

FACULTY COUNCIL SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Schulich Faculty Council for the 2021-22 academic year
will be held remotely via Zoom on Friday December 10th at **10:30am**.

AGENDA

1. **Welcome & Chair's Remarks**
2. **Dean's Remarks** (*recording*)
3. **PhD/GBC/UBS Initiatives**
4. **Return to Campus: Information Session**
 - a) Parissa Safai, Special Advisor to the President for Academic Continuity Planning and COVID-19 Response
 - b) Anwar Mustapha, Executive Officer
 - c) Marcia Annisette, Associate Dean Academic
 - d) Taslima Rashid, GBC President
5. **Return to Campus: Open Discussion**
6. **Adjournment**

CONSENT AGENDA

A consent agenda item is deemed to be approved unless, at any moment before or during the meeting, a member of the Faculty Council of the Schulich School of Business advises the chair of his or her request to debate it.

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Upcoming Meeting Dates for 2021-2022:

Schulich Executive Committee:

Friday January 21, 2022
Friday February 25, 2022
Friday April 8, 2022

Schulich Faculty Council:

Friday, February 4, 2022
Friday, March 11, 2022
Friday, April 22, 2022



York University Senate

Notice of Meeting

Thursday, 28 October 2021, 3:00 pm

Via videoconference

AGENDA

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| 20min | 1. Chair's Remarks (M. Roy) | |
| | 2. Business Arising from the Minutes | |
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Consent Agenda

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P. Robichaud, Secretary

Academic Colleague to the Council of Ontario Universities (COU)
Report to Senate
September 2021

COU PURPOSE AND MEMBERSHIP

COU is a membership organization convened “to promote cooperation among the provincially assisted universities of Ontario, and between them and the Government of the Province, and, generally, to work for the improvement of higher education for the people of Ontario.” See: <https://cou.ca/about/policies-constitution/>

- Membership includes: one Executive Head (President or Principal) of each member institution and one faculty colleague from each member institution

At **meetings of the Academic Colleagues on August 17 and 18, 2021**, the Colleagues received the following information and updates and participated in related discussions.

COU’S PRIORITIES FOR 2021-2022

Following prior consultation with the COU Council members (Executive Heads and Academic Colleagues), COU President and CEO Steve Orsini presented his report on COU priorities for the coming year.

Reopening: The government has announced policy directives, including booster shots for the immune-compromised, and the Ministry of Health announced additional steps to prepare for a fourth wave. COU and Colleges Ontario, along with the Toronto Board of Trade, have called for a vaccine mandate and safe pass. The Ontario Undergraduate Student Alliance also endorsed this call. COU’s COVID-19 Reference Table continues to meet regularly and share best practices.

Institutional Autonomy: In April, the government introduced Bill 276, Schedule 16, which establishes Northern Ontario School of Medicine (NOSM) as a degree-granting university and severs its degree-granting partnerships with Lakehead and Laurentian. COU’s concern stems from the absence of due process and consultation with the sector, which sets a precedent that threatens universities’ autonomy.

The Ministry’s speculation that a lack of financial transparency led to Laurentian’s bankruptcy also threatens institutional autonomy. Ontario’s Universities are among the most fiscally transparent institutions in Canada. COU is developing a four-point plan that will flag financial difficulties far enough in advance to head off the possibility of bankruptcy.

Financial sustainability: University operating grants on a student weighted basis have declined by 21% since 2007- 2008. Tuition cuts and freezes have eliminated billions in potential revenue for the sector. This had led to an overreliance on revenue from international students and services, sources which are vulnerable to global events such as travel restrictions and international disputes.

In the discussion that followed, Colleagues raised concerns about developing a common reopening plan with 34 local public health authorities that may be issuing conflicting mandates, concerns about how an immunization policy could be enforced, and the need for funding for improvements to infrastructure.

SECTOR UPDATES

Academic Colleagues received the following summary of sector updates.

OHDP and Intellectual Property update

In 2020, the Government of Ontario created the [Ontario Health Data Platform \(OHDP\)](https://ohdp.ca/overview/)¹ to improve the detection, planning, and response to COVID-19 and to support epidemiology research. The Ontario Health Data Platform (OHDP) fosters innovation, collating data from all universities. While Ontario's universities support the OHDP's goals, universities and other research institutions share some concerns about the platform's research agreement.

To gain access to the portal, institutions must sign a research agreement, which includes a clause stipulating that any new IP created through access to OHDP will be owned by province. This limits commercialization and deters private sector investment in research. The university sector has been working with Ontario hospitals and other stakeholders to communicate these concerns.

COU is currently in discussions with other institutions to negotiate an agreement that will benefit all parties involved. Ontario's universities support the objectives of the OHDP. However, the university sector, the research hospital sector, and industry stakeholders are concerned about a research agreement that grants the province ownership of intellectual property (IP) generated through access to the OHDP and are working together to communicate their concerns to the government.

Financial Sustainability and Competition Working Group

COU has formed a cross-functional Financial Sustainability and Competition Working Group to lead the sector's review and analysis of internal policy and advocacy

¹ <https://ohdp.ca/overview/>

recommendations linked to university funding and support. Its work is to consider government, student, and institutional interests and priorities to develop sector-wide specific policy/advocacy options for consideration by Executive Heads.

This work is being undertaken in the context of a:

- **10% cut on domestic tuition, followed by a two-year freeze**, which reduced revenue by \$1.8 billion (as measured by the cut and foregone revenue that would have accrued under the previous tuition fee framework).
- **Overreliance on international student revenue**, which poses a significant financial risk for all institutions.
 - **COVID-19** travel restriction, federal quarantine, and testing fees may discourage students from choosing Canada as their education destination.
 - **Geopolitical tensions (e.g. 2019 Saudi Arabia) and other factors (e.g. exchange rates, recessions)** can affect international enrolment from specific countries and regions.

The risks are higher because of the lack of source country diversification. The top 10 countries account for nearly 80% of international enrolment. The top two for 62.2%. Enrolment disruptions from these major source countries could significantly affect university revenues.

- **Increase competition from other countries** including the United Kingdom, the United States, China, and India.
- **Declining operating grant revenue per student.**

MICRO-CREDENTIALS

Micro-credentials are a “designation of achievement of a coherent set of skills and knowledge, specified by a statement of purpose, learning outcomes, and strong evidence of need by industry, employers, and/or the community. They have fewer requirements and are of shorter duration than a qualification and focus on learning outcomes that are distinct from diploma/degree programs. While requiring recognition in the IQAP, proposals for the introduction or modification of a micro-credential do not require reference to the Quality Council unless they are part of a New Program,” (Quality Assurance Framework, 2021)²

² <https://oucqa.ca/wp-content/uploads/2021/03/Quality-Assurance-Framework-2021.pdf>

In November 2020 OCAV (*Ontario Council of Academic Vice Presidents*) established the OCAV Task Force on Micro-credentials to lead the sector's engagement and develop advocacy options for consideration by OCAV and Executive Heads. The task force has been developing positions and engaging with MCU (*Ministry of Colleges and Universities*) staff and other stakeholders, including Quality Council, eCampusOntario,³ and HEQCO (*Higher Education Quality Council of Ontario*).

In July the task force submitted a letter to the Deputy Minister outlining principles around quality assurance and stackability/transferability of micro-credentials. COU and Colleges Ontario are collaborating to advocate for policies that ensure institutional autonomy over micro-credentials.

MCU has confirmed that they have received approval for more formal consultations with stakeholders on this file and will be undertaking consultations in September.

eCampusOntario Portal: MCU granted a contract to eCampusOntario to develop a portal that will house OSAP-approved micro-credentials. The portal will launch in September.

OTHER COU DISCUSSIONS

COU COVID-19 Reference Table

- Mandate: Share practices and coordinate communications; provide information and advice to Executive Heads and COU to support advocacy e.g. advocacy regarding capacity limits and exemptions for certain high need programs; provide sector-wide data to government re: universities can support COVID testing and vaccination efforts; act as institutional points of contact for government with respect to procurement issues (PPE, Rapid testing kits)
- 19 Ontario universities have now required vaccination for students, staff, faculty and librarians for all in-person activities
- Institutional policies have similar elements:
 - Self-declaration or attestation of vaccination, may include proof
 - Exemption process on the basis of medical or Ontario Human Rights Code reasons
 - Education on the importance of vaccination

³ See https://micro.ecampusontario.ca/wp-content/uploads/2020/12/Micro-credentials-en_v2.pdf

- Regular rapid testing for those who are not vaccinated
- A subgroup of the COU Legal Counsels' group is examining the legal framework related to vaccination policies and mandates: provides guidance related to advocacy with government and Public Health Ontario related to vaccination policies; recommends government or Public Health mandate for the sector to inform institutional policies.

PRESIDENT'S KUDOS REPORT

OCTOBER 2021



Professor [Richard Leblanc](#) has been initiated as an Academic Fellow of the International Council of Management Consulting Institutes. Leblanc, who is a professor in the School of Administrative Studies in the Faculty of Liberal Arts & Professional Studies, was accorded the honour in recognition of his outstanding contribution to the management consulting profession.



Long-time York University supporter [Jack Leitch](#) will be celebrated with an annual award in his name that recognizes incoming MBA students. The inaugural recipient of the Jack Leitch Award in Entrepreneurial Thinking will be announced this fall.



Supported by a York Science Scholars Award (YSSA), [19 top first-year students](#) participated in their first summer research experience as university students this year. The YSSA program provides awards of \$10,000 to high-achieving, passionate science students entering the Faculty of Science.



The Faculty of Liberal Arts and Professional Studies announced the launch of its [Student Numeracy Assistance Centre at Keele](#) (SNACK). This new centre will provide students in relevant LA&PS courses with extensive numeracy support in mathematics, statistics and Microsoft Excel.



Professors [Steven Hoffman](#) and [Rebecca Pillai Riddell](#) are among 74 new Fellows elected to the Canadian Academy of Health Sciences. Election to fellowship in the academy is considered one of the highest honours for individuals in the Canadian health sciences community.



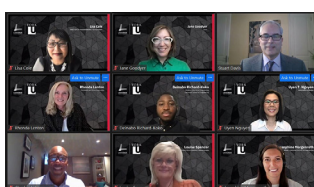
[Two York University students](#) have earned academic awards for their work advancing Canadian studies. The Barbara Godard Prize for the Best York University Dissertation in Canadian Studies recipient is Andrew Zealley, and the recipient of the Odessa Prize for the best undergraduate paper in a fourth-year course is Emily Belmonte.



A Research Associate with York University's Centre for Asian Research, [Yukari Takai](#), is one of 15 scholars globally to be appointed as a visiting research scholar at the International Center for Japanese Studies (Nichibunken) this year.



York University's UNESCO Chair [Charles Hopkins](#) is the recipient of the Clean50 Lifetime Achievement Award for his work on a global scale to reorient education towards sustainable development. This prestigious award recognizes Hopkins' focus on creating a better future for all.



On September 13, York University announced a contribution from Scotiabank that will provide \$980,000 to support a variety of initiatives at the [Lassonde School of Engineering](#). The funding will support research into global financial crimes and computer security, while also providing support for programs that advance equity, diversity and inclusion in science, technology, engineering and mathematics (STEM) fields.



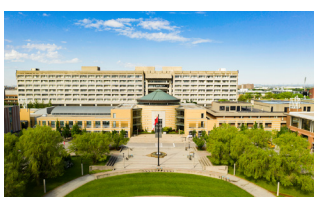
[Tracey Taylor-O'Reilly](#) has been named a Female Executive of the Year in the 18th annual Stevie® Awards. Taylor-O'Reilly, Assistant Vice-President of Continuing Studies, was recognized as the Gold Award recipient in the Government or Non-Profit category for organizations with 2,500 or more employees.



More than 700 faculty, staff, and students attended York University's [National Day for Truth and Reconciliation](#) virtual panel, "Reflections on Truth and Reconciliation," which took place September 30. The panel focused on reconciliation in action and was the University's keynote event, leading into a full day of activities created for the National Day for Truth and Reconciliation.



Osgoode Hall Law School Professor [Poonam Puri](#) has been awarded what many consider the "Pulitzer Prize" of legal writing. Ontario Attorney General Doug Downey named Puri as the recipient of the David W. Mundell Medal in an announcement on October 8.



As captured in the newly released [Maclean's 2022 University Rankings](#), York University has been successful in advancing our vision to provide a high-quality education at a research-intensive university informed by a clear set of core values. The rankings highlight solid progress in several important areas, including an impressive sixth-place ranking against all other comprehensive universities in Canada for the second consecutive year.

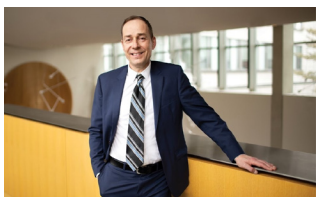


York University has launched a new organized research unit that is the first at the University to focus on Indigenous and decolonizing scholarship. The Centre for Indigenous Knowledges and Languages is led by inaugural Director [Deborah McGregor](#), an Associate Professor at York and the Canada Research Chair in Indigenous Environmental Justice at Osgoode Hall Law School.



York launched a [three-year initiative](#) to enhance the representation of Black youth at universities across Canada. The initiative is led by Carl James, the Jean Augustine Chair in Education, Community and Diaspora in the Faculty of Education, who has focused on addressing systemic barriers and racial inequities for over a decade. A recent \$1.2-million donation from the RBC Foundation, as part of RBC Future Launch, is allowing this work to go national.

APPOINTMENTS



[Dr. Detlev Zwick](#) was appointed to the position of Dean, Schulich School of Business, effective July 1, 2021, for a five-year term.



[Dr. Gordon Binsted](#) was appointed to the position of Deputy Provost Markham for a five-year term, commencing January 1, 2022.



Schulich School of Business Adjunct Professor [Joseph Mapa](#), Executive Director of the Health Industry Management Program, has been appointed to a three-year term as the inaugural Krembil Chair in Health Management and Leadership, effective July 1, 2021.



[Dr. Susan D. Dion](#) was appointed to the inaugural role of Associate Vice-President Indigenous Initiatives, effective September 1, 2021.

Executive Committee – Report to Senate

At its meeting of 28 October 2021

FOR INFORMATION

1. Monitoring the Disruption

Consistent with its responsibilities mandated by the Senate “Disruptions” Policy, the Executive Committee is continuing to monitor and assist in the management of the impact of the COVID-19 pandemic on academic activities at the University.

The Committee had a special meeting on 5 October 2021. In focus was the time-sensitive matter of plans for the delivery of courses in the Winter 2022 term. The Committee concurred with the recommendation from the Provost and Vice-President Academic that the University proceed with the planned full return to on-campus academic activities for Winter 2022 as assumed in the *Principles to Guide 2021-2022 Course Planning*. The decision was communicated to Senate and is posted on the Senate COVID-19 site at <https://www.yorku.ca/secretariat/wp-content/uploads/sites/107/2021/10/October-7-2021-Communication-Winter-2022-Term.pdf>

The Executive Committee’s discussion with the Provost about the Winter 2022 plans provided an opportunity for members to share reflections on the experience of program delivery this term with the gradual return to in-person academic activities. That dialogue identified several issues that require follow-up to be facilitated by the Provost, including:

- adequate study spaces for students including suitable spaces to attend an online course when they must be on campus for in-person course components or other reasons
- the need for continued efforts to communicate, in new and creative ways, why masks are an essential means for all of us to protect each other, especially indoors or where 2-metre distances cannot be maintained
- a review of the sufficiency of HyFlex classrooms to meet instruction and learning needs and / or other technology resources to support instructors’ teaching
- additional teaching supports for faculty members

At Executive’s regular monthly meeting on 19 October, the Provost provided an interim update on these issues, noting too that efforts to address them will continue through the remainder of the Fall and throughout the Winter terms; the written update is attached as Appendix A to the Executive report.

The Committee was also briefed this month on progress on the implementation of the University’s vaccination mandate. The number of faculty members, staff and students updating their vaccination status continues to increase daily. Current efforts are focused on facilitating the next wave of requirements of the vaccination policy ahead of the fuller return to in-person activities in January 2022. This work includes the consideration of

Executive Committee – Report to Senate

requests for exemption or accommodation and effecting the compliance requirements for the University community as established in the [Covid-19 Vaccination Mandate](#). Feasible options to enhance the capacity to monitor the vaccination status of on-campus attendees are being explored as part of the planning for the upcoming winter term.

A recent communication was sent to the Chair of Senate by Senator Spotton Visano alerting of difficulties instructors were having at the start of this term and asking Senate Executive - under its responsibilities in the Disruptions policy - to examine the scope and scale of these difficulties and report to Senate what actions are being taken to ensure the problems do not recur. The issues raised pertain to course delivery and the need for a clear protocol to govern instances of a COVID-19 infection in an attendee of an in-person class / tutorial / lab / academic activity.

Executive discussed the queries at its meeting on 19 October. At the root of the course delivery challenges was most often IT-related difficulties, specifically with E-class and the availability of technology support. The Committee's discussion of these questions was aided by the participation of Aladin Alaily, Director of Client Support Services, UIT. The University's shift to and ongoing reliance on online delivery of its programming during the pandemic has led to capacity challenges. Mr Alaily briefed the Executive Committee on the suite of measures that have been implemented since September to address the sporadic e-class outages, and new strategies and resources being put in place to reduce IT support response times and expand coverage. Key among the immediate actions are:

- infrastructure changes to various IT systems to better respond to the increased capacity needs driven by the expansion of e-class use
- a workflow prioritization system for the IT service desk so that urgent tech support requests for a “live classroom” are given immediate attention
- establishment of new staff positions to broaden availability of tech support in the evenings and on weekends to support course delivery at those times (to be fully implemented for the Winter 2022 term)

Further strategies and / or additional forms of support are continuing to be examined to enhance the University's IT services.

On the matter of preparations to be able to respond to a COVID-19 infection in an academic setting, the Committee requested that information be made available that sets out the steps to be taken and by whom so that course directors, tutorial assistants, lab assistants and students know what to expect and what responsibilities they have in such circumstances. The Committee looks forward to that information being made available at the earliest opportunity.

Senate Executive is grateful for the community's collaboration on seeking solutions to the complex challenges of program delivery that continue to arise in the pandemic disruption.

Executive Committee – Report to Senate

2. Approval of Committee Members Nominated by Faculty Councils

The Executive Committee has approved the following individuals nominated by Faculty Councils for membership on Senate committees with terms beginning 1 July 2021.

Academic Policy, Planning and Research

Lisa Farley, Associate Professor, Education (to 31 December 2021)

Celia Haig-Brown, Professor, Education (commencing 1 January 2022)

Linda Peake, Professor, Environmental & Urban Change

Executive Committee

Thomas Baumgartner, Professor, Science

Patricia Burke Wood, Professor, Environmental & Urban Change

Remaining Senate Committee Vacancies

The Executive Committee continues to seek prospective candidates to fill the remaining two (2) vacancies on the *Tenure and Promotions Committee*. The Nominations Sub-Committee would be grateful for expressions of interest, which can be conveyed to either the Vice-Chair of Senate, Chloë Brushwood Rose (brushwood-rose@edu.yorku.ca), or the University Secretariat, through Cheryl Underhill (underhil@yorku.ca).

3. Senate Committee Priorities for 2021-2022

The Senate Committees engage in an annual exercise of identifying a concise list of priorities that are primarily focused on the advancement of priorities set out in the *University Academic Plan* coincident with their respective mandates and terms of reference. Priority-setting aids the committees by:

- emphasizing matters of greatest importance
- shaping agendas and ensuring that appropriate attention is paid to key items through work plans;
- signaling to Senators the major initiatives planned by committees, and creating space for questions, comments and suggestions; and
- building capacity to track progress through the year, particularly in relation to the UAP goals

Executive Committee Priorities

Of paramount concern to Senate Executive is the vitality of collegial governance. The Executive Committee is committed to enhancing collegial governance and fostering positive, productive processes. It does this in partnership with Senators, Senate committees and Faculty Councils and all those who have a stake in the University's governance. With this overarching theme in mind, the Committee has identified its priorities; the full list is included in Appendix B.

Executive Committee – Report to Senate

Other Senate Committees' Priorities

The Academic Policy, Planning and Research Committee (APPRC), the Academic Standards, Curriculum and Pedagogy Committee (ASCP), and the Awards Committee have transmitted their respective 2021-2022 priorities. The initiatives identified by these committees reflect the priorities of the *University Academic Plan 2020-2025* and key academic initiatives in focus this year, including for example the Markham Campus. The committee priorities for APPRC, ASCP, and Awards are contained in Appendix C to the Executive report.

Senators are invited to share their thoughts on the Committees' priorities.

4. Senate in 2020-2021: Year-End Report on Actions

A consolidated report on actions taken by Senate in 2020-2021 is attached as Appendix D. The document may be particularly helpful in providing new Senators with a sense of the nature and breadth of actions during the year. Senate Executive is sincerely grateful to members of Senate committees and Faculty Councils for their efforts over the past year.

5. Committee Membership 2021-2022

The Committee is pleased to welcome Professors Thomas Baumgartner and Patricia Burke Wood, nominees from the Faculties of Science and Environmental & Urban Change respectively. It is looking forward to having student Senators join the membership in November.

Mario Roy, Chair

Chloë Brushwood Rose, Vice-Chair

Provost's Report to Senate Executive – Responding to the Experiences from Fall 2021 19 October 2021

The special meeting of Senate Executive on Tuesday, October 5th, 2021, provided an opportunity for members to share reflections on the experience of program delivery this term with the gradual return to in-person academic activities.

That dialogue identified several issues that require follow-up including:

- adequate study spaces for students including suitable spaces to attend an online course when they must be on campus for in-person course components or other reasons
- the need for continued efforts to communicate, in new and creative ways, why masks are an essential means for all of us to protect each other, especially indoors or where 2-metre distances cannot be maintained
- a review of the sufficiency of HyFlex classrooms to meet instruction and learning needs and / or other technology resources to support instructors' teaching
- additional teaching supports for faculty members

The information below is offered as an interim update on these issues around which efforts will continue through the remainder of the Fall term and throughout the Winter.

Student Study Space

Winter term - Conversations are underway with Libraries, Faculties and the Division of Students to identify and plan for student study spaces for the Winter term. We anticipate a shift from study spaces in designated classrooms, with a reopening of more student common areas. Planning is around ensuring that spaces for a variety of activities are available:

- Individual study space (bookable or drop-in)
- Online class friendly (bookable or drop-in)
- Computer workstations (bookable or drop-in)
- Conversation friendly spaces (bookable)

Fall term – Presently, student study spaces of several kinds are available through Libraries, classrooms, student common rooms and all Faculties, and include all formats noted above. Most spaces are available to all students and selected spaces are available only to designated students within Faculties.

Safety measures in place include:

- Spaces in Libraries are bookable and closely monitored.
- Drop-in spaces open to all students have a sign-in form should it be needed for case and contact management. Furnishings have been configured for 2 metre physical distancing as a precautionary measure. Signs have been installed with capacity limits, seating charts, emergency procedures, and messaging on community care, physical distancing, mask/face covering protocol.
- Faculties are managing processes for spaces open only to their own students based on the protocols above.

Health & Safety Communications

Our approach thus far has been to focus first on engaging peer networks across the University, to work proactively with community members on wearing masks or face coverings. This has been the preferred route to encouraging all members to abide by the requirements and to support a [community of care](#).

New Initiatives - AMPD and VPS are working with student groups to develop peer-to-peer programs to encourage proper mask/face covering wearing and are looking at motivating students through artistic campaigns / competitions, raffles and more.

The Division of Students is currently working with students to create messaging, videos, and imagery about the importance of masks, which we hope will resonate with all members of the community and reinforce their responsibilities around distancing and facial coverings.

Best practice will be shared immediately with the Academic Continuity Group as Deans have shared their keen interest in participating across campuses.

Signage - As mentioned in a previous [update to the community](#), it has been communicated that masks and/or face coverings must be worn in all indoor spaces on campus and [special guidance](#) on this has been issued. Signage has also been posted in highly visible locations, including at building entrances and in classroom spaces, to remind community members that masks and/or face coverings are required in all indoor spaces. Nevertheless, we continue to assess the effectiveness of our efforts on this issue and will be discussing opportunities for improvements.

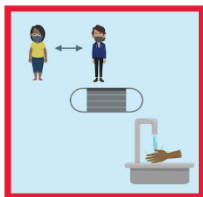
The following images will continue to appear on LCD screens in common areas and within classrooms as students enter and exit.

 Division of Students
York University

CAMPUS ACCESS

Stay apart, wear your mask and wash your hands! Watch the videos on the Campus Access webpage for more health & safety procedures.

› go.yorku.ca/campus-access



YORK 

COVID-19 CAMPUS SAFETY

MASK OR FACE COVERING REQUIRED



yorku.ca/bettertogether

Vending Machines - If you are on-campus and you realize that you have forgotten, lost, soiled, or damaged your mask, they can be acquired from [vending machines](#) located on both campuses. Machines will be equipped with YU-card readers and the 3-ply medical/procedural disposable masks will be dispensed at a nominal cost to valid YU-card holders.

Social Media - Community members have been reminded through social media posts and in mass emails about York's [community of care commitment](#), where masks/face coverings are central to upholding health and safety on York's campuses.

HYFlex Teaching

You may have seen the [yFile article](#) written on the Hyflex Pilot currently running at York. The initiative will examine where this approach to course delivery works best overall. There are currently 31 hyflex-compatible classrooms on Keele Campus and 15 located on the Glendon Campus. The pilot will also run next semester and those who are scheduled in selected Hyflex compatible classrooms will automatically be invited to participate.

For those with classes scheduled in a Hyflex room, these resources helpful:

- [Using technology for Hyflex teaching](#)
- [Hyflex classrooms & related FAQs](#)
- [Hyflex course design](#) guide
- [Information for students in the hyflex pilot](#)
- [Implementing Hyflex at the University of St. Thomas](#)

For more information on York's Hyflex Pilot or to sign to receive the Hyflex Times newsletter, contact [Peter Wolf](#). For pedagogical support, connect with the [Teaching Commons](#) and for technical support, you can reach out to [UIT's technical team](#).

Teaching Supports for Faculty

the following resources are available to all instructors:

Support for Flexible Teaching: The Teaching Commons provides resources on flexible teaching methodologies that can be applied in any mode of delivery, to create more inclusive learning experiences: <https://www.yorku.ca/teachingcommons/flexible-teaching/>.

Support for Remote Teaching – [Access UIT's Learning Technology Services Help Centre](#)

- [Access a suite of services through Bold – Going Remote](#)
- See York University Libraries' [chat services](#), guidance for [teaching online](#) and [other support for the Fall Term](#), including information on protecting copyright and intellectual property.
- [Get support for Zoom](#)
- [Access research and teaching aids from UIT](#)

**Senate Executive Committee
Priorities 2021-2022**

Item	Commentary	Process	Timelines Projected start and end times
1. Monitoring the Disruption	With the pandemic continuing, the <i>Policy on Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes</i> continues to be in effect. Executive will continue to discharge its mandate of monitoring the impact of the pandemic on academic activities at the University.	The Provost to provide regular reports to the Executive Committee on the impact to academic activities. Executive will work in collaboration with the Provost on decisions to manage the impact identify and bring to Senate as appropriate needed adjustments to academic regulations, deadlines and schedules.	Ongoing Discussion in spring to determine timing for declaring the disruption over, coincident with monitoring the transition back to in-person academic activities in Winter 2022.
2. Discussion of Principles Governing a Presidential Search	Executive committed to follow through on a commitment to have a Senate discussion of the <i>Principles to Govern Presidential Search Committees</i> .	Senate Executive to prepare the framing of the discussion.	Carried forward since 2019-20. Discussion preparation by Executive: 15 March 2022 Senate discussion date: 24 March 2022
3. Mode of governance meetings post-pandemic	Coincident with the University's shift to remote operations due to the pandemic in spring 2020, Senate and Senate committee meetings moved to a virtual mode of delivery. This practice has been sustained to date. Advantages of virtual meetings have been identified. A review and analysis of the mode of delivery will inform a decision on the matter going forward, post pandemic to ensure governance is meeting the needs of the University community.	The Senate survey results on the specific questions this year on virtual meetings, and best practices adopted within the PSE sector will be compiled for review and discussion by Executive.	Background information to and discussion by Senate Executive: 16 November 2021 Recommendation to Senate Executive: 18 January 2022

Item	Commentary	Process	Timelines Projected start and end times
4. Review of the Rules of Senate	<p>The Rules of Senate require them to be published every three years, which normally occasions a thorough review.</p> <p>The last Senate Rules review was done in 2018-2019.</p> <p>An item for decision will also be the determination of the academic leadership at the Markham Campus within Senate membership.</p>	<p>The Senate survey results and correspondence from Senators that address rules and issues are compiled for review.</p> <p>Background information to be gathered on the specific issues identified for review. Senate consulted on the scope of items to be included in the Rules review.</p> <p>Draft revisions to the Rules, if any, to be presented to Executive for feedback and confirmation of next steps.</p>	<p>Due in 2021-2022 Year</p> <p>Revisions to the Rules of Senate is a statutory matter requiring notice to Senate prior to presentation for approval. In accordance with the Rules, the review should be completed by June 2022.</p> <p>Background information to Senate Executive: November</p> <p>Preliminary inventory of suggested Rule areas shared with Senators and call for other aspects to be in scope: November</p> <p>Draft revisions to Executive: by March 2022</p> <p>Notice to Senate: 28 April 2022</p> <p>Senate approval: 26 May 2022</p>
5. Review of the mandate and composition of the Senate Executive Equity Sub-Committee	<p>The Equity Sub-committee was established over two decades ago, coincident with the integration of an equity lens into academic planning. The evolving EDI landscape at the University necessitates a review of the Sub-committee's mandate and membership to reflect current developments, structures and plans, and to sustain the advancement of EDI matters within the realm of Senate.</p>	<p>Sub-committee to lead the review and recommended revisions to mandate and composition, including conducting necessary consultations across the University.</p> <p>Recommendation presented to Senate Executive for approval and subsequent recommendation to Senate for approval.</p>	<p>To be completed by June 2022.</p> <p>Sub-committee to commence the review exercise: November 2021</p> <p>Draft revisions to Executive: by April 2022</p> <p>Senate approval: by June 2022</p>

Item	Commentary	Process	Timelines Projected start and end times
6. Chancellor Search	<p>The members of Senate Executive to serve on the search committee were confirmed in 2020-2021.</p> <p>The search convened in spring 2021.</p>	<p>The <i>York Act</i> provides for the appointment of the Chancellor “by the Board, after consultation with the Senate”.</p> <p>Three members of Senate Executive will be chosen to participate on the search committee, in addition to the Chair of Senate.</p>	<p>In Progress.</p> <p>Search committee membership confirmed in 2021, and inaugural meeting held in May 2021.</p> <p>To re-convene in early autumn 2021. Recommended candidate will proceed to the Board of Governors for approval. No further formal role for Senate Executive.</p>

APPRC 2021-2022 Priorities

UAP Priority	APPRC Priority Area	Specific Outcomes for 2021-2022	Actions in 2021-2022
21st Century Learning: Diversifying Whom, What, and How We Teach From Access to Success	Future of Pedagogy	Advance discussion and foster dialogue on post-pandemic academic program delivery model(s) to gather views on: <ul style="list-style-type: none"> defining a new vision of education for the 21st century that takes account of virtual platform innovations adopting new pedagogies that facilitate balance between remote/online and in-person delivery models, and support high quality learning experiences in both maximizing technology to support EE to integrate novel approaches to experiential learning into pedagogy 	Through the annual APPRC academic planning forum, advance pan-university discussions on the effect of the pandemic on the delivery of academic programming, the consequences, and opportunities for teaching, learning and research, and how the University will choose to respond in the medium and long-term. APPRC to define framing questions for the forum.
Answering the Call: A University-Wide Challenge to Contribute to the UN Sustainable Development Goals	The SDG Challenge	Raise awareness of how the University's teaching and research aligns with and contributes to the SDGs. Map current research / curriculum with the SDGs to identify a baseline of activity to measure progress.	A focused discussion on the SDG challenge at an APPRC meeting for context and stage setting. Individual meetings with Deans and Principal in Spring 2022 to receive and discuss alignment of Faculty-level research and curriculum with SDGs. APPRC report to and facilitated discussions with Senate on University alignment and contributions to SDGs.

UAP Priority	APPRC Priority Area	Specific Outcomes for 2021-2022	Actions in 2021-2022
Knowledge for the Future: From Creation to Application Living Well Together	Support furthering the Strategic Research goals	Review of the <i>2018-2023 Strategic Research Plan</i> progress towards the identification of priorities for the succeeding five-year Research Plan. Establishment of the <i>Senate Policy on Indigenous Research Involving Human Participants</i> .	Discussion and feedback on the progress achieved towards goals of the <i>2018-2023 Strategic Research Plan</i> at APPRC meeting, and direction for the 2023-2028 Research Plan. Review for approval and recommendation to Senate the establishment of a proposed <i>Senate Policy on Indigenous Research Involving Human Participants</i> ; anticipated in October / November.
21st Century Learning Knowledge for the Future From Access to Success Advancing Global Engagement Living Well Together Working in Partnership	Inform academic policies and directions to address anti-Black racism, strengthen Indigenous presence at the University, and further access and principles of equity, diversity and inclusion	In coordination with the Senate Executive Sub-Committee on Equity, APPRC contributions to initiatives and directions for furthering anti-Black racism actions, access and principles of equity, diversity and inclusion within collegial governance realm.	APPRC review the Action Plan to the Framework to Address Anti-Black Racism to identify initiatives that align with APPRC mandate. APPRC representative on the Senate Sub-committee on Equity to take forward to the Sub-Committee APPRC recommendations, and in turn liaise with APPRC on defined initiatives.

UAP Priority	APPRC Priority Area	Specific Outcomes for 2021-2022	Actions in 2021-2022
21st Century Learning Knowledge for the Future From Access to Success Advancing Global Engagement Living Well Together Working in Partnership	Monitoring / contributing to major academic planning initiatives in 2021-2022	<p>Regular reports from Provost and /or Vice-President Research & Innovation on initiatives in progress, including:</p> <ul style="list-style-type: none"> • Markham Campus Planning for 2023 launch • Vaughan health precinct • Internationalization and Globalization strategy • establishment of a medical school • external developments with the Provincial micro-credential framework • performance enhancement on international rankings • E-CV implementation <p>Engagement of Senate in planning discussions / decisions on initiatives.</p>	<p>Feedback from the Committee to the Provost and Vice-President Research & Innovation on major academic initiatives in development from an academic planning perspective.</p> <p>Report to Senate on developments, facilitating Senate input where appropriate.</p>

ASCP Priorities and Key Items of Business for 2021-2022

As of October 2021

ASCP Activity	Status/Next Steps	UAP Priority
1. Priority and sub-items to inform ASCP's review of curriculum items that come before it, in particular programs planned for Markham Campus	ASCP to hold dedicated meetings in October/November 2021 to review Markham program proposals	Priority 1: 21st Century Learning: Diversifying Whom, What, and How We Teach
	Ongoing review of Senate policies / regulations to enhance clarity and address gaps Examples include: <ul style="list-style-type: none"> • Sessional Dates Policy • Pan-University Courses (pending) • Microcredentials (pending) 	C&P to begin review of Sessional Dates Policy in Fall 2021.
2. Revision/rescinding of Academic Honesty Policy And establishment of new <i>Academic Conduct Policy</i>	Academic Conduct Policy and Procedures are in final stages of development, shepherded by Policy Review Working Group over Winter and Spring 2020. ASCP and SAC reviewed documents in Fall 2020 and sought feedback via community consultations in Winter 2021.	Priority 3: From Access to Success: Next Generation Student Supports

	<p>Ad hoc Working Group of ASCP and SAC has been convened to review consultation input and shepherd the finalization of the Policy and Procedures.</p> <p>Working Group meetings will take place throughout Fall 2021 and Winter 2022.</p> <p>Senate approval in Spring 2022 targeted.</p> <p>Updates on educational and support activities of Vice-Provost Academic's academic integrity working groups to be provided on an ongoing basis.</p>	
<p>3. Establishment of a new <i>Academic Forgiveness Policy</i> that will include a section on the usage of the Attending Physician Statement</p>	<p><u>Withdrawn from Course, Course Relief, and Repeating Passed or Failed Courses</u> data and trends reviewed by C&P in January 2021.</p> <p>ASCP sought feedback from academic advisors in the Faculties on the effectiveness of the policies and suggestions for refinements in Winter 2021.</p> <p>ASCP determined, based on the feedback, that the Pilot for the policies has been generally successful and that it would make</p>	

	<p>sense to recommend that they be approved as permanent Senate legislation.</p> <p>ASCP also agreed that the three policies should be combined together as one <i>Academic Forgiveness Policy</i>, a task which will take place over FW2021-2022.</p> <p>In the interim, Senate approved a one year extension to the Academic Forgiveness Pilot for FW2021-2022 with a view for Senate to approve the policies as permanent legislation in Spring 2022.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Collate and evaluate the feedback for the APS Usage • Obtain information from other institutions about implications of removing the requirement for APS to mitigate concerns • Include a section on APS in the new Academic Forgiveness Policy • Aim for Senate approval in Spring 2022 	
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<p>4. Curriculum Management System (CMS) project</p>	<p>ASCP to be engaged as appropriate on CMS project.</p>	<p>ASAP Chair Martin Bunch has joined the Steering Committee.</p>
<p>5. Revisions to the <u>Common Grading Scheme for Undergraduate Faculties</u>: transition from the 9.0 GPA scale to a 4.0 scale and update policy framework effective 2023</p>	<p>Policy on York University Grading Schemes and undergraduate qualitative descriptors approved by Senate in October 2020.</p> <p>Communication sent to Faculties in November 2020 regarding required implementation activities and process for reporting changes in program/academic regulations to ASCP.</p> <p>Policy Updates Approved by Senate in March 2021:</p> <ul style="list-style-type: none"> • Senate Policy on Letters of Permission • Undergraduate Certificate Guidelines and Procedures • Policy and Guidelines on Undergraduate Co-Registration Options with Other Post-secondary Institutions <p>Next Steps</p> <ul style="list-style-type: none"> • Obtain Senate Approval for Policy Updates for: 	

	<ul style="list-style-type: none"> • Visiting Students Policy • Bridging Courses Policy and Guidelines • Bridging Programs at York University Policy and Guidelines • Granting Degree-Credit for Pre-University Courses • Transfer Credit Limits for Advanced Secondary Studies • Coordinate with programs who wish to set additional progression/academic standing requirements. • Liaise with Student Financial Services and Awards Committee to initiate review and updates to Awards Manual and criteria that reference a GPA value. • Consider review of graduation honours with a view to streamlining University-wide. <p>Provide guidance to Office of the University Registrar on systems updates as appropriate.</p>	
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Enhance and update teaching and PD supports for all instructors	ASCP to receive annual report and ongoing updates on teaching and learning initiatives, normally in the Spring.	
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In addition to the priorities set out above, the following UAP priorities and sub-priorities will inform ASCP's review of the curriculum and academic standards items that come before it.

Priority 1: 21st Century Learning: Diversifying Whom, What, and How We Teach

- To prepare students to live, work and act meaningfully in the world, we will:
 - Continually reinvent programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking
 - Pursue inclusive excellence by decolonizing curriculum and ensuring graduates are known for global mindset, ethical, judgment, ability to integrate diverse ideas and worldviews
 - Build essential 21st century skills into programs, e.g. digital fluencies, information literacies, critical thinking, etc
- To diversify how we teach in an era of perpetual, universal learning, we will:
 - Offer a wide range of credentials and flexible delivery options, from in-person to virtual, to expand access to learning for diverse individuals
 - Attain the goal of providing every student with an experiential learning opportunity
 - Create more physical and virtual capacity for active and collaborative learning
 - Encourage students to become lifelong learners

Priority 3: From Access to Success: Next Generation Student Supports

- We will redouble efforts to achieve positive change for students in the following areas:

- Enhanced opportunities for learning about Indigenous worldviews and the history of Canada vis-à-vis Indigenous peoples

Priority 4: Advancing Global Engagement

- Internationalization and Global Engagement Strategy sets an agenda for action in four areas:
 - Global outlook and fluency informing curricula and global learning while leveraging our own diversity

Priority 5: Working in Partnership

- Signature activities related to building cross-sector and inter-community partnerships will include:
 - Developing an integrated, interdisciplinary health precinct that will... create synergies for health-related research, teaching and innovation

To: Mario Roy, Chair, Senate Executive
Pascal Robichaud, Secretary, Senate Executive

From: Shayna Rosenbaum, Chair, Senate Committee on Awards

Date: 19 October 2021

Subject: Awards Committee Priorities for 2021-2022

I am writing to inform Senate Executive of the priorities for the Senate Committee on Awards for the coming year.

As in the past, the Committee will focus much of its time on the adjudication of awards that promote, recognize, and celebrate outstanding achievements in teaching, learning, service, and research.

The Committee will prioritize its reflection on and assessment of the extent to which we are fully and comprehensively celebrating the breadth of research conducted at York University in the President's Research Award competitions. The committee will continue to reflect on the nomination files received for the President's Research Impact Award, with a view to identifying award criteria that are in need of refinement to ensure that the intent and spirit of the award are maintained. The Committee will also consider whether the distinction in disciplinary clusters (arts-based and science-based research), for the President's Research Excellence Award and President's Emerging Research Leadership Awards, are meeting the intended goal of promoting a more level playing field in the assessment of the two broadly different forms of scholarship.

Consistent with a recurring theme of the 2020-2025 University Academic Plan, the Committee will seek to recognize scholarship and teaching that cross disciplines in award competitions.

As in past years, the Committee remains committed to encouraging nominations from all Faculties for the prestigious awards it adjudicates. To this end, this year, it will consider the development of tools to support and guide all nominators with the

York University Senate – Committee on Awards

preparation of nomination files and, in particular, student nominators who wish to submit files for the President's University-Wide Teaching Awards.

To further ensure the appropriate recognition of our diverse achievements in research, teaching, and learning, the Committee will continue to explore means to formalize the application of Equity, Diversity, and Inclusion (EDI) principles in the adjudication of the awards under its jurisdiction. This may include the introduction of an optional self-identification component for award nomination files. Continuing an initiative started in 2018-2019, members will be encouraged to review the Canada Research Chairs [Unconscious Bias Training Module](#) prior to award adjudications.

cc: Hillary Barron, Secretary, Senate Committee on Awards

The Senate of York University

Year End Review 2020-2021

From 1 January 2020 to 30 June 2021, Senate was presided over by its 45th Chair, Professor Alison Macpherson of the School of Kinesiology and Health Science, Faculty of Health, with Professor Mario Roy serving as Vice-Chair from 1 January 2020 to 30 June 2021. Pascal Robichaud served as Secretary of Senate.

Senate met on eleven occasions during the year.

Senate committees identify priorities for the year in the autumn and provide year-end reports on their progress. They also undertake activities that may not be fully reflected in this summary, such as leading or participating in consultations, providing advice or interpretations, and facilitating reporting by others.

Committees and Acronyms

Executive (Executive)

Academic Policy, Planning and Research (APPRC)

Academic Standards, Curriculum and Pedagogy (ASCP)

Appeals (SAC)

Awards (Awards)

Tenure and Promotions (T&P)

Tenure and Promotions Appeals (T&P Appeals)

Sub-Committees

There are 6 standing sub-committees:

Executive: Honorary Degrees and Ceremonials / Equity (with members from ASCP and APPRC)

APPRC: Sub-Committee on Quality Assurance (with ASCP) / Organized Research Units / Technical Sub-Committee

ASCP: Sub-Committee on Quality Assurance (with APPRC), Coordinating and Planning

In addition, three sub-committees focusing on research that are supported by the Vice-President Research and Innovation report to Senate via APPRC.

For more information on Senate and its committees, including agendas for the year, please visit the Website at <http://secretariat.info.yorku.ca/senate/>

Disruption of Academic Activities due to COVID-19 Pandemic

In response to the COVID-19 pandemic, the Senate *Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes* (Disruptions Policy) was invoked on 13 March 2020. The Disruptions Policy remained in effect for the 2020-2021 academic year providing the legislative

framework for the Executive Committee to manage the impact of the disruption guided by the Policy's three principles of academic integrity, fairness to students and timely distribution of information.

In addition to regular reports to Senate on its ongoing monitoring of the impact of the pandemic on academic activities, the Executive Committee made several decisions to manage the impact on academic activities caused by the disruption; the actions taken in 2020-2021 academic year are set out below.

