



EXECUTIVE COMMITTEE SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Executive Committee of Faculty Council for the 2022-23 academic year will be held remotely (via Zoom) on Friday, September 16th at 11:30am.

AGENDA

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1. Welcome & Chair's Remarks	
2. Review of September Faculty Council Agenda and Documentation	2-763
3. Student Appeal (1)	
4. Other Business	
5. 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 2022-2023:

Schulich Executive Committee:

Friday, September 16, 2022
Friday, October 14, 2022
Friday, November 25, 2022
Friday, February 24, 2023
Friday, April 14, 2023
Friday, May 19, 2023

Schulich Faculty Council:

Friday, September 30, 2022
Friday, November 4, 2022
Friday, December 9, 2022 (10:30 am start)
Friday, February 3, 2023
Friday, March 10, 2023
Friday, April 28, 2023
Friday, June 2, 2023

FACULTY COUNCIL SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Schulich Faculty Council for the 2022-23 academic year will be held remotely via Zoom on **Friday, September 30, 2022** from **11:30am - 1:00pm**.

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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 their request to debate it.

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Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Shanker Trivedi, Director of the Master of Accounting, Diploma in Intermediate Accounting

Date: August 26, 2022

Re: Creation of new Graduate Diploma in Accounting Analytics.

Motion: That Faculty Council approve the creation of a Graduate Diploma Type 3 in Accounting Analytics.

Rationale: Accounting is becoming increasingly automated, data-centric, and digital. Expertise solely in traditional accounting pedagogy is no longer sufficient and relevant, rather, employers want accountants to have cross-disciplinary skills, especially in information technology and data analytics and visualization. The proposed six course, 15 credits, 2 terms standalone online (WEBS) part-time Graduate Diploma in Accounting Analytics program (Type 3 diploma program) will be the first of its kind in Eastern Canada, aimed at producing graduates who are well-versed (but not experts) in the interface between the broad areas of accounting (including, financial and managerial accounting, auditing, taxation etc.), information technology, data analytics and data visualization.

Specifically, the program's objectives will be to produce graduates in the field of accounting who are well-acquainted and have a strong foundation in accounting data analytics and visualization. We will achieve this by emphasizing all stages of the accounting and financial data management value chain—Data gathering, data sharing, data insights, and communication and importantly data governance. Students will learn to effectively analyze and think critically about problems and issues arising throughout the accounting analytics and visualization value chain and to arrive at appropriate solutions. The ability to effectively communicate both orally and in written format about these problems and associated solutions will also be emphasized.

York

University

Expedited

Review

**Schulich School of Business
Graduate Diploma (Type 3) in
Accounting Analytics**

**Submitted to
the
Ontario Universities Council on Quality
Assurance**

August 2022

1. INTRODUCTION

Include a brief description of the proposed program. You may also choose to include additional information, such as a description of the consultation process undertaken and/or an analysis of demand for the program. Additionally, you may identify unique curriculum or program innovations, creative components, or significant high impact practices. Where appropriate, include additional elements, for example, consideration of equity, diversity and inclusion, special missions and mandates, and student populations that are being encouraged by governments, institutions, and others.

Rationale For and Description of the Proposed Program:

Accounting is becoming increasingly automated, data-centric, and digital. Expertise solely in traditional accounting pedagogy is no longer sufficient; rather, employers want accountants to have cross-disciplinary skills, especially in information technology and data analytics and visualization. The white paper by PWC highlights the need for accountants to possess skills in technology and data analytics (<https://www.pwc.com/us/en/faculty-resource/assets/pwc-data-driven-paper-feb2015.pdf>). The Institute of Chartered Accountants of England and Wales, in its report “Big data and analytics: the impact on the accounting profession,” emphasizes the need for accountants to become familiar with data analytics, automation, statistics and predictive modelling (<https://www.icaew.com/-/media/corporate/files/technical/technology/thought-leadership/big-data-and-analytics.ashx>).

Realizing the critical importance of information technology and data analytics to accountants, many accounting programs within American universities have included data analytics concentrations in their master programs. The American Institute of Certified Public Accountants (AICPA) is offering a certificate program in data analytics available to its members. Likewise, the Certified Professional Accountants (CPA) Institute of Canada and Ontario respectively are also offering certificates in data analytics at the introductory and advanced levels. Finally, the accounting department at Simon Fraser University is offering a graduate diploma and master’s in accounting analytics programs specifically geared to KPMG employees (this program may be made available to the general public in the near future). These certificate, diploma and master’s degree programs while highlighting the recognition by the profession of the importance of data analytics and information technology concepts also highlight the growing market for such subject-area specific data analytic programs.

The proposed six course, 15 credits, 2 terms/ online (WEBS) standalone part-time Graduate Diploma in Accounting Analytics program (Type 3 diploma program) will be the first of its kind in Eastern Canada, aimed at producing graduates who are well-versed (but not experts) in the interface between the broad areas of accounting (including, financial and managerial accounting, auditing, taxation etc.), information technology, data analytics and data visualization. We envision that in the future,

graduates of the diploma will be provided the choice to continue their education and obtain their Master of Accounting Analytics to become experts in the above areas (the NOI for the Master of Accounting Analytics was approved by the Vice-Provost Academic vide letter dated 17th February 2022). The Master of Accounting Analytics (MAA) will allow for exploration of more advanced data analytic and visualization tools and topics, both in terms of breadth and depth, as applicable to the accounting industry. The MAA syllabus cover topics such as Advanced Accounting Analytics Tools and Applications, Applications of Accounting Analytics, subject specific focus on data analytics such as Tax and Audit Analytics, among others. The graduate diploma program has been designed and will be taught by faculty and instructors within the accounting area of the Schulich School of Business. The Graduate Diploma in Accounting Analytics will be developed first with the goal of being launched in the Fall of 2023, followed by the development of the full Master of Accounting Analytics program for launch in September 2025 or 2026. The proposed program will be cutting-edge incorporating current best practices in the industry and offering experiential opportunities to the students where legally feasible. The curriculum of the program will be constantly revised to incorporate the latest trends in and needs of the accounting industry.

Graduates successfully completing their standalone Graduate Diploma in Accounting Analytics will be provided with advanced standing credits towards the proposed Master of Accounting Analytics degree. Precedence for the relationship between the Graduate Diploma in Accounting Analytics and the Master of Accounting Analytics already exists within the accounting area at Schulich in the case of the relationship between the Diploma in Intermediate Accounting (DIAC) and the Master of Accounting (MAcc) degree.

Course work will emphasize experiential learning, critical thinking, analytical and leadership skills, and oral and written communication skills in the context of data analytics and information technology in accounting. Where appropriate, cases will be integrated into course work using the Schulich Accounting Case Method. This case method of teaching emphasizes critical thinking, analytical and leadership skills, and oral and written communication skills. Course work will be delivered using an online delivery mode (with a blend of synchronous video conferencing and asynchronous video and print material used, the extent of each depending on the needs of each course) and offered during weekends and evenings to accommodate working accounting professionals. Program learning outcomes and the assessment of those outcomes have been developed by Schulich accounting faculty members and instructors, with input from other Schulich and York faculty, alumni, industry experts and senior leaders in the industry including partners in accounting firms.

Consultation Process Regarding Demand for the Program:

Interviews with more than 40 individuals were conducted including partners/executives in the big four accounting firms, senior leaders in banks and financial institutions, executives of CPA Canada, and program directors of similar programs in other universities to better understand the market and demand for the proposed program. The discussions conducted clearly indicated that there is a strong market for a program as the one proposed here. See also the letters in

support of the GDAA in Appendix A. Consultations will continue to be made during the program development process to further fine tune the program.

The Recruitment and Admissions department in Schulich has also been fielding a few enquiries annually from accounting professionals with CPAs about the possibility of obtaining their Master of Accounting (MAcc) degree at Schulich. We have had to turn down such requests since the MAcc degree is geared to train students exclusively to write their Common Final Examination (CFE). The proposed Graduate Diploma in Accounting Analytics in conjunction with the Master of Accounting Analytics would be an appropriate diploma/degree for such individuals to pursue. Further, immigrant accountants preponderantly settle in Toronto, and not all of them want to pursue their Canadian CPA designation. Since the proposed GDAA and MAA programs will provide these CPAs with data analytic and visualization skills and tools that they do not already possess, these programs will be relatively more suitable for such individuals as compared to the MAcc program.

Equity, Inclusiveness and Diversity:

The program will strive to be inclusive and admit a diverse body of students. The curriculum and assignments have been prepared so as to highlight issues of equity, inclusion and diversity wherever possible.

For example, the *Core Skills for Accounting Analytics* course, offered in the second term, will include both case studies and project planning/management assignments, which incorporate real-world affirmative action, inclusion and diversity issues within both professional services firms and within industry clients. In addition, given the rise in mental health awareness, some firms, such as KPMG, have developed innovative positions as Chief Mental Health Officers; as such, our program will also review how to identify and respond to mental health concerns among colleagues/subordinates.

2. EVALUATION CRITERIA

2.1 Objectives of the program (QAF 2.1.2.1)

Clearly describe:

- *The program's objectives (see Definition and Guidance);*
- *The degree nomenclature given the program's objectives; and*
- *The consistency of the program with the institution's mission and academic plans.*

Program Objectives:

The program's objectives will be to produce graduates in the field of accounting who are acquainted and have a strong foundation in accounting data analytics and visualization. We will achieve this by emphasizing all stages of the accounting and financial data management value chain—Data gathering, data sharing, data insights, and communication and importantly data governance. Specifically, students will learn to effectively analyze and think critically about problems and

issues arising throughout the accounting analytics and visualization value chain and to arrive at appropriate solutions. The ability to effectively communicate both orally and in written format about these problems and associated solutions will also be emphasized.

The program is not aimed at career-switchers but at working accounting professionals with professional designations and ideally with 2-4 years of work experience who want to upgrade themselves and move up the career ladder in accounting or consulting by familiarizing themselves with accounting analytics and visualization and allied topics. We do not intend on teaching fundamental accounting concepts to these students since only those possessing such knowledge will be admitted into the program.

Nomenclature of Degree Given Program's Objectives:

The title of the diploma, Graduate Diploma in Accounting Analytics (GDAA) is deliberate and emphasizes the focus of the program on the role of data analytics in the field of accounting. Accounting is the language of business and accountants are experts in dealing with and making sense of financial and structured data. However, there is an increasing need for accountants to become experts in both financial and non-financial data and structured and unstructured data. Further, expertise in data sciences and data analytics alone is not enough for making sense of, drawing inferences from and prospering from the blend of such data. Accounting subject matter knowledge is essential to properly understand the underlying financial and non-financial data, ask the right types of questions and make appropriate inferences to plan, lead and implement change. Another area that will be emphasized will be the importance of proper data governance, including data privacy and the ethical use of data. Currently many accountants, both in the industry and in professional service firms, have to depend on the expertise of data management and/or data analytics specialists because of their lack of data management/analytic skills. This is a severe problem given that accountants often have to directly deal with sensitive financial data. The GDAA will provide accountants with the necessary data management and analytic skills such that their dependency on data management/analytic experts is reduced.

Consistency of the Program with York University's Mission and Academic Plans:

The proposed program will cater to the following priorities of York University's six priorities for action as laid out in its Academic Plan 2020-2025:

21st Century Learning:

The program will achieve York University's priority of 21st Century Learning by equipping students with critical and analytical thinking and cross disciplinary and communication skills that will help them deal with constant change affecting the accounting profession due to the impact of emerging issues in technology, specifically data analytics and visualization. It will also attempt to attract a diverse set of quality students both domestic and international. Accounting is increasingly

attracting female students; however, females are still a minority in the field of technology. This program, by emphasizing information technology and data analytics, will prepare students of both genders to successfully adapt to emerging issues in accounting due to the increasing impact and influence of technology. The program will also equip our graduates with the ability to succeed in the profession of accounting globally by developing their ability to think outside the box, identify new trends in the profession, appreciate the value of diversity and diverse points of view. Different modes of online delivery such as synchronous and asynchronous and virtual group work will be used to expand the reach of the program globally. The program also includes a one-and-a-half-credit hour experiential component as a part of which students will be required, where legally possible (since some organizations may not want their data to be transferred/accessed internationally), to go to a client site (virtually) and complete an accounting analytics project of mutual benefit. Alternatively, students will work on projects using cleaned-up and anonymized real-world data under the supervision of industry experts.

Knowledge for the Future:

Our program will equip its graduates to generate critical knowledge by making sense of both financial and non-financial and structured and unstructured data. This skill will help them identify emerging trends and problems in organizations and society and adapt to such trends and find timely solutions to such problems.

From Access to Success:

The program will be structured to make it convenient for working professionals to complete it without inconveniencing their work commitments. Courses will be delivered online and held in the evenings during weekdays and during weekends. This structure will also be attractive to those with significant family commitments. Finally, classes will be scheduled to make them as convenient to attend as possible for students across the globe.

Advancing Global Engagement:

The program will be delivered fully online (WEBS) thus making it possible for students all around the world to enroll in it. This will enable accounting professionals from across the world to interact with and learn from each other, thereby, exposing each other to and increasing their awareness of and sensitivity to diverse cultural nuances, viewpoints, and unique problems besetting the accounting profession in different countries/economies across the globe.

Working in Partnership:

The program has been developed by obtaining considerable input from industry experts and leaders. The curriculum has been developed keeping in mind the current changes and requirement in the accounting industry. We will continue to fine-tune and update the curriculum based on our constant interactions with industry personnel and the changing demands of the profession. The experiential component of the program will ensure that the program is in constant contact with different organizations, both for-profit and not-for-profit, to obtain experiential opportunities for our students. Further, our students will also get the opportunity to

work on problems of current importance in the industry.

The proposed Graduate Diploma in Accounting Analytics will also contribute to the following specific metrics in York University's 2020-2025 Strategic Mandate Agreement relating to skills and job outcomes:

- Graduate employment rate in a related field
- Institutional strength and focus
- Graduation rate
- Experiential learning
- Graduate employment earnings
- Skills and competencies

2.2 Program Requirements (QAF 2.1.2.2)

Describe:

How the program's structure and requirements meet the program objectives and program-level learning outcomes

How the program's structure, requirements and program-level learning outcomes ensure students meet the institution's Undergraduate or Graduate Degree Level Expectations

How the proposed mode(s) of delivery facilitate the students' successful completion of the program-level learning outcomes; and

The ways in which the curriculum addresses the current state of the discipline or area of study.

NOTE: Ensure that the proposal makes a clear distinction between program objectives and program-level learning outcomes. Guidance on program objectives and program-level learning outcomes, including examples, is available [here](#). It may be helpful to include a table that maps program requirements (i.e., courses, experiential education requirements, theses or major research projects) to program objectives and program-level learning outcomes.

Program Structure:

The program structure and the curriculum of the GDAA has been designed to introduce students to the foundations of accounting data analytics and visualization, keeping in view the current and future needs of the accounting industry.

The GDAA program has been developed based on the following foundational principles:

1. The program will not only focus on providing students with an understanding of the main domains/models of advanced analytics, including applications of each,

- but it will also emphasize how firms can **operationalize** such models, while embedding dynamic capabilities (i.e., developing and implementing models that can evolve and adapt to changing conditions / environments) within such models.
2. The program will not only teach students **proof-of-concepts, tactical and strategic solutions**, developed locally on desktops, but will also introduce students to strategic, **cloud-based and web-based solutions**.
 3. All course material, including assignments, projects and case studies will be based on **real-world** accounting and financial analytics problems – and when possible, assignments will be graded by working professionals / consultants.
 4. Unless otherwise stated, the program in general will be **tool-agnostic**.

Emphasis will be placed on the art of storytelling via appropriate visualizations and presentation dashboards and the importance of data governance. The practical relevance of the program structure will ensure that students will be able to apply the skills and concepts learnt in the program immediately in industry settings. Significant importance will be placed on developing the critical and analytic thinking skills of the students. Students will be required to conduct original research and effectively communicate their findings orally, in writing and visually. Students will be trained to be flexible and innovative to find novel solutions where existing solutions are either absent or inadequate. These skills will equip and enable the students to get involved in and to make positive contributions in their workplaces in leadership positions within the field of accounting analytics and accounting/financial services in general.

Students will be exposed to cutting-edge accounting analytic and visualization concepts. Students will also be exposed to allied concepts such as database concepts as applicable to financial services, and SQL programming in the context of accounting. Students will be provided with a high-level understanding of commonly used analytic tools and applications and their practical applications in the field of accounting analytics and visualization. The program will introduce students to the necessary ingredients of carrying out a successful accounting analytic consultation project. Finally, where legally feasible, students will be provided with an experiential opportunity wherein they will apply their accounting data analytics skills in the context of a real project at a client site.

The program is aimed at working professionals. Therefore, the course load per term has been set at the maximum that students can take on a part-time basis, 7.5 credits. This will ensure that students will find the course work manageable and be able to excel without sacrificing either their work or personal/family commitments.

Program Learning Outcomes:

The learning outcomes for the GDAA program have been listed below. These outcomes have been mapped to the course structure of each course in the program in **Appendix B**.

1. Breadth and Depth of Knowledge

1.1 Develop a high-level of proficiency in the key areas of financial / accounting analytics, including data management, data analytics, data governance as well as operationalizing financial models (by creating truly automated solutions).

1.2 Understand the end-to-end high-level consulting process, from initial proposal through to implementation and ongoing management / maintenance.

1.3 Become acquainted with and develop a strong foundation in the models underlying financial / accounting analytics and interactive visualizations.

2. Strategic Thinking and Problem-Solving

2.1 Acquire intermediate-to-advanced level technical analytics capabilities.

2.2 Be flexible and adaptable regarding specific tools used in the financial / accounting analytics process (i.e., be tool-agnostic).

2.3 Demonstrate the ability to consolidate and leverage data using appropriate data concepts, such as database fundamentals (as applicable to financial services) and SQL programming in the context of accounting.

2.4 Apply financial / accounting analytics skills at the strategic level in the context of a real project at a client site.

3. Level of Practical Applications and Implementation

3.1 Develop the ability to implement both tactical and strategic solutions, requiring several tools / applications ensuring automated orchestration across systems and disparate functional teams.

3.2 Conduct solutions analysis, understanding that there is no catch-all, *one solution*, to problems but rather, a host of recommendations based on clients' needs/constraints.

3.3 Make appropriate and relevant decisions in complicated and complex environments, applying a mix of research, data and judgement, taking into consideration the audience and key stakeholders.

3.4 Apply knowledge to innovative applications / context, including different organizations, competitors, and industries.

4. Professional Capacity/ Autonomy

4.1 Demonstrate the ability to respond appropriately and effectively to ethical dilemmas faced by data analytics, accounting and financial service professionals.

4.2 Demonstrate the ability to act with integrity, transparency and in the best interest of both stakeholders *and* the public.

4.3 Demonstrate the ability to interact, on both a professional and social level, with clients from varying industries and levels.

5. Level of Communication Skills

5.1 Write concise, well-structured, and easy-to-consume research / reports.

5.2 Demonstrate the ability to clearly and effectively present and articulate ideas orally, written or visually that is tailored to specific audiences.

5.3 Create professional presentations and produce professionally organized, structured and formatted reports.

6. Research and Scholarship

6.1 Demonstrate an ability to conduct situational-based research on some of the industry's leading trends and challenges – using all available financial and non-financial information both at the company and division level (i.e., through primary and secondary research, interviews, etc.).

6.2 Can generate well-structured, formatted written reports on the basis of research.

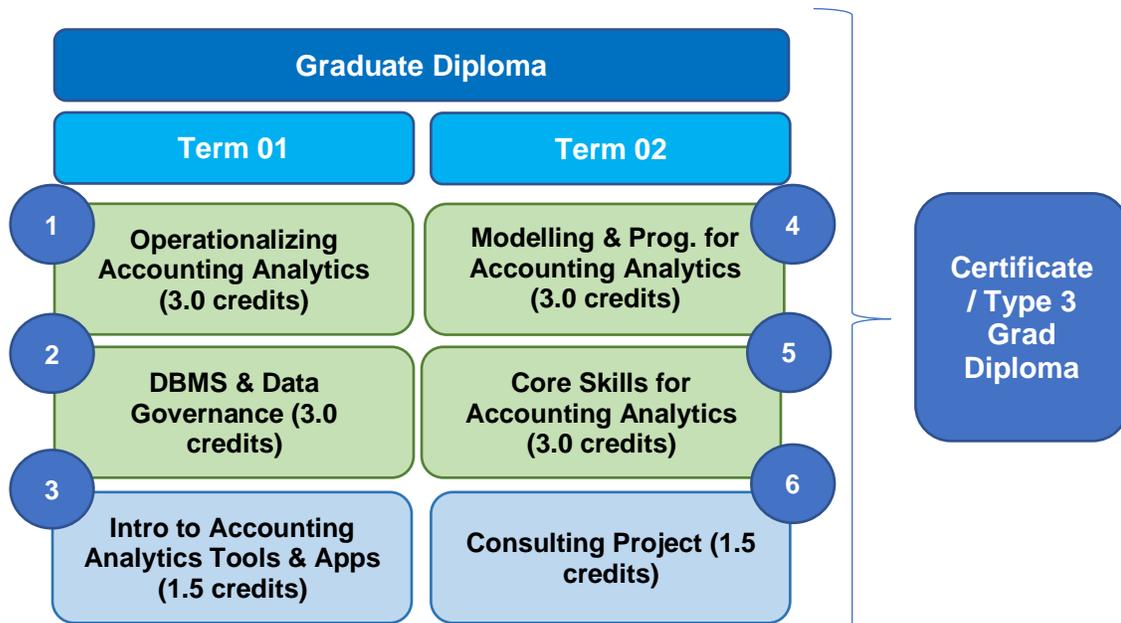
6.3 Can apply the results of accounting research into financial / accounting analytic-related cases.

6.4 Demonstrate an ability to thoroughly review relevant applications as well as demonstrate general familiarity with scholarly and / or White Paper outlets (i.e., academic, industry reports, internal firm-specific, etc.).

The above outcomes will be reviewed and revised periodically by the Schulich Master Programs Committee, Faculty Council, with input from the program director, associate program director and key industry members.

Course Work

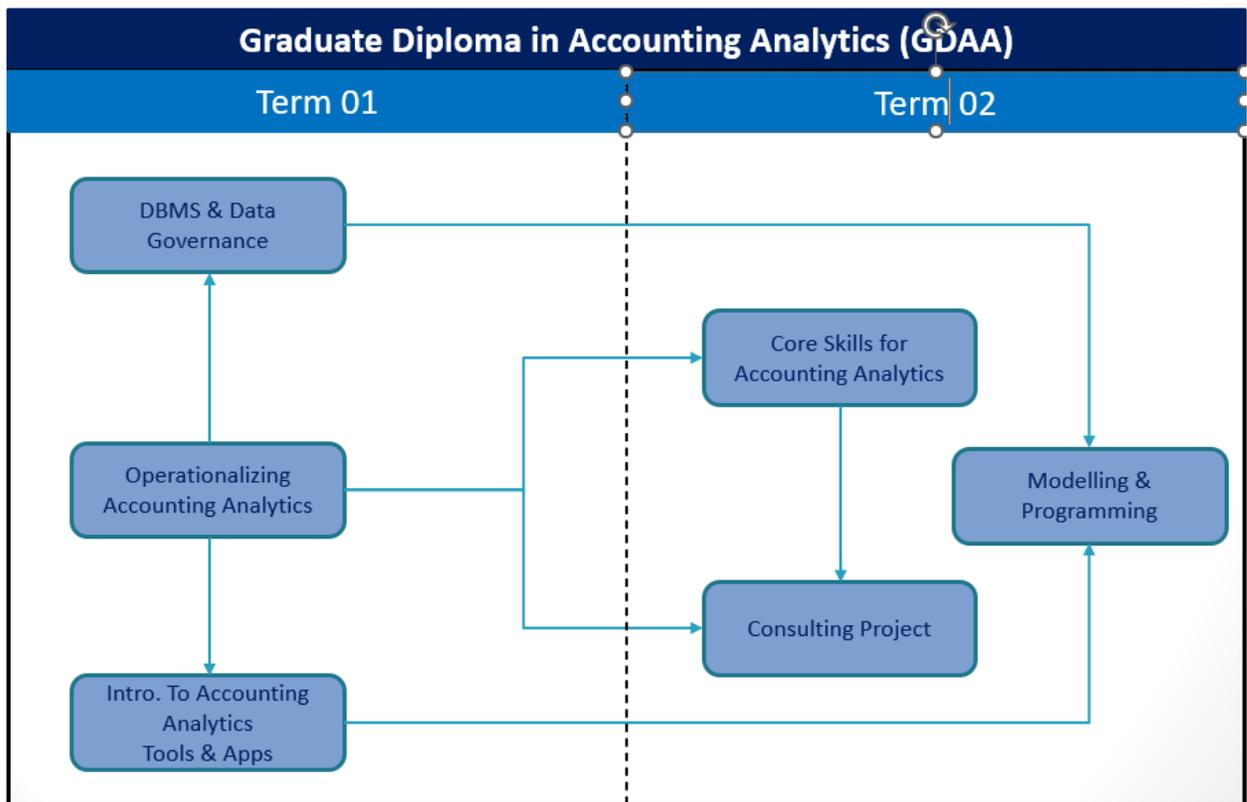
The program will require students to complete six courses totaling 15.0 credits (equivalent to five half-year courses in total) over 2 terms. Each term, students will take courses worth a total of 7.50 credits (equivalent to 2.5 half-year courses). All courses will be delivered online (WEBS). The program will commence in the fall term and be completed in the winter term. The structure of the program and required course work is provided below:



Brief course descriptions for each course in the GDAA have been provided in Appendix C. The complete set of course outlines can be found in Appendix E.

The *Operationalizing Accounting Analytics* is the key and foundational course in the program. The other courses in the program will build on this course and the

students will refer to, apply, and hone the skills learnt in the course while completing their assignments and projects in other subsequent courses. The sequencing of all the courses (as depicted pictorially below) has been carefully thought out such that the necessary technical skills are covered in the first term followed by courses that are either more advanced or that which require application of the skills and concepts learnt previously. Specifically, the first term will focus on introductory to intermediate foundational technical skills while the second term will focus on advanced technical skills and more application oriented/experiential courses. In short, the course materials across the different courses will be integrated to form a coherent whole as depicted in the chart below.



Model of Delivery

The mode of delivery will be online (WEBS) to allow access to students from across the globe. The nature of the course delivery will encompass a combination of different delivery methods such as straight lectures, guest lectures/seminars, networking sessions, and appropriate use of synchronous and asynchronous material, including videos. Where necessary courses will be taught by multiple instructors. Reading materials will include both academic as well as industry/practitioner related material. Assignments will be both individual and group based. Students will be required to interact virtually in both impromptu/ad-hoc and structured groups. Students will be exposed from day one of the program to real-world/industry practices. An overview of the course materials in individual courses

across both terms of the GDAA has been provided in Appendix D.

Experiential Component

For the 1.5 credit hour experiential learning course, *Consulting Project* students will be required to interact either on an individual basis or in groups (group membership will be based on legal feasibility given that some companies do not allow for international transfer of data) with client personnel at the site allocated to them. Students will be required, where legally possible, to go to a client site virtually and complete an accounting analytics project of mutual benefit. Given that our student pool will be made up mainly of working accounting professionals it is the expectation that most of them will be able find experiential opportunities with their current employer. Alternatively, students will work on projects using cleaned-up and anonymized real-world data under the supervision of industry experts. The deliverables and project expectations will be identical irrespective of whether students work on actual real-world projects or on projects using cleaned-up and anonymized real-world data.

The project will enable students to apply skills learnt both throughout the program and during any previous work experience, by providing an opportunity for hands-on, problem-driven research and application. Students will undertake a comprehensive project at an organization and provide data-based, actionable strategic and business insights. The main objective of this course is for students to gain an understanding of how to approach and solve strategic and operational business problems using techniques, methodologies and processes from the management consulting profession. The project will take a strategic approach to business problem-solving and integrate many of the concepts that students have learned throughout the program. At the conclusion of the project, groups will present their work/findings to both client-based resources as well as academics, including the course director.

2.3 Program Requirements for graduate programs only (QAF 2.1.2.3)

Provide a clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time period.

Provide evidence that each graduate student is required to take a minimum of two-thirds of the course requirements from among graduate-level courses.

For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for degree completion.

The length of the program, the part-time nature of the program, and the online

(WEBS) delivery of course materials are three important features built into the structure of the program to ensure that working professionals from across the globe can complete all the program-level learning outcomes and requirements within the proposed time period of two terms or eight months. All students will take the same courses each term, totaling 7.50 credit per term for a total of 15.0 credits over two terms. While the *Introduction to Accounting Analytics Tools and Applications* course is a 1.50 credit hours course, it will be taught over the entire term, with lectures scheduled every other week so that students have enough time between lectures to do the required reading and assignments. The flexible nature of the program delivery which will include both synchronous and asynchronous material and the online (WEBS) delivery mode adopted will allow both working professionals as well as those with significant family commitments to comfortably complete the course work without a significant impact on either their work or family commitments.

All courses in the program are exclusively graduate level courses, specially designed for the GDAA. These courses will not be offered at the undergraduate level nor will they be cross listed as undergraduate courses. Therefore, 100% of all course requirements that students have to complete in the graduate program will be at the graduate level.

2.4 Assessment of teaching and learning (QAF 2.1.2.4)

Describe the methods for assessing student achievement of the program-level learning outcomes and degree level expectations and the appropriateness of these methods.

Describe the program's plans to monitor and assess:

- i. The overall quality of the program;*
- ii. Whether the program is achieving in practice its proposed objectives;*
- iii. Whether its students are achieving the program-level learning outcomes; and*
- iv. How the resulting information will be documented and subsequently used to inform continuous program improvement.*

NOTE: In this section, the proposal should again make a clear distinction between program-level learning outcomes, program objectives, and degree-level expectations. Additionally, programs should ensure that the plans for monitoring and assessing student achievement provide an assessment of students currently enrolled as well as post-graduation metrics. Please see Guidance on Assessment of Teaching and Learning for advice from the Appraisal Committee on how to satisfy these criteria.

In general, the different methods of assessment adopted in the GDAA to assess students' performance will follow assessment procedures followed in other graduate Schulich program: coding and programming assignments, case studies, written assignments, group projects and papers, individual and group presentations, and in-class participation. Given the practical and industry orientation of the course, we will for the most part not use exams or individual

quizzes to assess the performance of students in the program. We plan to admit working professionals with diverse backgrounds and strengths into the program. We want all students in the program to benefit from this diversity of backgrounds and strengths. Further, the program is highly applied, and the goal of the program is to simulate what happens in real consulting life. Finally, the entire program will be delivered completely online and groupwork is one method of creating the atmosphere of a classroom and of being in a cohort. Therefore, group work will constitute more than 50 percent of the grade in most courses.

All of the assignment and evaluation tools mentioned above will be used to assess the program learning outcomes of ***Breadth and Depth of Knowledge, Strategic Thinking and Problem Solving, Level of Practical Applications and Implementation, Professional Capacity/Autonomy, and Research and Scholarship*** (see Appendix B for details about program learning outcomes). Presentations, projects, and written assignments and papers will be used to assess the program learning objective of ***Level of Communication Skills***, including oral, written, and visual communication skills. Presentations and projects will be evaluated by both academic and industry professionals to ensure that the program learning objective of ***Level of Practical Applications and Implementation*** is achieved.

The different assessment methods adopted in the GDAA were also specifically chosen to ensure that the program outcomes too are achieved. Thus, assignments have been designed to specifically test the mastery of students of the different data analytic and visualization topics covered in the GDAA program. Students will be required to use programming languages/software like SQL, QlikView, R, Alteryx, Python, Tableau and Power BI. Where group work is required, groups will be formed by including individuals with different backgrounds and strengths so that group projects can use the synergy of bringing together individuals with different skills, strengths and backgrounds to achieve the program outcomes of learning and appreciating and benefiting from diversity on different dimensions. While different projects will pose problems, unless otherwise specified, solutions to these problems will not be software or tool specific, thus students will be required to use their critical and analytical thinking skills to identify the best tool or the tool that they are most familiar with to provide the most efficient solution to the posed problem.

Canvas, the student learning platform/student learning management system currently in use at Schulich, will be used to keep track of students' performance and for tracking and conveying students' grades to them. The data collected from this platform will also help in curriculum development and in identifying areas that require further support or improvement.

To maintain the quality of the program we have created an advisory board populated with 10 members as of date made up of leaders from industry and academia. This advisory board will provide continued guidance to ensure the overall quality and excellence of the program is maintained and that the program

and course material remains relevant and up to date. Regular interactions with other industry professionals, alumni, and instructors will also be used to gather information useful in maintaining and improving the quality of the program. Regular surveys of past and present students will be employed to obtain more broad-based feedback about the program and suggestions for program improvement.

2.5 Admission Requirements (QAF 2.1.2.5)

Describe the program's admission requirements and their appropriateness, given the program objectives and program-level learning outcomes.

Provide an explanation of any applicable alternative admission requirements, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.

The admission requirements for being admitted into the GDAA program are as follows:

- A CV and cover letter outlining interest in the GDAA program and suitability for being admitted into the program
- A 3- or 4- year undergraduate degree recognized by York University, with a B- or better average
- An accounting major/specialization or designation
- Preferably, 2-4 years of experience in the accounting industry, exceptional candidates without the preferred work experience may also be considered
- 2 videos, 2 written essays, 1 timed written essay
- 2 academic/professional references
- Proof of study completed in English: 2 years minimum (must be full-time study) at an accredited university in a country (or institution) where English is the official language of instruction

Since applicants will be required to have either an accounting major/specialization or accounting designation and also ideally possess 2-4 years of work experience, students will not be required to submit a graduate admission test score such as from the GMAT or GRE. Exceptions to the above requirements may be made on a case-by-case basis and which may require that the candidate be interviewed by the GDAA program director or designate/faculty member.

2.6 Resources (QAF 2.1.2.6)

Given the program's planned / anticipated class sizes and cohorts as well as its program- level learning outcomes:

- a) *Provide evidence of participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment;*

NOTE: It may be helpful to create a table or map detailing faculty teaching assignments.

As applicable, discuss and/or explain the role and approximate percentage of adjunct/part-time faculty/limited term appointments used in the delivery of the program, including plans to ensure the sustainability of the program and the quality of the student experience;

NOTE: For programs in which sessional/adjunct faculty have a large role: provide evidence of a long-term plan to ensure that a sustainable, quality program will be delivered when a large proportion of the courses are to be taught by sessional instructors/adjunct faculty. This should include a rationale for the use of a large number of sessional faculty for program delivery, how and from where sessional instructors will be recruited, concrete plans for how a stable and consistent approach to teaching the program's learning outcomes will be ensured, and information regarding how a consistent assessment of the students' achievement of these learning outcomes will be maintained under these circumstances.

Class Size and Enrollment Projections

We are initially planning on a class size of around 50 (to be reached within the first two or three years after the launch of the program in fall 2023). Accounting is a niche field, and those interested in accounting analytics will be relatively fewer in number. We also require that ideally applicants have 2-4 years of relevant work experience in accounting and have either an accounting major/specialization or designation. These requirements naturally narrow down the pool of candidates who will be interested in and are admissible into the GDAA program. On the other hand, given that the program is going to be delivered completely online (WEBS), students from anywhere across the globe can attend the GDAA program, without having to relocate to Toronto, ON. Therefore, we believe that a class size of around 50, at least initially, appears realistic. We may not reach this planned class size of 50 in the very first year, since we will have a relatively shorter recruitment and market window for the fall 2023 launch date. However, with sustained recruitment and marketing efforts we should be able to reach the planned class size of 50 within the first two to three years after the launch of the program. Demand for the program may increase thereafter in future years, in which event, we may need to plan for additional sections of the courses within the program.

Part-Time and 100% Online (WEBS) Format

The GDAA program will be a part-time program delivered completely online (WEBS). This should make the program attractive to working professionals, who want to upgrade their skills while they continue to pursue their current career/work in their existing jobs.

Housing of Courses within the Schulich School of Business

The GDAA program and its constituent courses will be housed and administered from within the accounting area of the school. Faculty members and instructors within the area will be responsible for curriculum development and delivery. While the day-to-day functioning of the program will be looked after by a yet-to-be appointed associate program director, academic and other oversight of the program will be performed by the again yet-to-be appointed program director. The area’s administrative personnel will be in-charge of scheduling and staffing the courses, with input from the program director/associate program director of the program.

Teaching Resources

The GDAA program has been designed and developed by faculty and instructors in the accounting area of the school. Likewise, all teaching resource requirements needed to offer the various courses in the GDAA program will be drawn from the resource base present within the accounting area.

A mix of full-time tenured professors and part-time instructors with rich industry experience will be used to teach the various courses in the GDAA program, as shown in the table below. The full-time tenured professors will help in identifying trends and techniques that while not currently applied in the industry will become the norm in the near future in the industry. The accounting area within the school has a strong and rich history of utilizing part-time instructors with industry experience to provide a ‘real-world’ flavor to the courses. Industry professionals with knowledge of current and up-coming trends in accounting analytics are essential to maintain the cutting-edge nature of the program. These part-time instructors will ensure that the course material is relevant to and aligned with current industry best-practices, and that graduates of the program are also able to utilize the skills learnt in the program immediately in their careers/jobs. The part-time instructors will also provide value-add through their contacts and networks within the industry – subsequently helping to secure experiential opportunities for students. Appendix F provides the CVs of the different individuals proposed to teach in the GDAA.

Instructor	Course(s)	Duration with Accounting Area	Area(s) of Expertise
Shanker	GDAA 5600	21 years	Advanced accounting,

Trivedi			Accounting information systems, Data modelling, Programming Audit analytics, Basic data analytics and visualization.
Gregory Saxton	GDA 5400 (lecturer)	6 years	Big data, data modelling, social media, data analytics
Michael Ridgley	GDA 5100 (lecturer), GDA 5300 (guest lecturer), GDA 5500 (lecturer), GDA 5600 (advisor)	6 months	Management consultant, Advanced data analytics and visualization in financial services, Data base management & architecture, Project management.
Marisa Morriello	GDA 5600 (advisor)	14 years	All areas of accounting, Basic data analytics and visualization.
Chloe Xu	GDA 5200 (lecturer), GDA 5600 (guest lecturer)	New	Management consultant, business strategy and operations, risk management and compliance, data analytics, technology enabled transformation
Jack Zhang	GDA 5200 (guest lecturer), GDA 5300 (lecturer), GDA 5600 (guest lecturer)	New	Data analytics, modeling & programming
Sami Rodrigue	GDA 5200 (guest lecturer), GDA 5300 (guest lecturer)	New	Data analytics and visualization, Data engineering

b) Describe the provision of supervision of experiential learning opportunities, if applicable;

As part of the one-and-a-half-credit hour course *Consulting Project* students will get the opportunity to conduct an actual accounting analytics project at a client-site. In addition, numerous other opportunities will be available during the course of the GDA program for experiential learning, such as during guest lectures, virtual and in-person networking sessions.

Students will be required to complete online lectures/modules at the beginning of

the *Consulting Project* providing overviews of the consulting process and the nuances of conducting analytic projects in different areas of accounting such as auditing, consulting, accounting, tax etc. Furthermore, the course instructor will also meet bi-weekly with student groups to clarify any doubts and guide the group in their project. Many of the instructors in the GDAA have significant and relevant industry experience and thus are familiar with issues and problems that may arise in project settings and are well versed in providing the necessary guidance to students to ensure the successful completion of their projects.

- c) *Describe the administrative unit's planned use of existing human, physical and financial resources, including implications for other existing programs at the university;*

Physical Resources

The entire GDAA program is designed to be delivered online (WEBS). Therefore, the need for physical resources for the GDAA program will be minimal. Networking sessions both virtual and in-person are planned. For the latter, both external venues (budget permitting) as well as existing lecture halls and rooms will be booked on days that are conducive to potential recruiters.

Human (Staff) Resources

The GDAA program may need the support of the following services within Schulich:

- Information Services & Technology
- Student and enrollment services, and
- Library

Discussion have already been initiated with the Interim Director of Information Services and Technology, Brenn Kha and Jeff Pinto, Manager, Educational Technology, Information Services and Technology regarding the support required to deliver the program online. Existing IT infrastructure including Zoom, Canvas, and Echo 360 will be sufficient to meet the requirements of the program given the expected enrollment of around 50 students in the program.

Any future expansion in the program in terms of increased enrollment may require additional administrative and information technology resources. Canvas and Echo 360 may be inadequate if the enrolment numbers increase significantly. The Information Services and Technology personnel are aware of the likely need for such additional resources and they are already exploring alternate platforms that have these additional capabilities. The existing administrative staff within the accounting area may be insufficient to meet the demands imposed by student enrollment greater than what has been envisaged. In this event some additional administrative resources may be needed to the

existing compliment of administrative staff within the accounting area. Finally, such increased enrollment may also stretch the existing student and enrollment services within the school, in which case extra staff may be needed in these services to meet the demand of such increased enrollment. The student and enrollment services is aware of the potential need for such resources.

Open-source software like R and Python or software available to be downloaded freely like Power BI will be used in the program and thus there will not be a need for extensive support by the Information Services and Technology personnel in relation to these software. Students will be provided with brief video tutorials on how to download and configure the necessary software at the beginning of a course.

Necessary library resources already exist within Schulich to meet the demands of the new GDAA program (see Appendix E for Library Statement of Support). Additional student and enrollment services may be necessary to meet the demands of the new GDAA program. These services are aware of such additional needs in the future and are planning to meet such demand by hiring the requisite personnel. Finally, the services of the School's Center for Career Design (CCD) will not be required since our students will for the most part be working professionals who are not aiming to switch their careers.

d) Provide evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access; and

Students will not be required to come on campus and thus there will not be a need for students to gain physical access to laboratory space. The adequacy of the information services and technology support has already been discussed in c) above. The existing library resources will be sufficient to meet the requirements of the GDAA students. No new or unique library resource that does not currently exist in the library at Schulich will be required for adequate pedagogy and scholarship within the GDAA program. All asynchronous materials including videos and presentations will be housed within Echo 360. Some of the courses in the GDAA program may need up to 20 gigabytes of data on Canvas and the Information Services and Technology team has assured us of the availability of such space.

e) If necessary, provide evidence of additional institutional resource commitments to support the program in step with its ongoing implementation.

No additional institutional resource commitments will be required to support the program given that the program will be offered exclusively online.

2.7 Resources for graduate programs only (QAF 2.1.2.7)

Given the program's planned/anticipated class sizes and cohorts as well as its program-

level learning outcomes:

Provide evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate;

Where appropriate to the program, provide evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students; and

Where appropriate to the program, explain how supervisory loads will be distributed in light of qualifications and appointment status of faculty who will provide supervision.

The GDAA program is a practical and a non-research-oriented diploma program. Thus, there is no need for research supervisors in the program. All of the instructors identified previously in Section 2.6 as prospective instructors in the program have either extensive industry experience or have taught information technology related courses or are currently involved in research in the area of big data and analytics in the accounting domain.

Since the GDAA program is not a research-oriented program no special financial assistance other than what is generally available to Schulich students will be offered to the GDAA students.

Many of the instructors who will be teaching in the GDAA program have extensive industry contacts. These contacts will be utilized to secure suitable experiential opportunities to the GDAA students.

2.8 Quality and other indicators (QAF 2.1.2.8)

Provide evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring); and

Provide any other evidence that the program and faculty will ensure the intellectual quality of the student experience.

NOTE: This section is distinguished from Section 2.6 (QAF 2.1.2.6 a)) in its focus on the quality of the faculty and their capacity to ensure the intellectual quality of the student experience, whereas Section 2.6 (QAF 2.1.2.6 a)) addresses whether sufficient numbers of core faculty are available to cover the program's teaching/supervision duties.

The accounting area within the Schulich School of Business is an elite program within the post-secondary accounting education sector in Canada and globally. Instructors within the area typically win at least half or more of the teaching excellence nominations within Schulich each year, and many have won the Schulich Excellence in Teaching Award. The accounting area is also known for the use of the renowned Schulich Accounting Case Method in all accounting courses taught at Schulich at both the undergraduate and the graduate level. The

Schulich Accounting Case Method fosters and places an emphasis on critical and analytic thinking. The pass rate of our BBA/iBBA students who go on to complete our MAcc program is, therefore, unsurprisingly consistently above 90 percent while the province wide average is in the low 70s. Our graduates are sought after and many of them reach leadership positions in the industry within a relatively short period of time.

We have access to excellent instructors including full-time tenured faculty, contract faculty and part-time faculty. Many of our graduates return to be lab instructors, instructors of independent courses and also to act as course coordinators of many of the lynchpin accounting courses taught in our undergraduate and graduate programs. Our fortuitous location in Toronto, ON allows us to access a deep pool of excellent professionals in the industry who welcome the opportunity to come and teach at Schulich. Many of these instructors are also recipients of the CPA Institute's honor roll for their exceptional performance on the institute's Common Final Exam (CFE). These facts attest not as much to the number of instructors available to teach in the various programs in the accounting area but rather to the quality of the available personnel.

The instructors slated to teach in the GDAA program will bring the same level of excellence to the new GDAA program. Teaching excellence and the reputation of the area are crucial for the success of the GDAA program given that it is a practical industry-oriented program rather being a research-oriented program. These instructors include individuals who are authors of books/textbooks, individuals who have taught information systems courses in the past, and individuals who have and are conducting cutting-edge research on the impact of social media in accounting involving big data and data analytics. Prospective instructors also include professors who have published in premier accounting and non-accounting journals. The industry professionals who will be teaching in the program possess deep and rich experience in the professional world. Many of them work for the big 4 accounting firms. They have worked on many analytic projects in the accounting and financial services sector including for big financial services and insurance firms. They will bring their knowledge of cutting-edge and best of the breed solutions being implemented in practice currently in the field of accounting analytics into the class, benefitting the students and ensuring that the latter are ready and equipped to "hit the road running," and capable to apply and incorporate the skills learnt in the program immediately to their careers/jobs.

As pointed out earlier, more than 40 individuals spanning different areas of the accounting industry were interviewed during the development of the program. To maintain the quality of the program, we have created an advisory board populated with members from industry and academia. This advisory board will provide continued guidance to ensure the continued quality and excellence of the program.

APPENDICES

Appendix A
Letters of Support (in order of receipt)



March 25, 2022

RSM Canada LLP

11 King St W
Suite 700, Box 27
Toronto, ON M5H 4C7

T +1 416 480 0160
F +1 416 480 2646

www.rsmcanada.com

Dr. Viswanath (Shanker) Trivedi
Program Director, Master of Accounting/Diploma in Intermediate Accounting,
Schulich School of Business, York University

RE: Letter of support for the Graduate Diploma in Accounting Analytics and Master of Accounting Analytics programs at the Schulich School of Business, York University

Dear Professor Trivedi,

I am pleased, on behalf of RSM Canada, to support the proposed Graduate Diploma in Accounting Analytics (GDAA) and Master of Accounting Analytics (MAA) programs at the Schulich School of Business. Data analytics and visualization concepts are increasingly becoming important to accountants. There is increasing demand for Individuals who are not only comfortable with data analytics topics but who are also subject matter specialists. Accountants can make a valuable contribution in the entire data/information value chain given their strengths in dealing with data in general and with financial data specifically and in areas such as ethics, data governance and privacy, risk identification and mitigation. Furthermore, individuals need to be able to think critically and have strong oral and written communication skills. Finally, often accountants need to take leadership roles making decisions based on their analysis of both financial and non-financial data and being the change leaders in their companies and firms. The accounting program at Schulich is known for instilling these skills in its students. I am sure that the proposed GDAA and MAA programs will share these characteristics while shaping a well-rounded group of future leaders of accounting.

Also, the accounting profession is increasingly relying on technology and data analytics to do the work on client projects and ultimately deliver value added advise; and this type of program would be very helpful in furthering the education of staff and being able to provide high value professional advice in many different areas.

I look forward to the launch of this program and I hope to see its graduates become the future leaders in not only the accounting industry but also in the wider business world.

Regards,

RSM Canada LLP

Richard Sanders CPA, CA, CBV
Partner

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Viswanath U Trivedi

From: D'Ercole, Nat <ndercole@deloitte.ca>
Sent: Wednesday, April 6, 2022 11:25 AM
To: Viswanath U Trivedi
Cc: D'Ardis, Rosina; Pasquali, Iseo
Subject: Schulich Accounting Analytics Program

Hi Shanker – please find below Deloitte’s support for the proposed Accounting Analytics program

Dr. Viswanath (Shanker) Trivedi
Program Director, Master of Accounting/Diploma in Intermediate Accounting,
Schulich School of Business, York University

Letter of support for the Graduate Diploma in Accounting Analytics and Master of Accounting Analytics programs at the Schulich School of Business, York University

Dear Professor Trivedi,

With the exponential proliferation of internal and external data, there is an increased imperative that our future business leaders are equipped with the skillsets to source, analyze and derive insights to enable better decision-making. The accounting profession in particular sits at the crossroad of this data growth acceleration and transformation. Data governance, data privacy, data analytics, ethical AI and data visualization are increasingly becoming important to accountants. There is increasing demand for individuals who are comfortable with data and insight generation and who are also subject matter specialists. Accountants can make a valuable contribution in the entire data/information value chain given their strengths in working with financial and operational data as well as being a profession grounded in professional ethics and public trust with accountability to communicate financial and business results to internal and external stakeholders.

