



Diversity and Inclusion Organizational Strategic Planning

University Level Course Curriculum
Fellowship Project - Mid Way Report

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INTRODUCTION

When students graduate from university, they have spent their undergraduate years learning the theory behind concept after concept. Apart from some programs and some individual courses, students do not get the chance to learn the practical knowledge behind those theories.

This is true with most courses that talk about Diversity and Inclusion. Students learn the definition of diversity, what systematic and social oppression are and who they affect. Yet, when they leave their school and enter the community or workplace, how do they stop the discrimination and lead in a way that is inclusive?

The purpose of this course is to give future leaders of business, non-profits, politics, academia and the community the tools they need to be able to create organizations that celebrate diversity and foster inclusivity. Students will come into this course knowing that diversity and inclusion are social issues that need to be addressed and the theory behind why they are still issues today. However, they will leave with an intercultural competency that equips them to enter their community and be able to strategically think how they can create new change.

In partnership with Brescia University College, I am creating this course in a manner that is broad enough to be cross-listed into a variety of programs including but not limited to the university's Leadership, Business Management and Organizational Studies (BMOS), Non-Profit Management (NPM) and Community Development Programs. However, the material can be taught and learned in a way that is specific to a type of field or organization.

TIMELINE

Up to this point, I have done preliminary research on the university course structure, the best ways to teach this course and the main topics that are to be taught. This is the mid-way report that will include:

- Course Description
- Learning Outcomes
- Brescia Competencies*
- Assignments and Grading Structure

These portions are the foundation on which I am building the one-semester course, that is to be taught over the span of 13 weeks following the university structure.

The final report will be submitted to AFP (Association of Fundraising Professionals) and Brescia University College at the end of April with the following completed sections added:

- Required Texts and Readings
- Detailed Course Outline
- Detailed Breakdown of Assignments and Grading Structure
- Academic Policies and Regulations*
- Prerequisites and Anti-Requisites

() - Will vary depending on the university's specific competencies and policies. This course has been developed for Brescia University College. An affiliate of Western University. These portions are modifiable depending on the university.*

If accepted at Brescia University College, the course is expected to be marketed over the summer and taught sometime within the next few years. Hopefully, this coming September 2016-2017 school year.

I also hope to speak to other universities across Ontario and potentially across Canada about the opportunities to offer this course within their Business, Leadership or Community Development programs. However, this step of expansion and distribution is part of the goal.

GENERAL COURSE OUTLINE

1. Course Description

The course will appeal to those who are interested in entering levels of leadership and influence. It is designed to develop an understanding of diversity and inclusiveness within organizations and the different methods of creating and measuring a D(Diversity) and I(Inclusivity) strategic implementation plan. By understanding the current measures being used in society to promote diversity and inclusion.

Throughout this course students will apply new concepts to case studies. These case studies that will provide real world examples of diversity and inclusion or the lack thereof. The cases will help prepare students for their roles of leadership and the potential issues of D & I that may occur. Students will also show the complexity of thinking strategically to create a plan for different organizations in diverse sectors.

2. Learning Outcomes

To gain an understanding of the terms Diversity and Inclusion To learn about the importance of D & I and general ethical practices for those in a leadership role. To explore the social/systematic barriers that exist that prevent organizations from becoming as inclusive as they could be To explore the role D & I plays in the workplace and how these roles change in different organizational work environments. To be able to create a strategic plan that promotes D & I within organizations.

3. Brescia Competencies

This course is made and will be taught to encourage the university's seven core competencies. Competencies taken from Brescia University College's Mission and Vision Statements on website.

- I. Communication
 - *"The ability to exchange information and meaning effectively across cultures, space and time through appropriate modes of communication."*
- II. Critical Thinking
 - *"The ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion."*
- III. Inquiry and Analysis
 - *"The ability to reach informed decisions by breaking down complex issues, exploring evidence, demonstrating information literacy, and describing relationships among persons, things, or events."*
- IV. Problem Solving
 - *"The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached."*
- V. Social Awareness and Engagement
 - *"The ability to respect and be open to diversity (e.g. cultural, religious, political). Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies."*
- VI. Self-Awareness and Development
 - *"The ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas informing one's beliefs and be accountable for their actions."*
- VII. Valuing
 - *"The ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation."*

4. Assignment and Grading Structure

Learning Objective	Evaluation Method	Material
To gain an understanding of what D & I are and the social/systematic barriers that exist that prevent them within organizations.	In Class Problems Unit Test	All material on tests will be taken directly from material presented in lectures and assigned readings.
To learn about the importance of D & I and general best practices for those in a leadership role.	In Class Problems Unit Test	All material on tests will be taken directly from material presented in lectures and assigned readings.
To explore the social/systematic barriers that exist that prevent organizations from becoming as inclusive as they could be.	In Class Problems Mid-Term Exam	All material on tests will be taken directly from material presented in lectures and assigned readings.
To explore the role D & I plays in the workplace and how it changes in different organizational work environments.	In Class Problems Unit Test	All material on tests will be taken directly from material presented in lectures and assigned readings.
To be able to create a strategic plan that promotes D & I within organizations.	In Class Problems Report/Project Final Exam	Questions associated with assigned readings and papers found in the process of solving problems.
<ul style="list-style-type: none"> - Unit tests will cover material from lectures and assigned readings. - Midterm and final exams will require problem solving associated with the topics covered throughout the semester. 		

Grade Breakdown:

- Contribution: 15%
- Unit Tests: 20%
- Mid-Term: 20%
- Report/Project: 15%
- Final Exam: 20%

Total Course Grade: 100%

CONCLUSION

We do not know what our future generations will face, so it is our responsibility to prepare them for anything that may come their way. But we do know that they will need to be able to lead and run organizations in new ways that keep up with this constantly changing world. We have the ability now to teach our soon to be doctors, lawyers, businessmen/women, politicians and community leaders that without diversity and inclusion, our society will not move forward.

Let us build a generation of leaders who no longer need to be told to look for diversity or act inclusive, because that will be their nature; their new social norm.

I hope that in this process and in the more we focus on having this conversation, the more generations before and after mine will continue speaking about how important this is. Then, let us move from simply talking to acting and being intentional about inclusion in our everyday lives.