Applicable to Summer 2020 Term

Course Completion Options for Students with Deferred Exams / Final Assessments

All outstanding final exams or assessments from the Summer 2020 were required to be brought to completion using online or other remote means, including but not limited to, online exams with or without proctoring services, the quizzes function in Moodle, take-home exams, etc. Deans' Offices were authorized to approve in-person final assessments in extenuating circumstances where they could not reasonably be completed virtually or remotely, including performance or other hands-on demonstration forms of course assessment, subject to compliance with health and safety protocols.

Applicable to Fall/Winter 2020 - 2021

Changes to the Term

No change to length of the terms has been made.

Unless otherwise approved on an individual basis, no in-person classes are being held. Courses continue through online and remote delivery formats.

Unless otherwise approved on an individual basis, no in-person final examinations will be held in the December 2020 exam period.

Changes to Deadlines / Petitions Process

Students are not required to submit an Attending Physician's Statement in support of requests for deferred standing or petitions. This change in process is in place until further notice.

Establishment of *Principles to Guide Winter 2021 Graduate and Undergraduate Course Planning*

Establishment of Principles to Guide Summer 2021 Course Planning

The use of the Duolingo English Language Placement test for the Summer 2021 and Fall/Winter 2021-2022 sessions as an acceptable language proficiency test

for admission to undergraduate and graduate programs for students who cannot access existing University-recognized language tests.

Effective for the Summer 2021 term and for the duration of the disruption caused by the COVID-19 pandemic that:

- any form of technology-enabled invigilation (also known as “online proctoring”) by instructors, which includes the use of proctoring software or video conferencing software, such as Zoom, used for proctoring purposes, not be used except in exceptional circumstances; and
- authorization for the use of online proctoring in exceptional circumstances is required by the Dean / Principal of the Faculty / School / College in question and the Vice-Provost Academic.

Establishment of *Principles to Guide 2021-2022 Course Planning*

Markham Centre Campus Planning

A standing agenda item for the Academic Policy, Planning and Research is academic planning for the Markham Centre Campus. The Committee facilitates reports and is guided by Senate in undertaking its monitoring of developments. APPRC and ASCP met in late February with Alice Pitt, Senior Advisor for Markham Academic Strategic Planning, to discuss academic programming for the Markham Centre Campus. Members were briefed on the academic programming plans at the new campus, with the discussion highlighting how the planning is animating the campus vision and focused on providing students a rich experience at the new site. APPRC also transmitted reports to Senate at regular intervals as it tracked progress.

Academic Planning Forum

APPRC sponsored two planning forums in 2020-2021: The first on 11 March 2021 discussed how to best support the UAP teaching priorities in view of the ongoing pandemic and the shift to remote delivery of programming, with a focus specifically on the challenges for Experiential Education in the current context; and the second on 13 May 2021 which discussed how to best support the UAP research priorities in view of the ongoing pandemic and the shift to remote delivery of operations, with a focus specifically on the challenges for research and knowledge creation in the current context.

Regular Reports

- President Rhonda Lenton (Monthly)
- Provost Lisa Philipps (Complement and Enrolment, October)
- Provost Lisa Philipps and Vice-President Finance & Administration Carol McAulay (Budget context for academic planning, June)
- Vice-President Research and Innovation Annual Report (APPRC, March)
- Senate Members on the Board of Governors on meetings of the Board (Professors Jose Etcheverry and Mazen Hamadeh, October, January, April, May)
- Academic Colleague to the Council of Ontario Universities on COU meetings (Professor Brenda Spotton Visano, November, January, March, June)

Annual Reports from Senate Committees

- Animal Care, Biological Safety, and Human Participants Review Committee (APPRC, June)
- Appeals and Petitions, University and Faculty (Appeals, February)
- Graduate Award Disbursements (Awards, April)
- Joint Sub-Committee on Quality Assurance (APPRC and ASCP, January, June)
- New Awards (Awards, April)
- Non-Degree Studies (APPRC and ASCP, June)
- President's Research Awards Recipients (Awards, May)
- President's University-Wide Teaching Awards Recipients (Awards, June)
- Prestigious Awards for Graduating Students (Awards, June)
- Research Annual Report (APPRC, March)
- Senate Attendance (Executive, June)
- Senate Year in Review (Executive, pending)
- Tenure and Promotions (Tenure and Promotions, January)
- Tenure and Promotions Appeals (Tenure and Promotions Appeals, November)
- Undergraduate Award Disbursements (Awards, April)
- University Professors (Awards, June)
- Organized Research Unit Sub-Committee (APPRC, June)

Facilitated Discussions

- Planning for the delivery of academic programs in the Fall/Winter 2021-2022 (Executive, November)
- University Academic Plan, academic planning processes and the current University planning landscape (APPRC, January)
- Principles to Guide Course Planning Fall 2021 Term (Executive, February)

Senate Policies

- Senate *Policy on Letters of Permission*, effective FW2020-2021, exempting students in the BA programs in Jewish Studies and the Advanced Certificate in Hebrew and Jewish Studies, Department of Humanities, LA&PS, and the Jewish Teacher Education option within the BEd program, Faculty of Education (ASCP, September)
- Establishment of the *Policy on York University Grading Schemes* (ASCP, October)
- Recission of the *Common Grading Scheme for Undergraduate Faculties*, Progression Requirements to Maintain Honours Standing, and Progression Requirements to Maintain Honours Standing in Bachelor of Engineering (BEng) (ASCP, October)
- Establishment of corresponding qualitative descriptors for the undergraduate grading scheme as an appendix to the *Policy on York University Grading Schemes* (ASCP, October)
- Revisions to the definition of Specialization (Graduate) within the Pan-University Academic Nomenclature (ASCP, January)
- Changes to language proficiency requirements for admission to undergraduate and graduate programs (ASCP, January)
- Senate *Policy on Letters of Permission* (amendments, ASCP, March)
- Senate *Policy and Guidelines on Undergraduate Co-Registration Options with Other Post-secondary Institutions* (amendments, ASCP, March)
- *Undergraduate Certificate Guidelines and Procedures* (amendments, ASCP, March)
- Extension of the *Academic Forgiveness Policies* pilot for one year to FW2021-2022 (ASCP, April)

Senate Rules and Membership

- Membership of Senate for the period 1 July 2021 to 30 June 2023 with a maximum of 168 members (Executive, February)

Faculty Council Rules and Procedures

- Establishment of the Faculty of Environmental and Urban Change Faculty Council, contingent on finalization of the Council Rules consistent with principles of collegial governance and practices elsewhere at the University, effective 1 September 2020.

Name Changes

- Institute for Research on Digital Learning to *Institute for Research on Digital Literacies* (APPRC, November)
- Specialized Honours BFA program in Intermedia to *Integrative Arts*, Departments of Computational Arts and Visual Arts and Art History, AMPD (ASCP, February)
- MA Art History program to *MA Art History and Visual Culture*, AMPD (ASCP, June)
- Department of Communication Studies to the *Department of Communication and Media Studies*, LA&PS (APPRC, March)
- BA and Honours iBA programs in Communication Studies to *Communication and Media Studies*, LA&PS (ASCP, March)
- Geographic Information Systems (GIS) and Remote Sensing Undergraduate Certificate to *Geomatics: Geographical Information Systems and Remote Sensing*, Faculty of Environmental and Urban Change (ASCP, March)
- Sustainable Energy Undergraduate Certificate to *Climate Solutions and Sustainable Energy* (ASCP, March)

Academic Programs (New, ASCP Recommendations with APPRC concurrence)

None.

Undergraduate Certificates and Graduate Diplomas (New, ASCP Recommendations with APPRC Concurrence)

- Disciplinary Certificate in Psychological Methods and Data Analysis, Department of Psychology, Faculty of Health (February)
- Graduate Diploma (Type II) in Creative Writing, LA&PS (April)
- Graduate Diploma (Type III) in Foundations of Canadian Law, Osgoode Hall Law School (April)
- Undergraduate Certificate of Proficiency in Modern Korean Language, Department of Languages, Literatures and Linguistics, LA&PS (June)

Academic Programs - New Streams, Options, Fields and Specializations (ASCP)

- Minor program in English Language Studies, English as a Second Language Section, Department of Languages, Literatures and Linguistics, LA&PS (February)
- Specialization in Digital Transformation within the MBA program, Schulich School of Business (March)
- New major in Cities, Regions, Planning for the BES degree program, Faculty of Environmental and Urban Change (April)

Program, Graduate Diploma and Undergraduate Certificate Discontinuation (ASCP)

- BA Culture and Expression, Department of Humanities, LA&PS (May)

New Rubrics Approved by Academic Standards, Curriculum and Pedagogy

- CWR for the BA (Honours) program in Creative Writing, Department of English, LA&PS (February)

Changes in Admissions Requirements and Transfer Credit (ASCP)

- Master of Business Analytics program, Schulich School of Business (November)
- Master of Management in Artificial Intelligence program, Schulich School of Business (November)
- Internationally Educated Nurses and the Second Entry BScN programs, Faculty of Health (February)
- MA in Translation Studies program, Glendon (March)
- English Language Proficiency Test scores required for admission to the Bachelor of Business Administration and International Bachelor of Administration, Schulich School of Business, (April)
- Master of Finance program, Schulich School of Business (April)
- Master of Accounting program, Schulich School of Business (April)
- YUBridge Program (May)
- MA and PhD programs in Biology (May)
- MA in Études françaises and PhD in Études francophones program, Glendon (May)
- Black Canadian Studies Undergraduate Certificate, LA&PS (June)

Changes in Degree Requirements (Programs, ASCP)

During the year, the Academic Standards, Curriculum and Pedagogy Committee sought Senate approval or reported its own approval of revisions to the requirements for the following:

- Changes to promotion standards for graduate programs, Schulich School of Business (September)
- Change to English language proficiency requirements for the MASc and PhD programs in Civil Engineering, Lassonde School of Engineering (September)
- PhD program in English, Department of English, LA&PS (October)
- Discontinuation of the stop-out pathway for the Bachelor of Education program, Faculty of Education (November)
- BSc programs in Physics and Astronomy, Department of Physics and Astronomy, Faculty of Science (January)
- BSc programs in Chemistry, Department of Chemistry, Faculty of Science (January)

- BSc and BA (Honours) programs in Mathematics, Department of Mathematics & Statistics, Faculty of Science (January)
- Astronomy Stream within the MSc and PhD programs in Physics and Astronomy, Graduate Program in Physics and Astronomy, Faculty of Science (January)
- Master of Accounting program, Schulich School of Business (January)
- BA program in Business Economics, Department of Economics, LA&PS (January)
- Specialized Honours BA program in Financial and Business Economics, Department of Economics, LA&PS (January)
- BA and iBA programs in Philosophy, Department of Philosophy, Glendon (January)
- Faculty-Wide Degree Requirements for Honours Double Major or Honours Major/Minor Degree Programs, Glendon (January)
- iBA-BBA Dual Degree Program in International Studies and Business with EM Lyon, Glendon (January)
- Changes to the general education requirements for the BA, BHS, and BSc degree programs, Faculty of Health (January)
- BA programs in Global Geography, Faculty of Environmental and Urban Change (February)
- BES programs in Sustainable Environmental Management, Faculty of Environmental and Urban Change (February)
- BHS Specialized Honours program in Health Policy and Management, Faculty of Health (February)
- BA Honours and Specialized Honours programs in Sociology, LA&PS (February)
- BA programs in Work and Labour Studies, LA&PS (February)
- BES programs in Environmental Arts and Justice, Faculty of Environmental and Urban Change (February)
- Bachelor of Business Administration (BBA) and International Bachelor of Business Administration (iBBA) programs, Schulich School of Business (March)
- BSc program in Global Health, Faculty of Health (March)
- BSc programs in Kinesiology, Faculty of Health (March)
- Specialized Honours BSc Program in Neuroscience, Faculty of Health (March)
- BSc programs in Psychology, Faculty of Health (March)
- BSc programs in the Department of Biology, Faculty of Science (March)
- Changes to the complementary studies requirement for BEng degree programs, Lassonde School of Engineering (March)
- BA program in Business Economics, Glendon, (April)
- BA program in Economics, Glendon, (April)
- BA program in English, Glendon, (April)
- BA program in Mathematics, Glendon, (April)

- BA program in Psychology, Glendon, (April)
- BA program in Culture and Expression, Department of Humanities, LA&PS, (April)
- Disability Law Intensive program, Osgoode Hall Law School, (April)
- Bachelor of Science degree programs, Faculty of Science, (April)
- BA program in Political Science, Department of Political Science, Glendon (April)
- BA program in History, Department of History, Glendon (April)
- Master of Conference Interpreting program, Glendon (April)
- Media Arts Stream in the BFA degree program in Film, Department of Cinema & Media Arts, AMPD (April)
- MA and PhD programs in Science and Technology Studies, Department of Humanities, LA&PS (April)
- Bachelor of Business Program, BBA, Schulich School of Business (May)
- BScN programs in Nursing, School of Nursing, Faculty of Health (May)
- PhD Philosophy program, Department of Philosophy, LA&PS (June)
- BA Business & Society program, Department of Social Science, LA&PS (June)
- BA Health & Society program, Department of Social Science, LA&PS (June)
- BA History program, Department of History, LA&PS (June)
- BA Italian Studies program, Department of Languages, Literatures & Linguistics, LA&PS (June)
- BA Spanish program, Department of Languages, Literatures & Linguistics, LA&PS (June)
- Dual Credential Program in Ecosystem Management at Fleming College and the BES Honours Major in Sustainable Environmental Management, Faculty of Environmental and Urban Change (June)

Program, Certificate and Diploma Restructuring (ASCP)

- Specialized Honours BSc program in Environmental Science, Department of Biology, Faculty of Science, and the Faculty of Environmental and Urban Change (February)
- Merger of the BA degree programs in Humanities and Culture & Expression, Department of Humanities, LA&PS (May)

New Faculty Regulations (ASCP)

- Establishment of the Undergraduate Faculty Rules and Regulations for the Faculty of Environmental and Urban Change (May)

Changes in Faculty Regulations (ASCP)

- Faculty of Graduate Studies Regulations relating to Leaves of Absence and Registration Status (October)

- Faculty of Graduate Studies Regulations relating to Academic Honesty, Balance of Degree Fees and Registration (November)
- Faculty of Graduate Studies Regulations relating to Graduate Courses and Grading Regulations (March)
- Faculty of Graduate Studies Regulations relating to English Language Proficiency requirements (March)
- Faculty of Graduate Studies Regulations relating to the External Student Status, and Elective Categories in the Leaves of Absence Regulation (May)
- Faculty of Graduate Studies Regulations relating to Comprehensive Examinations, (June)
- Osgoode Hall Law School Academic Rules governing the Indigenous and Aboriginal Law Requirement for the Osgoode Hall Law School Juris Doctor Program

Changes in Requirements (Certificates and Diplomas, ASCP)

- Sustainable Energy Undergraduate Certificate, Faculty of Environmental and Urban Change (March)
- Geographic Information Systems (GIS) and Remote Sensing Undergraduate Certificate, Faculty of Environmental and Urban Change (March)
- Diploma in Advanced Accounting, Schulich School of Business (January, April)
- Diploma in Intermediate Accounting, Schulich School of Business (April)
- Certificate in the Discipline of Teaching English as an International Language, Glendon (April)
- Certificate in Refugee and Migration Studies, Glendon (April)
- Graduate Diploma in General Interpreting, Glendon (April)
- Graduate Diploma in Quantitative Methods, Department of Psychology, Faculty of Health (May)
- Graduate Diploma (Type 2) in Latin American and Caribbean Studies, LA&PS / FGS (June)
- Graduate Diploma (Type 3) in Professional Accounting (PACC), School of Administrative Studies, LA&PS (June)
- Certificate in Public History, Department of History, LA&PS (June)

Sessional Dates

- Sessional dates for three academic years, from SU2021 to SU2024 (ASCP, October)
- Pilot for a new winter term in Lassonde, beginning in Winter 2022 for undergraduate students (ASCP, February)

President's Research Excellence Award (Awards, May)

Jennifer Hyndman, Faculty of Environmental and Urban Change

President's Research Impact Award (Awards, May)

Carl E. James, Faculty of Education

President's Emerging Research Leadership Award (Awards, May)

Engineering, Science, Technology, Health and Biomedicine Cluster: Pouya Rezai,
Lassonde School of Engineering

Social Sciences, Art & Design, Humanities, Business, Law and Education Cluster:
Rebecca Bassett-Gunter, Faculty of Health

New University Professorships (Awards, June)

Professor Carl S. Ehrlich, Department of History and Humanities, LA&PS

Professor Carolyn Podruchny, Department of History, LA&PS

President's University-Wide Teaching Awards (Awards, June)

Senior Full-Time Faculty: Professor Hossam Ali-Hassan, Department of International
Studies, Glendon

Full-Time Faculty: Professor Gordana Colby, Department of Economics, Faculty of
Liberal Arts & Professional Studies

Contract and Adjunct Faculty: Professor Sofia Noori, Faculty of Education

Teaching Assistant: Michael Jodah Kenny, Faculty of Environmental and Urban Change

New Distinguished Research Professorship (Awards)

The Distinguished Research Professor competition was not held in 2020-2021 as the
maximum of 25 active DRPs had been reached.

Governor General's Gold Medals (Awards, June)

Junjie Kang, Graduate Program in Earth and Space Science
Jordana Waxman, Graduate Program in Psychology
Gehrig Carlse, Graduate Program in Physics & Astronomy

Governor General's Silver Medals (Awards, June)

Alina Kuimova, Glendon College, Specialized Honours BA in Linguistics and Language Studies, First Class Standing
Katelyn Pascua Conferido, Faculty of Liberal Arts & Professional Studies, Honours BA in Children's Studies, *Summa Cum Laude*
Amirarsalan Rahimian, Faculty of Health, Specialized Honours BSc in Kinesiology and Health Science, *Summa Cum Laude*

The Murray G. Ross Award (Awards, June)

Hanaa Ameer, Faculty of Health, Specialized Honours BHS in Health Management

Robert Everett Exceptional Leadership in Student Governance Award (June)

Issa Abdi Jamaa, LA&PS
Muhammad Shahmir Masood, LA&PS
Dael Vasquez, Glendon

Additions to the Pool of Prospective Honorary Degree Recipients

Three new candidates were deemed eligible for honorary degrees and three others approved for a further five-year term.

Honorary Degree recipients

In-person ceremonies for both the Fall 2020 and Spring 2021 Convocations were cancelled due to the COVID-19 pandemic; consequently no honorary degrees were awarded.

Organized Research Unit Charters (APPRC, June)

Centre for Refugee Studies
Muscle Health Research Centre
Centre for Vision Research
Harriet Tubman Institute for Research on Africa and its Diasporas

Rescission of Degrees (Appeals)

None.

Senate Officers and Committee Chairs

Alison Macpherson, Chair of Senate/Chair of Senate Executive (1 January 2020- 30 June 2021)

Mario Roy, Vice-Chair of Senate/Vice-Chair of Executive (1 January 2020-30 June 2021)

Pascal Robichaud, Secretary of Senate

Brenda Spotton Visano, Chair of the Academic Policy, Planning and Research Committee

Chloë Brushwood Rose, Chair of the Academic Standards, Curriculum and Pedagogy Committee (1 March 2020 to 30 June 2021)

Jennifer Gilbert, Chair of the Appeals Committee

Shayna Rosenbaum, Chair of the Awards Committee

Thomas Baumgartner, Chair of the Tenure and Promotions Committee

Vacant, Chair of the Tenure and Promotions Appeals Committee

University Secretariat

Pascal Robichaud, University Secretary

Cheryl Underhill, Senior Assistant Secretary of the University

Hillary Barron, Assistant Secretary of the University

Tristan Paul, Assistant Secretary of the University

Amanda Wassermuhl, Assistant Secretary of the University

Kathryn White, Assistant Secretary of the University

Elaine MacRae, Governance Coordinator

Michelle Roseman, Administrative Assistant

Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of 28 October 2021

FOR INFORMATION

1. 2021-2022 Priorities Confirmed

The *Senate Academic Policy, Planning and Research Committee* (APPRC) confirmed its substantive priorities for this academic year and has transmitted them to Senate Executive. The committee is now developing implementation plans for the various initiatives.

APPRC is broadly responsible for consultations and recommendations to Senate on academic plans and major academic policies. One of its core responsibilities is “recommendations to Senate on the University Academic Plan, together with monitoring and reporting on the implementation of UAP objectives.” Each year, therefore, assessing progress towards the UAP is included in the Committee’s priorities.

A key focus this year coming out of the lived-experience of the impact of the disruption on the University, will be advancing discussion on the future of pedagogy at the University. The objective is to foster dialogue and gather views on:

- defining a new vision of education for the 21st century that takes account of virtual platform innovations
- adopting new pedagogies that facilitate balance between remote/online and in-person delivery models and support high quality learning experiences in both
- maximizing technology to support experiential education to integrate novel approaches to experiential learning into pedagogy

APPRC anticipates that the annual APPRC academic planning forum this year will have the future of pedagogy at the University as its topic, where focussed discussions will be facilitated on the effect of the pandemic on the delivery of academic programming, the consequences, and opportunities for teaching, learning and research, and how the University might choose to respond in the medium and long-term.

In accordance with its responsibility for consultations and recommendations to Senate on academic plans and major academic policies, it will also be a priority for APPRC in 2021-2022 to monitor major academic planning initiatives and engage Senate in planning discussions / decisions as appropriate. The major initiatives in-focus this year include among them President Research & Innovation on initiatives in progress, including:

Academic Policy, Planning and Research Committee Report to Senate (cont'd)

- Markham Campus, planning for the 2023-2024 launch
- Vaughan healthcare precinct
- Internationalization and Globalization strategy
- establishment of a medical school

Also, being carried forward as a priority again this year for APPRC will be ways to inform academic policies and directions to address anti-Black racism, and further access and principles of equity, diversity and inclusion. Specific actions to this end are to be defined, which will be a topic the Committee's representative on the Senate Executive Sub-committee on Equity will explore with that body.

As APPRC noted last spring in its UAP progress report to Senate, the impact of the COVID-19 pandemic on the community has been intense in its immediate and anticipated longer-term impact. The continuation of the pandemic thus far, and the University's navigation of a gradual, stepped-transition of a return of in-person academic activities over the course of Fall/Winter 2021-2022 may create further / ongoing challenges. The Committee will remain mindful of the circumstances, adjusting plans and agendas as needed.

2. Markham Campus

Consistent with its responsibility for the articulation of research, teaching and programmatic principles for academic planning, and the criteria for assessment of major initiatives and their resourcing, and as noted above, APPRC includes the Markham campus among both its priorities this year and as a standing agenda item. It will have discussions and provide input into the academic dimensions of the campus including research, curriculum, and pedagogy; confirm the academic processes to be invoked in the preparations for the new campus; and ensure Senate is fully informed of developments and engaged in the planning of the initiative.

Professor Alice Pitt, Senior Advisor, Markham Academic Strategic Planning, joined a recent meeting of APPRC to discuss the status of academic planning for the new campus. Throughout the course of this year, recommendations will come forward to Senate for approval from APPRC and/or ASCP to establish degree offerings, academic programs, and unit structures for the new campus. To set the stage for Senate's consideration of the initiatives, Professor Pitt will provide a briefing on the Markham Campus at this meeting under the ASCP Committee report to remind us of the vision for the new campus and outline how the planned programming and academic structures will support the achievement of the vision.

Academic Policy, Planning and Research Committee Report to Senate (cont'd)

At APPRC's most recent meeting on 21 October the discussion of the status of Markham campus planning surfaced questions about the shared curriculum that will form a crucial component of the degree programs at the campus, and how all components of the undergraduate degree structure are going to be delivered.

Establishing a new campus at which four existing Faculties are providing programming in support of the degree programs housed there (including inter-Faculty programming) is a new and complex undertaking for the University; it differs, for example, from the establishment of a new Faculty. There are unique aspects to the exercise of creating a new campus. Senate, the Faculties, academic units, program proponents and the administration need to be assured of the integrity of the degree programs being housed in Markham, that consultation of the collegium has informed program development and implementations plans, and that all the aspects of the campus plan are brought forward to Senate for approval as appropriate. It became apparent to APPRC that there is a need for clarity about the processes and approval paths that need to be followed for the various academic aspects of the new campus. Drawing on APPRC's responsibility for the coordination of program and policy development and consultations on major academic initiatives, the Chair will convene the senior planners working on the academic framework for the Markham campus together with the Chair of the Senate ASCP Committee to help bring clarity to the processes and governance paths that will lead to the approval of the academic programming for the campus in preparation for its launch in September 2023.

APPRC will continue to keep Senate apprised of the status of the initiative.

3. University Budget Consultation

The SHARP budget model implemented in 2017-2018 established a central *University Fund* to enable coordinated action on institutional strategic priorities. Under the auspices of the President, budget consultations with the University community have been conducted in recent years to gather views on the areas where investments of monies from the University Fund should be made to further the University's academic priorities and aspirations. The consultation exercise is being continued this year. Commencing the exercise with APPRC, the President, Provost, and Vice-President Finance and Administration provided a comprehensive briefing on the context and environment for the University's budget at its meeting on 21 October.

The Committee offered suggestions on the form of the presentation with a view to enhancing the clarity of the information that will ground the basis for collecting the community's input.

Academic Policy, Planning and Research Committee Report to Senate (cont'd)

Members also offered input on the key question of where resources should be allocated to support academic initiatives. The University Academic Plan is always the foundation for the work of APPRC. The realization of the priorities of the 2020-2025 UAP will be of paramount concern for Senate and APPRC over the next few years. Through that lens, the Committee shared its advice on where strategic investments ought to be directed. Primary among its recommendations is resourcing the model and plans that emerge out of the forthcoming University exercise to define the new vision of education for the 21st century.

As noted above in this report, one of APPRC's priorities for this year is to advance discussions on post-pandemic academic program delivery model(s) toward the defining the future of pedagogy at the University. It is anticipated that the community will look to adopt new pedagogies that integrate or supplement remote/online with in-person delivery, which in turn requires virtual platform innovations and maximizing technology in support of the pedagogy models. Resources have been made available by the University to support the sudden shift to online program delivery caused by the pandemic; longer-term investments will be needed to support the new direction of digital transformation in response to the community's interests, and the need and demand for such programming models to keep York competitive in the provincial post-secondary landscape. Specific kinds of pedagogical resources identified by APPRC include continued classroom technology upgrades, expanded IT support, IT infrastructure renewal, and Faculty teaching space needs. Investments of this kind directly align with the UAP priority of *21st Century Learning: Diversifying Whom, What, and How We Teach*.

In conjunction with the budget consultation, it was reported that the University has developed a 10-year operating budget for the new campus that has been incorporated into the Budget Plan. Noting that the initial years of the Markham campus operations allow for deficit spending toward a break-even state, APPRC emphasized the importance of providing an expected timeline of the deficits and monitoring and reporting on progress towards the path to a break-even position.

The Committee looks forward to hearing the community's feedback on where resources from the University Fund should be directed to help advance progress on York's academic goals.

Academic Policy, Planning and Research Committee Report to Senate (cont'd)

4. Welcome to New Members

The Committee is pleased to welcome new members Lisa Farley (Education; for Fall term 2021), Celia Haig-Brown (Education, effective 1 January 2022), and Linda Peake (Environmental and Urban Change). We also look forward to welcoming the two student members once they have been confirmed by Senate Executive.

Brenda Spotton Visano
Chair of APPRC

Report to Senate

At its meeting of 28 October 2021

For Action

a. Extension of Duolingo as an Accepted English Language Placement Test and Minimum Scores for Admission to York University

ASCP recommends that,

Senate approve the extension of the use of Duolingo as an accepted English language placement test and 115 as the minimum score for admission to York University for the academic sessions between FW2022– SU2024 as set out in Appendix A.

Rationale:

As outlined in the documentation set out as Appendix A, a proposal is being put forward to extend the use of the Duolingo English Language Placement test for the academic sessions between FW2022 – SU2024, while maintaining the minimum test score requirement of 115 for admission to York University. Duolingo was approved by the Senate Executive in December 2020 as a short-term and time-sensitive solution to provide an online option for English language testing while test centres were closed due to the pandemic. The approval of Duolingo expires at the end of Summer 2022 and removes an online option for applicants to complete this admission requirement.

Although test centres are re-opening, online versions of language tests remain popular among prospective students.

Temporary Senate approval of Duolingo was requested to bridge the gap during an uncertain student recruitment environment. As the impact of the pandemic persists and student preferences change, the demand to expand online language testing options on a longer-term basis is necessary and will support accessibility, particularly for students with compromised access to tests while the COVID-19 recovery ensues.

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

Most Ontario universities have confirmed that Duolingo will be accepted for Fall 2022, with most not specifying an end date including Western, Queen's, Ryerson, McMaster, and Toronto.

Approvals: ASCP 20 October 2021.

For Information

b. 2021-2022 Priorities Confirmed

The Senate Academic Standards, Curriculum and Pedagogy Committee (ASCP) confirmed its substantive priorities for this academic year and has transmitted them to Senate Executive. Top priorities for ASCP this year are the proposals for Markham Centre Campus curricular programming and the establishment of the new *Academic Conduct Policy* which is currently under review with an ad hoc Working Group of ASCP and the Senate Appeals Committee (SAC) which has been convened to review consultation input and shepherd the finalization of the Policy and Procedures. Other key initiatives include the establishment of a new *Academic Forgiveness Policy* which will combine the existing *Withdrawn from Course*, *Course Relief*, and *Repeating Passed or Failed Courses* legislation, and the ongoing implementation of the new *Policy on York University Grading Schemes*.

c. Markham Campus

Proposals for curricular programming at the Markham Campus have started to come forward to ASCP and they will remain as a standing item over the coming months. Professor Alice Pitt, Senior Advisor, Markham Academic Strategic Planning has been invited to be a regular guest at ASCP to help provide context to the proposals and to update ASCP on the status of academic planning for the new campus. Throughout the course of this year, recommendations will come forward to Senate for approval from ASCP and/or APPRC to establish degree offerings, academic programs, and unit structures for the new campus. To set the stage for Senate's consideration of the initiatives, Professor Pitt will provide a briefing on the Markham Campus at this meeting under the ASCP Committee report to remind us of the vision for the new campus and outline how the planned programming and academic structures will support the achievement of the vision. Professor Pitt has provided an

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

overview of Markham Campus planning to Senate which is attached as ASCP Appendix B.

d. Welcome to New Members

The Committee is pleased to welcome new member Lisa Sloniowski, (Libraries) and we are also looking forward to welcoming the two student members once they have been confirmed by Senate Executive.

e. Minor Modifications to Curriculum

Glendon

Minor changes to the Degree Requirements for the BA program in Economics

Martin Bunch, Chair

October 8, 2021

Briefing Note for Academic Standards Curriculum and Policy (ASCP)
 Modification to English Language Proficiency Tests Accepted by York for Admission
 Keshia Gray, Associate Registrar & Director, Student Recruitment & Admissions
 Office of the University Registrar

I. Purpose

This proposal is seeking Senate approval to extend Duolingo as an accepted English language test for admission to York University.

II. Rationale

Duolingo was approved by the Senate Executive in December 2020 as a short-term and time-sensitive solution to provide an online option for English language testing while test centres were closed due to the pandemic. The approval of Duolingo expires at the end of Summer 2022 and removes an online option for applicants to complete this admission requirement. Although test centres are opening, online versions of language tests remain popular among prospective students.

Temporary Senate approval of Duolingo was requested to bridge the gap during an uncertain student recruitment environment. As the impact of the pandemic persists and student preferences change, the demand to expand online language testing options on a long-term basis is necessary. This will support accessibility, particularly for students with compromised access to tests while the COVID-19 recovery ensues.

Most Ontario universities have confirmed that Duolingo will be accepted for Fall 2022, with most not specifying an end date including Western, Queen's, Ryerson, McMaster, and Toronto.

This is a request for ASCP to recommend to Senate the approval of Duolingo for the following academic cycles:

- **Fall/Winter 2022-2023**
- **Summer 2023**
- **Fall/Winter 2023-2024**
- **Summer 2024**

During this time, Student Recruitment & Admissions will continue to collect data and provide updates of the academic performance of Duolingo test takers for review by the Enrolment Management Group (EMG). IELTS will launch an online version of their test in 2022 and Duolingo will be assessed against this IELTS version for usage and academic performance.

III. English Language Test – Fall 2020 and Fall 2021

The following table shows the applicant to enroll conversion rate of Duolingo test takers for both intakes.

Duolingo	Applicants	Offers	Accepts	Enrolled	Conversion
Fall 2020	590	297	224	171	29%
Fall 2021	1890	1292	505	384*	20%

**as of September 26, 2021*

The following table shows the applicant to enroll conversion rate of IELTS test takers for both intakes.

IELTS	Applicants	Offers	Accepts	Enrolled	Conversion
Fall 2020	7081	4992	1374	908	13%
Fall 2021	5171	3628	979	669*	13%

**as of September 26, 2021*

The drop in IELTS test-takers in Fall 2021 correlates to the increase in Duolingo tests completed by applicants of the same year. Overall, the total number of applicants taking an IELTS or Duolingo test in Fall 2020 and 2021 remained above 7,000 applicants (FA20 = 7,671 / FA21 = 7,061).

IV. Fall/Winter 2020-2021 Duolingo and IELTS academic performance

Of the 224 students who accepted their offer, 190 met the minimum score of 115 on Duolingo to satisfy their English language requirement. Of those, 171 students enrolled in Fall/Winter 2020-2021 (including students who started in Winter 2021 after completing an English language program).

The Fall/Winter 2020/2021 and Summer 2021 cumulative grade point average of this cohort follows:

Duolingo FW20/SU21 Overall GPA					
Faculty	GPA ≤ 3.99*	GPA = 4.00 - 4.99	GPA 5.00 - 7.99	GPA ≥ 8.00	TOTAL
AP	15	14	48	4	81
ED	0	1	0	0	1
EU	1	0	0	0	1
FA	1	0	4	1	6
GL	1	0	1	2	4
HH	8	8	11	0	27
LE	4	5	11	3	23
SC	3	2	15	8	28
Total	33	30	90	18	171
Distribution	19%	17%	52%	10%	100%

The following is the academic performance of Fall 2020 new students who satisfied their English language proficiency with IELTS. Of the IELTS test-takers, 1,374 accepted their offer. Of this, 908 students enrolled in Fall/Winter 2020-2021 (including students who started in Winter 2021 after completing an English language program).

IELTS FW20/SU21 Overall GPA					
Faculty	GPA ≤ 3.99*	GPA = 4.00 - 4.99	GPA 5.00 - 7.99	GPA ≥ 8.00	TOTAL
AP	94	48	265	40	447
ED	0	1	0	2	3
EU	3	1	6	0	10
FA	14	4	38	6	62
GL	4	1	4	2	11
HH	25	15	54	18	112
LE	18	11	74	21	124
SB	2	1	21	6	30
SC	17	8	62	22	109
Total	177	90	524	117	908
Distribution	19%	10%	58%	13%	100%

The difference in the Fall/Winter 2020-2021 academic results between IELTS and Duolingo is negligible. It is important to note that of the 19% who had below a 4.00 overall GPA (both IELTS and Duolingo), there is evidence to suggest that some of those students did not study at York for the full academic year. Some records show all failures for both Fall and Winter or the Winter term only.

V. Summary

The request to continue with Duolingo as an approved English language test for Fall/Winter 2022-2023, Summer 2023, Fall/Winter 2023-2024, and Summer 2024 is for the following reasons:

- Most Ontario universities have confirmed they will accept Duolingo for Fall 2022 without any indication of expiration.
- To ensure we include accessible avenues for students to meet language requirements while remaining competitive.
- To provide accommodation for an online English test to mitigate the impact of the pandemic and accessibility to testing centres.
- To respond to changes in student preferences (e.g. - online options)
- The negligible difference in academic performance of Fall 2020 Duolingo test takers and students who completed IELTS.

Academic Programs for Markham Campus 2023

Campus Vision

MC will be urban, connected and integrated with local and global communities. Academic programs and research will revolve around core themes of technology and entrepreneurship, as applied in different contexts and professional fields. Students will acquire knowledge and skills to contribute to a rapidly changing economy and society through innovative programs and research opportunities where they interact directly with employers and community partners. Located in one of the fastest growing and most diverse regions of Ontario and Canada, this Campus of York University will specialize in flexible learning formats to serve a diverse population of students, including young adults, as well as mature and mid-career learners, newcomers to Canada and workers impacted by technological change. MC will support York's efforts to enhance research excellence and the application of our work through an expanding innovation hub.

For more information about the Markham Campus, please visit the website

<https://www.yorku.ca/markham/>

In addition, short videos have been prepared that describe key aspects of academic planning for the Campus. These include a tour of the building, student services and career development, experiential education, the Library facilities and programs, an update on shared curriculum, the Faculty of Graduate Studies, and Research and Innovation. You can access these videos here: <https://www.yorku.ca/markham/py-staff-area/fall-fair/videos/>

Senate has received several reports on the Markham Campus. Over the next several Senate meetings, agendas will include motions for approval of the academic programs planned for the Fall 2023 opening of the campus. The proposals have been developed by colleagues and are proceeding through Faculty-level approval processes. Two proposals include motions for a new degree type and these will come in two parts, first as a Notice of Motion and then as a motion to approve.

Programs in the first phase of the Markham campus will be focused on digital media arts, engineering and technology, entrepreneurship, management, new media and communications. Foundation year offerings will also be available in engineering and science.

The Markham campus will house programs from four Faculties (AMPD, LA&PS, Lassonde and Science). Each proposal will include information about governance and administration of the program and its relationship to the Faculty bringing forward the

proposal. In some instances, a new department or school will be developed, and the plans are indicated in the proposal, along with the interim plans. In other instances, programs will remain part of the proposing unit, and the proposal will describe the academic governance planned for the program and how its relationship to the proposing unit will be fostered.

In addition to program planning and implementation, colleagues with teaching and research roles at Markham will have opportunities, under the leadership of the Deputy Provost, to participate in the ongoing development of the new campus. Several colleagues have already joined York and authorizations for hiring are ongoing. Proposals include information about existing resources as well as complement planning over the next few years as programs reach steady state. A Markham budget has been approved that identifies hiring plans for Faculty and Campus level staffing to support academic programs, research, facilities and the student experience.

Alice Pitt
Senior Advisor, Markham Academic Strategic Planning

The Senate of York University – Minutes

Meeting: Thursday, 23 September 2021, 3:00 pm via Zoom

M. Roy (Chair)	D. Fernandez	S. Liaskos	B. Spotton Visano
C. Brushwood Rose (Vice-Chair)	M. Fiola	T. Loebel	C. Steele
P. Robichaud (Secretary)	L. Fromowitz	A. Macpherson	K. Tasa
N. Agrawal	D. Gelb	L. Martin	T. Theophanidis
L. Appel	J. Goodyer	D. Matten	M. Thomas
J. Aryaan	S. Grace	D. Mittal	P. Timmerman
A. Asif	C. Graham	M. Morrow	G. Turlakis
P. Aulakh	J. Grant	K. Murray	D. Triki
A. Badruddin	R. Grinspun	C. McAulay	R. Tsushima
T. Baumgartner	M. Hamadeh	A. McKenzie	I. Uwanyiligira
S. Bay-Cheng	L. Hébert	JJ. McMurtry	G. Van Harten
A. Belcastro	R. Hornsey	B. Meisner	C. van Daalen
D. Berbecel	M. Hosale	S. Militello	Smith
R. Bhatla	A. Hovorka	R. Nandan	G. Vanstone
K. Bird	B. Hu	N. Neill	R. Wang
M. Bloom	U. Idemudia	P. Nguyen	N. Waweru
M. Bunch	M. Jacobs	E. Nourae	R. Wildes
T. Burke	M. Karakul	R. Ophir	M. Winfield
D. Cabianca	S. Karimi	D. Palermo	S. Winton
C. Chapdelaine Feliciati	A. Kimakova	V. Pavri	R. Zacharias
J. Clark	J. Kirchner	L. Philipps	G. Zhu
E. Clements	T. Knight	P. Phillips	
J. Connolly	P. Kohler	M. Poon	
M. Condon	L. Korrick	C. Popovic	
S. Cote-Meek	A. Kraljević	S. Premji	
J. Crocker	K. Krasny	A. Pyée	
A. Czekanski	P. Lakin Thomas	P. Rahimpour-Marnani	
C. Da Silva	G. Langlois	S. Rehaag	
S. Day	M.H. Larochelle	M. Reisenleitner	
T. DiDomenico	F. Latchford	S. Rosenbaum	
M. Dodman	J. Lazenby	R. Savage	
M. Elghobashy	V. Lehan	D. Scott	
S. Embleton	N. Lemish	T. Shanahan	
J. Etcheverry	R. Lenton	L. Sloniowski	

1. Chair's Remarks

The Chair, Professor Mario Roy of Glendon College, welcomed new and returning Senators and Chairs and thanked those who attended the orientation session. The Chair wished Senators success in their teaching, learning and scholarship this year,

The Senate of York University – Minutes

and commended them for their ongoing commitment and resiliency. Members were informed that Senate meetings will continue to be facilitated virtually at this time. The Chair acknowledged with sorrow the recent passing of Professor Ruth Schattner, a long-time faculty member in the Faculty of Liberal Arts & Professional Studies in the Departments of French and Humanities.

2. Business Arising from the Minutes

There was no business arising from the minutes.

3. Inquiries and Communications

No inquiries and communications were received

4. President's Items

President Rhonda Lenton wished Senators health and success in the year ahead, and reported on the following items:

- welcome to Robert Savage, the new Dean of the Faculty of Education, and condolences on the recent passing of Distinguished Research Professor and Professor Emerita Marcia Rioux
- an expression of thanks and appreciation to Sarah Howe, Assistant Vice-President, Innovation & Research Partnerships at Innovation York who is leaving the University
- the positive outlook for the 2021-22 academic year due to strong enrollments and promising applications data for FW 2021-2022
- York's progress advancing the United Nations Sustainable Development Goals (UN SDG's), including the establishment of the Toronto Centre of Excellence on Homelessness Prevention and Canada's first CIFAL centre, CIFAL York
- gratitude to members of the University community for their perseverance and resilience in successfully completing a full year of online teaching and learning and continuing to advance the priorities of the University Academic Plan
- prioritization of the health and safety of the community and acknowledgement that the University will continue to follow the advice of health and safety officials throughout the implementation of the Fall return to campus

The Senate of York University – Minutes

- progress made on key projects underway at the Markham, Keele, and Glendon campuses.
- the Kudos report, highlighting Heather Prime's (Assistant Professor, Department of Psychology, Faculty of Health), receipt of the Banting Research Foundation Discovery Award for her study evaluating an innovative program to help families recover from the pandemic.

The monthly "Kudos" report on the achievements of members of the York community can be accessed with other documentation for the meeting.

Committee Reports

5. Executive Committee

a. Election of Members of Non-Designated Senate Committees

Senate approved the recommendation of its Executive Committee to elect Professors Ilan Kapoor to the Senate Tenure and Promotions Committee.

b. Information Items

The Executive Committee's information items included the following:

- its ongoing monitoring of the impact of the COVID-19 pandemic on academic activities, with actions pertaining to the disruption outlined in its written Report
- its approval of Senate Committee members nominated by Faculty Councils
- preliminary discussion of its priorities for 2021-2022
- the results of the Senator and Senate committee members surveys conducted in June, and the Committee's planned follow-up activities
- its receipt of a briefing from University Secretary Pascal Robichaud on the governance support initiatives for 2021-2022 to be taken up by the University Secretariat
- actions taken under Summer Authority
- the report on Senate attendance in 2020-2021
- the 2021-2022 Executive Committee membership
- Senate meeting dates for 2021-2022 with changes approved for December

6. Academic Policy, Planning and Research (APPRC)

APPRC reported on the following items:

- Preliminary discussion of its priorities for 2021-2022

The Senate of York University – Minutes

- its monthly report to Senate on Markham Centre Campus planning
- the membership of its Sub-Committees for 2021-2022

7. Academic Standards, Curriculum and Pedagogy (ASCP)

- a. Establishment of Master of Arts program in Design Research, AMPD/FGS

It was moved, seconded and carried, **“that Senate approve the establishment of the Master of Arts program in Design Research, housed in the Department of Design, School of the Arts, Media, Performance & Design as set out in Appendix A, effective FW2021-2022.”**

- b. Changes to degree requirements for BA program in Religious Studies, LA&PS

It was moved, seconded and carried, **“that Senate approve the changes to the degree requirements for the BA program in Religious studies, housed in the Department of Humanities, Faculty of Liberal Arts & Professional Studies as set out in Appendix B, effective FW2021-2022.”**

- c. Revisions to graduate petitions and appeals regulations, Faculty of Graduate Studies

It was moved, seconded and carried, **“that Senate approve the revisions to the graduate petitions and appeals regulations in the Faculty of Graduate Studies as set out in Appendix C, effective immediately.”**

- d. Information Items

ASCP reported on the confirmation of Professor Martin Bunch as the new Chair of the Committee, the membership of its sub-committees for 2021-2022 and on its approval of the following items:

Faculty of Environmental and Urban Change

Minor changes to the requirements of the Dual Credential Program in Ecosystem Management at Fleming College and the BES Honours Major in Sustainable Environmental Management, effective FW2021-2022.