There is a need in the education market to provide an accounting analytics degree to advance the accountants technical understanding of data governance, ethical AI, data and AI modeling, visualization and story-telling that enable trusted data and models for decision-making and risk management.

On behalf of Deloitte, I would like to extend our support to you in the development of the proposed Graduate Diploma in Accounting Analytics (GDAA) and Master of Accounting Analytics (MAA) programs at the Schulich School of Business and provide guidance in the design and delivery of the curriculum. I would recommend such a program to all accounting professionals looking at a career at the intersection between data analytic skills and accounting subject expertise.

1

I look forward to the launch of this program and I hope to see its graduates become the future leaders in not only the accounting industry but also in take on strategic, executive level data, analytics and AI roles in their organizations.

Nat D'Ercole CPA, CA, CITP

Partner | Omnia AI | Deloitte Canada's Artificial Intelligence practice
Mobile: 647.295.0094 | ndercole@deloitte.ca

Viswanath U Trivedi

From: Janet Martinko <janetmartinko@gmail.com>
Sent: Wednesday, June 8, 2022 11:57 AM
To: Viswanath U Trivedi
Subject: Schulich Accounting Analytics Program Feedback

Dear Shanker,

Thank you for providing me with an overview of the Accounting Analytics program being proposed at the Schulich School of Business. The dynamic landscape of the office of the CFO requires that Finance Specialists and Accountants are equipped with technology, tools and skills to manage, access and analyze copious amounts of data. Data mining and analytics is critical for accountants and members of the CFO suite as they manage deadlines, resources and governance requirements. During my 30-year tenure providing consulting and advisory services to the CFO suite, it has become apparent that as more and more data is available and collected there is a gap for Accountants and Finance Specialists to access, manage and analyze the data in an efficient and effective manner in order to provide the guidance and strategic decisions that are needed by the CFO suite. The proposed Accounting Analytics program fills the much-needed gap to equip Finance Specialists and Accountants with tools, technology awareness and potential and skills to augment and enhance their accounting expertise.

Sincerely,
Janet Martinko

Sent from [Mail](#) for Windows
Janet Martinko CPA, CMA
Rouge River Consulting
416 727 1275

Email of Support from John Papanicolaou, Vice-President, Finance and Information Technology, East Penn Canada

Viswanath U Trivedi

From: JOHN PAPANICOLAOU <jpapanic@rogers.com>
Sent: Monday, June 20, 2022 3:59 PM
To: Viswanath U Trivedi
Subject: Re: Nice talking to you

Hi Shanker, apologies for taking so long to get back to you. I have reviewed the programs and they seem sufficiently deep as well as broad enough touching so many interesting aspects of the analytics environment. I think it is very complete but would maybe review the sequencing again to ensure it is building in the right way....I believe it is but it is hard to tell which elements all connect which may be an opportunity.

With respect to a letter of support let me say the following:

“Analytics is becoming increasingly important in business and there is a tremendous need for programs that are more targeted towards this emerging and necessary discipline for the digital world. I am writing to provide my support towards the creation of Graduate level and Master of Accounting Analytics programs such as the ones offered by the Schulich School of Business at York University. These programs provide the future foundations for careers in these emerging fields and provide an opportunity to create additional bridges between academia and the required Analytic skills that are in demand in industry.”

Thanks,

Email of Support from Kary Kwok, Vice-President, Technology Strategy & Operations, Manulife

Viswanath U Trivedi

From: Kary Kwok <karykwok@gmail.com>
Sent: Sunday, July 3, 2022 10:20 PM
To: Viswanath U Trivedi
Subject: Re: Great talking to you
Attachments: 2 - Course Descriptions_v0.5_KK.docx

Hi Shanker,

I hope you had a great long weekend. Sending you a note from my personal email rather than my work account - please use this address going forward.

You had requested a quote or word of endorsement for this program, feel free to use the following:
I am impressed with the breadth and depth of topics covered by the curriculum - by building analytical skills on top of a strong accounting foundation, I'm confident the graduates of this program will be highly sought after by employers. The case studies mirror real and interesting business problems that organizations face today, and the students will have a chance to be challenged and grow in practical ways that will serve them well beyond the classroom.

Please find attached the course description with my embedded comments - happy to discuss further over email or phone as needed.

Thanks for this opportunity to share my knowledge and have a great week ahead!

Kary

From: Suzanne Young <Suzanne.Young@alc.ca>
Sent: Thursday, July 7, 2022 6:40 AM
To: Viswanath U Trivedi
Subject: RE: Nice meeting with you today

Good Morning Shanker,

Thank you for the opportunity to participate in this program as I truly feel that it is much needed given the talent in the market.

I feel that analytics is so very important to a business' success, coupled with critical thinking to drive business performance, and understand the chosen industry.

Having recruited, assessed, coached, mentored and developed the students in the CPA program for several years, plus seeing the gap in knowledge in analytics and business drivers I can say without a doubt a critical skill that needs to be developed. The content of the course will certainly be a differentiator as the university sends graduates into the workforce.

If there is anything that I can do, please let me know. I am excited to see and be a part of this program development.

Suzanne Young



Suzanne Young
Chief Financial Officer

C 506.377.9515 | alc.ca



Date: July 18, 2022

Dr. Viswanath (Shanker) Trivedi
Program Director, Master of Accounting/Diploma in Intermediate Accounting, Schulich School of
Business, York University

RE: Letter of support for the Graduate Diploma in Accounting Analytics and Master of
Accounting Analytics programs at the Schulich School of Business, York University

Dear Professor Trivedi,

Truly great to meet you today and discuss the proposed Schulich Master of Accounting and
Graduate Diploma in Accounting Analytics curriculum. This note expresses my support for
these programs. It is imperative that our industry can use technology effectively. This now
includes the ability to make sense of both structured and unstructured data, as well as both
financial and non-financial accounting information. Accountants need to think critically, be
adaptive, and communicate effectively to truly guide and influence change within
organizations.

The proposed program is well-thought out and covers all these important skills. The online/
blended structure and course offerings in the evenings and weekends will attract working
professionals globally.

Compass Group Canada will keep this program in mind for recruitment in the future. I am also
happy to discuss future opportunities to support the program by providing experiential
opportunities to students.

Regards,

Heather Wilkie
VP, Innovation & Business Optimization
Compass Group Canada



Appendix B
Graduate Diploma in Accounting Analytics (GDAA):
Program Learning Outcomes

Expected Learning Outcomes	How are Learning Outcomes Achieved?	GDAA					
		GDAA 5100	GDAA 5200	GDAA 5300	GDAA 5400	GDAA 5500	GDAA 5600
1. Breadth and Depth of Knowledge							
1.1 Develop a high-level of proficiency in the key areas of financial / accounting analytics, including data management, data analytics, data governance as well as operationalizing financial models (by creating truly automated solutions).	The complete lifecycle of an Analytics / Information and Information Technology project, from a financial services perspective, will be introduced and developed throughout the two terms of the GDAA	●	●		●	●	●
1.2 Understand the end-to-end high-level consulting process, from initial proposal through to implementation and ongoing management / maintenance.	In addition to related material in other courses, students will take a course titled, <i>Core Consulting Skills</i> , which will introduce core consulting skills and capabilities required of new consultants, including stakeholder analysis, proposal development and provide an understanding of the approaches/frameworks leading firms leverage in their consulting practice.	●				●	●
1.3 Become acquainted with and develop a strong foundation in the models underlying financial / accounting analytics and interactive visualizations	This will be demonstrated by introducing all stages of the accounting and financial data management value chain. This will be achieved through the integration of analytic-related issues within traditional financial and managerial cases studies – in addition to leveraging client-specific data/information (as applicable)	●	●	●	●	●	●

Expected Learning Outcomes	How are Learning Outcomes Achieved?	GDAA					
		GDAA 5100	GDAA 5200	GDAA 5300	GDAA 5400	GDAA 5500	GDAA 5600
2. Strategic Thinking and Problem-Solving							
2.1 Acquire intermediate-to-advanced level technical analytics capabilities	These capabilities will be first introduced in the <i>Operationalizing Financial Analytics</i> course and referred to in other courses, and will emphasize automated, long-term sustainable solutions as opposed to semi-automated, short-term tactical solutions	•	•	•	•	•	•
2.2 Be flexible and adaptable regarding specific tools used in the financial / accounting analytics process (i.e., be tool-agnostic)	No one tool/solution will be emphasized/applied throughout the GDAA, rather students will learn how to effectively identify optimal tool(s), given both client and strategic constraints, and learn practical programming/implementation techniques	•		•		•	•
2.3 Demonstrate the ability to consolidate and leverage data using appropriate data concepts, such as database fundamentals (as applicable to financial services) and SQL programming in the context of accounting	Students will acquire the ability to learn and implement cutting-edge financial / accounting analytic and interactive visualization concepts, with robust database management systems appropriate to the related data		•	•		•	•
2.4 Apply financial / accounting analytics skills at the strategic level in the context of a real project at a client site	Students will be divided into groups, based on an alignment of complimentary skillsets, and complete an experiential opportunity at a real-world client site applying the skills learnt in <i>Core Consulting Skills</i>					•	•

Expected Learning Outcomes	How are Learning Outcomes Achieved?	GDAA					
		GDAA 5100	GDAA 5200	GDAA 5300	GDAA 5400	GDAA 5500	GDAA 5600
3. Level of Practical Applications and Implementation							
3.1 Develop the ability to implement both tactical and strategic solutions, requiring several tools / applications ensuring automated orchestration across systems and disparate functional teams	Students will learn to develop both short-term tactical solutions and long-term sustainable solutions. Students will learn not only to implement appropriate solutions, but also about the required ongoing management and maintenance of such solutions depending on the level of volatility of the data	•	•			•	•
3.2 Conduct solutions analysis, understanding that there is no catch-all, <i>one solution</i> , to problems but rather, a host of recommendations based on clients' needs/constraints	Students will not learn a single or couple of specific programming languages or implementation frameworks. Rather, students will be introduced to the landscape of programming languages and implementation frameworks available and will learn to strategically identify and recommend robust solutions	•		•		•	•
3.3 Make appropriate and relevant decisions in complicated and complex environments, applying a mix of research, data and judgement, taking into consideration the audience and key stakeholders	Through all courses in the GDAA program emphasis will be placed on making informed, evidence-based decisions while incorporating client-specific constraints, challenges, and issues	•	•	•	•	•	•
3.4 Apply knowledge to innovative applications / context, including different organizations, competitors, and industries	Given the infancy of the field of data analytics, integration among disparate data sources and systems presents a huge challenge for operationalizing analytics – particularly given IT controls and data privacy when crossing international borders. As such, during the entire GDAA program, students will be introduced to and learn to identify and propose innovative solutions / implementations, without necessarily using off-the-shelf software or when existing solutions are absent	•	•	•		•	•

Expected Learning Outcomes	How are Learning Outcomes Achieved?	GDAA					
		GDAA 5100	GDAA 5200	GDAA 5300	GDAA 5400	GDAA 5500	GDAA 5600
4. Professional Capacity/ Autonomy							
4.1 Demonstrate the ability to respond appropriately and effectively to ethical dilemmas faced by data analytics, accounting and financial service professionals	While an introduction to the importance of ethics and ethical behavior will be provided in the GDAA program, actual ethical dilemmas will be embedded in the case scenarios and materials utilized throughout the program.	•	•	•	•	•	•
4.2 Demonstrate the ability to act with integrity, transparency and in the best interest of both stakeholders <i>and</i> the public	Throughout the GDAA program, students will be exposed to a variety of scenarios, data and case studies, requiring them to assess various stakeholders' needs based on the concepts of Urgency, Legitimacy and Creditability	•	•	•	•	•	•
4.3 Demonstrate the ability to interact, on both a professional and social level, with clients from varying industries and levels	Learn to interact with clients from varying backgrounds, through in-person meetings, networking events and during in-formal events	•				•	•

Expected Learning Outcomes	How are Learning Outcomes Achieved?	GDAA					
		GDAA 5100	GDAA 5200	GDAA 5300	GDAA 5400	GDAA 5500	GDAA 5600
5. Level of Communication Skills							
5.1 Write concise, well-structured, and easy-to-consume research / reports	The majority of the GDAA courses requires that students conduct requisite research and develop evidence-based reports, both individually and in groups, leveraging data management and advanced analytics skillsets, including business and technical requirements / documentation	●	●	●	●	●	●
5.2 Demonstrate the ability to clearly and effectively present and articulate ideas orally, written or visually that is tailored to specific audiences	While these skills will be emphasized throughout the GDAA program, they will be specially stressed during <i>Accounting Analytics Consulting Project I</i> , during which students will work in groups to solve an issue currently confronting accounting/financial organizations. Students will be required, where necessary, to seek and incorporate the recommendations provided by industry professionals and academic experts	●	●	●	●	●	●
5.3 Create professional presentations and produce professionally organized, structured and formatted reports	While students will hone their communications skills throughout the GDAA program, the <i>Introduction to Accounting Consulting</i> course will emphasize these skills. Use of a variety of communications methods will be required, depending on the client	●	●	●	●	●	●

Expected Learning Outcomes	How are Learning Outcomes Achieved?	GDAA					
		GDAA 5100	GDAA 5200	GDAA 5300	GDAA 5400	GDAA 5500	GDAA 5600
6. Research and Scholarship							
6.1 Demonstrate an ability to conduct situational-based research on some of the industry's leading trends and challenges – using all available financial and non-financial information both at the company and division level (i.e., through primary and secondary research, interviews, etc.)	Given that no one solution / platform is stressed throughout the GDAA program, this objective will enable students to apply critical-thinking skills when implementing tactical and strategic solutions. Such skills often open up opportunities to professional services firms and their clients to develop and implement innovative approaches which may qualify for government grants (i.e., SSHRC)	●	●	●		●	●
6.2 Can generate well-structured, formatted written reports on the basis of research		●				●	●
6.3 Can apply the results of accounting research into financial / accounting analytic-related cases	All assignments / projects will contain real-world situations requiring external and independent research / interviews to arrive at the optimal solution	●	●	●		●	●
6.4 Demonstrate an ability to thoroughly review relevant applications as well as demonstrate general familiarity with scholarly and / or White Paper outlets (i.e., academic, industry reports, internal firm-specific, etc.)	Students will be introduced to both the role and development of White Papers within professional services firms. An introductory level of knowledge will be provided in the GDAA	●		●		●	●

Appendix C Brief Course Descriptions Meeting the 60 Words Limit

Term 1 (Fall)

GDA 5100 3.00 Operationalizing Accounting Analytics

Brief Description:

This course will provide students with a high-level understanding of big data / data analytics, emphasizing its strategic value for organizations and the application of these concepts for improved operational insights. Students will also study the fundamental concepts and considerations required to establish a data analytic framework specific to organizations, which is dynamic and adapts / responds to changing environments.

GDA 5200 3.00 DBMS & Data Governance

Brief Description:

This course provides students with an intermediate level of working-knowledge regarding databases, including database management, data architecture, data governance and SQL programming. Please note that this course is intended for students wishing to pursue a career in consulting and / or professional services and is not suitable for those wishing to pursue data warehousing, administration and / or data engineering.

GDA 5300 1.50 Introduction to Accounting Analytics Tools & Applications

Brief Description:

This course introduces students to various leading-edge tools and applications within the field of accounting analytics. While emphasis is placed on enabling students to identify the high-level capabilities of each tool / application, students will also be introduced to design principles and data structures to enable analytics solutions – including developing the introductory skills to code in multiple tools / languages.

Term 2 (Winter)

GDA 5400 3.00 Modelling & Programming for Accounting Analytics

Brief Description:

This course provides an introduction to data analytics modeling for accounting and financial professionals. The first part of the course covers *data wrangling* needed to set up analytics projects. The second part of the course covers *modeling*. The overall goal of the course is to develop students' programming skills and understanding of advanced financial and accounting analytic models and methods.

GDA 5500 3.00 Core Skills for Accounting Analytics

Brief Description:

This course introduces students, at a high-level, to the field of accounting analytics / consulting. Students will learn the fundamental skills required of new accounting analytics professionals, including project management and teamwork, client proposal development and delivery, critical-thinking, problem-solving, and communication skills. A variety of materials, including lectures, case studies, and role-playing will be used to highlight facets of consulting.

GDA 5600 1.50 Consulting Project

Brief Description:

The Accounting Analytics Consulting Project will enable students to apply skills learnt both throughout the program, and during any previous education or work experience, by providing an opportunity for hands-on, problem-driven research and application. Students will undertake a comprehensive project at an organization and provide data-based, actionable strategic and business insights.

Appendix D
Overview of Course Materials in Individual Courses Across Both Terms of the
GDAA

Descriptions		
Graduate Diploma in Accounting Analytics (GDAA)		
Course Title	Term 01	Term 02
<i>Operationalizing Accounting Analytics</i>	<ul style="list-style-type: none"> - The Evolution and Drivers of Analytics <ul style="list-style-type: none"> - Introduction to data analytic frameworks - Differences between BI and Analytics - Introduction to Data Analytics, including: <ul style="list-style-type: none"> - Diagnostic analytics - Descriptive analytics - Predictive analytics - Prescriptive analytics - Introduction to dynamic capabilities - Government v. Private Sector analytics - Strategic types of data <ul style="list-style-type: none"> - How to manage data based on its <i>value</i> to the organization - High-level model development, implementation and ongoing management - Introduction to the role and applications of API's - Overview of capabilities needed to operationalize accounting analytics - Basics of, focusing on the strategic considerations, both cloud-based solutions and data mining including <ul style="list-style-type: none"> - An introduction to the cross-industry standard process for data mining (CRISP-DM) - Emphasis upon providing students with a basic understanding of how to strategically and optimally approach data mining 	

	<p><i>Note: Due to the breadth of implementation and applications in industry, ML will not be taught; to lead ML projects in industry, one requires, at a minimum, a PhD in one or more of the following: Mathematics, Engineering, Statistics, and Computer Science. As such, given the functional nature of the industry, and the varying implementation techniques, the GDA program will emphasize how firms / clients can develop and operationalize dynamic capabilities for financial and accounting data and analytics</i></p>	
<p><i>DBMS & Data Governance</i></p>	<ul style="list-style-type: none"> - Database fundamentals <ul style="list-style-type: none"> - Understanding data models - Navigating SQL servers - Data extraction, manipulation and transformation - Data governance <ul style="list-style-type: none"> - Data Management Lifecycle - Data Governance operating model, policies and standards, processes and KPIs - Data Risk Management vs Strategic value of data governance - Privacy legislation - Assessing data timeliness and completeness to determine the quality and risk of data - Model Management and Trusted AI - Master Data Management fundamentals - Introduction to Metadata Management - Data Governance and Technologies - Data sharing among clients and firms, best-practices for data 	

	<p>stewardship and managing the acquisition and storage of data</p> <ul style="list-style-type: none"> - Best-practices and costs of the associated data storage - Database Optimization <ul style="list-style-type: none"> - Views v. materializing tables v. stored procedures - Normalizing data - Intermediate SQL - Advanced SQL - Optimizing databases / SQL code for downstream applications - Review R-SQL integration - Introduction to Data Mining and the role / impact of DBMS <ul style="list-style-type: none"> - Extending the basic understand of the CRISP-DM method, and its importance in building robust data mining solutions <p>Discussion of the key differences and considerations when leveraging cloud-based solutions</p>	
<p><i>Introduction to Accounting Analytics Tools & Applications</i></p>	<ul style="list-style-type: none"> - Each session will introduce a leading-edge tool or application currently used by Accounting Analytics professionals for data preparation, data discovery, interactive visualizations and advanced analytics, budgeting, forecasting, consolidations including: <ul style="list-style-type: none"> - Alteryx - R - Python - QlikView - Tableau - PowerBI - SAS Enterprise Guide/SAS Viya - Anaplan, Oracle, IBM Cognos, Others - Emphasis will be placed on introducing optimization, 	

	<p>operationalization, and <i>the art of story-telling</i>, both tactically and strategically, through dashboards and visualizations (using the above-noted tools / applications)</p> <ul style="list-style-type: none"> - Strategies for effective data evaluation, validation, and presentation - Introduction to API's and their use in financial / accounting analytics (from a non-technical perspective) 	
<p><i>Modelling & Programming for Accounting Analytics</i></p>		<ul style="list-style-type: none"> - This course will provide students with the basics of using Python programming to implement accounting analytics models. The first part of the course covers data wrangling, including importing, extracting, sorting, filtering, merging, transforming, and aggregating data. The second part of the course covers modeling, from understanding the data through basic statistics to building, testing, and validating classification and regression models. The overall goal of the course is to provide students an opportunity to operationalize advanced financial and accounting analytic models and methods. The course uses Python to implement modeling solutions, but other instructors could use alternatives such as R, Excel, or Alteryx. Specific topics covered include the following: <ul style="list-style-type: none"> - Programming basics <ul style="list-style-type: none"> - Setting up the Python work environment - Data extraction and importing - Working with data formats - Python programming basics - Data wrangling <ul style="list-style-type: none"> - Data transformations and variable creation - Merging, sorting, joining, indexing, and filtering - Aggregating and grouping - Data cleaning

		<ul style="list-style-type: none"> - Understanding the data (univariate statistics, distributions, etc.) - Modeling <ul style="list-style-type: none"> - Framing a business decision or question as an analytics problem statement - Modeling accounting processes (understanding relationships among model inputs) - Application and extension of CRISP-DM methodology - Dealing with data challenges (e.g., underfitting, overfitting, missing data, etc.) - Testing vs. training data - Classification models (logistic regression, Naïve Bayes, support vector machines) - Regression models (linear regression, LASSO regression, and support vector regression)
<i>Core Consulting Skills for Accounting Analytics</i>		<ul style="list-style-type: none"> - Workplans - Agile methodologies - Introduction to proposals - The ‘art of story telling’ among strategic client considerations - Navigating ethical dilemmas / decision-making for accounting analytics professionals <ul style="list-style-type: none"> - Privacy, ethical and legal considerations of data and technology from a strategic perspective - Emotional intelligence - Profession development, incl. annual / semi-annual performance discussion and associated calibration
<i>Consulting Project</i>		<ul style="list-style-type: none"> - Project management for accountants - Stakeholder management - Resourcing projects

		<ul style="list-style-type: none">- Project budgeting, tracking, reporting- Interacting with clients (both personally and professionally, depending on the situation)<ul style="list-style-type: none">- E.g., client workshop facilitation, client social events, etc.- Business, technical and functional requirements gathering
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**Appendix D New
Course Forms and
Outlines**

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:

Graduate Diploma in Accounting Analytics

2. Responsible Unit:

Accounting

3. Subject Code (Rubric) and Course Number:

GDA 5100

4. Credit Value:

3.00

5. Long Course Title:

Operationalizing Accounting Analytics

6. Short Course Title:

Operationalizing Accounting Analytics

7. Effective Term/Calendar Year:

Fall 2023

8. Language of Instruction:

English

9. Calendar (Short) Course Description:

This course will provide students with a high-level understanding of big data / data analytics, emphasizing its strategic value for organizations and the application of these concepts for improved operational insights. Students will also study the fundamental concepts and considerations required to establish a data analytic framework specific to organizations, which is dynamic and adapts / responds to changing environments.

Prerequisites: None

10. Expanded Course Description:

The increasingly complex and interconnected global marketplace with its reliance on technologies, has created a society in which stakeholders demand real-time adaptable services. Organizations both large and small require dynamic capabilities to respond to their informational needs. While Business Intelligence (BI) has been the primary reporting mechanism in the industry, the emergence of big data and data analytics presents new opportunities to develop robust, standardized and increasingly more automated solutions. This course will provide students with a high-level understanding of big data / data analytics, emphasizing their strategic value for organizations, and emphasize the application of these concepts for improved operational insights. Finally, students will study the fundamental concepts and considerations required to establish a data analytic framework specific to different organizations, which is dynamic so as to adapt / respond to changing environments.

11. Course Learning Outcomes:

Upon completion of this course, students should be able to:

- Understand the scope of data analytics, including an introduction to multiple models and their application;
- Review the key differences between BI and data analytics, and how these differences depend on specific clients and industries.
- Develop critical thinking and data analytics skills required to adequately assess problems in specific contexts and recommend appropriate areas-of-improvement;
- Develop the foundational knowledge required to formulate a framework for managing data analytic competencies; and
- Understand how firms can develop, foster and maintain dynamic capabilities for data analytics.

12. Rationale:

Please see Graduate Diploma in Accounting Analytics (GDAA) proposal.

13. Evaluation:

ASSIGNMENT / TASK	% WEIGHT	AUTHOR
Group Presentation – Technical	20%	Group
Requirements Gathering	20%	Group
(A) Strategic Case Study	20%	Group
(B) Strategic Case Study		
Final Project and Report	40%	Group

14. Integrated Courses:

N/A

15. Cross-listed Courses:

N/A

16. Enrolment Notes:

GDAA students.

17. Faculty Resources:

This course will be offered once per year.

18. Physical Resources:

This course will be offered completely online using the resources available in the Schulich School of Business.

19. Bibliography and Library Statement:

Please see the Graduate Diploma in Accounting Analytics (GDAA) proposal for the Library Statement.

New Course Proposal Template (Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor:

Michael D. Ridgley

Alternative instructors:

TBA

Course coordinator:

Professor Viswanath Umashanker Trivedi, Accounting Area, Schulich School of Business.

21. Specializations

Primary area or specialization:

N/A

Secondary areas or specializations:

N/A

22. Student Contact and Enrolment

Contact hours:

36

Maximum enrolment:

55

Expected enrolment:

50

Evidence for enrolment expectations:

The GDAA program is expected to launch with an initial cohort of approximately 50 students. Accounting is a niche field, and those interested in accounting analytics will be relatively fewer in number. We also require that ideally applicants have 2-4 years of relevant work experience in accounting and have either an accounting major/specialization or designation. These requirements naturally narrow down the pool of candidates who will be interested in and are admissible into the GDAA program. On the other hand, given that the program is going to be delivered completely online/remote (WEBS), students from anywhere across the globe can attend the GDAA program, without having to relocate to Toronto, ON. Therefore, we believe that a class size of around 50, at least initially, appears realistic.

23. Human Participants Research

N/A

24. Conditions for Approval

Does not apply. This is not an elective. It is required for the Graduate Diploma in Accounting Analytics program.

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

Originator:

Michael Ridgley

Signature

July 15, 2022

Date

Michael D. Ridgley

Name

Accounting Area

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.

<u>Melanie Cao</u>	<u>Finance</u>
<u>Ashwin W. Joshi</u>	<u>Marketing</u>
<u>David A. Johnston</u>	<u>OMIS</u>
<u>Kiridaran Kanagaretnam</u>	<u>Accounting</u>
<u>Amin Mawani</u>	<u>Accounting</u>
<u>Dean Neu</u>	<u>Accounting</u>
<u>David Rice</u>	<u>Marketing</u>
<u>Cameron Graham</u>	<u>Accounting</u>

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.

Linda Thorne

Signature

August 20, 2022

Date



Linda Thorne
Name of Coordinator or Director

Accounting
Area or Specialization

Degree Program:
I support the addition of the course to the SSB curriculum.

Viswanath U. Trivedi

Signature

August 23, 2022
Date

Viswanath U. Trivedi
Name of Program Director

Accounting
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.

Kevin Tasa
Signature

September 8, 2022
Date

Kevin Tasa
Name of Committee Chair

Master Programs Committee
Committee

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:

Graduate Diploma in Accounting Analytics

2. Responsible Unit:

Accounting

3. Subject Code (Rubric) and Course Number:

GDA 5200

4. Credit Value:

3.00

5. Long Course Title:

DBMS & Data Governance

6. Short Course Title:

DBMS & Data Governance

7. Effective Term/Calendar Year:

Fall 2023

8. Language of Instruction:

English

9. Calendar (Short) Course Description:

This course provides students with an intermediate level of working-knowledge regarding databases, including database management, data architecture, data governance and SQL programming. Please note that this course is intended for students wishing to pursue a career in consulting and / or professional services and is not suitable for those wishing to pursue data warehousing, administration and / or data engineering. Prerequisites: None, Corequisites: GDAA 5100

10. Expanded Course Description:

This course provides students with an intermediate level of working-knowledge regarding databases, including: database management, data architecture, data governance and SQL programming. Please note that this course is intended for students wishing to pursue a career in consulting and / or professional services, and is not suitable for those wishing to pursue data warehousing, administration and / or data engineering.

11. Course Learning Outcomes:

Upon completion of this course, students should be able to:

- Understand the principle of DBMS;
- Interpret business cases to create robust documentation and data models;
- Gain a high-level understanding of data governance concepts required by accounting analytics professionals;
- Gain technical skills regarding constructing, querying, and analyzing databases;
- Design outputs for stakeholders that are consumable by downstream users and applications;
- Refine abilities to develop high-level data architectures at both tactical and strategic levels;
- Gain exposure to a number of database systems/programs; and
- Learn to optimize database development, management and maintenance.

12. Rationale:

Please see Graduate Diploma in Accounting Analytics (GDAA) proposal.

13. Evaluation:

ASSIGNMENT / TASK	% WEIGHT	AUTHOR
Entity-Relationship Diagram (ERD)	15%	Individual
Data Governance Assignment	20%	Individual
SQL Programming Assignment	30%	Individual
Final Group Project, Report and Presentation	35%	Group

14. Integrated Courses:

N/A

15. Cross-listed Courses:

N/A

16. Enrolment Notes:

GDAA students.

17. Faculty Resources:

This course will be offered once per year.

18. Physical Resources:

This course will be offered completely online using the resources available in the Schulich School of Business.

19. Bibliography and Library Statement:

Please see the Graduate Diploma in Accounting Analytics (GDAA) proposal for the Library Statement.

New Course Proposal Template (Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor:

Chloe Xu

Alternative instructors:

TBA

Course coordinator:

Professor Viswanath Umashanker Trivedi, Accounting Area, Schulich School of Business.

21. Specializations

Primary area or specialization:

N/A

Secondary areas or specializations:

N/A

22. Student Contact and Enrolment

Contact hours:

36

Maximum enrolment:

55

Expected enrolment:

50

Evidence for enrolment expectations:

The GDAA program is expected to launch with an initial cohort of approximately 50 students. Accounting is a niche field, and those interested in accounting analytics will be relatively fewer in number. We also require that ideally applicants have 2-4 years of relevant work experience in accounting and have either an accounting major/specialization or designation. These requirements naturally narrow down the pool of candidates who will be interested in and are admissible into the GDAA program. On the other hand, given that the program is going to be delivered completely online/remote (WEBS), students from anywhere across the globe can attend the GDAA program, without having to relocate to Toronto, ON. Therefore, we believe that a class size of around 50, at least initially, appears realistic.

23. Human Participants Research

N/A

24. Conditions for Approval

Does not apply. This is not an elective. It is required for the Graduate Diploma in Accounting Analytics program.

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

Originator:

Michael Ridgley

Signature

July 15, 2022

Date

Michael D. Ridgley

Name

Accounting Area

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.

<u>Melanie Cao</u>	<u>Finance</u>
<u>Ashwin W. Joshi</u>	<u>Marketing</u>
<u>David A. Johnston</u>	<u>OMIS</u>
<u>Kiridaran Kanagaretnam</u>	<u>Accounting</u>
<u>Amin Mawani</u>	<u>Accounting</u>
<u>Dean Neu</u>	<u>Accounting</u>
<u>David Rice</u>	<u>Marketing</u>
<u>Cameron Graham</u>	<u>Accounting</u>

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.

Linda Thorne

Signature

August 20, 2022
Date

Linda Thorne
Name of Coordinator or Director

Accounting
Area or Specialization

Degree Program:

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

Viswanath U. Trivedi

Signature

August 23, 2022
Date

Viswanath U. Trivedi
Name of Program Director

Accounting
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.

Kevin Tasa
Signature

September 8, 2022
Date

Kevin Tasa
Name of Committee Chair

Master Programs Committee
Committee

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:

Graduate Diploma in Accounting Analytics

2. Responsible Unit:

Accounting

3. Subject Code (Rubric) and Course Number:

GDA 5300

4. Credit Value:

1.50

5. Long Course Title:

Introduction to Accounting Analytics Tools & Applications

6. Short Course Title:

Intro. to Actg. Analytics Tools & Apps.

7. Effective Term/Calendar Year:

Fall 2023

8. Language of Instruction:

English

9. Calendar (Short) Course Description:

This course introduces students to various leading-edge tools and applications within the field of accounting analytics. While emphasis is placed on enabling students to identify the high-level capabilities of each tool / application, students will also be introduced to design principles and data structures to enable analytics solutions – including developing the introductory skills to code in multiple tools / languages.
Prerequisites: None, Corequisites: GDAA 5100

10. Expanded Course Description:

This course introduces students to various leading-edge tools and applications within the field of accounting analytics. While emphasis is placed on enabling students to identify the high-level capabilities of each tool / application, students will also be introduced to design principles and data structures to enable analytics solutions – including developing the introductory skills to code in multiple tools / languages.

11. Course Learning Outcomes:

Upon completion of this course, students should be able to:

- Understand ways in which data analytics can be applied by accountants;
- Learn the basics of the current industry-leading tools / applications for financial / accounting analytics;
- Understand the fundamentals of data acquisition and preparation for downstream applications;
- Gain the skills and competencies necessary to perform a technology evaluation necessary for tactical and strategic implementations;
- Enhance data cleansing and transformation techniques;
- Develop high-level data models to support proof-of-concepts and tactical solutions;
and
- Learn how to leverage visualizations / visual analytics to create effective dashboards, including integration with advanced analytics platform(s).

12. Rationale:

Please see Graduate Diploma in Accounting Analytics (GDAA) proposal.

13. Evaluation:

ASSIGNMENT / TASK	% WEIGHT	AUTHOR
Assignment 1	20%	Individual
Assignment 2	20%	Individual
Assignment 3	20%	Individual
Final Project & Presentation	40%	Group

14. Integrated Courses:

N/A

15. Cross-listed Courses:

N/A

16. Enrolment Notes:

GDAA students.

17. Faculty Resources:

This course will be offered once per year.

18. Physical Resources:

This course will be offered completely online using the resources available in the Schulich School of Business.

19. Bibliography and Library Statement:

Please see the Graduate Diploma in Accounting Analytics (GDAA) proposal for the Library Statement.

New Course Proposal Template (Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor:

Jack Zhang

Alternative instructors:

TBA

Course coordinator:

Professor Viswanath Umashanker Trivedi, Accounting Area, Schulich School of Business.

21. Specializations

Primary area or specialization:

N/A

Secondary areas or specializations:

N/A

22. Student Contact and Enrolment

Contact hours:

18

Maximum enrolment:

55

Expected enrolment:

50

Evidence for enrolment expectations:

The GDAA program is expected to launch with an initial cohort of approximately 50 students. Accounting is a niche field, and those interested in accounting analytics will be relatively fewer in number. We also require that ideally applicants have 2-4 years of relevant work experience in accounting and have either an accounting major/specialization or designation. These requirements naturally narrow down the pool of candidates who will be interested in and are admissible into the GDAA program. On the other hand, given that the program is going to be delivered completely online/remote (WEBS), students from anywhere across the globe can attend the GDAA program, without having to relocate to Toronto, ON. Therefore, we believe that a class size of around 50, at least initially, appears realistic.

23. Human Participants Research

N/A

24. Conditions for Approval

Does not apply. This is not an elective. It is required for the Graduate Diploma in Accounting Analytics program.

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

Originator:

Michael Ridgley

Signature

July 15, 2022

Date

Michael D. Ridgley

Name

Accounting Area

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.

<u>Melanie Cao</u>	<u>Finance</u>
<u>Ashwin W. Joshi</u>	<u>Marketing</u>
<u>David A. Johnston</u>	<u>OMIS</u>
<u>Kiridaran Kanagaretnam</u>	<u>Accounting</u>
<u>Amin Mawani</u>	<u>Accounting</u>
<u>Dean Neu</u>	<u>Accounting</u>
<u>David Rice</u>	<u>Marketing</u>
<u>Cameron Graham</u>	<u>Accounting</u>

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.

Linda Thorne

Signature

August 20, 2022

Date



Linda Thorne
Name of Coordinator or Director

Accounting
Area or Specialization

Degree Program:
I support the addition of the course to the SSB curriculum.

Viswanath U. Trivedi
Signature

August 23, 2022
Date

Viswanath U. Trivedi
Name of Program Director

Accounting
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.

Kevin Tasa
Signature

September 8, 2022
Date

Kevin Tasa
Name of Committee Chair

Master Programs Committee
Committee

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:

Graduate Diploma in Accounting Analytics

2. Responsible Unit:

Accounting

3. Subject Code (Rubric) and Course Number:

GDA 5400

4. Credit Value:

3.00

5. Long Course Title:

Modeling & Programming for Accounting Analytics

6. Short Course Title:

Modeling & Prog. for Actg. Analytics

7. Effective Term/Calendar Year:

Winter 2024

8. Language of Instruction:

English

9. Calendar (Short) Course Description:

This course provides an introduction to data analytics modeling for accounting and financial professionals. The first part of the course covers data wrangling needed to set up analytics projects. The second part of the course covers modeling. The overall goal of the course is to develop students' programming skills and understanding of advanced financial and accounting analytic models and methods. Prerequisites: GDAA 5200 & GDAA 5300.

10. Expanded Course Description:

This course provides an introduction to data analytics modeling for accounting and financial professionals. The first part of the course covers the data wrangling needed to set up analytics projects, including how to import, extract, sort, filter, merge, transform, and aggregate your data. The second part of the course covers modeling, including the CRISP-DM analytics model, describing your data through basic statistics, and building, testing, and validating machine learning and data analytics models; this portion of the course covers the core concepts involved in the modeling, analysis and simulation of complex accounting, finance, and business systems. With an emphasis on hands-on problem-solving capabilities and use of analytics tools, this course aims to further develop students' analytics mindset and data-driven decision skills. The overall goal of the course is to provide students an opportunity to develop their programming skills and their proficiency in understanding and operationalizing advanced financial and accounting analytic models and methods. In the process, students will expand the skills needed to identify accounting and business questions, analyze accounting data, and communicate insights to stakeholders.

11. Course Learning Outcomes:

The aim of this course is to develop students' understanding of the use of accounting analytics to identify, analyze and solve accounting and business problems. Upon completion of this course, students should be able to:

- Understand, holistically, the basic concepts of modeling, analysis, and simulation;
- Undertake core data wrangling and data management tasks, including how to import, extract, sort, filter, merge, transform, and aggregate accounting and financial data;
- Design, develop, and implement integrated business analysis models using the database, analytics, and visualization capabilities of Python;
- Develop an understanding of the different types of modeling and simulation techniques used in accounting analytics;

- Become comfortable programming in Python to handle key accounting analytics tasks;
- Develop deeper understanding of the CRISP-DM model as it applies to developing robust data analytics solutions;
- Gain experience with analytics tools used by accounting professionals;
- Further develop the analytical mindset essential to solving accounting and business problems using unstructured data;
- Become familiar with the basics of building, testing, and validating machine learning and data analytics models;
- Learn how to interpret accounting analytics models and communicate data-driven insights and recommendations to stakeholders; and
- Demonstrate problem-solving, design, and other analytical skills in working on accounting analytics projects.

12. Rationale:

Please see Graduate Diploma in Accounting Analytics (GDAA) proposal.

13. Evaluation:

ASSIGNMENT/TASK	QUANTITY	% WEIGHT	AUTHOR
Bi-weekly Coding Assignments	5	30%	Individual
Analytics Modeling Case Study	1	25%	Individual
Final Analytics Project	1	30%	Group
Class Participation	1	15%	Individual

14. Integrated Courses:

N/A

15. Cross-listed Courses:

N/A

16. Enrolment Notes:

GDAA students.

17. Faculty Resources:

This course will be offered once per year.

18. Physical Resources:

This course will be offered completely online using the resources available in the Schulich School of Business.

19. Bibliography and Library Statement:

Please see the Graduate Diploma in Accounting Analytics (GDAA) proposal for the Library Statement.

New Course Proposal Template (Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor:

Gregory Saxton

Alternative instructors:

TBA

Course coordinator:

Gregory Saxton, Accounting Area, Schulich School of Business.

21. Specializations

Primary area or specialization:

N/A

Secondary areas or specializations:

N/A

22. Student Contact and Enrolment

Contact hours:

36

Maximum enrolment:

55

Expected enrolment:

50

Evidence for enrolment expectations:

The GDAA program is expected to launch with an initial cohort of approximately 50 students. Accounting is a niche field, and those interested in accounting analytics will be relatively fewer in number. We also require that ideally applicants have 2-4 years of relevant work experience in accounting and have either an accounting major/specialization or designation. These requirements naturally narrow down the pool of candidates who will be interested in and are admissible into the GDAA program. On the other hand, given that the program is going to be delivered completely online/remote (WEBS), students from anywhere across the globe can attend the GDAA program, without having to relocate to Toronto, ON. Therefore, we believe that a class size of around 50, at least initially, appears realistic.

23. Human Participants Research

N/A

24. Conditions for Approval

Does not apply. This is not an elective. It is required for the Graduate Diploma in Accounting Analytics program.

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

Originator:

Gregory Saxton
Signature

July 15, 2022
Date

Gregory Saxton
Name

Accounting Area
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.

<u>Melanie Cao</u>	<u>Finance</u>
<u>Ashwin W. Joshi</u>	<u>Marketing</u>
<u>David A. Johnston</u>	<u>OMIS</u>
<u>Kiridaran Kanagaretnam</u>	<u>Accounting</u>
<u>Amin Mawani</u>	<u>Accounting</u>
<u>Dean Neu</u>	<u>Accounting</u>
<u>David Rice</u>	<u>Marketing</u>
<u>Cameron Graham</u>	<u>Accounting</u>

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.

Linda Thorne

Signature

August 20, 2022
Date

Linda Thorne

Accounting



Name of Coordinator or Director Area or Specialization

Degree Program:
I support the addition of the course to the SSB curriculum.

Viswanath U. Trivedi

Signature August 23, 2022
Date

Viswanath U. Trivedi Accounting
Name of Program Director 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.

Kevin Tasa September 8, 2022
Signature Date

Kevin Tasa Master Programs Committee
Name of Committee Chair Committee

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:

Graduate Diploma in Accounting Analytics

2. Responsible Unit:

Accounting

3. Subject Code (Rubric) and Course Number:

GDA 5500

4. Credit Value:

3.00

5. Long Course Title:

Core Skills for Accounting Analytics

6. Short Course Title:

Core Skills for Accounting Analytics

7. Effective Term/Calendar Year:

Winter 2024

8. Language of Instruction:

English

9. Calendar (Short) Course Description:

This course introduces students, at a high-level, to the field of accounting analytics / consulting. Students will learn the fundamental skills required of new accounting analytics professionals, including project management and teamwork, client proposal development and delivery, critical-thinking, problem-solving, and communication skills. A variety of materials, including lectures, case studies, and role-playing will be used to highlight facets of consulting. Prerequisites: GDAA 5100.

10. Expanded Course Description:

This course introduces students, at a high-level, to the field of consulting. Students will learn the fundamental skills required of new consultants, including project management and teamwork, client proposal development and delivery, critical-thinking, problem-solving, and communication skills. A variety of materials, including: lectures, cases, simulations and role-playing will be used to high-light various facets of the consulting process.

11. Course Learning Outcomes:

Upon completion of this course, students should be able to:

- Develop the skills to be an active member capable of contributing towards various proposals across different types of clients and industries;
- Learn how to identify, analyze, and negotiate consulting opportunities;
- Contribute to the development and management of high-level work plans;
- Learn, practice, and refine skills for client engagement and project management;
- Understand the value of stakeholder engagement and how to apply it;
- Demonstrate problem-solving, design, and other analytical skills and learn overall consulting process skills;
- Identify, formulate, and solve a variety of accounting analytics problems using a variety of optimization techniques and programming language(s); and
- Practice and sharpen executive writing and presentation skills, whether verbal, oral or visual.

12. Rationale:

Please see Graduate Diploma in Accounting Analytics (GDAA) proposal.

13. Evaluation:

ASSIGNMENT / TASK	% WEIGHT	AUTHOR
Proposal	25%	Group
Project Management	20%	Group
Technical Report	15%	Individual / Pairs
Final Case Analysis	30%	Group
Calibration Assessment & Participation	10%	Individual

14. Integrated Courses:

N/A

15. Cross-listed Courses:

N/A

16. Enrolment Notes:

GDAAs students.

17. Faculty Resources:

This course will be offered once per year.

18. Physical Resources:

This course will be offered completely online using the resources available in the Schulich School of Business.

19. Bibliography and Library Statement:

Please see the Graduate Diploma in Accounting Analytics (GDAAs) proposal for the Library Statement.

New Course Proposal Template (Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor:

Michael D. Ridgley

Alternative instructors:

TBA

Course coordinator:

Viswanath U. Trivedi, Accounting Area, Schulich School of Business.

21. Specializations

Primary area or specialization:

N/A

Secondary areas or specializations:

N/A

22. Student Contact and Enrolment

Contact hours:

36

Maximum enrolment:

55

Expected enrolment:

50

Evidence for enrolment expectations:

The GDAA program is expected to launch with an initial cohort of approximately 50 students. Accounting is a niche field, and those interested in accounting analytics will be relatively fewer in number. We also require that ideally applicants have 2-4 years of relevant work experience in accounting and have either an accounting major/specialization or designation. These requirements naturally narrow down the pool of candidates who will be interested in and are admissible into the GDAA program. On the other hand, given that the program is going to be delivered completely online/remote (WEBS), students from anywhere across the globe can attend the GDAA program, without having to relocate to Toronto, ON. Therefore, we believe that a class size of around 50, at least initially, appears realistic.

23. Human Participants Research

N/A

24. Conditions for Approval

Does not apply. This is not an elective. It is required for the Graduate Diploma in Accounting Analytics program.

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

Originator:

Michael Ridgley

Signature

July 15, 2022

Date

Michael D Ridgley

Name

Accounting Area

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.

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<u>Ashwin W. Joshi</u>	<u>Marketing</u>
<u>David A. Johnston</u>	<u>OMIS</u>
<u>Kiridaran Kanagaretnam</u>	<u>Accounting</u>
<u>Amin Mawani</u>	<u>Accounting</u>
<u>Dean Neu</u>	<u>Accounting</u>
<u>David Rice</u>	<u>Marketing</u>
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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.

Linda Thorne

Signature

August 20, 2022

Date

Linda Thorne

Name of Coordinator or Director

Accounting

Area or Specialization

Degree Program:

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

Viswanath U. Trivedi

Signature

August 23, 2022

Date

Viswanath U. Trivedi

Name of Program Director

Accounting

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.

Kevin Tasa

Signature

September 8, 2022

Date

Kevin Tasa

Name of Committee Chair

Master Programs Committee

Committee

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:

Graduate Diploma in Accounting Analytics

2. Responsible Unit:

Accounting

3. Subject Code (Rubric) and Course Number:

GDA 5600

4. Credit Value:

1.50

5. Long Course Title:

Accounting Analytics Consulting Project

6. Short Course Title:

Accounting Analytics Consulting Project

7. Effective Term/Calendar Year:

Winter 2024

8. Language of Instruction:

English

9. Calendar (Short) Course Description:

The Accounting Analytics Consulting Project will enable students to apply skills learnt both throughout the program, and during any previous education or work experience, by providing an opportunity for hands-on, problem-driven research and application. Students will undertake a comprehensive project at an organization and provide data-based, actionable strategic and business insights. Prerequisites: GDAA 5100, Co-requisite: GDAA 5500.

10. Expanded Course Description:

The Accounting Analytics Consulting Project will enable students to apply skills learnt both throughout the program, and during any previous education or work experience, by providing an opportunity for hands-on, problem-driven research and application. Students will undertake a comprehensive project at an organization and provide data-based, actionable strategic and business insights.

Please note that experiential projects will be chosen, approved, assigned and coordinated, depending on their practical and legal feasibility. Organizations often are reluctant to make proprietary data available to individuals working in other firms or for their data to cross national borders. As such, if a student is currently working full-time, efforts will be made to coordinate an experiential project within their current firm; if no opportunities are available, then the Program Director will work with external consulting firms to provide an anonymized project under the guidance of working professional(s). If, however, a student is not actively employed while pursuing the program, efforts will be made to assign these students to real-world consulting projects at leading consulting firms and organizations.

11. Course Learning Outcomes:

Upon completion of this course, students should be able to:

- Develop an understanding of the nature and rigor of management consulting and develop skills in management consulting;
- Apply a consulting process framework for client engagement(s);
- Develop a proposal and work plan for a real-world consulting project;
- Improve communication skills through professional and personal client interactions;
- Learn and apply discovery techniques and qualitative / quantitative research skills; and
- Make effective presentations to client organization(s).

12. Rationale:

Please see Graduate Diploma in Accounting Analytics (GDAA) proposal.

13. Evaluation:

ASSIGNMENT / TASK	% WEIGHT	AUTHOR
Final Exam	40%	Individual
Final Consulting Project & Report	60%	Individual / Group

14. Integrated Courses:

N/A

15. Cross-listed Courses:

N/A

16. Enrolment Notes:

GDAA students.

17. Faculty Resources:

This course will be offered once per year.

18. Physical Resources:

This course will be offered completely online using the resources available in the Schulich School of Business.

19. Bibliography and Library Statement:

Please see the Graduate Diploma in Accounting Analytics (GDAA) proposal for the Library Statement.

