

Course Syllabus
VERSION 2.0

ISEN 413 - Managing People & Workforce Diversity in Energy & Sustainability (0.5 credits)
Northwestern University

Instructors:

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Faculty Adviser:

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Guest Lecturers:

[Sherina Edwards](#)

[Ann Becker](#)

[Stephen Bailey](#)

Office Hours: By appointment

Class Room: L211

Class Timing: Spring Quarter, March 30 – April 30, 2021; 9:30-10:50am (Monday & Wednesday);

Course Synopsis: The energy and sustainability markets are on the cusp of massive growth, but this market has specific challenges and opportunities that professionals must build an understanding of. As such, this course is designed to:

- Define and help students understand diversity & inclusion in today's professional world
- Build awareness of the current state of diversity and inclusion in energy & sustainability markets
- Offer guidelines for self-awareness and expand skills needed to navigate challenges and opportunities specific to these markets
- Present practical strategies to accelerate diversity, equity, and inclusion in organizations and drive results
- Reflect on the role of a "sustainable" organization in relation with Inclusion and Equity

Course Goals: Given the rapidly increasing levels of workplace diversity and marketplace globalization, leaders must invest in people management skills. The goals of the course include:

- Building skills in self-reflection and invest in understanding the perspective and experience of people of other genders, races or ethnicity, ages / generations, religions, socioeconomic groups and educational or functional backgrounds
- Understand demographic trends and DE&I stakes in the energy and sustainability sector
- Build your skills to interact in culturally diverse contexts more thoughtfully
- Learn about strategies and models that organization can use for collaboration and optimal engagement of diverse teams and develop the ability to understand, engage, and integrate people of different backgrounds & worldviews



Grading/Assessment:

Grading will be based on the following rubric:

Component	Weight	Details	Due
Effort and Attendance	20%	<i>Based on consistent attendance and full participation (this is mandatory for all 10 classes) and instructor assessment of preparation for and participation in class</i>	Ongoing
Response Papers	40%	<i>Papers that comment on that week's lecture topic(s). Papers will be 2-3 pages in length and will address question posed by the instructor (x2)</i>	Weeks 2, 4
Final Paper	40%	<p>Group paper.</p> <p>Identify an opportunity for one of the following organizations to increase value through diversity. You can gather information through publicly available information and also interview an executive of this organization or other professors or guest speakers of the ISEN program to get their perspective. You can include reference to recent events (e.g. winter storm in Texas) or demographics / socio-economic trends.</p> <p>In your paper, reflect on the work you are doing as a diverse group and highlight/ explain the following : what unique perspective is each member in your group bringing to the discussion. What challenges did you have to overcome as a group? How did you approach them (did you use some of the techniques discussed in class)? Illustrate how the diversity of thoughts and inclusion made your group more successful.</p> <p>The organization should be picked in one of the following areas</p> <ul style="list-style-type: none"> • Traditional electric utility • E&S Investment Fund • Government Agency • Corporate Board of Consumer Goods company 	Week 5

Grading Policy:

- 10% will be deducted from late homework assignments turned in within 24 hours of the deadline. 50% will be deducted from late homework assignments that are more than 24 hours but less than 7 days late. No credit will be given for homework turned in more than 7 days after the deadline. -All questions and problems regarding grades must be presented in writing within one week after the test, homework, or project has been returned.
- Grades will be assigned based on all the work you have completed during the quarter using the following scale:

A	93.333 to 100	C	73.333 to 76.666
A-	90.000 to 93.333	C-	70.000 to 73.333
B+	86.666 to 90.000	D+	66.666 to 70.000
B	83.333 to 86.666	D	63.666 to 66.666
B-	80.000 to 83.333	D-	60.000 to 63.333
C+	76.666 to 80.000	F	< 60.000