Faculty of Health

Temporary change to admission requirements for the MA and PhD programs in Psychology, Graduate Program in Psychology, effective FW2021-2022.

The Senate of York University – Minutes

Faculty of Liberal Arts & Professional Studies

Minor change to a course rubric for the Graduate Diploma (Type 2) in Latin American and Caribbean Studies, effective FW2021-2022.

8. Other Business for Which Due Notice Has Been Given

- a. Hortative Motion re: Senate approval of SMA submissions

Senate approved a hortative motion expressing the view that:

Prior to the finalization of the University's Strategic Mandate Agreement proposal to the Ministry of Colleges and Universities, the Strategic Mandate Agreement submissions should be brought to Senate for concurrence.

9. Other Business

There being no further business it was moved, seconded, and carried **“that Senate adjourn.”**

Consent Agenda Items

10. Minutes of the Meeting of 24 June 2021

The minutes of 24 June 2021 were approved on consent.

11. Granting of Degrees, Certificates and Diplomas (Fall 2021 to Spring 2022)

By approving an ASCP recommendation, Senate *authorized*:

- the granting of degrees at the University's convocations held in Fall 2021, February 2022 (Convocation In Absentia) and Spring 2022, and individually to students at any point during the year who have fulfilled the degree program requirements for receipt of degrees;
- the granting of diplomas and certificates at the University's Convocations held in Fall 2021, February 2022 (Convocation In Absentia) and Spring 2022, and individually to students at any point during the year who have fulfilled the requirements for receipt of diplomas and certificates; and
- the forwarding of recommendations for certification by the Faculty of Education to the Ontario College of Teachers for those students who have been deemed “recommended for certification” by the Council of the Faculty of Education.

The Senate of York University – Minutes

12. Senators on the Board of Governors re: June 29 2021 Meeting of the Board

A synopsis of the Board meeting of June 29, 2021 as conveyed by Senators Etcheverry and Hamadeh was noted.

Mario Roy, Chair _____

Pascal Robichaud, Secretary _____

York University Board of Governors

Synopsis

471st Meeting held on 12 October 2021

Appointments/Re-appointments

Dean of the Schulich School of Business

- Appointment of Detlev Zwick as Dean of the Schulich of Business, effective July 1, 2021, for a five-year term ending June 30, 2026.

Pension Fund Board of Trustees

- Re-appointment of Jacques Demers, as a Board of Governors nominee and as Chair, effective October 1, 2021, for a three-year term.
- Re-appointment of Sylvia Peacock, as a CUPE 3903 nominee, effective October 1, 2021, for a three-year term.

Approvals

The formation of a Finance and Audit Subcommittee on Digital Transformation, the associated Terms of Reference for the Subcommittee and the proposed members and Committee secretary.

The President's September 2021 Report on Appointments, Tenure and Promotion.

The awarding of a contract to EQ Works Advertising, for digital marketing services valued at approximately \$6M, including York options and inclusive of HST. The contract terms are 36 months, starting fall 2021, with two optional 24-month renewals.

The increase to the President's signing authority for capital projects and goods and services purchases, from under \$2M to under \$5M.

The 2021-22 distribution accrual rate of \$4.35 per unit, representing an increase of \$0.12 per unit over the 2020-21 distribution accrual rate of \$4.23 per unit.

The change to the benchmark for domestic real estate from FTSE TMX Universe Bond Index + 2% to CPI + 4%, and corresponding revisions to the Statement of Investment of Policies and Procedures (SIPP).

York University Board of Governors

Synopsis

Presentations

The President's Annual Report on Objectives for 2021 – 2022 and looking ahead.

Reports and Remarks

The Annual Report on York University Pension Plan and Pension Fund from the Finance and Audit Committee.

Brief reports from each of the Executive, Academic Resources, External Relations, Finance and Audit, Governance and Human Resources, Investment and Land and Property committees on matters discussed in their meetings this Board cycle.

The agenda for the meeting is posted on the Board of Governors website:
<https://www.yorku.ca/secretariat/wp-content/uploads/sites/107/2021/10/board-agenda-20211012.pdf>

Pascal Robichaud, Secretary

To: Faculty Council, Schulich School of Business
From: Ivona Hideg, Chair, Committee for Equity and Community
Date: October 27, 2021
Re: CEC Mandate and Membership Changes

MOTION:

Faculty Council approve the updated CEC mandate and membership changes.

RATIONALE:

Mandate revised to include two points recommends made by Senate: clarifying the number of students and faculty needed for quorum; and considering and explicitly adding decolonization and Indigenization of curriculum and programs to our academic initiatives.

The committee membership has been revised to include a role title change and the addition of three non-voting student members to hear more from students from different racialized and traditionally excluded communities.

**York University
Schulich School of Business
Committee for Equity and Community**

Purpose and Responsibilities

The Schulich School of Business strives to create an equitable, diverse and inclusive community where faculty, instructors, students and staff feel welcome and comfortable contributing perspectives and experiences. Achieving this requires intentional and systemic action. This means creating and changing policies, procedures, programs, events, and other interventions to address barriers and promote full and equitable participation. The Committee for Equity and Community will provide a forum for discussion, consultation, coordination, and planning of academic initiatives by faculty, instructors, staff, and students. Topics of consideration will pertain to representation, equity, and inclusion, including Black Inclusion and Indigenous initiatives.

Recommendations on the following academic and non-academic initiatives will be considered:

Academic Initiatives

- Curriculum reviews and changes
- New academic programs
- Modifications to academic policies and regulations
- Issues relating to teaching and learning
- De-colonization¹ and Indigenization of curriculum and programs

Non-Academic Initiatives:

- Conduct and maintain an up-to-date inventory of Indigenous Initiatives and equity initiatives at Schulich School of Business, York University, and comparator institutions
- Collect and report on data about demographic representation and experiences of inclusion and exclusion at the Schulich School of Business
- Build and maintain relationships with equity-supporting offices at York University, such as the Centre for Human Rights, Equity, and Inclusion and the Centre for Aboriginal Student Services
- Recommend and advise on community-building initiatives (e.g., speaker series)

¹ Definition: “Decolonization is the process of deconstructing colonial ideologies of the superiority and privilege of Western thought and approaches. On the one hand, decolonization involves dismantling structures that perpetuate the status quo and addressing unbalanced power dynamics. On the other hand, decolonization involves valuing and revitalizing Indigenous knowledge and approaches and weeding out settler biases or assumptions that have impacted Indigenous ways of being... Indigenization is a collaborative process of naturalizing Indigenous intent, interactions, and processes and making them evident to transform spaces, places, and hearts. In the context of post-secondary education, this involves including Indigenous perspectives and approaches” [<https://opentextbc.ca/indigenizationfrontlineworkers/chapter/decolonization-and-indigenization/>]

Committee Membership

Chair (voting)

- Faculty Advisor for Equity and Community – *newly proposed faculty position TBD*

Elected Voting Members

- Seven faculty members or instructors, one from each academic area
- Five student members, one from each program: i/BBA, Masters, PhD, MBA, EMBA

Ex-Officio Non-voting Members

- Associate Dean, Academic
- ~~Director of Equity and Community Initiatives~~ Director, Strategic Policy and Planning – *newly proposed staff position with title TBD*
- Staff representative from Student Services and International Relations
- Staff representative from Student & Enrolment Services
- Executive Officer
- Three Students

Attempt will be made, when possible, to ensure committee members reflect the diversity of Schulich's community, and involve representation of persons who self-identify with diverse groups (e.g., race, gender, ethnicity, ability, Indigeneity, sexual orientation, socio-economic background, age)

Meeting Schedule

Monthly during the Fall and Winter semesters.

Quorum

Quorum will be six voting members consisting of 2 student members and 4 faculty members. Decisions will be by consensus, where possible, and otherwise by a majority of voting members.

Memo

From: Ivona Hideg, Chair, Committee for Equity and Community
To: Faculty Council
Re: CEC Work Plan for 2021-2022
Date: October 27, 2021

1. Review and provide, input on faculty DEI-related initiatives at Schulich.
 2. Review of new course and program proposals for DEI initiatives and decolonization of the curriculum by having representatives on the program committees (MPC and BBA/iBBA).
 3. Facilitate Indigenizing and decolonizing of courses and academic programs by identifying and creating a list of specific ways and actions to do so [we may need to form a sub-group working on this item] in addition to building resources for faculty.
 4. Provide greater awareness of DEI challenges, issues, and initiatives within the School via potential workshops, seminars, etc.
 5. Start building presence and awareness of our existence both with the School and beyond by:
 - (a) creating online presence (working on the website)
 - (b) presenting our work and initiatives within the SSB
 - (c) creating relationships with other equity seeking bodies at the York University (e.g., Centre for Human Right, Equity, and Inclusion) and beyond.
-

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Irene Henriques, Professor and Area Coordinator Economics
Date: October 14, 2021
Re: SB/ECON 4050 3.00 New Course Proposal

Motion: Approve SB/ECON 4050 3.00 – Behavioural Economics Insights: Consumers, businesses, and markets

Rationale:

Behavioral economics is the study of psychology as it relates to the economic decision-making processes of individuals and institutions. Decision-making is a core managerial function. Understanding how decisions are made under conditions of scarcity, uncertainty, risk and complexity is what management research seeks to address. Behavioral economics draws on psychology and economics to address why people and institutions sometimes make irrational decisions and why such decisions do not follow the predicted path.

This course fills an important gap in the Schulich Undergraduate curriculum and addresses students' call for more courses on how and why behavioural economics insights can affect consumers, businesses and markets. The School currently has a behavioural finance course focused on investment decisions, this course complements and broadens the analysis to a wider set of decisions across different actors, settings and markets.

New Course Proposal Form

Schulich School of Business

The following information is required for all new course proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

All new course proposals must include a library statement, course outline and motion document. Provide evidence of consultation, where appropriate.

1. Responsible Program:

Schulich BBA/iBBA

2. Responsible Unit:

ECON

3. Subject Code (Rubric) and Course Number:

ECON 4050

4. Credit Value:

3.00

5. Long Course Title:

Behavioural Economics Insights: Consumers, Business and Markets

6. Short Course Title:

Behavioural Economics Insights

7. Effective Term/Calendar Year:

Winter 2022

8. Language of Instruction:

English

9. Calendar (Short) Course Description:

Many business textbooks assume that consumers and businesses make rational decisions: making optimal purchases, and maximizing profit. Instead, in this course we use insights from behavioural economics to examine the biases that individuals hold to better understand decision-making. We study phenomena such as why we pay for gym memberships we rarely use, and how companies use loss-aversion to increase sales.

Prerequisites: AP/ECON 1000 3.00 (or equivalent), AP/ECON 1010 3.00 (or equivalent).

For IBBA students: SB/INTL 1200A 3.00 (or equivalent), SB/INTL 1210R 3.00 (or equivalent).

10. Expanded Course Description:

Many business textbooks assume that consumers and businesses make rational decisions: making optimal purchases, and maximizing profit. Instead, in this course we use insights from behavioural economics to examine the biases that individuals hold to better understand decision-making.

The course begins with an introduction to the psychological origins of behavioral economics, contrasted with modern (neo-classical) economics. We discuss how different notions of social preferences and concerns for equity can shape the wealth distribution and introduce the experimental economics method as a means to test and distinguish theories.

The core structure of the course examines choice and decision making sequentially: initially focusing on behavioural biases in choice without risk (such as anchoring, sunk-cost effects, decoy effects, and loss-aversion), then moving to biases in probability judgements (such as the availability heuristic and confirmation bias), and finally moving to biases in choice under risk and uncertainty (such as loss-aversion under risk, and ambiguity aversion). Biases in choices over time are studied by examining models of present-bias.

Various applications are discussed and analyzed, including how preferences for fairness can impact labour markets, how product 'decoys' work, how confirmation bias can lead to polarization, why we pay for gym memberships we rarely use, and how companies use loss-aversion to increase sales.

Finally, the course involves a substantive group project whereby students are expected to design a small experiment, which is then conducted with the class. Each group then must interpret the results and give a short presentation to the class.

11. Course Learning Outcomes:

This course is designed to introduce students to the most important topics in Behavioural Economics, with an emphasis on their applications to consumer and business decision making. During this course it is expected that students will:

- *Develop an understanding of how insights from psychology can be applied to economics and business settings.*
- *Become familiar with a set of key behavioral biases which have been shown to affect decision making.*



- *Understand specific applications of how consumer and business decision making is influenced by behavioral biases.*
- *Learn how to identify and analyze contexts where decision making may be influenced by biased judgement.*
- *Communicate (written, verbal, and visual) insights on how biased decision making contributes to observed outcomes.*

12. Rationale:

Behavioral economics is the study of psychology as it relates to the economic decision-making processes of individuals and institutions. Decision-making is a core managerial function. Understanding how decisions are made under conditions of scarcity, uncertainty, risk and complexity is what management research seeks to address. Behavioral economics draws on psychology and economics to address why people and institutions sometimes make irrational decisions and why such decisions do not follow the predicted path.

This course fills an important gap in the Schulich Undergraduate curriculum and addresses students' call for more courses on how and why behavioural economics insights can affect consumers, businesses and markets. The School currently has a behavioural finance course focused on investment decisions, this course complements and broadens the analysis to a wider set of decisions across different actors, settings and markets.

13. Evaluation:

Please supply a detailed breakdown of course requirements, including the type and percentage value of each assignment. The expectation is that course assignments can normally be accomplished within the course period. If applicable, details regarding expectations and corresponding grading requirements with respect to attendance and participation should be provided.

14. Integrated Courses:

N/A

15. Cross-listed Courses:

N/A

16. Enrolment Notes:

N/A

17. Faculty Resources:

Faculty members: Alexander Coutts

Expected frequency: Course is expected to be offered annually.

Faculty resource impact: This course is not expected to impact faculty resources.



18. Physical Resources:

The course requires standard classroom infrastructure, and standard virtual class tools (if remote). As such it does not require any additional resources.

19. Bibliography and Library Statement:

Please provide an appropriate and up-to-date bibliography in standard format. A statement from the University librarian responsible for Economics certifying that adequate library resources are available for the new course is attached.

1. Erik Angner, *A Course in Behavioral Economics*, Red Globe Press, 3rd Edition, 2020.
2. Thaler, Richard H. "Behavioral economics: Past, present, and future." *American Economic Review* 106.7 (2016): 1577-1600.
3. Ashraf, Nava, Colin F. Camerer, and George Loewenstein. "Adam Smith, behavioral economist." *Journal of Economic Perspectives* 19.3 (2005): 131-145.
4. Levitt, Steven D., and John A. List. "What do laboratory experiments measuring social preferences reveal about the real world?." *Journal of Economic Perspectives* 21.2 (2007): 153-174.
5. Almås, Ingvild, Alexander W. Cappelen, and Bertil Tungodden. "Cutthroat capitalism versus cuddly socialism: Are Americans more meritocratic and efficiency-seeking than Scandinavians?." *Journal of Political Economy* 128.5 (2020): 1753-1788.
6. Niederle, Muriel, and Lise Vesterlund. "Do women shy away from competition? Do men compete too much?." *The Quarterly Journal of Economics* 122.3 (2007): 1067-1101.
7. Sarsons, Heather. "Recognition for group work: Gender differences in academia." *American Economic Review* 107.5 (2017): 141-45.

New Course Proposal Template

(Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor:

Alexander Coutts

Alternative instructors:

Irene Henriques

Course coordinator:

Alexander Coutts

21. Specializations

Primary area or specialization:

ECON

Secondary areas or specializations:

N/A

22. Student Contact and Enrolment

Contact hours:

36

Maximum enrolment:

45

Expected enrolment:

40

Evidence for enrolment expectations:

Interest in behavioural economics has surged in recent years, with a behavioural economist (Thaler) winning the Nobel Prize in 2017, and with numerous governments around the world, including Canada and the UK, creating behavioural insights units to improve policy. As a result, students from various disciplines are keen to learn more based on what they hear/read in the news. Hence it is expected that steady-state enrolment will be at moderate to high levels.



23. Human Participants Research

N/A

24. Conditions for Approval

If this proposal is for a new elective course, please indicate which one of the following conditions required by Faculty Council applies:

a) The Area is deleting courses with at least the same total number of credits.

The Economics Area is deleting SB/ECON 4220 3.00 Macroeconomics and the Supply Side

Originator:

Alexander Coutts

Signature

October 14, 2021

Date

Alexander Coutts

Name

Economics

Area or Specialization

Supporting Faculty Members

The Economics Area Coordinator, Irene Henriques, has consulted with faculty in Organization Studies, Finance, Marketing and Economics to obtain their support. A letter listing faculty support is attached.

The faculty members whose names appear below (minimum 6) confirm that they have examined this course proposal. They feel it is a worthwhile addition to the SSB curriculum and does not, to their knowledge, significantly duplicate the content of existing courses.

Chris Bell

Organization Studies

Theodore Noseworthy

Marketing

Lilian Ng

Finance

Perry Sadorsky

Economics

Atipol Bhanich Supapol

Economics

Ming Dong

Finance

Approvals

Area or Specialization:

I have reviewed this course proposal with the faculty members of this Area or Specialization, and I support the addition of the course to the SSB curriculum.

Irene Henriques
Signature

October 14, 2021
Date

Irene Henriques
Name of Coordinator or Director

Area Coordinator Economics
Area or Specialization

Degree Program:

I support the addition of the course to the SSB curriculum.

Mike Valente
Signature

November 16, 2021
Date

Mike Valente
Name of Program Director

BBA/iBBA Program
Program

Program Committee:

This course proposal has received the approval of the relevant Program Committee and documentation attesting to the faculty member support for the course has been received and archived by the committee chair.

Mike Valente
Signature

November 16, 2021
Date

Mike Valente
Name of Committee Chair

BBA/iBBA
Committee

Behavioural Economics Insights: Consumers, businesses, and markets

Course Outline

Winter 202x

<Class day[s]>, <Time>, beginning on <month/day>
<Class location>

Instructor

Alexander Coutts
N205, Seymour Schulich Building
(416) 736-5068
acoutts@schulich.yorku.ca
Office hours: by appointment

Assistant

Filomena Ticzon
N205B, Seymour Schulich Building
(416) 736-5068
fticzon@schulich.yorku.ca

Professor Coutts' research focus is behavioural economics, using field and lab experiments to understand broad interactions between information, beliefs, and behaviour. His work on motivated beliefs studies whether and how belief formation and updating can lead to overconfidence, optimism, and discrimination. His teaching experience includes courses on behavioural economics and finance, development economics, and microeconomics; these have ranged from the undergraduate to doctorate level.

Brief Description

Many business textbooks assume that consumers and businesses make rational decisions: making optimal purchases, and maximizing profit. Instead, in this course we use insights from behavioural economics to examine the biases that individuals hold to better understand decision-making. We study phenomena such as why we pay for gym memberships we rarely use, and how companies use loss-aversion to increase sales.

Prerequisites/Corequisites/Course Exclusions:

Prerequisites: AP/ECON 1000 3.00 (or equivalent), AP/ECON 1010 3.00 (or equivalent).
For IBBA students: SB/INTL 1200A 3.00 (or equivalent), SB/INTL 1210R 3.00 (or equivalent).

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Course Learning Outcomes

This course is designed to introduce students to the most important topics in Behavioural Economics, with an emphasis on their applications to consumer and business decision making. During this course it is expected that students will:

- Develop an understanding of how insights from psychology can be applied to economics and business settings.
- Become familiar with a set of key behavioral biases which have been shown to affect decision making.
- Understand specific applications of how consumer and business decision making is influenced by behavioral biases.
- Learn how to identify and analyze contexts where decision making may be influenced by biased judgement.
- Communicate (written, verbal, and visual) insights on how biased decision making contributes to observed outcomes.

Deliverables at a Glance

You are expected to follow the course materials and readings. Assignments are to be completed individually. The group project involves proposing and conducting an online 'experiment' to study a behavioural bias, divided into two deliverables: (a) Proposal, and (b) Results and Presentation. The Final Quiz will be conducted in-class. Participation is encouraged in-class, as well as in structured offline discussions.

In the table below, the impact of each task on your final grade for the course is indicated in the “% weight” column.

Assignment/Task	Quantity	% Weight	Total %	Author
Assignments	2	15	30	Individual
Group Project Proposal	1	10	10	Group
Group Project	1	30	30	Group
Final Quiz	1	20	20	Individual
Class participation	1	10	10	Individual
			100%	

For details, see “Written Assignments/Projects and Exam[s]: Descriptions” (p. 7) and “Evaluation ...” (p. 9).

Course Material

Every week, you should check the Class-by-Class Syllabus below for readings and their locations (see pp. 3-7).

Required reading for this course includes the following book. It is available for purchase from the York University Bookstore (<http://bookstore.blog.yorku.ca>) in print or e-book format:

1. Erik Angner, *A Course in Behavioral Economics*, Red Globe Press, 3rd Edition, 2020.

Reserved readings at the library have been selected from periodicals and journals. Go to <http://www.library.yorku.ca>, click on the “Reserves” tab and type in “<Course Code>” to access these readings.

Canvas contains general information for Schulich students and information and materials specific to this course. Check it frequently.

Student Preparation for Class and Class Participation: Expectations

Preparation.

It is expected that students have read the corresponding readings before each class. When the class involves Discussion Topics/Case Analyses these should be completed the day before the class, and students should arrive to class ready to contribute.

Class Participation (contribution).

Assessment of class participation involves both asynchronous (discussion posts and engagement) as well as synchronous (in-class) content. To ensure a good assessment of your participation grade, it is recommended to contribute on both fronts. With that said, they are substitutable: students who have legitimate reasons for not participating in live discussions should put additional effort in their contribution to asynchronous content.

Class-by-Class Syllabus

Topics, readings, and other preparations for every class are listed below

Note: If any changes in this schedule become necessary, notifications will be posted on Canvas, and when changes need to be announced between classes, an email will be sent to students’ email accounts, notifying them of the change.

<session
date> An Introduction to Behavioural Economics

Class 1 Are we irrational? This class will provide you with an overview of behavioral economics: its origins, and how it contrasts with standard economics and finance. We will define what it means to be 'rational' and what it means to be 'biased'.

Read:

1. Thaler, Richard H. "Behavioral economics: Past, present, and future." *American Economic Review* 106.7 (2016): 1577-1600.
 2. Ashraf, Nava, Colin F. Camerer, and George Loewenstein. "Adam Smith, behavioral economist." *Journal of Economic Perspectives* 19.3 (2005): 131-145.
-

<session
date> Social Preferences, fairness, and inequality

Class 2 Do Scandinavians actually dislike inequality more than Americans? In this class we will introduce the concept of social preferences, discuss preferences regarding redistribution and fairness, and explore how these concepts affect decision making. We will discuss how economic experiments are used to shed light on these concepts.

Read:

1. Levitt, Steven D., and John A. List. "What do laboratory experiments measuring social preferences reveal about the real world?." *Journal of Economic Perspectives* 21.2 (2007): 153-174.
 2. Almås, Ingvild, Alexander W. Cappelen, and Bertil Tungodden. "Cutthroat capitalism versus cuddly socialism: Are Americans more meritocratic and efficiency-seeking than Scandinavians?." *Journal of Political Economy* 128.5 (2020): 1753-1788.
-

<session
date> Biases in choice

Class 3 Why do movie theatres sell a medium sized popcorn if no-one buys it? In this class we will discuss common biases in choice. These include susceptibility to 'decoy' products, anchoring, sunk costs, and 'loss-aversion'.

Prep:

- Discussion post/Case analysis.
- Prepare for in-class discussion.

Read:

1. Chapter 3: Angner (3rd Ed.)
-

<session
date> Biases in Judgement

Class 4

Are we susceptible to fake news when it confirms our pre-existing beliefs? During this class we will explore biases in our judgement such as confirmation bias, as well as the shortcuts we use which may lead us astray.

Prep:

- Discussion post/Case analysis.
- Prepare for in-class discussion.

Read:

1. Chapter 5: Angner (3rd Ed.)

<session
date> Overconfidence/Discrimination

Class 5 This class explores biases in our self-perceptions, and how these may influence our behavior and interactions with others.

Due:

- Assignment 1.

Read:

1. Niederle, Muriel, and Lise Vesterlund. "Do women shy away from competition? Do men compete too much?." The Quarterly Journal of Economics 122.3 (2007): 1067-1101.
2. Sarsons, Heather. "Recognition for group work: Gender differences in academia." American Economic Review 107.5 (2017): 141-45.

<session
date> Application: Testing Theories

Class 6 This class will involve an overview of how to design an economics experiment. Emphasis will be placed on practical guidance, which can be directly used for the group project.

Read:

1. Group project outline

<session
date> Biases in choice under risk and uncertainty

Class 7 How are our decisions affected by framing or by unfamiliar environments? In this class we will discuss common biases in choice under risk and uncertainty. These include susceptibility to framing, loss-aversion under risky choices, and reactions to ambiguity.

Due: Group project proposal.

Prep:

- Discussion post/Case analysis.
- Prepare for in-class discussion.

Read:

1. Chapter 7: Angner (3rd Ed.)
-

<session
date> Time Inconsistency

Class 8 How is it that so many of us pay for a gym membership, but then never go? During this class we will discuss present-bias: a tendency to over-weight immediate payoffs over future payoffs.

Prep:

- Discussion post/Case analysis.
- Prepare for in-class discussion.

Read:

1. Chapter 9: Angner (3rd Ed.)
-

<session
date> Group Project Proposal

Class 9 In this class we will discuss the group project: with a focus on data analysis and presentations. The first part of the class will be dedicated to group project data collection. The final part will provide an overview of the final quiz which will occur in Class 10.

Prep:

- Group project survey.

Due:

- Assignment 2.
-

<session
date> The end of behavioural economics?

Class 10 The first part of class will involve the final quiz (1 hour). The class will end with a lecture on the “end” of behavioural economics.

<session
date> Group Presentations (Part I)

Class 11 Live group presentations.

Due:

1. Group project.

Prep:

- Group presentations.
-

<session date> Group Presentations (Part II)

Class 12 Live group presentations.

Prep:

- Group presentations.

Written Assignments/Projects and Exam[s]: Descriptions

All written submissions must be typed in a 12-point font such as Times New Roman, 1.5 spacing, with standard margins in Microsoft Word or similar.

Assignments will be completed on Canvas. They will involve multiple choice and/or short-answer questions directly pertaining to the course material. Assignments involve 4 classes of material. It is therefore, strongly advised that students begin to answer the corresponding questions in these assignments immediately after each class. Do not leave assignments to the day before they are due.

Due Date

Class 5 Assignment 1

The assignment covers the topics from Class 1 to Class 4. The assignment may be accessed an unlimited number of times, but must be submitted before the deadline.

Submission of deliverables: Assignment to be completed online using Canvas.

Value: 15%

Class 7 Group project proposal

Your group project proposal is a one-page document, which summarizes your proposed experiment (Optional: you may attach survey questions as an additional appendix). The document will serve as the basis for feedback to guide you in the design of your group project.

Submission of deliverables: Upload ONE pdf file to Canvas

Value: 10%

Class 9 Assignment 2

Due Date

The assignment covers the topics from Class 5 to Class 8. The assignment may be accessed an unlimited number of times, but must be submitted before the deadline.

Submission of deliverables: Assignment to be completed online using Canvas.

Value: 15%

Class 11 Group project

In this group assignment you are expected to demonstrate your capacity to engage with an *assigned* topic of behavioural economics, to design a small experimental study. Specifically, you are asked to apply your topic to a new context, run a small survey experiment (which will be conducted in Class 9), analyze the results, and give a live presentation in-class.

NOTE: You are not required to have any prior experience in conducting surveys or running experiments. These methods will be covered during Class 6, which also dedicates time for further questions you may have.

Evaluation Criteria and Rubric

1. Use of the topic and experiment design (10 points)

- Topic has been appropriately defined
- Experiment is suitable for the topic
- Context is novel and relevant

2. Interpretation of the results (6 points)

- Diagrams and/or formulae are used (if applicable) and they are properly interpreted
- Interpretation is accurate

3. Professionalism (4 points)

- Live presentation is clear, engaging, well-timed, and professionally done.
- Written report is professionally written, structured, and presented.
- Assignment instructions are followed.

Submission of deliverables: Upload ONE combined pdf file to Canvas with the following components:

- Written report (2500 words)
- Your PowerPoint presentation (7-10 slides)

Submissions are subject to Turnitin plagiarism review.

Weights

- Written report: 50%
- Live PowerPoint presentation: 50%

Due Date

Live PowerPoint group presentations

- Class sessions 11 & 12
- Presentation time: 10-15 minutes

Value: 30%

Evaluation of Written Assignments/Projects and Exams

Assignments are due on the dates listed in the syllabus, normally the day before class at 11:59 PM EST, unless otherwise indicated in class by the professor. Late assignments are not accepted and will receive a grade of zero. The final quiz time is non-alterable – failure to complete the quiz will result in a grade of zero. Note that the previous rules can only be revisited under exceptional circumstances, in which advance notification is provided and the professor deems the delay to be warranted.

Calculation of Course Grade

In this class, final course grades will be determined by the following process: to calculate your final course letter grade I will sum up the product of the percentage mark assigned for each assignment (class participation/assignments/ group project) and the percentage weight for that assignment. The resultant final percentage will be converted to letter grade according to the following scale:

A+	100% to 89.5%
A	< 89.5% to 79.5%
B+	< 79.5% to 74.5%
B	< 74.5% to 69.5%
C+	< 69.5% to 64.5%
C	< 64.5% to 59.5%
D+	< 59.5% to 54.5%
D	< 54.5% to 49.5%
F	< 49.5% to 0%

General Academic Policies: Grading, Academic Honesty, Accommodations and Exams

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is D (2). To keep final grades comparable across courses, the average course grade within a section of an undergraduate course is normally between 5.5 and 7.0.

The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the instructor.

For more details on the index, grading policy, and grade point average (GPA) requirements, consult your student handbook.

Academic honesty is fundamental to the integrity of university education and degree programs, and applies in every course offered at Schulich. Students should familiarize themselves with York University's policy on academic honesty, which may also be found on **Schulich** website:

<http://schulich.yorku.ca/current-students/academic-honesty/>

Accommodations. For accommodations sought due to exam conflicts, religious reasons, unavoidable absences or disabilities, please refer to the Student Handbook or contact Student Services. For counseling & disability services, contact Student Services or see <http://cds.info.yorku.ca/>.

Quick Reference: Summary of Classes, Activities and Deliverables

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation
1. <Date> An introduction to behavioural economics.	Introductory discussion. Socratic questions.	1. Behavioral Economics: Past, Present, Future (Thaler) 2016. 2. Adam Smith, Behavioral Economist (Ashraf, Camerer, & Loewenstein) 2005.	Student introductions.
2. <Date> Social preferences, fairness, and inequality.	Experimental games.	1. What Do Laboratory Experiments Measuring Social Preferences Reveal About the Real World? (Levitt & List) 2007. 2. Cutthroat capitalism versus cuddly socialism: Are Americans more meritocratic and efficiency-seeking than Scandinavians?. (Almas, Cappelen, & Tungodden) 2020.	
3. <Date> Biases in choice	Class discussion. Socratic questions.	Chapter 3: Angner (3 rd Ed.)	Discussion posts/Case analysis.
4. <Date> Biases in Judgement	Class discussion. Socratic questions.	Chapter 5: Angner (3 rd Ed.)	Discussion posts/Case analysis.
5. <Date> Overconfidence/Discrimination	Socratic questions.	1. Do women shy away from competition? Do men compete too much? (Niederle & Vesterlund) 2007. 2. Recognition for Group Work: Gender Differences in Academia (Sarsons) 2017.	Assignment 1.

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation
6. <Date> Application: Testing theories	How to design experiments.	Group project outline.	
	<i>NO CLASS (Reading Week)</i>		
7. <Date> Choice under risk and uncertainty	Class discussion. Socratic questions.	Chapter 7: Angner (3 rd Ed.)	Discussion posts/Case analysis. Group project proposal.
8. <Date> Time Inconsistency	Class discussion. Socratic questions.	Chapter 9: Angner (3 rd Ed.)	Discussion posts/Case analysis.
9. <Date> Group project proposal			Group project data collection. Assignment 2.
10. <Date> The end of behavioral economics?	Final Quiz		
11. <Date> Group presentations			Group Presentation
12. <Date> Group Presentations			Group Presentation

MEMORANDUM
Peter F. Bronfman Business Library

SUBJECT: Library Statement for ECON 4050:
Behavioural Economics Insights: Consumers,
businesses, and markets

FROM: Kris Joseph
Business Librarian

DATE: October 12, 2021

**ECON 4050: Behavioural Economics Insights:
Consumers, businesses, and markets**

York University Libraries (YUL) will be able to support the proposed course, *ECON 4050: Behavioural Economics Insights*. Though the course centres on project work driven largely by the textbook and readings, YUL's strong collection of specialized databases, articles and books can serve to supplement student work with additional resources and research.

1. Textbook and Readings Support

The course proposal lists the third edition of Erik Angner's *A Course in Behavioral Economics* as the primary textbook. Since the Libraries only has the first edition available, we have ordered a paper and electronic copy of the new edition.

It should be noted that the publisher has restricted ebook access to one simultaneous user. Our purchased copy of the textbook can be placed on reserve, shortening the loan period and increasing accessibility for students; additionally, if the department or instructor has copies of the book on-hand, the library can make those available as additional reserve copies. Both options are available by submitting a course reserve request using YUL's online system (<http://reserves.library.yorku.ca/>).

All the additional readings specified in the course outline are currently available through York Libraries' existing collection.

2. Additional Resources

The proposal does not outline any specific written assignments (essays, etc.) but the course places a strong focus on a group project involving the design and execution of a behavioral economics experiment on an assigned topic. The following is a list of resources that students may find helpful as they research and construct their experiment:

Books & eBooks

Searching the library's catalogue using subject headings such as *behavioral economics* and *social economics* shows that YUL has hundreds of print and eBooks related to the overarching course topic, including more than 100 titles released since 2015. Many of these books are available in electronic format, with print editions located across the Scott and Bronfman library locations. Even more material is available through our

consortia-based Omni partnership, which makes the collections of another 16 Ontario universities accessible to York students and faculty.

Articles, Data, and Statistics

YUL's *ECONlit*, *PSYCInfo*, and *Sociological Abstracts* databases are the most likely sources of additional scholarly research on the topics covered in the class. In addition, *Factiva* and *Nexis Uni* can be used to find comprehensive coverage of the topic in mainstream media. YUL's library guide for Economics also includes links to sources of *statistics*, *financial data*, *white papers*, and more. Additional information can be found in the guide: <https://researchguides.library.yorku.ca/c.php?g=679457&p=4790073>

3. Research Help & Consultation Support

Throughout any semester where this course is offered, students will have access to research help and consultation services through the Bronfman Business Library. Drop-in research help services, which include telephone, email, instant messaging, and in-person help, are offered six days a week. Additionally, students can book an in-depth consultation with a business librarian to address specific questions or challenges related to course assignments. More information about these services can be found on this webpage: <https://www.library.yorku.ca/web/bbl/ask-a-question/>

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Irene Henriques, Professor and Area Coordinator Economics
Date: October 14, 2021
Re: SB/ECON 4220 3.00 Course retirement

Motion: Approve the retirement of SB/ECON 4220 3.00 – Macroeconomics and the Supply Side

Rationale:

The Economics Area has undertaken a review of all their BBA electives and has decided to retire SB/ECON 4220 3.00 Macroeconomics and the Supply Side based on low student interest.

Course Change Proposal Form

Schulich School of Business

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading). Provide evidence of consultation, where appropriate.

1. Responsible Program:

BBA

2. Responsible Unit:

ECON

3. Subject Code (Rubric) and Course Number:

ECON 4220

4. Credit Value:

3.00

5. Long Course Title:

Macroeconomics and the Supply Side

6. Short Course Title:

Macroeconomics and the Supply Side

7. Type of Course Change(s) (indicate all that apply):

	in course number
	in credit value (provide course outline)
	in course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
	in course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
	in learning objectives/outcomes (please append the program's existing learning outcomes as a separate document)
	in integration (please provide statement of approval from relevant undergraduate coordinator or Chair)
	in cross-listing (please provide statement of approval from other program)
	in pre/co-requisite
x	retire course
	other (please specify)

8. Effective Term/Calendar Year of Proposed Change(s):

Winter 2022

9. Rationale:

The Economics Area has evaluated all their BBA electives and decided to retire this old course given low student interest. A new course on behavioural economic insights is proposed to meet the Economics Specialization requirement.

Existing Course Information (Change From):	Proposed Course Information (Change To):

10. Proposed Course Information:

NA

11. Enrolment Notes:

NA

12. Consultation:

NA

Originator:

Irene Henriques

Signature

October 14, 2021

Date

Irene Henriques

Name

Area Coordinator Economics

Area or Specialization

Approvals:

Area or Specialization

I have reviewed this change form and I support the proposed changes to the course.

V. July 2021

Irene Henriques

Signature

October 14, 2021

Date

Irene Henriques

Name

Area Coordinator Economics

Area or Specialization

Degree Program:

I have reviewed this change form and I support the proposed changes to the course.

Mike Valente

Signature

November 12, 2021

Date

Mike Valente

Name of Program Director

BBA/iBBA Program

Program

Program Committee:

This course change has received the approval of the relevant Program Committee.

Mike Valente

Signature

November 12, 2021

Date

Mike Valente

Name of Committee Chair

BBA/iBBA Program Committee

Committee

To: Faculty Council, Schulich School of Business
From: Professor Mike Valente
Date: November 5, 2021
Re: MGMT 2060 3.00 – Enrolment Cap Increase

Curriculum Change: SB/MGMT 2060 3.00 – Enrolment Cap Increase

Rationale:

Currently the enrollment cap for this core course is 45 students. However, the course has been designed in such a way that it can be taught with the maximum undergraduate enrollment cap for core courses of 55. The academic objectives of this course and program will remain the same. This course is currently active.

Course Change Proposal Form

Schulich School of Business

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading). Provide evidence of consultation, where appropriate.

1. Responsible Program:

BBA Program

2. Responsible Unit:

Sustainability

3. Subject Code (Rubric) and Course Number:

MGMT 2060

4. Credit Value:

3.00

5. Long Course Title: Business and Society

6. Short Course Title: *Business and Society*

7. Type of Course Change(s) (indicate all that apply):

	in course number
	in credit value (provide course outline)
	in course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
	in course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
	in learning objectives/outcomes (please append the program's existing learning outcomes as a separate document)
	in integration (please provide statement of approval from relevant undergraduate coordinator or Chair)
	in cross-listing (please provide statement of approval from other program)
	in pre/co-requisite
	retire course
X	other (change the enrolment cap from 45 to 55)

8. Effective Term/Calendar Year of Proposed Change(s):

Fall 2022

9. Rationale:

Currently the enrollment cap for this core course is 45 students. However, the course has been designed in such a way that it can be taught with the maximum undergraduate enrollment cap for core courses of 55. The academic objectives of this course and program will remain the same. This course is currently active.

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title Current text</p>	<p>Title Current and new text</p>

Proposed Course Information:

There is no change to the course information

10. Enrolment Notes:

The proposal is to change the enrollment cap from 45 to 55

11. Consultation:

Consultation with section instructors, the sustainability area, the course coordinator and the ADA's office have taken place.

Originator:

Mike Valente

Signature

October 26th, 2021

Date

Mike Valente

Name

Sustainability

Area or Specialization

Approvals:

Area or Specialization

I have reviewed this change form and I support the proposed changes to the course.

Geoff Kistruck

Signature

October 26th, 2021

Date

Geoff Kistruck

Name

Sustainability

Area or Specialization

Degree Program:

I have reviewed this change form and I support the proposed changes to the course.

Mike Valente

Signature

October 26th, 2021

Date

Mike Valente

Name of Program Director

BBA/iBBA Program

Program

Program Committee:

This course change has received the approval of the relevant Program Committee.

Mike Valente

Signature

November 12, 2021

Date

Mike Valente

Name of Committee Chair

BBA/iBBA Program

Committee

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Mike Valente
Date: November 4th, 2021
Re: Update membership of BBA/iBBA Program Committee

Motion: That Faculty Council approve to update the mandate of the BBA/iBBA Program Committee to reflect the following change in committee membership: 1) To have one faculty voting member from each functional area; 2) To add the Chair of the Committee for Equity and Community as an ex-officio voting member; 3) to amend the title of the Associate Director, Undergraduate Program, Student Services and International Relations to Director, Student and Enrollment Services, and 4) To add the Director, Academic Affairs as a non-voting member.

Rationale:

- 1) It is important that program level decisions are made with the input and vote of faculty members representing all areas.
- 2) Given the growing necessity to embed equity, diversity and inclusion into the BBA/iBBA programs, it is essential that there is representation with the skills and expertise to inform the decisions related to this transition. This in particular pertains to new course proposals and modification of existing courses to ensure that equity, diversity, and inclusion principles are embedded in courses and curriculum. It is also important that this member has voting power to balance the various interests of existing voting members with objectives of diversity, equity and inclusion.
- 3) The Associate Director at Student Services no longer exists. Yet it is important to have the Director of Student and Enrollment Services as a non-voting member on the committee.
- 4) It is important to have input from the Director of Academic Affairs

**York University
Schulich School of Business
BBA/iBBA PROGRAM COMMITTEE**

Purpose and Responsibilities

The BBA/iBBA Program Committee is responsible for academic policy in Schulich undergraduate programs, which are currently the BBA Program and the iBBA Program.

Matters addressed by the Committee include:

1. Academic Programs and Academic Policies:
 - a. Curriculum reviews and changes
 - b. New undergraduate programs
 - c. New course proposals
 - d. Changes for existing courses, whether substantive or formal (e.g., course number, course title, course description)
 - e. Modifications of academic policies, including exchange program requirements

The Committee's recommended changes to academic programs and policies are forwarded to the Schulich Faculty Council for final approval and subject, as necessary, to further approvals from the York University Senate.

2. Non-Academic Initiatives:
 - a. Initiatives to promote learning outside the classroom (e.g., events during Reading Week)
 - b. Community-building among students and faculty (e.g., involvement in Frosh Week).

Membership

Chair (voting)

- BBA/iBBA Program Director

Elected Voting Members

- ~~Five Schulich faculty representatives from different areas.~~ One faculty representative from each functional area; preference for a representative teaching in the undergraduate program
- Five BBA/iBBA students, at least one of whom must be an iBBA student. Further, each year of the four-year undergraduate program must have an elected representative.

Ex Officio Voting Members

- Associate Dean, Academic
- Executive Director, Student Services & International Relations
- Associate Director, BBA/iBBA Program
- [Chair, Committee for Equity and Community](#)

Non-Voting Members

- ~~Associate Director, Undergraduate Programs, Student Services & International Relations~~
Director, Student & Enrolment Services
- Director, Academic Affairs
- Representative from the Career Development Centre

Updated November 11.5.21

Meeting Schedule/Typical Frequency of meetings

Typically once a month in the fall and winter terms.

Quorum

Seven voting members

Discussions: All members, including student representatives, are encouraged to participate actively in committee meetings and to consult the constituencies they represent (faculty, administration, or students) for their concerns and their views of issues before the Committee. The Committee welcomes relevant information and views from various stakeholders in its deliberations and decision-making.

Decision-Making: In general, the Committee seeks consensus in the development of its recommendations. When this is not feasible or when a formal vote is required by school or university policy, motions are carried on the basis of a simple majority of the Committee's voting members.