New Course Proposal Template (Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor:

Viswanath U. Trivedi

Alternative instructors:

TBA

Course coordinator:

Viswanath U. Trivedi, Accounting Area, Schulich School of Business.

21. Specializations

Primary area or specialization:

N/A

Secondary areas or specializations:

N/A

22. Student Contact and Enrolment

Contact hours:

18

Maximum enrolment:

55

Expected enrolment:

50

Evidence for enrolment expectations:

The GDAA program is expected to launch with an initial cohort of approximately 50 students. Accounting is a niche field, and those interested in accounting analytics will be relatively fewer in number. We also require that ideally applicants have 2-4 years of relevant work experience in accounting and have either an accounting major/specialization or designation. These requirements naturally narrow down the pool of candidates who will be interested in and are admissible into the GDAA program. On the other hand, given that the program is going to be delivered completely online/remote (WEBS), students from anywhere across the globe can attend the GDAA program, without having to relocate to Toronto, ON. Therefore, we believe that a class size of around 50, at least initially, appears realistic.

23. Human Participants Research

N/A

24. Conditions for Approval

Does not apply. This is not an elective. It is required for the Graduate Diploma in Accounting Analytics program.

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

Originator:

Michael Ridgley
Signature

July 15, 2022
Date

Michael D. Ridgley
Name

Accounting Area
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.

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<u>Ashwin W. Joshi</u>	<u>Marketing</u>
<u>David A. Johnston</u>	<u>OMIS</u>
<u>Kiridaran Kanagaretnam</u>	<u>Accounting</u>
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<u>Dean Neu</u>	<u>Accounting</u>
<u>David Rice</u>	<u>Marketing</u>
<u>Cameron Graham</u>	<u>Accounting</u>

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.

Linda Thorne

Signature

August 20, 2022

Date

Linda Thorne

Name of Coordinator or Director

Accounting

Area or Specialization

Degree Program:

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

Viswanath U. Trivedi

Signature

August 23, 2022

Date

Viswanath U. Trivedi

Name of Program Director

Accounting

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.

Kevin Tasa

Signature

September 8, 2022

Date

Kevin Tasa

Name of Committee Chair

Master Programs Committee

Committee

GDA 5100 3.0: Operationalizing Accounting Analytics

Course Outline Fall 2023

Dates / Times

From: To:

Day and Time

Instructor

Michael D Ridgley

Office:

Phone:

Email: mridgley@schulich.yorku.ca

Office Hours: TBD

Secretary

TBD

(416) 736-2100

S344K Seymour Schulich Building

ACTG@schulich.yorku.ca

Michael D Ridgley has a diploma in Operational Research, Bachelor of Business Administration (BBA) and Master of Business Analytics (MBAN) degree, all from the Schulich School of Business. While Michael has acted as both an internal and external consultant, he has been working within KPMG's Management Consulting group, applying advanced analytics and innovative visualization solutions within the financial services industry (specifically, life and P&C insurance).

Brief Description:

The increasingly complex and interconnected global marketplace with its reliance on technologies, has created a society in which stakeholders demand real-time adaptable services. Organizations both large and small require dynamic capabilities to respond to their informational needs. While Business Intelligence (BI) has been the primary reporting mechanism in the industry, the emergence of big data and data analytics presents new opportunities to develop robust, standardized and increasingly more automated solutions. This course will provide students with a high-level understanding of big data / data analytics, emphasizing their strategic value for organizations, and emphasize the application of these concepts for improved operational insights. Finally, students will study the fundamental concepts and considerations required to establish a data analytic framework specific to different organizations, which is dynamic so as to adapt / respond to changing environments.

Prerequisites:

Prerequisites/Co-requisites/Course Exclusions: No pre- or co-requisites

Contents

Instructor	X
Brief Description	X
Course Learning Outcomes	X
Deliverables at a Glance.....	X

Course Material	X
Assignment Summary	X
Descriptions & Evaluation of Written Assignments/Projects	X
Calculation of Course Grade	X
Class-by-Class Syllabus	X
Student Preparation for Class and Class Participation: Expectations.....	X
General Schulich Academic Policies	X
Evaluation of Assignments/Projects	X

Course Learning Outcomes

Upon completion of this course, students should be able to:

- Understand the scope of data analytics, including an introduction to multiple models and their application;
- Review the key differences between BI and data analytics, and how these differences depend on specific clients and industries.
- Develop critical thinking and data analytics skills required to adequately assess problems in specific contexts and recommend appropriate areas-of-improvement;
- Develop the foundational knowledge required to formulate a framework for managing data analytic competencies; and
- Understand how firms can develop, foster and maintain dynamic capabilities for data analytics.

Deliverables at a Glance

The final grade for the course will be based on the following items weighted as indicated:

ASSIGNMENT / TASK	% WEIGHT	AUTHOR
Group Presentation – Technical	20%	Group
Requirements Gathering	20%	Group
(A) Strategic Case Study	20%	Group
(B) Strategic Case Study		
Final Project and Report	40%	Group

Late submissions policy: Given the lock-step nature of this course, only under extraordinary circumstances (i.e., medical, personal, other), appropriate accommodations will be made. Please ensure to notify the course lecturer as soon as possible if accommodations are necessary. Otherwise, late submissions will not be accepted.

For details, see “Assignment Summary” and “Descriptions & Evaluation of Written Assignment/Project” on the subsequent page.

Course Material

Every week, you should access the class Canvas page and access the Class-by-Class Syllabus for readings and locations.

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

Assignment Summary

A summary of each course deliverable is detailed below:

Group Presentation – Technical (20%):

Students will be divided into groups, depending on class size, and be expected to create and deliver a presentation on a specific application of data analytics (i.e., Cluster Analysis, Logistic Regression, etc.), with current leading-edge examples in accounting. Selections will be made on a first-come, first-serve basis and the order of presentations will be dictated by the course instructor the day of. Presentations will be due no later than the 1 minute before the start of the lecture in which the assignment is due. Additional details to be provided on Canvas.

Requirement Gathering (20%):

Students will be divided into groups, size depending on course enrolment, and engage in a requirement gathering session, verbally, with a client resource, based on the case requirements. Additional details to be provided on Canvas.

Case Study – Strategic (A) or (B) (20%):

This assignment takes two different forms (details provided below), and each group is expected to complete either Case Study (A) or Case Study (B).

1. Case Study (A):

Throughout several lectures within the course, groups will present the solution to a case study, which will be provided one (1) week prior to the lecture in which it is due. While there is no formal outline for the presentation, groups should, at a minimum, discuss: brief summary of the case study (context); proposed solution, including a summary of the proposed tools, models and techniques; discussion around the solution approach; risks; concerns pertaining to said solution; and timeline and / or roadmap. Additional details to be provided on Canvas.

2. Case Study (B):

Students will be provided with a case study and be expected to create a report (Word, PowerPoint or PDF) indicating how the client can implement a robust, dynamic modelling process for a particular area of financial services – further details to be provided in class. Additional details to be provided on Canvas.

Final Group Project and Presentation (40%):

The course will culminate in students with complimentary skillsets being divided into groups, depending on class size, to develop a major report which provides a framework for developing dynamic capabilities for analytics – for a specific industry and / or organization. Industry and / or individual firms must be

selected by groups, based on a first-come, first-serve basis, no later than the third lecture. Research may take the form of interviews with industry and / or academic professionals, literature review, survey results or experiential knowledge, among others.

Students are expected to create a comprehensive write-up and final presentation, with applied examples and suggested implementation. While there is no formal structure or overarching requirement for the report and associated presentation, students should, at a minimum, touch upon the following:

- Strategic objectives;
- Benefits and outcomes;
- Risks and obstacles;
- Project considerations;
- High-level approach;
- Performance / maturity assessment;
- Recommendations; and
- Strategic implementation roadmap

Additional details to be provided on Canvas.

Descriptions & Evaluation of Written Assignments/Projects

Given the diversity among client expectations and requirements, with the exception of assignment 1 (Essay), all assignments may be done in either MS Word or PowerPoint. However, students should maintain alignment between both the client requirements and the audience with which you are presenting to. While there are no formal requirements for any of the assignments / deliverables, additional details will be provided in class prior to the due date. In addition, should a deliverable include a presentation component, then MS PowerPoint will be expected.

Please note that all assignments / deliverables are due at the start of class on the days specified in the class-by-class overview. Assignment solutions will be reviewed and discussed at the start of said class, so any assignments / deliverables not submitted on time will receive a grade of a zero.

Calculating Course Grade

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A	8	85-89	Excellent
A-	7	80-84	Very Good
B+	6	75-79	Good

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B-	4	65-69	Fairly Competent
C+	3	60-64	Passing
C	2	55-59	Barely Passing
C-	1	50-54	Marginally Failing
F	0	0-49	Failing

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

CLASS-BY-CLASS SYLLABUS

Week	Overarching Objectives	Description
01	Course overview and introduction	<ul style="list-style-type: none"> - Student introduction - Course introduction <ul style="list-style-type: none"> - Overview of deliverables - Industry Overview <ul style="list-style-type: none"> - Typical approach to accounting analytics in industry - Approaches to accounting analytics in professional services firms - Key differences between tactical and strategic frameworks / approaches / implementations, specifically for accounting data and analytics problems
02	Part I – Introduction to Data Analytics	<ul style="list-style-type: none"> - The evolution and drivers of analytics, including: <ul style="list-style-type: none"> - BI v. data analytics - Fundamentals of BI methodology, tools, and structured decision models - Major domains of accounting analytics (i.e., descriptive, diagnostic, predictive and prescriptive) - High-level overview of data analytic domains applied to real-world accounting problems (i.e., why is analytics relevant to accountants and how do they use these new tools) <p>Case Study (A) -Weekly Case Study #1</p>
03		<ul style="list-style-type: none"> - Class devoted to group technical presentations, with Q&A <p>Technical Presentations DUE</p>
04		<ul style="list-style-type: none"> - Introduction to data analytic frameworks - Introduction to high-level data analytics roadmaps - Applying BI, analytics and automation to improve operational and enterprise decision-making, with respect to financial and accounting analytics problems

		Case Study (A) - Weekly Case Study #2
05	Part II – Strategic Understanding of Data Analytics	- Class will be devoted to requirements gathering sessions Requirements Gathering Assignment
06		- Strategic types of data <ul style="list-style-type: none"> - How to manage data based on its <i>value</i> to the organization - High-level model development, implementation and their ongoing management - Review current data practices and identify opportunities for enhanced analytics, both through case studies and real-world experiences - Introduction to the role and applications of API's Case Study (A) - Weekly Case Study #3
07	Part III – Developing Dynamic Capabilities for Financial Analytics	- Introduction to dynamic capabilities <ul style="list-style-type: none"> - How can firms build dynamic capabilities? Case Study (A) - Weekly Case Study #4
08		- Continued discussion on dynamic capabilities <ul style="list-style-type: none"> - Overview of capabilities needed to operationalize accounting analytics Case Study (A) - Weekly Case Study #5
09		- Class will be devoted to group presentations for the Strategic Case Study Part (B) Case Study (B) – Strategic
10	Part IV – Pulling it All Together	- Basic introduction, focusing on the strategic considerations, regarding both cloud-based solutions and data mining for accounting analytics professionals <ul style="list-style-type: none"> - Emphasis will be placed upon providing students with a basic understanding of how to strategically and optimally approach accounting-related data mining
11		- Continued discussion on data mining for accounting analytics, including: <ul style="list-style-type: none"> - This will also include an introduction to the cross-industry standard framework for the data mining process (CRISP-DM)
12		- Final Project & Presentation DUE <ul style="list-style-type: none"> - Each group will present and submit, in report form, their final solution

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Additional Information on Deliverables:

Additional details regarding each deliverable will be provided during the lecture(s) noted above.

Student Preparation for Class and Class Participation: Expectations

Participation is expected in every lecture. As such, you should take an active part in class discussions by providing thoughtful, constructive, worthwhile comments, questions and debate. Oral communication skills are a must for professionals, in addition to the exploration and discussion of ideas, so meaningful classroom contribution is expected. It is important to note that this course emphasizes quality over quantity; hence, the quality of your participation in each lecture will be documented and evaluated.

Learning in the Online Classroom

This course will be delivered Online in a synchronous/asynchronous 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 \(Links to an external site.\)](#) and [Canvas \(Links to an external site.\)](#). Please review the syllabus to determine how the class meets and how presentations will be conducted.

Students shall note the following:

- Zoom is hosted on servers in the U.S.
- 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. I do not plan on recording any of our class sessions.

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 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.

General Schulich Academic Policies

Grading

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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/examdeferral> (<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.

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(<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.

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

GDAA 5200 3.0: DBMS & Data Governance

Course Outline Fall 2023

Dates / Times

From: To:

Day and Time

Instructor

Chloe Xu

Office:

Phone:

Email:

Office Hours

Secretary

TBD

(416) 736-2100

S344K Seymour Schulich Building

ACTG@schulich.yorku.ca

Chloe is a management consulting professional, with an array of experience spanning business strategy and operations, risk management and compliance, and technology enabled transformation. She has a track record of leading large-scale innovation initiatives and business transformation projects for large global organizations.

Brief Description:

This course provides students with an intermediate level of working-knowledge regarding databases, including: database management, data architecture, data governance and SQL programming. Please note that this course is intended for students wishing to pursue a career in consulting and / or professional services, and is not suitable for those wishing to pursue data warehousing, administration and / or data engineering.

Prerequisites:

Prerequisites/Co-requisites/Course Exclusions: GDAA 5100 is a co-requisite

Contents

Instructor	X
Brief Description	X
Course Learning Outcomes	X
Deliverables at a Glance.....	X
Course Material	X
Assignment Summary	X
Descriptions & Evaluation of Written Assignments/Projects	X
Calculation of Course Grade	X
Class-by-Class Syllabus	X

Student Preparation for Class and Class Participation: Expectations.....	x
General Schulich Academic Policies.....	x
Evaluation of Assignments/Projects	x

Course Learning Outcomes

Upon completion of this course, students should be able to:

- Understand the principle of DBMS;
- Interpret business cases to create robust documentation and data models;
- Gain a high-level understanding of data governance concepts required by accounting analytics professionals;
- Gain technical skills regarding constructing, querying, and analyzing databases;
- Design outputs for stakeholders that are consumable by downstream users and applications;
- Refine abilities to develop high-level data architectures at both tactical and strategic levels;
- Gain exposure to a number of database systems/programs; and
- Learn to optimize database development, management and maintenance.

Deliverables at a Glance

The final grade for the course will be based on the following items weighted as indicated:

ASSIGNMENT / TASK	% WEIGHT	AUTHOR
Entity-Relationship Diagram (ERD)	15%	Individual
Data Governance Assignment	20%	Individual
SQL Programming Assignment	30%	Individual
Final Group Project, Report and Presentation	35%	Group

Late submissions policy: Given the lock-step nature of this course, only under extraordinary circumstances (i.e., medical, personal, other), appropriate accommodations will be made. Please ensure to notify the course lecturer as soon as possible if accommodations are necessary. Otherwise, late submissions will not be accepted.

For details, see “Assignment Summary” and “Descriptions & Evaluation of Written Assignment/Project” on the subsequent page.

Course Material

Every week, you should access the class Canvas page and access the Class-by-Class Syllabus for readings and locations.

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

Assignment Summary

A summary of each course deliverable is detailed below:

Entity-Relationship Diagram (ERD):

Students will be provided with one or more databases and / or tables, and be required to produce a high-level ERD diagram, with appropriate documentation.

Data Governance Assignment:

Students will receive a case study, and based on the information provided, develop a high-level tactical data governance framework for said client(s).

SQL Programming:

Students will receive one or more databases and / or tables, and subsequently develop several SQL queries, based on client requirements. The level of difficulty for each client requirement will range from introductory through to advanced. Students are thus expected to develop a set of optimized and robust queries, which not only provide the lowest level of granularity to support downstream applications, but which also produce flexible datasets that are consumable by downstream applications.

Final Group Project, Report & Presentation:

Using all the skills and capabilities developed throughout this course, students will be split into groups (size and number depending on course enrolments). Following, students will develop a tactical data architecture, with associated documentation and while satisfying business and technical requirements, to solve a complex client problem using the case study method.

Descriptions & Evaluation of Written Assignments/Projects

Please note that all assignments / deliverables are due at the start of class on the days specified in the class-by-class overview. Assignment solutions will be reviewed and discussed at the start of said class, so any assignments / deliverables not submitted on time will receive a grade of a zero.

Calculating Course Grade

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F	0	0-49	Failing

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CLASS-BY-CLASS SYLLABUS

Week	Overarching Objectives	Description
01	Part I – Database Fundamentals	<ul style="list-style-type: none"> - Overview of course and deliverables - The basics of relational databases - Navigating SQL Servers - Understanding data models (ERD) <ul style="list-style-type: none"> - Basics on how to create a high-level tactical data model to support financial analytics - How accounting data is stored / managed v. other non-accounting data - Data extraction, insertion, etc.
02		<ul style="list-style-type: none"> - ERD continued **ERD Assignment distributed
03		<ul style="list-style-type: none"> - Translating business rules into ERDs - Introduction to normalization
04		<ul style="list-style-type: none"> - Relational algebra and calculus **ERD Assignment DUE
05	PART II – Data Governance	<ul style="list-style-type: none"> - Introduction to data governance, including processes, privacy, and security - Assessing data timeliness and completeness to determine the quality and risk of data

		<ul style="list-style-type: none"> - Data sharing among clients and firms, best-practices for data stewardship and managing the acquisition and storage of data - Introduction to metadata - Best-practices and costs with the associated data storage <p>**Data Governance Assignment distributed</p>
06	PART III – SQL Programming	<ul style="list-style-type: none"> - Introduction to SQL Programming <ul style="list-style-type: none"> - Introduction to simple SQL, including: basic manipulations, joins, merge, aggregate, create calculated fields, etc. - Relationship between SQL programming and data governance <p>**Data Governance Assignment DUE</p>
07		<ul style="list-style-type: none"> - Intermediate SQL Programming <ul style="list-style-type: none"> - How to reference multiple queries - How to structure queries for optimized run time / execution - Review of the different JOINS available in SQL <p>**SQL Assignment distributed</p>
08		<ul style="list-style-type: none"> - Advanced SQL Programming <ul style="list-style-type: none"> - Optimizing databases / SQL code for downstream applications - How to create subqueries, bookmarks, etc. - Understand the level of data granularity, based on the client, stakeholders, and downstream applications
09	PART IV – Database Optimization	<ul style="list-style-type: none"> - DB optimization, tuning and security - Introduction to data mining and the role / impact of DBMS <p>**SQL Assignment DUE</p>
10		<ul style="list-style-type: none"> - Data warehousing and development - Views v. materializing views / tables v. stored procedures - Star Schema - Extract, Transform, Load (ETL)
11		<ul style="list-style-type: none"> - Q & A for final group project, presentation, and report - Lecturer to have a brief touch-base with each group to understand approach and deliverable at a high-level

12	Final Group Project, Report and Presentation	<ul style="list-style-type: none"> - Each group will submit their final deliverable, and provide an oral presentation to the class **Final Assignment DUE -
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Additional Information on Deliverables:

Additional details regarding each deliverable will be provided during the lecture(s) noted above.

Student Preparation for Class and Class Participation: Expectations

Participation is expected in every lecture. As such, you should take an active part in class discussions by providing thoughtful, constructive, worthwhile comments, questions and debate. Oral communication skills are a must for professionals, in addition to the exploration and discussion of ideas, so meaningful classroom contribution is expected. It is important to note that this course emphasizes quality over quantity; hence, the quality of your participation in each lecture will be documented and evaluated.

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Midterm

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

GDAA 5300 1.50: Introduction to Accounting Analytics Tools & Applications

Course Outline Fall 2023

Dates / Times

From: To:

Day and Time

Instructor

Jack Zhang

Office:

Phone:

Email:

Office Hours

Secretary

TBD

(416) 736-2100

S344K Seymour Schulich Building

ACTG@schulich.yorku.ca

Jack Zhang is a former management consultant, with experience leveraging innovative technologies and working among the Big 4 across a myriad of industries. Graduating from the Rotman School of Management, Jack has specialized in the financial services industry, specifically life insurance, banking and investment management. With extensive experience managing and leading teams of cross-functional internal and external resources, Jack has managed projects at some of Canada's largest financial institutions.

Brief Description:

This course introduces students to various leading-edge tools and applications within the field of accounting analytics. While emphasis is placed on enabling students to identify the high-level capabilities of each tool / application, students will also be introduced to design principles and data structures to enable analytics solutions – including developing the introductory skills to code in multiple tools / languages.

Prerequisites:

Prerequisites/Co-requisites/Course Exclusions: GDAA 5100 is a co-requisite

Contents

Instructor	X
Brief Description	X
Course Learning Outcomes	X
Deliverables at a Glance.....	X
Course Material	X
Assignment Summary	X
Descriptions & Evaluation of Written Assignments/Projects	X
Calculation of Course Grade	X
Class-by-Class Syllabus	X

Student Preparation for Class and Class Participation: Expectations.....	x
General Schulich Academic Policies.....	x
Evaluation of Assignments/Projects	x

Course Learning Outcomes

Upon completion of this course, students should be able to:

- Understand ways in which data analytics can be applied by accountants;
- Learn the basics of the current industry-leading tools / applications for financial / accounting analytics;
- Understand the fundamentals of data acquisition and preparation for downstream applications;
- Gain the skills and competencies necessary to perform a technology evaluation necessary for tactical and strategic implementations;
- Enhance data cleansing and transformation techniques;
- Develop high-level data models to support proof-of-concepts and tactical solutions; and
- Learn how to leverage visualizations / visual analytics to create effective dashboards, including integration with advanced analytics platform(s).

Deliverables at a Glance

The final grade for the course will be based on the following items weighted as indicated:

ASSIGNMENT / TASK	% WEIGHT	AUTHOR
Assignment 1	20%	Individual
Assignment 2	20%	Individual
Assignment 3	20%	Individual
Final Project & Presentation	40%	Group

Late submissions policy: Given the lock-step nature of this course, only under extraordinary circumstances (i.e., medical, personal, other), appropriate accommodations will be made. Please ensure to notify the course lecturer as soon as possible if accommodations are necessary. Otherwise, late submissions will not be accepted.

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Course Material

Every week, you should access the class Canvas page and access the Class-by-Class Syllabus for readings and locations.

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

Assignment Summary

Assignments:

Each assignment is of equal weight and will require that students use a designated tool / application to either:

- Perform data manipulation, data discovery, visual analytics and interactive visualizations; or
- Perform analytics, including: descriptive, diagnostic, predictive and prescriptive, depending on assignment instructions

Descriptions & Evaluation of Written Assignments/Projects

Individual Assignments:

The first three (3) assignments will be of equal weight, with each assignment tool-specific, as follows:

1. Assignment 01 – QlikView
2. Assignment 02 – R
3. Assignment 03 – Alteryx

Final Project and Presentation:

Students will be split into groups (size depending on total enrollment) and will be expected to develop an end-to-end solution for a particular business problem. Groups will be expected to use some, or all, of the tools and applications taught throughout the entirety of the GDAA program. Additional details to be provided in lecture.

Please note that this is an *introductory* course, and one which subsequent courses reference and build upon. Therefore, the objective of the course and assignments is to introduce varying tools, detailing the benefits, constraints, and limitations of each – as opposed to developing complex models / algorithms.

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CLASS-BY-CLASS SYLLABUS

Week	Overarching Objectives	Description
01	QlikView	<ul style="list-style-type: none"> - An introduction to the tool, including: <ul style="list-style-type: none"> - The LOAD script to import, manipulate and optimize data for QlikView consumption - User-interface to create graphics (i.e., chart, tables, filters, etc.) - Key differentiators, industry preferences and strategic implications of QlikView will be discussed - Emphasis will be placed on the <i>art of story-telling</i>, both tactically and strategically, through dashboards and visualizations <ul style="list-style-type: none"> - Strategies for effective data evaluation, validation, and presentation - Discuss major differences between desktop and web-based solutions <p>** Assignment 1 distributed</p>
02	R	<ul style="list-style-type: none"> - Emphasis will be placed on the <i>art of modelling</i>, in addition to focusing on the below-noted skills / competencies: <ul style="list-style-type: none"> - Establishing working directories - Loading data - Introduction to R libraries for data management and financial / accounting analytics - Introduction to data manipulation, modelling and analysis

		<ul style="list-style-type: none"> - Please note that due to the number of active libraries within R (over 3,000), this class will only be able to introduce a max of 2 or 3 at a high-level <p>** Assignment 1 DUE</p> <p>** Assignment 2 distributed</p>
03	Alteryx	<ul style="list-style-type: none"> - Emphasis will be placed on the <i>art of modelling</i>, in addition to focusing on the below-noted skills / competencies: <ul style="list-style-type: none"> - Navigating the user-interface within Alteryx, including its capabilities (and limitations / constraints / risks) - Introduction to data manipulation, modelling and analysis - Optimizing Alteryx applications (both in isolation and among a series of related Alteryx files) <p>** Assignment 2 DUE</p> <p>** Assignment 3 distributed</p>
04	Tableau & Power BI	<ul style="list-style-type: none"> - Both tools will be introduced to students, with a high-level overview of each, including: <ul style="list-style-type: none"> - Loading data - Manipulating data - Optimizing the load scripts as well as the user-interface - Both tools will be compared, highlighting the benefits, constraints, and limitations between each - Brief discussion on R-integration with both tools <p>** Assignment 3 DUE</p>
05	Integrating Tools & Applications	<ul style="list-style-type: none"> - Understand the varying integration options relating to both interactive visualizations and advanced analytics tools / applications at both a tactical and strategic level, including: <ul style="list-style-type: none"> - Introduction to API's and their use in financial / accounting analytics (from a non-technical perspective) - Privacy, risk, security, and user access concerns pertaining to integration among platforms and servers - Discussion of: local integration, server-based solutions, cloud-based solutions (including web-based applications) - Discussion about the alternatives to API's (i.e., Java; standard, of-the-shelf integration processes available in each of the tools introduced) - Perform a technology evaluation to determine the best tool(s) / application(s) for a particular client problem, based on technical, business, and strategic constraints

		** Assignment 5 DUE
06	Final Project and Presentation	- This lecture will be dedicated to student groups presenting their final project ** Final Project DUE

Additional Information on Deliverables:

Additional details regarding each deliverable will be provided during the lecture(s) noted above.

Student Preparation for Class and Class Participation: Expectations

Participation is expected in every lecture. As such, you should take an active part in class discussions by providing thoughtful, constructive, worthwhile comments, questions and debate. Oral communication skills are a must for professionals, in addition to the exploration and discussion of ideas, so meaningful classroom contribution is expected. It is important to note that this course emphasizes quality over quantity; hence, the quality of your participation in each lecture will be documented and evaluated.

Learning in the Online Classroom

This course will be delivered online in a synchronous/asynchronous format.

All students are expected to have the following technology to participate in this course:

9. Computer
10. High speed internet
11. Web camera
12. 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 \(Links to an external site.\)](#) and [Canvas \(Links to an external site.\)](#). Please review the syllabus to determine how the class meets and how presentations will be conducted.

Students shall note the following:

- Zoom is hosted on servers in the U.S.
- 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. I do not plan on recording any of our class sessions.

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 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.

General Schulich Academic Policies

Grading

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Exams (Absence from)

Midterm

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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 { le upload as part of the form. The Deferred Standing Request form can be found at <https://schulich.yorku.ca/examdeferral> (<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.

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

Course Outline Winter 2024

Dates / Times

From: To:

Day and Time

Instructor

Dr. Gregory Saxton
Office: S341 Seymour Schulich Building
Phone: 416-736-2100 x.44218
E-mail: gsaxton@schulich.yorku.ca
Office hours: TBD

Secretary

TBD
(416) 736-2100
S344K Seymour Schulich Building
ACTG@schulich.yorku.ca

Gregory Saxton, PhD, CGMA is an Associate Professor of Accounting in the Schulich School of Business. Previously, he was Associate Professor of Communication at SUNY-Buffalo and of Public Administration at SUNY-Brockport, and has taught at Virginia Commonwealth University and the Singapore Institute of Management. He has received PhDs in Political Science from Claremont Graduate University (2000) and in Accounting from York University (2016). He has worked for the California state government and as a consultant or board member for various nonprofit organizations. His research focuses on Big Data, social media, and data analytics.

Brief Description

This course provides an introduction to data analytics modeling for accounting and financial professionals. The first part of the course covers the *data wrangling* needed to set up analytics projects, including how to import, extract, sort, filter, merge, transform, and aggregate your data. The second part of the course covers *modeling*, including the CRISP-DM analytics model, describing your data through basic statistics, and building, testing, and validating machine learning and data analytics models; this portion of the course covers the core concepts involved in the modeling, analysis and simulation of complex accounting, finance, and business systems. With an emphasis on hands-on problem-solving capabilities and use of analytics tools, this course aims to further develop students' analytics mindset and data-driven decision skills. The overall goal of the course is to provide students an opportunity to develop their programming skills and their proficiency in understanding and operationalizing advanced financial and accounting analytic models and methods. In the process, students will expand the skills needed to identify accounting and business questions, analyze accounting data, and communicate insights to stakeholders.

Prerequisites:

Prerequisites/Co-requisites/Course Exclusions: GDAA 5200 & GDAA 5300 are pre-requisites

Contents

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Course Learning Outcomes

The aim of this course is to develop students' understanding of the use of accounting analytics to identify, analyze and solve accounting and business problems. Upon completion of this course, students should be able to:

- Understand, holistically, the basic concepts of modeling, analysis, and simulation;
- Undertake core data wrangling and data management tasks, including how to import, extract, sort, filter, merge, transform, and aggregate accounting and financial data;
- Design, develop, and implement integrated business analysis models using the database, analytics, and visualization capabilities of Python;
- Develop an understanding of the different types of modeling and simulation techniques used in accounting analytics;
- Become comfortable programming in Python to handle key accounting analytics tasks;
- Develop deeper understanding of the CRISP-DM model as it applies to developing robust data analytics solutions;
- Gain experience with analytics tools used by accounting professionals;
- Further develop the analytical mindset essential to solving accounting and business problems using unstructured data;
- Become familiar with the basics of building, testing, and validating machine learning and data analytics models;
- Learn how to interpret accounting analytics models and communicate data-driven insights and recommendations to stakeholders; and
- Demonstrate problem-solving, design, and other analytical skills in working on accounting analytics projects.

Deliverables at a Glance

The final grade for the course will be based on the following items weighted as indicated:

ASSIGNMENT/TASK	QUANTITY	% WEIGHT	AUTHOR
Bi-weekly Coding Assignments	5	30%	Individual
Analytics Modeling Case Study	1	25%	Individual
Final Analytics Project	1	30%	Group
Class Participation	1	15%	Individual

For details, see the “Evaluation of Written Assignments/Projects and Exams” section below. Except for any special pre-arrangement with the instructor, late assignments will not be accepted.

Course Material

Required Texts (Final text selection is ongoing; I will assign 1-2 of the following texts)

Sweigart, Al. (2019). *Automate the Boring Stuff with Python*. No Starch Press. ISBN-13: 9781593279929.

McKinney, Wes. (2017). *Python for Data Analysis: Data Wrangling with Pandas, NumPy, and IPython*. 2nd Edition. O'Reilly Media, Inc. ISBN: 9781491957660

Albon, Chris. (2018). *Machine Learning with Python Cookbook: Practical Solutions from Preprocessing to Deep Learning 1st Edition*. O'Reilly Media, Inc. ISBN: 9781491989388

Géron, Aurélien. (2019). *Hands-On Machine Learning with Scikit-Learn, Keras, and TensorFlow: Concepts, Tools, and Techniques to Build Intelligent Systems*. 2nd Edition. O'Reilly Media, Inc. ISBN: 9781492032649.

VanderPlas, Jake. (2016). *Python Data Science Handbook*. O'Reilly Media, Inc. ISBN: 9781491912058.

Shmueli, G., Bruce, P. C., Yahav, I., Patel, N. R., & Lichtendahl Jr., K. C. (2019). *Data Mining for Business Analytics: Concepts, Techniques, and Applications In Python*. John Wiley & Sons. ISBN: 9781119549840

In addition, there will be miscellaneous published and unpublished articles. See CANVAS for class-by-class details.

Software

We will use Python throughout the course for implementing data analytics solutions. No prior Python experience is necessary. There are two ways of accessing Python. The first, and preferred, method, is to access Python locally on your computer by downloading and installing the free [Anaconda Python 3.9 distribution](#). Alternatively, you can access Python online via [Google Colab](#) (you will need a Gmail account).

Supplemental material to be posted on Canvas

A CANVAS page which contains general information for Schulich students and information and materials specific to this course has been created. Please ensure that you check it frequently.

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 (e.g. uploading that content to a commercial website) 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.

Assignment Summary

A summary of each course deliverable is detailed below:

Bi-Weekly Coding Assignments (Individual, 5 assignments collectively worth 30% of course grade)

Every other week, after you have watched the recorded lectures, read the assigned materials, and done whatever practice questions you wish, you will submit a coding assignment. This must be done *before* class begins, as the goal is to ensure that you have made the required effort to develop a basic understanding of the week's content.

The first assignment is shorter than many of the others. Some are quite long, simply because the material can be complicated, so make sure you start the assignment well before class begins.

Because life happens, *your lowest score during the term will be dropped*. This allows you to take a week off from the demands of the course if you feel you need to.

There is no coding assignment on the weeks that the individual and group projects are due.

Analytics Modeling Case Study (Individual, 25%)

25% of your course grade will be based on a modeling assignment. Employing the data wrangling, causal modeling, and CRISP-DM concepts learned in class, students will select a publicly available dataset and identify a practicable accounting, finance, or business problem/question that could be answered with the data. In a written report you will then outline the analytics model you would develop to answer your chosen question. Your report will also discuss the data wrangling and transformations that would be required along with key challenges that you would encounter in implementing your model.

Class Participation (Individual, 15%)

Active participation is a typical component of graduate courses. To encourage participation, 10% of your course grade will be determined by the quantity and quality of your class participation over the course of the term.

Accounting Analytics Project (Group, 30%)

As a culminating project, students will work in teams to undertake an analytics modeling project. Each team will find and analyze a publicly available dataset. Datasets will be approved by the instructor on a first-come, first-served basis. Students will act as trusted business advisors and identify meaningful accounting questions to answer through analysis of the identified dataset.

Employing the concepts discussed throughout this course, each team will identify a relevant accounting

analytics question in their chosen dataset, design a representative model, and then undertake the requisite data wrangling and data analytics steps necessary to implement the model and answer the chosen analytics question. The project includes the following components:

1. *Discussion of the Dataset.* Provide a discussion of the dataset. Include comments on data integrity and any data transformations needed.
2. *Analytic Mindset.* Identify potential business problems (questions), the specific analytics to be performed, and rationale for why these techniques are appropriate. Discuss how the analytics could provide actionable insights to drive different outcomes and improve business performance.
3. *Analyses.* After doing the necessary data transformations, conduct appropriate analytic techniques and document the results of the analyses. Students will be encouraged to post their code to a GitHub repository.
4. *Communicate Insights.* Discuss what you have learned from your analyses and the specific insights and recommendations you have for the organization's stakeholders. Your goal here is to unlock the story in the numbers and showcase that you know how to use your modeling and programming skills to synthesize and distill actionable information.

In terms of deliverables, at our final class session students will submit a professional business memo documenting the above elements and deliver a brief class presentation summarizing key elements from their findings. Students will also submit the Python code they have used to undertake the project.

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

Calculating Course Grade

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, elective courses are expected to have a mean grade between 4.7 and 6.1. The possible course letter grades for a course (and the corresponding grade points awarded for each grade are:

Grade	Grade Point/ Index Value	Percentage Points	Description
A+	9	90-100	Exceptional
A	8	85-89	Excellent
A-	7	80-84	Very Good
B+	6	75-79	Good
B	5	70-74	Competent
B-	4	65-69	Fairly Competent
C+	3	60-64	Passing
C	2	55-59	Barely Passing
C-	1	50-54	Marginally Failing
F	0	0-49	Failing

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

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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/>.

CLASS-BY-CLASS SYLLABUS

The week-by-week topics and assignments for every class are listed below. Any changes to the following will be communicated during class and also posted on Canvas. When changes need to be announced between classes, an email will be sent to your Schulich email account. The class is delivered online and includes asynchronous and synchronous formats activities. As shown below six weeks will be asynchronous, where there is no set time you must be online, and six weeks will be synchronous, where we are all on Zoom at the scheduled weekly class time.

Week	Delivery Format	Overarching Objectives	Description	Assignment Due
01	Synchronous	Part I – Introduction to Modeling and Programming for Accounting Analytics	<ul style="list-style-type: none"> - Course overview and introductions - Setting up your Python work environment - Python basics 	
02	Asynchronous		Getting Data: Extracting and Importing Data <ul style="list-style-type: none"> - Databases and APIs Working with different data formats <ul style="list-style-type: none"> - JSON, XML, text, numeric data Data cleaning	Coding Assignment #1
03	Synchronous	Part II – Data Wrangling	Data Transformation & Creating New Variables <ul style="list-style-type: none"> - Levels of measurement - Binary vs. continuous variables - Programming functions and loops 	
04	Asynchronous		Merging, Sorting, Joining, Dropping, Filtering <ul style="list-style-type: none"> - Concatenation, appending - Indexing the data 	Coding Assignment #2
05	Synchronous		Aggregation and Grouping <ul style="list-style-type: none"> - Levels of analysis - Analyzing by time 	
06	Asynchronous	Part III – Machine Learning/Modeling	Modelling Accounting Processes <ul style="list-style-type: none"> - Designing causal maps/models - Applying the CRISP-DM model 	Coding Assignment #3
07	Synchronous		Univariate Statistics to Understand the Data <ul style="list-style-type: none"> - sampling, probability, descriptive statistics, distributions, histograms, and trend curves 	Individual Modeling Assignment
08	Asynchronous		Classification Techniques <ul style="list-style-type: none"> - logistic regression, support vector machines (SVM), Naïve Bayes - including test/train, model validation - Modeling issues (e.g., underfitting, overfitting) 	Coding Assignment #4
09	Synchronous		Regression Techniques <ul style="list-style-type: none"> - linear regression, LASSO regression, and support vector regression (SVR) 	
10	Asynchronous		Dashboards	Coding Assignment #5
11	Asynchronous	Part IV – Pulling it All Together	Focus on Team Projects <ul style="list-style-type: none"> - Problem-solving outstanding issues 	
12	Synchronous		Student Projects Showcase <ul style="list-style-type: none"> - Each team will submit their final deliverable and provide a presentation to the class 	Group Project

Additional Information on Deliverables:

Additional details regarding each deliverable will be provided during the lecture(s) noted above.

Student Preparation for Class and Class Participation: Expectations

You are expected to attend all the classes and take an active role in each class. You should come to each class ready to discuss the materials prescribed as well as any issues from the assigned readings for that day. This course demands hard work and dedication. A minimum of 8 to 10 hours of work outside class is required each week. Additional time is required to prepare for examinations and group work.

Learning in the Online Classroom

This course will be delivered online in a synchronous/asynchronous format. Specifically, half the class sessions will be delivered in a synchronous format where everyone is online at the same date and time. The other half of the class sessions will be delivered asynchronously, where students will access online learning and lecture material at their own preferred time and day that week. Every other week will be asynchronous, such that 6 classes will be asynchronous and 6 synchronous.

All students are expected to have the following technology to participate in this course:

13. Computer
14. High speed internet
15. Web camera
16. 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.

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GDAA 5500 3.0: Core Skills for Accounting Analytics

Course Outline Winter 2024

Dates / Times

From: To:

Day and Time

Instructor

Michael D Ridgley

Office:

Phone:

Email: mridgley@schulich.yorku.ca

Office Hours

Secretary

TBD

(416) 736-2100

S344K Seymour Schulich Building

ACTG@schulich.yorku.ca

Michael D Ridgley has a diploma in Operational Research, Bachelor of Business Administration (BBA) and Master of Business Analytics (MBAN) degree, all from the Schulich School of Business. While Michael has acted as both an internal and external consultant, he has been working within KPMG's Management Consulting group, apply advanced analytics and innovative visualization solutions within the financial services industry (specifically, life and P&C insurance).

Brief Description:

This course introduces students, at a high-level, to the field of consulting. Students will learn the fundamental skills required of new consultants, including project management and teamwork, client proposal development and delivery, critical-thinking, problem-solving, and communication skills. A variety of materials, including: lectures, cases, simulations and role-playing will be used to high-light various facets of the consulting process.

Prerequisites:

Prerequisites/Co-requisites/Course Exclusions: GDAA 5100 is a prerequisite

Contents

Instructor	X
Brief Description	X
Course Learning Outcomes	X
Deliverables at a Glance.....	X
Course Material	X
Assignment Summary	X
Descriptions & Evaluation of Written Assignments/Projects	X
Calculation of Course Grade	X
Class-by-Class Syllabus	X
Student Preparation for Class and Class Participation: Expectations.....	X

General Schulich Academic Policies.....	X
Evaluation of Assignments/Projects	X

Course Learning Outcomes

Upon completion of this course, students should be able to:

- Develop the skills to be an active member capable of contributing towards various proposals across different types of clients and industries;
- Learn how to identify, analyze, and negotiate consulting opportunities;
- Contribute to the development and management of high-level work plans;
- Learn, practice, and refine skills for client engagement and project management;
- Understand the value of stakeholder engagement and how to apply it;
- Demonstrate problem-solving, design, and other analytical skills and learn overall consulting process skills;
- Identify, formulate, and solve a variety of accounting analytics problems using a variety of optimization techniques and programming language(s); and
- Practice and sharpen executive writing and presentation skills, whether verbal, oral or visual.

Deliverables at a Glance

The final grade for the course will be based on the following items weighted as indicated:

ASSIGNMENT / TASK	% WEIGHT	AUTHOR
Proposal	25%	Group
Project Management	20%	Group
Technical Report	15%	Individual / Pairs
Final Case Analysis	30%	Group
Calibration Assessment & Participation	10%	Individual

Late submissions policy: Given the lock-step nature of this course, only under extraordinary circumstances (i.e., medical, personal, other), appropriate accommodations will be made. Please ensure to notify the course lecturer as soon as possible if accommodations are necessary. Otherwise, late submissions will not be accepted.

For details, see “Assignment Summary” and “Descriptions & Evaluation of Written Assignment/Project” on the subsequent page.

Course Material

Every week, you should access the class Canvas page and access the Class-by-Class Syllabus for readings and locations.

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

Assignment Summary

General Overview:

Details, in addition to those noted below, will be provided in lectures as noted in the *class-by-class syllabus* below.

- 1. Proposal:** *Students will be split into groups (size and number depending on course enrolment), and will receive a Request-for-Proposal (RFP). Based on client requirements, groups will develop a response (proposal) and present their 'pitch.'*
- 2. Project Management:** *Students will be split into groups (size and number depending on course enrolment), and be expected to develop a project plan, and associated documentation (i.e., risks and issues, constraints, etc.) for a case study to be provided by the instructor. The specific deliverables will include both a written report and oral presentation.*
- 3. Technical Report:** *Students will work in groups of 2 or 3 and prepare a technical report for a financial services client.*
- 4. Final Case Analysis:** *Students will be split into groups (size and number depending on course enrolment), and prepare a case analysis with applications of accounting analytics.*
- 5. Calibration Assessment & Participation:** *To be evaluated based on a calibration slide and / or on a lecture-by-lecture basis as detailed below.*

Descriptions & Evaluation of Written Assignments/Projects

Given the diversity among client expectations and requirements, all assignments, excluding the calibration slide, may be done in either MS Word or PowerPoint. However, students should maintain alignment between both the client requirements and the audience with which you are presenting to. While there are no formal requirements for any of the assignments / deliverables, additional details will be provided in class prior to the due date.

Please note that all assignments / deliverables are due at the start of class on the days specified in the class-by-class overview. Assignment solutions will be reviewed and discussed at the start of said class, so any assignments / deliverables not submitted on time will receive a grade of a zero.

Calculating Course Grade

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, elective courses are expected to have a mean grade between 4.7 and 6.1. The possible course letter grades for a course (and the corresponding grade points awarded for each grade are:

:

Grade	Grade Point/ Index Value	Percentage Points	Description
A+	9	90-100	Exceptional
A	8	85-89	Excellent
A-	7	80-84	Very Good
B+	6	75-79	Good
B	5	70-74	Competent
B-	4	65-69	Fairly Competent
C+	3	60-64	Passing
C	2	55-59	Barely Passing
C-	1	50-54	Marginally Failing
F	0	0-49	Failing

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

CLASS-BY-CLASS SYLLABUS

Week	Overarching Objectives	Description
01	Part I – Strategic Core Consulting Skills	<ul style="list-style-type: none"> - Introduction to Proposals <ul style="list-style-type: none"> - Components of a proposal - How to respond to requests for information (RFIs) / requests for proposal (RFPs) - How to manage the proposal process involving varying contributors - Types of proposals (i.e., PowerPoint, Word, interactive visualizations / dashboards, advanced analytical models, etc.) <ul style="list-style-type: none"> - Pros and cons - <i>The art of story-telling</i> through PowerPoint presentations and interactive visualizations <p>** Proposal distributed</p>
02		<ul style="list-style-type: none"> - Navigating ethical dilemmas / decision-making for accounting analytics professionals <ul style="list-style-type: none"> - Privacy, ethical and legal considerations of data and technology from a strategic perspective - Introduction to stakeholder management, including: <ul style="list-style-type: none"> - Advanced stakeholder management methodologies / theories

03		- This lecture will be dedicated to groups presenting their proposal pitch ** Proposal DUE
04		- Walkthrough of the PMO function, including: <ul style="list-style-type: none"> - Work plan development and monitoring - Resourcing - Project budgeting, tracking, reporting (i.e., run rate) - Deliverables management - Risks and issues - How to deal with unforeseen circumstances (e.g., changes in resourcing, changes in rates, etc.) - Project close-out ** Project Management distributed
05		- Leading high-performing teams, including: <ul style="list-style-type: none"> - Emotional intelligence - Mental health awareness - Personal accommodations
06		- This lecture will be dedicated to group presentations of their Project Management assignment ** Project Management DUE
07	Part II – Case Studies & Optimization Techniques	- Time-Related optimization models
08		- Financial Optimization techniques
09		- Revenue and Expense management (incl. optimizing equipment replacement and depreciation schedules) ** Technical Report distributed
10	Part III – Advanced Accounting Optimization & Programming Techniques	- Advanced Accounting Optimization Applications I ** Technical Report DUE ** Final Case Analysis distributed
11		- Advanced Accounting Optimization Applications II (incl. <i>R scripting</i>)
12		- Course wrap-up - Advanced Accounting Optimization Applications III (incl. <i>R scripting</i>) ** Final Case Analysis DUE

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Additional Information on Deliverables:

Additional details regarding each deliverable will be provided during the lecture(s) noted above.

Student Preparation for Class and Class Participation: Expectations

Participation is expected in every lecture. As such, you should take an active part in class discussions by providing thoughtful, constructive, worthwhile comments, questions and debate. Oral communication skills are a must for professionals, in addition to the exploration and discussion of ideas, so meaningful classroom contribution is expected. It is important to note that this course emphasizes quality over quantity; hence, the quality of your participation in each lecture will be documented and evaluated.

Participation equates to 10% of your final grade in the course, and will be determined based upon the following requirements:

- Attendance in each class is mandatory, and each lecture that you attend will account for 0.25% of the total class participation (for a total of 3%)
- The final project, report and presentation is meant to simulate a real-world consulting engagement. As such, 1% of a student’s participation grade will be determined through the level of participation / debate / discussion at the end of each group presentation
- The remaining 6% will depend on the level on contribution in each lecture, and use the following scale:

Grade	Requirements
0.125	Attends lecture without participation
0.25	Attends lecture, and participates actively (including during class / group discussions, surveys or other activities) in said lecture
0.5	Attends all lectures <i>and</i> is active throughout the entire class (quality over quantity)

Please note that given that this is a part-time degree, with many students working throughout the term; in extenuating circumstances, a student may be exempt from participation for a particular lecture. However, it will be the student’s responsibility to coordinate with the course lecturer and to provide appropriate documentation (if applicable).

Learning in the Online Classroom

This course will be delivered online in a synchronous/asynchronous format.

All students are expected to have the following technology to participate in this course:

17. Computer
18. High speed internet
19. Web camera
20. 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 \(Links to an external site.\)](#) and [Canvas \(Links to an external site.\)](#). Please review the syllabus to determine how the class meets and how presentations will be conducted.

Students shall note the following:

- Zoom is hosted on servers in the U.S.
- 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. I do not plan on recording any of our class sessions.

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 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.

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, i.e., upload as part of the form. The Deferred Standing Request form can be found at <https://schulich.yorku.ca/examdeferral> (<https://schulich.yorku.ca/examdeferral>) . 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) (<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.

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<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.

GDAA 5600 1.5: Accounting Analytics Consulting Project

Course Outline Winter 2024

Dates / Times

From: To:

Day and Time

Instructor

Shanker Trivedi

Office:

Phone:

Email:

Office Hours

Secretary

TBD

(416) 736-2100

S344K Seymour Schulich Building

ACTG@schulich.yorku.ca

Shanker Trivedi is an Associate Professor of Accounting and Program Director of the Master of Accounting, Diploma in Intermediate Accounting, and Diploma in Advanced Accounting programs. Shanker Trivedi's research interests are in financial accounting, the accounting profession, and tax. His teaching interests are in contemporary issues in accounting and in financial accounting. He has taught at all levels; bachelors, masters, and doctoral. Shanker has published in journals such as *Experimental Economics*, and *Accounting Organizations and Society*, among others. He is also the co-author of the 6th and 7th editions of *Advanced Financial Accounting*. He has served on many committees within and outside the university setting.