CLASS OUTLINE

Weekly Topic	Monday	Wednesday
1: Diversity & Inclusion – what is it? why is it hard work? <i>Week of March 29</i>	Course Introduction and Expectations <ul style="list-style-type: none"> • D E&I icebreaker : <u>my top 3 identities</u> • Fundamentals and definition of diversity & inclusion • Brief history of D E&I <ul style="list-style-type: none"> ○ Affirmative action ○ Multiculturalism ○ Diversity & Inclusion ○ Equity & Belonging 	Business value of D&I – why should companies care? <ul style="list-style-type: none"> • Why is the business case not a straightforward one? <ul style="list-style-type: none"> • The Cost/Fear of Being Different • Stages of Diversity in organizations • Barriers requiring resolution • Inclusion
Week 1 reading (read before class): <ul style="list-style-type: none"> • Why Diversity Programs Fail (Dobbin, Kalev, 2016) https://hbr.org/2016/07/why-diversity-programs-fail?autocomplete=true • Fear of Being Different Stifles Talent (Smith, Yoshino, 2014) https://hbr.org/2014/03/fear-of-being-different-stifles-talent?autocomplete=true 		



- Teams solve faster when they are cognitively diverse (Lewis, Reynolds, 2017)
<https://hbr.org/2017/03/teams-solve-problems-faster-when-theyre-more-cognitively-diverse>
- The benefits of bringing your whole identity to work (Cha, Morgan Roberts, 2019)
<https://hbr.org/2019/09/the-benefits-of-bringing-your-whole-identity-to-work>

Additional Reading

- LGBT inclusive companies are better at 3 things (Hewlett, Yoshino, 2016)
<https://hbr.org/2016/02/lgbt-inclusive-companies-are-better-at-3-big-things>
- Diversity doesn't stick without inclusion (Rashid, Sherbin, 2017)
<https://hbr.org/2017/02/diversity-doesnt-stick-without-inclusion?autocomplete=true>

2: Personal & Systemic Perspectives on D&I
Week of April 5, 2021

Inclusion, Diversity and Biases at the individual/personal level

- The nature of biases (neuroscience of biases)
- Impact of biases on decision making
- How can you personally navigate challenges?
- What are the broader systemic issues for consideration (systemic racism, microaggressions)?

Exercise Debrief : Assessing the diversity of my network/environment
Harvard Implicit Bias Test Discussion

Guest Speaker: Sherina Edwards – Co-founder of the Women’s Energy Summit – CEO of INTREN

<https://www.linkedin.com/in/sherinaedwards/>

Theme :

Experience sharing – Navigating the energy sector as a woman with a racially diverse background

Response Paper #1 due: Outline the major themes from this week’s readings, highlight one example from your experience with social identity, hidden bias or microaggression and discuss (at least) one thing you might do differently going forward given this week’s readings. 2 pages, double spaced 12pt font

Week 2 reading (read before class):

- Prepare self-evaluation for discussion in class : My diversity profile (attach model in pdf file)
- Watch the video : Blindspot : hidden biases of good people (Banaji, 2019)¹
- [Implicit Bias Test, Harvard](#) – Select 2 dimensions and go through test – note results
- What is a microaggression? 14 things people think are fine to say at work — but are actually racist, sexist, or offensive (Ward, Premack, 2020)²
- Unconscious Bias: How It Affects Us More Than We Know (Agarwal, 2018)³

¹ https://www.youtube.com/watch?v=XK_G-rkXenM

² <https://www.businessinsider.com/microaggression-unconscious-bias-at-work-2018-6>

³ <https://www.forbes.com/sites/pragyaagarwaleurope/2018/12/03/unconscious-bias-how-it-affects-us-more-than-we-know/?sh=61d465486e13>



Additional Reading

- How to recognize your white privilege and use it to fight inequality- Ted Talk – Peggy McIntosh ⁴
- White Privilege inventory (Peggy McIntosh, 1989)
- What does it mean to look like me (Appiah, 2019)⁵