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: David Johnston, Director, MBAN Program

Date: October 12, 2021

Re: Title change and Removal of Co-Requisite for MBAN 5110 Predictive Modelling I

Motion: That faculty council approves the change of title to MBAN 5110 and removal of MBAN 5120 as a Co-Requisite for MBAN 5110.

Rationale: There is a minor change to the title from Predictive Modelling I to Predictive Modelling, to make the program schedule clearer and to reflect that there is now only one course on predictive modelling and not two.

With the retirement of the MBAN 5120 Data Management and Programming and changes to consolidate MBAN 5110 Predictive Modelling 1 and MBAN 5210 Predictive Modelling II into one course, MBAN 5110 Predictive Modelling, there is no need to list MBAN 5120 as a co-requisite. Students can master the content of MBAN 5110 without the content from MBAN 5120 or similar content found in other courses.

Course Change Proposal Template

The following information is required for all course change proposals at the undergraduate and graduate level. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program

Schulich MBAN Program

2. Course Number and Credit Value

MBAN 5110 3.0

3. Course Title

a) Long Course Title

Predictive Modelling I

b) Short Course Title

Predictive Modelling I

4. Existing Pre-requisites/Co-Requisites

Corequisite: MBAN 5120 1.5

5. Type of Course Change (indicate all that apply)

	in course number
	in credit value (provide course outline)
X	in course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
	in course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
	in learning objectives/outcomes (please append the program's existing learning outcomes as a separate document)
	in integration (provide statement of approval from other program)
	in cross-listing (provide statement of approval from other program)
X	in pre/co-requisite
	expire course
	other (please specify)

6. Effective Session of Proposed Change(s)

Summer 2022

7. Academic Rationale

There is a minor change to the title from Predictive Modelling I to Predictive Modelling, to make the program schedule clearer and to reflect that there is now only one course on predictive modelling and not two.

With the retirement of the MBAN 5120 Data Management and Programming and changes to consolidate MBAN 5110 Predictive Modelling 1 and MBAN 5210 Predictive Modelling II into one course, MBAN 5110 Predictive Modelling, there is no need to list MBAN 5120 as a co-requisite. Students can master the content of MBAN 5110 without the content from MBAN 5120 or similar content found in other courses.

8. Proposed Course Information

N/A

Existing Course Information (Change from)	Proposed Course Information (Change to)
MBAN 5110 Predictive Modelling ↓ This course provides the tools needed to build models from data sets, validate models, and make predictions. The course emphasizes the SAS environment. Major areas for discussion include analysis of variance, regression, categorical data analysis, and predictive modelling. The course emphasizes both theory and practice, allowing students to use statistical theory for purposes of business case analysis. Corequisite: MBAN 5120 1.50	MBAN 5110 Predictive Modelling This course provides the tools needed to build models from data sets, validate models, and make predictions. The course emphasizes the SAS environment. Major areas for discussion include analysis of variance, regression, categorical data analysis, and predictive modelling. The course emphasizes both theory and practice, allowing students to use statistical theory for purposes of business case analysis. Corequisite: MBAN 5120 1.50

9. Consultation

For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.

Originator



Signature

October 12 2021

Date

David Johnston

Name

OMIS Area

Area or Specialization

Approvals:

Area or Specialization

I have reviewed this change form and I support the proposed changes to the course.



Signature

October 12 2021

Date

David Johnston

Name

OMIS Area

Area or Specialization

Degree Program

I have reviewed this change form and I support the proposed changes to the course.



Signature

October 12, 2021

Date

David A. Johnston

Name of Program Director

MBAN

Program

Program Committee

This course change has received the approval of the relevant Program Committee.

Marcia Annisette

Signature

November 11, 2021

Date

Marcia Annisette

Name of Committee Chair

Master Programs Committee

Committee



MBAN5110 S2021 CREDITS: 3.00

MBAN 5110 M - PREDICTIVE MODELLING I

FRI 08:30-11:30 N/A

INSTRUCTOR

Cristina Anton

✉ canton@schulich.yorku.ca

📞 416.736.2100 Ext. 44681

🏠 G229 MB

ADMIN

Denise Dunbar

✉ denise1@schulich.yorku.ca

📞 416.736.2100 Ext. 44681

🏠 G230MB

THIS COURSE IS OPEN TO STUDENTS IN THE MBAN PROGRAM ONLY

CRISTINA ANTON BIOGRAPHY

Cristina Anton is an Analytical Training Consultant at SAS Institute Canada. In her current role, Cristina delivers public and custom courses and workshops on topics ranging from programming to statistical theory and data mining. She has been an avid SAS user for over 10 years and has extensive experience in programming, data analysis and advanced analytics. Prior to joining SAS, Cristina worked as a programmer and analyst in the healthcare industry, managing projects and working alongside a team of data scientists to deliver complex analysis of clinical trials data. Cristina holds a MSc in Statistics from the University of Toronto.

BRIEF DESCRIPTION

This course provides the tools needed to build models from data sets, validate models, and make predictions. The course emphasises the SAS environment. Major areas for discussion include analysis of variance, regression, categorical data analysis, and predictive modelling. The course emphasizes both theory and practice, allowing students to use statistical theory for purposes of business case analysis. Corequisite: MBAN 5120 1.50

LEARNING REMOTELY

Due to the COVID-19 situation, this course will run in an online format. All students are expected to have the following technology to participate in this course:

1. Computer
2. High speed internet
3. Web camera
4. Microphone

Students are responsible for ensuring they have the equipment needed and corresponding practices in place (e.g., ability to tether to hotspot in the event of an internet outage, data backup strategy in the event of computer failure) to ensure they can complete course requirements.

Several platforms will be used in this course (e.g., Canvas, Zoom, etc.) through which students will interact with the course materials, the instructor, as well as with one another. Please review the technical specifications for **Zoom**

(<https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>) and Canvas (<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66>) . Please review the syllabus to determine how the class meets (in whole or in part) and how presentations will be conducted. Students shall note the following:










- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Copying of any Zoom recordings or other course materials for public or commercial distribution is strictly prohibited and may lead to copyright and/or privacy law violations.

Technical Issues

Students who are unable to submit an assignment or exam due to technical issues with their computer, network connection or learning tools should immediately email a copy of their work to their instructor, and then complete and email a **Technical Issues Form** to their instructor. For Exams, please also review complete all requirements from the policy page of the syllabus.

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Assignments 20%			
Assignment 1: ANOVA		9.76%	Fri Jun 25, 2021 at 11:59pm EDT
Assignment 2: Regression		10.24%	Fri Jul 16, 2021 at 11:59pm EDT
Midterm 20%			
Midterm		20%	Fri Jul 2, 2021 at 11:30am EDT
Capstone Project 30%			
Capstone Project Approval		3%	Fri Jun 25, 2021 at 11:59pm EDT
Capstone Project Write-Up		9%	Fri Jul 23, 2021 at 09:00am EDT
Capstone Project Presentation		12%	Fri Jul 23, 2021 at 09:00am EDT
Capstone Project Peer-review		6%	Fri Jul 30, 2021 at 11:59pm EDT
Final Exam 20%			
Final Exam		20%	Fri Aug 6, 2021 at 12:00pm EDT
Participation 10%			
Participation		10%	Fri Aug 6, 2021 at 11:59pm EDT

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Assignment 1: ANOVA

 **Due Date:** Fri Jun 25, 2021 at 11:59pm EDT

Assignment Honour Statement: **A1 Honour Statement.pdf** 
(https://schulich.instructure.com/courses/5341/files/515235/download?download_frd=1)

Assignment description: **A1 ANOVA.pdf**  (https://schulich.instructure.com/courses/5341/files/515232/download?download_frd=1)

Data: **ameshousing3.sas7bdat**  (https://schulich.instructure.com/courses/5341/files/488816/download?download_frd=1)

Please submit the following as your solution:

1. The answers to the questions along with any supporting evidence (plots, tables, ...) as a .pdf or .doc file


2. The complete program used to answer the questions as a .sas file
3. The log file of the program above as a .log or .html file
4. The signed and dated Academic Honour Statement

Additional instructions: **A1 Instructions and Examples.pdf** 
(https://schulich.instructure.com/courses/5341/files/515233/download?download_frd=1)

Late Delivery:

Students will lose 5% of their assignment grade for every day the assignment is delayed.

Assignment 2: Regression

 **Due Date:** Fri Jul 16, 2021 at 11:59pm EDT

Assignment Honour Statement: **A2 Honour Statement.pdf** 
(https://schulich.instructure.com/courses/5341/files/531049/download?download_frd=1)

Assignment description: **A2 Regression.pdf**  (https://schulich.instructure.com/courses/5341/files/531048/download?download_frd=1)

Data: **ameshousing3.sas7bdat**  (https://schulich.instructure.com/courses/5341/files/488816/download?download_frd=1)


Please submit the following as your solution:

1. The answers to the questions along with any supporting evidence (plots, tables, ...) as a .pdf or .doc file
2. The complete program used to answer the questions as a .sas file
3. The log file of the program above as a .log or .html file
4. The signed and dated Academic Honour Statement

Late Delivery:

Students will lose 5% of their assignment grade for every day the assignment is delayed.

Midterm

 **Due Date:** Fri Jul 2, 2021 at 11:30am EDT

Dear class,

This midterm was designed to test your knowledge of the material covered thus far. Please pay close attention to the points assigned to each question and answer accordingly. Once a question is answered, you are not permitted to go back and change your answer.


You will have 2 hours (120 minutes) to complete the midterm from the time you start. The midterm must be completed before 11:30 am.

For some of the questions, you will be required to consult the following file: **Midterm_SAS Output.pdf** 
(https://schulich.instructure.com/courses/5341/files/526774/download?download_frd=1)

In the event that you have questions during the midterm, a Zoom meeting has been scheduled where you can drop by and ask me questions live.

Good luck!

Capstone Project Approval


 **Due Date:** Fri Jun 25, 2021 at 11:59pm EDT

Capstone Project Write-Up

 **Due Date:** Fri Jul 23, 2021 at 09:00am EDT


Capstone Project - Write-up.pdf  (https://schulich.instructure.com/courses/5341/files/537278/download?download_frd=1)

Capstone Project Presentation

 **Due Date:** Fri Jul 23, 2021 at 09:00am EDT


Capstone Project Peer-review

 **Due Date:** Fri Jul 30, 2021 at 11:59pm EDT

For this part of the capstone project, each group will be required to review the Capstone Project presentations of their peers. Each group will then complete one **Capstone Project - Peer-Review Rubric.docx** 
(https://schulich.instructure.com/courses/5341/files/546336/download?download_frd=1) for every other group that presents.

Your submission will consist of 7 individual .doc/.docx files and it is due on Friday, July 30th, 2021. Only one member from each group has to submit these files for the entire group.

Final Exam

 **Due Date:** Fri Aug 6, 2021 at 12:00pm EDT

Dear class,


This exam was designed to test your knowledge of all the material covered in Predictive Modeling I.

You will have 2.5 hours (150 minutes) to complete the final exam from the time you start. The exam must be completed before 12:00 pm EDT.

The exam consists of 55 marks in total, please pay close attention to the points distribution below and manage your time accordingly:

Section	Marks
Academic Integrity	1
True/False and Multiple Choice	10
Fill in the Blanks	10
Scenario	4
Regression	15
Logistic Regression	15

Once a question is answered, you are not permitted to go back and change your answer.


For some of the questions, you will be required to consult the following file: **Final_SAS Output.pdf** 
(https://schulich.instructure.com/courses/5341/files/555152/download?download_frd=1)

In the event that you have questions during the exam, a Zoom meeting has been scheduled where you can drop by and ask me questions live.

Best of luck!

Cristina

Participation

 **Due Date:** Fri Aug 6, 2021 at 11:59pm EDT

GRADING SCHEME

A+	100% to 90%
A	< 90% to 85%
A-	< 85% to 80%
B+	< 80% to 75%
B	< 75% to 70%
B-	< 70% to 65%
C+	< 65% to 60%
C	< 60% to 55%

C-	< 55%	to	50%
F	< 50%	to	0%

CLASS-BY-CLASS SYLLABUS

Class 1 - Introduction and Fundamental Concepts

May 14/21

Overview: [Class 1](#)

Introduction, Course Requirements, and Course Overview

1. Fundamental Concepts
Descriptive Statistics

Read: Predictive Modeling I - Course Notes - Chapter 1 Section 1.1

Read: OpenIntro Statistics - Diez (2019) - Chapter 1, Chapter 2 Section 2.1

Class 2 - Fundamental Concepts

May 21/21

Overview: [Class 2](#)

1. Fundamental Concepts
Picturing Distributions

Read: Predictive Modeling I - Course Notes - Chapter 1 Section 1.2

Read: OpenIntro Statistics - Diez (2019) - Chapter 2 Section 2.1, Chapter 4

Class 3 - Fundamental Concepts

May 28/21

Overview: [Class 3](#)

1. Fundamental Concepts
Randomness and Probabilities

Read: OpenIntro Statistics - Diez (2019) - Chapter 3

Watch: OpenIntro Statistics Chapter 3: Probability videos

Watch: MIT Introduction to Probability, Lecture 1 videos

Class 4 - Fundamental Concepts

Jun 4/21

Overview: [Class 4](#)

Confidence Intervals
Hypothesis Testing

Read: Predictive Modeling I - Course Notes - Chapter 1 Section 1.3, 1.4

Read: OpenIntro Statistics - Diez (2019) - Chapter 5 (theory only)

Class 5 - Group Comparison

Jun 11/21

Overview: [Class 5](#)

Introduction
Student's t-test
Analysis of Variance

Read: Predictive Modeling I - Course Notes - Chapter 2

Read: OpenIntro Statistics - Diez (2019) - Chapter 7, Section 7.1, 7.3, 7.5

Class 6 - Group Comparison

Jun 18/21

Overview: [Class 6](#)

Randomized Block Design
Post-hoc Analysis
Interactions

Read: Predictive Modeling I - Course Notes - Chapter 2

Read: OpenIntro Statistics - Diez (2019) - Chapter 7, Section 7.1, 7.3, 7.5

Class 7 - OLS Regression

Jun 25/21

Overview: [Class 7](#)

Correlation
Ordinary Least Squares Regression

Read: Predictive Modeling I - Course Notes - Chapter 3

Class 8 - Midterm Exam

Jul 2/21

Overview: [Class 8](#)

Midterm Exam

Class 9 - OLS Regression

Jul 9/21

Overview: [Class 9](#)

Model Building Influential Observations Collinearity

Read: Predictive Modeling I - Course Notes - Chapter 3

Read: OpenIntro Statistics - Diez (2019) - Chapter 8, Chapter 9 Sections 9.1 - 9.4

Class 10 - OLS Regression

Jul 16/21

Overview: [Class 10](#)

Advanced Linear Regression

Read: Predictive Modeling I - Course Notes - Chapter 3

Read: OpenIntro Statistics - Diez (2019) - Chapter 8, Chapter 9 Sections 9.1 - 9.4

Class 11 - Capstone Project

Jul 23/21

Overview: [Class 11](#)

Capstone Project

- Group Presentations

Class 12 - Categorical Data Analysis

Jul 30/21

Overview: [Class 12](#)

Categorical Data Analysis

- Tests of Association
- The Logistic Model

- Interpretation

Read: Predictive Modeling I - Course Notes - Chapter 5

Read: OpenIntro Statistics - Diez (2019) - Chapter 2 Section 2.2, Chapter 6 Sections 6.3 and 6.4, Chapter 9 Section 9.5

Final Exam



Final Exam

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

GENERAL SCHULICH ACADEMIC POLICIES

Grading

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, sections of required core courses are normally expected to have a mean grade between 4.7 and 6.1. Elective courses are expected to have a mean grade between 5.2 and 6.2.

The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the instructor.

For more details on the index, grading policy, and grade point average (GPA) requirements, consult your student handbook.

Academic Honesty

Academic honesty is fundamental to the integrity of university education and degree programs, and applies in every course offered at Schulich. Students should familiarize themselves with York University's policy on academic honesty, which may also be found on Schulich website: <http://schulich.yorku.ca/current-students/academic-honesty/>

(<http://schulich.yorku.ca/current-students/academic-honesty/>)

Accommodations

For accommodations sought due to exam conflicts, religious reasons, unavoidable absences or disabilities, please refer to the Student Handbook or contact Student Services. For counseling & disability services, contact Student Services or see

<http://accessibility.students.yorku.ca/> (<http://accessibility.students.yorku.ca/>) .

Exams (Absence from)

Midterm

Students who miss a mid-term examination must contact their course instructor within 24 hours and provide the course instructor with documentation substantiating the reason for the absence*. Instructors may request that students submit a copy of their documentation to Student & Enrolment Services. Accommodations and/or re-scheduling of the mid-term exam will be left to the discretion of the course instructor with the expectation that the case be resolved within 14 calendar days.

Final

Within 24 hours of missing a final examination students must contact their course instructor. Students must also submit a completed Deferred Standing Request Form within 48 hours online. Formal documentation* (e.g. Counselor's Statement, death certificate, etc.) regarding the reason for missing the exam must be submitted electronically via file upload as part of the form. The Deferred Standing Request form can be found at <https://schulich.yorku.ca/exam-deferral> (<https://schulich.yorku.ca/exam-deferral>) . Student & Enrolment Services will notify the instructor and copy the student by email if appropriate documentation has been received.

For full details regarding exam deferrals, consult the Undergraduate Academic Handbook (pg.30) and/or the Graduate Policy Handbook (pg. 23).

* Currently, students are not required to submit a doctor's note or an Attending Physician's Statement in support of missed midterms, exams and/or requests for deferred standing for courses impacted by the COVID-19 situation. If you haven't already done so, we strongly encourage you to connect with your course instructor(s) first to make other arrangements to complete outstanding work, as a deferred standing may not be necessary.

Student Rights and Responsibilities

York University is a place of teaching, research, and learning where people value civility, diversity, equity, honesty and respect in their direct and indirect interactions with one another.

The Schulich School of Business strongly supports and adheres to the **Code of Student Rights and Responsibilities** (<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>) . All students have rights and responsibilities as

outlined in this document and are expected to uphold the identified values for the benefit of the entire community.

Violations of community standards are taken seriously and investigated by the Office of Student Community Relations and other appropriate parties (<http://oscr.students.yorku.ca/> (<http://oscr.students.yorku.ca/>)). For details on how to handle a breach of community standards, visit the Office of Student Community Relations website at:

<https://oscr.students.yorku.ca/student-conduct> (<https://oscr.students.yorku.ca/student-conduct>) . Every student agrees by the act of registration and enrolment to be bound by the regulations and policies of York University and of the Schulich School of Business.

Take time to fully review the Code of Student Rights and Responsibilities:

<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>

(<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>)

*** Please note that academic policies specific to this course may be contained in other parts of this course outline.*

These course materials are designed for use as part of this course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law.

Memo

To: Schulich Faculty Council

From: David Johnston, Acting Program Director, MMAI

Date: October 18, 2021

Re: Description Change for MMAI 5040 3.00 Business Application of Artificial Intelligence 1

Motion:

That Faculty Council approve the description change for MMAI 5040 3.00 Business Application of Artificial Intelligence 1 to better reflect the content of the course and its learning objectives.

Rationale:

To better reflect in the course description the content of the course. There is no change to the course learning outcomes. The old description mentioned technologies that are applications of the core learning (i.e., drones) which are tangential to the dominant applications used by organizations employing MMAI students. The proposed change to the course description emphasizes business application skills students can expect, and the pedagogical approach to achieving those skills, instead of the current listing of sample topics covered. This awareness is important for priming students that course topics will be pursued in an organizational rather than computational science context.

Course Change Proposal Form

Schulich School of Business

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading). Provide evidence of consultation, where appropriate.

1. Responsible Program:
MMAI – Master of Management in Artificial Intelligence

2. Responsible Unit:
OMIS – Operations Management & Information Systems

3. Subject Code (Rubric) and Course Number:
MMAI 5040

4. Credit Value:
3.00

5. Long Course Title:
Business Applications of Artificial Intelligence I

6. Short Course Title:
Business Applications of AI I

7. Type of Course Change(s) (indicate all that apply):

	in course number
	in credit value (provide course outline)
	in course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
X	in course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
	in learning objectives/outcomes (please append the program's existing learning outcomes as a separate document)
	in integration (please provide statement of approval from relevant undergraduate coordinator or Chair)
	in cross-listing (please provide statement of approval from other program)
	in pre/co-requisite
	retire course
	other (please specify)

8. Effective Term/Calendar Year of Proposed Change(s):
Winter 2022

Rationale:

To better reflect in the course description the content of the course. There is no change to the course learning outcomes. The old description mentioned technologies that are applications of the core learning (i.e., drones) which are tangential to the dominant applications used by organizations employing MMAI students. The proposed change to course description emphasizes business application skills students can expect, and the pedagogical approach to achieving those skills, instead of the current listing of sample topics covered. This awareness is important for priming students that course topics will be pursued in an organizational rather than computational science context.

9. Proposed Course Information:

Please insert approved course information on the left, and proposed course information on the right. Please clearly and visibly indicate how course information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Business Applications of Artificial Intelligence I</p> <p>The emphasis in this course will be on automation and autonomous cyber-physical system applications of artificial intelligence. Students will delve deeper into topics which include: probabilistic reasoning & handling uncertainty; search; perception & sensing; human-computer interfacing; conversational systems; and autonomous robotics, drones, and autonomous vehicles.</p> <p>Prerequisite: SB/MMAI 5000 3.00</p>	<p>Business Applications of Artificial Intelligence I</p> <p>This course focuses on understanding the opportunities that artificial intelligence offers an organization to improve value creation. Students learn skills to develop, analyse and integrate artificial intelligent into business decision-making. Using case studies and hands-on in-class exercises students will be able to use machine learning to analyse text and social networks using Python and R.</p> <p>Prerequisite: SB/MMAI 5000 3.00</p>

10. Enrolment Notes:
N/A

11. Consultation:
N/A

Originator:



Signature

October 14, 2021

Date

Divinus Oppong-Tawiah

Name

OMIS

Area or Specialization

Approvals:

Area or Specialization

I have reviewed this change form and I support the proposed changes to the course.



Signature

November 3, 2021

Date

Johnny M. Rungtusanatham

Name

OMIS

Area or Specialization

Degree Program:

I have reviewed this change form and I support the proposed changes to the course.

David Johnston

Signature

October 14, 2021

Date

David Johnston

Name of Program Director

MMAI

Program

Program Committee:

This course change has received the approval of the relevant Program Committee.

Marcia Annisette

Signature

November 11, 2021

Date

Marcia Annisette

Name of Committee Chair

Master Programs Committee

Committee

MMAI 5040 S 3.00: Business Application of AI 1



Course Outline Winter 2022

Mondays, 14:30-17:30am, beginning on January 10, 2022
MB G105

Instructor
Divinus Oppong-Tawiah
S337L Seymour Schulich Building
divinus@schulich.yorku.ca
416.732.2100, Ext 77954
Office hours: By appointment

Assistant
Denise Dunbar-McFarlane
G230 Rob & Cheryl McEwan Building
ddmcfarlane@schulich.yorku.ca
416.732.2100, Ext 44681

Brief Description

Organizations increasingly rely on data and sophisticated analytical tools to make effective, strategic decisions and thus look for workers with a data-driven mindset and analytics skills. This three-credit hour graduate management course builds on the introductory Foundations of Artificial Intelligence (AI) course by emphasizing practical business applications of AI rather than the derivation of methods from first principles. The course focuses on enabling students to (1) develop an understanding of the various opportunities artificial intelligence offers an organization to improve value creation, and (2) learn skills to develop, analyze and integrate machine learning and artificial intelligent applications to augment business decision-making and business problem-solving. Students gain a holistic view of artificial intelligence as applied to practical business contexts through a combination of case studies (in and out of class) as well as in-class lab-style technical explorations. At the end of the course, students will be able to identify and structure complex business problems that can be addressed through AI and machine learning, text and social network analysis using Python and R.

Prerequisite(s): Students are not required to have a deep understanding of statistics, data mining and/or technical ability in programming languages and software applications, although a basic understanding will be helpful. The content of this course is presented in an intuitive format with emphasis on the connection between artificial intelligence and business strategies.

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Course Learning Outcomes

- Deploy Artificial Intelligence solutions in an automation and autonomous cyber-physical business context.
- Apply probabilistic reasoning & handling of uncertainty within a business domain.
- Consider design factors of human-computer interfacing when implementing business solutions.
- In the context of autonomous robotics, drones, and vehicles; perform search tasks using perception, sensing, and planning.
- Discuss the use of conversational AI systems in multiple market verticals.

Discuss the use of conversational AI systems in multiple market verticals. Deliverables at a Glance

In the table below, the impact of each task on your final grade for the course is indicated in the “% weight” column.

Assignment/Task	Quantity	% Weight	Total %	Author
Participation	10	1	10	Individual
Assignments	2	7.5	15	Group
Quizzes	5	5	25	Individual
Project	1	30	30	Group
Final exam (Take Home)	1	20	20	Individual
			100%	

For details, see “Written Assignments/Projects and Exam[s]: Descriptions”, p. 6.

Course Material

The course uses a set of handouts and recommends textbooks as references for business perspectives and technical background explorations. Note that handouts do not necessarily follow presentations in the texts, and other supplementary material may be assigned when necessary. Two of the textbooks can be purchased at the York University Bookstore (<http://bookstore.blog.yorku.ca>):

Data Mining for Business Analytics: Concepts, Techniques & Applications in Python, Galit Shmueli, Peter C. Bruce, Peter Gedeck, and Nitin R. Patel, Wiley, (2019). Strongly Recommended

Artificial Intelligence: A Modern Approach, 3rd Edition, Stuart Russell and Peter Norvig, Pearson (2010). Available at the York Bookstore

Artificial Intelligence and Machine Learning for Business: A No-Nonsense Guide to Data Driven Technologies, Steven Finlay, Relativistic, (2017). Available at the York Bookstore

The Course Materials Database (CMD) has been created within Schulich's Canvas. It contains general information for Schulich students and information and materials specific to this course. Check it frequently.

Student Preparation for Class and Class Participation: Expectations

Preparation. Students should come prepared to class having read the sections of the textbook or assigned reading as indicated in the Course outline.

Readings & Cases. Students will be assigned journal and practitioner articles as supplementary reading material for demonstration and analyses. Students may be asked to submit brief integrative or analytic summaries relating concepts treated in class to the articles or cases. Some classes may have Case Analysis sessions instead of Labs.

Labs. This course is not a ML/AI methods course, therefore, derivation and implementation of methods from first principles is not the focus. Rather, prepared Python codes (R versions available upon request) will be made available for Lab sessions. Students will run, interpret, and apply these codes during the lab sessions. Where available, relevant online tutorials may also be assigned for out-of-class practice.

Class Participation (contribution). Students earn participation marks evenly throughout the term, through participating in class discussions, submitting written summaries and in-class lab exercises.

Class-by-Class Syllabus

Topics, readings, and other preparations for every class are listed below.

Note: This schedule is subject to change. If any changes become necessary, notifications will be posted on Canvas, and when changes need to be announced between classes, an email will be sent to students' email accounts, notifying them of the change. Please check your mails frequently.

DATE/WEEK	TOPIC(S)/ASSIGNED READING(S)/ASSIGNED WORK DUE
January 10 (1)	<p><u>Business Intelligence, Artificial Intelligence & Managerial Decision Making</u></p> <p>Students will review key concepts on the relationship between data, decision-making and human cognitive limits, as well as the business implications around the deployment of AI and autonomous decision-making systems. Session includes course introduction.</p> <p>Read:</p> <ul style="list-style-type: none"> ▪ Course Outline ▪ Jarrahi, M. H. (2018). Artificial intelligence and the future of work: human-AI symbiosis in organizational decision making. <i>Business Horizons</i>, 61(4), 577-586. ▪ Kaplan, A., & Haenlein, M. (2019). Siri, Siri, in my hand: Who's the fairest in the land? On the interpretations, illustrations, and implications of artificial intelligence. <i>Business Horizons</i>, 62(1), 15-25. <p>Background Reading (Recommended)</p> <ul style="list-style-type: none"> ▪ Finlay Ch. 1 to 4
January 17 (2)	<p><u>Overview Business Analytics Process, Model Evaluation & Selection</u></p>

DATE/WEEK	TOPIC(S)/ASSIGNED READING(S)/ASSIGNED WORK DUE
	<p>Understand the Business Analytics process comprising of descriptive analytics and predictive Machine Learning models. Understand how to evaluate outcomes of predictive models. Topics include Naive Benchmarks, Accuracy Measures, Gain & Lift Charts, Judging Classifier Performance, Misclassification Costs.</p> <p>Read:</p> <ul style="list-style-type: none"> ▪ Instructor Handout(s) ▪ Supplementary material TBA <p>Background Reading (Recommended)</p> <ul style="list-style-type: none"> ▪ Shmueli et al. Ch. 2, Ch.3.1 to 3.4, Ch 5 ▪ Russel & Norvig Ch. 18.7 - 18.10 <p><u>Deliverables</u></p> <ul style="list-style-type: none"> ▪ Quiz 1 Due
<p>January 24 (3)</p>	<p><u>Regression Frameworks for Predictive Tasks</u></p> <p>Identify business problems that can be solved through multiple linear regression ML models. Understand their pros and cons in business decision contexts.</p> <p>Read:</p> <ul style="list-style-type: none"> ▪ Instructor Handout(s) ▪ Supplementary material TBA <p>Background Reading (Recommended)</p> <ul style="list-style-type: none"> ▪ Shmueli et al Ch. 6 ▪ Finlay Ch. 5-7 ▪ Russel & Norvig Ch.18.2 to 18.
<p>January 31 (4)</p>	<p><u>Association Rules & Collaborative Filtering</u></p> <p>Understand when and how to apply machine learning algorithms to discover relations within unlabeled data. Topics include Association Rules & Collaborative Filtering</p> <p>Read:</p> <ul style="list-style-type: none"> ▪ Instructor Handout(s) ▪ Supplementary material TBA <p>Background Reading (Recommended)</p> <ul style="list-style-type: none"> ▪ Shmueli et al. Ch. 14 <p><u>Deliverables</u></p> <ul style="list-style-type: none"> ▪ Quiz 2 Due
<p>February 7 (5)</p>	<p><u>Clustering Algorithms</u></p> <p>Understand when and how to apply machine learning algorithms to discover relations within unlabeled data. Topics include Hierarchical & K-Means Clustering, Measuring & Validating Clusters</p> <p>Read:</p> <ul style="list-style-type: none"> ▪ Instructor Handout(s) ▪ Supplementary material TBA <p>Background Reading (Recommended)</p> <ul style="list-style-type: none"> ▪ Shmueli et al. Ch.15 ▪ Russel & Norvig Ch. 20.3

DATE/WEEK	TOPIC(S)/ASSIGNED READING(S)/ASSIGNED WORK DUE
	<u>Deliverables</u> <ul style="list-style-type: none"> Assignment 1
February 14 (6)	<u>Deep Learning & Cognitive Computing 1</u> Understand what deep learning is, the development and learning processes in artificial neural networks (ANN), methods to shed light into ANN black box, and the underlying concept and methods for deep neural networks. Read: <ul style="list-style-type: none"> Instructor Handout(s) Supplementary material TBA Background Reading (Recommended) <ul style="list-style-type: none"> Shmueli et al. Ch. 11.1 – 11.5 <u>Deliverables</u> <ul style="list-style-type: none"> Project Proposal due Quiz 3 Due
February 21	Family Day – No Class
Feb 28 (7)	<u>Deep Learning & Cognitive Computing 2</u> Understand different deep learning methods, including convolutional neural networks (CNN), recurrent neural networks (RNN), and long short-memory networks (LSTM), and different implementation frameworks for deep learning. Understand foundations of cognitive computing, learn how IBM Watson works and its applications. Read: <ul style="list-style-type: none"> Instructor Handout(s) Supplementary material TBA Background Reading (Recommended) <ul style="list-style-type: none"> Shmueli et al. Ch.11.6-11.7 <u>Deliverable</u> <ul style="list-style-type: none"> Assignment 2 posted
March 7 (8)	<u>Robotics, Knowledge Systems & AI Support</u> Understand the business application of robotics, group decision making, collaborative systems, knowledge systems and how AI support these applications. Topics include expert systems, recommenders, chatbots, virtual personal assistants, and robo advisors. Read: <ul style="list-style-type: none"> Instructor Handout(s) Supplementary material TBA Background Reading (Recommended) <ul style="list-style-type: none"> TBA <u>Deliverable</u> <ul style="list-style-type: none"> Quiz 4

DATE/WEEK	TOPIC(S)/ASSIGNED READING(S)/ASSIGNED WORK DUE
March 14 (9)	<p><u>Social Media Analytics 1: Structure of Social Networks</u> The rapid proliferation of social media has created an unprecedented opportunity for businesses to engage in real-time interactions with customers, and to enhance brand, customer loyalty, competitiveness, growth and profitability. Students review fundamental concepts in Social Network Analysis, including Network Centrality, Attention & Influence in Social Media.</p> <p>Read:</p> <ul style="list-style-type: none"> ▪ Instructor Handout(s) ▪ Supplementary reading TBA <p><u>Deliverable</u></p> <ul style="list-style-type: none"> ▪ Assignment 2
March 21 (10)	<p><u>Social Media Analytics 2: Analyzing Social Networks</u> Understand and apply algorithms to distinguish Homophily from Social Influence, Bipartite Networks, as well as Detecting Fake News in Social Media and the business implications around these concepts.</p> <p>Read:</p> <ul style="list-style-type: none"> ▪ Instructor Handout(s) ▪ Supplementary reading TBA <p><u>Deliverable</u></p> <ul style="list-style-type: none"> ▪ Quiz 5
March 28 (11)	<p><u>AI integration in organizations: Automating AI Solutions</u> While IT adoption and implementation are not new to organizations, AI present several unprecedented challenges in how it interfaces with individuals, processes, functional areas, management, and the business' broader environment. Students will review concepts such as Feasibility & Cost-Benefit Analysis, Automated Decision Rules, User Interfacing, AI & Organizational Change, and related Ethical Implications.</p> <p>Read:</p> <ul style="list-style-type: none"> ▪ Instructor Handout(s) ▪ Finlay Ch.11, 13 to 14 ▪ Supplementary materials TBA
April 4 (12)	<p><u>Project Due:</u></p> <ul style="list-style-type: none"> • Team Project Presentations
April 18	Final Exam

Written Assignments/Projects and Exam[s]: Descriptions

Due Date

February 7
March 14

Assignments: The assignments require students to answer a set of questions closely related to the handouts or assigned readings. The readings and prior lectures provide

Due Date

all the information students need to complete the assignments. Students must submit assignments at the beginning of the lecturing session on the due date.

Value: $2 \times 7.5\% = 15\%$

Feb 21

April 4

Project Proposal, Presentation & Report: Students need to form project teams of size 4– 5 and complete the projects within a specified time by submitting a project report, data files and Python / R codes. The project requires a team to apply the learned techniques to implement a data-centred business problem. Value: 30%

April 18

Final Exam: The final exam covers all the techniques discussed in the course. It includes problem-solving questions, short-answer questions, and case questions. This will be a take-home exam to be completed over 3 days. Value: 20%

Evaluation of Written Assignments/Projects and Exams

Mark breakdowns for individual assignment are as indicated with the assignments themselves.

Late Delivery: The students will lose 5% of their assignment grade for every day an assignment is delayed.

Calculation of Course Grade

In this class, final course grades will be determined by the following process: The instructor will assign numerical mark to each assignment or test. Each component will be multiplied by its weight, and then a letter grade for the course is assigned according to the following table:

A+	[90% - 100%]
A	[85% - 89%]
A-	[80% - 84%]
B+	[75% - 79%]
B	[70% - 74%]
B-	[65% - 69%]
C+	[60% - 64%]
C	[55% - 59%]
C-	[50% - 54%]
F	[0% - 49%]

Note that letter grade "A" corresponds to the interval from 85% to 89%.

General Academic Policies: Grading, Academic Honesty, Accommodations and Exams

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, sections of required core courses are normally expected to have a mean grade between 4.7 and 6.1

The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the instructor.

For more details on the index, grading policy, and grade point average (GPA) requirements, see the Student Handbook or the Student Services & International Relations website:

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_ind_webstation.nsf/page/Enrolment+Grades+and+Convocation!OpenDocument#tabs-2

Academic honesty is fundamental to the integrity of university education and degree programs, and applies in every course offered at Schulich. Students should familiarize themselves with York University's policy on academic honesty, which may be found in the Student Handbook and on the Student Services & International Relations website:

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_ind_webstation.nsf/page/Academic+Honesty!OpenDocument

Accommodations. For accommodations sought due to exam conflicts, religious reasons, unavoidable absences or disabilities, please refer to the Student Handbook or contact Student Services.

For counseling & disability services, contact Student Services or see <http://www.yorku.ca/cds/>.

Exams (Absence from)

Midterm. Students who miss a midterm examination must contact their course instructor within 24 hours and provide the course instructor with documentation substantiating the reason for the absence. A copy of the documentation must also be submitted to Student Services; it will be placed in the student's file.

Final. Within 24 hours of missing a final examination, students must contact the Director of Student Services at (416) 736-5060 and must also contact their course instructor. Formal, original documentation regarding the reason for missing the exam must be submitted to the Director of Student Services (SSB Room W262) within 48 hours of missing the final exam. Students who miss a final exam due to illness must have their doctor complete an "Attending Physician's Statement." For more details, see:

http://schulich.yorku.ca/client/schulich/schulich_lp4w_ind_webstation.nsf/page/Enrolment+-+MBA+Exam+Schedule?OpenDocument

Quick Reference: Summary of Classes, Activities and Deliverables (To be Updated)

Class No., Title and Date	In-Class Lab/Case Exercise	Reading Preparation (Handout is required, other materials optional)	Out of Class / Written Preparation
1. January 11 BI, AI & Managerial Decision Making	TBD	See outline	
2. January 18 Business Analytics Process & Data Exploration in Python Quiz 1	TBD	See outline	
3. January 25 Model Evaluation & Selection	TBD	See outline	
4. February 1 Regression Frameworks for Predictive Tasks Quiz 2	TBD	See outline	
5. February 8 Basic classification tasks Association Rules & Collaborative Filtering Assignment 1	TBD	See outline	
February 15	NO CLASS (Family Day)		
6. February 22 Advanced classification tasks Clustering Project Proposal due Quiz 3	TBD	See outline	
7. March 1 Deep Learning and Cognitive Computing 1	TBD	See outline	
8. March 8 Deep Learning and Cognitive Computing 2 Quiz 4	TBD	See outline	
9. March 15 Social Networks Assignment 2	TBD	See outline	
10. March 22 Social Media Analytics Quiz 5	TBD	See outline	
11. March 29 Integrating AI in organizations	TBD	See outline	
12. April 5			

Class No., Title and Date	In-Class Lab/Case Exercise	Reading Preparation (Handout is required, other materials optional)	Out of Class / Written Preparation
Team Project Presentations Project Report due			
13. April 12 Final Exam			

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Peter Macdonald, Director of MBA/JD Program
Date: September 24, 2021
Re: Change to admission requirements for Schulich MBA component of MBA/JD Program

Motion: That Faculty Council approves waiving Schulich's current GMAT admission requirement for MBA/JD applicants who have been admitted to and enrolled in the JD Program at Osgoode Hall Law School.

Rationale: The purpose of the proposed change is to remove an unnecessary admission barrier to the MBA/JD Program. Admission to Osgoode Hall Law School's JD Program generally requires a minimum cumulative GPA of "A-" and an LSAT score in the 80th percentile or higher. The LSAT measures similar academic abilities and aptitudes to that of the GMAT, and Osgoode's admission policies recognize exceptional students with a discernable commitment to academic excellence and other noteworthy societal contributions. Students enrolled in their first year of Osgoode's JD Program represent a significant source of potential applicants for Schulich's MBA/JD Program. The current GMAT requirement for this applicant-pool presents an onerous, time-consuming and redundant hurdle to the MBA/JD application process which, if waived, would likely increase the number of MBA/JD applications that Schulich receives each year. The Rotman School of Management at the University of Toronto has adopted a similar approach to their MBA/JD admission process by allowing an applicant's LSAT score to serve as a substitute for the GMAT, if the applicant has been admitted to and enrolled in the University of Toronto's Faculty of Law.

Non-Major Modification Program Changes

1. Program: Schulich/Osgoode Joint MBA/JD
 2. Degree Designation: MBA/JD
 3. Type of Modification: Change to admission requirements for Schulich MBA component of MBA/JD Program
 4. Effective Date: Winter 2022
-
5. State what the changes are: ***Waive the GMAT admission requirement for applicants who have been admitted to and enrolled in Osgoode's JD Program.***
 6. Provide the rationale for the proposed changes that is rooted in the program learning outcomes: ***The purpose of the proposed change is to remove an unnecessary admission barrier to the MBA/JD Program. Admission to Osgoode Hall Law School's JD Program generally requires a minimum cumulative GPA of "A-" and an LSAT score in the 80th percentile or higher. The LSAT measures similar academic abilities and aptitudes to that of the GMAT, and Osgoode's admission policies recognize exceptional students with a discernable commitment to academic excellence and other noteworthy societal contributions. Students enrolled in their first year of Osgoode's JD Program represent a significant source of potential applicants for Schulich's MBA/JD Program. The current GMAT requirement for this applicant-pool presents an onerous, time-consuming and redundant hurdle to the MBA/JD application process which, if waived, would likely increase the number of MBA/JD applications that Schulich receives each year. The Rotman School of Management at the University of Toronto has adopted a similar approach to their MBA/JD admission process by allowing an applicant's LSAT score to serve as a substitute for the GMAT, if the applicant has been admitted to and enrolled in the University of Toronto's Faculty of Law.***
 7. Provide an updated mapping of the program requirements to the program learning outcomes to illustrate how the proposed requirements will support the achievement of program learning objectives. ***No change.***
 8. If relevant, summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support. ***Support for this proposal has been obtained from Schulich's Dean, Detlev Zwick, and Associate Dean Academic, Marcia Annisette. Osgoode's Academic Planning & Policy Committee has unanimously approved this proposal and it is anticipated that Osgoode's Faculty Council will approve this proposal on November 29, 2021 (as confirmed in the attached email).***
 9. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes. ***Not applicable.***

10. Provide a summary of how students currently enrolled in the program will be accommodated. **Not applicable.**
11. Provide as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar. **Please see below.**

APPENDIX

Existing Admission Requirements	Proposed Admission Requirements
<p>Appearing in MBA Handbook: https://schulich.yorku.ca/wp-content/uploads/2021/07/MBA-Handbook-2021-2022.pdf</p> <p>ADMISSION CRITERIA To be eligible for consideration, each applicant must meet the MBA admission criteria for the Schulich School of Business and the JD admission criteria for Osgoode Hall Law School, as well as meeting the additional admission criteria for the MBA/JD Program set forth below. Osgoode admission criteria can be found on the Law School's website. A limited number of students in Schulich MBA 1 or the first year of the Osgoode JD program will be considered each year for admission into the second year of the MBA/JD joint program. Students in MBA 1 applying to the second year of the joint program, must submit a letter of intent to the Schulich Admissions Office. The additional admission criteria for the MBA/JD Program referred to above include the following:</p> <p>Academic Background</p> <ul style="list-style-type: none"> • An undergraduate degree from a recognized postsecondary institution with at least an A-average in the last two full years (or equivalent) of academic study. (Applicants with 3-year degrees may be considered for admission with an additional year of work experience beyond the minimum required by program). <p>GMAT Score</p> <ul style="list-style-type: none"> • A score in the 85th percentile or higher on the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE) is recommended. 	<p>Appearing in MBA Handbook: https://schulich.yorku.ca/wp-content/uploads/2021/07/MBA-Handbook-2021-2022.pdf</p> <p>ADMISSION CRITERIA To be eligible for consideration, each applicant must meet the MBA admission criteria for the Schulich School of Business and the JD admission criteria for Osgoode Hall Law School, as well as meeting the additional admission criteria for the MBA/JD Program set forth below. Osgoode admission criteria can be found on the Law School's website. A limited number of students in Schulich MBA 1 or the first year of the Osgoode JD program will be considered each year for admission into the second year of the MBA/JD joint program. Students in MBA 1 applying to the second year of the joint program, must submit a letter of intent to the Schulich Admissions Office. The additional admission criteria for the MBA/JD Program referred to above include the following:</p> <p>Academic Background</p> <ul style="list-style-type: none"> • An undergraduate degree from a recognized postsecondary institution with at least an A-average in the last two full years (or equivalent) of academic study. (Applicants with 3-year degrees may be considered for admission with an additional year of work experience beyond the minimum required by program). <p>GMAT Score</p> <ul style="list-style-type: none"> • A score in the 85th percentile or higher on the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE) is recommended. The GMAT requirement will be waived for applicants who have been accepted to and enrolled in the JD

LSAT

- A score around the 85th percentile on the Law School Admission Test (LSAT).