Brief Description:

The Accounting Analytics Consulting Project will enable students to apply skills learnt both throughout the program, and during any previous education or work experience, by providing an opportunity for hands-on, problem-driven research and application. Students will undertake a comprehensive project at an organization and provide data-based, actionable strategic and business insights.

Please note that experiential projects will be chosen, approved, assigned and coordinated, depending on their practical and legal feasibility. Organizations often are reluctant to make proprietary data available to individuals working in other firms or for their data to cross national borders. As such, if a student is currently working full-time, efforts will be made to coordinate an experiential project within their current firm; if no opportunities are available, then the Program Director will work with external consulting firms to provide an anonymized project under the guidance of working professional(s). If, however, a student is not actively employed while pursuing the program, efforts will be made to assign these students to real-world consulting projects at leading consulting firms and organizations.

Prerequisites:

Prerequisites/Co-requisites/Course Exclusions: GDAA 5100 is a prerequisite and GDAA 5500 is a co-requisite

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Instructor X
 Brief Description X
 Course Learning Outcomes X
 Deliverables at a Glance..... X
 Course Material X
 Assignment Summary X
 Descriptions & Evaluation of Written Assignments/Projects X
 Calculation of Course Grade X
 Class-by-Class Syllabus X
 Student Preparation for Class and Class Participation: Expectations..... X
 General Schulich Academic Policies X
 Evaluation of Assignments/Projects X

Course Learning Outcomes

Upon completion of this course, students should be able to:

- Develop an understanding of the nature and rigor of management consulting and develop skills in management consulting;
- Apply a consulting process framework for client engagement(s);
- Develop a proposal and work plan for a real-world consulting project;
- Improve communication skills through professional and personal client interactions;
- Learn and apply discovery techniques and qualitative / quantitative research skills; and
- Make effective presentations to client organization(s).

Deliverables at a Glance

The final grade for the course will be based on the following items weighted as indicated:

ASSIGNMENT / TASK	% WEIGHT	AUTHOR
Final Exam	40%	Individual
Final Consulting Project & Report	60%	Individual / Group

Late submissions policy: Given the lock-step nature of this course, only under extraordinary circumstances (i.e., medical, personal, other), appropriate accommodations will be made. Please ensure to notify the course lecturer as soon as possible if accommodations are necessary. Otherwise, late submissions will not be accepted.

For details, see “Assignment Summary” and “Descriptions & Evaluation of Written Assignment/Project” on the subsequent page.

Course Material

Every week, you should access the class Canvas page and access the Class-by-Class Syllabus for readings and locations.

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

Assignment Summary

Final Exam:

Students will have three (3) hours to write a final exam incorporating material from across the GDA program. Additional details to be provided during lecture.

Final Consulting Project & Report:

At the conclusion of the Accounting Analytics Consulting Project, groups will be expected to provide an oral presentation / report and discussion of the key learnings and applications applied throughout the consulting project. Due to the confidentiality of many of the clients, groups will not be presenting the final project and report to the class; instead, groups will present to a panel of industry professionals, including the Program Director. Additional details to be provided in the first lecture.

Descriptions & Evaluation of Written Assignments/Projects

At the conclusion of the Consulting Project, students will be expected to develop a report and associated presentation highlighting, at a high-level, the roles / responsibilities and objectives achieved throughout the Consulting Project. In addition, students will also be expected to provide an oral presentation to a panel of industry experts, including the Program Director(s), discussing the top six (6) capabilities developed and / or observations made throughout the project.

Please note that all assignments / deliverables are due at the start of class on the days specified in the class-by-class overview. Assignment solutions will be reviewed and discussed at the start of said class, so any assignments / deliverables not submitted on time will receive a grade of a zero.

Calculating Course Grade

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, elective courses are expected to have a mean grade between 4.7 and 6.1. The possible course letter grades for a course (and the corresponding grade points awarded for each grade are:

Grade	Grade Point/ Index Value	Percentage Points	Description
A+	9	90-100	Exceptional
A	8	85-89	Excellent
A-	7	80-84	Very Good
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B	5	70-74	Competent

B-	4	65-69	Fairly Competent
C+	3	60-64	Passing
C	2	55-59	Barely Passing
C-	1	50-54	Marginally Failing
F	0	0-49	Failing

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

CLASS-BY-CLASS SYLLABUS

Week	Overarching Objectives	Description
01	Intro to Consulting Projects	<ul style="list-style-type: none"> - The course will kick-off with a lecture dedicated to reviewing common consulting strategic frameworks, both industry-specific and agnostic - Groups will also be formed with regards to the final Consulting Project deliverable - Groups will also select a series of pre-defined dates and times for a touchpoint between said group and the Program Director. The purpose of these meetings is to provide guidance and support throughout the project
02	Elevator Pitch	<ul style="list-style-type: none"> - This lecture will provide students with the skills and competencies to effectively deliver an elevator pitch, depending on the audience - Time permitting, different consulting projects (i.e., actuarial, analytics, accounting, actuarial, etc.) may also be reviewed
03	Government Analytics	<ul style="list-style-type: none"> - This lecture will be dedicated to discussing how government organization, both provincial and federal, can develop dynamic capabilities for data analytics - In addition, the key differences between private sector and public sector analytics will be reviewed
04	Final Exam	<ul style="list-style-type: none"> - Students will have three (3) hours to complete a final exam <p>**Final Exam</p>
05	Exam Review	<ul style="list-style-type: none"> - The lecture will be used to review and discuss the final exam from the previous course - Students / Groups will also ask any final questions and / or review the final project with the course instructor

06	Final Consulting Project & Report	- During the final touchpoint, groups will present their final consulting project and report to a panel of industry / academic professionals, including the Program Director **Final Consulting Project & Report DUE

Additional Information on Deliverables:

Additional details regarding each deliverable will be provided during the lecture(s) noted above.

Student Preparation for Class and Class Participation: Expectations

Participation is expected in every lecture. As such, you should take an active part in class discussions by providing thoughtful, constructive, worthwhile comments, questions, and debate. Oral communication skills are a must for professionals, in addition to the exploration and discussion of ideas, so meaningful classroom contribution is expected. It is important to note that this course emphasizes quality over quantity.

Learning in the Online Classroom

This course will be delivered online in a hybrid synchronous/asynchronous format.

All students are expected to have the following technology to participate in this course:

21. Computer
22. High speed internet
23. Web camera
24. 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 \(Links to an external site.\)](#) and [Canvas \(Links to an external site.\)](#). Please review the syllabus to determine how the class meets and how presentations will be conducted.

Students shall note the following:

- Zoom is hosted on servers in the U.S.
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Grading

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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/examdeferral> (<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.

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direct and indirect interactions with one another.

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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.

Appendix E Library Statement of Support



YORK UNIVERSITY
LIBRARIES

Office of the Dean

516 Scott Library
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5601
F 416 736 5451
www.library.yorku.ca

Memorandum

To: **Shanker Trivedi**

From: Andrea Kosavic, Associate Dean Digital Engagement and Strategy (Libraries)
on behalf of Joy Kirchner, Dean of Libraries

Date: July 8, 2022.

Subject: Library Support for Graduate Diploma in Accounting Analytics

A handwritten signature in black ink, appearing to be 'AK'.

York University Libraries (YUL) is strongly positioned to support the curriculum and research needs of students and faculty in the Graduate Diploma in Accounting Analytics. As noted in the Statement of Library Support, YUL provides access to an extensive array of resources and services that support the academic engagement of students and faculty in this program, inclusive of experiential education opportunities.

Of particular interest to this program are our curricular, co-curricular, and research supports offered through the Digital Scholarship Centre in the areas of data encoding, data manipulation and data analysis, research computing fundamentals, and data visualization. We have collaborated with faculty members across the institution to integrate critical digital fluencies into their curricular offerings and would be delighted to meet with you to discuss possibilities for curricular integration and other potential teaching and research partnerships.

We look forward to contributing to the success of students and faculty in the Graduate Diploma in Accounting Analytics.

cc: Patti Ryan, Director, Content Development and Analysis,
Andrea Kosavic, Associate Dean, Digital Engagement and Strategy
Jack Leong, Associate Dean of Libraries, Research and Open Scholarship
William Denton, Scholarly Analytics Librarian





MEMORANDUM

York University Libraries

To: Shanker Trivedi

From: William Denton, York University Libraries

Date: 4 July 2022

Subject: Library Statement of Support – Graduate Diploma in Accounting Analytics

Overview

A core mission of York University Libraries is to support all academic programs offered by York University. The Libraries achieve this through responsive collections, tailored library instruction, diverse spaces, emerging technologies, timely research assistance and robust publishing supports.

For these reasons, the Libraries are well positioned to meet the research and learning needs of faculty and students in a Graduate Diploma in Accounting Analytics. This statement highlights offerings of particular interest to the program. It was prepared in accordance with the [Quality Assurance Framework](#) and conforms to guidelines developed by the Ontario Universities Council on Quality Assurance.

Collections

Responsive Multidisciplinary Collections

The Libraries' collections reflect the curricular and research priorities of students and faculty. Care is given to select materials that align with new courses taught at York University, as well as emerging research and publishing trends. Through tailored purchasing profiles, the Libraries develop rich print collections and expansive electronic offerings. The Content Development and Analysis department gratefully accepts suggestions for purchase. These are reviewed with attention to cost, availability and relevance to collection development priorities.

Collaborative collection building is a growing trend in academic libraries, pooling resources for both sustainability and the greater good. York University Libraries belong to consortia such as the [Canadian Research Knowledge Network \(CRKN\)](#) and the [Ontario Council of University Libraries \(OCUL\)](#). Such partnerships enable the licensing of large-scale content acquisitions, resource discovery and preservation. OCUL's [Scholars Portal](#) hosts comprehensive collections of ebooks, online journals, statistical survey data and geospatial datasets.

Omni, the Libraries' catalogue, brings our collections together with those of sixteen partner Ontario university libraries. Omni gives access to a wide variety of resources through a single bilingual (French/English) interface, including books, ebooks and their chapters, articles, dissertations, streaming media and much more. Library

users can also request expedited delivery of print materials from the partner libraries. Items not part of this shared network can be borrowed from libraries around the world.

Highlights

- Subject databases such as JSTOR and ScienceDirect
- Deep and broad coverage of business and finance journals and news
- Excellent holdings of books and journals about data analysis and visualization
- A bibliography for the diploma lists a few books and some journals such as *The Journal of the Operational Research Society*, *Academy of Management Review* and *California Management Review*, all of which are in our collection

Library Instruction

Information Literacy

Librarians and archivists apply professional guidelines when designing library instruction. The [Framework for Information Literacy for Higher Education](#), developed by the Association of College and Research Libraries, outlines the central concepts and knowledge practices for information literacy.

The Libraries' approaches to teaching are tailored and learner-centred. Students are gradually introduced to information literacy fundamentals over the course of their studies. Librarians and archivists support students along their learning journeys, progressively moving them towards greater independence and understanding.

Library personnel work closely with instructors to customize offerings and meet learner needs. Seminars and workshops are aligned with course assignments and learning objectives. Ideally, to be most effective, information literacy approaches are woven into introductory or research methods courses. Instructors can [arrange a research skills class](#) by submitting a request online.

Librarians and archivists build [online research guides](#) to highlight recommended resources for programs or courses and to share research tips. The Student Learning and Academic Success department develops [online learning objects](#) such as instructional videos and interactive quizzes. These teaching resources are designed to be easily embedded into learning management systems. Topics covered range from source evaluation and the information creation lifecycle to search strategies and academic integrity.

Research Guides

- [Accounting and Taxation](#)
- [Data Visualization](#)
- [Digital Scholarship and Digital Humanities](#)

Digital Fluency

The Libraries carry out co-curricular programming to introduce students and faculty to emerging digital tools and research methods. The [Digital Scholarship Centre](#) provides training for individuals and groups. Workshops address a range of digital skills, such as data scraping, analysis, cleaning, curation and visualization. As well, the Centre connects with instructors to design seminars that expose students to trends in open publishing, media creation and digitization best practices. Faculty can [arrange a digital skills seminar](#) by submitting a request online.

As part of the Centre's [consultation services](#), library personnel supply recommendations for sustainable and open source tools. For instance, librarians assist with locating and creating [Open Educational Resources \(OER\)](#) such as freely available textbooks with Creative Commons licenses. They support students with research project design, notably for initiatives with a focus on the digital humanities. Furthermore, librarians

and archivists consult on how to incorporate unique digital collections stewarded by the Libraries into assignments.

Teaching Support Materials

- [Media Creation Lab teaching supports](#) (podcasting, digital storytelling, etc.)
- [On-demand tutorials](#) (Zotero, Scalar, digitization projects, etc.)

Spaces and Technologies

Amenities for Quiet Study, Collaboration and Creation

The Libraries host a variety of community spaces that inspire creativity, collaboration and learning, with quiet study areas, group study rooms and public workstations. For students in online or hybrid courses there are reservable seats designated as “online class friendly,” where learners can use conferencing tools without interruptions or distractions.

The [Media Creation Lab](#) in the Scott Library is equipped with design tools for recording, editing, visualizations and augmented reality. Students and faculty can reserve workstations fitted with the latest software for media production and gaming. The planned makerspace at the Markham campus will also feature 3D printers, electronic textiles and sewing machines.

With equipment lending, the Libraries create more equitable access to novel technologies. Students and faculty can borrow devices such as tablets, laptops, virtual reality helmets, cameras and programming kits.

On the first floor of the Scott Library, [Library Accessibility Services](#) provides alternative content formats, as well as adaptive technologies and spaces. With a referral, York University faculty and students can request transcription services or reserve an accessibility lab workstation.

Research Assistance

Timely Help, Remote or In-Person

Our knowledgeable reference team assists faculty and students with navigating library spaces, services and collections. Library personnel provide online research assistance in both French and English via chat, text and email. [Research help services](#) are available seven days a week, with modified hours during the spring and summer.

Students and faculty have the option of in-person and virtual “drop-in” hours, with no appointment necessary. In general, members of the Libraries’ Curriculum and Course Support department help locate sources, recommend electronic resources, discuss search strategies and demonstrate citation management tools. For more involved research queries, faculty and graduate students can book one-hour [research consultations](#) with a specialist librarian or archivist.

The [Learning Commons](#), in the Scott Library, brings together support services for student success. In collaboration with the Libraries, representatives from partner providers offer coaching to help students improve their communication and academic skills. This services hub features programming on career planning, time management, study skills, citing and exam preparation.

Data Services

Library Data Services experts can help researchers locate numeric data or statistics. They also provide classroom instruction about data and statistics resources in general or in specific subject areas, as well as data literacy.

Publishing Supports

Research Visibility and Publishing Sustainability

The Open Scholarship department promotes research intensification within the university community and beyond. Department members work closely with faculty and students to advance open access publishing models and author rights. Advocating for a shift to new models of dissemination is a core mission of the Libraries. Sharing new knowledge openly benefits both creators and society: publications are easily discovered by anyone, while authors control how their work is shared and repurposed.

The Libraries supplies supporting infrastructure to further sustainable publishing. The [YorkSpace](#) institutional repository delivers open and permanent access to scholarship created by York researchers. Librarians assist graduate students and faculty with depositing their research. Library personnel also offer guidance on establishing or transferring scholar-led journals to open platforms.

Research Data Management

Research data management (RDM) concerns the storage, access and preservation of data throughout the entire research project life cycle. Support is available on all aspects of this process, from the data management plans necessary in grant applications to the publishing and preservation of research data.



Statement of Support from Anchor Dean

Memorandum

To: Whom It May Concern
Cc: Viswanath (Shanker) Trivedi, Program Director, Master of Accounting
From: Detlev Zwick, Dean, Schulich School of Business
Date: September 14, 2022
Subject: Expedited New Program Proposal: Graduate Diploma in Accounting Analytics

I am writing to enthusiastically express my full support for the Expedited New Program Proposal for the (Type 3) Graduate Diploma in Accounting Analytics (GDAA). The diploma is structured as 15 credits across six courses over two terms. The proposed program will be the first of its kind in Eastern Canada; it is designed to produce graduates who can work at the intersection of the broad areas of accounting (financial and managerial accounting, auditing, taxation, etc.) and the fields of information technology, data analytics, and data visualization. The proposed program will therefore fill a significant gap both in industry demand for accounting professionals who can work with data in increasingly sophisticated ways and in the availability of an (online) accounting analytics credential for busy professionals who are looking to upskill while working full-time. The need for this program is evidenced through a rigorous consultation process undertaken by the proponent, Professor Trivedi, that included interviews with more than forty individuals—including partners and executives in the big four accounting firms, senior leaders of banks, and financial institutions, executives of CPA Canada, as well as program directors of similar credentials at other universities. Consultation will be ongoing throughout the program development process and after launch so that feedback can be integrated for continuous improvement.

I note that Schulich School of Business also has an approved Notice of Intention for the Master of Accounting Analytics program. In terms of differentiation, the graduate diploma will launch first—in fall 2023—and the development of the Master of Accounting Analytics (MAA) program will follow with a planned launch of 2025 or 2026. This timeline will allow the school to focus on creating a strong start for the graduate diploma and to integrate best practices of its launch into the planning for the MAA. As a more compact credential, the graduate diploma is also intended primarily for working professionals who want to upskill without committing to a longer graduate program; the Master of Accounting Analytics will be a more in-depth study of the intersections of accounting and information technology. Graduates of the GDAA will have advanced standing if they choose to pursue the MAA; this will help to ensure that the programs are complementary, distinct, and attractive to prospective students.

The proposal for the Graduate Diploma in Accounting Analytics aligns to priorities of the York University Academic Plan, 2020-2025. Specifically, by introducing a multi-disciplinary program with demonstrated market demand, the proposal aligns to the following points in the 21st century learning priority that we will “continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking” and “build essential 21st century skills into our programs, including digital fluencies, information literacies, critical thinking, the ability to ask good questions, marshal evidence, and communicate effectively across varied media.” The proposed program also aligns to the priority of living well together; by offering online programming, we will “enhance our virtual presence to offer compelling and intuitive ways to connect with the University and build a broader, networked community of learning and mentorship.”

The proposed program does not require extensive additional resources. I note that the program will rely on existing full-time and part-time faculty to teach courses as well as on existing administrative staff to support students and instructors in the program. The program will be taught online; the school’s existing infrastructure is adequate to deliver the program. Consultation has been conducted with existing business units within Schulich, including Information Services & Technology, Student Services and International Relations, and the library. These existing services are adequate to support an initial intake (projected enrolment of approximately fifty students each year in the first three years). If the program’s enrolment grows, new resources may be required to support its expansion.

In conclusion, I wish to express my full support for the proposed Graduate Diploma in Accounting Analytics and thank the program leaders for a well-conceptualized plan to continue expanding the accounting curriculum at the Schulich School of Business.

York University
New Program Proposal

**MBA in Technology Leadership
(MBAt)**

July 2022

Prepared by:

Marcia Annisette
Ashwin Joshi
Kiridaran (Giri) Kanagaretnam
Kevin Tasa
Detlev Zwick

Acknowledgements: We thank the many members of the Schulich community who have collaborated on and supported the development of this proposal. Thanks also to Lois Chan, Laura Da Silva and Emily Rush for the expert help in putting together this proposal.

1. INTRODUCTION

Include a brief description of the proposed program. You may also choose to include additional information, such as a description of the consultation process undertaken and/or an analysis of demand for the program. Additionally, you may identify unique curriculum or program innovations, creative components, or significant high impact practices. Where appropriate, include additional elements, for example, consideration of equity, diversity and inclusion, special missions and mandates, and student populations that are being encouraged by governments, institutions, and others.

The proposed 16-month (4-term) full-time MBA program in Leading Technology-Enabled Organizations (MBA_t) will be unique in Canada, offering explicitly designed courses and experiential education components (mandatory experiential education modules (e.g., internships in technology leadership), professional development core, and a capstone integrated field study)) for students interested in leadership roles in the technology-based industries. The program will be designed and taught by faculty within the Schulich School of Business. The current MBA faculty will provide leadership and general management expertise. The current Masters in Business Analytics (MBAN) and Master of Management in Artificial Intelligence (MMAI) faculty will provide technical expertise.

The program's primary goal is to develop managerial and leadership skills and competencies in the context of technology and digital transformation initiatives. Other goals of the program will be to produce graduates who will bring leading-edge technological and managerial knowledge to develop proactive organizational responses to technological disruptions. Program graduates will also foster silo-breaking intra-organizational collaborations to create innovative solutions to ongoing business challenges. They will champion clarity of business intent, robust customer connections, and an enriching employee experience.

This focussed MBA_t program is not for “Sector Switchers”. It is for people with technology experience seeking Management and Leadership positions in technology roles. In contrast, our current MBA program enables sector switching. More specifically, the current Schulich MBA program is a general leadership degree that is open to all qualified candidates with minimum two years experience in any sector while offering a part-time, full-time or weekend/evening delivery format. It also provides access to 17 different specializations. A significant proportion of the students applying to and admitted into the current MBA program are “Sector Switchers”, namely their education and work experience are drawn from a specific sector and they pursue the MBA with the intention of going into a career in management field unrelated to that sector (for example a student with education and work experience in the field of health intending to switch to a career in marketing).

The program has been designed by the current MBA Program Director in close collaboration with the Schulich’s Senior Leadership Team (Dean Zwick, Associate Dean Annisette, and Associate Dean Kanagaretnam) and a small group of program teaching faculty (hereafter referred to as the program task force).

The motivation for the MBAt program stems from the age of technological disruption, where technology is disrupting business models across industries (e.g., automobiles; hospitality; banking; construction; logistics) and has infused all organizational roles (e.g., purchasing; operations; finance; marketing; logistics; service). Whilst courses in the existing MBA are currently being revised to reflect this technological disruption so that its graduates are prepared for the new demands on traditional organizational roles, the motivation for the MBAt recognizes that in this new environment, technology-based firms are also looking for a different type of managerial talent: one with a “startup mindset”. In particular, a startup mindset” refers to an organic orientation toward creating value for organizational stakeholders in a methodical manner while at a timely pace and toward developing new independent business units that build out a supportive ecosystem for the firm.

The task force also believes Schulich’s long-term commitment and strengths in organizational stakeholder orientation will be an important differentiating factor in educating MBAt students to become future leaders with explicit commitments to diversity, equity, and inclusion, and a commitment to minimizing their environmental footprint, while also developing initiatives to reverse the decline in the natural environment.

Demand for the Program

We have heard from Schulich Dean’s Advisory Council about the need for providing leadership talent for firms in the technology-based industries in Canada and globally. We have already consulted Schulich alumni in leadership positions in technology, venture capital, digital finance and startup sectors, and they are very enthusiastic about this new program (please see Appendix 1c for the list of industry experts consulted by the task force). We plan to get further input with the help of Schulich’s CDC and alumni relations departments. The employer feedback from organizations in the Tech industry that hire our MBA graduates (e.g., Amazon, Deloitte – Technology Consulting) have also been very positive.

According to a recent Bloomberg article¹, “There’s this mismatch between what employers are looking for and what many of the business schools are offering. MBA programs focus heavily on corporate finance. Employers want grads to also be able to handle strategic projects such as broad-scale digital transformation.” The new MBAt program is timely in this regard.

Evidence from Focus Groups:

Who: We conducted three focus group interviews.

¹ <https://www.bloomberg.com/news/articles/2021-08-23/business-school-mba-programs-need-revamp-to-teach-digital-transformation>

Focus Group Interview 1: Alumni who are in technology-based industries and roles.

Focus Group Interview 2: Individuals who are involved in hiring decisions in the following organizations: Amazon, Salesforce, E&Y, PWC, RBC, and Sunlife.

Focus Group Interview 3: Current students in the MBA Program that fit the target input profile for the MBAt (i.e., STEM degree, 4 years of work experience in technology roles, interest in moving over to the management side of technology).

What:

The findings across these three focus groups were strikingly consistent:

- (i) Employer Demand: Quotes such as “we cannot hire fast enough in technology management positions,” and “We have enough software developers, we need individuals that can create business value from technologies” are representative. “Start this program yesterday” was the general theme from employers.
- (ii) Student Interest: Here as well, the findings are consistent. In both the alumni group (Focus group 1) and in the current student group (Focus group 3), comments were highly supportive of the program. “I want to come back and take this program,” “I will gladly take this program...it is just what I was looking for,” and “Why could you not have started this program when I was deciding on MBA schools,” were the comments we heard repeatedly.

Conclusion: Based on our review of the secondary reports from newspaper articles, and from our primary research with employers and students, we infer that there will be strong demand for this program.

NOTE: The proposed MBAt differs from the existing Master of Management in Artificial Intelligence (MMAI) (<https://schulich.yorku.ca/programs/mmai/>) in two important respects: First, whereas the MMAI is a pre-work experience program, the MBAt requires work experience in technology roles (2 to 5 years) as an entry requirement. Second, as a comparison of the curriculums across the two programs will demonstrate, whereas the principal emphasis in the MMAI is to enhance technical and managerial expertise in the program’s graduates, the principal emphasis in the MBAt is to enhance the leadership expertise in the graduates of the program. Whereas graduates of the MMAI largely act as an interface between technical and managerial roles in organizations, we expect graduates of the MBAt will go into the managerial and leadership roles in technology-based functions and organizations.

Method Used to Develop the Program

The program has been designed by a Schulich-based task force established by the Dean of the Schulich School of Business. The proposed program positioning, structure and

curriculum is the outcome of extensive consultation with internal and external stakeholders. To develop the learning outcomes and curriculum content the task force obtained input from the relevant subject matter disciplines within Schulich, as well as from prospective students and potential employers. The task force also sought input from management practitioners in industry and government, and consultants to fully understand the emerging trends and the knowledge requirements for leadership in technology and digital transformation careers. The learning outcomes in turn informed which courses are needed to provide future graduates with the required knowledge and skills.

Schulich's Student Services and International Relations department (SSIR) has also reviewed the proposed program to provide input. The School's Committee for Equity and Community (CEC) has also been asked to review it to determine ways to incorporate principles and practices of equity, diversity and inclusion within the curriculum. We will also engage in consultations with the Office of Curriculum Innovation and Teaching Excellence (CITE) to ensure that we are adopting the best in class technology and pedagogical practices to enable excellence in teaching quality.

The task force will continue to incorporate feedback from various parties as the proposal moves through the approval process, and this section of the proposal will be updated as the consultation takes place.

Competing Programs

There are currently no full-time MBA programs in the field of leadership in technology-enabled organizations offered by a business school in Ontario and Canada. In the past five years, leading business schools in the U.S. (e.g., Cornell, NYU, Kellogg) have started offering STEM certified technology focussed MBAs in parallel to their flagship MBA programs. Please see Appendix 2a for the listing and details of these programs.

Online searches augmented with phone calls to administrators revealed the number of specialized masters programs in technology in the Canadian landscape. The search focused on this landscape because the task force believes that students will most likely identify their desired country of study first before identifying their preferred programs. However, the program is general enough to be of relevance globally as well as broad enough to be of interest to those interested in leadership in technology and digital transformation wherever they may come from. Please see Appendix 2b for a table outlining the details of a sample of specialized masters programs in technology. These programs are more technically oriented and target pre-experienced students, whereas MBAt is managerial and leadership focussed targeting post-experienced students. We have discussed the specialized masters programs just to highlight the differences, given the familiarity of these programs in the marketplace.

MBAt also complements the proposed Master of Management in Engineering program jointly developed by Lassonde School of Engineering and Schulich School of Business. We are excited about the possibility of granting advanced standing in the MBAt for the

graduates of the new Master of Management and Engineering program after they acquire the required work experience.

2. EVALUATION CRITERIA

2.1 Objectives of the program (QAF 2.1.2.1)

The objectives of the proposed MBAt program are as follows:

1. **Transforming Technology Developers into Managers and Leaders.** Students coming into this program will have a technology background in the form of a technology-based degree (e.g., engineering) and work experience in a technology role. The fundamental objective of this program is to transform these individuals from technology developers into managers and leaders.

Consider the following scenario: With a degree in engineering, and having worked for 4 years at IBM Canada in a technology development role, Alex Smith is eager to explore new challenges. Pertinent questions include: who is actually using the technology that I am developing? How is it transforming their life? What can I do to make the technology more effective and efficient?

The MBAt will enable Alex Smith to address these questions. Specifically, it will enable Alex to do so by providing the tools, concepts, and methodologies to develop meaningful answers to these questions. Through a required internship, Alex will also have the opportunity to test their understanding by applying their ideas in the workplace and learning from the outcomes that unfold.

Create a Startup Mindset.

Identifying and executing on growth opportunities is a fundamental characteristic of effective leadership. The MBAt will enable students to identify growth opportunities, develop technological solutions to address these growth opportunities, and build business models that will facilitate the effective, efficient, and sustainable implementation of these technological solutions. Typically, stand-alone start-ups or start-up divisions within established companies work on the development of new technologies and business models. In the venture studio course, students will work with these types of start-up firms/divisions. Through this experience, they will be equipped with the skills needed to grow the businesses that they become part of upon graduation from the MBAt.

2.

3. **Create Inclusive Thinkers.** Commitment to the triple-bottom-line of ethics, environment, and economics is a long-standing strategic commitment of the Schulich School of Business. Manifesting this commitment, the program will enable technology developers to examine the ethical, environmental, and economic outcomes that technology generates. In doing so, students will become better equipped at developing technologies that serve a social purpose and at implementing technologies in a manner that is fair and equitable. The program also makes a robust commitment to engaging

with diversity, equity, and inclusion issues. All courses and the program overall will be developed in consultation with the newly constituted Committee for Equity and Community within the Schulich School of Business.

4. **Create Effective Team Builders.** Technology implementation projects – for instance, the deployment of Concur at York University to manage the reporting of expenses – entails teamwork among technology developers, influencers, and users. While the development of cross-functional teams creates the potential for synergy, it also contains the seeds of conflict. In this program, students will learn how to enhance the former, while mitigating the latter. Special attention will be paid to ensuring that graduates of this program become effective and efficient orchestrators of multi-functional – and indeed multi-national – teams. Since teamwork today can be both in-person and remote, the program will equip students with the capabilities to enhance teamwork across both mediums.
5. **Create Compelling Communicators.** Innovation – both its development and its adoption – requires persuasion. Given the risk it entails, the resisters of innovation are many. In this program, students will learn how to present their case for technology initiatives (i.e., development and adoption) in a manner that is clear and compelling. They will learn to do this across multiple mediums – written, oral, and visual – and across multiple forms within each medium (e.g., within the written medium, they will learn how to craft effective emails, create compelling longer documents, and so forth).

Commitment to Specific Pedagogical Means to Attain the Objectives

1. Commitment to Experiential Learning.

The program makes an explicit and extensive commitment to experiential learning. Three observations will underscore the commitment. One, students will be required to complete an internship (the “Mandatory Internship” course). Two, students will have to work with start-ups that are either stand-alone or distinct units within established businesses that are focused upon developing new technological solutions and business models to more effectively, efficiently, and sustainably address on-going business problems (the “Venture Studio” course). Three, all courses will be required – by design – to devote 30% of class time toward experiential learning initiatives in the form of discussions, case studies, simulations, and guest lectures.

2. **Commitment to Integrating Theory and Practice.** The program will actively integrate the worlds of theory and practice. We will be striving to bring leading practitioners into the classroom as a continuous presence. Where possible, we will encourage instructors to work with specific leading practitioners to develop integrated learning modules.

3. **Commitment to Professional Development.** The program will create graduates that radiate an executive presence. That is, it will create graduates that know the

technology landscape, understand the issues and concerns of non-technology developers so as to develop synergies with them, communicate in a clear and compelling fashion, and are dedicated to creating competitive advantage and a social

purpose for the organizations within which they work. The program will develop graduates that employers will value.

Characteristics of the Desired Applicant

1. **Academic Background:** The applicant should have an undergraduate degree from a recognized (national or international) university. Preferred degrees are in the areas of STEM; and to a lesser extent in Business; and Design.
2. **Entry Requirements:** In addition to the academic background mentioned above, the candidate should have a track record of 2 to 5 years of work in a technology firm and/or in a technology-enabled role in a non-technology firm (e.g., financial services).
3. **Rationale for Technology-Related Work Experience:** The narrow focus on a technology related work experience is important for two reasons: First, because it aligns with the major objective of the program, being to transform technology developers into engineers. Second, this narrow focus serves to distinguish the MBAt from the regular MBA program. In the latter program, we welcome students from a diverse range of work backgrounds. The regular MBA is designed to give students the opportunity to change their functional orientations, for example, students will have worked in the cultural sector and go on to become marketing managers for consumer brands. By contrast, the MBAt is to enable students to stay within the technology sector, while changing the nature of their role from technology developers to managers/leaders in this sector.

Consistency of the Program with the Institution's Mission and Academic Plans

University Academic Plan

The proposed MBAt program will support many of the University's goals as outlined in the 2020-2025 University Academic Plan (UAP), including:

21st Century Learning

- ***Continued efforts to make York a more attractive destination for all potential students, including Indigenous students and equity seeking groups***
- ***Pursue inclusive excellence by decolonizing curriculum and ensuring our graduates are known for their global mindset, ethical judgment, and superior ability to integrate diverse ideas and worldviews***

The MBAt program is committed to equity, diversity and inclusion (EDI) and helping the School achieve its goals in these areas. The program proposal was presented to the School's Committee for Equity and Inclusion (CEC) and suggestions from the CEC for how to incorporate or address EDI issues in the program and curriculum were discussed by the program development task force,

and incorporated into the proposal (please see the stated program objective of creating inclusive thinks and explicit learning outcome emphasizing all stakeholders and responsible business)

- ***Additional growth and diversification of our international student body, reaching our goal of 20-25% of our students being international***

It is anticipated that the proposed program will be attractive to international students as it is sufficiently general and comprehensive to be relevant to technology industries globally. Topics such as logistics, data analytics, accounting, finance are global in nature. Plus, technology firms are trans-national in that they draw from a multi-national workforce and create multi-national workflows, while serving customers all over the world. Further, just like graduates of the regular MBA program, graduates of the MBAt program would be eligible to apply for a Post-Graduation Work Permit (PGWP), which is an attractive prospect for those looking to gain a career foothold in Canada.

- ***Continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking***
- ***Build essential 21st century skills into our programs, including digital fluencies, information literacies, critical thinking, and the ability to ask good questions, marshal evidence, and communicate effectively across varied media***

This program has been developed in response to the growing need for more highly capable leaders for the technology industry along with a gap in MBA programs offered by Canadian business schools in the field of leadership in technology-enabled organization. The program's learning outcomes include a focus on understanding the foundations of management, and leadership, and managing technology and digital transformation. They also include the ability to think critically and strategically, communicate clearly and persuasively both orally and in writing, effectively present data in a visual manner, manage a project from start to finish, and understand and respond to the broader social and ethical contexts of the field that form an essential part of well-informed professional judgment and decision-making.

- ***Offer a wider range of credentials and flexible delivery options, from in-person to virtual, to expand access to learning for diverse individuals at multiple stages of their lives and careers***
- ***Encourage students to become lifelong learners with the curiosity, research and creative skills, and habits of mind to continually question and update their own knowledge***

Our existing MBA Program is indeed designed to welcome students from a range of academic backgrounds and credentials. It also provides flexible delivery options

(part-time vs. full-time). By contrast, the MBAt is intended to be more focused on technology developers and offers only one delivery option: Namely, full-time. Note, however, that the program will make use of the School's hyflex facilities. In terms 3 and 4 of the proposed curriculum, we plan to deliver all the courses in a hyflex format, which will provide students with flexibility in how they choose to attend their courses.

The MBAt program will be part of the pathway of programs within the School that cater to individuals at different stages in their career trajectory. The MBAt will articulate with other existing programs at Schulich (e.g., Master of Management, Master of Business Analytics, Master of Management in Artificial Intelligence (MMAI)) and with emerging programs (e.g., the proposed Master of Management and Engineering) such that graduates from those programs with a "B" standing will be eligible for course exemptions in the MBAt (provided they meet the work experience requirement). This way, the School will nurture an ongoing relationship with students from these other programs within the School. Furthermore, we will develop initiatives with the graduates from our programs such that they create internship opportunities for the next generation of students in the program. Graduates from the program will also be invited to be part of the Professional Development course and serve as special guests in other courses, thereby reinforcing our intent to foster experiential learning in the classroom.

- ***Attain our goal of providing every student with an experiential learning opportunity, regardless of program***

The program makes an explicit commitment to experiential learning in the following ways:

1. Every course will commit 30% of the total time to experiential learning initiatives (guest lectures, simulations, case studies, etc.).
2. Every course will be encouraged to have an ongoing relationship with an industry leader who will sit in on the lectures and offer experiential insights to the students.
3. The program has a required internship component.
4. The program will require students to work with real-world clients to develop technology solutions for their business needs and to work with the client to ensure the implementation of these solutions.

- ***Maximizing our impact by building on the success of Innovation York to expand student, faculty, and community access to entrepreneurial programming and to increase our innovation activities***

Entrepreneurialism and innovation will also be at the core of our teaching and learning by supporting our students and community members as they seek to create new opportunities in the business world.

Working in Partnership

- ***Developing with partners in Vaughan an integrated, interdisciplinary health precinct that will serve the needs of a growing region, while creating synergies for health-related research, teaching, and innovation***

Schulich's MBAt degree program will be aligned with and serve York's long-term vision to be a technology hub in the city of Vaughan addressing Ontario's opportunity in this domain. The MBAt will help develop individuals that will create and implement technology solutions to address business and societal challenges.

York's Strategic Mandate Agreement for 2020-2025

The proposed MBAt also aligns with York University's Strategic Mandate Agreement on many fronts. The emphasized program areas of strength and growth listed in the SMA 3 include business, management, marketing, and related support services and the university expects these clusters of programs to be significant drivers of enrolment in the coming years. The MBAt aims to contribute to this growth at the graduate level. By providing a net addition to the University's masters complement, it will help the University to address its goal of enhanced graduate studies and reaching the masters-level enrolment target. The MBAt will also contribute to positive economic outcomes for its graduates, aligning postsecondary education with labour market outcomes, and expanding access to leadership training for technologists, which will help the University meet the growing demand for graduates with technology skills. In sum, the program is a manifestation of York University's focus and specialization at the intersection of engineering, management and technology.

Schulich's MBAt will also contribute to specific metrics in the SMA:

- *Graduate employment rate in a related field:* we expect that 90% of Schulich's MBAt graduates will find jobs in technology roles within 3 months of graduation. This is based on extrapolation of our current MBA graduates across specializations.
- *Institutional strength and focus:* This technology management degree reflects York university's strength and focus in engineering, artificial intelligence applications and business.
- *Graduation rate:* We expect a very high graduation rate given the 16-month duration of the program, and the high-quality student services support available.

- *Experiential learning*: In addition to a range of course-embedded experiential learning activities, a mandatory internship is required for all MBAt students, as is a technology-related integrated field project where they work with organizations to develop and implement technology solutions for clients.
- *Graduate employment earnings*: We expect the average starting salaries to reflect a graduate degree from a prominent business school, with significant opportunities for growth.
- *Skills and competencies*: Schulich's MBAt graduates will have in-demand skills and competencies in many areas, including an understanding of technology, innovation, public policy evaluation, performance metrics and strategy/leadership for the growing technology sector.

Faculty Goals

Schulich's academic plan calls for the School to be global, innovative, and diverse, and the MBAt program will add to this mandate by bringing a unique and high-quality program to an important local, national and international markets that lack an adequate supply of high-quality management training options in this growing field. The program offers graduate-level management education to academically strong individuals who need of managerial training and experience, and it will offer this preparation to a diverse group of students from varying backgrounds.

The MBAt will also contribute to achieving the following priorities outlined in the School's institutional plan:

- **Experiential Learning**: Maintain/Develop excellent experiential education through internships, exchanges, visits by industry leaders and program redesign
- Ensure continued global recognition of Schulich as a knowledge leader in external business
- Develop and implement plans to grow local and national as well as international recognition of the reputation of Schulich, its faculty and students with governments and in the external business community
- Maintain and expand local and national partnerships with all levels of government, with the business community and with the academic community, and with previously underserved communities, including support for and expansion of entrepreneurial activity

The program furthers the Faculty's shared goals of pedagogical innovation through the use of experiential, community-involved, and high impact teaching practices. For example, MBAt students will be required to work on a mandatory internship in technology organization or in a non-technology organization but in a technology role.

Further, they will also be tasked with developing innovative technological solutions for real-world clients.

The MBAt will also help the School absorb graduates from its direct-entry programs in emerging management areas, thereby creating a pipeline of continuing education that begins with an undergraduate degree, moves on to a one-year specialized masters degree, and culminates in the MBA. Schulich shares York's commitment to ensuring that graduates are able to articulate the relevance and value of their education to a wide range of employers and can move into their desired careers and be adaptive to the changing nature of their careers over time. A key priority for the School is to ensure we provide all of our graduates with the knowledge, experience, and transferable skills they need to adapt and thrive in a rapidly changing future labour market. The MBAt will focus on teaching durable skills and relevant competencies that employers consistently identify as important: communication, digital literacy, effective collaboration with others, ethical judgment, project management, creativity, and resourcefulness in solving problems. These skills are crucial to ensuring the versatility and flexibility that graduates will need to succeed in multiple jobs throughout their careers. The MBAt will offer specific and rigorous courses in all of these areas.

2.2 Program Requirements (QAF 2.1.2.2)

Describe: How the program's structure and requirements meet the program objectives and program-level learning outcomes

How the program's structure, requirements and program-level learning outcomes ensure students meet the institution's Undergraduate or Graduate Degree Level Expectations

How the proposed mode(s) of delivery facilitate the students' successful completion of the program-level learning outcomes; and

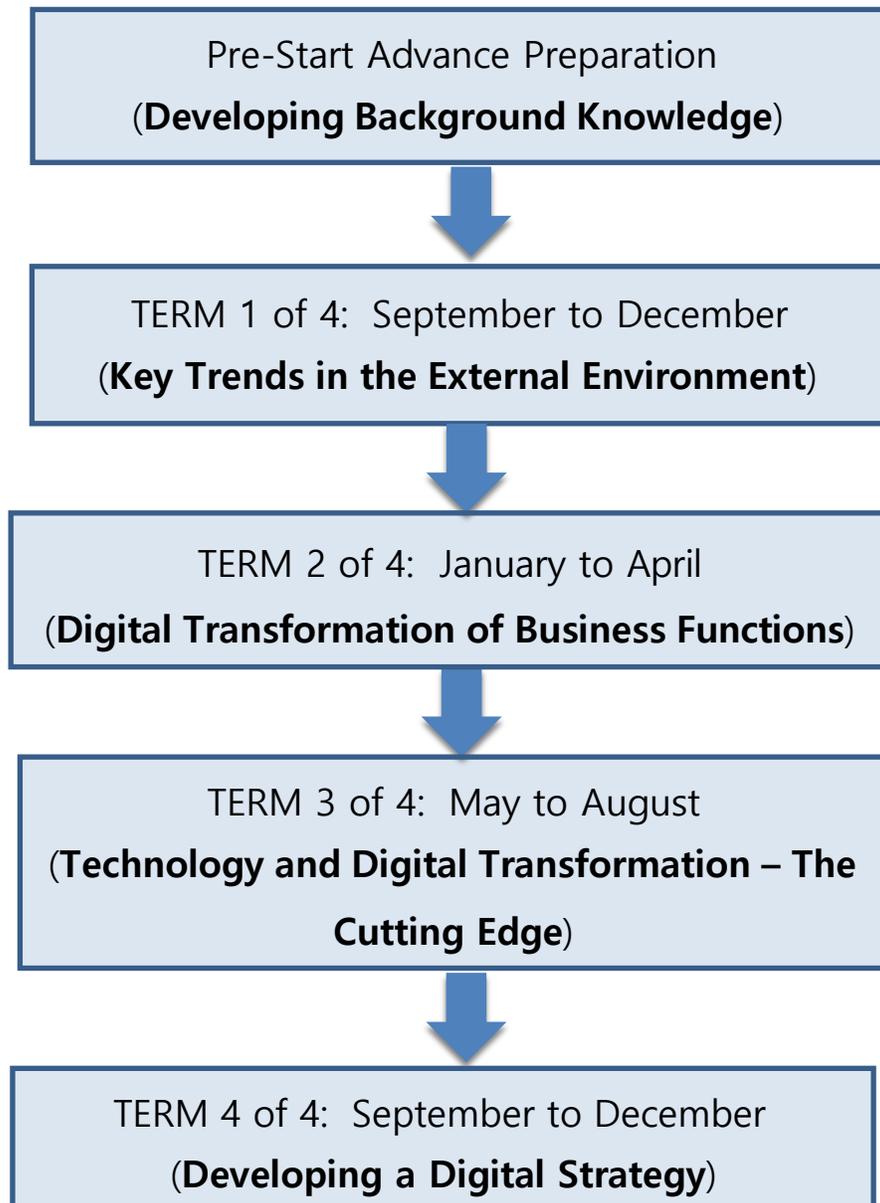
The ways in which the curriculum addresses the current state of the discipline or area of study.

NOTE: Ensure that the proposal makes a clear distinction between program objectives and program-level learning outcomes. Guidance on program objectives and program-level learning outcomes, including examples, is available [here](#). It may be helpful to include a table that maps program requirements (i.e., courses, experiential education requirements, theses or major research projects) to program objectives and program-level learning outcomes.

(Source: <https://oucqa.ca/guide/program-objectives-and-program-level-learning-outcomes/>)

Figure 1: Overview of the Program Structure

The underlying logic for the program structure (i.e., the courses and the manner in which they are sequenced) is articulated in the following figure:



Term 1: The focus in this term is to expose students to key trends in the external environment, that is, the environment that is external to the organization. As such, they will learn about the normative, regulatory, economic, and customer environments with a particular emphasis on how these trends are impacting technology companies and technology-enabled roles.

Term 2: In this term, the focus will shift to the internal functions of the organization. As such, students will learn how technology generally, and digital transformation more particularly, is altering practices in domains such as accounting, finance, operation, and human resources. In addition to learning about the changes, students will also gain knowledge on how to manage these changes for effectiveness and efficiency benefits.

Term 3: In this term, students will acquire in-depth knowledge in specific technological domains. As well, they will work on their mandatory internship within technology enabled organizations. The objective of the internship is for students to become exposed to implementation and strategic issues associated with technology. Companies that are in the midst of digital transformation initiatives will be identified and selected for the mandatory internships.

Term 4: In the final term, students will take a course in strategy. The intent of this course is to enable them to transform their organization's technology into a source of competitive advantage within their organizations around why technological innovations are necessary from a competitive advantage perspective. In addition, students will take the Venture Studio course, the purpose of which is to instill in them a start-up mindset. To achieve this, students will work either with a stand-alone start-up or one that is part of a larger organization. In either case, the focus of the business entity is on developing novel technological solutions and business models to address on-going business problems. The two courses in combination – one theoretical and the other practical – will give students a powerful lesson in how technology can generate competitive advantage for organizations.

As indicated in Figure 1, students prior to beginning the program, will be learning the language and mindset of business through online modules on business fundamentals and modules on the Business Model Canvas. The Fundamentals of Business piece consists of four separate online modules (covering Accounting, Economic, Statistics and Excel) developed internally by Schulich instructors, with each module having 9-hours of asynchronous delivery and formal assessment at the end. The module on Business Model Canvas that lays the foundation for how an organization creates, delivers and captures and captures value will be developed by a Schulich instructor and will have 9-hours of asynchronous delivery and a formal assessment. This is especially necessary given their non-business backgrounds and work experience. The idea is for students to have the requisite background knowledge to facilitate absorption of the materials they will engage with during formal coursework (Term 1 onwards). The students will have to successfully complete the online modules on business fundamentals and the module on the Business Model Canvas prior to enrollment in the first term.

Program Structure

Figure 2

MBA Program Structure

TERM 1: (Sept to Dec) <i>(Key Trends in the External Environment)</i>		TERM 2: (Jan to Apr) <i>(Digital Transformation of Business Functions)</i>	TERM 3: (May to Aug) <i>(Technology and Digital Transformation – The Cutting Edge)</i>	TERM 4: (Sept to Dec) <i>(Developing a Digital Strategy)</i>
SUST 5100: Ethics and Technology		ACTG 5201: Reporting and Control in Technology Firms (3.0)	Elective 1 (3.0)	SGMT 6010: Strategy in the Digital Age (3.0)
OMIS 5100: Emerging Technologies and the Changing Landscape of Business (3.0)		FINE5201: Digital Finance (3.0)	Elective 2 (3.0)	MGMT 6110: Venture Studio: The Acceleration Mission (6.0)
ECON 5110: Digital Economics (3.0)		OMIS 5201: Digitizing Supply Chain Operations (3.0)	MGMT 5300: Mandatory Internship (6.0)	
MKTG 5100: Unlocking Value for Customers Through Technology and Digital Transformation (3.0)		ORGS 5201: Leading and Managing Digital Transformation (3.0)		
MGMT 5190: Professional Development Hive (1.5)	MGMT 5110: Technology Firms and the Global Environment (1.5)	MGMT 5290: Professional Development Hive (1.5)		
Credits: 15		Credits: 13.5	Credits: 12	Credits: 9

Program Learning Outcomes

The learning outcomes for the program are detailed below. They have been mapped against the program's courses (see Appendix 4 for the MBAt curriculum map) and the Ontario degree level expectations (see Appendix 5). Assessment of the program's outcomes has also been mapped out in Appendix 6. The Schulich Master Programs Committee, the Committee for Equity and Community, and Faculty Council, will be charged with reviewing these objectives on a periodic basis under the guidance of the program director.