3: Diversity in the Energy Sector

Week of April 12, 2021

Energy and Sustainability sector landscape

- Understand the demographics and profile of energy & sustainability markets and their feeders; build a “talent profile”
- Diversity, Equity and Inclusion as a source of sustainable competitive advantage
- Stakeholders and incentives to achieve more diversity equity and inclusion in the Energy and Sustainability sector

Guest Speaker: Ann Becker – VP Sustainability - Arizona Power Service.
<https://www.linkedin.com/in/ann-becker-98534377/>

Theme :
 Supplier Diversity : how having a strong supplier diversity program can help move the agenda in the Energy sector.

Week 3 reading (read before class):

- Why Diversity is the key to unlocking sustainability (2017)⁶
- Why Diversity matters in sustainability and what you can do (2018)⁷
- [Diversity & Inclusion in the Electric Sector \(2018\)](#)

Additional Reading

- [U.S. Solar Industry Diversity Study 2019, The Solar Foundation](#)

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https://www.ted.com/talks/peggy_mcintosh_how_to_recognize_your_white_privilege_and_use_it_to_fight_inequality/transcript?language=en

⁵ <https://www.nytimes.com/2019/09/21/opinion/sunday/minorities-representation-culture.html>

⁶ <https://www.greenbiz.com/article/why-diversity-key-unlocking-sustainability>

⁷ <https://www.greenbiz.com/article/why-diversity-sustainability-matters-and-what-you-can-do>



<p>4 : Inclusive leadership <i>Week of April 19, 2021</i></p>	<p>Empowering inclusive leaders</p> <ul style="list-style-type: none"> • The keys to becoming an inclusive leader • MBI Model - Map Integrate Bridge • Cultural intelligence/ cross cultural competence <ul style="list-style-type: none"> ○ Frameworks for comparing & contrasting cultures and diagnosing cultural differences ○ Insight into how cross-cultural (in)competence impacts global business • Effective Collaboration at work <ul style="list-style-type: none"> ○ Psychological safety ○ Inquiry vs. advocacy 	<p>Guest Speaker : Stephen Bailey Co-Founder and CEO – Execonline https://www.linkedin.com/in/stephen-bailey-7bb5144/</p> <p>Theme : Development Equity. The role of development in driving equity.</p> <p><i>Response Paper #2 due - Review an example of bias (explicit or implicit) in the energy or sustainability world – Articulate what diversity could bring to the energy and sustainability sector</i></p>
<p>Week 4 reading (read before class):</p> <ul style="list-style-type: none"> • The Key to Inclusive Leadership (Bourke, Espedido, 2020) https://hbr.org/2020/03/the-key-to-inclusive-leadership • Course Reserve : Balancing Inquiry and Advocacy (The Fifth Discipline, Peter Senge ,1990) • Leveraging Diversity through Psychological Safety (Edmondson, Roloff, 2009) • Stephen Bailey interview : https://www.uschamber.com/co/good-company/growth-studio/diverse-leadership-interview-execonline <p>Additional Reading</p> <ul style="list-style-type: none"> • How to Debate Ideas Productively at Work (Snow, 2019) https://hbr.org/2019/01/how-to-debate-ideas-productively-at-work 		
<p>5: Strategies to push the DE&I agenda in Energy & Sustainability Markets <i>Week of April 26, 2021</i></p>	<p>Pushing the DE&I agenda : A framework for organizations and its application in the Energy and Sustainability market</p> <ul style="list-style-type: none"> • A Framework for organizations in Workforce/Workplace/Community/ Suppliers/Marketplace • Learn about the impact and future of DE&I in organizations : review of initiatives & commitments from key players in the sector • DE&I in relation with the SDG Goals (#5 Gender Equality; #10 Reduced Inequalities; #17) • Reflection : Building allyship in the energy and sustainability sector 	<ul style="list-style-type: none"> • Synthesize key learnings from the course & plan action steps for continuing development • Discuss concrete steps you can take to advance the work of diversity & inclusion in teams, organizations, and society • Class Discussion : the role of the energy/sustainability sector in building social justice <p><i>Final Paper #1 due</i></p>