Work Experience

- Post-degree work experience is not required, however it is recommended since students will be in class with MBA students who generally have 4-5 years of experience.

Program at Osgoode Hall Law School. Candidates wishing to take advantage of this GMAT waiver must send a request to Osgoode's Admissions Office to have their LSAT scores transferred to the Schulich School of Business.

LSAT

- A score around the 85th percentile on the Law School Admission Test (LSAT).

Work Experience

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**Osgoode Hall Law School
of York University**

Meeting of Faculty Council

1 November, 2021

Notice of Motion

On behalf of the Academic Policy & Planning Committee (APPC), **moved** by Assistant Dean Students, Mya Rimon and seconded by Chair APPC, Prof. Francois Tanguay-Renaud **that** Faculty Council approve the changes to the JD/MBA Program Admissions requirements as described in the Non-Major Modification Program Changes Form, attached as Appendix “A”. See also the Schulich School of Business draft motion to its Faculty Council, attached as Appendix “B”.

APPENDIX A

Non-Major Modification Program Changes

1. Program: Schulich/Osgoode Joint MBA/JD
 2. Degree Designation: MBA/JD
 3. Type of Modification: Change to admission requirements for Schulich MBA component of MBA/JD Program
 4. Effective Date: Winter 2022
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 7. Provide an updated mapping of the program requirements to the program learning outcomes to illustrate how the proposed requirements will support the achievement of program learning objectives. ***No change.***
 8. If relevant, summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support. ***Support for this proposal has been obtained from Schulich's Interim Dean Detlev Zwick and Associate Dean Academic Marcia Annisette. Osgoode's Academic Planning & Policy Committee and Faculty Council have also provided support for this proposal, as confirmed in the attached email.***
 9. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes. ***Not applicable.***

10. Provide a summary of how students currently enrolled in the program will be accommodated. **Not applicable.**
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APPENDIX B

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Peter Macdonald, Director of MBA/JD Program
Date: September 24, 2021
Re: Change to admission requirements for Schulich MBA component of MBA/JD Program

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Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Mike Valente, Associate Professor
Date: October 13th, 2021
Re: New MBA Course entitled Business and Sustainability

Motion:

Approve SB/BSUS 5200 3.0 "Business and Sustainability" as a new elective course for the MBA Program.

Rationale:

A key objective of the Schulich MBA is to graduate students with the tools needed to drive the sustainability imperative within the organizations in which they work. The current electives offered at Schulich in sustainability do not provide the key fundamentals that graduates of a business school should have in today's job market. This course gives students the concepts, methodologies, and exemplars that will enable them to fulfill this key objective of the MBA Program.



New Course Proposal Form

Schulich School of Business

The following information is required for all new course proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

All new course proposals must include a library statement, course outline and motion document. Provide evidence of consultation, where appropriate.

1. Responsible Program:

MBA

2. Responsible Unit:

Sustainability

3. Subject Code (Rubric) and Course Number:

BSUS 5200

4. Credit Value:

3.00

5. Long Course Title:

Business and Sustainability

6. Short Course Title:

This is the title that will appear on University documents where space is limited, such as transcripts and lecture schedules. The short course title may be a maximum 40 characters, including punctuation and spaces.

Business and Sustainability

7. Effective Term/Calendar Year:

Fall 2022

8. Language of Instruction:

English

9. Calendar (Short) Course Description:

This is the description of the course as it will appear in the University course repository and related publications. Calendar (short) course descriptions should be written in the present tense and may be a maximum of 60 words. Please include information with respect to any pre-/co-requisites and/or cross-listing or integration in the course description.

This course explores how organizations respond to increasing expectations to deliver sustainable performance at the economic, social and environmental level. Students grasp different ways in which companies can respond to growing pressures to adopt sustainability and study strategies of how companies can lead the way forward by developing practical solutions to some of society's most challenging problems.

Prerequisites/Corequisites/Course Exclusions: Open to MBA students only. No prerequisites required.

10. Expanded Course Description:

This is the detailed course description that will be published in course outlines, program handbooks, etc. Expand upon the short description in order to give academic approval committees a full and clear sense of the aims and objectives of the course and the types of materials it will cover.

Business is the modern engine of economic growth providing immense benefits for society including innovation, income for individuals, essential goods and services for consumers, taxation revenue, and higher standards of living across the globe. Yet business has recently been put under the microscope in the backdrop of a wide range of social, ecological, and economic scandals that have rocked society's faith in the once highly reputable business institution. Unethical sales tactics of Canadian financial institutions on unsuspecting consumers, deliberate efforts by grocery retailers and food manufacturers to fix prices of commodity goods, the role of investment banks in the 2008 financial crisis, and BP's careless cost-cutting strategy that led to the Gulf of Mexico oil spill have all fueled debate about business' role in society.

Society's expectations of business graduates are therefore evolving as the business leader of the future is expected to possess the skills necessary to excel in an environment that demands accountability along multiple non-financial dimensions. As a result, sustainability has become a strategic issue for business in all sectors, whether the goal is to stay the course and to mitigate risk that might come with increased regulation or unprecedented stakeholder pressure or to more proactively play a leadership role in challenging the many industry practices that are responsible for society's most vexing problems. This course introduces students to five fundamental strategies companies use to respond to growing pressures to adopt more responsible business practices. Through these strategies, students develop an understanding of the major causes that leave companies at odds with society and how leadership in sustainability requires graduates to challenge the fundamental institutions that guide present-day industrial activity.

11. Course Learning Outcomes:

(Necessary for Quality Assurance approval and cyclical program reviews)

What will students be able to do upon completion of this course specifically?

By the conclusion of this course, you would have:

1. Gained a broad understanding of the sources of tension between traditional business approaches and society and the challenges managers and leaders face as a result.
2. Developed knowledge of different strategic approaches businesses adopt in response to societal needs across a range of industries.
3. Learned how to critically assess a business' performance along non-financial dimensions.
4. Identified, understood and applied the fundamental challenges that inhibit businesses from pursuing progressive responsible business strategies.
5. Gained a broad understanding of the opportunities for alignment between business interests and those of society and the tools required to achieve this alignment.

12. Rationale:

Please indicate how the proposed course will contribute to the academic objectives of the program. Please provide a description of the learning outcomes/objectives for the course. As well, please indicate the relationship of the proposed course to other existing options, particularly with respect to focus/content/approach. If overlap with other existing courses exists, please indicate the nature and extent of consultation that has taken place. Additionally, please append the program's existing learning outcomes as a separate document.

A key objective of the Schulich MBA is to graduate students with the tools needed to drive the sustainability imperative within the organizations in which they work. The current electives offered at Schulich in sustainability do not provide the key fundamentals that graduates of a business school should have in today's job market. This course gives students the concepts, methodologies, and exemplars that will enable them to fulfill this key objective of the MBA Program.

13. Evaluation:

Please supply a detailed breakdown of course requirements, including the type and percentage value of each assignment. The expectation is that course assignments can normally be accomplished within the course period. If applicable, details regarding expectations and corresponding grading requirements with respect to attendance and participation should be provided.

In the table below, the impact of each task on your final grade for the course is indicated in the "% weight" column.

Assignment/Task	Quantity	% Weight	Total %	Author
Course Participation	1	15	15	Individual
Asynchronous Canvas Exercises	Multiple	Varies	25	Individual
Assignment #1 – Company Sustainability Assessment	1	25	25	Individual
Assignment #2 – Business Leadership in Sustainability	1	35	35	Group
			100%	

14. Integrated Courses:

Graduate courses may be integrated only with undergraduate courses at the 4000-level, where it is understood that 4000-level indicates an advanced level. Graduate students will be expected to do work at a higher level than undergraduates. If the proposed course is to be integrated, please provide a grading scheme that clearly differentiates between the work that undergraduate and graduate students perform, including a description of how the work performed by graduate students is at a higher level. As well, please indicate the course information for the undergraduate/graduate course (i.e., Faculty/unit/course number/credit value) and include a statement from the relevant undergraduate/graduate chair or undergraduate/graduate director indicating agreement to the integration.

NA

15. Cross-listed Courses:

Cross-listed courses are offered between two or more programs. For cross-listed courses, please include a statement of agreement from the director of the other program(s).

NA

16. Enrolment Notes:

Is the course limited to a specific group of students; closed to a specific group of students; and/or if there is any additional information necessary for the student to know before enrolling.

[This course is for students enrolled in the MBA Program.](#)

17. Faculty Resources:

Provide the names of faculty members in your program qualified to teach this course. Stipulate the frequency with which you expect this course to be offered, including the impact that this course will have on faculty resources.

[Faculty Members: Mike Valente; Geoff Kistruck](#)

[Frequency: 1 section either in fall or winter](#)

[Impact on Faculty Resources: Faculty will be drawn from the Sustainability area](#)

18. Physical Resources:

Please provide a statement regarding the adequacy of physical resources (equipment, space, labs, etc.), including whether or not additional/other physical resources are required and how the need for these additional/other physical resources will be met.

[Whether on-line or in-person, the resources needed to mount this course are available.](#)

19. Bibliography and Library Statement:

Please provide an appropriate and up-to-date bibliography in standard format. A statement from the University librarian responsible for the subject area certifying that adequate library resources are available for the new course must be provided.

[Attached](#)

New Course Proposal Template

(Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor:

Indicate who will be the first instructor for this course.

[Mike Valente](#)

Alternative instructors:

Indicate other persons, especially full-time faculty members, who have the ability and interest to teach this course in the future.

[Geoff Kistruck](#)

Course coordinator:

Indicate the full-time faculty member who will coordinate this course, in the event it is taught by a part-time instructor or is offered in multiple sections.

[Mike Valente](#)

21. Specializations

Primary area or specialization:

Indicate the primary area or specialization where the proposed course will be listed in the program handbook.

[Sustainability](#)

Secondary areas or specializations:

List all other areas or specializations where the proposed course will be listed as an elective.

[NA](#)

22. Student Contact and Enrolment

Contact hours:

State the number of classroom hours of this course per term. If there is a lab requirement, also state the number of lab hours per term.

[Per term: 36 hours \(3 hours per week x 12 weeks\)](#)

Maximum enrolment:

For core courses, 55. For electives, 45. Any other maximum requires approval from the Associate Dean Academic and explicit endorsement from the Program Committee and Faculty Council.

45

Expected enrolment:

State the expected “steady-state” enrolment. It is understood that new courses may take one or two terms to reach this level.

Given the importance of this topic, we expect enrolments of over 30 per section of this course.

Evidence for enrolment expectations:

Provide evidence or a rational argument for your enrolment expectations.

There is a great deal of interest in the student body around issues relating to sustainability.

23. Human Participants Research

If any assignment for this course involves Human Participants Research, the course outline should make reference to the Human Participants Research procedures and approval process. Otherwise indicate “N/A”.

N/A

24. Conditions for Approval

If this proposal is for a new elective course, please indicate which one of the following conditions required by Faculty Council applies:

- a) The Area is deleting courses with at least the same total number of credits. Specify the course or courses being deleted.

N/A

- b) Provide a convincing case for the proposed course.

State the reason the program needs this new course and provide evidence that the Area has no elective with student enrolments low enough to warrant deletion.

Approval from the ADA will be required.

Sustainability is a core issue in the MBA Program. Enrollment within existing sustainability-related electives has been increasing substantially over the past 3 years, and thus we do not anticipate this new course to cannibalize current enrollment levels.

Originator:

Mike Valente

Signature

November 3, 2021

Date

Mike Valente

Name

Sustainability

Area or Specialization

Supporting Faculty Members

The course originator should consult with other interested parties and obtain their support. Support should be obtained from other units of the university if their interests are related to this course.

The faculty members whose names appear below (minimum 6) confirm that they have examined this course proposal. They feel it is a worthwhile addition to the SSB curriculum and does not, to their knowledge, significantly duplicate the content of existing courses.

Theo Noseworthy

Marketing

Dirk Matten

Sustainability

Lilian Ng

Finance

Chris Bell

Organization Studies

Eileen Fischer

Marketing

Shanker Trivedi

Accounting

Approvals

Area or Specialization:

I have reviewed this course proposal with the faculty members of this Area or Specialization, and I support the addition of the course to the SSB curriculum.



Geoff Kistruck
Signature

November 3, 2021
Date

Geoffrey Kistruck
Name of Coordinator or Director

Sustainability
Area or Specialization

Degree Program:

I support the addition of the course to the SSB curriculum.

Ashwin Joshi
Signature

November 3, 2021
Date

Ashwin Joshi
Name of Program Director

MBA
Program

Program Committee:

This course proposal has received the approval of the relevant Program Committee and documentation attesting to the faculty member support for the course has been received and archived by the committee chair.

Marcia Annisette
Signature

November 11, 2021
Date

Marcia Annisette
Name of Committee Chair

Master Programs Committee
Committee

BSUS 5200 3.00 D Business and Sustainability



Course Outline
Fall, 2022

Location: TBD

Instructor
Professor Mike Valente
N328 Seymour Schulich Building
(416) 736-2100 (ext. 66009)
mvalente@schulich.yorku.ca
Office hours: (appointment required)

Assistant
Mary Bai
G324 McEwen Building
416-736-5268
bsus@schulich.yorku.ca

Brief Description

This course explores how organizations respond to increasing expectations to deliver sustainable performance at the economic, social and environmental level. Students grasp different ways in which companies can respond to growing pressures to adopt sustainability and study strategies of how companies can lead the way forward by developing practical solutions to some of society's most challenging problems.

Prerequisites/Corequisites/Course Exclusions: Open to MBA students only. No prerequisites required.

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Course Learning Outcomes

Business is the modern engine of economic growth providing immense benefits for society including innovation, income for individuals, essential goods and services for consumers, taxation revenue, and higher standards of living across the globe. Yet business has recently been put under the microscope in the backdrop of a wide range of social, ecological, and economic scandals that have rocked society's faith in the once highly reputable business institution. Unethical sales tactics of Canadian financial institutions on unsuspecting consumers, deliberate efforts by grocery retailers and food manufacturers

to fix prices of commodity goods, the role of investment banks in the 2008 financial crisis, and BP's careless cost-cutting strategy that led to the Gulf of Mexico oil spill have all fueled debate about business' role in society.

Society's expectations of business graduates are therefore evolving as the business leader of the future is expected to possess the skills necessary to excel in an environment that demands accountability along multiple non-financial dimensions. As a result, sustainability (or responsible business) has become a strategic issue for business in all sectors, whether the goal is to stay the course and to mitigate risk that might come with increased regulation or unprecedented stakeholder pressure or to more proactively play a leadership role in challenging the many industry practices that are responsible for society's most vexing problems. This course introduces students to five fundamental strategies companies use to respond to growing pressures to adopt more responsible business practices. Through these strategies, students will develop an understanding of the major causes that leave companies at odds with society and how responsible business leadership requires graduates to challenge the fundamental institutions that guide present-day industrial activity.

By the conclusion of this course, you would have:

1. Gained a broad understanding of the sources of tension between traditional business approaches and society and the challenges managers and leaders face as a result.
2. Developed knowledge of different strategic approaches businesses adopt in response to societal needs across a range of industries.
3. Learned how to critically assess a business' performance along non-financial dimensions.
4. Identified, understood and applied the fundamental challenges that inhibit businesses from pursuing progressive responsible business strategies.
5. Gained a broad understanding of the opportunities for alignment between business interests and those of society and the tools required to achieve this alignment.

Deliverables at a Glance

In the table below, the impact of each task on your final grade for the course is indicated in the "% weight" column.

Assignment/Task	Quantity	% Weight	Total %	Author
Course Participation	1	15	15	Individual
Asynchronous Canvas Exercises	Multiple	Varies	25	Individual
Assignment #1 – Company Sustainability Assessment	1	25	25	Individual
Assignment #2 – Business Leadership in Sustainability	1	35	35	Group
			100%	

Course Material

There is no text or book for this course. Most of the material you need for this course will be available on our online learning platform called Canvas. Canvas contains the most up-to-date version of the readings, cases, and assigned questions for each class as current events may warrant a minor change in readings assigned from those listed on the syllabus. So please revert to Canvas (rather than the syllabus) for the most up-to-date preparation requirements.

For those materials that cannot be accessed via Canvas due to copyright laws, students are required to purchase a coursekit online. To make this purchase, students must do the following:

1. Go to the Ivey Publishing website at www.iveycases.com
2. Log in to your existing account or click "Register" to create a new account and follow the prompts to complete the registration. If registering, choose the "Student User" role.
3. Click on this link or copy into your browser:
<https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c00000FA45cEAD/mstm-5050-abd-fall-2021-course-kit>
4. Click "Add to Cart".
5. You may choose to order in either print or digital format.
 - a. To order the material in digital format, check "digital download" and click "OK".
 - b. To order a printed copy for delivery, enter the print quantity required and click "OK".
 Please note that shipping charges will apply.
6. Go to the Shopping Cart (located at the top of the page), click "Checkout", and complete the checkout process.
7. When payment has been processed successfully, an Order Confirmation will be emailed to you immediately and you will see the Order Confirmation screen.
 - a. If you ordered digital copies: Click "Download your Digital Items" or go to "My Orders" to access the file.
 - b. If you ordered printed copies: Your order will be printed and shipped within 2 to 3 business days.

IMPORTANT: Access to downloadable files will expire 30 days from the order date, so be sure to save a copy on your computer. The downloadable file is a PDF document that can be opened using Adobe Reader.

This material is for your personal use only and is not to be shared or distributed in any form.

Course materials, such as lectures, PowerPoint slides, tests, course notes, outlines, and similar materials, are protected by copyright. As creator of those materials, I am the exclusive copyright owner. You may take notes and make copies of course materials for your personal use. However, you may not reproduce or distribute the course materials without my express written permission. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this content for distribution may lead to a violation of Copyright law.

Summary of Important Dates

September ?th, 2022: First Class
 October ?th, 2022: No Class
 October ?th, 2022: Industry Assignment Due (by 11pm)
 December ?th, 2022: Final Class
 December ?th, 2022: Group Project Due (by start of class)
 December ?th, 2022: Peer Evaluation Reports Due (by 5pm)

Course Participation

Students are expected to participate in our synchronous classes by engaging in the discussion and participating in live exercises, chats (where applicable) and breakout groups. I score your level of engagement by reflecting on your comments, reading the chat log (for zoom classes), assessing your participation in polls and live questions (for zoom classes), and observing your participation in breakout groups. Students are also invited to start and participate in canvas discussion boards on topics related to the course. Students receive a score out of 4 for each synchronous class. Totalling your score, I calculate your final grade for synchronous participation out of 15.

Generally, course participation is graded as follows:

Grade	Participation
4 A/A+	Strong participation in synchronous classes through active and strong contribution to the discussion, the online chat log and Canvas discussion board, consistent participation in polls and other live exercises, and a strong contributor in breakout groups. Contributes by analyzing/applying course material within a class and across classes and is willing to take risks in attempting to answer difficult questions.
3 B+/A-	Good participation in synchronous classes through moderate and good contribution to the discussion and/or the online chat log and/or Canvas discussion board, consistent participation in polls and other live exercises, and a good contributor to breakout groups. Contributes with answers to the assigned questions and/or builds on or challenges comments made in class, discussion board, chat log and in breakout rooms in ways that elicit student learning.
2 B-/B	Minimal participation in synchronous classes with some contribution to the discussion, minimal activity on the online chat log and Canvas discussion board, good participation in polls and other live exercises, and basic contribution to breakout groups. Contributes to in-class discussion, but at a basic level – e.g. provides topical information, factual information from the reading/case, summarizes facts and asks basic questions for clarification.
1 C/C+	Attends live digital classes but generally does not participate in the discussion with low activity on the online chat log and Canvas discussion board, partial participation in polls and other live exercises, and little contribution in breakout groups.
0 F	Does not attend synchronous classes with no contribution on the Canvas discussion board.

Asynchronous Canvas Exercises

25% of your grade is allocated to asynchronous canvas exercises. Asynchronous refers to any and all course work done outside of synchronous class time. The objective of this assessment is to provide students with credit for completing course material. Asynchronous work may occur prior to class to give you the opportunity to prepare for our synchronous discussions or after class to give you the opportunity to reflect on and apply what we have covered in class. All asynchronous exercises are posted on Canvas with due dates/times. Exercises include multiple choice questions, short quizzes, questions that test your application of concepts/frameworks, among others. For each asynchronous exercise, students will be assessed and provided a point score. Points are earned throughout the semester and the student's score out of the total possible points earned determines their grade out of 25. The general spirit of this assessment is to keep you engaged in the content as we progress through the semester and to provide you with credit for this engagement.

Projects and Assignments

1. Industry Sustainability Assessment (25%)

For this assignment, students are expected to evaluate a company's sustainability performance. This assignment, done by all students individually, is a prelude to the final group project where students will provide consultant advice on how a small company (in the same industry as the company they are examining in Assignment #1) can succeed using an embedded and transformational strategy. With this goal in mind, this first assignment is meant to ensure that students are aware of the social, ecological, and economic issues relevant to an industry, those forces that make sustainability very difficult to adopt, and the existing sustainability performance of a company in the industry. Students will have the opportunity to sign up for a company from the list below in Table 1 early in the semester. The breakdown of the assignment is as follows:

- A) Social/environmental Issues (20%): Students must identify three relevant sustainability issues associated with the industry their chosen firm is in. They must explain why these issues pit the interests of businesses operating in this industry against the interests of society. This will require some reflection. Taking a look at your chosen business' website and CSR reports will help but it is unlikely your only source. Ultimately, you want to ask: "what are the top negative externalities that this industry is known to create"? Are they all ecological? Are they a mix of social and ecological? Economic? Whatever you choose, I should see a justification on why these are particularly relevant and important. At 20% of the assignment grade, you should be relatively brief here. Identify the three and explain why they are relevant.
- B) Institutional Forces (30%): Students must then identify the institutional forces that make it difficult for companies in the industry to adopt more progressive sustainability strategies.
 - a. Students must identify any cognitive, normative, and regulatory forces that explain why mainstream companies resort to a denial, defense or, at best, an isolated strategy.

- b. Students must also identify how their chosen company contributes to these forces (e.g. through the influence on government, marketing, setting industry standards, etc.).
- C) Sustainability Performance (40%): Students must then assess the performance of their chosen company. Specifically, they must assess the company's response to the three issues identified in part a. A key resource for you will be the companies' sustainability or CSR reports which should be available on company websites. A video from the Bronfman library has been made available for you to assist in this research. Students are expected to draw on our company assessment framework in Module 5 to conduct their analysis.
- D) Report presentation (10%): This includes quality of writing (e.g. grammar, sentence structure), proper use of citations, and the professional nature of the report.

The first assignment is due by 11pm on Monday, October 24th, 2022 and must be submitted via Canvas. The assignment should be no longer than 1600 words (not including tables and appendices). Tables, reference lists, and endnotes are not included in the word count. Students who summarize their analysis in tables (e.g. summarize 3 institutional forces in a table) and use the text to highlight key points or takeaways in the tables tend to do well. Students who try to force everything in the text through an essay format or in a table tend not to do so well. The grading rubric for this assignment can be found in Appendix A.

2. Business Leadership in Sustainability (35%)

For the final project, you will be working as a group. Students who chose companies of the same industry for the first assignment are put together in groups for the final project. Each group focuses on a small company from the table below chosen specifically because they exemplify a strong commitment to society (e.g. embedded strategy). Your task is to draw on and apply material from the course to explain their success thus far and to provide the company with advice on how to succeed with an embedded strategy and, more importantly, how to take on a transformational strategy in the future.

The second half of this course will expose you to tools (some explicit some implicit) that have allowed businesses to push the envelope on what is possible when the objective is to minimize, if not eliminate, social, economic, and ecological issues while remaining profitable. As a group, you are expected to identify which of these tactics and approaches are needed to ensure that your assigned company not only achieves this end but also demonstrates feasibility and thus profitability. You are playing the role of consultants in that you are providing advice on how an already committed company to sustainability can improve their performance in this area and take on some of the mainstream players in their industry. Given that, as a group, you have examined several of the mainstream players that this company competes with (i.e. from Assignment #1), you are well positioned to not only make sure that this company effectively embeds sustainability but also to make sure that they can help to transform the many unsustainable practices of the industry. The breakdown of the assignment is as follows:

- a) Overview of the Business (5%)
 - I. Basics: What is the organization's purpose/vision? What does the organization do? What product/service does it provide to the market? Who are its competitors? Who are its suppliers? Who are its consumers?
- b) Summary of Context (15%)

- I. Institutional Forces: Summarize the critical institutional forces that each group member identified in the previous assignment that make it difficult for this company to succeed not only in embedding sustainability but in adopting a transformational strategy.
- II. Competitive Forces: As you know, each group member has examined one mainstream company in the industry. The group is expected to summarize what these companies are doing to respond. The goal here is to ascertain how the existing competitive context is positioned in the domain of sustainability (i.e. what sustainability strategy are they using). What are the main themes across them? This is important because you want to make sure that your allocated business is differentiated from competitors in terms of their approach to sustainability.

Important note: You must demonstrate an ability to synthesize the information you gathered independently in Assignment #1 by identifying key themes that provide confidence of what is happening at the industry level.

- c) Embedding Sustainability through the Business Case (30%). You'll likely find that your company embeds sustainability by targeting a niche segment of the market (e.g. Honey Care targets mid-high income earners, Patagonia targets high income adventurers). Before moving to a transformational strategy, it is critical that you understand how this company establishes strategic differentiation among a small segment of the market. Note that you may find that your company successfully embeds sustainability. This is fine. I still want you to understand how and why by accomplishing to two deliverables below. At the same time, I want you to think about what might be missing or what the company might improve upon.
 - I. Value Creation: What value does the business create (for consumers and beyond)? For whom is it creating value (be specific)? How does it create this value/how does it expand the value pool? How and why is this approach to value creation different from competitors in the industry?
 - II. Value Capture: What does the company do really well that is distinct from competitors? What should the company focus on as a key source of competitive distinction to allow it to capture value over time? Remember that while value creation is top line growth, value capture is bottom line growth (i.e. profit).
- d) Transforming for Sustainability (30%). As discussed in our final strategy, business and sustainability is not only about satisfying a niche market, it is about actively seeking to challenge industry or even societal behavior by targeting the mainstream market. TerraCycle's efforts to shift society from a linear to a circular consumption pattern and Patagonia's efforts to redefine the consumer relationship with clothing are examples here.
 - I. How will the company reach the mainstream market? How will it overcome the institutional forces identified in Part 1 of this project that make it difficult to attract this segment of the market?
 - II. What specifically needs to be transformed (think of what Patagonia or TerraCycle are trying to transform)? Be clear here. What role will social movements and market rebels play? What role will meta-organizations play? How else might they lead this transformation?
- e) Presentation (20%): This project must be submitted in the form of a slidedeck (maximum 35 slides). Students are encouraged to use the notes section of the slides to add additional detail to the main text on the slides if they feel it is necessary. All groups are required to conduct an oral presentation of their slidedeck. Depending on the size of our class, a select number of

groups will present their report live in our final synchronous class while the remaining will submit their oral presentation electronically (by the start of our last class). Oral presentations must be completed within a 20 minute time frame. With this in mind, groups should remain selective on what parts of their slidedeck (and of each slide) to present and should highlight what sections of busy decks the audience should focus their attention on. Put another way, please don't feel that you have to present all material in the slidedeck nor should you feel it necessary to have two separate slide decks (one for submission and one for the presentation). Be selective and pick those elements that contribute to a high-quality presentation. 20% of your grade for this project is therefore based on the quality and sequence of the slide deck along with the effective and professional means by which they were presented. Not all group members are required to present in the oral presentation.

The slidedeck and oral presentation (for those groups not chosen to present live) for Assignment 2 are due by the start of our last class. Late submissions will have points deducted as per assignment rules below. The slidedeck must be submitted on Canvas. The grading rubric for Assignment #2 can be found in Appendix B.

Peer Evaluation

The best time to deal with issues within a group is when it appears, rather than when the final project is due. If team members experience disagreement that they cannot resolve themselves, they should speak with the instructor. To ensure that the team members each deliver on their commitments to the project, a formal peer evaluation process will be used. Criteria for the peer evaluation include:

- Attendance and participation at team meetings
- Preparation for meetings
- Cooperativeness in getting work done
- Time and effort put into the project
- Timeliness and quality of the work
- Use of interpersonal and group dynamic skills
- Any other elements of teamwork.

Each member of the group will evaluate their respective group members (including themselves) on a scale of 1 to 5 based on the criteria above. Take this very seriously, because I do. I will consider this input in assigning the final grade of the student whereby an adjustment to an individual student's assignment grade could be as much as 2 grade points (e.g. A turns into a B+). The due date and time for the peer evaluation is available on Canvas.

Student Assignment Selections

Early in the semester, students will sign up to one of the following industries and will choose one large incumbent in that industry to analyze for Assignment #1. The five or six students that choose the same industry make up a group for the final project.

Industry	Individual Assignment #1 Companies	Group Assignment #2 Company
Automotive	General Motors, Toyota, BMW, Ford, Volkswagen, Chrysler	Tesla
Canadian Banking	RBC, BMO, CIBC, Scotiabank, TD, National Bank	Vancity Credit Union
Electronic Devices	Apple, Nokia, Samsung, LG, Huawei	Fairphone
Grocery Retailers	Loblaw, Empire, Safeway, Tesco, Costco, WalMart	Goodness Me!
Fashion/Apparel	H&M, Inditex, Lululemon, Canada Goose, Prada	Ten Tree
Platforms	YouTube, Facebook, Amazon, Twitter, TikTok, LinkedIn	Firefox-Mozilla
Food and Beverage	Nestle, General Mills, Kellogg Company, Mars Inc, Kraft/Heinz, Campbell's Soup Company	Nature Path Foods
Fast Food	McDonald's, Restaurant Brands International, Wendy's Corporation, Subway, Pizza Pizza, Yum Brands	Chipotle

Calculation of Course Grade

For this course, students will receive numerical grades for their performance across all evaluation components. Schulich does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Consequently, conversions within this course will be as follows:

Letter Grade	Grade Points	Numerical Score
A+	9	89.5-100%
A	8	84.5-89.4
A-	7	79.5-84.4
B+	6	75.5-79.4
B	5	71.5-75.4
B-	4	67.5-71.4
C+	3	61.5-67.4
C	2	55.5-61.4
C-	1	49.5-55.4
F	0	0-49.4

General Academic Policies: Grading, Academic Honesty, Accommodations and Exams

Late Submissions

- Please contact the instructor a reasonable time before the submission deadline if, for any reason, you require an extension for any assignment. Please note that a few hours prior to the deadline is not considered reasonable. Extensions are only granted in justified circumstances, with submission of supporting documentation upon request.

- Assignments received late without an approved extension will receive the following penalty – i.e. one letter grade applied each day (or fraction thereof) that the assignment is late.

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, sections of required core courses are normally expected to have a mean grade between 4.7 and 6.1.

For more details on the index, grading policy, and grade point average (GPA) requirements, consult your student handbook.

Academic honesty is fundamental to the integrity of university education and degree programs, and applies in every course offered at Schulich. Students should familiarize themselves with York University's policy on academic honesty, which may be found on the Schulich website:

<http://schulich.yorku.ca/current-students/academic-honesty/>

Accommodations. For accommodations sought due to exam conflicts, religious reasons, unavoidable absences or disabilities, please refer to the Student Handbook or contact Student Services.

For counseling & disability services, contact Student Services or see <http://cds.info.yorku.ca/>.

Syllabus

Note: If any changes in this schedule become necessary, notifications will be posted on Canvas, and when changes need to be announced between classes, an email will be sent to students' Schulich email accounts, notifying them of the change. Students should always refer to Canvas rather than the course outline for any changes to the below schedule/deliverables.

Module 1 - Introduction to Business and Sustainability

The course begins with an interactive team-based simulation exercise that is meant to illustrate how business denial of broader responsibility can result in major environmental externalities. We'll use the simulation to set the context for the course and to introduce some of the foundational concepts and frameworks.

Preparatory Work (complete in time for synchronous class)

1. Complete Course Survey [here](#)
2. Calculate and submit your ecological footprint [here](#)
3. Our Course Framework (for Reference) (available [here](#))
4. Watch the Simulation Instructional Video [here](#) (click on "View Instructional Video")

Post-Class Asynchronous Reflection (complete ONLY after class is complete)

1. Exercise: What is Leadership in Business? available [here](#)
2. Exercise: Your Covid-19 Response Type (available [here](#))

Module 2 - Profit and the Public Good

In this module, we'll take a close look at Facebook where the boundaries of their responsibility to society have been especially fluid for them in the last 10 years. We'll compare their journey to Nike to demonstrate a common pattern that businesses seem to take when faced with pressure from society to act more responsibly. We'll link these cases back to the simulation, which will set you up for some reflection asynchronously about whether the pursuit of profit is good for society.

Preparatory Work (to be completed in time for synchronous class)

1. Read Case: Nike's Sustainability Journey (available [here](#))
2. Exercise Due: Nike Case Analysis (available [here](#))
3. Read Case: Facebook: Fake News, Free Speech, and the Internet Platforms Responsibility (available in your digital coursekit)
4. Exercise Due: Facebook Case Analysis (available [here](#))

Post-Class Asynchronous Reflection (complete ONLY after class is complete)

1. Exercise Due: Profit and the Public Good (available [here](#))

Module 3 – The Five Sustainability Strategies

In this class, we'll take a close look at PepsiCo, a giant in the food and beverage industry, that has been highly criticized for a rather blatant neglect of social and ecological systems – particularly those related to obesity and health. We'll examine the feasibility of the PepsiCo's efforts to represent a solution to the obesity epidemic. To do this, we'll introduce 5 strategies companies use to respond to pressures to be more sustainable that we'll commonly refer to for the remainder of the course.

Preparatory Work (to be completed before our synchronous class)

1. Read: Business Strategies for Sustainability available [here](#)
2. Exercise: Who is Most to Blame for the Obesity Epidemic? Available [here](#)
3. Read: PepsiCo's Turning Point: Identifying a Role in a Sustainable Society (available in digital coursekit)
4. Exercise: PepsiCo and Obesity (available [here](#))

Post-Class Asynchronous Reflection (complete ONLY after class is complete)

1. Watch Video: Are we in control of our own decisions (available [here](#))
2. Exercise: The Responsibility of the Consumer (available [here](#))

Module 4 - Institutional Theory

In this class we'll look at the financial services industry in Canada, an industry that many would argue has a particularly important responsibility for the economic pillar of sustainability. Specifically, we'll look at Meridian Credit Union, an increasingly popular financial institution that is challenging Canada's big banks. In preparation for this class, students will learn about institutional theory, a framework meant to help us understand the forces that challenge meaningful shift to a more sustainable society and thus make it hard for companies to be leaders in sustainability.

Preparatory Work (complete for the start of our synchronous class)

1. Read: Institutional Theory (stop reading once you reach "Organizational Fields and Institutional Logics") available [here](#)
2. Watch: Institutional Theory Video (Part 1)
3. For your Reference: Institutional Theory Summary Table (available [here](#))

4. Exercise/Quiz: Fishbanks and Institutional Theory (available [here](#))
5. Exercise/Quiz: PepsiCo and Institutional Theory (available [here](#))
6. Watch: Institutional Video (Part 2)
7. Exercise Due: Financial Literacy (Pretend) Quiz (available [here](#))
8. Read Case: Meridian Credit Union: Taking on the Big Banks) (available in digital coursekit)
9. Exercise: Analysis of Meridian Credit Union (available

Post-Class Asynchronous Reflection (complete ONLY after class is complete)

1. Exercise: What Drives Business Students to Cheat? (available [here](#))
2. Watch Video (Optional - Not Mandatory): The Five Sustainability Strategies (available [here](#))
3. Reference: Summary Table of Five Sustainability Strategies (available [here](#))
4. Quiz: Sustainability Strategies (available [here](#))

Module 5 - Measuring Sustainability

This class looks at how we measure and assess sustainability. We'll discuss and apply a framework to evaluate a company's sustainability performance. This framework will be an important tool for your first assignment.

Preparatory Work (complete in preparation for synchronous class)

1. Read: Evaluating Company Sustainability Performance (available [here](#))
2. Read: Overselling Sustainability Reporting (HBR, Pucker, 2021) To Access, Click [here](#) and Search for "Overselling Sustainability Reporting" in box on left of your screen
3. Exercise: Facts about Sustainability Reporting (available [here](#))
4. Exercise: Assessing Sustainability of Your Chosen Company (available [here](#))

Post-Class Asynchronous Reflection (complete ONLY after class is complete)

1. Watch: Bronfman Library Video (available here)

Module 6 -Life Cycle Analysis

In this class, we'll introduce and apply a concept known as Life Cycle Analysis. How far a product travels, the types of ingredients used in the product, the working conditions of outsourced manufacturers, and the treatment of rural farmers all represent examples of things to consider when measuring a product or service life cycle. We'll apply the framework to Southside Restaurant, a company that is trying to decide which bottle of wine to add to a restaurant's wine list; a decision that will impact the restaurant's mission to reduce CO2 and its short- and long-term financial performance.

Preparatory Work (complete in time for synchronous class)

1. Exercise Due: Sources of a product's carbon footprint (available [here](#))
2. Watch: Life Cycle Analysis (available [here](#))
3. Exercise: Life Cycle Analysis Quiz (available [here](#))
4. Read Case: Southside Restaurant: Creating a Low Carbon Wine List (available in digital coursekit)
5. Exercise Due: Southside Restaurant Wine Bottle Assessment (available [here](#))

Reading Break

Module 7 - Co-Creating Value

Our focus now shifts to companies that have embedded sustainability and/or are looking to transform institutional forces that are at odds with sustainability. In this class, students will be introduced to social entrepreneurship, a concept that has emerged in popularity in the last decades to fill the wide gap in the ability of existing organizational forms (e.g. public companies, for-profit companies) to effectively respond to social and ecological issues. We'll take a look at a couple of examples of social entrepreneurship before spending time on a social enterprise known as Honey Care Africa (HCA). HCA set out to revolutionize the beekeeping sector in Kenya by linking the rural poor to market opportunities associated with honey consumption. We'll explore how our conceptualization of value creation and value capture changes when sustainability is front and centre to the business. Specifically, we'll use this case to introduce the creating shared value framework introduced by Michael Porter and Mark Kramer.

Preparatory Work (complete in time for synchronous class)

1. Read Article: Creating Shared Value (Porter and Kramer; Harvard Business Review: pages 62-77)
- To Access: Click [here](#), Search for "Creating Shared Value" in box on left of your screen
2. Exercise Due: Creating Shared Value (available [here](#))
3. Read Case: Honey Care Africa: A Different Business Model (available in coursekit)
4. Exercise Due: Honey Care Analysis (available [here](#))

Post-Class Asynchronous Reflection (complete ONLY after class is complete)

1. Watch: Healthy Cities (Social Entrepreneur Albina Ruiz) (available [here](#))
2. Exercise Due: Healthy Cities (available [here](#))

Module 8 - Institutional Entrepreneurship

In this class, we'll continue our look at companies that embed sustainability but in the context of institutional entrepreneurs. We'll spend a majority of our synchronous time looking at TerraCycle, a company that aims to eliminate waste in society. Yet after 15 years, TerraCycle has not turned a profit. The company is struggling to figure out how to balance its desire to eliminate waste with the need to be self-sustained financially. We'll revisit institutional theory by learning about institutional change and institutional entrepreneurship and apply these ideas to the TerraCycle case to advise it on a way forward.

Preparatory Work (to be complete in time for synchronous class)

1. Read: Institutional Theory (Read from section entitled "Organizational Fields and Institutional Logics) (available [here](#))
2. Exercise Due: Honey Care and Institutional Entrepreneurship (available [here](#))
3. Read: TerraCycle: At a Crossroads (available [here](#))
4. Optional Video: Tom Szaky: Eliminating the Idea of Waste (available [here](#))
5. Exercise Due: TerraCycle Case Analysis (available [here](#))

Post-Class Asynchronous Reflection (complete ONLY after class is complete)

1. Watch: Plastics (Last Week Tonight with John Oliver) (available [here](#))
2. Exercise Due: Institutional Theory and Plastics (available [here](#))

Module 9 - Systems Thinking

Continuing along our examination of more progressive approaches to adopting sustainability, this class will introduce you to the importance of systems thinking. This is an important concept when we consider the recent focus on systemic racism and indigenous rights. If and when companies become serious about sustainability issues like these, they have to develop the ability to think from a systems perspective. In this class, we'll spend some time reflecting on these issues, focusing specifically on indigenous rights and decolonization. We'll look at a mining company in Kenya, operating in a very rural environment, with high levels of poverty in indigenous community. Through this case, you should see how their approach to poverty in the region, over time, embodied a systems level approach, which is in stark contrast to the highly reductionist approach that characterized the colonial era.

Preparatory Work (complete in time for synchronous class)

1. Read Case: Tata Chemicals Magadi: Confronting Poverty in Rural Africa (available in Coursekit)
2. Read: Canada must face its deep systemic racism against Indigenous people (Globe and Mail, 2021: available [here](#))
3. Exercise: Tata Chemicals Case Analysis (available [here](#))

Post-Class Asynchronous Reflection (complete ONLY after class is complete)

1. Read: Complexity Theory (available [here](#))
2. Read: How Greedy McDonald's Became the Most Effective Poverty Fighter in the Country (Lau, 2018) (available [here](#))
3. Exercise Due: McDonald's and Poverty (available [here](#))

Module 10 - From an Embedded to a Transformational Sustainability Strategy

In this class we'll look at YU Ranch, a ranching business located in Tilsonburg, Ontario that embodies principles of sustainability through its focus on environmental sustainability and healthier food. YU Ranch is facing a decision about how they should move forward, a decision that has important implications for the role of business in a sustainable society. The case will provide some insight into how the role of the manager has to evolve over time in its pursuit of sustainability. We'll use this case to introduce the important role of social movements and the role of managers/leaders as market rebels in challenging institutional forces.

Preparatory Work (complete in time for synchronous class)

1. Read: Market Rebels and Radical Innovation (available [here](#))
2. Exercise Due: Social Movements and Market Rebels (available [here](#))
3. Read Case: YU Ranch: Growing a Sustainable Business (available in digital course kit)
4. Exercise Due: YU Ranch Case Analysis (available [here](#))

Post-Class Asynchronous Reflection (complete ONLY after class is complete)

1. Watch: Who Runs the World: Reference Man (Full Frontal - available [here](#))
2. Exercise Due: Systemic Racism and Market Rebels (available [here](#))

Module 11 - Business Sustainability and Paradox

We'll spend this class looking at Patagonia, a company that exists primarily to achieve an environmental objective but uses profit as the means by which to do so. We'll examine how Patagonia's business model balances its three seemingly contradictory goals of causing no unnecessary harm, being profitable, and

achieving growth. We'll end with an examination of the Product Lifecycle Initiative; Patagonia's latest and perhaps boldest strategy that challenges the highly institutionalized business fundamentals of maximizing consumer repeat purchases.

Preparatory Work (complete in time for synchronous class)

1. Exercise Due: Your Sustainability Passion (available [here](#))
2. Read Case: Patagonia (available in digital coursekit)
3. Exercise Due: Patagonia Case Analysis (available [here](#))

Post-Class Asynchronous Reflection (complete ONLY after class is complete)

1. Watch: Patriot Act: The Ugly Truth of Fast Fashion (Warning, some explicit language) (available [here](#))
2. Exercise: Fast Fashion and Paradox (available [here](#))

Module 12: Group Presentations

All groups are required to conduct an oral presentation of their slidedeck. A select number of groups will present their report live in our final synchronous class while the remaining will submit their oral presentation electronically (by the start of our last class). Oral presentations must be completed within a 20 minute time frame. With this in mind, groups should remain selective on what parts of their slidedeck (and of each slide) to present and should highlight what sections of busy decks the audience should focus their attention on. Put another way, please don't feel that you have to present all material in the slidedeck. Be selective and pick those elements that contribute to a high-quality presentation. 20% of your grade for this project is therefore based on the quality and sequence of the slide deck along with the effective and professional means by which they were presented. Not all group members are required to present in the oral presentation. The slidedeck and oral presentation (for those groups not chosen to present live) for Assignment 2 are due by the start of class.