The program's learning outcomes are as follows:

- **Goal 1: Core Business Knowledge & Understanding**
 - 1.1 Demonstrate knowledge of the main theories, concepts, methods, and current issues in each of the major functional disciplines of management as they are practiced within the digital world
- **Goal 2: Critical Analysis & Decision-Making**
 - 2.1 Identify and analyze complex, cross-functional management problems using ambiguous qualitative and quantitative data in the context of technology and digital transformation initiatives.
 - 2.2 Effectively lead technology and digital transformation initiatives from startup to completion.
- **Goal 3: Professional Communication**
 - 3.1 Create and deliver effective and engaging presentations.
 - 3.2 Successfully carry out negotiations.
 - 3.3 Work effectively in interdisciplinary and cross-cultural teams.
- **Goal 4: Responsible Business**
 - 4.1 Derive innovative solutions and implementation plans for complex management problems that create sustainable value for all stakeholders taking into account ethical, social, DEI, and environmental issues in the context of technology and digital transformation initiatives.

- **Goal 5: Global Perspective**

5.1 Evaluate issues and potential approaches to decision-making in technology and digital transformation initiatives in the global context.

Course Work

The program will require students to complete 49.5 credits over four terms of full-time study. The curriculum comprises 15 courses (13 core and 2 electives) that range in credit value from 1.5 to 6.00. Term 1 = 15 credits; Term 2 = 13.5 credits; Term 3 = 12 credits; and Term 4 = 9 credits – for a total of 49.5 credits. All the 13 core courses are being newly designed. The 2 electives will be sourced from the existing pool of courses offerings in the Master of Business Analytics and the Master of Management in Artificial Intelligence programs at Schulich. The short descriptions of all the courses in the program can be viewed in Appendix 3. The full set of course outlines and proposal forms can be found in Appendix 10.

Mode of delivery

The program outcomes will be achieved via a course-based and primarily in-person delivery format. The nature of the coursework varies, depending on the expected learning outcomes for each course. In-person lectures and learning activities will be complemented with synchronous and asynchronous virtual learning opportunities embedded within each course (e.g., live and/or recorded interactive lectures in the flipped classroom format, along with other learning activities that help develop understanding of course concepts as well as promote teamwork and collaboration). Other learning activities include case analysis and discussion, teamwork exercises, guest speaker presentations, simulations, and outreach to external organizations.

Experiential Education

The program makes an explicit commitment to experiential learning. This includes a commitment to devoting 30% of total time to experiential learning initiatives in each course, development of sustained relationships with practitioners in the classroom, a mandatory workplace internship, and a project designed to add value to real-world clients involving the creation and implementation of a technological solution to a business problem.

Program Requirements for graduate programs only (QAF 2.1.2.3)

Provide a clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time period.

Provide evidence that each graduate student is required to take a minimum of two-thirds of the course requirements from among graduate-level courses.

For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for degree completion

The program consists of 49.5 credits in total and is designed to be completed within 16 months. Students will complete between 9-15 credits per term, a manageable course load that will help ensure they are able to achieve the program-level learning outcomes and requirements within the 16 months time frame. All courses students will take in this program are graduate-level courses.

This is also professional rather than a research-focused program. Therefore the focus will be on coursework and completion of the experiential learning courses (MGMT 5300: **Mandatory Internship (6.0)** and **MGMT 6110: Venture Studio: The Acceleration Mission (6.0)**). The nature of the assignment in the capstone course is such that students can complete it within one 12-week term. Schulich has not experienced issues with students in its other capstone consulting courses being unable to complete the work within the established timeframe.

2.3 Assessment of teaching and learning (QAF 2.1.2.4)

Describe the methods for assessing student achievement of the program-level learning outcomes and degree level expectations and the appropriateness of these methods.

Describe the program's plans to monitor and assess:

- i. The overall quality of the program;*
- ii. Whether the program is achieving in practice its proposed objectives;*
- iii. Whether its students are achieving the program-level learning outcomes; and*
- iv. How the resulting information will be documented and subsequently used to inform continuous program improvement.*

NOTE: In this section, the proposal should again make a clear distinction between program-level learning outcomes, program objectives, and degree-level expectations. Additionally, programs should ensure that the plans for monitoring and assessing student achievement provide an assessment of students currently enrolled as well as post-graduation metrics. Please see [Guidance on Assessment of Teaching and Learning](#) for advice from the Appraisal Committee on how to satisfy these criteria.

The grading and assessment process will be consistent with that are used in other Schulich master's programs. Overall course grades will be based on the student's performance on the various assessments of the courses, including written assignments, case analyses, teamwork, presentations, examinations (mid-term tests and final examinations), and their contribution to class participation and learning. Assignments, exercises or exams will also serve to assess the achievement of the learning outcomes.

Please see the program's curriculum map in Appendix 4 for courses in which learning outcomes will be assessed.

The program has also established a detailed assurance of learning (AoL) plan for the purposes of demonstrating and documenting students' performance levels with respect to the program's learning outcomes and DLEs. Each program-level learning outcome will be measured by an individually completed assessment embedded in a particular course throughout the curriculum (see a list of final assessments in Appendix 6). Student performance on these final assessments will be assessed against pre-established performance benchmarks, conveyed through the use of rubrics where appropriate.

The assessment of students' performance levels with regard to learning outcomes will be supported by Schulich's learning management system, Canvas. This system offers learning outcome functionality in which outcomes can be set and aligned at both the course and program levels, and assessments can be aligned to outcomes through the use of course-specific or program-wide grading rubrics. The grading of student work in Canvas results in the automatic collection and compilation of data on student progress and allows for the tracking and reporting of performance levels to support the enhancement of curriculum and teaching, the identification of at-risk students, and reporting requirements for accreditation processes.

The performance data will serve as the basis of the program's assurance of learning plan, enable evidence-based decision-making with regards to the identification of gaps in student performance in relation to the expected learning outcomes, and enable the 'closing of the loop' on its curricular improvement initiatives (course or program level modifications) undertaken to address these gaps. The student performance data from Canvas will be used to prepare assurance of learning reports for the program director to review after the completion of each academic year. These reports will indicate student performance data on the assessments tied to each outcome, and when compared against the program's benchmarks for achievement, are intended to serve as a guide for the program director in determining whether any course and program modifications may be needed to better enable students to achieve the learning outcomes of the program.

2.4 Admission Requirements (QAF 2.1.2.5)

Describe the program's admission requirements and their appropriateness, given the program objectives and program-level learning outcomes.

Provide an explanation of any applicable alternative admission requirements, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.

The minimum admission requirements are as follows:

- An undergraduate degree from a recognized post-secondary institution with a minimum B average in the last two full years (or equivalent) of academic work. Three-year cycle undergraduate degrees from institutions that meet the criteria set forth in the Bologna Declaration may be acceptable as the equivalent of an undergraduate honours degree.
- 2 to 5 years of work experience in technology firms and/or in technology-enabled roles in non-technology firms is required.
- Alternate admissions requirement: Graduates with other 3-year degrees may be admitted as well. All graduates with 3-year degrees must possess at least three years of post-graduation work experience in a sector relevant to the program.
- Proof of English language proficiency if prior studies were not completed in English:
 - TOEFL (iBT): 100 with minimum component scores of 23 or IELTS: 7.0 overall with minimum component scores of 6.5.
- A supplementary application form that shows strong evidence of leadership ability.
- Two letters of recommendation. It is recommended that one of these is from a professor.
- A panel interview with Student Services, Career Services, and the Program Director.

2.5 Resources (QAF 2.1.2.6)

Given the program's planned / anticipated class sizes and cohorts as well as its program-level learning outcomes:

- a) *Provide evidence of participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment;*

NOTE: It may be helpful to create a table or map detailing faculty teaching assignments.

As applicable, discuss and/or explain the role and approximate percentage of adjunct/part-time faculty/limited term appointments used in the delivery of the

program, including plans to ensure the sustainability of the program and the quality of the student experience;

NOTE: For programs in which sessional/adjunct faculty have a large role: provide evidence of a long-term plan to ensure that a sustainable, quality program will be delivered when a large proportion of the courses are to be taught by sessional instructors/adjunct faculty. This should include a rationale for the use of a large number of sessional faculty for program delivery, how and from where sessional instructors will be recruited, concrete plans for how a stable and consistent approach to teaching the program's learning outcomes will be ensured, and information regarding how a consistent assessment of the students' achievement of these learning outcomes will be maintained under these circumstances.

Enrolment Projections & Class Sizes

The School plans to launch the program in the Fall of 2023 with an initial class size of approximately 30-35 students. First-year enrolment will be capped at 55 students. This target is reasonable and achievable since a significant proportion of students enrolled in our current MBA program (over 50%) have STEM background, and this new MBAt program will be attractive to this group of students. In fact, four new courses offered as part of the Digital Transformation specialization in our existing MBA program in the 2021/22 academic year have been fully subscribed. This is a strong indicator of potential demand for MBAt. The expected steady-state maximum enrolment target is one full class (55 students).

Full-Time Format

The MBAt will be launched as a full-time program only. However, terms 3 and 4 will be heavily focused on experiential learning (mandatory internship in term 3 and a capstone integrated field study in term 4).

Housing of Courses within the School

All courses in the MBAt program will be housed within Schulich School of Business. All 13 core courses in the program are developed and taught by full-time Schulich full-time faculty. The two elective courses will come from the OMIS Area of the school and will be courses currently offered in the Master of Business Analytics (MBAN) and Master of Management in Artificial Intelligence (MMAI) programs.

Teaching Resources

One of Schulich's greatest strengths is the wide breadth of knowledge and experience of its faculty, which includes specialists in all areas of management in every type of organization as well as those who are experienced with the broader strategic overview that is necessary for successful management in both public and private realms. As well, Schulich is one of the very few business schools that has experts in

areas such as sustainability, ethics, digital transformation, supply chain, artificial intelligence, and health care, to cite a few.

The resources for this program will be drawn from the general resource base of the Schulich School. Although 13 new courses will be required for each entering cohort of 55 students, it is expected that financing for these courses will be derived mainly from the additional revenue thereby generated. Appendix 7 provides a list of the program's core courses with potential instructor assignments. As the list indicates, the program will also be taught predominantly by full-time faculty members. Once the program reaches steady-state enrolment, Schulich plans to hire new faculty members with synergistic research and teaching backgrounds. Over time, growth in hiring will correspond to growth in enrolment.

b) Describe the provision of supervision of experiential learning opportunities, if applicable;

The professional development course and the placements for the mandatory internship will be coordinated by Dr. Minerva Cernea, Associate Director and head of the Professional Development and Experiential Education Office for the Schulich School of Business, with the help of the MBAt program office, which will be responsible for sourcing the internship placements.

The capstone integrated field study course will be taught by an experienced Adjunct Professor who also holds the role of Executive Director of the Office of Innovation & Entrepreneurship. The Director has significant experience guiding students through capstone projects and is very familiar with the kinds of issues that can arise and the kinds of support students need to complete their projects successfully.

c) Describe the administrative unit's planned use of existing human, physical and financial resources, including implications for other existing programs at the university;

Physical Space

Given the expected initial size of the program, space constraints are not an issue. The program will be housed in the newly constructed Rob and Cheryl McEwen Graduate Study & Research Building, which added 3 large classrooms (one with hyflex technology) and 4 seminar rooms to the number of existing classrooms already available. Adjacent to these classrooms are 8 small group breakout rooms where teams can prepare their group assignments. With the addition of the new building, space will not be a concern for the program for the foreseeable future.

Staff Resources

Beyond course teaching, other resources necessary to support the program will include a program office responsible for sourcing all experiential learning vehicles (e.g., internships, startup studio/product studio sites) and building close relationships with program graduates who will then serve as mentors to new students.

Other support services will be the library, information technology, career services and student and enrolment services, all of which exist at Schulich and serve its other degree programs.

We also anticipate needing one additional academic recruiter to support the recruitment of students to the program.

- d) *Provide evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access; and*

Please see the attached library statement in Appendix 8 (tba) which indicates that York University Libraries is well positioned to support the curriculum and research needs of students and faculty in the proposed program.

- e) *If necessary, provide evidence of additional institutional resource commitments to support the program in step with its ongoing implementation.*

N/A

2.6 Resources for graduate programs only (QAF 2.1.2.7)

Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes:

Provide evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate;

Where appropriate to the program, provide evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students; and

Explain how supervisory loads will be distributed in light of qualifications and appointment status of faculty who will provide supervision.

As this is not a research-based program, no special financial support will be provided other than the financial aid and scholarships that are generally available to Schulich masters-level students. Similarly, there is no need for research supervisors.

2.7 Quality and other indicators (QAF 2.1.2.8)

Provide evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring); and

Provide any other evidence that the program and faculty will ensure the intellectual quality of the student experience.

NOTE: This section is distinguished from Section 2.6 (QAF 2.1.2.6 a)) in its focus on the quality of the faculty and their capacity to ensure the intellectual quality of the student experience, whereas Section 2.6 (QAF 2.1.2.6 a)) addresses whether sufficient numbers of core faculty are available to cover the program's teaching/supervision duties.

The MBAt faculty primarily consists of existing full-time faculty from all core areas including accounting, marketing, supply chain, data analytics, and strategy and leadership who will ensure that the content in their courses emphasizes management and leadership in technology and digital transformation initiatives. Since this is an applied degree with coursework only, we have also endeavoured to incorporate the rapidly changing applied content where all courses will have formal continuous involvement with practitioners who have real world experience in technology and digital transformation initiatives. The vast majority of the program faculty (see Appendix 7) are established researchers who are leading experts in their fields.

List of Appendices:

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Appendix 1a: Initial Letter of Support from Anchor Dean

Appendix 1b: Provost's Initial Letter of Support

Appendix 1c: External Consultations

Appendix 2: Technology Focused Programs in the North American Landscape

Appendix 2a: STEM certified technology focussed MBAs

Appendix 2b: Specialized Masters Programs in Technology

Appendix 3: Course Summaries

Appendix 4: Curriculum Map

Appendix 5: Mapping of Program Level Learning Outcomes to Degree Level Expectations

Appendix 6: Mapping of Program Level Learning Outcomes to Assessments

Appendix 7: List of Courses and Potential Instructor Assignments

Appendix 8: Library Statement

Appendix 9: Brief Program Description

Appendix 10: Course Forms and Outlines

Additional Attachments: Faculty CVs



Memorandum

To: Lyndon Martin, Vice-Provost Academic
CC: Emily Rush, Thomas Loebel, YUQAP
From: Detlev Zwick, Dean, Schulich School of Business
Date: January 11, 2022
Subject: Statement of Support for the MBA Program in Leading Technology-Enabled Organizations (MBA_t)

I am in full support of the MBA program in Leading Technology-Enabled Organizations (MBA_t) at Schulich. I believe the proponents have a clear vision and rationale for the proposed program. The proposed program is the outcome of in-depth engagement with the global and local business community and responds to the need for a skillset amongst management leaders which has become even more urgent in the context of the rapid technological disruptions underway. Key features of the program, including i) its strong experiential learning components, ii) its potential to embed blended delivery modes and iii) its focus on ensuring that graduates are employment ready, align well with the School's and the University's strategic plans. Moreover, as the proposed MBA_t brings together in one program key strengths for which Schulich is globally recognized, its impact on resources will not be over and above what is expected of any new program delivered by the School. Thus, I am fully confident about the program's ability to sustain itself resource wise.

A handwritten signature in black ink, appearing to read 'D. Zwick'.

Detlev Zwick, PhD
Dean & Tanna H. Schulich Chair in Digital Marketing Strategy
Schulich School of Business

Seymour Schulich Building
Schulich School of Business
York University
4700 Keele Street
Toronto, Ontario
Canada M3J 1P3

Web: www.schulich.yorku.ca



Memo

**OFFICE OF THE
VICE-PROVOST
ACADEMIC**

4700 Keele St.
Toronto Ontario
Canada M3J 1P3

Tel: 416 736 5396
Fax: 416 736 5876

vprovost@yorku.ca

To: Ashwin Joshi, MBA Program Director
Giri Kanagaretnam, Associate Dean, (Students)

Cc: Detlev Zwick, Dean, Schulich School of Business
Marcia Annisette, Associate Dean, Academic
Emily Rush, Director, Academic Affairs
Julie Parna, Director, Academic Programs & Policy
Hillary Barron, Assistant Secretary of the University
Wesley Moir, Academic Affairs Officer, Faculty of Graduate Studies
Frances Billingsley, Associate Registrar & Director, Student Records & Scheduling
Nina Unantenne, York University Quality Assurance Procedures

From: Lyndon Martin, Vice-Provost Academic

Date: January 18, 2022

Subject: New Degree Program - MBA - MBA in Leading Technology-Enabled Organizations

I am writing in response to the NOI submitted to my office for a new degree program and new degree type.

As outlined by the York University Quality Assurance Procedures, I am charged with reviewing Notices of Intent and responding. I am happy to authorize the development of a proposal for this new degree program.

Your description of the proposed program is clear and responds to the Dean's Advisory Council that has identified a need for leadership talent for firms in technology-based industries here in Canada and around the world.

Schulich has developed exemplary program proposals in the past and I have no doubt this proposal will be prepared with the same diligence. However, I am happy to offer the support of a new expert resource in my office, Samantha Cutrara, who has worked extensively with programs on curriculum development and innovation and is familiar with the expectations of York's governing bodies as well as Quality Council. In addition, you may wish to draw on the expertise that has been developed in the Office of Institutional Planning and Analysis.

To support the new program proponent, we will schedule a brief meeting in the coming weeks to discuss approval timelines, approval authorities and to respond to initial questions about next steps.

The template for new programs can be found on the YUQAP website at:
<https://yuqap.info.yorku.ca/home/procedures/protocols/new-degree-program-approvals/>

I look forward to following the progress of this proposal in the coming months.

Appendix 1.c: External Consultations

SN	NAME	TITLE	INFORMATION
1	Tristan Cammaert	Partner. Financial Services, Digital Transformation & Innovation	https://www.ey.com/en_ca/people/tristan-cammaert
2	Vik Pant	Partner. Artificial Intelligence	https://www.linkedin.com/in/vikpant/?originalSubdomain=ca
3	John Ruffalo	Founder and Managing Partner, Maverix Private Equity	https://www.linkedin.com/in/joruffalo/?originalSubdomain=ca
4	Kishore Moorjani	Former Senior Managing Director at The Blackstone Group	https://www.linkedin.com/in/kishore-moorjani-b42a0a9/
5	Sean Miletello	Project Manager and Leader Developer, Ginkgo Sustainability Inc.	https://www.linkedin.com/in/smilitello/?originalSubdomain=ca
6	Sharon Joseph	CEO and Founder, Crewasis	https://www.linkedin.com/in/sharonemilyjoseph/ ; https://crewasis.com/
7	Lisa Marie Chen	Design Program Director, Business Automation at IBM	https://www.linkedin.com/in/lisamariechen/?originalSubdomain=ca https://schulich.yorku.ca/faculty/lisa-marie-chen/
8	Cortney Mills	Transformation and Special Projects Manager, North America at Thales	https://www.linkedin.com/in/cortney-mills/?originalSubdomain=ca ; https://www.thalesgroup.com/en/americas/canada
9	Alexandra Smith	Regional Vice President Customer Success Brazil at Salesforce	https://www.linkedin.com/in/alexandra-smith-

			705578/?originalSubdomain=br
10	Michon Williams	VP, Technology (Product & Delivery) @ Walmart Canada	https://www.linkedin.com/in/michonwilliams/?originalSubdomain=ca
11	Ashley Hilkewich	Chief Development Officer, Campfire Circle	https://www.linkedin.com/in/ashleyhilkewich/?originalSubdomain=ca
12	Ali Khan	Assistant Vice President, Process Design, Architecture, and Automation at Sunlife Canada	https://www.linkedin.com/in/alikhantoronto/?originalSubdomain=ca
13	Keri Damen	Executive Director, Hunter Hub, at the University of Calgary	https://www.ucalgary.ca/hunter-hub/about/our-team/keri-damen

Appendix 2: Technology Focused Programs in the North American Landscape

Appendix 2.a: STEM Certified Technology Focussed MBAs

	University	Faculty/ Department / School	Program Title	Program Details	Additional Notes
1.	Cornell University	<i>Cornell Tech</i> Samuel Curtis Johnson Graduate School of Management	Johnson Cornell Tech MBA	<u>Program Length</u> - The program is a one-year, full-time, residential MBA program and is geared towards working professionals (3 semesters)	<u>4 concentrations:</u> - Clinical Epidemiology and Health Care Research; - Health Services Research; - Quality Improvement and Patient Safety; - System Leadership and Innovation
2.	Columbia University	Columbia Business School	Master of Business Administration	<u>Program Length</u> - 60 credits (a minimum of 54 MBA classroom based credits) to graduate (core curriculum consists of two full-term courses and eight half-term courses)	- In-person only program - Students are not required to take 15 credits per semester
3.	New York University	Leonard N. Stern School of Business	Tech MBA (NYU Stern's Andre Koo Tech MBA)	<u>Program Length</u> - A one year program, running May to May (52 credits)	- The curriculum has four major components: The Business Core, The Technology Core, Stern Solutions, and Electives - Experiential learning opportunities to design, build, and

4.					launch technological solutions
	Northwestern University	Kellogg School of Management	The Kellogg & McCormick MBAi Program	<u>Program Length:</u> Program can be completed over four semesters (enables students to work full-time while completing the program in 16 month)	- A joint degree between Kellogg and the McCormick School of Engineering

Appendix 2.b: Specialized Masters Programs in Technology and Entrepreneurship

	University	Faculty/ Department / School	Program Title	Program Details	Additional Notes
1.	University of Waterloo	Graduate Studies and Postdoctoral Affairs	Business, Entrepreneurship and Technology - MBET at Waterloo	<u>Program Length</u> offered in 2 formats: - full-time program completed in one year - part-time program completed in three years	- Entrepreneurship masters program that combines interdisciplinary courses with practical experiences in venture creation and commercialization
2.	Queen's University	Smith School of Business	Master of Management Analytics MMA	<u>Program Length</u> 12 month program offered in 2 formats: - classroom - blended learning	- Each format includes two one-week residential sessions at Smith School of Business facilities to deepen knowledge and network with classmates

3.	University of Maryland	Robert H. Smith School of Business	Master of Science in Marketing Analytics MSMA	<u>Program Length:</u> 2 or 3 semesters	- Program is only offered full time
4.	University of Toronto	Rotman School of Management	Master of Management Analytics MMA	<u>Program Length</u> Full-time program one academic year that runs from August to the end of June	- Program includes Management Analytics Practicum

Master of Business Administration Technology (MBAt) Course Summaries

Term 1 (Fall) (15 credits):

SB/SUST 5100 3.0: Ethics and Technology

This course explores the ethical underpinning of several technological issues including Artificial Intelligence, Privacy, Machine Replacement, etc. Students will seek to understand the implications of such technological developments on society, and to manage employees and organizations in a way that balances the tension between technological advancement and human ethics.

SB/OMIS 5100 3.0: Emerging Technologies and the Changing Landscape of Business

This course will train aspiring technology managers and entrepreneurs to think systematically about the interplay between emerging technologies and the business landscape. Students will learn management and strategic-level implications of AI and blockchain applications such as autonomous vehicles, 3D printing and robotics, as well as cryptocurrencies and NFTs. The course culminates with an innovative use case/business model pitch competition.

SB/ECON 5110 3.0: Digital Economics

The digital economy, broadly defined as an economy based on digital goods and services, is built on the foundations of Information and Communication Technology (ICT). The private and public sectors have embraced the digital economy as way to increase benefits, efficiency, and competitive advantage. This course introduces the basic micro and macroeconomic concepts underlying the digital economy.

SB/MKTG 5100 3.0: Unlocking Value for Customers Through Technology and Digital Transformation

This course provides students with the latest conceptual frameworks and analytical tools for marketing decision making in industries affected by disruptive technologies and digital transformations. It develops a managerial and socio-cultural perspective on technology marketing to unlock consumer value. It teaches students to think independently, empathetically, and ethically in a highly competitive and technological environment.

SB/MGMT 5190 1.5: Professional Development Hive – Part 1

This course is designed to help MBA students acquire skills and knowledge that will facilitate their professional development and increase their employability. The students (1) engage in self-assessment, (2) learn to promote themselves in an efficient manner, (3) design a customised internship/job search strategy and (4) develop their intercultural competence and applied knowledge of equity, diversity, and inclusion.

SB/MGMT 5110 1.5: Technology Firms and the Global Environment

This course provides descriptive and managerial treatment of the scope, nature, opportunities and problems for technology-oriented firms as they navigate a dynamic global environment. Through readings and cases drawn from various countries and industries, the course examines how a multitude of formal and informal institutions, both national and supra-national, influence the competitive landscapes of these firms.

Term 2 (Winter) (13.5 credits):

SB/ACTG 5201 3.0: Financial Reporting and Control in Technology Firms

This course is designed to provide students with an understanding of financial reporting, earnings quality and management control issues in technology firms. Concepts will include preparing financial statements, measures of earnings quality, operational risk, break-even analysis, non-routine decision-making, pricing decisions, operating budgets and budgeted financial statements. In arriving at managerial decisions, all stakeholder interests are considered, including DEI and socially responsible decision making around key issues.

SB/FINE 5201 3.0: Finance in the Digital Age

This course is designed to immerse students in basic decision making and risk management in the financial services industry as it shifts to the digital age. Students will study the different verticals in the ecosystem, the importance of financial inclusion, business models, how technology can improve existing operations and accelerate change, as well as the associated risk and regulations.

SB/OMIS 5201 3.0: Digitizing Supply Chain Operations

Supply chain digitization is the process of turning analog supply chain processes into digital ones by establishing dedicated master data that aggregates information from the entire supply chain, and information from some external sources. In this course, students explore and learn the foundations and components of supply chain digitization and make the connection between the strategy, technology, and implementation.

SB/ORGS 5201 3.0: Leading and Managing Digital Transformations

This course explores individual and group behavior in organizations, with a focus on how to create and lead knowledgeable, diverse and resilient work units. Good leadership skills are needed for business solutions to be accepted and implemented. Thus, the course focuses on the topics of persuasion, decision-making, team dynamics, conflict management, communication and diversity and inclusion.

SB/MGMT 5290 1.5: Professional Development Hive – Part 2

This course builds on the knowledge acquired in MGMT 5190, continuing to help students acquire skills and knowledge that will facilitate their professional development and increase

their employability. The students (1) develop an awareness of the changing professional environment (2) learn how to effectively interact with other professionals in different cultural and organizational settings (3) manage the job negotiation process.

Term 3 (Summer) (12 credits):

SB/OMIS XXXX 3.0: Elective 1 (hyflex)

TBD - J. Rungtusanatham - In term 1, the PD will work with the students and the AD of the OMIS area to identify the exact electives.

SB/OMIS XXXX 3.0: Elective 2 (hyflex)

TBD - J. Rungtusanatham - In term 1, the PD will work with the students and the AD of the OMIS area to identify the exact electives.

SB/MGMT 5300 6.0: Mandatory Experiential Learning

This Graduate Placement is important for the understanding of business norms and practices. Through their Graduate Placement experience, students build upon and practice key learnings from their first year MBA courses, reflect on them, and build an experience relevant for the job after graduation. A minimum of 12 weeks full-time work is required to complete this Graduate Placement.

Term 4 (Fall) (12 credits):

SB/SGMT 6010 3.0: Strategic Management in the Digital Era (hyflex)

This course focuses on strategic management in the digital era. It examines how new business models can lead to innovation, transformation, and disruption as well as the impact of networks, platforms, and technologies such as AI on firm performance. Processes within the firm are examined as well as the competitive environment in order to formulate and execute business-level strategy.

**SB/MGMT 6110 6.0: Venture Studio: The Acceleration Mission (Integrated Field Study)
[Startup Studio/ Product Studio]**

This Work Integrated Learning Course (class + startup/founder placement + dedicated additional mentor model) provides students with the opportunity to learn leading product design/roadmap/management strategies and frameworks for high-growth potential technology firms. Students will further learn how those strategies and frameworks connect directly to the investments placed by Venture (VC) Investors seeking scaling tech 'unicorn' firms.

Schulich School of Business
MBA in Technology Leadership (MBAt) Program Level
Learning Outcomes and Curriculum Map

TERM (T)	T1						T2					T3			T4	
Program Learning Outcomes	SUST 5100 3.0 Ethics and Technology	OMIS 5100 3.0 Emerging Technologies and the Changing Landscape of Business	ECON 5110 3.0 Digital Economics	MKTG 5100 3.0 Unlocking Value For Customers Through Technology and Digital Transformation	MGMT 5190 1.5 Professional Development Hive Part 1	MGMT 5110 1.5 Technology in Global Markets	ACTG 5201 3.0 Financial Reporting and Control in Technology Firms	FINE 5201 3.0 Finance in the Digital Age	OMIS 5201 3.0 Digitizing Supply Chain Operations	ORGS 5201 3.0 Leading and Managing Digital Transformations	MGMT 5290 1.5 Professional Development Hive Part 2	Elective 1	Elective 2	MGMT 5300 6.0 Mandatory Experiential Learning	SGMT 6010 3.0 Strategic Management in the Digital Era	MGMT 6110 6.0 Venture Studio: The Acceleration Mission
Goal 1 of 5 Core Business Knowledge & Understanding (The MBAt Program will...)																
1.1: Equip students with the knowledge of the main theories, concepts, methods, and current issues in each of the major functional disciplines of management as they are practiced within the digital world	I+A	I+A	I+A	I+A	I+A	I+A	I+A	I+A	I+A	I+A	I+A	I+A	I+A	I+D+A	I+A	I+A
1.2: Develop leadership skills and	D				D				D	D					D	

TERM (T)	T1						T2					T3			T4	
Program Learning Outcomes	SUST 5100 3.0 Ethics and Technology	OMIS 5100 3.0 Emerging Technologies and the Changing Landscape of Business	ECON 5110 3.0 Digital Economics	MKTG 5100 3.0 Unlocking Value For Customers Through Technology and Digital Transformation	MGMT 5190 1.5 Professional Development Hive Part 1	MGMT 5110 1.5 Technology in Global Markets	ACTG 5201 3.0 Financial Reporting and Control in Technology Firms	FINE 5201 3.0 Finance in the Digital Age	OMIS 5201 3.0 Digitizing Supply Chain Operations	ORGS 5201 3.0 Leading and Managing Digital Transformations	MGMT 5290 1.5 Professional Development Hive Part 2	Elective 1	Elective 2	MGMT 5300 6.0 Mandatory Experiential Learning	SGMT 6010 3.0 Strategic Management in the Digital Era	MGMT 6110 6.0 Venture Studio: The Acceleration Mission
competencies in the context of technology and digital transformation initiatives																
1. 3: Develop teamwork skills and competencies in the context of technology and digital transformation initiatives	I+D +A	I+D+ A	I+ D + A	I+D+ A	I+ D+ A	I+ D+ A	I+D+ A	I+D +A	I+D +A	I+D +A	I+ D+ A	I+ D+ A	I+ D+ A	I+ D+ A	I+D+ A	I+D +A
Goal 2 of 5: Critical Analysis & Decision-Making (The MBAT Program will teach students how to...)																
2.1 Identify and analyze complex, cross-functional management			I+ A		I+ A				I+A			I+ A	I+ A	I+ A	I+A	I+A

TERM (T)	T1						T2					T3			T4	
Program Learning Outcomes	SUST 5100 3.0 Ethics and Technology	OMIS 5100 3.0 Emerging Technologies and the Changing Landscape of Business	ECON 5110 3.0 Digital Economics	MKTG 5100 3.0 Unlocking Value For Customers Through Technology and Digital Transformation	MGMT 5190 1.5 Professional Development Hive Part 1	MGMT 5110 1.5 Technology in Global Markets	ACTG 5201 3.0 Financial Reporting and Control in Technology Firms	FINE 5201 3.0 Finance in the Digital Age	OMIS 5201 3.0 Digitizing Supply Chain Operations	ORGS 5201 3.0 Leading and Managing Digital Transformations	MGMT 5290 1.5 Professional Development Hive Part 2	Elective 1	Elective 2	MGMT 5300 6.0 Mandatory Experiential Learning	SGMT 6010 3.0 Strategic Management in the Digital Era	MGMT 6110 6.0 Venture Studio: The Acceleration Mission
problems using ambiguous qualitative and quantitative data in the context of technology and digital transformation initiatives.																
Goal 3 of 5: Professional Communication (The MBA Program will teach students how to...)																
3.1 Create and deliver effective and engaging presentations in the context of technology and digital transformation initiatives.	I+D +A	I+D+ A	I+ D + A	I+D+ A	I+ D+ A	I+ D+ A	I+D+ A	I+D +A	I+D +A	I+D +A	I+ D+ A	I+ D+ A	I+ D+ A	I+ D+ A	I+D+ A	I+D +A

TERM (T)	T1						T2					T3			T4	
Program Learning Outcomes	SUST 5100 3.0 Ethics and Technology	OMIS 5100 3.0 Emerging Technologies and the Changing Landscape of Business	ECON 5110 3.0 Digital Economics	MKTG 5100 3.0 Unlocking Value For Customers Through Technology and Digital Transformation	MGMT 5190 1.5 Professional Development Hive Part 1	MGMT 5110 1.5 Technology in Global Markets	ACTG 5201 3.0 Financial Reporting and Control in Technology Firms	FINE 5201 3.0 Finance in the Digital Age	OMIS 5201 3.0 Digitizing Supply Chain Operations	ORGS 5201 3.0 Leading and Managing Digital Transformations	MGMT 5290 1.5 Professional Development Hive Part 2	Elective 1	Elective 2	MGMT 5300 6.0 Mandatory Experiential Learning	SGMT 6010 3.0 Strategic Management in the Digital Era	MGMT 6110 6.0 Venture Studio: The Acceleration Mission
3.2 Successfully carry out negotiations in the context of technology and digital transformation initiatives.										I+D +A					I+D+ A	
Goal 4 of 5: Responsible Business The MBA Program will teach students how to...)																
4.1 Derive innovative solutions and implementation plans for complex management problems that create sustainable value for all	I+D +A	I+D+ A	I+ D + A	I+D+ A	I+ D+ A	I+ D+ A	I+D+ A	I+D +A	I+D +A	I+D +A	I+ D+ A	I+ D+ A	I+ D+ A	I+ D+ A	I+D+ A	I+D +A

TERM (T)	T1						T2					T3			T4	
Program Learning Outcomes	SUST 5100 3.0 Ethics and Technology	OMIS 5100 3.0 Emerging Technologies and the Changing Landscape of Business	ECON 5110 3.0 Digital Economics	MKTG 5100 3.0 Unlocking Value For Customers Through Technology and Digital Transformation	MGMT 5190 1.5 Professional Development Hive Part 1	MGMT 5110 1.5 Technology in Global Markets	ACTG 5201 3.0 Financial Reporting and Control in Technology Firms	FINE 5201 3.0 Finance in the Digital Age	OMIS 5201 3.0 Digitizing Supply Chain Operations	ORGS 5201 3.0 Leading and Managing Digital Transformations	MGMT 5290 1.5 Professional Development Hive Part 2	Elective 1	Elective 2	MGMT 5300 6.0 Mandatory Experiential Learning	SGMT 6010 3.0 Strategic Management in the Digital Era	MGMT 6110 6.0 Venture Studio: The Acceleration Mission
stakeholders taking into account ethical, social, DEI, and environmental issues in the context of technology and digital transformation initiatives.																
Goal 5 of 5: Global Perspective The MBA Program will teach students how to...)																
5.1 Evaluate issues and potential approaches to business decision-making in the global	I	I	I	I	I	I	I+D+A	I	I	I	I	I	I	I	I	I

TERM (T)	T1						T2					T3			T4	
Program Learning Outcomes	SUST 5100 3.0 Ethics and Technology	OMIS 5100 3.0 Emerging Technologies and the Changing Landscape of Business	ECON 5110 3.0 Digital Economics	MKTG 5100 3.0 Unlocking Value For Customers Through Technology and Digital Transformation	MGMT 5190 1.5 Professional Development Hive Part 1	MGMT 5110 1.5 Technology in Global Markets	ACTG 5201 3.0 Financial Reporting and Control in Technology Firms	FINE 5201 3.0 Finance in the Digital Age	OMIS 5201 3.0 Digitizing Supply Chain Operations	ORGS 5201 3.0 Leading and Managing Digital Transformations	MGMT 5290 1.5 Professional Development Hive Part 2	Elective 1	Elective 2	MGMT 5300 6.0 Mandatory Experiential Learning	SGMT 6010 3.0 Strategic Management in the Digital Era	MGMT 6110 6.0 Venture Studio: The Acceleration Mission
context in the context of technology and digital transformation initiatives.																

**Mapping of Master Degree Level Expectations against
MBA in Technology Leadership (MBA_T) Learning Outcomes**

Master Degree Level Expectations		MBA_T Outcomes	
1. Depth and breadth of knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	Goal 1 of 5 Core Business Knowledge & Understanding (The MBA_T Program will...)	1.1: Equip students with the knowledge of the main theories, concepts, methods, and current issues in each of the major functional disciplines of management as they are practiced within the digital world
2. Research and scholarship	<p>A conceptual understanding and methodological competence that:</p> <p>a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p> <p>b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</p> <p>c) enables a treatment of complex issues and judgments based on established principles and techniques; and,</p> <p>On the basis of that competence, has shown at least one of the following:</p> <p>a) development and support of a sustained argument in written form; or</p> <p>b) originality in the application of knowledge.</p>	<p>Goal 2 of 5: Critical Analysis & Decision-Making (The MBA_T Program will teach students how to...)</p> <p>Goal 4 of 5: Responsible Business The MBA_T Program will teach students how to...)</p>	<p>2.1 Identify and analyze complex, cross-functional management problems using ambiguous qualitative and quantitative data in the context of technology and digital transformation initiatives.</p> <p>4.1 Derive innovative solutions and implementation plans for complex management problems that create sustainable value for all stakeholders taking into account ethical, social, DEI, and environmental issues in the context of technology and digital transformation initiatives.</p>

3. Level of application of knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.		
4. Professional capacity / autonomy	<p>a) The qualities and transferable skills necessary for employment requiring:</p> <p>i) exercise of initiative and of personal responsibility and accountability; and</p> <p>ii) decision-making in complex situations;</p> <p>b) The intellectual independence required for continuing professional development;</p> <p>c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>d) The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>		
5. Level of communication skills	The ability to communicate ideas, issues and conclusions clearly.	Goal 3 of 5: Professional Communication (The MBA Program will teach students how to...)	<p>3.1 Create and deliver effective and engaging presentations in the context of technology and digital transformation initiatives.</p> <p>3.2 Successfully carry out negotiations in the context of technology and digital transformation initiatives.</p>
6. Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	<p>Goal 4 of 5: Responsible Business The MBA Program will teach students how to...)</p> <p>Goal 5 of 5: Global Perspective The MBA</p>	<p>4.1 Derive innovative solutions and implementation plans for complex management problems that create sustainable value for all stakeholders taking into account ethical, social, DEI, and environmental issues in the context of technology and digital transformation initiatives.</p> <p>5.1 Evaluate issues and potential approaches to business decision-making in the global context in the context of technology and digital transformation initiatives.</p>

		Program will teach students how to...)	
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Mapping of MBA in Technology Leadership (MBA_T) Learning Outcomes Against Master Degree Level Expectations

MBA_T Outcomes		Master Degree Level Expectations
<p>Goal 1 of 5 Core Business Knowledge & Understanding (The MBA_T Program will...)</p>	<p>1.1: Equip students with the knowledge of the main theories, concepts, methods, and current issues in each of the major functional disciplines of management as they are practiced within the digital world. 1.2: Develop leadership skills and competencies in the context of technology and digital transformation initiatives. 1.3: Develop teamwork skills and competencies in the context of technology and digital transformation initiatives</p>	<p><u>Depth and Breadth of Knowledge</u></p> <p>A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.</p> <p><u>Research & Scholarship:</u></p> <p>A conceptual understanding and methodological competence that:</p> <p>a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c) enables a treatment of complex issues and judgments based on established principles and techniques;</p>
<p>Goal 2 of 5: Critical Analysis & Decision-Making (The MBA_T Program will teach students how to...)</p>	<p>2.1 Identify and analyze complex, cross-functional management problems using ambiguous qualitative and quantitative data in the context of technology and digital transformation initiatives.</p>	<p><u>Level of application of knowledge:</u></p> <p>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p> <p><u>Research & Scholarship:</u></p> <p>On the basis of that competence, has shown at least one of the following:</p> <p>b) Originality in the application of knowledge.</p> <p><u>Professional capacity / autonomy:</u></p> <p>a) i) exercise of initiative and of personal responsibility and</p>

		<p>accountability;</p> <p>ii. decision-making in complex situations</p> <p>b) The intellectual independence required for continuing professional development</p> <p>d) The ability to appreciate the broader implications of applying knowledge to particular contexts</p> <p><u>Awareness of Limits of Knowledge:</u></p> <p>b) Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines</p>
<p>Goal 3 of 5: Professional Communication (The MBA Program will teach students how to...)</p>	<p>3.1 Create and deliver effective and engaging presentations in the context of technology and digital transformation initiatives.</p> <p>3.2 Successfully carry out negotiations in the context of technology and digital transformation initiatives.</p>	<p><u>Research & Scholarship:</u></p> <p>On the basis of that competence, has shown at least one of the following:</p> <p>a) development and support of a sustained argument in written form</p> <p><u>Level of Communications Skills:</u></p> <p>The ability to communicate ideas, issues and conclusions clearly</p> <p><u>Professional Capacity / Autonomy:</u></p> <p>a) The qualities and transferable skills necessary for employment requiring:</p> <p>i) exercise of initiative and of personal responsibility and accountability</p>
<p>Goal 4 of 5: Responsible Business (The MBA Program will teach students how to...)</p>	<p>4.1 Derive innovative solutions and implementation plans for complex management problems that create sustainable value for all stakeholders taking into account ethical, social, DEI, and environmental issues in the context of technology and digital transformation initiatives.</p>	<p><u>Professional capacity / autonomy:</u></p> <p>a) The qualities and transferable skills necessary for employment requiring:</p> <p>i) exercise of initiative and of personal responsibility and accountability; and</p> <p>ii) decision-making in complex situations</p> <p>c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research</p> <p>d) The ability to appreciate the broader implications of applying</p>

<p>Goal 5 of 5: Global Perspective The MBA Program will teach students how to...)</p>	<p>5.1 Evaluate issues and potential approaches to business decision-making in the global context in the context of technology and digital transformation initiatives.</p>	<p>knowledge to particular contexts.</p> <p><u>Professional capacity / autonomy:</u></p> <p>a) The qualities and transferable skills necessary for employment requiring:</p> <ul style="list-style-type: none"> i) exercise of initiative and of personal responsibility and accountability; and ii) decision-making in complex situations <p>c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research</p> <p>d) The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>
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**Schulich School of Business
MBA in Technology Leadership (MBA_T) Program Learning
Outcomes & Assessments**

Learning Outcome	Course Assessed In	Assessment (individually completed unless *)
Goal 1 of 5 Core Business Knowledge & Understanding (The MBA_T Program will...)		
<p>1.1: Equip students with the knowledge of the main theories, concepts, methods, and current issues in each of the major functional disciplines of management as they are practiced within the digital world</p>	<p>SUST 5100 3.0 Ethics and Technology</p> <p>OMIS 5100 3.0 Emerging Technologies and the Changing Landscape of Business</p> <p>ECON 5110 3.0 Digital Economics</p> <p>MKTG 5100 3.0 Unlocking Value For Customers Through Technology and Digital Transformation</p> <p>MGMT 5190 1.5 Professional Development Hive Part 1</p> <p>MGMT 5290 1.5 Professional Development Hive Part 2</p> <p>MGMT 5110 1.5 Technology Firms and the Global Environment</p> <p>ACTG 5201 3.0 Financial Reporting and Control in Technology Firms</p>	<p>Final Exam/*Team Project Final Report</p>

	<p>FINE 5201 3.0 Finance in the Digital Age</p> <p>OMIS 5201 3.0 Digitizing Supply Chain Operations</p> <p>ORGS 5201 3.0 Leading and Managing Digital Transformations</p> <p>Elective 1 (3.0) – Hyflex Elective 2 (3.0) – Hyflex</p> <p>MGMT 5300 6.0 Mandatory Experiential Learning</p> <p>SGMT 6010 3.0 Strategic Management in the Digital Era - Hyflex</p> <p>MGMT 6110 6.0 Venture Studio: The Acceleration Missions (Integrated Field Study) [Startup Studio/ Product Studio]</p>	
<p>1.2: Develop leadership skills and competencies in the context of technology and digital transformation initiatives</p>	<p>SUST 5100 3.0 Ethics and Technology</p> <p>ECON 5110 3.0 Digital Economics</p> <p>ORGS 5201 3.0 Leading and Managing Digital Transformations</p> <p>SGMT 6010 3.0 Strategic Management in the Digital Era - Hyflex</p>	<p>Final Exam/*Team Project Final Report</p>
<p>1.3: Develop teamwork skills and competencies in the context of technology and digital transformation initiatives</p>	<p>MGMT 5300 6.0 Mandatory Experiential Learning</p> <p>MGMT 6110 6.0 Venture Studio: The Acceleration</p>	<p>Final Exam/*Team Project Final Report</p>

	Missions (Integrated Field Study) [Startup Studio/ Product Studio]	
Goal 2 of 5: Critical Analysis & Decision-Making (The MBA Program will teach students how to...)		
2.1 Identify and analyze complex, cross-functional management problems using ambiguous qualitative and quantitative data in the context of technology and digital transformation initiatives.	SUST 5100 3.0 Ethics and Technology ORGS 5201 3.0 Leading and Managing Digital Transformations SGMT 6010 3.0 Strategic Management in the Digital Era - Hyflex	Final Exam/*Team Project Final Report
Goal 3 of 5: Professional Communication (The MBA Program will teach students how to...)		
3.1 Create and deliver effective and engaging presentations in the context of technology and digital transformation initiatives.	All Courses	Team Project Presentation
3.2 Successfully carry out negotiations in the context of technology and digital transformation initiatives.	MGMT 5300 6.0 Mandatory Experiential Learning MGMT 6110 6.0 Venture Studio: The Acceleration Missions (Integrated Field Study) [Startup Studio/ Product Studio]	*Team Project Final Report
Goal 4 of 5: Responsible Business The MBA Program will teach students how to...)		

<p>4.1 Derive innovative solutions and implementation plans for complex management problems that create sustainable value for all stakeholders taking into account ethical, social, DEI, and environmental issues in the context of technology and digital transformation initiatives.</p>	<p>SGMT 6010 3.0 Strategic Management in the Digital Era - Hyflex</p> <p>MGMT 5300 6.0 Mandatory Experiential Learning</p> <p>MGMT 6110 6.0 Venture Studio: The Acceleration Missions (Integrated Field Study) [Startup Studio/ Product Studio]</p>	<p>Final Exam/*Team Project Final Report</p>
<p>Goal 5 of 5: Global Perspective The MBA Program will teach students how to...)</p>		
<p>5.1 Evaluate issues and potential approaches to business decision-making in the global context in the context of technology and digital transformation initiatives.</p>	<p>MGMT 5110 1.5 Technology Firms and the Global Environment</p>	<p>Final Exam/*Team Project Final Report</p>

MBA in Leading Technology-Enabled Organizations (MBA_t)

Core Course and Potential Instructor List

	Course	Title	Instructor	Full/ Part Time (FT/PT)	Rank & Additional Notes
1.		SUST 5100 3.0 Ethics and Technology	Geoffrey Kistruck	FT	Professor; RBC Chair in Social Innovation & Impact; Director Social Sector Management Program; Area Coordinator, Sustainability
2.		OMIS 5100 3.0 Emerging Technologies and the Changing Landscape of Business	Henry Kim	FT	Associate Professor of Operations Management and Information Systems; Co-Director, BlockchainLab
3.		ECON 5110 3.0 Digital Economics	Irene Henriques	FT	Professor of Sustainability & Economics; Area Coordinator, Economics
4.		MKTG 5100 3.0 Unlocking Value For Customers Through Technology and Digital Transformations	Ela Veresiu	FT	Associate Professor of Marketing
5.		MGMT 5190 1.5 Professional Development Hive Part 1 MGMT 5290 1.5 Professional Development Hive Part 2	Minerva Cernea	CLA	Associate Director, Head of the Professional Development and Experiential Education Office; Chair of the Board at Venture 2 Impact
6.		MGMT 5110 1.5 Technology Firms and the Global Environment	Preet Aulakh	FT	Professor of Strategy and International Business; Pierre Lassonde Chair in International Business

7.		ACTG 5201 3.0 Financial Reporting and Control in Technology Firms	Kiridaran Kanagaretnam	FT	Professor of Accounting; Associate Dean, Students; Ron Binns Chair in Financial Reporting, Banking and Governance
8.		FINE 5201 3.0 Finance in the Digital Age	Pauline Shum	FT	Professor of Finance
		OMIS 5201 3.0 Digitizing Supply Chain Operations	Murat Kristal	FT	Associate Professor of Operations Management and Information Systems; Director, Centre of Excellence in Analytics & AI Leadership, Schulich Executive Education Centre; Special Advisor, AI & Business Analytics
10.		ORGS 5201 3.0 Leading and Managing Digital Transformation	Kevin Tasa	FT	Associate Professor of Organization Studies; Area Coordinator, Organization Studies
11.		Elective 1 (3.0) – Hyflex Elective 2 (3.0) – Hyflex	OMIS area	FT	TBA
12.		MGMT 5300 6.0 Mandatory Experiential Learning	Minerva Cernea	CLA	Associate Director, Head of the Professional Development and Experiential Education Office; Chair of the Board at Venture 2 Impact
13.		SGMT 6010 3.0 Strategic Management in the Digital Era - Hyflex	Willow Sheremata	FT	Associate Professor of Policy
14.		MGMT 6110 6.0 Venture Studio: The Acceleration Mission (Integrated Field	Chris Carder	CLA	Executive Director of the Office of Innovation & Entrepreneurship; Co-Director of Entrepreneurial Studies

		Study) [Startup Studio/ Product Studio]			
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Memorandum

To: Prof. Ela Veresiu

From: Joy Kirchner, Dean of Libraries **JoyKirchner**

Date: March 16, 2022

Subject: Library Support for MBA in Leading Technology--Enabled Organizations Program (MBAt)

York University Libraries (YUL) is strongly positioned to support the curriculum and research needs of students and faculty in the MBA in Leading Technology--Enabled Organizations Program (MBAt). As noted in the Statement of Library Support, YUL provides access to an extensive array of resources and services that support the academic engagement of students and faculty in this program, inclusive of experiential education opportunities.