**Week 5 reading (read before class):**

- Addressing the Diversity Challenge in Energy Sector Recruitment – (IEA,2019)⁸
- Could gender equality be the innovation boost utilities need? (E&Y ,2019)⁹
- Discussing diversity in the Utility industry (Energy Central, 2020)¹⁰
- How companies can accelerate racial justice in business (WorldEconomicForum, 2021)¹¹

Additional Reading

- Already hit hard by pandemic, Black and Hispanic communities suffer the blows of an unforgiving winter storm (Texas Tribune 2021)¹²
- The role of energy efficiency in creating just and inclusive communities (Greenbiz, 2018)¹³
- [United Nations Sustainable Development Goals](#)
- **Toward a Racially Just Workplace (Mayo, Roberts, 2019)**
<https://hbr.org/2019/11/toward-a-racially-just-workplace>

Grading/Assessment

All questions and problems regarding grades must be presented in writing within one week after the test, homework, or project has been returned. The grading scale is fixed, please do not wait until the end of the quarter if you are concerned about the direction of your grade. Grades will be assigned based on all the work you have completed during the semester using the following scale:

A	93.333 to 100	C	73.333 to 76.666
A-	90.000 to 93.333	C-	70.000 to 73.333
B+	86.666 to 90.000	D+	66.666 to 70.000
B	83.333 to 86.666	D	63.666 to 66.666
B-	80.000 to 83.333	D-	60.000 to 63.333
C+	76.666 to 80.000	F	< 60.000

⁸ <https://www.iea.org/commentaries/addressing-the-diversity-challenge-in-energy-sector-recruitment>

⁹ https://www.ey.com/en_us/women-power-utilities/could-gender-equality-be-the-innovation-boost-utilities-need

¹⁰ <https://energycentral.com/c/um/discussing-diversity-utility-industry>

¹¹ <https://www.weforum.org/agenda/2021/01/how-companies-can-accelerate-racial-justice-in-business/>

¹² <https://www.texastribune.org/2021/02/19/Texas-winter-storm-suffering-inequities/>

¹³ <https://www.greenbiz.com/article/role-energy-efficiency-creating-just-and-inclusive-communities>



COVID-19 Implications

Students must follow all University policies and procedures surrounding COVID-19. This includes, but is not limited to:

- **Masks**: Northwestern requires community members to wear masks in all campus public and shared environments, including outdoor spaces and instructional spaces.
 - Disposable face masks will be available at identified building entrances in all campus buildings.
 - Clear face coverings may be worn to improve ability to read lips; if an accommodation is needed, please contact [Accessible NU](#) (students) or [Office of Equity](#) (faculty).
 - Face shields are no longer allowed as an alternative to a face mask, per guidance from the CDC and Northwestern Medicine. This includes instructional spaces regardless of social distancing.
- **Social Distancing**: Physical distancing of at least 6 feet must also be maintained where possible. Classroom occupancy has been adjusted and signage has been placed around buildings to facilitate social distancing.
- **Hand Washing**: Across the University, community members are expected to maintain responsible personal hygiene. Hands should be washed frequently, faces should be covered when sneezing or coughing, and individuals should not come to campus if they are sick. Limiting the touching of shared surfaces reduces the spread of the virus.
- **Seating Chart**: To facilitate contact tracing, should it occur, MSES will create a seating chart for each course and post it on the course Canvas page. Please be sure to sit in your assigned seat.
- **Symptom Tracker**: Completing your daily symptom check and staying home if you have any symptoms are important steps to fostering a healthy campus environment. Faculty, students, staff and visitors are expected to use the web app for daily health monitoring on days they come to campus.
- **COVID Testing**: As noted below, ALL graduate students must receive a negative test during Wildcat Wellness and before starting in-person classes on January 19. Throughout the semester we expect MSES students to be tested weekly or bi-weekly. Please abide by the email reminders you receive from the testing center.
- **Wildcat Wellness**: The University will again hold a Wildcat Wellness period from Jan 4 through January 17. During this time ALL graduate students must be tested for COVID-19 and ALL classes will be held remotely.
- Review Student Expectations [here](#).