SUBJECT: Library Statement for BSUS 5200: Business and Sustainability

FROM: Angie An, Teaching & Learning Librarian / Business Liaison Librarian

DATE: October 21, 2021

BSUS 5200: Business and Sustainability

York University Libraries (YUL) will be able to support the proposed course, BSUS 5200: Business and Sustainability. This course allows students to grasp different ways in which companies can respond to growing pressures to adopt sustainability and study strategies of how companies can lead the way forward by developing practical solutions to some of society's most challenging problems. YUL has a strong collection of print and electronic periodicals, books, and business databases that will help students conduct relevant secondary research when they complete their company sustainability and business leadership in society assignments.

1. Required / Suggested Course Readings & Course Reserves Support

The course proposal does not list a required textbook for the course, the librarian recommends that the instructor uses the [Copyright Office's syllabus checking service](#) every time the course runs, as course learning materials may change over time. They will review all of the resources and determine if the publisher's terms of use allow for the content to be used in a course. They will also create permalinks to library licensed content that is used in the course.

2. Resources for Course Assignments

YUL's collections will be able to support this course work. The following is a list of recommended resources:

Books & eBooks

Searching the library's catalogue using subject headings such as *Social responsibility of business*, *Sustainable development*, and *Corporate governance* shows that YUL has a strong number of print and eBooks on the overarching course topics. Many of the books are available electronically, while the majority of the print books can be located at the Peter F. Bronfman Business Library and the Scott Library. During the Covid-19 campus closure, students can use [YUL's curbside pickup program](#) to access print books.

Scholarly, Trade/Industry, and Newspaper Articles

YUL's Omni search interface can be used to locate scholarly, trade, and newspaper articles from many disciplines. The [Omni search guide](#) provides instructions on how to best use this discovery layer to find relevant articles.

The library also subscribes to core business article databases such as *Proquest Business* and *Business Source Complete (BSC)*. These databases provide students with a more curated search focused on subject-specific scholarly and trade business article publications. For example, BSC provides students with access to Harvard Business Review articles.

Lastly, students will be able to access business news articles through *Factiva* and *Nexis Uni*. The library's [Business Articles guide](#) provides additional information on these article databases.

Specialized Business Databases

Students will also have access to key business databases. For example, *Sustainalytics* provides quantitative and qualitative ESG research on companies and industries. *IBISworld*, *MarketLine*, and *Passport* provide access to industry and market research. A complete listing of YUL's business databases can be accessed via the [Business Databases A-Z webpage](#).

Research Guides

Students will be able to learn more about the databases the library subscribes to by using [YUL's well-developed research guides](#). These guides provide a curated list of the best resources to use for specific research tasks. The instructor may wish to embed links to the [Business Ethics](#) and [Corporate Governance](#) research guides in Canvas.

3. Canvas Library Research Module, Research Help, & Consultation Support

Students will have access to [research help and consultation services](#). While in-person drop-in research services, including telephone help, are not available during the Covid-19 campus closure, students can email the Peter F. Bronfman Business library (bronfref@yorku.ca), use the online chat service, and book a Zoom consultation with a [business librarian](#).

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Ashwin Joshi, MBA Program Director
Date: August 17, 2021
Re: Retirement of Social Sector Management (SOCM) Specialization

Motion: That Faculty Council approve the retirement of the SOCM specialization in the MBA Program, effective Winter 2022.

Rationale: There has been a marked decline in interest for the SOCM specialization as evidenced by low and declining enrollments in electives over the last few years. Therefore, in consultation with the Dean, the ADA, the EDSSIR and the Director of the Specialization, a decision was taken in Feb 2021 to cease advertising and recruiting for the specialization for the Fall 2021 semester. As a result, by retiring the specialization effective Winter 2022, all Fall 2020 and earlier intakes, would have completed the requirements for the specialization and would not be affected by the retirement. Given the plethora of electives from this specialization that will continue to be offered, the retirement of this specialization would not involve a shortfall of content for students interested in this area and therefore will not affect demand for the MBA.

*Note: A title change for the Social Sector Management Specializations was approved by Schulich Faculty Council on October 2, 2020. However, this change was not implemented due to complications from a related title change to the corresponding Graduate Diploma.

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Ashwin Joshi, MBA Program Director
Date: August 17, 2021
Re: Retirement of Public Sector (PUBL) Specialization

Motion: That Faculty Council approve the retirement of the PUBL specialization in the MBA Program, effective Winter 2022.

Rationale: In consultation with the Dean, the ADA, the EDSSIR and the Director of the Specialization, a decision was taken to cease advertising and recruiting for the specialization. As the specialization has not been advertised for a number of years, current students would not be affected by the retirement.

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Ashwin Joshi
Date: November 2, 2021
Re: Retirement of elective courses in the MBA Program

Motion: That Faculty Council will approve the retirement of the following elective courses.

Courses	Enrollment History	Year of Last Offering
BSUS 6600 3.00 Sustainability and Carbon Finance	16	2013-14
ENTR 6635 3.00 International Entrepreneurship	21	2012-13
IBUS 6430 3.00 International Business Strategy	21	2012-13
PUBL 6000 3.00 Strategic Mgmt in the Public Sector	(All sections were cancelled)	W10-W15
PUBL 6100 3.00 Strategy Field Study	1	Winter 2013
PUBL 6140 3.00 Business and Government	9	Summer 2011
PUBL 6150 3.00 Comparative Public Policy	4	Winter 2014
PUBL 6200 3.00 Canadian Public Law	2	Winter 2013
PUBL 6800 3.00 Program Evaluation	2	Winter 2014
SGMT 6730 3.00 Business Strategies in China	14	2012-13

Rationale: The following elective courses have had extremely low offering and enrollment rates for the past several years. The statistics from the course offering system are included below. The retirement of these courses will not affect the MBA Program.

Course Change Proposal Form

Schulich School of Business

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading). Provide evidence of consultation, where appropriate.

1. Responsible Program:
MBA – Master of Business Administration
2. Responsible Unit:
BSUS
3. Subject Code (Rubric) and Course Number:
BSUS 6600
4. Credit Value:
3.00
5. Long Course Title:
Sustainability and Carbon Finance
6. Short Course Title:
Sustainability and Carbon Finance
7. Type of Course Change(s) (indicate all that apply):

	in course number
	in credit value (provide course outline)
	in course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
	in course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
	in learning objectives/outcomes (please append the program's existing learning outcomes as a separate document)
	in integration (please provide statement of approval from relevant undergraduate coordinator or Chair)
	in cross-listing (please provide statement of approval from other program)
	in pre/co-requisite
X	retire course
	other (please specify)

8. Effective Term/Calendar Year of Proposed Change(s):
Winter 2022

9. Rationale:

This elective course has had extremely low offering and enrollment rates for the past several years.

Existing Course Information (Change From):	Proposed Course Information (Change To):
N/A	N/A

10. Proposed Course Information:
N/A

11. Enrolment Notes:
N/A

12. Consultation:
N/A

Originator:

Ashwin Joshi
Signature

November 3, 2021
Date

Ashwin Joshi
Name

MBA
Area or Specialization

Approvals:

Area or Specialization

I have reviewed this change form and I support the proposed changes to the course.

Geoffrey Kistruck
Signature

November 3, 2021
Date

Geoffrey Kistruck
Name

BSUS
Area or Specialization

Degree Program:

I have reviewed this change form and I support the proposed changes to the course.

Ashwin Joshi

Signature

November 3, 2021

Date

Ashwin Joshi

Name of Program Director

MBA

Program

Program Committee:

This course change has received the approval of the relevant Program Committee

Marcia Annisette

Signature

November 11, 2021

Date

Marcia Annisette

Name of Committee Chair

Program Committee Chair

Committee

Course Change Proposal Form

Schulich School of Business

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading). Provide evidence of consultation, where appropriate.

1. Responsible Program:
MBA – Master of Business Administration
2. Responsible Unit:
ENTR
3. Subject Code (Rubric) and Course Number:
ENTR 6635
4. Credit Value:
3.00
5. Long Course Title:
International Entrepreneurship
6. Short Course Title:
International Entrepreneurship
7. Type of Course Change(s) (indicate all that apply):

	in course number
	in credit value (provide course outline)
	in course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
	in course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
	in learning objectives/outcomes (please append the program's existing learning outcomes as a separate document)
	in integration (please provide statement of approval from relevant undergraduate coordinator or Chair)
	in cross-listing (please provide statement of approval from other program)
	in pre/co-requisite
X	retire course
	other (please specify)

8. Effective Term/Calendar Year of Proposed Change(s):
Winter 2022

Rationale:

This elective course has had extremely low offering and enrollment rates for the past several years.

Existing Course Information (Change From):	Proposed Course Information (Change To):
N/A	N/A

9. Proposed Course Information:
N/A

10. Enrolment Notes:
N/A

11. Consultation:
N/A

Originator:

Ashwin Joshi
Signature

November 3, 2021
Date

Ashwin Joshi
Name

MBA
Area or Specialization

Approvals:

Area or Specialization

I have reviewed this change form and I support the proposed changes to the course.

Moren Levesque/Chris Carder
Signature

November 3, 2021
Date

Moren Levesque / Chris Carder
Name

ENTR
Area or Specialization

Degree Program:

I have reviewed this change form and I support the proposed changes to the course.

Ashwin Joshi

Signature

November 3, 2021

Date

Ashwin Joshi

Name of Program Director

MBA

Program

Program Committee:

This course change has received the approval of the relevant Program Committee

Marcia Annisette

Signature

November 11, 2021

Date

Marcia Annisette

Name of Committee Chair

Program Committee Chair

Committee

Course Change Proposal Form

Schulich School of Business

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading). Provide evidence of consultation, where appropriate.

1. Responsible Program:
MBA – Master of Business Administration
2. Responsible Unit:
PUBL
3. Subject Code (Rubric) and Course Number:
PUBL 6000
4. Credit Value:
3.00
5. Long Course Title:
Strategic Management in the Public Sector
6. Short Course Title:
Strategic Mgmt in the Public Sector
7. Type of Course Change(s) (indicate all that apply):

	in course number
	in credit value (provide course outline)
	in course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
	in course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
	in learning objectives/outcomes (please append the program's existing learning outcomes as a separate document)
	in integration (please provide statement of approval from relevant undergraduate coordinator or Chair)
	in cross-listing (please provide statement of approval from other program)
	in pre/co-requisite
X	retire course
	other (please specify)

8. Effective Term/Calendar Year of Proposed Change(s):
Winter 2022

9. Rationale:

This course was primarily used for the PUBL specialization which is now being retired. This course has also had extremely low offering and enrolment for several years.

Existing Course Information (Change From):	Proposed Course Information (Change To):
N/A	N/A

10. Proposed Course Information:
N/A

11. Enrolment Notes:
N/A

12. Consultation:
N/A

Originator:

Ashwin Joshi
Signature

November 3, 2021
Date

Ashwin Joshi
Name

MBA
Area or Specialization

Approvals:

Area or Specialization

I have reviewed this change form and I support the proposed changes to the course.

Burkard Eberlein
Signature

November 3, 2021
Date

Burkard Eberlein
Name

PUBL
Area or Specialization

Degree Program:

I have reviewed this change form and I support the proposed changes to the course.

Ashwin Joshi

Signature

November 3, 2021

Date

Ashwin Joshi

Name of Program Director

MBA

Program

Program Committee:

This course change has received the approval of the relevant Program Committee

Marcia Annisette

Signature

November 11, 2021

Date

Marcia Annisette

Name of Committee Chair

Program Committee Chair

Committee

Course Change Proposal Form

Schulich School of Business

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading). Provide evidence of consultation, where appropriate.

1. Responsible Program:
MBA – Master of Business Administration
2. Responsible Unit:
PUBL
3. Subject Code (Rubric) and Course Number:
PUBL 6100
4. Credit Value:
3.00
5. Long Course Title:
Strategy Field Study
6. Short Course Title:
Strategy Field Study
7. Type of Course Change(s) (indicate all that apply):

	in course number
	in credit value (provide course outline)
	in course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
	in course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
	in learning objectives/outcomes (please append the program's existing learning outcomes as a separate document)
	in integration (please provide statement of approval from relevant undergraduate coordinator or Chair)
	in cross-listing (please provide statement of approval from other program)
	in pre/co-requisite
X	retire course
	other (please specify)

8. Effective Term/Calendar Year of Proposed Change(s):
Winter 2022

9. Rationale:

This course was primarily used for the PUBL specialization which is now being retired. This course has also had extremely low offering and enrolment for several years.

Existing Course Information (Change From):	Proposed Course Information (Change To):
N/A	N/A

10. Proposed Course Information:
N/A

11. Enrolment Notes:
N/A

12. Consultation:
N/A

Originator:

Ashwin Joshi
Signature

November 3, 2021
Date

Ashwin Joshi
Name

Area or Specialization

Approvals:

Area or Specialization

I have reviewed this change form and I support the proposed changes to the course.

Burkard Eberlein
Signature

November 3, 2021
Date

Burkard Eberlein
Name

PUBL
Area or Specialization

Degree Program:

I have reviewed this change form and I support the proposed changes to the course.

Ashwin Joshi

Signature

November 3, 2021

Date

Ashwin Joshi

Name of Program Director

MBA

Program

Program Committee:

This course change has received the approval of the relevant Program Committee

Marcia Annisette

Signature

November 11, 2021

Date

Marcia Annisette

Name of Committee Chair

Program Committee Chair

Committee

Course Change Proposal Form

Schulich School of Business

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading). Provide evidence of consultation, where appropriate.

1. Responsible Program:
MBA – Master of Business Administration
2. Responsible Unit:
PUBL
3. Subject Code (Rubric) and Course Number:
PUBL 6140
4. Credit Value:
3.00
5. Long Course Title:
Business and Government
6. Short Course Title:
Business and Government
7. Type of Course Change(s) (indicate all that apply):

	in course number
	in credit value (provide course outline)
	in course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
	in course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
	in learning objectives/outcomes (please append the program's existing learning outcomes as a separate document)
	in integration (please provide statement of approval from relevant undergraduate coordinator or Chair)
	in cross-listing (please provide statement of approval from other program)
	in pre/co-requisite
X	retire course
	other (please specify)

8. Effective Term/Calendar Year of Proposed Change(s):
Winter 2022

9. Rationale:

This course was primarily used for the PUBL specialization which is now being retired. This course has also had extremely low offering and enrolment for several years.

Existing Course Information (Change From):	Proposed Course Information (Change To):
N/A	N/A

10. Proposed Course Information:
N/A

11. Enrolment Notes:
N/A

12. Consultation:
N/A

Originator:

Ashwin Joshi
Signature

November 3, 2021
Date

Ashwin Joshi
Name

MBA
Area or Specialization

Approvals:

Area or Specialization

I have reviewed this change form and I support the proposed changes to the course.

Burkard Eberlein
Signature

November 3, 2021
Date

Burkard Eberlein
Name

PUBL
Area or Specialization

Degree Program:

I have reviewed this change form and I support the proposed changes to the course.

Ashwin Joshi

Signature

November 3, 2021

Date

Ashwin Joshi

Name of Program Director

MBA

Program

Program Committee:

This course change has received the approval of the relevant Program Committee

Marcia Annisette

Signature

November 11, 2021

Date

Marcia Annisette

Name of Committee Chair

Program Committee Chair

Committee

Course Change Proposal Form

Schulich School of Business

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading). Provide evidence of consultation, where appropriate.

1. Responsible Program:
MBA – Master of Business Administration
2. Responsible Unit:
PUBL
3. Subject Code (Rubric) and Course Number:
PUBL 6150
4. Credit Value:
3.00
5. Long Course Title:
Comparative Public Policy
6. Short Course Title:
Comparative Public Policy
7. Type of Course Change(s) (indicate all that apply):

	in course number
	in credit value (provide course outline)
	in course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
	in course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
	in learning objectives/outcomes (please append the program's existing learning outcomes as a separate document)
	in integration (please provide statement of approval from relevant undergraduate coordinator or Chair)
	in cross-listing (please provide statement of approval from other program)
	in pre/co-requisite
X	retire course
	other (please specify)

8. Effective Term/Calendar Year of Proposed Change(s):
Winter 2022

9. Rationale:

This course has had extremely low offering and enrolment for several years.

Existing Course Information (Change From):	Proposed Course Information (Change To):
N/A	N/A

10. Proposed Course Information:
N/A

11. Enrolment Notes:
N/A

12. Consultation:
N/A

Originator:

Ashwin Joshi
Signature

November 3, 2021
Date

Ashwin Joshi
Name

Area or Specialization

Approvals:

Area or Specialization

I have reviewed this change form and I support the proposed changes to the course.

Burkard Eberlein
Signature

November 3, 2021
Date

Burkard Eberlein
Name

PUBL
Area or Specialization

Degree Program:

I have reviewed this change form and I support the proposed changes to the course.

Ashwin Joshi

Signature

November 3, 2021

Date

Ashwin Joshi

Name of Program Director

MBA

Program

Program Committee:

This course change has received the approval of the relevant Program Committee

Marcia Annisette

Signature

November 11, 2021

Date

Marcia Annisette

Name of Committee Chair

Program Committee Chair

Committee

Course Change Proposal Form

Schulich School of Business

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading). Provide evidence of consultation, where appropriate.

1. Responsible Program:
MBA – Master of Business Administration
2. Responsible Unit:
PUBL
3. Subject Code (Rubric) and Course Number:
PUBL 6200
4. Credit Value:
3.00
5. Long Course Title:
Canadian Public Law
6. Short Course Title:
Canadian Public Law
7. Type of Course Change(s) (indicate all that apply):

	in course number
	in credit value (provide course outline)
	in course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
	in course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
	in learning objectives/outcomes (please append the program's existing learning outcomes as a separate document)
	in integration (please provide statement of approval from relevant undergraduate coordinator or Chair)
	in cross-listing (please provide statement of approval from other program)
	in pre/co-requisite
X	retire course
	other (please specify)

8. Effective Term/Calendar Year of Proposed Change(s):
Winter 2022

9. Rationale:

This course was primarily used for the PUBL specialization which is now being retired. It has also had extremely low offering and enrolment for several years.

Existing Course Information (Change From):	Proposed Course Information (Change To):
N/A	N/A

10. Proposed Course Information:
N/A

11. Enrolment Notes:
N/A

12. Consultation:
N/A

Originator:

Ashwin Joshi

Signature

November 3, 2021

Date

Ashwin Joshi

Name

MBA

Area or Specialization

Approvals:

Area or Specialization

I have reviewed this change form and I support the proposed changes to the course.

Burkard Eberlein

Signature

November 3, 2021

Date

Burkard Eberlein

Name

PUBL

Area or Specialization

Degree Program:

I have reviewed this change form and I support the proposed changes to the course.

Ashwin Joshi

Signature

November 3, 2021

Date

Ashwin Joshi

Name of Program Director

MBA

Program

Program Committee:

This course change has received the approval of the relevant Program Committee

Marcia Annisette

Signature

November 11, 2021

Date

Marcia Annisette

Name of Committee Chair

Program Committee Chair

Committee

Course Change Proposal Form

Schulich School of Business

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading). Provide evidence of consultation, where appropriate.

1. Responsible Program:
MBA – Master of Business Administration
2. Responsible Unit:
PUBL
3. Subject Code (Rubric) and Course Number:
PUBL 6800
4. Credit Value:
3.00
5. Long Course Title:
Program Evaluation
6. Short Course Title:
Program Evaluation
7. Type of Course Change(s) (indicate all that apply):

	in course number
	in credit value (provide course outline)
	in course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
	in course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
	in learning objectives/outcomes (please append the program's existing learning outcomes as a separate document)
	in integration (please provide statement of approval from relevant undergraduate coordinator or Chair)
	in cross-listing (please provide statement of approval from other program)
	in pre/co-requisite
X	retire course
	other (please specify)

8. Effective Term/Calendar Year of Proposed Change(s):
Winter 2022

9. Rationale:

This course was primarily used for the PUBL specialization which is now being retired. It has also had extremely low offering and enrolment for several years.

Existing Course Information (Change From):	Proposed Course Information (Change To):
N/A	N/A

10. Proposed Course Information:
N/A

11. Enrolment Notes:
N/A

12. Consultation:
N/A

Originator:

Ashwin Joshi
Signature

November 3, 2021
Date

Ashwin Joshi
Name

MBA
Area or Specialization

Approvals:

Area or Specialization

I have reviewed this change form and I support the proposed changes to the course.

Burkard Eberlein
Signature

November 3, 2021
Date

Burkard Eberlein
Name

PUBL
Area or Specialization

Degree Program:

I have reviewed this change form and I support the proposed changes to the course.

<u>Ashwin Joshi</u>	<u>November 3, 2021</u>
Signature	Date

<u>Ashwin Joshi</u>	<u>MBA</u>
Name of Program Director	Program

Program Committee:

This course change has received the approval of the relevant Program Committee

<u><i>Marcia Annisette</i></u>	<u><i>November 11, 2021</i></u>
Signature	Date

<u>Marcia Annisette</u>	<u>Program Committee Chair</u>
Name of Committee Chair	Committee

Course Change Proposal Form

Schulich School of Business

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading). Provide evidence of consultation, where appropriate.

1. Responsible Program:
MBA – Master of Business Administration
2. Responsible Unit:
SGMT
3. Subject Code (Rubric) and Course Number:
SGMT 6730
4. Credit Value:
3.00
5. Long Course Title:
Business Strategies in China
6. Short Course Title:
Business Strategies in China
7. Type of Course Change(s) (indicate all that apply):

	in course number
	in credit value (provide course outline)
	in course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
	in course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
	in learning objectives/outcomes (please append the program's existing learning outcomes as a separate document)
	in integration (please provide statement of approval from relevant undergraduate coordinator or Chair)
	in cross-listing (please provide statement of approval from other program)
	in pre/co-requisite
X	retire course
	other (please specify)

8. Effective Term/Calendar Year of Proposed Change(s):
Winter 2022

Rationale:

This elective course has had extremely low offering and enrollment rates for the past several years.

Existing Course Information (Change From):	Proposed Course Information (Change To):
N/A	N/A

9. Proposed Course Information:
N/A

10. Enrolment Notes:
N/A

11. Consultation:
N/A

Originator:

Ashwin Joshi
Signature

November 3, 2021
Date

Ashwin Joshi
Name

MBA
Area or Specialization

Approvals:

Area or Specialization

I have reviewed this change form and I support the proposed changes to the course.

Willow Sheremata
Signature

November 3, 2021
Date

Willow Sheremata
Name

SGMT
Area or Specialization

Degree Program:

I have reviewed this change form and I support the proposed changes to the course.

Ashwin Joshi

Signature

November 3, 2021

Date

Ashwin Joshi

Name of Program Director

Program

Program Committee:

This course change has received the approval of the relevant Program Committee

Marcia Annisette

Signature

November 11, 2021

Date

Marcia Annisette

Name of Committee Chair

Program Committee Chair

Committee

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Marcia Annisette
Date: November 10, 2021
Re: Update membership of The Master Program Committee

Motion: That Faculty Council approve to update the mandate of the Master Program Committee to reflect the following change in committee membership: The Chair of the Committee for Equity and Community (or its designate) be an ex-officio voting member.

Rationale: Given the growing necessity to embed diversity, equity and inclusion into the Masters' programs, it is essential that there is representation with the skills and expertise to inform the decisions related to this transition. This in particular pertains to new course proposals and modification of existing courses to ensure that equity, diversity, and inclusion principles are embedded in courses and curriculum. It is also important that this member is included in the vote to balance the various interests of existing voting members with objectives of diversity, equity and inclusion.

York University
Schulich School of Business
Master Programs Committee
Mandate

Purpose and Responsibilities

To provide a forum for collegial discussion and coordination by program stakeholders, including faculty members, students, staff, and academic and administrative support providers.

To review, discuss and recommend to Faculty Council curricular, program regulatory, pedagogical, and other academic issues concerning Schulich's master programs (except EMBA).

Recommendations on the following issues would be discussed, approved, and forwarded to Faculty Council for final approval:

- Curricular reviews and changes
- Masters-level policies and regulations
- New course proposals and substantive changes (e.g., course number, course title) to existing courses
- Issues related to teaching and learning in master courses

Note: When substantive issues are discussed and decided upon that also affect the Undergraduate programs, the committee's membership may be expanded to include the UG Program Director and Associate Director plus two UG student representatives. In this case, the Committee will meet as the Programs Coordinating Committee (rather than Master Programs Committee).

Committee Membership

Ex Officio Voting Members:

- Degree Program Directors of all Schulich master programs and joint MBA programs
- Associate Dean, Academic (Chair, casting vote only)
- Associate Dean, Students
- Director, Schulich Centre for Teaching Excellence
- Faculty E-Learning and Experiential Education Leads
- **Chair, Committee for Equity and Community**
- 1 student representative from each 1 year-program; 2 student representatives from each 2year program (nominated to the Committee by the Graduate Business Council)

Elected Voting Members:

- 1 faculty representative from each functional area other than a program director; the representative should teach in at least one of the master programs.

Ex-Officio Non-Voting Members:

- Student Services representative
- Executive Director, IS&T
- Executive Director, Career Development Centre
- Executive Director, Alumni Relations
- Director, Academic Affairs

Meeting Schedule and Quorum

Monthly during the Fall and Winter semesters or at the call of the chair; quorum: 10 voting members

Sub-Committees

The Master Programs Committee comprises a sub-committee for each Schulich master programs to ensure that issues of particular importance to an individual program receive adequate and detailed attention. The results of discussions may be brought to the Committee for a wider discussion or decision-making.

Membership consists of the following individuals, plus any additional members as determined by the sub-committee. The additional membership may be specific to the issues discussed by the subcommittee.

Ex Officio Voting Members:

- Program Director (Chair)
- At least 1 faculty representative who is a member of the committee
- At least 1 student representative from the relevant program who is a member of the committee

Meeting Schedule and Quorum

Meetings at the call of the chair; quorum: 3 voting members

New Course Proposal: EMBA 6195 4.0: Innovating for Social Impact

1. **Program:** Kellogg-Schulich Executive MBA
2. **Course Number:** EMBA 6195
3. **Credit Value:** 4.0
4. **Long Course Title:** Innovating for Social Impact
5. **Short Course Title:** Innovating for Social Impact
6. **Effective Session:** Fall 2022 & Winter 2023

7. **Calendar (Short) Course Description:**

The purpose of this course is to explore how social innovation can be used to build more impactful and sustainable solutions to social and environmental challenges. It combines classroom training on different ways of innovating for social impact with hands-on, team-based fieldwork in partnership with existing social enterprises either in Canada or a Latin American country.

8. **Expanded Course Description:**

The purpose of this two-part course is to explore how social innovation can be used to build more impactful and sustainable solutions to social and environmental challenges. This is primarily a project-based course with a focus on working on-site with social enterprises—either in Canada or in Latin America—to help identify improvements to their existing business models in order to generate greater social impact. Part I of this course will involve classroom training with regards to: (1) the unique considerations that arise from the dual pursuit of profit and purpose on the part of social enterprises; and (2) how the social business model canvas can be used as a tool for understanding the different ways of innovating for greater social impact. Part II of the course will involve fieldwork in partnership with social enterprises that includes: (1) the collection of primary and secondary data to help understand problems with the organization's existing social business model; (2) the ideation and brainstorming of potential innovations that address such problems; and (3) the presentation of specific alternatives that can help achieve greater social impact for the partner organizations given their practical constraints.

9. **Course Learning Outcomes:**

Students will acquire knowledge and skills related to:

- Understanding the unique challenges and opportunities faced by social enterprises.
- Designing alternative business models for generating and scaling social impact by also implementing experientially the theories, skills, and tools that they have learned in other EMBA courses.
- Identifying comprehensive alternative solutions that allow to balance social and economic tensions using critical and creative thinking.
- Presenting detailed argumentation with respect to why and how the recommended alternative for achieving great social impact and scale will be implemented.

10. Rationale:

Despite the incredible progress in the overall level of human development over the past century, and more recent efforts to address growing ecological threats, a number of significant global challenges persist in both developed and developing countries, including generational poverty, discrimination, corruption, and climate change. As future leaders in the private, public and not-for-profit sectors, the KS EMBA students are well placed to address some of these challenges and the course will provide them with the education and experienced to do so. It draws on the unique strength and resources of the Schulich School of Business regarding social innovation, social responsibility, sustainability, and social enterprise.

11. Evaluation:

Assessment will be based on individual class preparation and participation for Part I (20%) and a team-based field project for Part II (80%). The latter includes (i) a report on data collection & analysis (30%), (ii) a proposal for possible innovations based on the Social Business Model Canvas (25%), and (iii) an oral presentation of detailed recommendations for the chosen social enterprise (25%).

12. Integrated Courses:

NOT integrated

13. Crosslisted Courses:

NOT crosslisted

14. Faculty Resources:

This course will be offered annually at the Schulich School of Business as a core course for students in the students in the Kellogg-Schulich Executive MBA program. It will be taught by two full-time Schulich faculty who are recognized research, thought and practice leaders in this area: Professor Geoff Kistruck, RBC Chair in Social Innovation, Area Coordinator of Sustainability, and Director of the Social Innovation Research Lab, whose research involves collaborating with poverty-focused organizations to design and field test theoretically-based solutions to some of the sector's most pressing challenges; and Professor Moren Lévesque, CPA Ontario Chair in International Entrepreneurship, and Co-Director of Entrepreneurial Studies at Schulich, whose research applies the methodologies of analytical and quantitative disciplines to the study of decision making in new business formation.

15. Physical Resources:

Classes for this course will be held at the Executive Learning Centre (ELC) within the Schulich building. Field work will be conducted by student teams either in Canada or a Latin American country under the guidance of Professor Lévesque and Professor Kistruck, respectively and in partnership with local social enterprises. For the first year, Latin American projects are likely to take advantage of the infrastructure and contacts of York University's Las Nubes EcoCampus in Costa Rica. In future years, other local partners in different countries might be sought out. These partners would provide any additional physical resources, if required.

16. Bibliography and Library Statement:

Following are the required readings for the classroom part of the course:

Phills Jr., Deiglmeier, & Miller (2008). Rediscovering Social Innovation. *Stanford Social Innovation Review*, 6(4): 34-43.

- Brown, T. & Wyatt, J. (2010). Design Thinking for Social Innovation. *Stanford Social Innovation Review*, 8(1): 31-35.
- Mulgan, G (2010). Measuring Social Value. *Stanford Social Innovation Review*, 8(3): 38-43.
- Burkett, I. (2016). *Using the Business Model Canvas for Social Enterprise Design*. Knode. 1-30.

These as well as optional readings and any necessary additional resources will be posted to the course Canvas page for students to access (after obtaining the required copyright clearances). As per the attached Library Statement, the York University Libraries are well equipped to support this course.

SUBJECT: Library Statement for EMBA 6195: Innovating for Social Impact

FROM: Angie An, Teaching & Learning Librarian / Business Liaison Librarian

DATE: November 4, 2021

EMBA 6195: Innovating for Social Impact

York University Libraries (YUL) will be able to support the proposed course, EMBA 6195: Innovating for Social Impact. This course explores how social innovation can be used to build more impactful and sustainable solutions to social and environmental challenges. YUL has a strong collection of print and electronic periodicals, books, and business databases that will help students conduct relevant secondary research when they complete their field projects.

1. Required / Suggested Course Readings & Course Reserves Support

The course proposal does not list a required textbook for the course, the librarian recommends that the instructors use the [Copyright Office's syllabus checking service](#) every time the course runs, as course learning materials may change over time. They will review all of the resources and determine if the publisher's terms of use allow for the content to be used in a course. They will also create permalinks to library licensed content that is used in the course.

2. Resources for Course Assignments

YUL's collections will be able to support this course work. The following is a list of recommended resources:

Books & eBooks

Searching the library's catalogue using subject headings such as *Social responsibility of business*, *Sustainable development*, and *Corporate governance* shows that YUL has a strong number of print and eBooks on the overarching course topics. Many of the books are available electronically, while the majority of the print books are located at the Peter F. Bronfman Business Library and the Scott Library.

Scholarly, Trade/Industry, and Newspaper Articles

YUL's Omni search interface can be used to locate scholarly, trade, and newspaper articles from many disciplines. The [Omni search guide](#) provides instructions on how to best use this discovery layer to find relevant articles.

Research Guides

Students will be able to learn more about the databases the library subscribes to by using [YUL's well-developed research guides](#). These guides provide a curated list of the best resources to use for specific research tasks.

3. Research Help & Consultation Support

Students will have access to [research help and consultation services](#). Students can email the Peter F. Bronfman Business library (bronfref@yorku.ca), use the online chat service, and book a Zoom consultation with a [business librarian](#).

EMBA 6195 4.0 Innovating for Social Impact

Instructors

Dr. Geoff Kistruck
Schulich School of Business
416-736-2100 ext. 20247
gkistruck@schulich.yorku.ca

Dr. Moren Lévesque
Schulich School of Business
416-736-2100 ext. 44591
mlevesque@schulich.yorku.ca

Assistant

EMBA Office
416-736-5486
embaoffice@schulich.yorku.ca

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Instructor Biographies

Geoff Kistruck is Professor, RBC Chair in Social Innovation, Area Coordinator of Sustainability, and Director of the Social Innovation Research Lab at the Schulich School of Business. His primary research interests involve social entrepreneurship and innovation on the part of for-profit and non-profit enterprises, principally within the context of least-developed markets. More specifically, his research involves collaborating with poverty-focused organizations to design and field test theoretically-based solutions to some of the sector's most pressing challenges. Prior to entering academe, Geoff served in a number of managerial positions within the venture capital and financial services industry.

Moren Lévesque is Professor, CPA Ontario Chair in International Entrepreneurship, and Co-Director of Entrepreneurial Studies at the Schulich School of Business. She is also a Senior Research Fellow at the Lazaridis Institute for the Management of Technology Enterprises of Wilfrid Laurier University and a Beedie Family Visiting Fellow at the Beedie School of Business of Simon Fraser University. She has been on the faculty at Université Laval, Carnegie Mellon University, Rensselaer Polytechnic Institute, Humboldt Universität, Case Western Reserve University, and the University of Waterloo as a Canada Research Chair in Innovation & Technical Entrepreneurship. Her research applies the methodologies of analytical and quantitative disciplines to the study of decision making in new business formation.

Course Description

The purpose of this two part course is to explore how social innovation can be used to build more impactful and sustainable solutions to social and environmental challenges. Despite the incredible progress in the overall level of human development over the past century, and more recent efforts to address growing

ecological threats, a number of significant global challenges persist in both developed and developing countries, including generational poverty, discrimination, corruption, and climate change. This is primarily a project-based course with a focus on working on-site with social enterprises—either in Canada or in Latin America—to help identify improvements to their existing business models in order to generate greater social impact.

Part I of this course will involve classroom training with regards to: (1) the unique considerations that arise from the dual pursuit of profit and purpose on the part of social enterprises; and (2) how the social business model canvas can be used as a tool for understanding the different ways of innovating for greater social impact. Part II of the course will involve fieldwork in partnership with social enterprises that includes: (1) the collection of primary and secondary data to help understand problems with the organization's existing social business model; (2) the ideation and brainstorming of potential innovations that address such problems; and (3) the presenting of specific alternatives that can help achieve greater social impact for the partner organizations given their practical constraints.

Course Learning Outcomes

You will acquire knowledge and skills related to:

- Understanding the unique challenges and opportunities faced by social enterprises.
- Designing alternative business models for generating and scaling social impact by also implementing experientially the theories, skills, and tools that you have learned in other EMBA courses.
- Identifying comprehensive alternative solutions that are able to balance social and economic tensions using critical and creative thinking.
- Presenting detailed argumentation with respect to why and how your recommended alternative for achieving great social impact and scale will be implemented.

Course Material

A collection of readings has been selected for the introductory sessions (Part I) on September XX and XX, 2022. These readings will all be available on the course Canvas. ***Students are expected to read the required readings ahead of Part I's classes.*** Further material or links that are useful for the team project will be shared as appropriate on Canvas.

Class-by-Class Syllabus

This course consists of two in-class sessions. Classes are designed to be hands-on and interactive, comprising a mixture of discussions, group work, presentations, and guest speakers. Topics, readings, and other preparations for every class are listed below.

Class 1	<u>Understanding Social Innovation & Impact</u>
Saturday	<i>Class Content:</i>
Sept XX	
10:00am to	
1:00pm	<ul style="list-style-type: none">• We will discuss what is different about the goals and objectives related to ‘social’ innovation and its associated performance metrics.• We will hear from a panel of social entrepreneurs regarding their motivations and unique challenges regarding their efforts to achieve social change.• We will outline the process each group will be going through with respect to undertaking their field project, including bringing attention to the required ethics protocol procedures for surveying/interviewing people.

Required Readings:

- Phills Jr., Deiglmeier, & Miller (2008). Rediscovering Social Innovation. *Stanford Social Innovation Review*, 6(4): 34-43.
- Brown, T. & Wyatt, J. (2010). Design Thinking for Social Innovation. *Stanford Social Innovation Review*, 8(1): 31-35.
- Mulgan, G (2010). Measuring Social Value. *Stanford Social Innovation Review*, 8(3): 38-43.

Optional Readings:

- Chung, W. Convery, M., Golden, K. & Hewitt, A. (2010). *Legislative Innovations*. MaRS White Paper Series.
- Golden, Hewitt, Lewkowitz, McBane, & Torjman (2009). *Social Venture Finance*. MaRS White Paper Series.
- Martin, R. & Osberg, S (2007). Social Entrepreneurship: The Case for Definition. *Stanford Social Innovation Review*, Spring, 29-39.

Class 2
Saturday
Sept XX
10:00am to
1:00pm

Using the Social Business Model Canvas to Generate Innovations**Class Content:**

- We will discuss the different components of the social business model and illustrate with a series of examples. We will emphasize a data-driven approach to validating and adjusting potential innovations for social impact.
- We will be undertaking in-class group exercises to familiarize students with how the social business model canvas can be used as a guide for their field project with respect to data collection and idea generation.

Required Readings:

- Burkett, I. (2016). *Using the Business Model Canvas for Social Enterprise Design*. Knode. 1-30.

Optional Readings:

- The Impact BMC https://stanford.edu/dept/gsb-ds/Inkling/The_Impact_BMC/index.html
- Alter, K. 2007. Social Enterprise Typology. <http://www.virtueventures.com/setypology.pdf>

Course Evaluation

A summary of the course evaluation components is as follows:

Component	% of Total
Part I: Class Preparation and Participation	20%
Part II: Field Project	
A) Report on Data Collection & Analysis	30%
B) Proposal of SBMC Innovations	25%
C) Presentation of Detailed Recommendation	25%
Subtotal	80%
Total	100%

Part I: Class Preparation and Participation (20%)

Class participation in the **introductory sessions** (Part I: Classes 1 & 2) on **September XX and XX**, 2022, is expected and strongly encouraged. Students are expected to come to the introductory sessions having

done the assigned readings and be ready to discuss the material in breakout groups and full class setting. Additionally, students are expected to pose meaningful questions to guest speakers and panelists visiting the class. Finally, students are expected to participate in the in-class group exercises and activities.

Part II: Field Project

The primary component of Part II of the course involves self-selected groups of 4-5 students undertaking a research project in partnership with a social enterprise. At the first-stage level, students will need to decide by the end of Part I of the course if they will opt into the ‘Canada’ or the ‘Latin American’ option for completing their field project. The ‘Canada’ option will entail partnering with a Canadian based social enterprise, while the ‘Latin American’ option will involve partnering with a Latin American social enterprise, and spending time in country. At the second-stage level, students belonging to each of the two sub-groups will then self-select into groups of 4-5 students. Each group into the ‘Latin America’ option will then be assigned a social enterprise partner on the part of the instructors, while each group into the ‘Canada’ option will have the opportunity to find their own social enterprise partner. All groups will be tasked with addressing a primary challenge currently being faced by the social enterprise partner in their efforts to achieve social impact.

In both options, groups will be expected to compile an extensive set of both primary and secondary data collections. The collection of primary data includes conducting interviews, focus groups, and surveys with organizational representatives and their key beneficiaries and stakeholders. The collection of secondary data involves the compiling of research papers, existing datasets, and other information already collected by a third party. For those groups who have elected the ‘Canada’ option, the primary data collection process of the project will take place over a period of X weeks: from XXXX, 2023 – XXXX, 2023. Comparatively, for students who have elected the ‘Latin America’ option, the primary data collection process will take place over a single week in country: from XXXX, 2023 – XXXX. Secondary data collection will take place over a more extended period of time.

The overall field project will account for 80% of the final grade, and will consist of three sub-components: (1) report on quality of data collection and analysis; (2) proposal of social business model canvas innovations; and (3) presentation of detailed recommendations.

Report on Data Collection and Analysis (30%)

Following the conclusion of the primary data collection activities, each group will need to prepare a report that details the following: (1) an itinerary that outlines each of the primary data collection activities the group has undertaken (i.e., person interviewed/surveyed, length of interview, etc.); (2) a comprehensive rationale as to why the group elected to conduct that specific set of primary data collection activities (i.e., who was selected, how they were selected, what data collection approach was used, etc.); (3) a list of secondary data sources used by the group; (4) an outline of how the data were aggregated and analyzed, including whether certain data were given preference to other data; and (5) a summary of the group’s findings as it relates to the challenge faced by their social enterprise partner. The data collection and analysis should not be limited to numbers. Ethnography and history will enable the group to better interpret the numbers and understand what might trouble the social enterprise and how to fix it, not only in terms of specific suggestions but also regarding the processes for implementing the group’s solution. For instance, this might include, but is not limited to, observing the social enterprise with all its human messiness to gain a better understanding of its background, as well as studying the context in which the enterprise operates and its origins, such as who the founders were and their mission. The text of the report should be 20 pages maximum, but should also contain the data collection instruments (i.e., surveys, interview questions, etc.) as appendices. The report will be assessed along the dimensions of both breadth and depth of data collected,

as well as the quality of analysis undertaken. For both the ‘Canada’ and ‘Latin American’ groups, the report will be due **XXXX**, 2023.

Proposal of Social Business Model Canvas Innovations (25%)

Following the submission of the data collection and analysis report on **XXXX**, 2023, groups will be expected to translate the data collected into the various components of the social enterprise’s current social business model canvas (SBMC). This process should take place using a large (3’ X 4’) bristol board that contains each of the SBMC boxes, and sticky notes for populating information for each of the boxes. Subsequently, the group will engage in brainstorming potential changes to one of more boxes of the current SBMC (using new sticky notes) that may help to address the social enterprise’s challenge. Note that it is important to take photographs of both the original SBMC, and any subsequent changes made to the SBMC through the brainstorming process. The groups should then identify their top three innovations to the SBMC that they believe would effectively address the social enterprise’s challenge. The proposal will consist of photographs of both the base SBMC, and photographs of each of the SBMCs that represent the top three alternatives. Accompanying each of the 3 alternative photographs should be a short (3 pages maximum) description of the specific changes to one or more of the SBMC boxes, and a list of opportunities and risks associated with the proposed innovation. Thus, the proposal should be a maximum of 10 pages and will be assessed along the dimensions of both creativity and feasibility. For both the ‘Canada’ and ‘Latin American’ groups, the proposal will be due on **XXXX**, 2023.

Presentation of Detailed Recommendations (25%)

Following the submission of the SBMC innovations proposal, groups will be expected to select one of their three alternative innovations and outline how the social enterprise would go about implementing their recommendation. The format of their recommendations will involve a presentation prepared for the social enterprise that contains: (1) a brief summary of data collection and analysis; (2) a brief summary of their alternatives; (3) a rationale for the alternative they elected to recommend; and (4) a staged implementation plan. The presentation should be 15 slides maximum, and is expected to be delivered verbally to the social enterprise via Zoom/Skype along with a copy of the slides themselves. The presentation will be assessed on both the quality of the recommendation/implementation plan, as well as the quality of the presentation itself including the ability of the group members to: cater the presentation to the social enterprise based on whomever the audience might be so as to make the presentation relevant to that audience; show empathy while remaining impartial; effectively address questions; and listen to whomever the audience is so as to comprehend other ways of thinking. All presentations must be completed by **XXXX**, 2023.