I highlight YUL's curriculum integration offerings, digital literacy programs, our business collections, business elearning modules, and specialized programming offered through our digital scholarship centre. YUL also offers broad and deep knowledge and infrastructure to support emerging curricular needs in financial, marketing and entrepreneurship literacies.

I also want to alert you to opportunities available through our digital scholarship centre spaces at the Keele campus and those that will be leveraged at the Markham Campus Centre Library, designed in part with a focus on technology, entrepreneurship, management and communications. Opportunities include supporting students and faculty with library--led instruction and proficiency with immersive spaces including media capture and editing suites, a makerspace, VR capabilities, a gaming lab, and a visualization wall, all developed to support creative collaborations for teaching, learning, research, community partnerships and experiential education. As you can see we are a technology enabled enterprise in our own right. There may be interesting program synergies that could be explored further that provides experiential opportunities within our spaces.

We look forward to contributing to the success of students and faculty in the MBA in Leading Technology--Enabled Organizations Program (MBAt).

cc: Patti Ryan, Director, Content Development and Analysis,
Jack Leong, Associate Dean of Libraries, Research and Open Scholarship
Xuemei Li, Data Services Librarian, Open Scholarship Department



**MBA in Leading Technology-Enabled
Organizations Program (MBAt)
Library Statement of Support**

March 2022

This statement of library support for the proposed MBA in Leading Technology-Enabled Organizations (MBAt) program has been prepared in accordance with the guidelines outlined in the Quality Assurance Framework as set out by the Ontario Universities Council on Quality Assurance. It describes some of the services and levels of support that York University Libraries (YUL) will be able to provide to students and faculty. YUL supports all programs through immersive spaces, diverse collections, instructional services, research assistance, access to knowledge resources, expertise with research dissemination and adaptive services.

The proposed 16-month (4-term) full-time MBA program in Leading Technology-Enabled Organizations (MBAt) offering explicitly designed courses and experiential education components (mandatory experiential education modules (e.g., internships in technology leadership), professional development core, and a capstone integrated field study (startup studio/product lab experience)) for students interested in leadership roles in the technology-based industries. Students in this program will develop managerial and leadership skills and competencies in the context of technology and digital transformation initiatives. Program graduates will bring leading-edge technological and managerial knowledge to develop proactive organizational responses to technological disruptions. They will also foster silo-breaking intra-organizational collaborations to create innovative solutions to ongoing business challenges, and champion clarity of business intent, robust customer connections, and an enriching employee experience.

An overview of relevant York University Libraries services and resources for students and faculty is provided in subsequent sections.

Library Curriculum Integration for MBAt Program

Information Literacy (IL) encompasses the skills to find, retrieve, evaluate, use and produce academic and creative work. It enables students to participate fully in a university environment and a disciplinary culture. IL integration strengthens alignment with Degree Level Expectations and the seven defined categories of broad knowledge and skills integral to Ontario's Quality Assurance Framework.

Scaffolding IL instruction is most effective when organized at the program level as it eliminates duplication, improves assignment outcomes, and enables students to apply their learning. IL instruction spans many areas including digital methods, digital tools, data visualization, copyright, privacy and security. Based on [ACRL's Framework for IL for Higher Education](#), and years of experience, we suggest in addition to a comprehensive library orientation session at the beginning of the program, integrating library instruction into the capstone course.

Instructors are encouraged to take advantage of dedicated, in-class sessions that can be tailored to course material or assignments. Dedicated library orientation sessions for incoming graduate students are currently typical in the various existing Schulich graduate programs and that is also an option for the proposed MBAt Program. Typical topics for such a session could include company, industry and marketing resources, finding business articles, and a general library research orientation. A wide range of programming is also available, including digital and information literacy, blended learning modules, co-curricular programming, open educational resources and student seminars. In-class sessions and/or orientation sessions should be organized and booked in advance of each semester's offerings, and requests can be submitted at <https://classrequests.library.yorku.ca/>

Digital Scholarship Centre and Specialized Programming

To discuss curriculum integration in the areas of digital scholarship, digital cultures and pedagogy, data management, open education, or scholarly publishing, YUL welcomes faculty to contact the [Digital Scholarship Centre](#). The Digital Scholarship Centre (DSC) at York University Libraries houses knowledge in a range of digital tools and methods for web crawling and scraping, data cleaning, data curation, text processing and analytics, social graph analysis, data visualization, and linked open data applications, with an emphasis on sustainable, low-barrier approaches and open-source tools. The Digital Scholarship Centre draws expertise from a variety of departments within York University Libraries. The Digital Scholarship Infrastructure (DSI) supports students and faculty seeking assistance with [digital scholarship and digital humanities projects](#), open repositories, [digitization best practices](#), digital preservation, [research project design](#), eLearning, and [Open Educational Resources](#). The department also hosts [scholar-led journals](#) and can also consult on the development of course assignments working with unique digital collections stewarded by the Libraries. The Open Scholarship department (OS) supports student and faculty needs around [open access publishing](#), retaining author rights, [improving research visibility](#), [research data management](#), and adopting open science workflows. The department also hosts a [data services team](#) that can provide guidance on how to find and evaluate aggregated data and microdata sources for research projects as well as on how to document, publish, and preserve research data objects.

Immersive Spaces at Scott Library

The Scott Library Media Creation Lab offers equitable access to library expertise and media creation spaces including audio and video recording equipment, audio-visual media creation spaces and editing suites, portable virtual reality headsets, and workstations for hands-on digital media production work. The [Digital Scholarship Centre](#) offers resources for faculty members seeking to integrate audio- and video-based assignments and activities into their courses and enables media literacy skills development in support of coursework and capstone projects. In addition, it serves faculty needs for equipment and recording space as they are developing their own eLearning Open Educational Resource materials.

Library Resources

York University Libraries have robust and multidisciplinary collections that are responsive to emerging curriculum and research needs. We have adopted an “e-preferred” approach for new content, meaning that any requests for new titles will be fulfilled with e-book purchases whenever available or affordable, and with as few access restrictions as publishers will allow. YUL also participates in consortia such as the Canadian Research Knowledge Network (CRKN) and the Ontario Council of University Libraries (OCUL) Scholars Portal, both of which provide access to a growing collection of electronic content that can be discovered through OMNI, our primary search interface.

Print materials relevant to the programs can also be found via OMNI, and York community members can arrange to have materials held at any of our libraries. Aside from York’s collection, our partnership with the OMNI network provides students and faculty members with access to print materials housed at any of our 14 partner institutions across Ontario.

Interlibrary Loans (RACER) Interlibrary loan and document delivery options are available through RACER for any additional information needs that may come up. There is no limit to the number of articles that a student or faculty member may order through RACER per year, and these are delivered to the desktop, free of charge. Books can also be requested through this system free of charge. Registration and requesting is available from: <http://www.library.yorku.ca/cms/resourcesharing/services-for-york-faculty-and-students/illrequestform/>.

Open Content

As part of its commitment to Open Access and Open Education, York University Libraries is placing increased emphasis on openly licensed and public domain materials for teaching and learning, including sources of open data. In addition, an increasingly wide range of Open Educational Resources (OER) are available through York University Libraries, and we have a guide to finding and evaluating these resources at <https://researchguides.library.yorku.ca/OER>.

The Libraries is also pleased to provide support for members interested in creating OER for the benefit of the MBAt program. Complementing our own Pressbooks publishing platform for open textbooks, we encourage faculty members to explore and use eCampusOntario’s OER tools, including their Pressbooks platform and their H5P platform for creating open, interactive course content. Learn more about eCampusOntario’s commitment to open education at <https://www.ecampusontario.ca/open-education-resources/>.

Relevant Databases, Indexes, and Data Sources

The proposed MBAt program is for people with technology experience seeking Management and Leadership positions in technology roles. In addition to case studies, simulations, guest lectures and other blended learning experiences, students will require access to trade information, scholarly articles, news sources, advertising databases, marketing and industry research, and related data and statistics.

The breadth of the program spans many topics, all of which can be addressed with elements of the York University Libraries collections.

The Libraries provide access to hundreds of thousands of journals, the vast majority of which are accessible online. Articles are discoverable through the Omni library catalogue or through the Libraries' extensive set of article, reporting, and news databases including Compendex, ACM Digital Library, IEEE Xplore, INSPEC, Business Source Complete, Proquest Business, ABI/Inform, Passport, IBISWorld, Gartner IntraWeb, Marketline Advantage, and Factiva, among others. Students in the MBA program will also benefit from a range of more domain-specific tools and platforms: e.g. the SimplyAnalytics platform, which lets students easily create maps of economic data, demographics, and marketing analytics, and the Access Engineering database which is a source of technology eBooks, video tutorials and various high-level technology analysis tools.

Relevant Research Guides for students include:

- Accounting: <https://researchguides.library.yorku.ca/accounting>
- Advertising: <https://researchguides.library.yorku.ca/advertising>
- Business Ethics: <https://researchguides.library.yorku.ca/businessethics>
- Business Plans: <https://researchguides.library.yorku.ca/businessplan>
- BRYT (Business Research at York Toolkit): <https://bryt.library.yorku.ca/>
- Business Writing: <https://researchguides.library.yorku.ca/businesswriting>
- Company Research: <https://researchguides.library.yorku.ca/companyresearch>
- Computer Science: <https://researchguides.library.yorku.ca/cse>
- Corporate Governance: <https://researchguides.library.yorku.ca/corporategovernance>
- Country & International Business Information:
<https://researchguides.library.yorku.ca/countryinternationalbusiness>
- Data & Statistics: <https://researchguides.library.yorku.ca/data>
- Data Visualization: <https://researchguides.library.yorku.ca/datavisualization/home>
- Digital Scholarship and Digital Humanities: <https://researchguides.library.yorku.ca/dsdh>
- Engineering: <https://researchguides.library.yorku.ca/eng>
- Finance: <https://researchguides.library.yorku.ca/finance>
- Finding Business Articles: <https://researchguides.library.yorku.ca/businessarticles>
- Industry Research: <https://researchguides.library.yorku.ca/industryresearch>
- Information Technology (ITEC): <https://researchguides.library.yorku.ca/itec>
- Intellectual Property Law: <https://researchguides.library.yorku.ca/iplaw>
- Market Research: <https://researchguides.library.yorku.ca/marketingresearch>
- Psychology: <https://researchguides.library.yorku.ca/psychology>
- Supply Chain Management: <http://researchguides.library.yorku.ca/supplychainmanagement>

Email, Chat, and Consultation Services

In-person assistance with research, citation and other information is readily available from York University Libraries. Currently, online support is available through text messaging, email or through our online chat or drop-in zoom service. Chat and reference support services are accessible every day, with some reduced availability in the quieter Spring and Summer terms. Post-pandemic, librarians and staff will be available onsite at all branches, to provide tailored support for graduate students.

Students in this program may also take advantage of our consultation service, where individuals or groups meet with a subject specialist or data services librarian to discuss specific, assignment- or research-related questions or any other topic. These consultations are available at regular hours throughout the week, and can be booked online at <https://www.library.yorku.ca/web/ask-services/book-a-consultation-with-a-librarian/>

Conclusion

York University Libraries welcome the opportunity to support the curricular and research needs of students and faculty in the proposed MBAt program. Our external partnerships program-integrated offerings of technology, space and expertise, and collaborative, multi-institutional collection building and the many programs and services mentioned above will contribute to the success of the program in the years to come.

Master of Business Administration in Leading Technology-Enabled Organizations (MBAt) Program Description

The MBA program in Leading Technology-Enabled Organizations (MBAt) program is designed to develop graduates with managerial and leadership skills and competencies in the context of technology and digital transformation initiatives. It will produce graduates who will bring leading-edge technological and managerial knowledge to develop proactive organizational responses to technological disruptions. Program graduates will also foster silo-breaking intra-organizational collaborations to create innovative solutions to ongoing business challenges. They will champion clarity of business.

The 16-month MBAt program is unique in Canada and will offer explicitly designed courses and experiential education components (mandatory internship in technology leadership, professional development core, and a capstone integrated field study (startup studio/product lab experience)) for students interested in leadership roles in the technology-based industries. The program will require students to complete 49.5 credits over four consecutive terms of full-time study.

The program makes an explicit commitment to experiential learning in the following ways: 1) Every course will commit 30% of the total time to experiential learning initiatives (guest lectures, simulations, case studies, etc.), 2) Every course will be encouraged to have an ongoing relationship with an industry leader who will offer experiential insights to the students, 3) The program has a required internship component, and 4) The program will require students to work with real-world clients to develop technology solutions for their business needs and to work with the client to ensure the implementation of these solutions.

Appendix 10: Course Forms and Outlines

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:

MBAT

2. Responsible Unit:

Sustainability

3. Subject Code (Rubric) and Course Number:

SUST 5100

4. Credit Value:

3.0

5. Long Course Title:

Ethics and Technology

6. Short Course Title:

Ethics and Technology

7. Effective Term/Calendar Year:

Fall 2023

8. Language of Instruction:

English

9. Calendar (Short) Course Description:

This course explores the ethical underpinning of several technological issues including Artificial Intelligence, Privacy, Machine Replacement, etc. Students will seek to understand the implications of such technological developments on society, and to manage employees and organizations in a way that balances the tension between technological advancement and human ethics.

10. Expanded Course Description:

Can technology be ethical? Owners, advocates, and developers assert that technology is the primary engine of human betterment in the contemporary world. Critics point to its menace for capitalism, politics, society, and human flourishing. This course joins the debate. It equips students with the tools to reflect on our current situation coldly and ethically. It aims to educate them about the origins of modern technology and the challenges it poses to contemporary societies. Areas of concern include business, politics, education, and biomedical science. The course culminates in the development of rigorous ethical assessments of and remedies for real-world technological practices and applications.

11. Course Learning Outcomes:

By the conclusion of the course, students will have learned to;

- (1) explain the difference between ancient and modern technology.
- (2) know the scientific, economic, and ideological sources of modern technology.
- (3) distinguish between technology as a tool and as a world view.
- (4) work creatively and critically with ethical theory.
- (5) understand the eugenic implications of biomedical science.
- (6) understand the social, political, and cognitive consequences of social and digital technology.
- (7) explain the history and logic of surveillance capitalism.
- (8) understand the effects of automation and AI on labour markets
- (9) complete an ethical assessment of and remedy for a real-world technological application.

12. Rationale:

The technological advancements in today's world present technology managers with a series of ethical issues. The goal is to educate tomorrow's technological leaders in the opportunities and dangers present in technological advancement

13. Evaluation:

<i>(1) Class participation:</i>	<i>25%</i>
<i>(2) Application Report:</i>	<i>25%</i>
<i>(3) Ethical Project Workshop:</i>	<i>15%</i>
<i>(4) Ethical Project Report/Presentation:</i>	<i><u>35%</u></i>
	<i>100%</i>

14. Integrated Courses:

N/A

15. Cross-listed Courses:

N/A

16. Enrolment Notes:

This course is exclusive to students enrolled in the MBAT program

17. Faculty Resources:

This one-section course will be delivered annually in the Fall term, and we will draw upon an external lecturer to staff this course

18. Physical Resources:

The resources needed to mount this course are available

19. Bibliography and Library Statement:

TBD

New Course Proposal Template

(Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor:

Ron Srigley, PhD

Alternative instructors:

Geoff Kistruck

Course coordinator:

Geoff Kistruck

21. Specializations

Primary area or specialization:

Sustainability

Secondary areas or specializations:

N/A

22. Student Contact and Enrolment

Contact hours:

36 hours in total with maximum 24 hours of lectures, and at least 12 hours of experiential learning (guest lectures from leading edge practitioners, group projects, presentations, simulations etc.) per program guidelines.

Maximum enrolment:

55

Expected enrolment:

55 (or whatever size of MBAT cohort)

Evidence for enrolment expectations:

As this is a required course, all students enrolled in the MBAT program will be enrolled within this course

23. Human Participants Research

The project will involve collecting data from human participants, and thus the course outline will make appropriate reference to the associated procedures and approvals.

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:

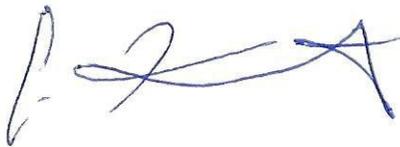
- a) **The Area is deleting courses with at least the same total number of credits.**

N/A

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

This course is required for the new MBAT program

Originator:



Signature

March 9, 2022

Date

Geoff Kistruck

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.

Charles Cho

Sustainability

Dirk Matten

Sustainability

Rob Phillips

Sustainability

Henry Kim

Operations Management

Kiridaran Kanagaretnam

Accounting

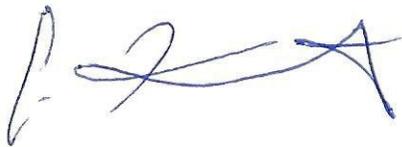
Kevin Tasa

Organization Studies

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.



March 9, 2022

Signature

Date

Geof Kistruck

Sustainability

Name of Coordinator or Director

Area or Specialization

Degree Program:

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

Ashwin Joshi
Signature

March 3, 2022
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

April 28, 2022
Date

Marcia Annisette
Name of Committee Chair

Master Programs Committee
Committee

Course Outline

Ethics and Technology

Fall, 2023

Time/Location: TBD

Instructor

Ron Srigley, PhD
G324 McEwen Building
416-736-5268

Assistant

Menglin Bai
G324 McEwen Building
416-736-5268
mbai@schulich.yorku.ca

Brief Description

This course explores the ethical underpinning of several technological issues including Artificial Intelligence, Privacy, Machine Replacement, etc. Students will seek to understand the implications of such technological developments on society, and to manage employees and organizations in a way that balances the tension between technological advancement and human ethics.

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

Course Learning Outcomes

Can technology be ethical? Owners, advocates, and developers assert that technology is the primary engine of human betterment in the contemporary world. Critics point to its menace for capitalism, politics, society, and human flourishing. This course joins the debate. It equips students with the tools to reflect on our current situation coldly and ethically. It aims to educate them about the origins of modern technology and the challenges it poses to contemporary societies. Areas of concern include business, politics, education, and biomedical science. The course culminates in the development of rigorous ethical assessments of and remedies for real-world technological practices and applications.

By the conclusion of the course, students will have learned to;

- (1) explain the difference between ancient and modern technology.
- (2) know the scientific, economic, and ideological sources of modern technology.
- (3) distinguish between technology as a tool and as a world view.
- (4) work creatively and critically with ethical theory.
- (5) understand the eugenic implications of biomedical science.
- (6) understand the social, political, and cognitive consequences of social and digital technology.
- (7) explain the history and logic of surveillance capitalism.
- (8) understand the effects of automation and AI on labour markets
- (9) complete an ethical assessment of and remedy for a real-world technological application.

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.

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.

Student Preparation for Class and Class Participation: Expectations

We will use a variety of teaching methods to encourage intellectual understanding and a personal connection to the subject matter. Such methods include videos, group discussions, in-class exercises, presentations by guest speakers, and field interactions with social entrepreneurs.

Students are expected to read all assigned materials prior to class. Timely and comprehensive reading of the materials is not only important to ensure high quality interaction within classroom discussions/exercises, but also to ensure high quality dialogue with outside practitioners in relation to the real-world challenges they are facing. Students are also expected to be extremely courteous and highly professional in their interactions with outside practitioners, and cognizant of their time and other constraints.

In addition to being prepared for class, it is important that students plan ahead for the successful completion of their major project. Some sub-components are not due until the latter part of the course yet require ongoing attention from the beginning of the course. It is the student's responsibility to ensure that they maintain regular progress in such endeavors.

Evaluation of Student Performance

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
Class Participation	1	25	25	Individual
Application Report	1	25	25	Individual

Ethical Project Workshop	1	15	15	Group
Ethical Project Submission/Presentation	1	35	35	Group
			100%	

Class Participation (25%) Student participation in class discussions, workshops, and collaborations.

Application Report (25%) Each student will select one of the five areas of technology application and prepare a report regarding; (1) it's relative ethical significance within society, (2) the set(s) of ethical canons that would apply, and (3) how such canons would prescribe certain approaches to ethical decision making in practice.

Ethical Project: The major assignment for the course is a project that develops an ethical assessment of a technological application in one of the five areas examined in the course. The project is comprised of two parts. (1) An ethical assessment that engages the analysis developed in Part A of the course. (2) A remedy that addresses a real-world technological practice addressed in Part B of the course. The graded subcomponents of the project are as follows;

Workshop (15%): Students will workshop a draft of their project for comments and criticism from colleagues. Responses received will then be incorporated into final version of the project. (Power Point Presentation)

Submission and Presentation (25% & 10% =35%): Final versions of projects will be submitted and presented to the class. (25 pages).

All assignments are due on the date and time specified within the syllabus, and should be submitted via email to mbai@schulich.yorku.ca. A late penalty will be assigned (20%/day) for all assignments not submitted by the required date and time.

The course grading scheme for Master's level courses at Schulich uses a 9-value grade-point system. The possible course letter grades for a course (and the corresponding grade points awarded for each grade are:

A+	9 grade points
A	8
A-	7
B+	6
B	5
B-	4
C+	3
C	2
C-	1
F	0

Students are reminded that they must maintain a cumulative GPA of at least XX to remain in good standing and continue in the program, and a minimum of XX to qualify for their degree. Schulich grading guidelines mandate a section grade point average ['GPA'] of between XX and XX for core courses and a section GPA of between XX and XX for electives.

Academic Honesty

Academic honesty is fundamental to the integrity of university education and degree programs. The Schulich School will investigate and will act to enforce academic honesty policies where apparent violations occur. Students should familiarize themselves with York University's policy on academic honesty. It is printed in full in your student handbook and can also be viewed on-line on the Schulich website, clicking through as indicated:

Schulich website → 'Programs' → 'Master's Degree' → 'MBA Academic Honesty Policy'

While academic dishonesty can take many forms, there are several forms of which students should be highly aware because they are the ones that are most likely to occur in the context of a specific course.

- Plagiarism. Plagiarism is the presentation of information, ideas, or analysis generated by other people as being your own. It includes direct quotations as well as substantive paraphrases where the source of that information or idea is not clearly identified to the reader. Students should be careful to present their written work in a way that makes it completely clear in each and every case where a quotation, a paraphrase, or an analysis is based on the work of other people. (This includes information from all sources, including websites.)
- Cheating. Cheating is an attempt to gain an unfair advantage in an evaluation. Examples of such violations include (but are not limited to) consulting prohibited materials during an examination or copying from another student.
- Failure to follow limitations on collaborative work with other students in preparing academic assignments. Each class differs in the mix of assignments and group-versus-individual preparation that is allowed. The instructor will make clear the extent of collaboration among students that is acceptable among students on various pieces of assigned work. Students should abide by those limitations and, if they are unsure about whether a certain level or form of collaboration would be acceptable, to clarify that question with the instructor in advance.
- Aiding and abetting. A student is guilty of violating academic honesty expectations if he/she acts in a way that enables another student to engage in academic dishonesty. If a student knows (or should reasonably expect) that an action would enable another student to cheat or plagiarize, that student's action constitutes an academic honesty violation. Illustrative examples include making your exam paper easily visible to others in the same exam or providing your own working or finished documents for an 'individual assignment' to another student (even if that other student said that he/she just wanted to 'get an idea of how to approach the assignment' or 'to check whether they had done theirs correctly').
- Use of academic work in more than one course. Generally, academic work done for every course is 'new' work, done for that course only. If a student wishes to use some or all of the academic work done for an assigned task in one course in another course, the student must get explicit, prior permission from both instructors so that they agree that the scope and nature of the overlapping use of that work is such that it can fairly be counted toward both courses.

Class-by-Class Syllabus

PART A: THE MAKING OF TECHNOLOGICAL SOCIETY AND WHY IT MATTERS

Week	Subject	Readings
Week 1	<i>Origins of Technological Society</i>	Plato. <i>Republic</i> Appian, <i>The Third Punic War</i> Bacon, Francis. <i>The New Organon</i> Machiavelli, Niccolò. <i>The Prince</i>
Week 2	<i>Classical ethical theory and its limitations</i>	Immanuel Kant, <i>On the Metaphysics of Morals</i> J.S. Mill, <i>Utilitarianism</i> Aristotle, <i>The Nicomachean Ethics</i> Aquinas, <i>Commentary of Aristotle's Nicomachean Ethics</i> Carol Gilligan, <i>In a Different Voice</i>
Week 3	<i>A New Framing the Ethical Problem Posed by Technological Society</i>	

PART B: THE ETHICAL CHALLENGES OF TECHNOLOGICAL SOCIETY

Week	Subject	Readings
Week 4	<i>AI, Automation, and Labour</i>	Pascale, Frank. "Secret Algorithms Threaten the Rule of Law" Penrose, Roger. <i>Shadows of the Mind</i> Zittrain, Jonathan. "The Hidden Costs of Automated Thinking"
Week 5	<i>Political and Social Fragmentation</i>	Lanchester, John. "You Are the Product: It Zucks!" Lanier, Jaron. <i>Ten Arguments for Deleting Your Social Media Accounts Right Now</i>

		Harari, Yuval Noah. "Why Technology Favors Tyranny"
Week 6	<i>Biology & Eugenics</i>	Kurzgesagt. "Genetic Engineering Will Change Everything Forever – CRISPR" Regalado, Antonio. "DNA tests for IQ are coming, but it might not be smart to take one"
Week 7	<i>Education and Stupidification</i>	Collini, Stephan. <i>What Are Universities For?</i> Smith, Justin. <i>The Internet Is Not What You Think It Is</i> Davies, William. "How many words does it take to make a mistake?"
Week 8	<i>The Ascendancy of Surveillance Capital</i>	Lewis, Michael. <i>Flash Boys</i> Zuboff, Shoshana. <i>The Age of Surveillance Capitalism</i>

PART C. CAN TECHNOLOGY BE ETHICAL? CASE STUDIES AND SOLUTIONS

Week	Subject	Reading
Week 9	<i>Workshopping draft proposals</i>	
Week 10	<i>Legal Matters: Regulating Tech</i> Guest Speaker	Baudrillard, Jean. <i>The Transparency of Evil</i> . London: Verso Press, 1993.
Week 11	<i>Political Matters: The Case Sidewalk Labs Toronto</i> Guest Speaker	Hanlon, Michael. "The Golden Quarter." <i>Aeon</i> , 2014. https://aeon.co/essays/has-progress-in-science-and-technology-come-to-a-halt
Week 12	<i>Personal Matters: The Ascent of Transhumanism</i>	Hanlon, Michael. "The Golden Quarter." <i>Aeon</i> , 2014. https://aeon.co/essays/has-

	Guest Speaker	progress-in-science-and-technology-come-to-a-halt
<i>Week 13</i>	<i>Proposal Presentations</i>	

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 MBAt Program

2. Responsible Unit:

OMIS

3. Subject Code (Rubric) and Course Number:

OMIS 5100

4. Credit Value:

3.00

5. Long Course Title: Emerging Technologies and the Changing Landscape of Business

6. Short Course Title:

Emerging Technologies

7. Effective Term/Calendar Year:

Winter 2023

8. Language of Instruction: English

9. Calendar (Short) Course Description:

This course will train aspiring technology managers and entrepreneurs to think systematically about the interplay between emerging technologies and the business landscape. Students will learn management-level implications of AI and blockchain as well as autonomous mobility and 3D printing. The course culminates with use case pitch competition.

Please include information with respect to any pre-/co-requisites and/or cross-listing or integration in the course description.

10. Expanded Course Description:

Traditional enterprise information systems use led to efficiency gains from automation of business processes. While some emerging technologies apply automation to different scales (e.g. nanotechnology) and scope (e.g. 3D printing), the most impactful technologies automate heretofore innately human decision-making processes: AI "artificially" mimics human judgement while blockchain develops programmatic trust. That is, emerging technologies further evolve and blur the delineation between what humans and computers do, and by extension alter the business landscape of how managers manage and organizations operate. This course will train aspiring technology managers and entrepreneurs to think systematically about the interplay between emerging technologies like AI and blockchain, as well as autonomous mobility, robotics, and 3D printing – and the business landscape. This entails pedagogy that starts with gaining basic understanding of models and technologies and learning about their business applications from real-life cases and industry experts and culminates with a "pitch" of innovative use cases.

Method of Instruction

This course is designed around a variety of pedagogical tools—interactive lectures, facilitated discussions, guest speakers, case studies, individual assignments, and a group "pitch" project. Interactive lectures and facilitated discussions in particular entail students providing prepared and extemporaneous posts on the lecture material prepared by the instructor. Class time will then be used to clarify and expand upon points from the readings and student posts to reinforce and further explore key concepts.

Student Preparation

Students will be expected to come prepared with knowledge from assigned readings/videos and be ready to engage in thoughtful discussions. To enable a discussion-oriented lecture, students are incentivized to post comments or questions on the slides posted by the instructor on Echo360. These postings will be given higher priority to be chosen for discussion during the lecture, thus improving chances of earning higher class participation marks. Along this spirit, students are strongly encouraged to ask questions, actively participate, and respectfully challenge points raised in class. Readings, videos, and other homework for this course will not be cut-and-dry concepts. As such, students are encouraged to think critically and bring their own experiences and perspectives to course material. It is only through these new ideas and discussions around them that we may evolve our thinking on the material and better engage with and understand it.

This course demands hard work and dedication. A minimum of 4 to 6 hours of work outside class (keeping up with readings, preparing assignments, and so on) is required each week. Additional time is required to prepare for presentations, and projects. If you are struggling with a concept in the course or an assignment, contact the instructor for clarification or further discussion.

Group Work

This course features one group work deliverable. This is the pitch of an innovative use case or business model that applies one or more of the emerging technologies covered in this course. The actual pitch is an 8 –10 minute presentation to an audience of classmates, instructor, and industry experts that occurs in the last lecture in the course. A detailed report also accompanies the pitch.

Group sizes will depend on the number of students enrolled. Working with a group can be frustrating at times, however, this experience is critical to your growth as a manager and leader. Groups may experience challenges or issues with one or more members and are expected to handle these situations respectfully and professionally. If group interactions become disrespectful, unprofessional, or against Schulich’s code of conduct, the instructor should be contacted to formally investigate the issue. The students will be assigned to their groups randomly.

11. Course Learning Outcomes:

At the conclusion of this course, the students will learn:

- What is the Disruptive Innovation framework and the Innovator’s Dilemma? How can these concepts be used to provide a narrative for real-life cases? How can these concepts be used to analyze novel use cases and business models?
- What are the frameworks for understanding and analyzing AI use in organizations?
- What are some key AI modeling techniques, including supervised and unsupervised learning, different types of neural networks, and statistical vs. semantic approaches?
- What are some real-life AI cases to study in-depth?
- What is mobile autonomy? What is 3D printing and robotics?
- What is the historical context and background for blockchain? What is the overview of the various blockchain ecosystems? When should blockchains be used?
- What are key technical concepts for blockchain including cryptography concepts, consensus mechanisms, and permissioned vs. permissionless blockchains?
- What are some financial applications of blockchain, including bitcoin and other cryptocurrencies, Decentralized Finance (DeFi), and stablecoins?
- What are some non-financial applications of blockchain, including traceability and other enterprise applications, as well as Non-Fungible Tokens (NFTs), Metaverse, and Decentralized autonomous Organizations (DAOs)? What are some real-life, non-trivial applications of these?
- What are societal issues related to AI, blockchain, and other emerging technologies, including issues about security, privacy, equity, sustainability, and political economy considerations (e.g. labour displacement, universal basic income, changes to monetary systems)?
- How to pitch an innovative use case or business model.

12. Rationale:

The proposed 16-month (4-term) full-time MBA program in Leading Technology-Enabled Organizations (MBAt) will be unique in Canada, offering explicitly designed courses and

experiential education components, professional development core, and a capstone integrated field study for students interested in leadership roles in the technology-based industries. The program's primary goal is to develop managerial and leadership skills and competencies in the context of technology and digital transformation initiatives.

The Digitizing Supply Chain Operations course will enable the MBAt Program to achieve its goal in training leaders in digital transformation. In this course, students explore and learn the foundations and components of supply chain digitization and make the connection between the strategy, technology, and implementation.

13. Evaluation:

Two components will be evaluated to contribute to the final course grade.

1. Class participation – public contribution to classroom discussions and case studies
2. Weekly or bi-weekly assignments that address focused questions related to lecture learnings
3. Summary report analyzing case presented by industry expert
4. Group pitch – presentation of innovative use case or business model using emerging technologies and an accompanying report.

Deliverable	Weight	Format
Class Participation	15%	Individual
Weekly or bi-weekly assignments	30%	Individual
Summary report	10%	Individual
The Pitch	45%	Groups of 3 to 5
	<u>100%</u>	

14. Integrated Courses:

N/A

15. Cross-listed Courses:

N/A

16. Enrolment Notes:

This course will be offered to the students enrolled in MBAT Program

17. Faculty Resources:

This course will be offered annually in the winter semester, or more frequently if demand within the MBAt Program increases. Impact on faculty resources should be low.

18. Physical Resources:

This course will likely be delivered in person for starting in Winter 2023 term, depending on the policies of York University. No physical resources or lab space will be required.

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.

New Course Proposal Template

(Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor:

Henry Kim

Alternative instructors:

Divinus Oppong-Tawiah

Kayla Li

Course coordinator:

Henry Kim

21. Specializations

Primary area or specialization:

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

Secondary areas or specializations:

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

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.

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.

Expected enrolment:

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

Evidence for enrolment expectations:

Provide evidence or a rational argument for your enrolment expectations.

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".

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.

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.

Originator:

<u>Henry Kim</u>	<u>March 17, 2022</u>
Signature	Date

<u>Henry Kim</u>	<u>OMIS</u>
Name	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.

Willow Sheremata, SGMT

Preet Aulakh, PLCY

Murat Kristal, OMIS

Irene Henriques, ECON

Moren Levesque, ENTR

Scott Yeomans, OMIS

Divinus Oppong-Tawiah, OMIS

Raha Imanirad, OMIS

Isik Bicer, OMIS

David Johnston, OMIS

Guangrui Li, OMIS

Vibhuti Dhingra, OMIS

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.

Manus J. Rungtusanatham
Signature

March 17, 2022
Date

Manus J. Rungtusanatham
Name of Coordinator or Director

OMIS
Area or Specialization

Degree Program:

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

Ashwin Joshi
Signature

March 17, 2022
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

April 28, 2022
Date

Marcia Annisette
Name of Committee Chair

Master Programs Committee
Committee

Course Outline

Winter 2023

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

Instructor

Prof. Henry Kim
N205 D, McEwen Building
416-882-8748
hkim@schulich.yorku.ca
Office hours: By appointment

Assistant

Paula Gowdie Rose
S337N Seymour Schulich Building
(416) 736-2100 x44150
pgowdie@yorku.ca

Henry Kim is an Associate Professor at Schulich. Prof. Kim is the Co-Lead on a York University research project on “Digital Currencies,” which is engaging academia, Bank of Canada, financial institutions, and startups to investigate Central Bank Digital Currencies (CBDCs), cryptocurrencies, and blockchain. He has also engaged in blockchain-related projects with Ontario Ministry of Agriculture and Rural Affairs, The United Nations Centre for Trade Facilitation and E-Business (UN/CEFACT), and Toronto and Region Conservation Authority as well as many other organizations. He has served on executive teams of several Canadian startups as well as advised startups and SMEs in Canada and abroad. Prof. Kim’s PhD thesis from the University of Toronto on the topic of semantic AI models. He has a Master’s in Industrial and Operations Engineering from the University of Michigan.

Description

Traditional enterprise information systems use led to efficiency gains from automation of business processes. While some emerging technologies apply automation to different scales (e.g. nanotechnology) and scope (e.g. 3D printing), the most impactful technologies automate heretofore innately human decision-making processes: AI artificially mimics human judgement while blockchain develops programmatic trust. That is, emerging technologies further evolve and blur the delineation between what humans and computers do, and by extension, alter the business landscape of how managers manage, and organizations operate. This course will train aspiring technology managers and entrepreneurs to think systematically about the interplay between emerging technologies like AI and blockchain – and the business landscape. This entails pedagogy that starts with gaining basic understanding of models and technologies and learning about their business applications from real-life cases and industry experts and culminates with a pitch of innovative use cases.

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Course Learning Outcomes

At the conclusion of this course, the students will learn:

- What is a use case? And how can it be developed from ideas to concrete concepts that can be pitched to a panel of experts.
- What are some conventional technologies? What are some emerging technologies? What are some frameworks that can be used to compare and contrast use cases employing either types of technologies?
- A management-level understanding of AI technologies and their applications and use cases
- A management-level understanding of blockchain technologies and their applications and use cases
- A management-level understanding of autonomous mobility, robotic automation and 3D printing, and these technologies' applications and use cases
- A more nuanced understanding of societal issues with respect to emerging technologies
- How to pitch an innovative use case

Deliverables at a Glance

These components will be evaluated to contribute to the final course grade.

1. Class participation – public contribution to classroom discussions and case studies
2. Bi-weekly assignments that address focused questions related to lecture learnings
3. Summary report analyzing case presented by industry expert
4. Group pitch – presentation of innovative use case using emerging technologies and an accompanying report.

Deliverable	Weight	Format
Class Participation	15%	Individual
Bi-weekly assignments	30%	Individual
Case report	10%	Individual
Group Pitch and Report	45%	Groups of 3 to 5
	100%	

Course Material

Required reading for this course is in the following course kit, which is available for purchase from the York University bookstore. <http://bookstore.yorku.ca>

- SGMT 5100 X University Course Kit, prepared by Prof. Henry Kim

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

- Class Participation is worth 15% of the final grade
- You will be assigned a mark from 0 to 5 for each week's participation.
- Preparation before weekly lecture
 - The slide set will be made available to you roughly a week before the lecture
 - You may post comments or questions regarding these slides on Echo360
 - As long as your postings are made before 6 AM of the day of the lecture, I will aim to integrate your postings into the lectures.
 - Any posting with merit that is integrated into the lecture will earn class participation marks even if we are not able to address it in class because of time constraints.
- During weekly lecture
 - There will be opportunities for you to publicly answer questions, comment, or pose questions throughout the lecture. Doing that will improve your participation score.
 - If you miss a week's lecture with an excused reason, you will receive an "Excused" for the lecture. If you do not offer an excuse, you will receive a 0. Please indicate that you need an excused absence prior to the lecture you will miss or very soon after you missed it.

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 the course CMD, and when changes need to be announced between classes, an email will be sent to students' Lotus Notes email accounts, notifying them of the change.

<Date> Introduction
Week 1

- What is a use case and how does it encompass context description, road-mapping, and user story telling?
- What is the Disruptive Innovation framework and the Innovator's Dilemma? How can these concepts be used to provide a narrative for real-life cases? How can these concepts be used to analyze novel use cases?

Readings in the course pack:

- Binns, A., Tushman, M. L., & O'Reilly III, C. (2022). Leading Disruption in a Legacy Business. *MIT Sloan Management Review*, 63(2), 1-4.
 - Jacobson, Ivar, Spence, I. & Kerr, B. (2016). "Use case 2.0," *Communications of the ACM*, Vol. 59, No. 5, pp. 61-69. (doi: 10.1145/2890778)
 - Gallagher, J. (2021). "Chapter 7: Disruptive Technologies: Understanding Giant Killers and Tactics to Avoid Extinction," in *Information Systems: A Manager's Guide to Harnessing Technology*, Version 9, Sec. 7.1-7.2. (ISBN [Digital]: 978-1-4533-3803-2)
 - ARK Invest (2022). *Big Ideas 2022: ARK Invest Annual Research Report*, January 22, Available at <https://ark-invest.com/big-ideas-2022>, pp. 1 – 13.
-

<Date> Information Technologies Overview
Week 2

- What are the technical and managerial definitions of Moore's Law? What are its implications for business?
- Present the general classes of information technologies including hardware, software, and Internet and telecommunications?
- What are the main applications of these technologies including open source software, cloud computing, enterprise systems (e.g. ERP), and Web 2.0.

Readings in the course pack:

- Gallagher, J. (2021). "Chapter 6: Moore's Law and More: Fast, Cheap Computing, and What This Means for the Manager" (Ch. 6.1, 6.2), in *Information Systems: A Manager's Guide to Harnessing Technology*, Version 9. (ISBN [Digital]: 978-1-4533-3803-2)
-

<Date> Data Analytics
Week 3

- What is data analytics and data science?
- What are some of the applications of this technology including Transaction processing/Analytical processing (e.g. OLTP/OLAP), business intelligence, and Big Data
- How to view AI as a premier data analytics capability.
- What is the historical context and background for Artificial Intelligence? How did Big Data serve as a catalyst for widespread adoption of AI?

Readings in the course pack:

- Gallagher, J. (2021). "Chapter 16: Data and Competitive Advantage: Databases, Analytics, AI, and Machine Learning," in *Information Systems: A Manager's Guide to Harnessing Technology*, Version 9. (ISBN [Digital]: 978-1-4533-3803-2).
- Haenlein, M., & Kaplan, A. (2019). "A brief history of artificial intelligence: On the past, present, and future of artificial intelligence," *California Management Review*, 61(4), 5-14.

- ARK Invest (2022). *Big Ideas 2022: ARK Invest Annual Research Report*, January 22, Available at <https://ark-invest.com/big-ideas-2022>, pp. 14 – 23.
-

<Date> Artificial Intelligence: Models and Techniques

Week 4

- What are association rules? What is collaborative filtering? What is cluster analysis?
- What is predictive analytics?
- What is supervised learning? What is unsupervised learning? How are they different?
- What is deep learning / deep neural networks?
- What is machine learning operations, including design, model development, and deployment?

Readings in the course pack:

- Course instructor handout(s)
-

<Date> Artificial Intelligence: Applications and Industry Expert Perspective

Week 5

- What are the frameworks for understanding and analyzing AI use in organizations?
- What are some real-life AI cases to study in-depth?

Readings in the course pack:

- Fountaine, T., McCarthy, B., & Saleh, T. (2019). "Building the AI-powered organization. *Harvard Business Review*, 97(4), 62-73.
 - Davenport, T. H., & Ronanki, R. (2018). Artificial intelligence for the real world. *Harvard Business Review*, 96(1), 108-116.
 - Wilson, H. J., & Daugherty, P. R. (2018). Collaborative intelligence: Humans and AI are joining forces. *Harvard Business Review*, 96(4), 114-123.
 - Vial, G., Jiang, J., Giannelia, T., & Cameron, A. F. (2021). The Data Problem Stalling AI. *MIT Sloan Management Review*, 62(2), 47-53.
-

<Date> Artificial Intelligence: Autonomous Mobility, Robotics, and 3D Printing

Week 6

- What is mobile autonomy and how will it affect the future?
- What is robotic process automation? What has been its effect so far and how will it affect the future?
- What is 3D printing? What has been its effect so far and how will it affect the future?

Readings in the course pack:

22, Available at <https://ark-invest.com/big-ideas-2022>, pp. 93 – 121.

- Badue, C., Guidolini, R., Carneiro, R. V., Azevedo, P., Cardoso, V. B., Forechi, A., ... & De Souza, A. F. (2021). "Self-driving cars: A survey." *Expert Systems with Applications*, 165, 113816.
 - Libert, B., Beck, M., & Davenport, T. (2019). Self-driving companies are coming. *MIT Sloan Management Review*, Aug, 29.
 - Van der Aalst, W. M., Bichler, M., & Heinzl, A. (2018). Robotic process automation. *Business & Information Systems Engineering*, 60(4), 269-272.
 - Govindarajan, V., & Immelt, J. R. (2019). The only way manufacturers can survive. *MIT Sloan Management Review*, 60(3), 24-33.
-

<Date> Blockchain Common-Sense
Week 7

- What is the historical context and background for blockchain?
- What is the overview of the various blockchain ecosystems?
- When should blockchains be used?

Readings in the course pack:

- ARK Invest (2022). *Big Ideas 2022: ARK Invest Annual Research Report*, January 22, Available at <https://ark-invest.com/big-ideas-2022>, pp. 93 – 121.
 - Felin, T., & Lakhani, K. (2018). What problem will you solve with blockchain?. *MIT Sloan Management Review*, 60(1), 32-38.
 - Madnick, S. (2020). Blockchain Isn't as Unbreakable as You Think. *MIT Sloan Management Review*, 61(2), pp. 30 - 43.
 - Greenspan, G. (2021). Four genuine blockchain use cases. *Coin Desk Insights*, Sept. 11, Available at - <https://www.coindesk.com/markets/2016/05/11/four-genuine-blockchain-use-cases/>
-

<Date> Blockchain: Technical Underpinnings
Week 8

- What are cryptography concepts relevant for blockchain?
- What are consensus mechanisms?
- What are cryptocurrencies?
- Compare and contrast permissioned vs. permissionless blockchains

Readings in the course pack:

- Nakamoto, S. (2008). Bitcoin: A peer-to-peer electronic cash system. *Decentralized Business Review*, 21260. Available at - <https://www.debr.io/article/21260.pdf>
- Valenta, M., & Sandner, P. (2017). Comparison of ethereum, hyperledger fabric and corda. Frankfurt School Blockchain Center, 8, 1-8. Available at - <http://www.smallake.kr/wp-content/uploads/2017/07/2017-Comparison-of->

<Date> Blockchain: Financial Applications
Week 9

- What are stablecoins?
- What is DeFi?
- What are CBDCs?
- What are Non-Fungible Tokens (NFTs)?

Readings in the course pack:

- Handouts
 - ARK Invest (2022). *Big Ideas 2022: ARK Invest Annual Research Report*, January 22, Available at <https://ark-invest.com/big-ideas-2022>, pp. 56 - 65.
 - Teschuk, C. & Kim, H.M. (2021). Driving through Roadblocks: A Case for More Proactive Approach to CBDCs from Canada's Central Bank. *SSB Whitepaper*.
 - [Reference Material] Apolline Blandin, Pieters, Gina, Wu, Yue, Eisermann, Thomas , Dek, Anton, Taylor, Sean & Njoki, Damaris (2020). 3rd Global Cryptoasset Benchmarking Study. Cambridge University, Available at <https://www.jbs.cam.ac.uk/faculty-research/centres/alternative-finance/publications/3rd-global-cryptoasset-benchmarking-study/>.
 - [Reference Material] Veneris, Andreas and Park, Andreas and Long, Fan and Puri, Poonam, Central Bank Digital Loonie: Canadian Cash for a New Global Economy (2021). *Osgoode Legal Studies Research Paper*, March 21. Available at <https://ssrn.com/abstract=3770024>.
-

<Date> Blockchain: Enterprise Applications and Industry Expert Perspective
Week 10

- What are some enterprise blockchain use cases including those for traceability and self-sovereign ID and data management?
- What is the metaverse? What are Decentralized Autonomous Organizations (DAOs)?
- How does the term Web 3.0 encompass the many decentralized blockchain-based applications?
- What are some Web 3.0 applications for the enterprise?

Readings in the course pack:

- Handouts
- ARK Invest (2022). *Big Ideas 2022: ARK Invest Annual Research Report*, January 22, Available at <https://ark-invest.com/big-ideas-2022>, pp. 66 - 76.
- Lacity, M., & Van Hoek, R. (2021). What We've Learned So Far About Blockchain for Business. *MIT Sloan Management Review*, 62(3), 48-54.
- Lacity, M., & Van Hoek, R. (2021). Requiem for Reconciliations: DL Freight, a blockchainenabled solution by Walmart Canada and DLT Labs. *University of*

<https://dltlabsweb-media.s3.ca-central-1.amazonaws.com/docs/BCoE202101POSTFINAL-55dcfe44-e73c-4d83-be69-5cb888b7b539.pdf>.

