, students will have three posts for each forum. The application discussions are meant to spawn healthy debate between students. Thus, students should bring up new points while respectfully challenging their classmates. Content should include material from the course, not just opinions. Writing should reflect academic grammar, punctuations, and citations (citations should be in APA format). Some general grading guidelines for discussion posts are as follows:

- **Poor** (0-5 points): the student entered a response, but it is irrelevant or not considered to be a gradable contribution. For example, the initial post does not answer the posed question and/or does not reference the assigned lecture or reading materials. This may also represent a “me too” response to another student's initial post. Generally, a poor post adds nothing valuable to the discussion.
- **Average** (6-7 points): the student shows effort to say something relevant (i.e. make connections to the reading material) but may not add anything original to the discussion or does not provide support for the position expressed, showing minimal comprehension of course concepts.

- **Good** (8-9 points): the response is well-written and adds value to the discussion (by raising new point(s) to consider). The expressed position/argument is articulated with support from assigned reading material. Demonstrates comprehension of course concepts.
- **Excellent** (10 points): this has all the characteristics of a good response, but goes a step further by introducing outside source material (such as a reliable current events/news article or academic material from another class) that speaks to the subject.

Note that an important aspect of the application discussion is critical thinking. Student are expected to read the material related to the question and demonstrate that they not only understand the material, but can also use critical analysis to form their position on the topic. Make sure you watch your length. A response longer than 300 words will be graded with extra scrutiny – convey your points and perspectives concisely. Each post is worth a total of ten (10) points. Thus, students can earn up to 30 points for each threaded discussion, for a total of 90 points possible throughout the semester. The specific requirements for the threaded conversation vary so be sure to verify if a threaded discussion prompt has more than one question or part.

**Topic Reflections:** At the end of each unit, students will submit a 1 – 2 page (single spaced, 12 point Times New Roman font, 1-inch margins) written summary reflecting on the major points from the previous unit/topic. Students are expected to include what they consider to be the most important concepts from the lectures, readings, and discussions in their summaries. Students will be evaluated based on their ability to absorb, critically assess the importance of, and prioritize class material, while also being able to write a coherent essay explaining its applicability. Note that the reflections can connect course material to outside academic material or experiences, but the reflections should primarily focus on course concepts and theories covered in the relevant topic. References and in-texts citations are required (APA format). Grading criteria for Topic Reflections is found below:

Grade Component	Substandard (F /D)	Minimum/Average (C- /C+)	Acceptable/Good (B-/B+)	Very Good/Excellent (A-/A)
<b>1. Topic</b>	Topic is not addressed and the most important concepts are not covered.	Topic is addressed, but not directly and coverage of the most important topics is not consistent.	Topic is directly addressed and the most important concepts are appropriately covered.	Topic is directly addressed, the most important concepts are appropriately covered and explained with substantive material.
<b>2. Paper Organization</b>	Paper is disorganized.	Organization/structure of paper is attempted but not consistent throughout.	Organization/ structure of paper is coherent and logical.	Structure and organization of paper is coherent, fluid, sophisticated, and sustained throughout the paper.
<b>3. Use standard English Grammar, Punctuation, Spelling and Usage</b>	Language and grammatical errors inhibit comprehension.	Paper is written in a relatively clear style, with few grammatical errors.	Paper is written in a clear, persuasive style. Very few errors.	The writing clearly conveyed the author's ideas, without distracting grammatical or vocabulary errors
<b>4. Use and citation of relevant sources</b>	No sources cited	Sources cited but improperly	Sources cited but with minor formatting errors	Sources cited without significant errors
<b>5. Shows understanding of course concepts</b>	No clear course content	Course concepts introduced, but with major errors	Course concepts presented clearly, but with minor errors	Course concepts presented clearly and coherently

**Organizational Case Study/Group PPT Presentation:** Students will select a private or non-profit organization that has activities in several countries. Students will examine the policies and programs related to the organization's diversity & inclusion aspects. Students will make assessments and policy recommendations based on course concepts covered in the reading material. Students will create a Power Point presentation of their findings, assessments, conclusions, and recommendations. Each member of the group is expected to equally participate in the presentation.

### **Class Meeting Days**

Due to COVID-19 physical distancing requirements, we cannot all be in the classroom at the same time. Accordingly, the class has been broken into two meeting cohorts that will alternate for in-person classes on Tuesdays and Thursdays. Students are assigned one physical meeting day where they will attend class in person. Unless an alternative arrangement has been made with the instructor, students will always attend in-person classes on the same day of the week. The other class meeting day, students will attend class virtually (live via Big Blue Button). If a student is unable to attend a class session for an excused reason (e.g. severe illness, hospitalization, athletic event), students will be required to view the Big Blue Button class session recording within and submit 1-page (double-spaced) written summary of what they found to be the most important concepts/ideas from the given lecture/discussion. The summary must be emailed to the professor within 72 hours after the lecture.

**Cohort 1 – Tuesday Meeting (9-11:30am):**

**Cohort 2 – Thursday Meeting (9-11:30am):**

**BUS 415 Course Outline and Calendar**

*Note: This is a tentative outline, subject to change at the Instructor's discretion.*

	<b>Topic</b>	<b>Reading &amp; Assignments</b>
<b>Week 1</b> Aug 31, 2020	<b>Part I: Diversity &amp; Inclusion in Global Context</b> Demographic and Socioeconomic Trends	Reading: Syllabus; Ch. 4 & 5 Group Project: Group assignment & planning
<b>Week 2</b> Sep 7, 2020	Discrimination, Equality, & Fairness	Reading: Ch. 6 & 3 Group Project: Organization selection & work plan agreement due Sunday (worth 10 pts)
<b>Week 3</b> Sep 14, 2020	Diversity & Workplace Exclusion	Reading: Ch. 7 Application Discussion 1 (worth 30 pts)
<b>Week 4</b> Sep 21, 2020	<b>Part II: Cross-Cultural Understanding</b> Culture & Communication	Reading: Ch. 8 Part I Topic Reflection due Wed (worth 30 pts) Group Project: Outline & bibliography due Sunday (worth 15 pts)
<b>Week 5</b> Sep 28, 2020	Interpersonal Relationships	Reading: Ch. 9 Application Discussion 2 (worth 30 pts)
<b>Week 6</b> Oct 5, 2020	<b>Part III: Inclusive Organizations</b> Diversity Management	Reading: Ch. 10 & 13 Part II Topic Reflection Due Wed (worth 30 points) Group Project: Presentation due Sunday (worth 75 pts – this includes peer reviews)
<b>Week 7</b> Oct 12, 2020	Creating the Inclusive Workplace	Reading: Ch. 17 Application Discussion 3 (worth 30 pts) Part III Topic Reflection due Tuesday

**Syllabus Changes:**

This syllabus serves as a guide to enhance student learning. The instructor reserves the right to revise course information as necessary to ensure successful learning outcomes. Students will be notified of syllabus changes in a timely manner. Please address questions regarding the syllabus in class, as other students may also need similar clarification.