Calculation of Course Grade

In this class, final course grades will be determined by the following process. Each of the three assignments will be marked using a percentage grade (out of 100). To calculate the final grade, these assignment grades will be added using the percentage weight of each assignment. This final percentage grade will be converted to a letter grade using the following grading scheme:

Grade	Percent Range	Grade	Percent Range
A+	90 – 100	B–	65 – 69
A	85 – 89	C+	60 – 64
A–	80 – 84	C	55 – 59
B+	75 – 79	C–	50 – 54
B	70 – 74	F	50 – 0

General Rules

Late Submissions

- Please contact the instructor a reasonable time before the submission deadline if, for any reason, you require an extension for any assignment. Please note that a few hours prior to the deadline is not considered reasonable.
- Assignments received late without an approved extension will receive the standard EMBA penalty – i.e., one letter grade applied each week (or fraction thereof) that the assignment is late. For details see the *EMBA Guideline on Assignment Submission*.

Academic Honesty is fundamental to the integrity of university education and any degree program, and applies in every course offered at Schulich and within the Kellogg EMBA Global Network. This particular course is subject to the rules mandated by York University and the Kellogg Honor Code, which you signed at the outset of the program. For details please refer to your Student Guide and the following website: http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_webstation.nsf/page/Academic+Honesty!OpenDocument

Human participants' research must be done ethically. Please refer to the York Senate Policies on Ethics Review website: <http://secretariat-policies.info.yorku.ca/policies/ethics-review-process-for-research-involving-human-participants-policy/>. The completion of the online course on research ethics regarding the “Ethical Conduct for Research Involving Humans” (TCPS 2: CORE) is a prerequisite for you to be able to carry out the necessary research and fieldwork for this course. You therefore need to send the certificate demonstrating the completion of this online course to the EMBA Office before the start of this course.

Accommodations might be sought due to religious reasons, unavoidable absences or disabilities. In these cases, please contact the EMBA office (with copies to the instructor and the academic director).

New Course Proposal: EMBA 6235 4.0: Startup in the making

1. **Program:** Kellogg-Schulich Executive MBA
2. **Course Number:** EMBA 6235
3. **Credit Value:** 4.0
4. **Long Course Title:** Startup in the making – An entrepreneur's and VC's perspectives
5. **Short Course Title:** Startup in the making
6. **Effective Session:** Winter 2022
7. **Calendar (Short) Course Description:**

The purpose of this course is to examine how to build and evaluate startups by utilizing both an entrepreneur's and a Venture Capital's perspectives. The main goal will be to attain a broad understanding of the venture capital and the startup ecosystem and how both VCs and entrepreneurs look to create long lasting value.
8. **Expanded Course Description:**

This course examines how to build and evaluate startups by utilizing both an entrepreneur's and a Venture Capital's perspectives. Through a series of exercises, class discussions, cases and guest lectures, students will better understand on one side, how venture capital firms operate and how the investment professionals in these firms think in making investment decisions. In tandem, students will learn how entrepreneurs build transformational companies, including what the life cycle of a venture is, how targets are set and what business models support them, and how value is being created. Most importantly, the course will focus on how the two different points of view merge into a coherent strategy. The primary goal in the course will be to attain a broad understanding of the venture capital and the startup ecosystem and how both VCs and entrepreneurs look to create long lasting value. As the past two years were hectic around the world and potentially disruptive for the long term, the course will also analyze the effects of COVID-19 on the different technology industries, the opportunities and threats that lie ahead. To be successful in this course students should join the sessions well prepared, participate as much as they can, question and challenge the concepts discussed and present their own theses and ideas. They should consider themselves both as an investor and as a founder for the duration of the course, read the materials and prepare the assignments thoroughly.
9. **Course Learning Outcomes:**

Students will acquire knowledge and skills related to:

 - Understanding the different perspectives of both entrepreneurs and investors in startups.
 - Identifying opportunities in the technology industries following the disruptions caused by COVID-19.
 - Familiarizing themselves with a number of tools that allow to build and fund a startup.
10. **Rationale:**

Over recent years, many Kellogg-Schulich EMBA students started their own business, some before joining the program, more after finishing it. Participation in this course will allow them

to conduct a kind of simulation of acting as a company founder, on the one hand, and as a partner in a VC fund, on the other hand, both looking to build something together. This elective will do that in the context of the Israeli ecosystem, which has produced many successful startups and with professors who have many years of experience in shepherding new ventures to success, while being very reflective about the process.

11. Evaluation:

Assessment will be based on class preparation and participation (10%) and the preparation of a capitalization table for a startup company (50%), both evaluated on an individual basis, and a group assignment (40%) where students have to prepare and present a pitch for a startup either as an entrepreneur or as an investor.

12. Integrated Courses:

NOT integrated

13. Crosslisted Courses:

NOT crosslisted

14. Faculty Resources:

This course will be offered annually as a global elective by our partner, the Kellogg-Recanati International Executive MBA program at the Collier School of Management of Tel Aviv University. It will be run by two teachers with extensive experience in the startup ecosystem: Ronen Nir, a senior advisor at Viola Ventures, one of the largest early stage VCs in the Israel and a senior advisor to PSG Equity, a tech-focused private equity firm out of Boston, who himself has invested in several companies reaching 'Unicorn status'; and Rotem Shacham, a Principal at Viola Ventures with over 10 years of experience in management consulting, legal advising & litigation, and corporate leadership across a variety of industries, including five years at the Boston Consulting Group (BCG).

15. Physical Resources:

Classes for this course will be held in an intensive 5-day format at the Collier School of Management of Tel Aviv University, which will provide all the necessary physical resources.

16. Bibliography and Library Statement:

The course relies mainly on case studies as well as guest speakers. All the relevant readings will be provided to our students participating in this course through the Learning Management System of the Kellogg-Recanati International Executive MBA program, to which they will be given access before, during and after the course, as needed. If necessary, our students can access additional relevant material via the York University Library, as per the attached Library Statement.

SUBJECT: Library Statement for EMBA 6235: Startup In The Making

FROM: Angie An, Teaching & Learning Librarian / Business Liaison Librarian

DATE: November 4, 2021

EMBA 6235: Startup In The Making - an entrepreneur's and VC's perspectives

York University Libraries (YUL) will be able to support the proposed course, EMBA 6235: Startup In The Making - an entrepreneur's and VC's perspectives. This course examines how to build and evaluate startups by utilizing both an entrepreneur's and a Venture Capital's perspectives. YUL has a strong collection of print and electronic periodicals, books, and business databases that will help students conduct relevant secondary research when they complete their course work.

1. Required / Recommended Course Readings & Course Reserves Support

All the required readings for this course will be supplied by Kellogg-Recanati International Executive MBA program at Tel Aviv University, YUL is pleased to assist with requests for extra readings.

2. Resources for Course Assignments

YUL's collections will be able to support this course work. The following is a list of recommended resources:

Books & eBooks

Searching the library's catalogue using subject headings such as *Entrepreneurship*, *New business enterprises* and *Venture capital* shows that YUL has a strong number of print and eBooks on the overarching course topics. Many of the books are available electronically, while the majority of the print books are located at the Peter F. Bronfman Business Library.

Scholarly, Trade/Industry, and Newspaper Articles

YUL's Omni search interface can be used to locate scholarly, trade, and newspaper articles from many disciplines. The [Omni search guide](#) provides instructions on how to best use this discovery layer to find relevant articles.

Research Guides

Students will be able to learn more about the databases the library subscribes to by using [YUL's well-developed research guides](#). These guides provide a curated list of the best resources to use for specific research tasks.

3. Research Help & Consultation Support

Students will have access to [research help and consultation services](#). Students can email the Peter F. Bronfman Business library (bronfref@yorku.ca), use the online chat service, and book a Zoom consultation with a [business librarian](#).



Startup in the making –

An entrepreneur's and VC's
perspectives

Course Syllabus

Ronen Nir & Rotem Shacham

ronenn@viola.vc ; rotems@viola.vc

February 2022

Kellogg-Recanati International

Executive MBA

Ronen Nir – Course Instructor

Mr. Ronen Nir is a senior advisor at Viola Ventures, one of the largest early stage VCs in the Israel and a senior advisor to PSG Equity, a tech focused private equity firm out of Boston. Ronen also serves on the board of directors of Aharon Institute for Economic Studies at the Reichman University in Herzlia, Israel. Prior to his current positions Ronen was a General Partner at Viola Ventures for more than 13 years. He specializes in Enterprise Software, SaaS and AI investments. He has invested in Unicorn companies ironSource (NYSE: IS), Redis and Verbit and in uprising companies such as, Syte.ai and Pliops. He previously sat on the boards of Samanage (acquired by SolarWinds), Cloudyn (acquired by Microsoft), Kampyle (acquired by Medallia), Perfecto (acquired by Perforce), and LiveU (acquired by Francisco Partners).

Ronen started his career in an elite Israeli Defense Forces' Intelligence Unit (8200) for 13 years and holds a rank of Lieutenant Colonel (Res.). Before joining Viola in 2008 he held several positions in the tech industry, the latest being VP of Product Management at Verint Systems (NASDAQ: VRNT). He received a B.A. (Cum Laude) in Economics and Middle East History from Tel Aviv University and an M.Sc. in Technology Management from the University of Maryland University College (UMUC).

Rotem Shacham – Course Instructor

Ms. Rotem Shacham is a Principal at Viola Ventures. Rotem brings over 10 years of experience in management consulting, legal advising & litigation, and corporate leadership across a variety of industries. Prior to joining Viola Ventures, Rotem worked at Boston Consulting Group (BCG) for five years. As a Project Leader, Rotem led teams of consultants to diagnose and solve companies' most challenging problems. Among others, Rotem worked on strategy development, operations optimization, and M&A, with a focus on the Financial Institutions, Industrial Goods and Energy sectors. In addition, Rotem was a board member of Bet Shemesh Engines Ltd. (TASE: BSEN), an aerospace propulsion manufacturer.

Rotem is a lawyer and member of the Israeli Bar Association. She clerked for the President of the Israeli Supreme Court, the Honorable Justice Dorit Beinisch.

Rotem holds an MBA with High Distinction from Harvard Business School (elected as a Baker Scholar, HBS's highest level of academic distinction, awarded to the top 5% of the class) and an LL.B. in Law & Economics (Magna Cum Laude) from the Hebrew University of Jerusalem.

Course overview

In this course, we examine how to build and evaluate startups by utilizing both an entrepreneur's and a Venture Capital's perspectives. Through a series of exercises, class discussions cases and guest lectures, students will better understand on one side, how venture capital firms operate and how the investment professionals in these firms think in making investment decisions. In tandem, students will learn how entrepreneurs build transformational companies, including what is the life cycle of a venture, how targets are set and what business models support them, and how value is being created. Most importantly, we will focus on how the two different points of view merge into a coherent strategy.

Our primary goal in the course will be to attain a broad understanding of the venture capital and the startups ecosystem and how both VCs and entrepreneurs looks to create long lasting value.

As the past two years were hectic around the world and potentially disruptive for the long term, we will analyze the effects of COVID-19 on the different technology industries, the opportunities and threats that lies ahead.

To be successful in this course you should join the sessions well prepared, participate as much as you can, question and challenge the concepts discussed and present your own theses and ideas. Consider yourself both as an investor and as a founder for the duration of the course, read the materials and prepare the assignments thoroughly. Think about your participation in this course as a simulation of acting as a company founder, from one hand, and as a partner in a VC fund, from the other hand, both looking to build something great.

Sessions outline

Day 1	<u>The Venture Capitalist's perspective</u>
45 min	Course introduction
<i>Break 15 min</i>	
45 min	Tech industry "State of the Union" <ul style="list-style-type: none"> · Acceleration of worldwide digital transformation · Influence of Covid-19 on markets · The workplace of the future · Capital markets environment · The Israeli Tech Eco system – before, during and post Covid-19
<i>Break 15 min</i>	
90 min	What is Venture Capital? <ul style="list-style-type: none"> · What is a VC? · The VC markets · History and trends · Performance criteria · Types of funds · LPs and GPs · The venture return model
Mid-day break	
90 min	The investment cycle <ul style="list-style-type: none"> · Initial investment · Investment committee · Follow on investments · Term Sheet
<i>Break 15 min</i>	
90 min	Cap table <ul style="list-style-type: none"> · What is a cap table · Issued vs. fully diluted shares · Waterfall calculations

Day 2	<u>The entrepreneur's perspective</u>
45 min	What is a startup? <ul style="list-style-type: none"> · What is entrepreneurship? What is innovation? How do they differ? · Overview of the startup ecosystem · Where does innovation happen (industries, geographies, etc.)?
<i>Break 15 min</i>	
45 min	Guest: "Being an entrepreneur" talk <ul style="list-style-type: none"> · An entrepreneur will discuss their journey and experience

<i>Break 15 min</i>	
90 min	Building a successful startup <ul style="list-style-type: none"> What are the different stages in a startup's lifecycle (ideation, building an MVP, etc.) How does the focus of the company shift across different stages? where do the bottlenecks lie in each stage?
Mid-day break	
90 min	Finding the right business model <ul style="list-style-type: none"> Exploration of how different approaches to business model elements foster value creation (e.g. target customer segments, pricing, product, value chain focus, etc.)
<i>Break 15 min</i>	
90 min	Measuring value <ul style="list-style-type: none"> Different methods of valuations (DCF, multiples, etc.)

Day 3	<u>The pitch: Entrepreneur vs. investor perspective</u>
30 min	Group assignment briefing <ul style="list-style-type: none"> Class split into 2 types of groups (VCs & entrepreneurs) Each group focuses on a specific domain which is pre-assigned before the course
90 min	Group work <ul style="list-style-type: none"> Investors work on building an investment thesis around their domain Entrepreneurs build a pitch for a seed stage company
<i>Break 15 min</i>	
90 min	Group work (continued)
Mid-day break	
90 min	Creating value <ul style="list-style-type: none"> What are the goals and KPIs for each stage of a company's lifecycle? How do we optimize around the target goals across various units within the organization? Optimizing growth vs. profitability
<i>Break 15 min</i>	
60 min	Different paths for creating value <ul style="list-style-type: none"> Dropbox vs. Box case

Day 4	<u>VC: the pitch & exits</u>
90 min	Group presentations (part 1)
<i>Break 15 min</i>	
90 min	Guests: Best practices in fundraising talk <ul style="list-style-type: none"> · Investors deck · Building relationships with VCs · Choosing the right VCs
Mid-day break	
90 min	Group presentations (part 2)
<i>Break 15 min</i>	
90 min	Guest: Creating Liquidity - the exit environment <ul style="list-style-type: none"> · What is a liquidity event? · Selling to strategic buyers · Selling to Private Equity firms · Going Public – the IPO process • Other means of liquidity

Day 5	<u>VC: Future outlook</u>
60 min	TBD
<i>Break 15 min</i>	
60 min	Group exercise debrief
<i>Break 15 min</i>	
60 min	Case studies - Hindsight is always 20:20 <ul style="list-style-type: none"> · We'll present examples of 3 potential early stage investments presentation given along the years. 1 grow to be a unicorn, 1 relatively successful, and 1 closed. After guessing which is which, we'll try to understand what were the investment consideration, analyze the companies choices, and learn from hindsight
Mid-day break	
90 min	Guests: VCs Panel <ul style="list-style-type: none"> · Investing in Israel
<i>Break 15 min</i>	
90 min	A glimpse into the future: <ul style="list-style-type: none"> • Opportunities and challenges of the VC model

Grading

1. Group Assignment - "The pitch - entrepreneur vs. investor perspective" (40%) - Student groups

will be randomly split in two populations: entrepreneurs and investors. Each student group will be assigned to one of the following domains:

- a. Automotive
- b. Digital health
- c. AI
- d. Fintech
- e. Crypto and blockchain
- f. Cleantech
- g. E-commerce
- h. Robotics
- i. Foodtech
- j. Construction and real estate
- k. Communication and 5G

Each group will be asked to prepare a 4 slide, 8 minutes presentation to the entire class. Investors will analyze the assigned domain and entrepreneurs will develop a pitch for a specific seed stage startup in the domain (idea to be provided by the instructors). All groups will present on Day 4, during class hours. Grade for this assignment will be based on 30% class grading and 70% instructor grading. Additional details regarding the grading criteria will be discussed in class and available on the course website.

2. Individual Assignment - Cap Table Analysis (50%)

In this assignment students will be provided with a simulation of consecutive funding rounds of a startup company and will be asked to prepare a capitalization table of the company. Submission date:

March 13, 23:59. Submit to Meiravbe@tauex.tau.ac.il.

3. Class attendance and participation (10%)

Students are encouraged to contribute from their own experience whenever it is relevant. Meaningful contribution, and attendance (physical, or with an open camera whether attending remotely) will be graded.

New Course Proposal: EMBA 6245 2.0: Future Proofing Brands

1. **Program:** Kellogg-Schulich Executive MBA
2. **Course Number:** EMBA 6245
3. **Credit Value:** 2.0
4. **Long Course Title:** Future Proofing Brands
5. **Short Course Title:** Future Proofing Brands
6. **Effective Session:** Fall 2022
7. **Calendar (Short) Course Description:**

In this course, students will learn four methodologies that will give them systematic tools and roadmaps to future proof brands: (i) Voice of the Product, (ii) Blue Ocean Strategy, (iii) Jobs to Be Done, and (iv) Profit Models. It will be taught in a blended way as part of a two-course module together with EMBA 6540 Designing Brand Experiences.
8. **Expanded Course Description:**

Future Proofing Brands is a blended course. It is part of a two-course module together with EMBA 6540 Designing Brand Experiences and comprises five units, two delivered asynchronously online and three in synchronous classroom sessions. Each of the first four units will introduce one of four fundamental methodologies – (i) Voice of the Product, (ii) Blue Ocean Strategy, (iii) Jobs to Be Done, and (iv) Profit Models – that, taken together, will give participants systematic tools and roadmaps to future proof your brands. In the fifth unit presentations for the joint Group Project will take place. Instructional methods include mini-lectures, small group exercises, large group discussions, and group work.
9. **Course Learning Outcomes:**

Students will acquire knowledge and skills allowing them to:

 - Identify market opportunities in existing product categories.
 - Develop entirely new product categories that are suited to a constantly changing environment.
 - Develop product features that address customer needs and wants and profit models to ensure brand stability and growth.
10. **Rationale:**

We live a world where change is the only constant. In this world, brands that endure are the exceptions, with the rule being brands that are at the centre of market consciousness for a brief period of time and lapse into irrelevance thereafter. To endure, that is, to succeed over time, brands have to retain relevance in the context of continually changing environmental trends. Brands retain their relevance through adaptability to these changing environmental trends. Together with the EMBA 6540 Designing Brand Experiences course, this course provides students with the tools that will help them ensure that extant or newly established brands retain their relevance over the long term. Since brands have become important in many domains for both existing and new organizations, this course should be of relevance

to a large number of students in the program. It builds on the core marketing course and complements other brand management electives.

11. Evaluation:

Assessment will be based on two individual assignments during the asynchronous online units, covering the first two methodologies with a weight of 20% and 30% respectively for a total of 50%. The remaining 50% result from teamwork conducted during the synchronous class weekend jointly with the EMBA 6540 Designing Brand Experiences course, with 10% allocated to a preliminary slide deck and 40% to the final deck.

12. Integrated Courses:

NOT integrated

13. Crosslisted Courses:

NOT crosslisted

14. Faculty Resources:

This course will be offered annually at the Schulich School of Business as an opt-out core course for students in the Kellogg-Schulich Executive MBA program and as an elective for students from the partner schools in the Kellogg EMBA Global Network. It will be taught by Ashwin Joshi, who is Associate Professor of Marketing and Director of the MBA Program at Schulich as well as the Director of its India campus. He taught for several years in the Kellogg-Recanati EMBA Program and received the Seymour Schulich Teaching Excellence Award (Second Place) at both the BBA and MBA levels. Ashwin is also an active consultant to Canadian companies in the areas of product innovation, sales force management, and, recently, market entry strategies into India.

15. Physical Resources:

This course will be taught in a blended format with two units offered asynchronously and the remaining three units taking place synchronously at the Executive Learning Centre (ELC) within the Schulich building, where most courses by the Kellogg-Schulich Executive MBA program are held. No additional physical resources are required.

16. Bibliography and Library Statement:

Following are the required readings for this course:

Goldenberg, Jacob, David Mazursky, Roni Horowitz, and Amnon Levav (2003), "Finding Your Innovation Sweet Spot," *Harvard Business Review*, 81 (3), 120-29.

Kim, W. Chan and Renee Mauborgne (2005), "Blue Ocean Strategy: From Theory to Practice," *California Management Review*, 47 (3), 105-21.

Christensen, Clayton M., Scott Cott, Taddy Hall (2005), "Marketing Malpractice," *Harvard Business Review*, 83 (12), 74-83.

These as well as recommended readings and any necessary additional resources will be posted to the course Canvas page for participating Kellogg-Schulich and partner school EMBA students to access (after obtaining the required copyright clearances). As per the attached Library Statement, the York University Libraries are well equipped to support this course.

SUBJECT: Library Statement for EMBA ****: Future Proofing Brands

FROM: Angie An, Teaching & Learning Librarian / Business Liaison Librarian

DATE: November 4, 2021

EMBA **: Future Proofing Brands**

York University Libraries (YUL) will be able to support the proposed course, EMBA ****: Future Proofing Brands. Students will learn four methodologies (i) Voice of the Product, (ii) Blue Ocean Strategy, (iii) Jobs to Be Done, and (iv) Profit Models - that will give them systematic tools and roadmaps to future proof their brands. YUL has a strong collection of print and electronic periodicals, books, and business databases that will help students conduct relevant secondary research when they complete their course work.

1. Required / Recommended Course Readings & Course Reserves Support

All the required readings for this course are accessible to students remotely. There are two titles under recommended readings, one is available on the free web; the other one is available as an e-book with 1-user access only. Depending on the number of students enrolled in this course and their demand for this book, the librarian can order additional copies upon request. The librarian also recommends that the instructor uses the [Copyright Office's syllabus checking service](#) every time the course runs, as course materials may change over time. They will review all of the resources and determine if the publisher's terms of use allow for the content to be used in a course. They will also create permalinks to library licensed content that is used in the course.

2. Resources for Course Assignments

YUL's collections will be able to support this course work. The following is a list of recommended resources:

Books & eBooks

Searching the library's catalogue using subject headings such as *Brand management*, *Marketing management*, *Product design*, and *Profit - accounting* shows that YUL has a strong number of print and eBooks on the overarching course topics. Many of the books are available electronically, while the majority of the print books are located at the Peter F. Bronfman Business Library and the Scott Library.

Scholarly, Trade/Industry, and Newspaper Articles

YUL's Omni search interface can be used to locate scholarly, trade, and newspaper articles from many disciplines. The [Omni search guide](#) provides instructions on how to best use this discovery layer to find relevant articles.

Research Guides

Students will be able to learn more about the databases the library subscribes to by using [YUL's well-developed research guides](#). These guides provide a curated list of the best resources to use for specific research tasks.

3. Research Help & Consultation Support

Students will have access to [research help and consultation services](#). Students can email the Peter F. Bronfman Business library (bronfref@yorku.ca), use the online chat service, and book a Zoom consultation with a [business librarian](#).



EXECUTIVE MBA GLOBAL NETWORK

2022 HYBRID@SCHULICH

Month Day-Month Day ONLINE. Month Day, Day, Day, Day CLASSROOM SESSIONS

EMBA6245 2.0: Future Proofing Brands (BLENDED COURSE)

Instructor

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Instructor Biography

Biography: Born in Bangalore, India, Ashwin moved to Canada to attend Lester B. Pearson College where he completed his international baccalaureate. Following his undergraduate degree at Trent University, Ashwin secured his Ph.D. at Queen's University in 1993. Ashwin is married with two children and is blessed with Lola, the family dog.

Work Experience: Ashwin is an Associate Professor of Marketing at the Schulich School of Business, York University, where he is also Director of the MBA Program. Ashwin was the founding director of the India Campus of the Schulich School, and continues to serve in that role today.

Teaching Experience: Ashwin has taught since 1993. He joined Schulich in 1999 and since that time has taught in the BBA, MBA, EMBA, and Ph.D. programs at the School. He has received the Seymour Schulich Teaching Excellence Award (Second Place) at both the BBA and MBA levels. Ashwin has also taught in the Kellogg-Recanati EMBA Program for several years.

Industry Experience: Ashwin is an active consultant in the areas of product innovation and sales force management. Clients include major Canadian banks and telecommunication companies. In

recent years, Ashwin has also been advising Canadian companies on market entry strategies into India.

Course Description

Future Proofing Brands is a blended course. It is part of a two-course module together with Designing Brand Experiences. It comprises five units, two delivered asynchronously online and three in classroom sessions. Presentations for the joint Group Project will take place in a classroom session. The online units will be available to students from Day Month Date – Day Month Date, 2022. Instructional methods include video lectures, readings, two fun exercises (not compulsory) two individual assignments, and group work. The classroom sessions for this course will be delivered during the period Day Month Date – Day Month Date, 2022 on the dates in the course calendar. Students should prepare for the first classroom session for this course from Day Month Date – Day Month Date, 2022. Instructional methods include mini-lectures, small group exercises, large group discussions, and group work.

We live a world where change is the only constant. In this world, brands that endure are the exceptions, with the rule being brands that are at the center of market consciousness for a brief period of time and lapsing into irrelevance thereafter. To endure, that is, to succeed over time, brands have to retain relevance in the context of continually changing environmental trends. Brands retain their relevance through adaptability to these changing environmental trends.

In this course, you will learn four methodologies – (i) Voice of the Product, (ii) Blue Ocean Strategy, (iii) Jobs to Be Done, and (iv) Profit Models – that will give you systematic tools and roadmaps to future proof your brands.

The structure of the course is summarized in the following table:

UNIT	DATE	TIME	MODE	TOPIC	ASSIGNMENT
1.	** September 20, 2022	Not relevant	Asynchronous	Voice of the Product	Individual Basis
2.	TBA	Not relevant	Asynchronous	Blue Ocean Strategy	Individual Basis
3.	TBA	8.30am to 11.30am	Synchronous	Jobs to be Done Theory	Individual Basis
4.	TBA	8.30am to 11.30am	Synchronous	Profit Models	Individual Basis
5.	TBA	8.30 am to 11.30am	Synchronous	Review and Team Presentations	Team Basis

Course Learning Outcomes

1. To identify market opportunities in existing product categories.
2. To develop entirely new product categories that are suited to the changing environment.

3. To develop product features that address customer needs and wants.
4. To develop profit models to ensure brand stability and growth.

Course Calendar at a Glance

IMPORTANT: See next page. The page below is for your reference as an example of the joint calendar we create for the module.

EMBA 6450 & 6455 - July & August, 2020

RBL: Responsible Business Leadership

All times are Eastern Standard Time

DBE: Designing Brand Experiences

Sync = Synchronous Class

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
July	6	7	8	9	10	11 RBL/DBE Courses Begin Unit 1 Begins
12	13	14 Unit 1 RBL Simulation Begins	15	16		18
19	20	21	22	23 Unit 1 RBL Simulation Ends	24	25
26 RBL/DBE Unit 1 Ends Due: DBE Assign. #1	27 RBL/DBE Unit 2 Begins	28	29	30	31	August 1st Due: RBL Assign. (Part 1)
2	3	4	5 Due: RBL Assign. (Part 2)	6 RBL/DBE Unit 2 Ends Due: DBE Assign. #2	7 RBL/DBE Unit 3 Begins	8 RBL SYNC CLASS (10-12:15PM)
9 RBL Unit 3 SYNC CLASS (10am-11:30am)	10	11	12	13 Due: Part 1 of Group Project	14	15 DBE Unit 3 SYNC CLASS (10am-1:15pm) RBL/DBE Unit 3 Ends
16 RBL Unit 4a SYNC CLASS (10am-11:30am) RBL Unit 4b SYNC CLASS (1:30am-3:15pm)	17	18	19	20	21	22 DBE Unit 4 SYNC CLASS (10am-1:15pm) RBL/DBE Unit 4 Ends
23 DBE Unit 5 SYNC CLASS (10am-12pm) RBL Unit 5 SYNC CLASS (2-4pm)	24 Final Group Project Work	25	26	27	28	29 Group Pres (SYNC CLASS) (10-11:30am; 1:00-2:30pm) Due: Group Project Slidedeck
30	31	September 1st				

Deliverables at a Glance

The deliverables are designed to evaluate individual-level learning of the methodologies that you will be subsequently applying to your team project.

Assignment/Task	Quantity	Weight %	Total %	Individual OR Team	Due
Unit 1: Voice of the Product Assignment	1	20	10	Individual	No Later than 00:00pm Month Date, 2022
Unit 2: Blue Ocean Strategy Assignment	1	30	30	Individual	No Later than 00:00pm Month Date, 2022
Group Project: Development of a Future Proof Brand – Preliminary Team Deck	1	10	60	Team	No Later than 00:00pm Month Date
Group Project: Development of a Future Proof Brand – Final Team Deck	1	40	100	Team	Final Deck: No later than beginning of class (00am) on Month Date Presentations in classroom session on Month Date
Total:			100%		

For details, see “Assignments: Description and Evaluation” section.

Course Material

The principal materials for the course include the following required and recommended readings:

Required

1. Goldenberg, Jacob, David Mazursky, Roni Horowitz, and Amnon Levav (2003), "Finding Your Innovation Sweet Spot," *Harvard Business Review*, 81 (3), 120-29.
2. Kim, W. Chan and Renee Mauborgne (2005), "Blue Ocean Strategy: From Theory to Practice," *California Management Review*, 47 (3), 105-21.
3. Christensen, Clayton M., Scott Cott, Taddy Hall (2005), "Marketing Malpractice," *Harvard Business Review*, 83 (12), 74-83.

Recommended

1. Ulwick, Anthony W. (2020), Jobs to be Done: Theory to Practice. Available at: <https://jobs-to-be-done-book.com/>
2. Slywotzky, Adrian (2002), The Art of Profitability. New York: Warner Business Books.

Class Preparation and Participation

Student learning in this course occurs through conscientious preparation for every unit, and by personal engagement through lean-in individual reflection assignments during online units, and through meaningful participation and contributions to small and large group discussion during classroom units and group project work.

It is vital therefore, for students to be diligent in preparing for every unit if they aspire to maximize their learning during this course. Students will be expected to have reviewed all required readings prior to the beginning of each unit.

Preparation. A minimum of 3 hours of individual work is required to properly prepare for each online and classroom unit. Students may complete the preparatory work for the two online units during the time allocated for completion of each unit. The preparatory work for the three classroom units may be completed at any time during this course prior to the beginning of each unit. Past experience indicates that students should allocate 45 minutes for completion of each individual assignment, and a minimum of 15 hours of work to complete the group project. You are responsible for preparing in advance for all online and classroom units as required. This includes reading the relevant material, reviewing lecture notes and conducting any market analysis and personal observation requested during the course by the instructor.

Assignments: Description and Evaluation

Individual Assignments for Online Asynchronous Units: 50%

You will be required to complete one individual assignments for each unit (course grade weight of 20% and 30%, 50% in total) to support your learning of key concepts and frameworks discussed in these units. These assignments will be assigned to you during each online unit and you will be required to complete the assignments by the dates indicated on Canvas and to upload your assignments using the mechanism provided to you through Canvas.

Submission Method: Submit via Canvas (turnitin.com) no later than 11:55 pm on dates indicated in the course calendar an on Canvas.

Evaluation: Please see the project requirements and grading rubric below.

Group Project: Development of a future proof brand (50%)

1. Each team will conceptualize a new brand either in an existing category or through the creation of a new product category.
2. Teams will be assigned by the EMBA office at the start of the course.
3. Teams must choose any one of the following types of businesses: restaurant, daycare or specialty food store (butcher, fishmonger, and bakery).
4. Completing the group project will require you to demonstrate knowledge and the application of important concepts, frameworks and tools that will be covered in course readings, lectures and class discussions across the two courses.
5. The group project crosses both the “Designing Brand Experiences” and “Future Proofing Brands” courses. The grade you receive for this project is applied to both courses. Given that this project encompasses 50% of both courses, the project is extensive.
6. You will receive a grading rubric that will outline the expectations both in terms of the structure that the project should take (sections, sub-sections) as well as the content that should appear in each section/sub-section. Any departures from this grading rubric will have to be approved by the instructors.

The project will be divided into three major parts, the first of which will be due by **11:55pm on Day, Month Date** in the form of a slide deck (12-15 slides in total). The final deliverable will be a longer slide deck (25-30 slides) that includes any revisions to Part 1 and the additional material for Parts 2 and 3. Grades for both deliverables will be based on the quality of the material and design of the slide deck. The final deck is due at the beginning of class (10 am) on **Day, Month Date, 2022**. Only one member of each group needs to submit the group’s slidedeck in the Designing Brand Experiences course Canvas page).

A select number of groups, randomly selected, will present their combined slide deck (Parts 1, 2, and 3) to the rest of the class during a joint classroom session on Day, Month Date (except for the following 4 parts: the ideal service blueprint, a persona for a customer segment you are choosing to serve with your value proposition, an empathy map for this persona, and an ideal customer journey for this persona). We have removed these components because they would be challenging to present in the time available and would limit the number of groups that can present their projects. Outside of that, groups should remain selective on what parts of their slidedeck (and of each slide) to present and should highlight what sections of busy decks the audience should focus their attention on. **Those selected will have 20 minutes to present followed by 10 minutes of Q&A.** All group projects will be posted on Canvas following the presentations.

Part 1: Opportunity Identification (15 points of 50)

- a. Product-market:
 - i. Nature of the product-market: Structure, Qualifying Dimensions, Competition, Broad trends (Relevant tools: Voice of the Product and/ or Blue Ocean Strategy)
 - ii. Nature of competition: Direct, Indirect, emerging

- b. Customers:
 - i. Category Entry points
 - ii. Needs-based segmentation (Relevant tool: Jobs to be done theory)

Part 2: Strategy Development (15 points of 50)

- a. Targeting
- b. Positioning
- c. Brand objectives
- d. Leadership Philosophy
- e. Designing your profit model (Relevant tool: Profit Models)

Part 3: Execution (20 points of 50)

- a. Theme and Scheme
- b. Distinctive brand assets
- c. Your Service Quality Compass: Focus on Cast and Setting
- d. A Service BluePrint
- e. A Customer Persona
- f. An Empathy Map
- g. Five important customer journeys + 1 customer journey map

Reminder: Part 1 is due by Day, Month Date by 11:55pm

Reminder: Part 2 and 3 are due by the beginning of class (00 am) on Day, August Date, 2022

Peer Evaluation: Each member of the group must evaluate their group members (including themselves) on a scale of 1 to 5 based on their contribution and commitment to group performance. We will consider the results of the peer evaluation to ascertain whether any group member should receive an adjustment in their grade relative to the group project grade. This evaluation is due by 5 pm (EST) on Day, Month Date, 2022 and must be submitted via Canvas on the Responsible Business Leadership course page. Individual student adjustments based on peer evaluations could be as much as two letter grades on the final project (e.g. A turns into a B+).

The following grading rubric will apply to the individual assignments and group project:

A+	An <i>exceptional</i> piece of work that that is <i>creative or innovative</i> in its conception or execution and which uses <i>substantial</i> theory and/or evidence to support its main propositions. It will demonstrate <i>excellent</i> knowledge of the subject material and an ability to apply this knowledge in <i>novel ways</i> to stimulate new insights. It will also have <i>no errors</i> in understanding or applying knowledge, will accurately define <i>all</i> its key terms, and will be <i>very well</i> written or delivered.
A	An <i>excellent</i> piece of work that is <i>highly competent</i> in its conception or execution and which uses a <i>good</i> amount of theory and/or evidence to support its main propositions. It will demonstrate <i>excellent</i> knowledge of the subject material and an ability to apply this knowledge to different contexts. It will also have <i>only minor errors</i> in understanding or applying knowledge, will accurately define <i>all</i> its key terms, and will be <i>very well</i> written or delivered.

A-	A <i>very good</i> piece of work that is <i>competent</i> in its conception or execution and which uses <i>some</i> theory and/or evidence to support its main propositions. It will demonstrate <i>very good</i> knowledge of the subject material and an ability to apply this knowledge to different contexts. It will also have <i>very few errors</i> in understanding or applying knowledge, will accurately define <i>most</i> of its key terms, and will be <i>well</i> written or delivered.
B+	An <i>above average</i> piece of work that is <i>competent</i> in its conception or execution and which uses <i>limited</i> theory and/or evidence to support its main propositions. It will demonstrate <i>reasonable</i> knowledge of the subject material and some ability to apply this knowledge to different contexts. It will also have <i>some errors</i> in understanding or applying knowledge, will accurately define only <i>some</i> of its key terms, and will be <i>reasonably well</i> written or delivered.
B	An <i>average</i> piece of work that is <i>adequate</i> in its conception or execution and which uses <i>limited</i> theory and/or evidence to support its main propositions. It will demonstrate <i>adequate</i> knowledge of the subject material and some ability to apply this knowledge to different contexts. It will also have <i>some errors</i> in understanding or applying knowledge, will accurately define only <i>some</i> of its key terms, and will be <i>adequately</i> written or delivered.
B-	A <i>below average</i> piece of work that is <i>adequate</i> in its conception or execution and which uses <i>limited or no</i> theory and/or evidence to support its main propositions. It will demonstrate <i>below average</i> knowledge of the subject material and <i>limited or no</i> ability to apply this knowledge to different contexts. It will also have <i>a number of errors</i> in understanding or applying knowledge, will accurately define <i>few</i> of its key terms, and will be <i>adequately</i> written or delivered.
C+	A <i>below average</i> piece of work that is <i>poor</i> in its conception or execution and which uses <i>limited or no</i> theory and/or evidence to support its main propositions. It will demonstrate <i>below average</i> knowledge of the subject material and <i>limited or no</i> ability to apply this knowledge to different contexts. It will also have <i>considerable errors</i> in understanding or applying knowledge, will accurately define <i>few if any</i> of its key terms, and will be <i>poorly</i> written or delivered.
C	A <i>poor</i> piece of work that is <i>poor</i> in its conception or execution and which uses <i>limited or no</i> theory and/or evidence to support its main propositions. It will demonstrate <i>poor</i> knowledge of the subject material and <i>no</i> ability to apply this knowledge to different contexts. It will also have <i>considerable errors</i> in understanding or applying knowledge, will accurately define <i>few if any</i> of its key terms, and will be <i>poorly</i> written or delivered.
C-	A <i>very poor</i> piece of work that is <i>very poor</i> in its conception or execution and which uses <i>no</i> theory and/or evidence to support its main propositions. It will demonstrate <i>very poor</i> knowledge of the subject material and <i>no</i> ability to apply this knowledge to different contexts. It will also have <i>a lot of errors</i> in understanding or applying knowledge, will accurately define <i>few if any</i> of its key terms, and will be <i>very poorly</i> written or delivered.
F	No submission.

Assignments: General Rules

Late Submissions

- Please contact the instructor a reasonable time before the submission deadline if, for any reason, you require an extension for any assignment. Please note that a few hours prior to the deadline is not considered reasonable.
- Assignments received late without an approved extension will receive the standard EMBA penalty – i.e. one letter grade applied each week (or fraction thereof) that the assignment is late. For details see the *EMBA Guideline on Assignment Submission*.

Academic Honesty is fundamental to the integrity of university education and any degree program and applies in every course offered at Schulich and within the Kellogg EMBA Global Network. This particular course is subject to the rules mandated by York University and the Kellogg Honor Code, which you signed at the outset of the program. For details please refer to your Student Guide and the following website:
http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_webstation.nsf/page/Academic+Honesty!OpenDocument

Accommodations might be sought due to religious reasons, unavoidable absences or disabilities. In these cases, please contact the EMBA office (with copies to the instructor and the academic director).

Calculation of Course Grade

In this course, final grades will be determined by the following process: All assignments and projects will be marked using the letter grades from A+ through F. To calculate the final grade, these letter grades for each assignment will be translated into percentages and accompanying grade points using the conversion scheme detailed below. These are then added using the percentage weight of each assignment and rounded up or down to the nearest full grade point, which is finally translated back into the corresponding letter grade.

Letter Grade	Grade Points	Numerical Score
A+	9	90-100
A	8	85-89.9
A-	7	80-84.9
B+	6	75-79.9
B	5	70-74.9
B-	4	65-69.9
C+	3	60-64.9
C	2	55-59.9
C-	1	50-54.9
F	0	0-49.9

Unit-by-Unit Syllabus

Topics, readings, and other preparations for every unit are listed below

Unit 1 Online: Day Month Date – Day Month Date 2022. Voice of the Product Methodology (+- 2 weeks)

Key Learning in this unit:

1. Develop new products or create entirely new product categories using structured inventive thinking

Instructional methods:

- Video lectures. Readings. Lean-in personal reflection exercises. First group project work session.

Required Reading(s):

- Goldenberg, Jacob, David Mazursky, Roni Horowitz, and Amnon Levav (2003), "Finding Your Innovation Sweet Spot," *Harvard Business Review*, 81 (3), 120-29.
- www.sitsite.com

Assignment(s) Due: Submit individual assignment via Canvas (turnitin.com) no later than by 11:55 pm on Day Month Date, 2022.

Submit Part 1 of Group Project no later than by 11:55 pm on Day Month Date, 2022.

- One individual assignment for online unit one = 20%

Unit 2 Online: Day Month Date – Day Month Date, 2022. Blue Ocean Strategy. (+- 2 weeks)

Key learning in this unit:

1. Learn how to develop uncontested market spaces within existing product categories
2. Learn how to create entire new product categories.

Instructional methods:

- Video lectures. Readings. Lean-in personal reflection exercises. Second group project work session.

Required Reading(s):

Kim, W. Chan and Renee Mauborgne (2005), "Blue Ocean Strategy: From Theory to Practice," *California Management Review*, 47 (3), 105-21.

https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=8148699370005164&institutionId=5164&customerId=5150

Recommended:

Videos and Other Resources

1. (I-PA) www.blueoceanstrategy.com
2. (I-PA) <https://www.youtube.com/watch?v=zrGOBdVm-KE>
3. (I-PA) https://www.slideshare.net/ymike27/blue-ocean-strategy-3626410?gid=24a9601e-f5fd-4ebc-aa10-407ddf9e5250&v=&b=&from_search=10

Assignment(s) Due: Submit individual assignment via Canvas (turnitin.com) no later than by 11:55 pm on Day Month Date, 2022.

Submit Part 1 of Group Project no later than by 11:55 pm on Day Month Date, 2022.

- One individual assignment for online unit two 30%
- Part 1 of Group project 10 %

Unit 3 Classroom: Day Month Date, 2022. XXX am-XXX pm. Jobs to be Done Theory. (3:15 hrs: 3:00 Instruction :15 Break)

Key learning in this unit:

1. Learn how to differentiate your products using the “jobs to be done” methodology.
2. Learn how to develop new product categories using the “jobs to be done” methodology.

Instructional methods:

- Mini-lectures. Small group exercises. Large group discussions. Group project work session.

Required Reading(s):

Christensen, Clayton M., Scott Cott, Taddy Hall (2005), “Marketing Malpractice,” *Harvard Business Review*, 83 (12), 74-83.

Recommended Reading(s):

Ulwick, Anthony W., Jobs to be Done: Theory to Practice

Available at: <https://jobs-to-be-done-book.com/>

Unit 4 Classroom: Day Month Date, 2022. XXX am-XXX pm. Profit Models Methodology. (3:15 hrs: 3:00 Instruction :15 Break)

Key learning in this unit:

1. Learn how to adapt existing profit models in the industry.
2. Learn how to develop entirely new profit models in the industry.

Instructional methods:

- Mini-lectures. Small group exercises. Large group discussions. Group project work session.

Required Reading(s):

<https://www.slideshare.net/Ziya-B/profit-models>

Recommended Reading(s):

- Slywotzky, Adrian (2002), The Art of Profitability. New York: Warner Business Books.

Assignment(s) Due: Submit individual assignment via Canvas (turnitin.com) no later than by 11:55 pm on Day Month Date, 2022. Submit Part 1 of Group Project no later than by 11:55 pm on Day Month Date, 2022.

- One individual assignment for online unit four 20%

Unit 5 Zoom: Day Month Date, 2022. XXX am-XXX pm. Review Class (2:00 hrs: 1:45 Instruction :15 Break)

Key learning in this unit:

1. We will review the 4 methodologies that are covered in the course: Voice of the Product; Blue Ocean Strategy; Jobs to be Done; Profit Models.

Instructional methods:

- Mini-lectures. Small group exercises. Large group discussions. Fifth group project work session (just for fun).