- [Extra Reading] Rauchs, M., Blandin, A., Bear, K., & McKeon, S. B. (2019). 2nd global enterprise blockchain benchmarking study. Available at SSRN 3461765 at <https://www.jbs.cam.ac.uk/wp-content/uploads/2020/08/2019-10-ccaf-second-global-enterprise-blockchain-report.pdf>.
-

<Date> Societal Issues of Emerging Technologies

Week 11

- What are societal issues related to AI, blockchain, and other emerging technologies, including issues about security, privacy, equity, sustainability, and political economy considerations (e.g. labour displacement, universal basic income, changes to monetary systems)?

Readings in the course pack:

- 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. *Business Horizons*, 62(1), 15-25.
 - De Cremer, D., & Kasparov, G. (2021). The ethics of technology innovation: a double-edged sword?. *AI and Ethics*, 1-5.
 - Lanier, J., & Weyl, E. G. (2018). A blueprint for a better digital society. *Harvard Business Review*, 26.
-

<Date> Use Case Pitch Competition

Week 12

Readings in the course pack:

- Elsbach, K. (2003). "How to Pitch a Brilliant Idea," *Harvard Business Review*, September 2003, p. 117.
 - Pentland, A. (2009). "Defend your Research: We can Measure the Power of Charisma," *Harvard Business Review*, Summer 2009, p. 35.
-

Written Assignments/Projects and Exam[s]: Descriptions

Assignments will be completed on Canvas. They will involve short-answer questions directly pertaining to the course material. Students are strongly encouraged to engage with the material early in preparation.

Due Date

Every Class Participation
week

Submission of deliverables: Assessed by instructor.
Value: 15%

Week 3, Bi-Weekly Assignments

5, 7, 9, 11 You will be assigned question(s) for each these weeks. One of these questions will be marked. These questions typically are to be answered in less than 100 words.

Submission of deliverables: Assignment to be completed online via Canvas.
Value: 30%

Week 10 Case Report

The AI industry expert will lay out a case and ask for your help in understanding and analyzing a case. You are to submit an analysis of the case as well as recommendations for the expert

Submission of deliverables: Assignment to be completed online via Canvas.
Value: 10%

Week 12

Group Pitch

Live PowerPoint group presentation

Presentation time: 5-10 Minutes

Submission of deliverables: Slide deck to be completed online via Canvas
Value: 25%

- You will self-organize into groups of 3-5 and pitch a use case that has one of the emerging technologies studied in this course as a core technology. Everyone in your group must take part in the pitch. The judges for the competition will be the instructor and two or three other industry experts.
- In 2017, we ran a “guerilla” blockchain bootcamp. We will be using the assessment rubric as recommended to us then by IBM:
 - 25% for Business Value
 - 20% for applicability of emerging technologies as opposed to another traditional tech
 - 20% for alignment to project objectives
 - 20% for presentation
 - 15% for wow factor
- The format for the competition will be as follows -
 - 4-6 teams will present for 8-10 minutes
 - 20 minutes for judges and audience to ask questions to these teams

Due Date

- next 4-6 teams will present for 8-10 minutes
- 20 minutes for judges and audience to ask questions to these teams

Week 13 Group Report

Feedback from the pitch competition will be integrated into this report

Submission of deliverables: Document to be completed online via Canvas

Value: 20%

- It is expected that each team will write a max 10 page use case report along the lines of the methodology outlined in the "Use Case 2.0" paper. You are expected to incorporate the feedback received from the pitch competition to finalize this written deliverable.

valuation of Written Assignments/Projects and Exams

Assignments are due on the date/times listed in the syllabus. Late assignments are not accepted and will receive a grade of zero subject to mitigating circumstances

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 deliverable (class participation/assignments/ group project/final exam). The resultant final percentage will be converted to letter grade according to the following scale:

Grade	Grade Point/ Index Value	Percentage Points	Description
A+	9	90-100	Exceptional
A	8	85-89	Excellent
A-	7	80-84	Very Good
B+	6	75-79	Good
B	5	70-74	Competent
B-	4	65-69	Fairly Competent
C+	3	60-64	Passing
C	2	55-59	Barely Passing
C-	1	50-54	Marginally Failing
F	0	0-49	Failing

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, 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/>.

Exams (Absence from)

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, Associate Director, Undergraduate Programs Unit (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 a copy of this document, visit:

<http://www.registrar.yorku.ca/pdf/attending-physicians-statement.pdf>

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: MBA in Technology Leadership

2. Responsible Unit:

ECON

3. Subject Code (Rubric) and Course Number:

ECON 5110

4. Credit Value:

3.00

5. Long Course Title:

Digital Economics

6. Short Course Title:

Digital Economics

7. Effective Term/Calendar Year:

Fall 2023

8. Language of Instruction:

English

9. Calendar (Short) Course Description:

The digital economy, broadly defined as an economy based on digital goods and services, is built on the foundations of Information and Communication Technology (ICT). The private and public sectors have embraced the digital economy as way to increase benefits, efficiency, and competitive advantage. This course introduces the basic micro and macro economic concepts underlying the digital economy.

10. Expanded Course Description:

The digital economy, broadly defined as an economy based on digital goods and services, is built on the foundations of Information and Communication Technology (ICT). Advancements in ICT have made it possible to develop and adopt a wide range of technologies including social media, apps, cloud computing, big data, cryptocurrencies and crowd funding. The private and public sectors have embraced these advancements as a way to increase benefits, efficiency, and competitive advantage. This course analyzes firm strategies and public policy issues surrounding the digital economy and related industries. The analysis applies micro and macro economic tools and principles, including game theory, industrial organization, information economics, monetary and financial economics, and public policy. Topics include differentiation of prices and products, search cost, network effects, market structure and the impact of ICT on existing economic and financial institutions. Cases are used to demonstrate digital economics in practice.

11. Course Learning Outcomes:

A MBA students completing this course are expected to have the following learning outcomes:

Knowledge

- Understand the basics of micro- and macro-economics.
- Understand how digitalization has affected some fundamental aspects of trading relationships in the economy.
- Understand the costs reduced by digitalization and the impact and implications this has on firms, markets, consumers, and society.
- Understand the public policy concerns digitization have created.

Skills

- Apply micro- and macroeconomic digital concepts and tools to analyze specific trading situations.
- Apply the knowledge and concepts/tools to consult organizations seeking to digitalize their operations.
- Critically analyse arguments related to questions on digital economics that appear in media and everyday discussions.

2. Rationale:

This course is a core course for the MBAt: MBA in Technology Leadership. Innovation and developments in information and communication technology (ICT) have and continue to transform our economy. The objective of this course is to provide students a theoretical basis for digital economics and show how these theories can be applied to the study of real-world economics and business phenomena. Digital economics is a branch of economics studying digital services and goods. Understanding the effects of digital technology requires we ask, “what distinguishes digital goods and services from non-digital goods and services?” and “what economic consequences do these differences have on firms, markets, consumers, and society?”

13. Evaluation:

Participation:	10%
Individual assignments	30%
Group Presentation	10%
Group Project	25%
Final Exam	25%

14. Integrated Courses:

N/A

15. Cross-listed Courses:

N/A

16. Enrolment Notes:

This course is open to MBAt students only.

17. Faculty Resources:

Faculty Members: Irene Henriques

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:

Required:

Øverby, Harald, and Jan Arild Audestad (2021) *Introduction to Digital Economics: Foundations, Business Models and Case Studies*. Second Edition, Classroom Companion: Business. Cham: Springer International Publishing. <https://doi.org/10.1007/978-3-030-78237-5> .

Articles (many of these readings are available for free online or can be accessed via FACTIVA):

Goldfarb, A. & Tucker, C. (2019) Digital Economics. *Journal of Economic Literature*, 57(1): 3–43. <https://doi.org/10.1257/jel.20171452>.

Brynjolfsson, E. & Collis A. (2019) How Should We Measure the Digital Economy? **Harvard Business Review**, November 1, 2019. <https://hbr.org/2019/11/how-should-we-measure-the-digital-economy>.

Katz, M. & Shapiro, C. (1994) System Competition and Network Effects. **The Journal of Economic Perspectives**, 8(2), pp. 93-115.

Adrian, T. & Mancini-Griffoli, T. (2019) The Rise of Digital Money. IMF FinTech Notes, no. 19/0018. Washington, D.C: International Monetary Fund, 2019. <https://www.imf.org/en/Publications/fintech-notes/Issues/2019/07/12/The-Rise-of-Digital-Money-47097>

Eisenmann, T., Parker, G., & Van Alstyne, M. (2006) Strategies for Two-Sided Markets, **Harvard Business Review**. October, 92-101.

Lo, S. & Wang, J. C. (2014) Bitcoin as Money? Current Policy Perspectives, Federal Reserve Bank of Boston, No. 14-4. <https://bitcoinwallets.com/bitcoin-as-money.pdf>

Dwyer, G. P. (2014) The Economics of Bitcoin and Similar, Private Digital Currencies, Munich Personal RePEc Archive (MPRA) Paper No. 57360.

The Economist (2021) When Central Banks Issue Digital Money, May 6, 2021. <https://www.economist.com/special-report/2021/05/06/when-central-banks-issue-digital-money>.

The Economist (2021) A Brave New World for Banks, May 6, 2021.
<https://www.economist.com/special-report/2021/05/06/a-brave-new-world-for-banks>.

The Economist (2021) A Future with Fewer Banks, May 6, 2021.
<https://www.economist.com/special-report/2021/05/06/a-future-with-fewer-banks>.

The Economist (2021) Will the Dollar Stay Dominant?, May 6, 2021.
<https://www.economist.com/special-report/2021/05/06/will-the-dollar-stay-dominant>.

The Economist. (2021) The Digital Currencies That Matter, May 8, 2021.
<https://www.economist.com/leaders/2021/05/08/the-digital-currencies-that-matter>.

Braghieri, L., Eichmeyer, S. & Gentzkow, M. (2020) The Welfare Effects of Social Media
American Economic Review, 110(3): 629-676.

Gentzkow, M. & Song, L. (forthcoming) Digital Addiction, *American Economic Review*.

New Course Proposal Template (Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor:

Irene Henriques

Course coordinator:

Irene Henriques

21. Specializations

Primary area or specialization:

ECON

Secondary areas or specializations:

N/A

22. Student Contact and Enrolment

Contact hours:

36

Maximum enrolment:

55

Expected enrolment:

55

Evidence for enrolment expectations:

Interest in digital economics has surged in recent years as information and communication technologies (ICTs) have disrupted existing business models and economic institutions. Technological developments become relevant to the extent that they are economically and socially meaningful.

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) Provide a convincing case for the proposed course.

This course is a core course in the new MBAt program

Originator:

<u>Irene Henriques</u>	<u>March 10, 2022</u>
Signature	Date

<u>Irene Henriques</u>	<u>Economics - SSB</u>
Name	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.

Perry Sadorsky Economics Area

Alex Coutts Economics Area

Willow Sheremata Strategy Area

Pauline Shum-Nolan Finance Area

Preet Aulakh Strategy Area

Henry Kim OMIS Area

Atipol Bhanich Supapol Economics Area

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

March 10, 2022
Date

Irene Henriques
Name of Coordinator or Director

Economics - SSB
Area or Specialization

Degree Program:

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

Ashwin Joshi
Signature

March 3, 2022
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

April 28, 2022
Date

Marcia Annisette
Name of Committee Chair

Master Programs Committee
Committee

Digital Economics

Course Outline

Fall 2023

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

Instructor

Dr. Irene Henriques
N205 D, Seymour Schulich Building
416-736-5068
ihenriques@schulich.yorku.ca
Office hours: By appointment

Assistant

Jennifer Fernandes
N205B, Seymour Schulich Building
(416) 736-5068
jfernandes@schulich.yorku.ca

Irene Henriques is a Professor of Sustainability and Economics, the Area Coordinator of Economics at the Schulich School of Business, York University, Distinguished Visiting Star Professor at the EGADE Business School, Tecnologico de Monterrey, Mexico from 2015-2020, and former Co-Editor of Business & Society. Irene has served as Chair of the Organizations and the Natural Environment Division of the Academy of Management and the Strategy Division of Administrative Sciences Association of Canada.

Brief Description

The digital economy, broadly defined as an economy based on digital goods and services, is built on the foundations of Information and Communication Technology (ICT). The private and public sectors have embraced the digital economy as way to increase benefits, efficiency, and competitive advantage. This course introduces the basic micro- and macro-economic concepts underlying the digital economy.

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Course Learning Outcomes

MBA students completing this course are expected to have the following learning outcomes:

Knowledge

- Understand the basics of micro- and macro-economics.
- Understand how digitalization has affected some fundamental aspects of trading relationships in the economy.
- Understand the costs reduced by digitalization and the impact and implications this has on firms, markets, consumers, and society.
- Understand the public policy concerns digitization have created.

Skills

- Apply micro- and macroeconomic digital concepts and tools to analyze specific trading situations.
- Apply the knowledge and concepts/tools to consult organizations seeking to digitalize their operations.
- Critically analyze arguments related to questions on digital economics that appear in media and everyday discussions.

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, undertaking, and presenting an economic analysis of an ICT company. Participation is encouraged in-class, as well as in structured offline discussions. Final exam will be scheduled during the final exam period.

Assignment/Task	Quantity	% Weight	Total %	Author
Assignments	2	15	30	Individual
Group Presentation	1	10	10	Group
Group Project	1	25	25	Group
Final Exam	1	25	25	Individual
Class participation	1	10	10	Individual
			100%	

For details, see “Written Assignments/Projects and Exam[s]: Descriptions” (p. 8) and “Evaluation ...” (p. 8).

Course Material

Every week, you should access the class Canvas page and access the Class-by-Class Syllabus for readings and locations (See pp. 4-7)

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:

Øverby, Harald, and Jan Arild Audestad (2021) **Introduction to Digital Economics: Foundations, Business Models and Case Studies**. Second Edition, Classroom Companion: Business. Cham: Springer International Publishing. <https://doi.org/10.1007/978-3-030-78237-5> .

The course does call on chapters from one other text which is available to download for free:

Jeffrey R. Church and Roger Ware, *Industrial Organization: A Strategic Approach*

Free download available:

https://edisciplinas.usp.br/pluginfile.php/1663633/mod_resource/content/1/ChurchWare.pdf

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 the course CMD, and when changes need to be announced between classes, an email will be sent to students' Lotus Notes email accounts, notifying them of the change.

<Date> Introduction to Digital Economics

Week 1

Understanding the digital economy does not require new economic theories. Instead, it requires we focus on the fundamental economic variables that digitization has affected to determine its impact on trading relationships in the economy. In this class, we undertake a brief history of Information and Communication Technology (ICT) to 1) understand the size and versatility of the digital economy, 2) examine how the Internet and mobile technology has enabled the digital economy, and 3) understand ICT's evolution.

Read:

Chapter 1 – The Digital Economy, and Chapter 2 – Information and Communication Technologies in Øverby, Harald, and Jan Arild Audestad (2021) *Introduction to Digital Economics: Foundations, Business Models and Case Studies*.

<Date> Simple Pricing: Competitive markets and Monopoly

Week 2

This class will focus on the basics of competitive markets and pricing. We will then examine the formation of monopolies and oligopolies in the digital economy.

Read:

Chapter 2 – The Welfare Economics of Market Power in Jeffrey R. Church and Roger Ware, *Industrial Organization: A Strategic Approach*

Chapter 13 – Digital Monopolies and Oligopolies in Øverby, Harald, and Jan Arild Audestad (2021) *Introduction to Digital Economics: Foundations, Business Models and Case Studies*.

<Date> How digitization affects cost and production structures

Week 3

Digital technology has reduced the cost of storage, computation, and transmission of data. This week, we examine how digital technology has changed economic activity.

Read:

Goldfarb, A. & Tucker, C. (2019) Digital Economics. *Journal of Economic Literature* 57, no. 1: 3–43. <https://doi.org/10.1257/jel.20171452>.

Chapter 6 - Digital Goods and Services in Øverby, Harald, and Jan Arild Audestad (2021)
Introduction to Digital Economics: Foundations, Business Models and Case Studies.

Chapter 7 – Production Models in Øverby, Harald, and Jan Arild Audestad (2021)
Introduction to Digital Economics: Foundations, Business Models and Case Studies.

<Date> Non-Linear Pricing and Price Discrimination

Week 4

Price discrimination is selling the same good at different prices, adjusted for differences in costs. Why do firms use non-linear pricing strategies? What conditions allow companies to price discriminate? How has digitization made price discrimination easier? Can such activities harm consumers by increasing economic inequality?

Read:

Chapter 5 – Non-Linear Pricing and Price Discrimination in Jeffrey R. Church and Roger Ware,
Industrial Organization: A Strategic Approach

Newman, N. (2014). The Costs of Lost Privacy: Consumer Harm and Rising Economic Inequality in the Age of Google. *William Mitchell Law Review*, 40(2), 849-889. Can be accessed at <https://open.mitchellhamline.edu/wmlr/vol40/iss2/12/>

<Date> Network Effects

Week 5

A network effect is the value a new user adds to existing users in the network. How do network effects (direct and indirect) affect the temporal evolution of the market? Why do some digital firms offer their services for free initially? How can we estimate the value of these networks?

Assignment #1 Due this week

Read:

Chapter 7 – Network Effects in Øverby, Harald, and Jan Arild Audestad (2021)
Introduction to Digital Economics: Foundations, Business Models and Case Studies.

Katz, M. & Shapiro, C. (1994) System Competition and Network Effects. *The Journal of Economic Perspectives*, Vol.8, No. 2, pp. 93-115.

<Date> Path Dependence and Switching Costs

Week 6

Microeconomics suggests that the market is governed by supply and demand and that all competitors have perfect knowledge about the market. But what happens when dynamic markets do not return to the equilibrium state (path dependence) or you have increasing returns?

Read:

Chapter 11 – Path Dependence in Øverby, Harald, and Jan Arild Audestad (2021)
Introduction to Digital Economics: Foundations, Business Models and Case Studies.

Chapter 12 – Lock-In and Switching Costs in Øverby, Harald, and Jan Arild Audestad (2021)
Introduction to Digital Economics: Foundations, Business Models and Case Studies.

<Date> Applying the Business Model Canvas

Week 7

together
project

In this class, we bring the microeconomic elements discussed over the last 6 weeks to help us complete the Business Model Canvas. Groups will be formed, and group ideas will be developed.

Read:

Chapter 19 – Digital Business Models in Øverby, Harald, and Jan Arild Audestad (2021)
Introduction to Digital Economics: Foundations, Business Models and Case Studies.

<Date> Digital Impacts on the Macroeconomy

Week 8

Some basic macroeconomic variables such as gross domestic product (GDP), production, trade, and growth and the role of government are introduced. How has digitization affected the real economy?

Read:

Henriques, Irene (2022) *Digital Impacts on the Macroeconomy*, Handout.

Brynjolfsson, E. & Collis, A. (2019) How Should We Measure the Digital Economy?
Harvard Business Review, November 1, 2019.

<https://www.imf.org/en/Publications/fintech-notes/Issues/2019/07/12/The-Rise-of-Digital-Money-47097>

G20. (2018). Toolkit for Measuring the Digital Economy. Available at

<https://www.oecd.org/g20/summits/buenos-aires/G20-Toolkit-for-measuring-digital-economy.pdf>

<Date> The Importance of Money

Week 9

banks
exchange

Money is a vital component of an economy. Here we discuss the role of money, central and financial institutions in maintaining a stable economy and prices (inflation and rates). This provides the foundation for next week's class on digital currencies.

Assignment #2 Due this week

Read:

Henriques, Irene (2022) *The Importance of Money*, Handout.

<Date> Digital Currencies

Week 10

What are digital currencies? Are they money or an investment vehicle? How does the rise of cryptocurrencies shape international currency competition and the future of money? Will digital currencies challenge the dominance of the dollar? Which countries should develop Central Bank Digital Currencies (CBDCs) and when? How are various economies differentially affected? Do digital currencies increase financial inclusion?

Guest digital currency expert speaker: TBA

Read:

Adrian, T. & Mancini-Griffoli, T. (2019) The Rise of Digital Money. IMF FinTech Notes, no. 19/0018. Washington, D.C: International Monetary Fund, 2019.

<https://www.imf.org/en/Publications/fintech-notes/Issues/2019/07/12/The-Rise-of-Digital-Money-47097>

The Economist (2021) When Central Banks Issue Digital Money, May 6, 2021.

<https://www.economist.com/special-report/2021/05/06/when-central-banks-issue-digital-money>

The Economist (2021) A Brave New World for Banks, May 6, 2021.

<https://www.economist.com/special-report/2021/05/06/a-brave-new-world-for-banks>

The Economist (2021) A Future with Fewer Banks, May 6, 2021.

<https://www.economist.com/special-report/2021/05/06/a-future-with-fewer-banks>

The Economist (2021) Will the Dollar Stay Dominant?, May 6, 2021.

<https://www.economist.com/special-report/2021/05/06/will-the-dollar-stay-dominant>

The Economist. (2021) The Digital Currencies That Matter, May 8, 2021.

<https://www.economist.com/leaders/2021/05/08/the-digital-currencies-that-matter>

Lo, S. & Wang, J. C. (2014) Bitcoin as Money? Current Policy Perspectives, Federal Reserve Bank of Boston, No. 14-4. <https://bitcoinwallets.com/bitcoin-as-money.pdf>

Dwyer, G. P. (2014) The Economics of Bitcoin and Similar, Private Digital Currencies, Munich Personal RePEc Archive (MPRA) Paper No. 57360.

<Date> Digital Regulation – Social Media / Digital Privacy / Digital Addiction

Week 11

Governments regulate to avoid market failures such as the formation of monopolies, to foster fair competition, to ensure affordable access, to ensure transparency, to promote

ethical conduct and to spur innovation. This week we will examine the different types of digital regulation around the world and their potential impacts.

Video: The Social Dilemma, Netflix

Read:

Chapter 22 – Digital Regulation in Øverby, Harald, and Jan Arild Audestad (2021)
Introduction to Digital Economics: Foundations, Business Models and Case Studies.

Braghieri, L., Eichmeyer, S. & Gentzkow, M. (2020) The Welfare Effects of Social Media
American Economic Review, 110(3): 629-676.

Gentzkow, M. & Song, L. (forthcoming) Digital Addiction, *American Economic Review*.

<Date> Group Presentations
Week 12

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. Students are strongly encouraged to engage with the material early in preparation.

Due Date

Week 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 via Canvas.

Value: 15%

Week 9 Assignment 2

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 via Canvas.

Value: 15%

Week 12 Group Presentation

Live PowerPoint group presentation

Presentation time: 10 Minutes

Value: 10%

Week 13 Group Report

Groups of 4-5 students will employ the Business Model Canvas depicted in Chapter 19 of Øverby, Harald, and Jan Arild Audestad (2021) to chart two organizations: a bricks and mortar organization and a digital organization. The objective is to determine each organization's key partners, key activities, key resources, value proposition, cost structure, revenue streams, customer relationships, and customer segments. You are asked to compare the differences so as to assess how an economy can best to value digital organizations.

Value: 25%

Final

Exam Final Exam

Period (TBA) The material for the final exam incorporates all the materials discussed in the course. The two-hour exam will take place at a time and place to be announced.

Due Date

Value: 25%

Evaluation of Written Assignments/Projects and Exams

Assignments are due on the dates listed in the syllabus, normally the day before class at 10:00 PM EST, unless otherwise indicated in class by the professor. Late assignments are not accepted and will receive a grade of zero.

Group Project

Groups of 4-5 students will employ the Business Model Canvas depicted in Chapter 19 of Øverby, Harald, and Jan Arild Audestad (2021) to chart two organizations: a bricks and mortar organization and a digital organization. The objective is to determine each organization's key partners, key activities, key resources, value proposition, cost structure, revenue streams, customer relationships, and customer segments. You are asked to compare the differences so as to assess how an economy can best to value digital organizations.

Format of Research Paper

You are asked to use Times New Roman 12-point font. The maximum number of words is 2500 not including references, graphs or appendices. Single or double spacing is acceptable. Remember, in writing a research report it is not the quantity that matters but rather the quality of the arguments that will be evaluated.

Note that all submissions are subject to Turnitin plagiarism review.

Group presentation – Each group will present their key recommendations. Presentations must be 10 minutes in length followed by a 5-minute question and answer period. You will be evaluated on your presentation as well as your participation in discussions in both your presentation and that of your colleagues. Not attending the presentation of your colleagues will result in a lower grade. These presentations will take place on the last two weeks of class.

The material for the final exam incorporates all the materials discussed in the course. The two-hour exam will take place at a time and place to be announced.

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 deliverable (class participation/assignments/ group project/final exam). The resultant final percentage will be converted to letter grade according to the following scale:

Grade	Grade Point/ Index Value	Percentage Points	Description
A+	9	90-100	Exceptional
A	8	85-89	Excellent
A-	7	80-84	Very Good
B+	6	75-79	Good
B	5	70-74	Competent
B-	4	65-69	Fairly Competent
C+	3	60-64	Passing
C	2	55-59	Barely Passing
C-	1	50-54	Marginally Failing
F	0	0-49	Failing

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, 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/>.

Exams (Absence from)

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 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 a copy of this document, visit:

<http://www.registrar.yorku.ca/pdf/attending-physicians-statement.pdf>

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> Introduction to Digital Economics		Chapters 1 and 2 in Øverby, Harald, and Jan Arild Audestad (2021) Introduction to Digital Economics: Foundations, Business Models and Case Studies.	
2. <Date> Simple Pricing: Competitive markets and Monopoly		Chapter 2 – The Welfare Economics of Market Power in Jeffrey R. Church and Roger Ware, Industrial Organization: A Strategic Approach Chapter 13 – Digital Monopolies and Oligopolies in Øverby, Harald, and Jan Arild Audestad (2021) Introduction to Digital Economics: Foundations, Business Models and Case Studies.	
3. <Date> How digitization affects cost and production structures		Goldfarb, A. & Tucker, C. (2019) Digital Economics. Journal of Economic Literature 57, no. 1: 3–43. Chapter 6 - Digital Goods and Services in Øverby, Harald, and Jan Arild Audestad (2021) Introduction to Digital Economics: Foundations, Business Models and Case Studies. Chapter 7 – Production Models in Øverby, Harald, and Jan Arild Audestad (2021) Introduction to Digital Economics: Foundations, Business Models and Case Studies.	
4. <Date> Non-Linear Pricing and Price Discrimination		Chapter 5 – Non-Linear Pricing and Price Discrimination in Jeffrey R. Church and Roger Ware, Industrial Organization: A Strategic Approach Newman, N. (2014). The Costs of Lost Privacy: Consumer Harm and Rising Economic Inequality in the Age of Google. William Mitchell Law Review, 40(2), 849-	

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation
		889. Can be accessed at https://open.mitchellhamline.edu/wmlr/vol40/iss2/12/	
5. Network Effects <Date>	Assignment 1 Due	Chapter 7 – Network Effects in Øverby, Harald, and Jan Arild Audestad (2021) Introduction to Digital Economics: Foundations, Business Models and Case Studies. Katz, M. & Shapiro, C. (1994) System Competition and Network Effects. The Journal of Economic Perspectives, Vol.8, No. 2, pp. 93-115.	
6. Economics of Multisided Platforms <Date>		Chapter 10 – Multisided Platforms in Øverby, Harald, and Jan Arild Audestad (2021) Introduction to Digital Economics: Foundations, Business Models and Case Studies. Eisenmann, T., Parker, G., & Van Alstyne, M. (2006) Strategies for Two-Sided Markets, Harvard Business Review. October, 92-101.	
<i>NO CLASS (Reading Week)</i>			
7. Path Dependence and Switching Costs <Date>		Chapter 11 – Path Dependence in Øverby, Harald, and Jan Arild Audestad (2021) Introduction to Digital Economics: Foundations, Business Models and Case Studies. Chapter 12 – Lock-In and Switching Costs in Øverby, Harald, and Jan Arild Audestad (2021) Introduction to Digital Economics: Foundations, Business Models and Case Studies.	
8. Digital Impacts on the Macroeconomy <Date>		Henriques, Irene (2022) Digital Impacts on the Macroeconomy, Handout. Brynjolfsson, E. & Collis, A. (2019) How Should We Measure the Digital Economy? Harvard	

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation
		<p>Business Review, November 1, 2019. https://www.imf.org/en/Publications/fintech-notes/Issues/2019/07/12/The-Rise-of-Digital-Money-47097</p> <p>G20. (2018). Toolkit for Measuring the Digital Economy. Available at https://www.oecd.org/g20/summits/buenos-aires/G20-Toolkit-for-measuring-digital-economy.pdf</p>	
9. <Date> The Importance of Money	Assignment 2 Due	Henriques, Irene (2022) The Importance of Money, Handout.	
10. <Date> Digital Currencies		<p>Adrian, T. & Mancini-Griffoli, T. (2019) The Rise of Digital Money. IMF FinTech Notes, no. 19/0018. Washington, D.C: International Monetary Fund, 2019. https://www.imf.org/en/Publications/fintech-notes/Issues/2019/07/12/The-Rise-of-Digital-Money-47097</p> <p>The Economist (2021) When Central Banks Issue Digital Money, May 6, 2021. https://www.economist.com/special-report/2021/05/06/when-central-banks-issue-digital-money</p> <p>The Economist (2021) A Brave New World for Banks, May 6, 2021. https://www.economist.com/special-report/2021/05/06/a-brave-new-world-for-banks</p> <p>The Economist (2021) A Future with Fewer Banks, May 6, 2021. https://www.economist.com/special-report/2021/05/06/a-future-with-fewer-banks</p> <p>The Economist (2021) Will the Dollar Stay Dominant?, May 6, 2021. https://www.economist.com/special-report/2021/05/06/will-the-dollar-stay-dominant</p>	

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation
		<p>The Economist. (2021) The Digital Currencies That Matter, May 8, 2021. https://www.economist.com/leaders/2021/05/08/the-digital-currencies-that-matter</p> <p>Lo, S. & Wang, J. C. (2014) Bitcoin as Money? Current Policy Perspectives, Federal Reserve Bank of Boston, No. 14-4. https://bitcoinwallets.com/bitcoin-as-money.pdf</p> <p>Dwyer, G. P. (2014) The Economics of Bitcoin and Similar, Private Digital Currencies, Munich Personal RePEc Archive (MPRA) Paper No. 57360.</p>	
<p>11. <Date> Digital Regulation</p>		<p>Chapter 22 – Digital Regulation in Øverby, Harald, and Jan Arild Audestad (2021) Introduction to Digital Economics: Foundations, Business Models and Case Studies.</p> <p>Braghieri, L., Eichmeyer, S. & Gentzkow, M. (2020) The Welfare Effects of Social Media American Economic Review, 110(3): 629-676.</p> <p>Gentzkow, M. & Song, L. (forthcoming) Digital Addiction, American Economic Review.</p>	
<p>12. <Date> Group Presentations</p>	<p>Group Presentations</p>		

MEMORANDUM
Peter F. Bronfman Business Library

SUBJECT: Library Statement for ECON51xx:
Digital Economics

FROM: Kris Joseph
Business Librarian

DATE: March 22, 2022

ECON 51xx: Digital Economics

York University Libraries (YUL) is pleased to be able to provide full support for the proposed graduate course, *ECON 51xx: Digital Economics*, which will form part of the curriculum for Schulich's new MBA in Technology Leadership.

The selected course textbook will be available in the York University Libraries collection in electronic format, and all other course readings are either freely available online or accessible through our existing subscriptions. A library-specific session on company and industry research may help support the Business Model Canvas assignment, but several equivalent resources are available online through the York University Libraries website and research guides. Full details on these elements, in addition to information on resources available through the Scott Library Media Creation Lab, are provided in the following sections.

1. Textbook and Course Readings

The required textbook for this course is readily available from Springer International Publishing and is reasonably-priced for students. The book is not yet in the York University Libraries collection but has been flagged for purchase as an ebook. Wherever possible, we aim to acquire ebooks that have few or no access restrictions from the publisher; in this case, we may be restricted to allowing only one simultaneous user of the ebook.

The course readings specified in the proposal are from a range of sources, several of which are freely available online. Articles for the class include many selections from *The Economist* and the *Harvard Business Review*, which are available through York Libraries' existing subscriptions. Readings that require authenticated access may be linked to the Canvas LMS by following our online guide at <https://researchguides.library.yorku.ca/permalinks>.

Any available course materials may be placed on reserve for students by the course instructor, using our online form at <https://www.library.yorku.ca/web/ask-services/facultyinstructor-support/places-items-on-reserve/>

2. Additional Resources

The course assignments and final exam will be based directly on course material, but students will have to map two organizations to the Business Model Canvas outlined in Chapter 19 of Øverby, Harald, and Jan Arild Audestad (2021) for a group assignment

and presentation. The following resources may be of use to students completing their course project.

Articles, Data, and Statistics

In addition to the [ECONLit](#) and [RePEc](#) databases, which cover academic resources and white papers specific to key economic topics, students in the ECON 51xx course are well-advised to take advantage of databases and resources in related disciplines and subject areas. These guides include:

- Business: <https://researchguides.library.yorku.ca/business>
- Organizational Behaviour: <https://researchguides.library.yorku.ca/orgbehaviour>
- Sociology: <https://researchguides.library.yorku.ca/sociology>

The Business Model Canvas assignment requires students to research and assess key facets of their selected organizations. Our Business Research at York Toolkit (BRYT), located online at <https://bryt.library.yorku.ca/>, includes detailed tutorials and tools for conducting the kind company, industry and market research that will be required to complete this work.

Should coursework involve examination of demographic, industry, or other data, our Data & Statistics Guide (<https://researchguides.library.yorku.ca/data>) provides targeted support for research into appropriate and accurate data sources.

Media Creation Lab

Students visiting the Keele Campus at York University have access to a range of loanable equipment and bookable spaces that may contribute to the creation of multi-modal presentations for this class. The Scott Library Media Creation Lab includes cameras and audio equipment as well as a high-end audio recording booth and a flexible media studio. These resources may be of interest to students who wish to incorporate multimedia elements as part of their presentations. Information on the lab and online bookings are available at <https://bit.ly/yu-mcl>

3. Research Help & Consultation Support

York University Libraries is pleased to offer instructors curriculum-integrated support for students wishing to develop information literacy and research skills. In addition to ongoing student supports offered through the Learning Commons (<https://learningcommons.yorku.ca/>), ECON 51XX instructors are welcome to request a tailored, in-class session where company and industry research resources can be shared with the class as a whole. Details can be discussed with a liaison librarian, and specific teaching requests for classes can be made through our online booking system at <https://www.library.yorku.ca/web/ask-services/facultyinstructor-support/book-a-library-class/>

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 this course's group project. More information about these services can be found on this webpage: <https://www.library.yorku.ca/web/bbl/ask-a-question/>

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: MBA in Leading Technology-Enabled Organizations program.

2. Responsible Unit:

MKTG

3. Subject Code (Rubric) and Course Number:

MKTG 5100

4. Credit Value:

3.00

5. Long Course Title:

Unlocking Value for Customers Through Technology and Digital Transformation

6. Short Course Title:

Unlocking Value for Customers

7. Effective Term/Calendar Year:

Fall 2023

8. Language of Instruction:

English

9. Calendar (Short) Course Description:

This course provides students with the latest conceptual frameworks and analytical tools for marketing decision making in industries affected by disruptive technologies and digital transformations. It develops a managerial and socio-cultural perspective on technology marketing to unlock consumer value. It teaches students to think independently, empathetically, and ethically in a highly competitive and technological environment.

10. Expanded Course Description:

This course provides students with the latest conceptual frameworks and analytical tools for marketing decision making in industries affected by disruptive technologies and digital transformations. It develops a managerial and socio-cultural perspective on technology marketing to unlock consumer value. It teaches students to think independently, empathetically, and ethically in a highly competitive and technological environment. The course content is designed to be both theoretical and practical, featuring a mixture of lectures and experiential learning including industry-relevant guest speakers, student-led case discussions, and simulations. Topics include customer value, digital disruption, market planning, netnographic research, ethics, diversity, equity and inclusion, brand storytelling, inclusive design thinking, platform strategy, digital marketing, marketing analytics, and customer experience management. Student assignments comprise completing two certificates (inclusive language for marketers and an inbound marketing), personal brand report and LinkedIn page, disruptive technology company presentation and report, and a marketing plan for a technology-driven product or service. Industries covered in the course include communication services, transportation, retail, tourism, healthcare, and entertainment.

11. Course Learning Outcomes:

The learning objectives of this course are:

- Understand, explain, and apply key marketing theories and tools for a technology product or service.
- Conduct basic market research and interpret the data to make feasible recommendations for technology business issues within a limited timeframe.
- Write and implement an actionable marketing plan for a technology product or service.
- Work effectively and empathetically as a member of diverse teams to drive business innovation, develop new technology-enhanced market offerings, and create consumer value.
- Learn to think independently and demonstrate ethical behavior.

12. Rationale:

This is the core marketing course of the new MBAt: MBA in Leading Technology-Enabled Organizations program. It is specifically designed for this program, which means that no overlap with other existing courses should exist.

This course offers a cutting-edge managerial and socio-cultural perspective on the marketing of technologies. The course content is designed to be both theoretical and practical, featuring a mixture of lectures and experiential learning (industry-relevant guest speakers, student-led discussions, and simulations). Hence, attendance and participation are vital. The deliverables for this course are wide-ranging and are explained in the accompanying syllabus.

The MBAt Program Learning Outcomes are attached as a separate document.

13. Evaluation:

Assignment/Task	Quantity	Weight	Total %	Author	Due Date
Class Participation	N/A	10%	10%	Individual	Each Class

Assignment/Task	Quantity	Weight	Total %	Author	Due Date
Inclusive Language for Marketers LinkedIn Certificate	1	5%	5%	Individual	Class 4
Personal Brand Report	1	20%	20%	Individual	Class 6
Disruptive Technology Co. Presentation	1	10%	10%	Group Group	Assigned Class
Report	1	10%	10%		
HubSpot's Inbound Marketing Certificate	1	10%	10%	Individual	Class 11
Tech. Marketing Plan Presentation	1	15%	15%	Group Group	Class 12
Report	1	15%	15%		
Peer Evaluation	1	5%	5%	Individual	
			100%		

Preparation: Expect to spend at least 4-6 hours per week preparing for this class and completing assignments. It is important that you have read the material prior to attending class. Class slides will be posted on Canvas after the class is completed.

Classroom Etiquette: All I ask is for politeness, open-mindedness, and enthusiasm!!

Classroom Participation & Attendance: Your Class Participation Grade will be based on your attendance, contributions to in-class and online debates and discussions, and awareness of issues in the required readings (10% of your total mark is in-class participation).

Important: Late assignments are not accepted. A late assignment will result in a zero for that assignment. There is no way to make up for a missed assignment. I do not offer additional assignments or extra work in lieu of a missed assignment. Given these facts, please pay close attention to deadlines. Please upload all assignments on Canvas.

14. Integrated Courses:

It is not expected that this course will be integrated with courses in other programs.

15. Cross-listed Courses:

This course will not be cross listed.

16. Enrolment Notes:

Spaces are limited to students enrolled in the new MBAt: MBA in Leading Technology-Enabled Organizations program.

17. Faculty Resources:

Dr. Ela Veresiu will co-teach this course in collaboration with an industry expert who may vary from year to year. The course will be offered once a year, every Fall semester, unless demand significantly increases to warrant two sections. Dr. Veresiu is currently teaching in the Marketing Area. Other Marketing Area faculty members qualified to teach this course include Dr. Ashwin Joshi, Dr. Markus Giesler, and Dr. Grant Packard.

18. Physical Resources:

It is not expected that this course will require any additional physical resources, only a regular classroom.

19. Bibliography and Library Statement:

- Abras, C., Maloney-Krichmar, D., & Preece, J. (2004). User-centered design. *Bainbridge, W. Encyclopedia of Human-Computer Interaction*. Thousand Oaks: Sage Publications, 37(4), 445-456.
- Alexander, L. (2021). The who, what, why, & how of digital marketing. *HubSpot*. <https://blog.hubspot.com/marketing/what-is-digital-marketing>
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- Baker, K. (2021). Social media marketing: The ultimate guide. *HubSpot*. <https://blog.hubspot.com/marketing/social-media-marketing>
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- DeVries, H. (2022). Digital Marketing Tourisms for 2022. *Forbes*. <https://www.forbes.com/sites/henrydevries/2022/02/12/digital-marketing-truisms-for-2022/?sh=6bfc0a987be2>
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- Eckhardt, G. M., Houston, M. B., Jiang, B., Lambertson, C., Rindfleisch, A., & Zervas, G. (2019). Marketing in the sharing economy. *Journal of Marketing*, 83(5), 5-27.
- Estey, T. (2019). The art & science of ethnographic marketing research, *Medium*, <https://medium.com/@tasha.estey/the-art-science-of-ethnographic-marketing-research-49e703234c00>
- Iacobucci, D., Petrescu, M., Krishen, A., & Bendixen, M. (2019). The state of marketing analytics in research and practice. *Journal of Marketing Analytics*, 7(3), 152-181.
- Kozinets, R.V. (2002). The field behind the screen: Using netnography for marketing research in online communities. *Journal of Marketing Research*, 39(1), 61-72.
- Lamar, K., & A. Shaikh (2021). Cultivating diversity, equity, and inclusion: How CIOs recruit and retain experienced women in tech. *Deloitte*. <https://www2.deloitte.com/us/en/insights/topics/value-of-diversity-and-inclusion/diversity-and-inclusion-in-tech/recruit-and-retain-experienced-women-in-technology.html>
- Liedtka, J. (2018). Why design thinking works. *Harvard Business Review*, 96(5), 72-79.
- Mahajan, G. (2020). What is customer value and how can you create it? *Journal of Creating Value*, 6(1), 119-121.
- Manovich, L. (2009). How to follow global digital cultures, or cultural analytics for

- beginners. *Becker, Konrad; Stalder, Felix. Deep search: The politics of search beyond Google. Wien: Studien Verlag, 198-211.*
- Marrs, M. (2012), "The first step to building your personal brand," *Forbes, February, 14*, <https://www.forbes.com/sites/dailymuse/2012/02/14/the-first-step-to-building-your-personal-brand/#389636266201>
- Michelman, P. (2019). How to survive digital disruption. *MIT Sloan Management Review*, <https://sloanreview.mit.edu/audio/how-to-survive-digital-disruption/>
- Murtell, J. (2020). How marketers can ethically chart an empathetic course towards better understanding consumers' needs through the use of technology. *American Marketing Association*.
- Perren, R., & Kozinets, R. V. (2018). Lateral exchange markets: How social platforms operate in a networked economy. *Journal of Marketing*, 82(1), 20-36.
- Peters, T (1997), "The brand called you," *Fast Company*, 10(10), 83-90, <https://www.fastcompany.com/28905/brand-called-you>
- Siebert, A., Gopaldas, A., Lindridge, A., & Simões, C. (2020). Customer experience journeys: Loyalty loops versus involvement spirals. *Journal of Marketing*, 84(4), 45-66.
- Smith, J. B., & Colgate, M. (2007). Customer value creation: a practical framework. *Journal of Marketing Theory and Practice*, 15(1), 7-23.
- Smith, K., & Wintrob, M. (2013). Brand storytelling: a framework for activation. *Design Management Review*, 24(1), 36-41.
- Townsend, L., & Wallace, C. (2016). Social media research: A guide to ethics. *University of Aberdeen*, 1, 16. https://www.gla.ac.uk/media/Media_487729_smxx.pdf

New Course Proposal Template

(Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor:

Dr. Ela Veresiu

Alternative instructors:

Dr. Ashwin Joshi

Dr. Markus Giesler

Dr. Grant Packard

Course coordinator:

Dr. Ela Veresiu

21. Specializations

Primary area or specialization:

This course will be listed as a primary course in the MKTG area.

Secondary areas or specializations:

None for the initial offering.

22. Student Contact and Enrolment

Contact hours:

36 hours (3 hours per week for 12 weeks) with a maximum 24 hours of lectures + 12 hours of experiential learning (guest lectures from leading edge practitioners, group projects, presentations, simulations etc.)

Maximum enrolment:

Maximum enrollment will be 55.

Expected enrolment:

55 students.

Evidence for enrolment expectations:

As this is a core course, it is expected that the course enrollment will equal the maximum enrollment for the program.

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.

N/A

b) Provide a convincing case for the proposed course.

This is the core marketing course of the new MBAt: MBA in Leading Technology-Enabled Organizations program. It is specifically designed for this program, which means that no overlap with other existing courses should exist.

This course offers a cutting-edge managerial and socio-cultural perspective on the marketing of technologies. The course content is designed to be both theoretical and practical, featuring a mixture of lectures and experiential learning (industry-relevant guest speakers, student-led discussions, and simulations). Hence, attendance and participation are vital. The deliverables for this course are wide-ranging and are explained in the accompanying syllabus.

Originator:

<u>Ela Veresiu</u>	<u>March 10, 2022</u>
Signature	Date

<u>Dr. Ela Veresiu</u>	<u>Marketing</u>
Name	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.

NAME OF FACULTY MEMBER	AREA OR SPECIALIZATION
Eileen Fischer	MKTG
Peter Darke	MKTG
Theo Noseworthy	MKTG
David Rice	MKTG
Grant Packard	MKTG
Murat Kristal	OMIS

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.

Eileen Fischer
Signature

March 10, 2022
Date

Eileen Fischer
Name of Coordinator or Director

MKTG
Area or Specialization

Degree Program:

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

Ashwin Joshi
Signature

March 10, 2022
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

April 28, 2022

Date

Marcia Annisette

Name of Committee Chair

April 28, 2022

Committee

Course Outline

Fall 2023

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

Instructor

Dr. Ela Veresiu
R: N316, Seymour Schulich Building
T: 416 736-2100 ext.33357
E: everesiu@schulich.yorku.ca
W: <http://elaveresiu.com>
Office hours: By Appointment

Assistant

Sheila Sinclair
R: N304A, Seymour Schulich Building
T: 416.736.2100 ext. 55076
E: ssinclair@schulich.yorku.ca

Professor Veresiu’s research focuses on understanding and promoting consumer diversity and market inclusion at the interplay of identity, technology, branding, and institutions. She is an Associate Professor of Marketing and the Marketing Area PhD Program Coordinator at the Schulich School of Business, York University. Her research is funded by the *Social Sciences and Humanities Research Council of Canada* and the *Schulich Research Fellowship*, published in the *Journal of Consumer Research*, *Marketing Theory*, and *the Journal of Advertising*, and featured by, among others, *CBC News*, *The Conversation*, and *The National Post*. She is the recipient of the *Ferber Award Honorable Mention*, *the Sidney J. Levy Award*, *York University Research Leader Award*, and *Marketing Magazine’s 30 Under 30 Marketing Leader Award*. For more information, please visit <http://elaveresiu.com/>

Brief Description

This course provides students with the latest conceptual frameworks and analytical tools for marketing decision making in industries affected by disruptive technologies and digital transformations. It develops a managerial and socio-cultural perspective on technology marketing to unlock consumer value. It teaches students to think independently, empathetically, and ethically in a highly competitive and technological environment.

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Course Learning Outcomes

The learning objectives of this course are:

- Understand, explain, and apply key marketing theories and tools for a technology product or service.
- Conduct basic market research and interpret the data to make feasible recommendations for technology business issues within a limited timeframe.
- Write and implement an actionable marketing plan for a technology product or service.
- Work effectively and empathetically as a member of diverse teams to drive business innovation, develop new technology-enhanced market offerings, and create consumer value.
- Learn to think independently and demonstrate ethical behavior.

Deliverables at a Glance

Your course grade is a weighted average of class participation, individual assignments, and group projects. There is **no** exam in this course!

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	Due Date
Class Participation	N/A	10%	10%	Individual	Each Class
Inclusive Language for Marketers LinkedIn Certificate	1	5%	5%	Individual	Class 4
Personal Brand Report	1	15%	20%	Individual	Class 6
Disruptive Technology Co. Presentation	1	15%	10%	Group	Assigned Class
Report	1	10%	10%	Group	
HubSpot’s Inbound Marketing Certificate	1	10%	10%	Individual	Class 11
Tech. Marketing Plan Presentation	1	15%	15%	Group	Class 12
Report	1	15%	15%	Group	
Peer Evaluation	1	5%	5%	Individual	
			100%		

Course Material

The course consists of a mix of lectures, guest speakers, discussions, videos, and case analyses. Active participation is essential if students are to get the most out of this course. The course's reading material is available online through York University's Library.

Additional Reading List (Non-Mandatory):

1. Moore, G. A. (2014). *Crossing the chasm: Marketing and selling disruptive products to mainstream consumers, 3rd Edition*, New York, NY: HarperCollins Publishers.
2. Fotiadis, T. (2018). *Strategic marketing for high technology products: An integrated approach*. London, UK: Routledge.

Additional Podcast List (Non-Mandatory):

1. HBR Presents Azeem Azhar's Exponential View: How AI and Other Exponential Technologies are Transforming Business and Society, <https://hbr.org/2019/04/podcast-exponential-view>
2. Data Myths: Uniting Dataphiles and Dataphobes One Podcast at a Time, <https://www.datamyths.com/>

Student Preparation for Class and Class Participation: Expectations

Preparation: Expect to spend at **least 4-6 hours per week** preparing for this class and completing assignments. It is important that you have read the material prior to attending class. Class slides will be posted on Canvas **after** the class is completed.