It is also the policy of the MSES Program that all lectures will be recorded and offered in a synchronous, hybrid format. In Winter Quarter 2021 this means that students are expected to attend class in-person on Mondays and Tuesdays and that class will be held completely remote on Wednesdays and Thursdays. On in-person days there will always be a synchronous Zoom option for any students that feel ill or are uncomfortable coming to class. If the professor needs to alter this schedule, they will aim to announce the changes at least 24 hours in advance.

Expectations for Class Participation

Being prepared for class is about more than just showing up, it's also about making sure you've completed the readings, homework, etc. so that you are able to make thoughtful contributions during class. Sitting silently and/or being unprepared can damage your participation grade. When in a virtual

class, we expect students to keep their camera and mute on as much as possible. When in the classroom, we expect students to keep their phones off and put away.

Academic Integrity

Academic integrity is taken very seriously at Northwestern. Students are responsible for reading and understanding Northwestern's Academic Integrity policies. All suspected violations will be reported to the McCormick College of Engineering's Dean's Office. These include cheating, plagiarism, fabrication, unfair advantage, unauthorized collaboration, and aiding and abetting of academic dishonesty. Students found in violation of academic integrity may receive a zero on the assignment or a failing grade for the course, and may be suspended or permanently expelled from the University. See [Academic Integrity: A Basic Guide](#) for more information.

AccessibleNU and Disability Accommodations

Any student requesting accommodations related to a disability or any other condition is required to register with AccessibleNU (847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential. See the [AccessibleNU website](#) for more information.

Illness and Medical Leave of Absence

Review the University's [policy](#) on missing academic work due to illness. Your instructor cannot waive an assignment missed due to illness unless the illness can be verified (e.g., by University Health Services or other licensed health professionals).

Discrimination and Sexual Harassment

Northwestern's Policies on Discrimination, Harassment, and Sexual Harassment apply to all members of the University community, including students, staff, faculty, and third parties. Any student, staff, faculty member, or third party who believes that they have been discriminated against or harassed on the basis of their race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, pregnancy, parental status, marital status, age, disability, citizenship, veteran status, genetic information or any other classification protected by law, should contact the Office of Equity at (847) 467- 6571. Additional information about the University's discrimination and harassment policies, including the campus resources available to assist individuals with discrimination or harassment concerns, is available online on the [Office of Equity Website](#). Students, staff, and faculty who report harassment, discrimination, or sexual misconduct are also protected under the [University's Policy on Non-Retaliation](#).

Sexual Misconduct and Reporting

Northwestern University is committed to fostering an environment where students are safe and free from sexual misconduct. [Confidential resources](#) are available to those who have experienced sexual misconduct. Faculty and instructors are not confidential resources and are required to report incidents of sexual misconduct, whether discussed in your assignments or in person, to the Office of Equity, which can provide information about resources and options. We encourage students who have experienced

sexual misconduct to talk with someone to get support. For more information, including how to request interim protective measures and academic accommodations or file a complaint, see the [Get Help page](#).

Other Resources

Students can find useful resources for safety and security, academic support, and mental and physical health and well-being at the [NUhelp website](#).

Class Recording

This class or portions of this class will be recorded by the instructor for educational purposes and available to the class during the quarter. Your instructor will communicate how you can access the recordings. Portions of the course that contain images, questions or commentary/discussion by students will be edited out of any recordings that are saved beyond the current term.

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact AccessibleNU. Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University’s Copyright Policy, faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.