Reading(s):

- Review of all the readings from the previous units.

Group Project Presentations Classroom: Day Month Date, 2022. 00:00-00:00am and 00:00-00:00pm (2 X 1:30 mins)

Group Project Final Deck: No later than beginning of class (Time) on Day, Month Date. Presentations in live classroom sessions on Day, Month Date.

New Course Proposal: EMBA 6265 2.0: Leveraging Collaboration for Innovation

1. **Program:** Kellogg-Schulich Executive MBA

2. **Course Number:** EMBA 6265

3. **Credit Value:** 2.0

4. **Long Course Title:** Leveraging Collaboration for Innovation

5. **Short Course Title:** Leveraging Collaboration for Innovation

6. **Effective Session:** Summer 2022

7. **Calendar (Short) Course Description:**

This course aims to provide participants with a rich set of concepts, frameworks, and tools to improve their ability to build, manage and profit from innovation ecosystems, paying special attention to the role of platforms as accelerators of these ecosystems. Participants will discuss both the opportunities and challenges resulting from collaborative innovation strategies.

8. **Expanded Course Description:**

This course aims to provide participants with a rich set of concepts, frameworks, and tools to improve their ability to build, manage and profit from innovation ecosystems. To do so, it discusses the challenges and opportunities of a wide variety of open innovation strategies such as alliances with start-up companies. The course also discusses and uses frameworks to assess and address the core risks that innovation ecosystem strategies entail. Special attention will be paid to the role of platforms as accelerators of ecosystems. In the lectures, participants will get advanced and state-of-the art knowledge on these issues. To do so, the course relies on academic insights and case material. Moreover, participants will actively use particular tools and methodologies to execute assignments on how to successfully build, manage, and profit from innovation ecosystems.

9. **Course Learning Outcomes:**

Students will acquire knowledge and skills related to:

- Familiarizing themselves with academically grounded concepts and insights on innovation ecosystems.
- Analyzing systematically particular innovation ecosystem opportunities and challenges using a set of frameworks and templates.
- Applying the insights and frameworks provided in practice through class exercises and case assignments.

10. **Rationale:**

Academics, policy makers and innovation gurus all agree that companies need to engage in collaboration with external actors to generate new growth opportunities and to survive in increasingly volatile environments. Increasingly, the role of innovation ecosystems is emphasized in this respect. Innovation ecosystems refer to a set of interconnected actors

whose collective actions produce novel products, processes and business models is a particular system. Given the growing prevalence of collaborative innovation strategies as well as platform-based ecosystems, this course should be highly relevant to all KS Executive MBA students, and not only those working in technology-based sectors.

11. Evaluation:

Assessment will be based on class participation (10%), an individual take-home exam after the completion of the course (50%), and two group assignments (at 20% each) to be handed in during the course.

12. Integrated Courses:

NOT integrated

13. Crosslisted Courses:

NOT crosslisted

14. Faculty Resources:

This course will be offered annually as a global elective by our partner, the Otto Beisheim School of Management at the Wissenschaftliche Hochschule für Unternehmensführung (WHU) in Vallendar, Germany. It will be taught by Professor Dries Faems, Chair in Entrepreneurship, Innovation and Technological Transformation at WHU, who also acts as academic co-director of the WHU Entrepreneurship Center and is the coordinator of the Innovation & Corporate Entrepreneurship Essentials Program, offered by WHU Executive Education. Professor Faems obtained his doctorate in Applied Economics at the Katholieke Universiteit Leuven (KUL) in Belgium and held prior positions at the Universities of Twente and Groningen in the Netherlands. He researches and publishes widely on collaboration for innovation, investigating in particular how alliance activities influence firms' innovation and financial performance and how firms can effectively manage different types of open innovation strategies.

15. Physical Resources:

Classes for this course will be held in an intensive 5-day format at the Otto Beisheim School of Management of WHU, which will provide all the necessary physical resources.

16. Bibliography and Library Statement:

Following is the list of cases students are required to read before the corresponding session:
Kanter, R.M. & Dai, N.H. (2018) Haier: Incubating Entrepreneurs in a Chinese giant. Harvard Business Case.

Srinivasan, R, Sandeep, L., Padmavathi, K. (2018) HackerEarth: Open Innovation Management Platform. Harvard Business Case

Grange, C. (2019) Alfie: Working Out a Virtual Fitness Concierge Platform. Harvard Business Case.

These as well as additional background readings will be provided to our students participating in this course through the Learning Management System of the Kellogg-WHU Executive MBA program, to which they will be given access before, during and after the course, as needed. If necessary, they can access additional relevant material via the York University Library, as per the attached Library Statement.

SUBJECT: Library Statement for EMBA 6265 Leveraging Collaboration for Innovation

FROM: Angie An, Teaching & Learning Librarian / Business Liaison Librarian

DATE: November 4, 2021

EMBA 6265 Leveraging Collaboration for Innovation

York University Libraries (YUL) will be able to support the proposed course, Leveraging Collaboration for Innovation, offered by Schulich's partner school, Otto Beisheim School of Management at Wissenschaftliche Hochschule für Unternehmensführung (WHU). This course offers a rich set of concepts, frameworks and tools to improve students' ability to build, manage and profit from innovation ecosystems. YUL has a strong collection of print and electronic periodicals, books, and business databases that will help students conduct relevant secondary research when they complete their course work.

1. Required / Recommended Course Readings & Course Reserves Support

All the required readings for this course will be supplied by Otto Beisheim School of Management, YUL is pleased to assist with requests for extra readings.

2. Resources for Course Assignments

YUL's collections will be able to support this course work. The following is a list of recommended resources:

Books & eBooks

Searching the library's catalogue using subject headings such as *Business and management*, *Creative ability*, *Innovation/technology management* and *Technological innovations* shows that YUL has a strong number of print and eBooks on the overarching course topics. Many of the books are available electronically, while the majority of the print books are located at the Peter F. Bronfman Business Library.

Scholarly, Trade/Industry, and Newspaper Articles

YUL's Omni search interface can be used to locate scholarly, trade, and newspaper articles from many disciplines. The [Omni search guide](#) provides instructions on how to best use this discovery layer to find relevant articles.

Research Guides

Students will be able to learn more about the databases the library subscribes to by using [YUL's well-developed research guides](#). These guides provide a curated list of the best resources to use for specific research tasks.

3. Research Help & Consultation Support

Students will have access to [research help and consultation services](#). Students can email the Peter F. Bronfman Business library (bronfref@yorku.ca), use the online chat service, and book a Zoom consultation with a [business librarian](#).

Course Syllabus Building, Managing and Profiting from Innovation Ecosystems

Instructor

Prof. Dr. Dries Faems

Chair in Entrepreneurship, Innovation and Technological Transformation

Burgplatz 2, 56179 Vallendar, Germany

Dries.faems@whu.edu

Course Content

Academics, policy makers and innovation guru's all agree that companies need to engage in collaboration with external actors to generate new growth opportunities and to survive in increasingly volatile environments. Increasingly, the role of innovation ecosystems is emphasized in this respect. Innovation ecosystems refer to a set of interconnected actors whose collective actions produce novel products, processes and business models in a particular system.

We aim to provide participants a rich set of concepts, frameworks and tools to improve their ability to build, manage and profit from innovation ecosystems. To do so, we discuss the challenges and opportunities of a wide variety of open innovation strategies such as alliances with start-up companies. We discuss and use frameworks to assess and address the core risks that innovation ecosystem strategies entail. We also pay special attention to the role of platforms as accelerators of ecosystems.

In the lectures, participants will get advanced and state-of-the-art knowledge on these issues. To do so, we rely on academic insights and case material. Moreover, participants will actively use particular tools and methodologies to execute assignments on how to successfully build, manage, and profit from innovation ecosystems.

Learning objectives

Participants are introduced to academically grounded concepts and insights on innovation ecosystems. In addition, several frameworks and templates will be presented to help participants in systematically analyzing particular innovation ecosystem challenges. By means of class exercises and case assignments, participants will learn to apply the provided insights and frameworks in practice.

Teaching Methods

Lecture, in-class workshop, presentation

Teaching Materials

In the course structure below, you can find for each session an overview of the reading material. Participants should have read material labeled as 'obligatory' before the start of the session. All other reading material is optional and can be read after class when participants want to get more information on a particular topic.

Structure/run of the course

Session 1 + 2: Introduction to Innovation Ecosystems: Serious Lego Play
(January 24: 8.30 am – 11.45 am)

Background reading:

- Jacobides, M. et al. (2018) Towards a theory of ecosystems. Strategic Management Journal, 9: 2255–2276.
- Birkinshaw, J. (2019) Ecosystem business are changing the rules of strategy. <https://hbr.org/2019/08/ecosystem-businesses-are-changing-the-rules-of-strategy>
- Fuller et al. (2019) The Myths and Realities of Business Ecosystems. MIT Sloan Management Review <https://mitsmr.com/2Nt8fmC>
- Williamson, P.J. & De Meyer, A. (2012) Ecosystem advantage: How to successfully harness the power of partners. California Management Review, 55 (1)

Session 3 + 4: The role of R&D Alliances in Innovation Ecosystems
+ Introduction to Group Assignment 1
(January 25: 1.00 pm – 4.15 pm)

Background reading:

- Faems, D.; Janssens, M.; Madhok, A. & Van Looy, B. (2008) Toward an integrative perspective on alliance governance: Connecting contract design, contract application, and trust dynamics. Academy of Management Journal, 51: 1053-1078.
- Faems, D.; Janssens, M.; Van Looy, B. (2010) Managing the competition-cooperation dilemma in R&D alliances: A multiple case-study in the advanced materials industry. Creativity and Innovation Management, 19: 3-22.
- Brattström, A.; Faems, D. (Forthcoming) Inter-Organizational Relationships as Political Battlefields: How Fragmentation within Organizations Shapes Relational Dynamics between Organizations. Academy of Management Journal.

Session 5 + 6: Analyzing innovation ecosystems
(January 26: 8.30 am – 11.45 am)

Obligatory reading

- Kanter, R.M. & Dai, N.H. (2018) Haier: Incubating Entrepreneurs in a Chinese giant. Harvard Business Case.

Background reading:

- Adner, R. (2006) Match your innovation strategy to your innovation ecosystem. Harvard Business Review (for a YouTube interview with Adner, see https://www.youtube.com/watch?v=8LM-Vigfg_Y)
- Adner, R. (2012) The Wide Lens: What Successful Innovators See That Others Miss.

Session 7 + 8: Digital platforms for innovation ecosystems

**+ Introduction to Group Assignment 2 + Introduction to Individual Assignment
(January 27: 1.00 pm – 4.15 pm)**

Obligatory reading

- Srinivasan, R., Sandeep, L., Padmavathi, K. (2018) HackerEarth: Open Innovation Management Platform. Harvard Business Case
- Grange, C. (2019) Alfie: Working Out a Virtual Fitness Concierge Platform. Harvard Business Case.

Background reading

- Parker et al. (2016) Platform revolution: how networked markets are transforming the economy - and how to make them work for you. Chapter 2, Chapter 4, Chapter 5, Chapter 6, Chapter 7. A keynote speech of one of the authors can be found on YouTube (<https://www.youtube.com/watch?v=hulWh2im0c8>)
- Westerman et al. (2014) Leading digital: turning technology into business transformation. Harvard Business Review Press (https://lms.bib.whu.edu/cgi-bin/koha/opac-detail.pl?biblionumber=43062&query_desc=kw%2Cwrdl%3A%20Leading%20digital%20transformation).
A keynote speech of one of the authors, summarizing the book, can be found on YouTube (<https://www.youtube.com/watch?v=35gSmVs4Yfl>)
- Gupta, S. (2018) Driving digital strategy: a guide to reimagining your business. Harvard Business Review Press. (https://lms.bib.whu.edu/cgi-bin/koha/opac-detail.pl?biblionumber=47425&shelfbrowse_itemnumber=48852#holdings).
Gupta provides a summary of the key learning points of his book in a YouTube video (<https://www.youtube.com/watch?v=y60yeHak5bE>)

Session 9 + 10: Guest Lecture

(January 28: 8.30 am – 11.45 am)

Assignments and Grading

There will be two group assignment and one final individual assignment. All assignments have to be sent to Dries Faems (dries.faems@whu.edu). Please name your hand-in as follows: **Group_No._TypeAssignment_No.pdf** (e.g. Group_1_GroupAssignment_2.pdf). Please do not forget to put the group number and the names of each group member on the front page of the assignment.

Detailed assignment descriptions will be handed out in class. There will be time to work on the three group assignments during class days. The group assignment will constitute 40% of the final grade. Class participation accounts for 10% of the final grade. The individual assignment will constitute 50% of the final grade. The individual assignment is a Take Home exam and will be uploaded onto the Moodle page on the day after the last course date. Submission deadline for the Take Home exam is Saturday, February 15, 2020, 11.59pm CET.

Assignment	Deadline	Percentage of final grade
Group Assignment 1	January 26, 2020, 11.59pm CET	20%
Group Assignment 2	January 27, 2020, 11.59pm CET	20%
Individual assignment	February 15, 2020, 11.59pm CET	50%
Class Participation		10%

New Course Proposal: EMBA 6275 2.0: Doing “Magic” with Big Data

1. **Program:** Kellogg-Schulich Executive MBA
2. **Course Number:** EMBA 6275
3. **Credit Value:** 2.0
4. **Long Course Title:** Doing “Magic” with Big Data
5. **Short Course Title:** Doing “Magic” with Big Data
6. **Effective Session:** Winter 2022

7. **Calendar (Short) Course Description:**

This course will teach participants how to make intelligent, skin-in-the-game decisions from data, learn and develop in a world dominated by uncertainty, while leveraging access to data and technology. Each of its 7 units will focus on one profession that relies on data, their goals, the analytics methods they rely on and the data structures they use.

8. **Expanded Course Description:**

This course will teach participants how to make intelligent, skin-in-the-game decisions from data, learn and develop in a world dominated by uncertainty, while leveraging access to data and technology. For calculations only excel spreadsheets will be used, and each class includes 30-minute excel tutorials to give participants some understanding of the work conducted by data professionals and how to deal with messy data. If students want to master data-driven code with R or Python, which is usually used by data practitioners, they will get free access to the professors “Science Survival kit”. The course covers 7 units, with each unit focusing on one profession that relies on data, their goals, the analytics methods they rely on and the data structures they use. Professions include Strategy, Finance, Law and Product Management. Classes will be supplemented with visiting lectures by data industry leaders, giving their perspectives and lessons learned about the topics covered in classes. Those visiting lectures are recommended, but not mandatory.

9. **Course Learning Outcomes:**

Students will acquire knowledge and skills related to:

- Gaining insight into how big data can facilitate decision-making in contexts marked by uncertainty.
- Understanding the use of big data in a range of professions, including their respective goals, methods, and data structures.
- Familiarizing themselves with a number of tools that allow to analyze large data sets.

10. **Rationale:**

Big data has become an important topic over recent years, and they are being used in a wide range of professional and managerial contexts to facilitate decision making. The majority of Kellogg-Schulich EMBA students are likely to encounter situations where the use of big data might be helpful in their current, or future positions. This course will therefore

have immediate practical relevance. It builds on their solid foundation in qualitative methods and in functional areas such as strategy or finance.

11. Evaluation:

Assessment will be based on class attendance and participation (10%) and a final empirical paper (of no more than 8 pages), which takes a business question, analyses it using real data and makes projections for the future (50%), both evaluated on an individual basis, plus two group exercises during the course (40%).

12. Integrated Courses:

NOT integrated

13. Crosslisted Courses:

NOT crosslisted

14. Faculty Resources:

This course will be offered annually as a global elective by our partner, the Kellogg-Recanati International Executive MBA program at the Collier School of Management of Tel Aviv University (TAU). It will be taught by Dr. Roy Sasson, who holds a PhD in Econometrics from TAU, was Chief Data Scientist at Outbrain and is currently Senior Staff Data Scientist at Google and Head of The Data Guild at Waze, which includes the Data Science Group, Product Analytics Group and Data Infra. He is also a Lecturer at the School of Economics of TAU and in Executive Education at IDC.

15. Physical Resources:

Classes for this course will be held in an intensive 5-day format at the Collier School of Management of Tel Aviv University, which will provide all the necessary physical resources.

16. Bibliography and Library Statement:

The course relies mainly on case studies as well as guest speakers. All the relevant readings will be provided to our students participating in this course through the Learning Management System of the Kellogg-Recanati International Executive MBA program, to which they will be given access before, during and after the course, as needed. If necessary, our students can access additional relevant material via the York University Library, as per the attached Library Statement.

SUBJECT: Library Statement for EMBA 6275: Doing “Magic” with Big Data

FROM: Angie An, Teaching & Learning Librarian / Business Liaison Librarian

DATE: November 4, 2021

EMBA 6275: Doing “Magic” with Big Data

York University Libraries (YUL) will be able to support the proposed course, EMBA 6275: Doing “Magic” with Big Data. This course teaches students how to make intelligent, skin-in-the-game decisions from data, learn and develop in a world dominated by uncertainty, while leveraging access to data and technology. YUL has a strong collection of print and electronic periodicals, books and databases that will help students conduct relevant secondary research when they complete their course work.

1. Required / Recommended Course Readings & Course Reserves Support

All the required readings for this course will be supplied by Kellogg-Recanati International Executive MBA program at Tel Aviv University, YUL is pleased to assist with requests for extra readings.

2. Resources for Course Assignments

YUL’s collections will be able to support this course work. The following is a list of recommended resources:

Books & eBooks

Searching the library’s catalogue using subject headings such as *Data science*, *Deep learning*, *Smart human centred computing* and *Technology & engineering* shows that YUL has a strong number of print and eBooks on the overarching course topics. Many of the books are available electronically, while the majority of the print books are located at the Steacie Science and Engineering Library.

Scholarly, Trade/Industry, and Newspaper Articles

YUL’s Omni search interface can be used to locate scholarly, trade, and newspaper articles from many disciplines. The [Omni search guide](#) provides instructions on how to best use this discovery layer to find relevant articles.

Research Guides

Students will be able to learn more about the databases the library subscribes to by using [YUL’s well-developed research guides](#). These guides provide a curated list of the best resources to use for specific research tasks.

3. Research Help & Consultation Support

Students will have access to [research help and consultation services](#). Students can email the Peter F. Bronfman Business library (bronfref@yorku.ca), use the online chat service, and book a Zoom consultation with a [business librarian](#).



Doing “magic” with big data

Course Syllabus

Dr. Roy Sasson ([home page](#))

sassonr@tauex.tau.ac.il

January 2022

Kellogg-Recanati International

Executive MBA

Course overview:

This course will teach participants how to make intelligent, skin-in-the-game decisions from data, learn & develop in a world dominated by uncertainty, while leveraging access to data & technology (don't worry, we will only use spreadsheets in this class. If you want to master data-driven code with R/Python, use my [Data Science Survival kit](#), all content is free there). Course covers 7 units. Each unit will focus on one profession that relies on data, their goals, the analytics methods they rely on, and data structures they use.

Classes will be supplemented with visiting lectures by data industry leaders, giving their perspectives and lessons learned about the topics covered in classes. Those visiting lectures will be hosted by Roy and are recommended, but not mandatory.

Day 1:

Business & Strategy: Avoiding “Lies, damned Lies, and Statistics”

Actionable storytelling with data, available online data tools, seasonality adjustments, forecasting with skin in the game.

Finance (1): “Without Data, You’re just another person with an opinion”

Market models, merging datasets, correlations and rolling correlations.
Practice examples

Day 2:

Finance (2): “Without Data, You’re just another person with an opinion”

Linear regression, time series analysis, train/test split.

Economics, Law and Policy: “Ceteris Paribus”

Causal inference (Analyzing human behavior), Interaction effects, diff-in-diff, A/B tests.
Practice examples.

Day 3:

Product Management (1): “Without an opinion, you’re just another person with data”

Key metrics and OKRs, hypothesis formation, funnel analysis.

Product Management (2): “Without an opinion, you’re just another person with data”

Growth models and worldviews.

Practice examples.

Day 4:

Marketing manager: “A great chart is not an illustration, but a visual argument”

Clustering and Segmentation (k-means, bucketing), data visualization.

Data Scientist (1): “If you can define and detect similarity - you can do pretty much anything”

Introduction to Machine Learning (supervised and unsupervised learning): classification trees, logistic regression, recommendation systems and their usage.

Practice examples.

Day 5:

Data Scientist (2): Next generation of data science

Introduction to deep learning.

Data engineering and cloud technologies: “you need builders, not only thinkers”.

Introduction to cloud technologies, machine learning operations and more.

Classes will include 30m excel tutorials to give you some understanding of the work conducted by data professionals and how to deal with messy data (even though data practitioners usually work with Python or R, the experience with Excel should give you a good grasp of what data is all about).

Assessments and deliverables

50% - final individual empirical paper (no more than 8 pages). You will take a business question, analyze it using real data and make projections for the future. The exact details and assessment criteria will be available on the course’s website and further discussed in class. Please submit the assignment to Meiravbe@tauex.tau.ac.il by 23:59, January 27, 2022.

40% - 2 group exercises.

10% - class participation and attendance. A grade would be provided to meaningful participation and to attendance (if remotely attending, attendance with an open camera)

*

New Course Proposal: EMBA 6315 2.0: Growing Businesses, Growing People

1. Program: Kellogg-Schulich Executive MBA

2. Course Number: EMBA 6315

3. Credit Value: 2.0

4. Long Course Title: Growing Businesses, Growing People

5. Short Course Title: Growing Businesses, Growing People

6. Effective Session: Winter 2022

7. Calendar (Short) Course Description:

This course offers an actionable framework on how to deliver transformational growth for a business, for its leader and for their team. The discussion covers how to focus and make choices, foster entrepreneurial leadership by unleashing people, and create a nimble, agile organization. A key element of discussion is how to learn from failure and course-correct.

8. Expanded Course Description:

This course offers an actionable framework on how to deliver transformational growth for a business, for its leader, and for their team. The discussion covers how to focus and make choices, foster entrepreneurial leadership by unleashing people, and create a nimble, agile organization. Success is 10% strategy and 90% execution. This course focuses on execution and making things happen. But, if everything is going well, something is wrong. Failure happens. A key element of discussion is how a leader, individually, as well as a business, collectively, can learn from failure and course-correct. The course features senior leaders in different industries as guest speakers who will provide their perspectives on lessons to be drawn from failure and success. These will be highly interactive discussions focusing on how to navigate an uncertain world.

9. Course Learning Outcomes:

Students will acquire knowledge and skills related to:

- Understanding the importance of execution for the success of businesses and individuals.
- Creating a nimble and agile organization by learning from failure.
- Balancing focus, people, and execution and connecting it with an overall purpose.

10. Rationale:

Navigating in an uncertain world is a key skill for today's leaders and therefore of crucial relevance to the Kellogg-Schulich Executive MBA students. It has become clear that in such a context failure is unavoidable and a good strategy alone is insufficient. This course draws on the examples of companies, which have based their success on getting the balance right between Focus (Head), People (Heart) and Execution (Hands). And it highlights that what makes good companies great is when they connect the Head, Heart, and Hands with Purpose (Soul) – an insight that is very much aligned with the notion of leadership encouraged by both Schulich and Kellogg.

11. Evaluation:

Assessment will be based on (i) class participation (30%), which looks at attendance, class preparation, and the quality of contributions; (ii) individual assignments (40%), which consist of various brief papers of up to 2 double-spaced pages; and (iii) a group project (30%), which applies the practical lessons from the course to developing a growth plan for an actual business, which will be presented to the rest of the class.

12. Integrated Courses:

NOT integrated

13. Crosslisted Courses:

NOT crosslisted

14. Faculty Resources:

This course will be offered annually as a global elective by our partner, the Kellogg School of Management of Northwestern University on its Miami campus. It will be taught by Sanjay Khosla, Senior Fellow and Adjunct Professor of Marketing at Kellogg. Sanjay spent over 30 years transforming international businesses. As President of Kraft International, he grew the business from \$5 billion to \$16 billion in 6 years. Prior to Kraft, Sanjay turned around the \$3 billion consumer and foodservice business of Fonterra, one of the largest dairy companies in the world. He spent over 27 years at Unilever, where he transformed the Lipton Tea business (revenue of \$4 billion). Currently, he works with companies across industries and geographies as an advisor, and, as a trained and certified leadership coach, he coaches CEOs, senior executives, and leadership teams.

15. Physical Resources:

Classes for this course will be held in an intensive 5-day format at the Miami campus of the Kellogg School of Management of Northwestern University, which will provide all the necessary physical resources.

16. Bibliography and Library Statement:

The main reading for the course is a book co-authored by the teacher: Sanjay Khosla and Mohan Sawhney (2014), *Fewer, Bigger, Bolder: From Mindless Expansion to Focused Growth*. New York: Penguin. Several published or posted articles by the teacher are also required and there will be guest speakers. All the relevant readings will be provided to our students participating in this course through the Canvas Learning Management System of the Kellogg School of Management, to which they will be given access before, during and after the course, as needed. If necessary, our students can access additional relevant material via the York University Library, as per the attached Library Statement.

SUBJECT: Library Statement for EMBA 6315: Growing Businesses, Growing People

FROM: Angie An, Teaching & Learning Librarian / Business Liaison Librarian

DATE: November 4, 2021

EMBA 6315: Growing Businesses, Growing People

York University Libraries (YUL) will be able to support the proposed course, EMBA 6315: Growing Businesses, Growing People, offered by Schulich's partner school, the Kellogg School of Management at Northwestern University. This course offers an actionable framework on how to deliver transformational growth for a business, for oneself, and for a team. YUL has a strong collection of print and electronic periodicals, books, and business databases that will help students conduct relevant secondary research when they complete their course work.

1. Required / Recommended Course Readings & Course Reserves Support

All the required readings for this course will be supplied by Kellogg School of Management, YUL is pleased to assist with requests for extra readings.

2. Resources for Course Assignments

YUL's collections will be able to support this course work. The following is a list of recommended resources:

Books & eBooks

Searching the library's catalogue using subject headings such as *Corporation - growth*, *Personnel management*, and *Small business - growth* shows that YUL has a strong number of print and eBooks on the overarching course topics. Many of the books are available electronically, while the majority of the print books are located at the Peter F. Bronfman Business Library.

Scholarly, Trade/Industry, and Newspaper Articles

YUL's Omni search interface can be used to locate scholarly, trade, and newspaper articles from many disciplines. The [Omni search guide](#) provides instructions on how to best use this discovery layer to find relevant articles.

Research Guides

Students will be able to learn more about the databases the library subscribes to by using [YUL's well-developed research guides](#). These guides provide a curated list of the best resources to use for specific research tasks.

3. Research Help & Consultation Support

Students will have access to [research help and consultation services](#). Students can email the Peter F. Bronfman Business library (bronfref@yorku.ca), use the online chat service, and book a Zoom consultation with a [business librarian](#).

MKTG-935-5:

Growing Businesses, Growing People

Sanjay Khosla, Senior Fellow and Adjunct Professor of Marketing

Senior Advisor, Boston Consulting Group

Former President, Kraft International

s-khosla@kellogg.northwestern.edu

Course Description

This course offers an actionable framework on how to deliver transformational growth for your business, for yourself, and for your team. The discussion covers how to **focus** and make choices, foster entrepreneurial leadership by unleashing **people**, and create a nimble, agile organization. Success is 10% strategy and 90% **execution**. This course focuses on execution and making things happen. But, if everything is going well, something is wrong. Failure happens. A key element of discussion is how you, individually, as well as your business, can **learn from failure** and course-correct.

The course features guest speakers who are senior leaders in industry.

This course will be completely online/virtual via Zoom. Attending the first class is not mandatory.

Course Content

Successful companies get the balance right between Focus (Head), People (Heart) and Execution (Hands). What makes good companies great is when they connect the Head, Heart, and Hands with Purpose (Soul).

Focus (Head)

How do you decide priorities?

We will discuss a practical model to make choices and decide priorities called ThreeM (Margin, Momentum, Material), which is applicable across industry.

How do you co-create and align?

Discovery Workshops are a way of working which have been successfully applied for many years. We will cover practical tips on how to implement these in your business. The lessons are particularly applicable to remote working in a COVID world.

How do you distort resources behind priorities?

It is not enough to align behind priorities. What is more important is aligning resource behind priorities. The most critical part of resource is people, followed by time and money.

People (Heart)

How do you foster entrepreneurial leadership in small and big companies?

We will learn from the experience of giving teams “Blank Checks.” Blank Checks are a metaphor for giving complete freedom with accountability. We have been experimenting with Blank Checks in large companies, small companies, and startups with great success for over 10 years.

How do you fail fast, learn, move on?

Failure happens. What is important is to learn quickly and avoid failing big.

How do you avoid silos and work effectively in teams?

While debate is expected and encouraged, aim for 70% alignment and 100% commitment. Once the decision is made on priorities and actions, everyone must commit to the program and focus on execution. Transformation happens when a group of ordinary people do extraordinary things working together as One Team, One Dream, One Plan.

MKTG-935-5:

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Course Content (Continued)

Execution (Hands)

How do you scale good ideas across an organization?

A practical process on how to execute is Mine – Bottle – Scale (MBS). Mine: find out what is working inside any part of the business as well as outside. Bottle: Synthesize what exactly is working and why. Scale: Build what is working into something much larger than a story or anecdote. As you scale, a “copy and paste” approach often doesn’t work. As you move from one region to another, it is important to copy – ADAPT – paste. This approach is helpful when moving from Bottle to Scale.

How do you keep metrics simple and relevant?

It is important to align behind a few metrics (ideally no more than 5) to clearly measure progress.

How do you ensure accountability?

It is very helpful to ensure clarity on who does what by when and that expectations are clearly monitored. Are you doing what you said you would? This is the Say/Do model.

About Professor Khosla

Sanjay spent over 30 years transforming international businesses. As President of Kraft International, Sanjay grew the business from \$5 billion to \$16 billion in 6 years. Prior to Kraft, Sanjay turned around the \$3 billion consumer and foodservice business of Fonterra, one of the largest dairy companies in the world. He spent over 27 years at Unilever, where he transformed the Lipton Tea business (revenue of \$4 billion).

Currently, Sanjay works with companies across industries and geographies as an advisor.

As a trained and certified leadership coach, Sanjay coaches CEOs, senior executives, and leadership teams.

Sanjay is currently a director at Zoetis, Inc. and on a few private boards, some of them in the data and analytics space.

Previously, Sanjay was Co-Chair of the Nestle/Fonterra joint venture (Dairy Partners Americas) and was on the board of Best Buy Inc., USA, Del Monte Foods Inc., USA, Iconix Brand Group Inc., USA, Hindustan Unilever, India, the Lipton/Pepsi global joint venture, and NIIT Ltd., India.

Sanjay is the co-author of *Fewer Bigger Bolder: From Mindless Expansion to Focused Growth*, which was named the Best Business Book (2014) by The Globe and Mail and one of the 10 Mind-Altering Business Books (2014) by the Huffington Post.

MKTG-935-5:

Growing Businesses, Growing People

Sanjay Khosla, Senior Fellow and Adjunct Professor of Marketing

Senior Advisor, Boston Consulting Group

Former President, Kraft International

s-khosla@kellogg.northwestern.edu

Guest Speakers

We will be inviting senior leaders from different industries to provide their perspectives on lessons from failure and success. These will be highly interactive discussions focusing on how to navigate an uncertain world. Past speakers have included senior leaders from Goldman Sachs, Best Buy and major consulting firms, as well as successful entrepreneurs.

Course Organization

There is no midterm or final exam. Your grade will be based on three components:

1) Attendance and Class Participation (30%)

The learning in this course mostly comes from class discussion. Your classroom participation grade will be based on attendance, class preparation, and the quality of your contribution. All classes will be recorded and uploaded to Canvas.

2) Individual assignments (40%)

You will be required to submit various individual assignments. These will consist of submitting brief papers (up to 2 pages – double spaced).

3) Group project (30%)

This exercise is an opportunity for you to apply the practical lessons discussed in class to real life business situations. You will be assigned to a group. Your team will select one of the companies that your team members belong to as the “client.” Your assignment is to develop an actionable growth plan that applies the frameworks learned in class to your client’s business. Your deliverable is a 10-minute presentation of your growth plan. The class will act as the board of directors. Be prepared to ask questions to each group as well as to answer questions from the board members.

Required Texts and Materials

Book:

Khosla and Sawhney (2014), Fewer, Bigger, Bolder: From Mindless Expansion to Focused Growth (New York: Penguin).

Articles:

Khosla, Sanjay, and Mohan Sawhney (2010). Growth through Focus: A Blueprint for Driving Profitable Expansion (Strategy+Business).

Khosla, Sanjay, and Mohan Sawhney (2014). The Wisdom of Less: How Procter & Gamble can Grow by Shrinking (Fortune). fortune.com/2014/08/07/why-pg-can-grow-by-shrinking/

MKTG-935-5:

Growing Businesses, Growing People

Sanjay Khosla, Senior Fellow and Adjunct Professor of Marketing

Senior Advisor, Boston Consulting Group

Former President, Kraft International

s-khosla@kellogg.northwestern.edu

Required Texts and Materials (Continued)

Articles:

Sawhney, Mohan, and Sanjay Khosla (2014). Where to Look for Insight (Harvard Business Review).

Khosla, Sanjay, and Mohan Sawhney (2012). Blank Checks: Unleashing the Potential of People and Businesses (Strategy+Business).

Khosla, Sanjay (2018). In Practice “It’s Very Risky to Bet on Blockbusters” (Harvard Business Review).

Talbot, Paul (2020). Brands with Soul (Forbes).

<https://www.forbes.com/sites/paultalbot/2020/04/19/brands-with-soul/>

Khosla, Sanjay (2020). Discovery Workshop Playbook.

Khosla, Sanjay (2020). How to Reimagine Your Business in These Times (Brink News).

<https://www.brinknews.com/how-to-reimagine-your-business-in-these-times-new-normal-covid/>

Khosla, Sanjay and Mohan Sawhney (2020). 3 Steps for Reimagining Your Business for a Post-COVID World (KelloggInsight). <https://insight.kellogg.northwestern.edu/article/crisis-as-opportunity>

Khosla, Sanjay and Kent Grayson (2020). You’ve Worked Hard to Earn Your Team’s Trust. What Happens If Layoffs Are Necessary? (KelloggInsight).

<https://insight.kellogg.northwestern.edu/article/earn-your-teams-trust-layoffs>

Khosla, Sanjay (2020). How do you unleash your people’s potential? Blank checks (The Kellogg Experience: Thought Leadership).

<https://www.kellogg.northwestern.edu/executive-education/the-kellogg-experience/thought-leadership/blank-checks.aspx>

Khosla, Sanjay (2021). In a Crisis, Don’t Chase Shiny, Bright Objects (The Kellogg Experience: Thought Leadership).

<https://www.kellogg.northwestern.edu/executive-education/the-kellogg-experience/thought-leadership/bright-shiny-objects.aspx>

Khosla, Sanjay (2021). Planning High-Energy Meetings: The Cure for Zoom Fatigue (The Kellogg Experience: Thought Leadership).

<https://www.kellogg.northwestern.edu/executive-education/the-kellogg-experience/thought-leadership/high-energy-meetings-zoom-fatigue.aspx>

Khosla, Sanjay (2021). In a Crisis, Attitude and Agility Let You Go Big Rather Than Run Scared (The Kellogg Experience: Thought Leadership).

<https://www.kellogg.northwestern.edu/executive-education/the-kellogg-experience/thought-leadership/business-agility-attitude.aspx>

FACULTY COUNCIL SCHULICH SCHOOL OF BUSINESS MINUTES OF MEETING

A regular meeting of the Schulich Faculty Council for the 2021-2022 academic year was held on
Friday November 5th 2021 at 11:30am via Zoom.

In Attendance:

Chair: C. Graham
Vice-Chair: L. Zhu
Secretary: E. Rush
Assistant: L. Da Silva

Voting Members of Faculty Council Present:

Senior Admin.	D. Zwick, M. Annisette, K. Kanagaretnam, D. Matten, T. Noseworthy	
ACTG	M. Bamber, C. Cho, G. Saxton, L. Thorne, V. Trivedi	
ARTM		
BSUS		
ECON	A. Bhanich-Supapol, A. Coutts, I. Henriques, B. Wolf (ret.)	
ENTR	G. Kistruck	
FINE	M. Cao, P. Foroughi, M. Kamstra, M. Milevsky, L. Ng, P. Shum Nolan, Y. Tian	
MKTG	A. Campbell, P. Darke, E. Fischer, M. Giesler, A. Joshi, , G. Packard, E. Veresiu	
ORGS	C. Bell, I. Hideg, W. Shen, K. Tasa, M. Valente,	
OMIS	V. Dhingra, A. Diamant, D. Johnston, H. Kim, J. Rungtusanatham	
PLCY	P. Aulakh, B. Eberlein, M. Kipping, A. Madhok, M. Majzoubi, T. Peridis, W. Sheremata, S. Weiss	
PROP	A. Devine, J. McKellar (ret.)	OTHER: X. Li (Lib)
Voting CPM's & Director of 601	I. Holzinger, A. Mustapha, H. Sinker	
Student Reps	T. Anand (UBS), A. Kakkar (UBS), J. Lam (PhD), N. Nasser (UBS), J. Patel (UBS), T. Rashid (GBC), H. Zhu (GBC)	

Voting Members of Faculty Council Absent/Regrets:

E. Auster	M. Dong	M. Kristal	T. McQueen	K. Rogers
K.-H. Bae	J. Everett	Y. Larkin	N. Mead	H. Rosin (Ret.)
T. Beechy (ret.)	M. Farjoun	F. Lazar	G. Morgan (ret.)	A. Rzeznik
R. Belk	B. Gainer (ret.)	M. Levesque	D. Neu	P. Sadorsky
I. Bicer	B. Graham (alum)	G. Li	C. Oliver (ret.)	J. Tan
J. Chung	D. Horváth	Z. Li	D. Oppong-Tawiah	M. Voronov
J. Clayton	S. Hsu	B. Lyons	Y. Pan	E. Westney (ret.)
W. Cook (ret.)	R. Imanirad	I. Macdonald (ret.)	R. Phillips	L. Wright (ret.)
A. DeCarufel (ret.)	R. Irving (ret.)	A. Mawani	E. Prisman	S. Yeomans
Y. Deutsch	R. Karambayya (ret.)	R. McClean (ret.)	S. Qu	J. Zemans (ret.)
D. Dimick (ret.)	A. Kecskes	C. McMillan	M. Rice	

Leaves and Sabbaticals:

M. Biehl	J. Darroch	L. Hillcoat	R. Shao
A. Sirsi	T. Wesson		

Non-Voting Members of Faculty Council Present

D. Barret	L. Ginsberg	N. Machado (guest)	R. Ross
M. Bhutani	P. Grant	Y. Massop	N. Sutherland
S. Calahan	A. Gravel	R. Mayer	S. Tenn
M. Cernea	M. Hastings	T. Medcof	A. Thomson
J-M. Clark	B. Kha	G. Milavsky	T. Tolias
W. Craddock	G. Klar	C. Mueller (guest)	K. Welsby
G. Deans	H. Koren-Cohen	M. Orlan	D. Woticky
J. Fayt	L. Lakats	L. Pan	F. Zandi
A. Ferreira	M. Machado	J. Pinto	C. Zhuang

Non-Voting Members of Faculty Council Absent:

W. Al-Hussaini	D. Elsner	D. Lennox	Z. Necas	C. Sicoli
P. Barter	S. Friedman	R. Lynn	C. Niederwanger	S. Sigel
E. Caprioni	T. Gosse	P. Macdonald	C. Partland	T. Stubbs
C. Carder	E. Farrell	D. Mak	B. Pasquali	C. Sullivan
T. D'Agostino	A. Fisher	K. Mapa	G. Pau	E. Vanderheyden
P. Deonandan	A. Harris	J. Morgan	P. Pivato	N. Verma
L. De Wilde	R. Hines	M. Morriello	J. Pokrajac	A. Welsh
P. Dillon	J. Jeyakumaran	R. Moy	S. Pulver	
K. Ellis	A. Konson	A. Narbe	E. Roman	

1. Welcome and Chair's Remarks

The meeting was called to order at 11:31am. The Chair noted two changes to the agenda and read out the land acknowledgement.

2. PhD/GBC/UBS Initiatives

The GBC, UBS and PhD all provided an update on their current activities as well as student perspectives on the upcoming winter term.

3. Motion: Course title change for IBUS 3100 3.0 Introduction to International Business

By request, this item was moved from the consent to the regular agenda prior to the meeting. While there was agreement that the existing title needs updating, concerns were raised regarding the proposed new title and its alignment with the course content and the undergraduate nature of

the course. It was agreed that this motion should be withdrawn so that additional discussion on a new title could take place.

4. Announcement

A. Devine made a brief announcement in which she requested faculty to contact her if they currently use, or plan to use, the software program Overleaf. She is hoping to amass a sufficient number of users within the School to obtain the institutional pricing.

5. Presentation: Global Metals & Minerals Management Program (GMM) – the GMM Reimagined (R. Ross)

R. Ross presented an overview of the changes underway in the mining program, which includes the development of a concurrent and standalone diploma in Global Metals and Minerals. For details on the presentation, please review the meeting documentation or contact rross@schulich.yorku.ca.

6. Dean's Remarks

A recording of the Dean's Remarks can be accessed [here](#). York login is required for access.

7. Schulich Budget Presentation & Q&A Open Forum (D. Zwick & A. Mustapha)

A. Mustapha and D. Zwick presented on the School's budget for 2021-2022, and answered Council members questions. For details on the presentation, please contact amustapha@schulich.yorku.ca.

8. Adjournment

A motion to adjourn was moved, seconded and carried. The meeting adjourned at 1:05pm.

Consent Agenda

The following items were approved by consent:

- 1. Master Programs Committee (M. Annisette)**
 - a) Master of Business Analytics (MBAN) (D. Johnston)**
 - 1. Program Change** (*course requirements, adjustment of core vs. elective credits*)
 - 2. Course Changes**
 - a. MBAN 5120 3.00 Data Management and Programming (*retirement*)
 - b. MBAN 5210 3.00 Predictive Analytics II (*retirement*)
 - c. MBAN 6400 3.00 Multivariate Analytics (*retirement*)
 - 3. New Course**
 - a. OMIS 6610 3.00 Digital Transformation in Services
 - b) Master of Marketing (MMkg) (G. Packard)**
 - 1. Program Change** (*course requirements, adjustment of core vs. elective credits*)
 - 2. Course Change**
 - a. MKTG 6570 3.00 Strategic Professional Selling (*description, learning outcomes*)
 - c) MBA (A. Joshi)**

1. **Course Change**
 - a. FINE 6800 3.0 Options, Futures and Other Derivative Securities (*pre/corequisites*) (Y. Tian)
2. **MINE Specialization** (R. Ross)
 - a. **MINE Specialization Changes** (*title, course requirements, increase in required credits*)
 - b. **Course Changes**
 - i. MINE 5100 1.50 (*rubric, title, and description*)
 - ii. MINE 6100 3.00 (*rubric, title, description, pre/co-requisites*)
 - iii. MINE 6200 3.00 (*rubric, title, description, pre/co-requisites*)
 - iv. MINE 6300 3.00 (*rubric, title, description, pre/co-requisites*)
 - v. MINE 6400 3.00 (*rubric, title, description, pre/co-requisites*)
 - c. **New Course**
 - i. GMMM 6500 3.00 Applying Strategy in the Metals & Minerals Industry
2. **BBA/iBBA Program Committee** (M. Valente)
 - a) **Course Changes**
 1. INTL 3021 3.0 Culture, Marketing, Strategy in French (*course title*)
 2. FINE 3310 3.0 Econometrics of Financial Markets (*course title, calendar description, learning outcomes*)
 - b) **OMIS Specialization** (A. Diamant)
 1. **OMIS Specialization Changes** (*retirement of existing specialization, creation of new Business Analytics specialization*)
 2. **Course Changes**
 - a. OMIS 3670 3.0 Spreadsheet-Based Decision Support Systems (*pre-requisite*)
 - b. OMIS 3710 3.0 Information Systems (*pre-requisite, calendar description*)
 - c. OMIS 3730 3.0 Database Management (*pre-requisite*)
 - d. OMIS 4010 3.0 Artificial Intelligence Fundamentals for Business (*pre-requisite*)
3. **Minutes of the Last Meeting:** 2021.10.01