Classroom Etiquette: All I ask is for politeness, open-mindedness, and enthusiasm!!

Classroom Participation & Attendance: Your Class Participation Grade will be based on your attendance, contributions to in-class and online debates and discussions, and awareness of issues in the required readings (10% of your total mark is in-class participation).

Important: Late assignments are not accepted. A late assignment will result in a zero for that assignment. There is no way to make up for a missed assignment. I do not offer additional assignments or extra work in lieu of a missed assignment. Given these facts, please pay close attention to deadlines. Please upload all assignments on Canvas.

Class-by-Class Syllabus

Class 1 Customer Value

Read:

1. Smith, J. B., & Colgate, M. (2007). Customer value creation: a practical framework. *Journal of Marketing Theory and Practice*, 15(1), 7-23.
 2. Mahajan, G. (2020). What is customer value and how can you create it? *Journal of*
-

Creating Value, 6(1), 119-121.

In-Class Exercise:

- 60 second self-intros
-

Class 2 Digital Disruption & Market Planning

Read:

1. Andriole, S. J. (2017). Five myths about digital transformation. *MIT Sloan Management Review*, 58(3).
2. Michelman, P. (2019). How to survive digital disruption. *MIT Sloan Management Review*, <https://sloanreview.mit.edu/audio/how-to-survive-digital-disruption/>
3. Chi, C. (2021). What is a marketing plan and how to write one. *HubSpot*. <https://blog.hubspot.com/marketing/marketing-plan-examples>

Optional:

1. Chandrasekaran, D., Tellis, G. J., & James, G. M. (2022). Leapfrogging, Cannibalization, and Survival During Disruptive Technological Change: The Critical Role of Rate of Disengagement. *Journal of Marketing*, 86(1), 149-166.

Assignment Due:

- Disruptive Technology Co. Presentation & Report: Alphabet Inc.

Class 3 Netnographic Research

Read:

1. Estey, T. (2019). The art & science of ethnographic marketing research, *Medium*, <https://medium.com/@tasha.estey/the-art-science-of-ethnographic-marketing-research-49e703234c00>
2. Kozinets, R.V. (2002). The field behind the screen: Using netnography for marketing research in online communities. *Journal of Marketing Research*, 39(1), 61-72.

Optional:

1. Kozinets, R. V. (2019). *Netnography: The essential guide to qualitative social media research*. London: Sage Publishing.

Assignment Due:

- Disruptive Technology Co. Presentation & Report: Spotify
-

Class 4 Ethics & DEI

Read:

1. Lamar, K., & A. Shaikh (2021). Cultivating diversity, equity, and inclusion: How CIOs recruit and retain experienced women in tech. *Deloitte*. <https://www2.deloitte.com/us/en/insights/topics/value-of-diversity-and-inclusion/diversity-and-inclusion-in-tech/recruit-and-retain-experienced-women-in-technology.html>
2. Murtell, J. (2020). How marketers can ethically chart an empathetic course towards better understanding consumers' needs through the use of technology. *American Marketing Association*.
3. Townsend, L., & Wallace, C. (2016). Social media research: A guide to ethics. *University of Aberdeen*, 1, 16. https://www.gla.ac.uk/media/Media_487729_smxx.pdf

Optional:

-
1. Franzke, A. S., Bechmann, A., Zimmer, M., & Ess, C. (2020). Internet research: Ethical guidelines 3.0. *Association of Internet Researchers*.
<https://aoir.org/reports/ethics3.pdf>

Assignment Due:

- Inclusive Language for Marketers LinkedIn Certificate
 - Disruptive Technology Co. Presentation & Report: League Inc.
-

Class 5 Brand Storytelling

Read:

1. Smith, K., & Wintrob, M. (2013). Brand storytelling: a framework for activation. *Design Management Review*, 24(1), 36-41.
2. Peters, T. (1997). The brand called you. *Fast Company*, 10(10), 83-90,
<https://www.fastcompany.com/28905/brand-called-you>
3. Marrs, M. (2012). The first step to building your personal brand. *Forbes*,
<https://www.forbes.com/sites/dailymuse/2012/02/14/the-first-step-to-building-your-personal-brand/#389636266201>

Optional:

1. Jensen Schau, H., & Gilly, M. C. (2003). We are what we post? Self-presentation in personal web space. *Journal of consumer research*, 30(3), 385-404.

Assignment Due:

4. Disruptive Technology Co. Presentation & Report: Vrbo
-

Class 6 Inclusive Design Thinking

Read:

1. Brown, T. (2008). Design thinking. *Harvard Business Review*, 86(6), 84.
2. Liedtka, J. (2018). Why design thinking works. *Harvard Business Review*, 96(5), 72-79.
3. Abras, C., Maloney-Krichmar, D., & Preece, J. (2004). User-centered design. *Bainbridge, W. Encyclopedia of Human-Computer Interaction. Thousand Oaks: Sage Publications*, 37(4), 445-456.
4. Coleman, R., & Lebbon, C. (1999). Inclusive design. *Helen Hamlyn Research Centre, Royal College of Art*.

Optional:

1. Coleman, R., ClarkSON, J. O. H. N., & Cassim, J. (2016). *Design for inclusivity: A practical guide to accessible, innovative and user-centred design*. CRC Press.

In-Class Exercise:

- Midterm online course evaluations

Assignment Due:

- Personal Branding Report
-

Class 7 Platform Strategy

Read:

1. Perren, R., & Kozinets, R. V. (2018). Lateral exchange markets: How social platforms operate in a networked economy. *Journal of Marketing*, 82(1), 20-36.
2. Eckhardt, G. M., Houston, M. B., Jiang, B., Lamberton, C., Rindfleisch, A., & Zervas, G. (2019). Marketing in the sharing economy. *Journal of Marketing*, 83(5), 5-27.

Optional:

1. Bardhi, F., & Eckhardt, G. M. (2017). Liquid consumption. *Journal of Consumer Research*, 44(3), 582-597.

Assignment Due:

Disruptive Technology Co. Presentation & Report: ParkStash

Class 8 Digital Marketing

Read:

1. Alexander, L. (2021). The who, what, why, & how of digital marketing. *HubSpot*. <https://blog.hubspot.com/marketing/what-is-digital-marketing>
2. Baker, K. (2021). Social media marketing: The ultimate guide. *HubSpot*. <https://blog.hubspot.com/marketing/social-media-marketing>
3. DeVries, H. (2022). Digital Marketing Truisms for 2022. *Forbes*. <https://www.forbes.com/sites/henrydevries/2022/02/12/digital-marketing-truisms-for-2022/?sh=6bfc0a987be2>

In-Class Exercise:

- Pay-per-click Simulation

Assignment Due:

- Disruptive Technology Co. Presentation & Report: Headspace
-

Class 9 Marketing Analytics

Read:

1. Iacobucci, D., Petrescu, M., Krishen, A., & Bendixen, M. (2019). The state of marketing analytics in research and practice. *Journal of Marketing Analytics*, 7(3), 152-181.
2. Manovich, L. (2009). How to follow global digital cultures, or cultural analytics for beginners. *Becker, Konrad; Stalder, Felix. Deep search: The politics of search beyond Google. Wien: Studien Verlag*, 198-211.

Optional:

1. Joseph, F., Harrison, D. E., & Ajjan, H. (2021). *Essentials of Marketing Analytics, 1e*. McGraw Hill Education.

Assignment Due:

- Disruptive Technology Co. Presentation & Report: Netflix
-

Class 10 Inbound Marketing (At-Home)

At-Home Exercise:

- HubSpot's Inbound Marketing Certificate
-

Class 11 Customer Experience Management

Read:

1. Siebert, A., Gopaldas, A., Lindridge, A., & Simões, C. (2020). Customer experience journeys: Loyalty loops versus involvement spirals. *Journal of Marketing*, 84(4), 45-66.
2. Diebner, R. et al. (2021). Prediction: The future of CX. *McKinsey & Company*. <https://www.mckinsey.com/business-functions/marketing-and-sales/our-insights/prediction-the-future-of-cx>

In-Class Exercise:

-
- Online course evaluations
- Assignments Due:
- Individual HubSpot's Inbound Marketing Certificate
 - Disruptive Technology Co. Presentation & Report: Flipp
-

Class 12 Tech. Marketing Plans

In-Class Exercise:

- Online course evaluations

Assignment Due: Tech. Marketing Plan

- Group Presentation
- Group Report
- Individual Peer Evaluation

Written Assignments/Projects: Descriptions

Submission instructions: Please submit all assignments below on Canvas. Email assignments will not be accepted.

Due Date

Each Class Participation

Class This relates to how students contribute to class discussions each week. Quality is far more important than quantity. To help prepare for the weekly class participation, students should not only read the assigned readings, but they can also find a news article, video, blog entry, etc. related to each week's topic to discuss during class.

Max length: N/A

Value: 10%

Class 4 Inclusive Language for Marketers LinkedIn Certificate

To complete this assignment, students need to 1) sign-up for LinkedIn Learning 1-month free trial, 2) listen to the Diversity and Inclusion in Marketing: Inclusive Language for Marketers videos, 3) complete the 1 exercise file, and 4) download and save as a PDF the Certificate of Completion, and 5) Upload the certificate on Canvas to receive full marks. Get started by following this link:

<https://www.linkedin.com/learning/diversity-and-inclusion-in-marketing-inclusive-language-for-marketers>

Max length: N/A

Value: 5%

Class 6 Personal Brand Report

Everyone has a personal brand, but most of us are not yet aware of what it is, and do not manage it strategically, consistently, and effectively. Successful personal branding entails managing expectations and how others perceive you and think of you. This individual assignment is an excellent opportunity for you to create a personal brand to help distinguish yourself!

You will upload on Canvas a report with a Personal Brand Mantra, Personal Brand

Elevator Pitch, and a Link of your Updated LinkedIn profile. Here are the specifics of what you will deliver in this assignment that you need to follow exactly:

1. Create A Personal Brand Mantra

Step 1: Determine Your Emotional Appeal. For starters, think broadly about your personality and how it affects the experience someone will have by hanging out with you at work. Write down a list of words that best describe these features of your personality. These words are known as emotional modifiers. Here are some questions to help you come up with a list of personality traits:

- How do I make people feel?
- How do people benefit by working with me?
- What words do others use to describe me?

Step 2: Determine Your Description. Your next step is coming up with a descriptive modifier that brings clarity to the emotional modifier, identifying and writing down what or who your band is for. For instance, yours might be an industry where you hope to work (e.g., healthcare, education) or it might be a tangible skill (e.g., creative or strategic). Here are some questions to answer:

- What field or industry do I want to be in?
- What are the words I would use to describe my work or future work?
- Who is my target audience?

Step 3: Determine Your Function. Lastly, write down what, exactly, you will hope to do/you do. It might be something that directly relates to your career: e.g., marketing, graphic design, financial planning. Or, it might be something broader, like entertainment. Here are some questions to consider:

- Do you envision yourself as more of a manager type, a creator, an organizer, a connector of people?
- What service do I hope to offer to people?
- What do I do that makes me stand out from everyone else?

Step 4: Put It All Together. Finally, look at your three lists of words, and see how you can combine them into a short sentence or phrase – no more than five words. This is your brand mantra, and it should communicate clearly who you are. It should be simple and memorable, and it should feel inspiring to you.

2. Create an Elevator Pitch, but don't just make it about you

Write a short, about 3-5 sentences, description about yourself. Use the following questions to guide you in writing these sentences:

- What do you do...well? (This answer will determine your skills)
- What is your greatest strength in this area (that you are doing well in) OR the best compliment you've ever received about your skill? (This answer will build your confidence)
- What would you like to do? (This answer will determine your goal)

- What's your "why"? (This answer will determine your motivation)

3. Implement New Personal Brand on LinkedIn:

Step 1: Get/Update a LinkedIn account.

Step 2: Upload a professional photo & background photo.

Step 3: Craft a Strategic Headline. Your LinkedIn headline is important for two reasons: It creates the first impression of you and the keywords you select for it are the words that help potential investors, leads, customers, and other entrepreneurs find you. To craft a strong headline:

- Be specific about who you are and what you do. For example, instead of using a generic title like "Marketing Rep," use Marketing Executive/Growth Strategy/Channel Development.
- Incorporate relevant keywords. To find the most impactful ones, look at job descriptions for positions you'd love and check out LinkedIn groups to find industry appropriate terminology.

Step 4: Write Thoughtful Summary. Don't simply throw together some biographical information. Take some time to write a thoughtful, attention getting, and interesting summary that truly represents you. Keep in mind that you have 2000 characters with which you can wow people. It may help to take pen to paper first and list your qualifications, values, and accomplishments. You can then use this as a source of inspiration as you write your summary.

Max length: 2-pages, single-spaced, 12-point font, 1-inch margins. Unlimited appendixes.

Value: 15%

Assigned Class Disruptive Technology Co. Presentation & Report

Teams will report on their assigned disruptive technology company by answering the following questions related to the 4Ps of Marketing (product, price, place, promotion): 1) what is the product/service and how does it work, 2) how is it disrupting the industry in which it operates, 3) who are the target customers, 4) what is the pricing model, 5) where is it sold (geographical area/s, channels), 6) how is it promoted (brand positioning strategy, advertising channels, etc.), 7) who are the main competitors and how does it differentiate itself from the competition?

Max length report: 2 pages of text double-spaced, 12-point font, 1-inch margin (page limit **excludes** title page, table of contents, references, and appendixes)

Max length presentation: 15-minute presentation (no limit on slides)

Value report: 10%

Value presentation: 15%

Class 11 HubSpot's Inbound Marketing Certificate

To complete this assignment, students need to 1) listen to the 7 lessons' videos on

inbound marketing, 2) complete the 7 quizzes, 3) take a screen shot of their scores for each quiz, 4) download and save as a PDF their Certificate of Completion, and 4) Upload the certificate and scores for each of the 7 quizzes on Canvas. Get started by following this link: <https://academy.hubspot.com/courses/inbound-marketing>

Max length: N/A

Value: 10%

Class 12 Tech. Marketing Plan Presentation, Report & Peer Evaluation

Teams will create a comprehensive marketing plan for a technology product or service. The marketing plans will include a market analysis (consisting of the target customer market, competitor analysis, and environmental analysis), a market positioning strategy, a product/service analysis, the marketing strategies/marketing mix (product, price, place, promotion), and a budget. The material covered in this course should be used to enrich the plan. A marketing plan template will be provided.

*Max length report: 10 pages of text double-spaced, 12-point font, 1-inch margin (page limit **excludes** title page, table of contents, references, and appendixes)*

Max length presentation: 10-minute presentation (no limit on slides)

Max length peer evaluation: Fill out the form in the appendix

Value report: 15%

Value presentation: 15%

Value peer evaluation: 5%

Evaluation of Written Assignments/Projects

Late assignments are not accepted. A late assignment will result in a zero for that assignment. There is no way to make up for a missed assignment. I do not offer additional assignments or extra work in lieu of a missed assignment. Given these facts, please pay close attention to deadlines. Please upload all assignments on Canvas.

Calculation of Course Grade

In this class, final course grades will be determined by the following process: Students' final mark will be derived by weighting each grading component according to the proportions described above. Grades will be converted using the following scale:

A+	9 grade points	B-	4
A	8	C+	3
A-	7	C	2
B+	6	C-	1
B	5	F	0

General Academic Policies: Grading, Academic Honesty, Accommodations

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, 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
Class #1 Customer Value	Self-Intros Assign Groups	1. Customer value creation: a practical framework 2. What is customer value and how can you create it?	60-second self intro
Class #2 Digital Disruption & Market Planning	Disruptive Technology Co. Presentation: Alphabet Inc.	1. Five myths about digital transformation 2. How to survive digital disruption 3. What is a marketing plan and how to write one	Disruptive Technology Co. Presentation & Report Due: Alphabet Inc.
Class #3 Netnographic Research	Disruptive Technology Co. Presentation: Spotify	1. The art & science of ethnographic marketing research 2. The field behind the screen:	Disruptive Technology Co. Presentation & Report Due: Spotify

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation
		Using netnography for marketing research in online communities	
Class #4 Ethics & DEI	Disruptive Technology Co. Presentation: League Inc.	1. Cultivating diversity, equity, and inclusion: How CIOs recruit and retain experienced women in tech 2. How marketers can ethically chart an empathetic course towards better understanding consumers' needs through the use of technology 3. Social media research: A guide to ethics	Inclusive Language for Marketers LinkedIn Certificate Due Disruptive Technology Co. Presentation & Report Due: League Inc.
Class #5 Brand Storytelling	Disruptive Technology Co. Presentation: Vrbo	1. Brand storytelling: a framework for activation 2. The brand called you 3. The first step to building your personal brand	Disruptive Technology Co. Presentation & Report Due: Vrbo
Class #6 Inclusive Design Thinking	Midterm online course evaluations	1. Design thinking 2. Why design thinking works 3. User-centered design 4. Inclusive design	Personal Branding Report Due
<i>NO CLASS (Reading Week)</i>			
Class #7 Platform Strategy	Disruptive Technology Co. Presentation: ParkStash	1. Lateral exchange markets: How social platforms operate in a networked economy 2. Marketing in the sharing economy	Disruptive Technology Co. Presentation & Report Due: ParkStash
Class #8 Digital Marketing	Disruptive Technology Co. Presentation: Headspace Pay-per-click Simulation	1. The who, what, why, & how of digital marketing 2. Social media marketing: The ultimate guide 3. Digital Marketing Truisms for 2022	Disruptive Technology Co. Presentation & Report Due: Headspace
Class #9 Marketing Analytics	Disruptive Technology Co. Presentation: Netflix	1. The state of marketing analytics in research and practice 2. How to follow global digital cultures, or cultural analytics for beginners	Disruptive Technology Co. Presentation & Report Due: Netflix
Class #10 Inbound Marketing (At-Home)	HubSpot's Inbound Marketing Certificate (At-Home)	N/A	N/A
Class #11 Customer Experience Management	Disruptive Technology Co. Presentation: Flipp	1. Customer experience journeys: Loyalty loops versus involvement spirals	Individual HubSpot's Inbound Marketing Certificate Due

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation
	Online course evaluations	2. Prediction: The future of CX	Disruptive Technology Co. Presentation & Report Due: Flipp
Class #12 Tech. Marketing Plans	Tech. Marketing Plan Group Presentations	N/A	Tech. Marketing Plan Group Presentation, Group Report, Individual Peer Evaluation Due

Appendix A: Team Member Peer Evaluation Form
MMG ENTR Startup Marketing Project

Instructions:

1. Put your name at the bottom of the evaluation. Without your name and signature, this form is void.
2. List the names of the members of your group in the first column (include yourself).
3. For each assignment, please rate each team member’s contribution using a 10 point scale, with 10 = Excellent Effort (“above and beyond the call of duty”), 7 = Average Effort (“nothing special, but okay”), and 1 = Awful Effort (“missed many meetings and deadlines, held us back more than helped us”). Include in your assessment all meetings, conversations, assignments, and preparing of final deliverable materials.

Please note that an equal distribution of points to everyone in your group is the existing “default” assumption, and that this will result in an equal distribution of the grade.

Group Member Name	Contribution to Written Component	Contribution to Oral Component	Comments (if desired use the space on the bottom of this sheet, use the back of this sheet, or add pages)

If you wish to elaborate further on your team peer ratings, please do so here (use extra paper if required):

I HEREBY ATTEST TO THE TRUTHFULNESS OF THE EVALUATIONS I MAKE IN THIS PEER EVALUATION. TO THE BEST OF MY KNOWLEDGE, THIS IS A TRUE STATEMENT OF MY FELLOW TEAM MEMBERS’ PARTICIPATION AND THAT IT MAY AFFECT THE FINAL GRADES OF MY PEER TEAM MEMBERS.

YOUR NAME: _____

SUBJECT: Library Statement for MKTG XXXX: Unlocking Customer Value through Technology
FROM: Xueme Li, Business Liaison Librarian
DATE: March 7, 2022

MKTG XXXX: Unlocking Customer Value Through Technology

York University Libraries (YUL) will be able to support the proposed course, *MKTG XXXX: Unlocking Customer Value Through Technology*. This course provides students with the latest conceptual frameworks and analytical tools for marketing decision making in industries affected by disruptive technologies and digital transformations. It develops a managerial and socio-cultural perspective on technology marketing to unlock consumer value. It teaches students to think independently, empathetically, and ethically in a highly competitive and technological environment. YUL's strong collection of business and technology databases, electronic journals, and eBooks will help students better learn the topics and complete their assignments, such as the group project.

1. Required Course Readings

The subject librarian has reviewed the course reading materials listed in the course outline. The books listed which are not currently in YUL's collections can be ordered and added to our collections before the course is delivered. YUL will purchase eBooks instead of print books where possible. The instructor is encouraged to embed eBooks' permalinks in Canvas (see [Creating Permalinks for EResources Guide](#) for details), to check with [Copyright Office](#) to see whether excerpts of a print book can be scanned and posted in Canvas and also to use the [Libraries' reserve services](#) to ensure equitable student access to print books that cannot be scanned ([Faculty guide for online course reserve system](#)). Students need to locate the reserved print books following the [Locating Course Reserves in Omni guide](#).

The subject 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, i.e. books, articles, reports, blog posts, podcasts and websites etc. and determine if the publishers' or websites owners' 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 and the permalinks can be shared with the students through Canvas with one exception, due to license restrictions, permalinks to Harvard Business Review (HBR) articles cannot be used in Canvas. The instructor can provide complete citations to the HBR articles and provide the students with a link to [Finding Harvard Business Review Articles from a Citation](#) guide which was created by Angie An (one of our Business Liaison Librarians). Students can then follow the step-by-step instructions to easily locate and read the articles (If searching within the publication does not work, then browsing the issues for the article in part 2 of the guide will work).

2. Resources for Course Assignments

In addition to a mix of lectures, guest speakers, discussions, videos and case analyses, students can consult some of the following secondary resources when they prepare for assignments such as their group project on creating a comprehensive marketing plan for a technology product:

Books & eBooks

Searching the library's catalogue using subject headings such as *Disruptive Technology*, *Information Technology--Management*, *High Technology--Marketing*, and *Technological Innovations--Marketing* etc. shows that YUL has many print and eBooks on topics in this course. Many of the books are available electronically. Most of the technology-related print books can be located at the Steacie Science and Engineering Library, and those business-related print books can be 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 both business and technology areas. The [Omni search guide](#) provides instructions on how to best use this discovery layer to find relevant articles.

The library 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 HBR articles. Also available are core engineering and technology article databases, e.g. *Compendex*, *ACM Digital Library*, *IEEE Xplore*, and *INSPEC* etc.

Finally, students will be able to access relevant news through *Factiva* and *Nexis Uni*. The library's [Business Articles guide](#) provides additional information on these article databases.

Relevant Databases

Students will also have access to key company, industry/marketing, and technological research databases that will help them with their assignments. For example, *IBISworld*, *Marketline Advantage*, *FitchConnect*, *Mergent Intellect (First Report)* and *Passport* provide access to industry and market research reports. These reports discuss industry trends, opportunities, and challenges. *Marketline Advantage*, *PrivCo*, *Mergent Intellect*, and *Hoovers* provide access to company reports, while *Mergent Online* can be used to download company financials as well as analyst reports. In particular, *Gartner IntraWeb* provides reports and news on Information Technology trends, *Statista* includes information on Social Media and Digital Marketing and the *Access Engineering* database provides technology eBooks, video tutorials and various high-level technology analysis tools.

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 also wish to embed the link to the [Peter F. Bronfman Business Library Guides](#) webpage in Canvas.

3. Research Help & Consultation Support

Students will also have access to [research help and consultation services](#). Students can email the Peter F. Bronfman Business library for business related research assistance (bronfref@yorku.ca) and e-mail the Steacie Science and Engineering Library for technological related questions (steacref@yorku.ca), use the online chat service, and book a Zoom consultation with a [business librarian](#) or a [science librarian](#).

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:

E.g., Schulich MBA, BBA, iBBA Program

Master of Business Administration Technology (MBAt)

2. Responsible Unit:

Unit responsible for the course, e.g., Faculty Departments (ACTG, FINE).

MBAt

3. Subject Code (Rubric) and Course Number:

E.g., MGMT 5150 or ACTG 2010

MGMT 5190

4. Credit Value:

E.g., 1.50, 3.00

1.50 Credits

5. Long Course Title:

Professional Development Hive – Part 1

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.

Professional Development Hive – Part 1

7. Effective Term/Calendar Year:

Fall 2023

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 is designed to help MBA students acquire skills and knowledge that will facilitate their professional development and increase their employability. The students (1) engage in self-assessment, (2) learn to promote themselves in an efficient manner, (3) design a customised internship/job search strategy and (4) develop their intercultural competence and applied knowledge of equity, diversity, and inclusion.

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.

Is it enough to have the technical management knowledge to secure a great job and have a successful career? Research shows developing your interpersonal skills and intercultural competence predict success in career and life in general. Additionally, understanding your interests and motivators and how are these reflected in your career choices, building a detailed and well researched strategic career plan are important components in successfully managing your career as opposed to just reacting at what happens to you in your professional life. Combining this proactive approach with learning how to effectively present yourself in a very competitive and changing work environment increases your chances to faster secure a relevant internship or job.

The course is designed to help MBA students acquire skills and knowledge that will facilitate their professional development and increased employability.

The students (1) engage in self-assessment (2) learn to promote themselves in an efficient manner, (3) design a customised internship/job search strategy, and (4) develop their intercultural competence and applied knowledge of equity, diversity, and inclusion.

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?*

The course has three main objectives:

(1) Increase the students' employability, focused on the development of a career strategy, an actionable career plan and of knowledge and skills required to secure a relevant internship and job. This will be achieved by providing information and coaching to support students to obtain relevant internships and jobs, both through in class sessions and the mandatory one-on-one coaching sessions for each student.

(2) Professional Development focused on the development of knowledge and skills required to operate as a manager. This will be achieved both through in class sessions, guided discussions with industry guest speakers and simulations.

(3) Increase the students' awareness of Equity, Diversity, and Inclusion (EDI), and how it impacts their and others professional development. This will be achieved by teaching the EDI concepts and how they can be applied in the classroom and in the workplace, and by: (1) including land acknowledgment to the classes, (2) ensuring the readings are authored by diverse authors, (3) using EDI case studies, and (4) bringing speakers who are diverse and come from various backgrounds.

This course is designed to develop a range of interpersonal and technical skills required for career success.

The course learning outcomes are linked to the course objectives.

Objective 1. Increase students' employability

Outcomes:

At the end of this course, students will be able to:

- Build a customized career strategy for securing a relevant internship/job
- Use job search tools to maximize their impact
- Manage and market their own personal brand in cover letters, resumes, elevator pitches and social media (LinkedIn)
- Understand and apply professional interviewing skills

Objective 2. Professional Development

Outcomes:

At the end of this course, students will be able to:

- Assess their personal strengths and preferences and develop a plan to address areas required to enhance their professional development
- Deliver effective business presentations
- Build authentic and value creating relationships that will enable employment-related opportunities

Objective 3. Increase the students' awareness of Equity, Diversity, and Inclusion

Outcomes:

At the end of this course, students will be able to:

- Understand the concepts of Equity, Diversity, Inclusion, and Intersectionality and how they are relevant to the class dynamics as well as to future workplaces
- Apply EDI concepts in their interactions in school and later in their jobs.

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.

This course, by developing the knowledge, skills and competences required to increase students' employability and capacity to successfully manage their careers, is aligned with 3 of the learning expectations of the *MBA in Technology Leadership* (MBAt) program, as represented below:

MBAt Expectations

4. Professional capacity / autonomy	a) The qualities and transferable skills necessary for employment requiring: i) exercise of initiative and of personal responsibility and accountability; and ii) decision-making in complex situations; b) The intellectual independence required for continuing professional development;
5. Level of Communication skills	The ability to communicate ideas, issues and conclusions clearly.
6. Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.

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.

Assignment/Task	Quantity	% Weight	Total %	Author	Due Date
Class Participation	1	10%	10%	Individual	Each Class
Resume	1	10%	10%	Individual	Class 2
Cover Letter	1	10%	10%	Individual	Class 2

Assignment/Task	Quantity	% Weight	Total %	Author	Due Date
Interview video	1	10%	10%	Individual	Class 12
LinkedIn updated profile	1	10%	10%	Individual	Class 12
Strategic Job Search Plan	1	20%	20%	Individual	Class 8
One-on-one Coaching Sessions	2	10%	10%	Individual	Class 6, Class 12
Quiz	1	20%	20%	Individual	Class 12
			100%		

This course is designed using a variety of pedagogical approaches—interactive lectures, class discussions, simulations/role-playing, and individual presentations, using equity, diversity, and inclusion lens in an explicit manner. There will also be several guest speakers throughout the semester who will present their experience in various topics.

A minimum of 4 hours of work outside class (keeping up with reading/videos, preparing assignments, and so on) is required each week. Students are expected to have read or watch all assigned materials and videos and made an honest effort to think critically (“outside the box”) prior to each class meeting in order to be prepared to discuss them in class.

Students are expected to attend all classes. Failure to attend any of the classes, without prior permission from the Instructor or appropriate documentation in the event of unforeseen and extenuating circumstances (as verified by the Instructor or Student Services), will lead to a 10% reduction of grade.

If absent, students are still responsible for all contents, assignments and information covered in class.

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.

N/A

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).

N/A

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.

N/A

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.

Minerva Cernea and several industry experts. This course is offered in the first term of the first year of the MBAt program.

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.

This course will use the physical resources available in the Schulich School of Business.

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.

New Course Proposal Template

(Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor:

Minerva Cernea and several Industry Experts

Alternative instructors:

Aswin Joshi

Course coordinator:

Minerva Cernea

21. Specializations

Primary area or specialization:

This course will be listed as a primary course in the MBAt area

Secondary areas or specializations:

22. Student Contact and Enrolment

Contact hours:

36 hours (3 hours per week for 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.

This is a core course, thus 55 students.

Expected enrolment:

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

55 students

Evidence for enrolment expectations:

Provide evidence or a rational argument for your enrolment expectations.

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.

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.

Originator:

Minerva Cernea
Signature

March 8, 2022
Date

Minerva Cernea
Name

Professional Development and
Experiential Education Office
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.

Kiridaran (Giri) Kanagaretnam Associate Dean Students

Irene Henriques Area Coordinator, Economics Area

Kevin Tasa Director, Master of Management

Murat Kristal Director, Center of Excellence in Analytics & AI
Leadership

Grant Packard Director, Master of Marketing

Alexandra Campbell Director, International MBA

Ela Veresiu Coordinator of Marketing PhD Program

This course is also approved by Hollis Sinker, Executive Director of the Career Development Center.

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.

Ashwin Joshi
Signature

March 10, 2022
Date

Ashwin Joshi
Name of Coordinator or Director

MBA
Area or Specialization

Degree Program:

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

Ashwin Joshi
Signature

March 10, 2022
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

April 28, 2022
Date

Marcia Annisette
Name of Committee Chair

Master Programs Committee
Committee

Course Outline

Fall 2023

Class day and time: TBD

Location: TBD

Instructor

Dr. Minerva Cernea
(416) 736-2100 extension 77913
Seymour Schulich Building – N203C
mcernea@schulich.yorku.ca

Assistant

Nisha Jani
(416) 736-2100 extension 55942
Seymour Schulich Building
njani@schulich.yorku.ca

Office hours: By Appointment

Dr. Minerva Cernea is the Associate Director, Professional Development and Experiential Education and she has over eight years of experience in teaching and coaching IMBA and MBA students at the Schulich School of Business. Dr. Cernea has extensive leadership experience locally and internationally, directly managing organizations as well as selecting leaders/managers for different companies around the world. Conducting executive search assignments for over 18 years, Dr. Cernea completed more than 450 senior-level assignments across the Industrial, Technology, Financial, and Consumer Goods sectors, in 18 countries, from North America, Europe, Asia, Africa, and the Middle East. Prior to Executive Search Dr. Cernea worked as Marketing Manager Romania for Apple Computer and prior to that she worked in research engineering. Dr. Cernea has a Master of Science degree in Electronics and Telecommunications Engineering, an International Executive MBA with General Management specialization, and a PhD degree in International Psychology / Organizations and Systems with focus on cross-cultural leadership effectiveness. She is fluent in English, French, and Romanian.

Brief Description

This course is designed to help MBAt students acquire skills and knowledge that will facilitate their professional development and increase their employability. The students (1) engage in self-assessment, (2) learn to promote themselves in an efficient manner, (3) design a customized internship/job search strategy and (4) develop their intercultural competence and applied knowledge of equity, diversity, and inclusion.

Prerequisites/Corequisites/Course Exclusions: None

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<Note (to be deleted): to update pg. numbers, right click on any heading below & select "Update Field">

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Course Learning Outcomes

The course has three main objectives:

(1) Increase the students' employability, focused on the development of a career strategy, an actionable career plan and of knowledge and skills required to secure a relevant internship and job. This will be achieved by providing information and coaching to support students to obtain relevant internships and jobs, both through in class sessions and the mandatory one-on-one coaching sessions for each student.

(2) Professional Development focused on the development of knowledge and skills required to operate as a manager. This will be achieved both through in class sessions, guided discussions with industry guest speakers and simulations.

(3) Increase the students' awareness of Equity, Diversity, and Inclusion (EDI), and how it impacts their and others professional development. This will be achieved by teaching the EDI concepts and how they can be applied in the classroom and in the workplace, and by: (1) discussing and including land acknowledgment to some classes, (2) ensuring the readings are authored by diverse authors, (3) using EDI case studies, and (4) bringing speakers who are diverse and come from various backgrounds.

This course is designed to develop a range of interpersonal and technical skills required for career success.

The course learning outcomes are linked to the course objectives.

Objective 1. Increase students' employability

Outcomes:

At the end of this course, students will be able to:

- Build a customized career strategy for securing a relevant internship/job
- Use job search tools to maximize their impact
- Manage and market their own personal brand in cover letters, resumes, elevator pitches and social media (LinkedIn)
- Understand and apply professional interviewing skills

Objective 2. Professional Development

Outcomes:

At the end of this course, students will be able to:

- Assess their personal strengths and preferences and develop a plan to address areas required to enhance their professional development
- Deliver effective business presentations
- Build authentic and value creating relationships that will enable employment-related opportunities

Objective 3. Increase the students' awareness of Equity, Diversity, and Inclusion

Outcomes:

At the end of this course, students will be able to:

- Understand the concepts of Equity, Diversity, Inclusion, and Intersectionality and how they are relevant to the class dynamics as well as to future workplaces
- Apply EDI concepts in their interactions in school and later in their jobs.

Organization of the Course

The course will start with a self-assessment of the student's interests, motivators, skills and organizational culture preferences. **The results will aid in recommending suitable career options.** The knowledge and skills the students will develop in this course will support their progress towards achieving short-term and long-term career goals. The progress is supported by three components: (1) one-on-one coaching sessions with the instructor; (2) in-course learning sessions and (3) community-based learning (Speakers).

The modules focused on providing support for securing jobs are designed to offer the students the platform to be successful. Topics include learning the job search tools and skills, understanding the job market trends, learning how to design an effective strategy for securing a relevant job.

The modules focused on Professional Development are designed to provide students with the skills and knowledge necessary to be effective managers, to instill a desire for continuous learning and personal growth, and to help develop a demeanor that is 'polished' and 'poised.' Topics include networking, building business relationships, and developing their personal brand and communication skills.

An important component of the course is the **Speaker Series**, which will allow the students to interact with senior level executives, including other experts from various types of organizations and organizational functions. This will provide the students with the opportunity to put into practice the knowledge and skills acquired throughout the course. The topics covered by each speaker will be career-related and include leadership styles, work-life balance, personal branding, negotiation skills, and personal experiences based on their careers. Speakers will also present their companies, discussing industry and employment trends. Students are expected to research each speaker prior to the session and actively participate in it.

Students are also expected to participate in extra-curricular career development events throughout the course such as: networking sessions, conferences, club activities, etc.

Deliverables at a Glance

Assignment/Task	Quantity	% Weight	Total %	Author	Due Date

Assignment/Task	Quantity	% Weight	Total %	Author	Due Date
Class Participation	1	10%	10%	Individual	Each Class
Resume	1	10%	20%	Individual	Class 2
Cover Letter	1	10%	30%	Individual	Class 2
Interview video	1	10%	40%	Individual	Class 12
LinkedIn updated profile	1	10%	50%	Individual	Class 12
Strategic Job Search Plan	1	20%	70%	Individual	Class 8
One-on-one Coaching Sessions	2	10%	80%	Individual	Class 6, Class 12
Quiz	1	20%	100%	Individual	Class 12
			100%		

For details, see “Written Assignments/Projects: Descriptions” (p. 11) and “Evaluation ...” (p. 12).

Course Material

This course will not have in-class handouts, all materials and recommended readings will be posted on *Canvas*.

Canvas: Canvas is the digital course portal and functions as a digital course outline. You will find the weekly readings/viewings, detailed descriptions and due dates for all assignments, a course calendar, course updates, various course materials and resources, news items, and resources.

Every week, you should check the Session-by-Session Syllabus below for readings.

All articles are easily accessible using York University Library Electronic Resources. Articles from the Harvard Business Review can be accessed through the library. Please see <http://researchguides.library.yorku.ca/HBR> for instructions.

Student Preparation for Class and Class Participation: Expectations

Method of Instruction

This course is designed using a variety of pedagogical approaches—interactive lectures, class discussions, simulations/role-playing, and individual/group presentations. There will also be several guest speakers throughout the semester who will present their experience in various topics.

Student Preparation

A key pedagogical assumption of this course is that students are co-creators of the learning experience. Students help create learning for themselves and others through active participation. This means both listening to others carefully and contributing respectfully. Class discussions are an important opportunity to practice communicating about concepts and information. Therefore, and given the method of instruction described above, students are strongly encouraged to ask questions and actively participate during class.

In addition, students are expected to have read or watch all assigned materials and videos and made an honest effort to think critically (“outside the box”) prior to each class meeting to be prepared to discuss them in class.

This course demands hard work and dedication. *A minimum of 4 hours of work outside class (keeping up with reading/videos, preparing assignments, and so on) is required each week.* If you do not understand something, ask questions in class. If necessary, e-mail the instructor for an appointment. The instructor is here to help you learn.

The below assignments are required for this course:

1. Resume
2. Cover letter
3. Video interview
4. LinkedIn updated profile
5. Strategic job search plan
6. Two one-on-one coaching sessions
7. Quiz

The course is aimed to prepare the students to acquire knowledge and develop skills that will help them (a) develop a career plan and (b) secure meaningful internships/jobs. It is therefore expected that the students are regularly attending the classes.

Attendance, Etiquette and Courtesy

Students are expected to attend all classes. Failure to attend any of the classes, without prior permission from the Instructor or appropriate documentation in the event of unforeseen and extenuating circumstances (as verified by the Instructor or Student Services), will lead to a 10% reduction of grade.

If absent, students are still responsible for all contents, assignments and information covered in class.

During class, *please focus on the lesson at hand.* Please refrain from private discussions with your classmates as this may be distracting to those around you. Share your insights and thoughts with the whole class.

In the business world, punctuality is one of key factors of success and good ethics. Therefore, *students are expected to come to class on time (up to 5 minutes before the class starts) to avoid disturbing the instructor and the rest of the class.* It is understandable that extenuating circumstances may arise. If you are unavoidably late, please be considerate and enter the class discretely. Use the rear door if one is available.

Students are also expected to turn off any cell phone, beeper and/or other electronic device during class time. This is also part of business ethics and to avoid/reduce disturbing the instructor and the rest of the class.

Overall, *please conduct yourselves with the professionalism, respectfulness and courtesy expected of students at the Schulich School of Business.* This is an important part of developing yourself as a human being.

Online Zoom teaching- in the event some classes will be on Zoom

Think of a Zoom lecture as a face-to-face meeting and conduct yourself as you would if you were all present in the same room. Zoom is our virtual classroom and therefore appropriate classroom behaviour is expected. Below are some useful tips to help ensure the session goes smoothly for all involved:

Join early, up to 5 minutes before the session start time, because the class will start on time.

Attend from a distraction-free and quiet environment (to the extent possible).

Turn-on your camera unless you are experiencing connection issues or have other concerns with having

your camera being on.

Understand that your audio will be on mute upon entry. Continue to mute your audio until you want to speak and after you are done speaking.

Use “Raise Hand” feature if you want to speak. Wait for the instructor to call your name and then unmute your audio to speak.

Chat feature can also be used to ask questions or share ideas to all (not as a private message). If you would like to use the chat box, remember that it is public, and a record of the chat is kept and archived. Please ask your question once - the instructor will address questions periodically to avoid regular disruptions to the flow of the lecture. If your question remains unanswered at the end of the lecture, please feel free to ask it again at that time.

Minimize doing other things (e.g., texting, talking to others) as it detracts from your and others learning environment. Focus and be present.

When attending the course and related events, students are expected to wear business formal attire, as part of the learning process. Please read the article in the next link to understand what is expected: <http://smallbusiness.chron.com/difference-between-business-casual-business-attire-24536.html>.

The students are expected to use in the course, always, English language, as a sign of respect towards the other participants in the class.

Contacting the Instructor

The best way to reach the instructor is via *e-mail*.

Disclaimer

The instructor reserves the *right to make changes* to some of the topics covered. These changes, if any, will be announced in class. Students are responsible to catch up with classmates for any announcements even (or especially) if absent from class.

Class Participation (contribution).

The class discussions are only as good as the individual contributions to them. Please note that participation is not strictly based on what you say in class and how often you speak, it is also affected by the degree to which you are visibly prepared and contribute to in-class activities.

Grades for class contribution will be allocated as follows: Attendance 50%; Personal Contributions 50%.

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 the course 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 Professional Development Hive – Part 1 – Class Introduction and Professional Branding

- date> Prep:
Session 1
 - This class will provide an overview of the course, its benefits, key learnings, expectations
 - Professional branding: students will learn about the Canadian resume, cover letter and elevator pitch

Read/Watch:

1. Ultimate Career Guide, Chapter 3: Marketing Yourself: Resumes and Cover Letters
You can download Your Career Guide from:
<https://issuu.com/schulichschool/docs/schulich-cdc-careerguide-web>
2. View *Beyond B-School* webinar (Resume and Cover Letter), available via the CDC web platform; link: <http://york.beyondb-school.com/home.aspx?referer=2>
3. Elevator Pitch: <https://www.youtube.com/watch?v=tMSz5MZxuPM>

Assignment Due Session 2:

- Email your instructor your updated resume and updated cover letter with the targeted job description
- Complete the **CareerLeader™** (*For MBA/Masters*); to access CareerLeader, please email **career@schulich.yorku.ca** with your:
 - First and Last Names
 - '@schulich.yorku.ca' Email
 - Degree
 - Graduation Month & Year

You'll receive a report outlining your skills, motivators, interests, and a list of career paths to explore. **Please send your report to the Instructor before Session 2.**

Please allow up to 2 Business days for processing by the Career Development Centre

Assignment Due Session 3:

- Create and practice your Elevator Pitch; start now with your practice; be prepared to present in the class in Session 3.

<session Professional Development Hive – Part 1 – Self-Assessment and Job Search Strategy
date>

- Session 2 Prep:
- This class will help students reflect on their personal strengths and define their career goals and mission statement from their *CareerLeader* assessment.
 - Students will learn how to search for a job, locally and internationally, while understanding the cultural context and potential challenges.

Read:

Ultimate Career Guide, Chapter 2: Getting to Know Yourself

You can download Your Career Guide from:

<https://issuu.com/schulichschool/docs/schulich-cdc-careerguide-web>

Assignment Due Session 6:

- Schedule your first one-on-one coaching session with the Instructor starting from now until Session 6. In the first one-on-one coaching session (45min) the CareerLeader Assessment results will be discussed as well as the career options. The

students are expected to complete the CareerLeader Assessment before the coaching session, read and send the report to the Instructor.

<session date> Professional Development Hive – Part 1 – Public Speaking

Session 3 Prep:

- Students will learn about culturally specific rules for effective communication – voice, tone, and body language
- Students will apply the knowledge practicing their Elevator Pitches

Watch:

1. Intonation: <https://www.youtube.com/watch?v=3ZrUJ0BkBy0>
2. Vocal Branding: https://www.youtube.com/watch?v=p_ylzGfHKOs
3. Vocal Executive Presence: <https://www.youtube.com/watch?v=02EJ1ldC6tE>

Assignment Due Session 4:

- Research the Speaker for next week (he/she will be announced by email)
 - Volunteer (2 students) to welcome and introduce the Speaker
 - Prepare 1 question for the Speaker (each student)
-

<session date> Professional Development Hive – Part 1 – Speaker Series 1

Session 4 Prep:

- Speaker will cover career-related topics including leadership style, work-life balance, personal branding, negotiation skills, and personal experiences based on their careers
-

<session date> Professional Development Hive – Part 1 – Networking and LinkedIn and EDI

Session 5 Prep:

- Students will learn about the importance of networking and how to obtain successful results in different cultural contexts both face-to-face and online – using LinkedIn.
- Students will learn about Equity, Diversity, Inclusion, and Intersectionality and how are these concepts applied in the classroom and in the workspace.

Read:

1. Ultimate Career Guide, Chapter 4: Marketing Yourself: Networking
 2. Ultimate Career Guide, Chapter 5: Marketing Yourself: LinkedIn
- You can download Your Career Guide from:**
<https://issuu.com/schulichschool/docs/schulich-cdc-careerguide-web>
3. *How to promote racial equity in the Workplace*. Harvard Business Review. (2020, November 10). Retrieved March 15, 2022, from <https://hbr.org/2020/09/how-to-promote-racial-equity-in-the-workplace>
You can access at: <http://researchguides.library.yorku.ca/HBR>
 4. Ferdman, B. M., & Deane, B. (2014). Strengthening Interpersonal Awareness and Fostering Relational Eloquence Ilene C. Wasserman. In *Diversity at work the practice*

of inclusion. essay, Wiley.

Assignment Due before your second coaching session:

- Students will update their LinkedIn profile. Start now and have the profile ready before the second coaching session

<session date> Professional Development Hive – Part 1 – Storyboarding and Presentations

Session 6 Prep:

5. Students will learn about how to create powerful presentation – Developing PowerPoint deck and Storyboards

Watch:

1. Duarte, N. (2012, December 11). *Create Slides People Will Remember*. HBR. <https://hbr.org/video/2235534274001/create-slides-people-will-remember>.

Assignment Due Session 11:

- Research the job target market and create a report in Word (max. 1000 words, 12-point font, single-spaced) and a PowerPoint Presentation (5 - 7 slides, min 18-point font). Incorporate what you learnt in Session 2 and 6. Send both documents to the Instructor before Session 11. Be prepared to present in the class in Session 11

<session date> Professional Development Hive – Part 1 – Interviewing 1

Session 7 Prep:

- Students will learn about the different types of interviews and about how to interview effectively on the phone, video or face-to-face, how to communicate with passion, sincerity and credibility; how to feel at ease and reduce their anxiety in a cross-cultural context
- Students will learn to use Quinncia, Schulich AI interviewing platform.

Read:

1. Sehgal, K., Claman, P., & Knight, R. (2019, November 6). *To Ace Your Job Interview, Get into Character and Rehearse*. Harvard Business Review. <https://hbr.org/2017/04/to-ace-your-job-interview-get-into-character-and-rehearse>.

You can access at: <http://researchguides.library.yorku.ca/HBR>

2. Ultimate Career Guide, Chapter 6: The Art of the Interview

You can download Your Career Guide from:

<https://issuu.com/schulichschool/docs/schulich-cdc-careerguide-web>

Assignment Due Session 8:

- Research the Speaker for next week (the Speaker will be announced by email)
- Volunteer (2 students) to welcome and introduce the Speaker
- Prepare 1 question for the Speaker (each student)

Assignment Due Session 12:

- Schedule your second one-on-one coaching session with the Instructor starting from

now until Session 12. In the second one-on-one coaching session (45min) the Instructor will review the resume, cover letter, the video interview, and the LinkedIn profile. The student will send to the Instructor, prior to the session, the updated resume, cover letter, video interview and the link to the LinkedIn profile.

Assignment Due before the second coaching session:

- Students will use Quinnia, an AI Mock Interviewing platform, available via Schulich Handshake platform, to record their video interview. Please note that you will be first asked to upload your resume, critique it, and then the AI system will generate a series of questions for the mock interview. Please send the link to your video interview to the Instructor, before the second coaching session.

The instructions on how to set up an account can be accessed here:

(<https://yorku.joinhandshake.com/articles/18022>)

<session date> Professional Development Hive – Part 1 – Speaker Series 2

Session 8 Prep:

- Speaker will cover career-related topics including leadership style, work-life balance, personal branding, negotiation skills, and personal experiences based on their careers
-

<session date> Professional Development Hive – Part 1 – Interviewing 2

Session 9 Prep:

- Students will learn about case interviews, when are these used and how to practice achieving results

Read:

1. McKinsey Case Interview Example:
https://www.youtube.com/watch?v=orsNS3YG_KE
2. Bain Full Case Interview Example:
<https://www.youtube.com/watch?v=jL0DzzPLsa4>

Assignment Due Session 10:

- Research the Speaker for next week (he/she will be announced by email)
 - Volunteer (2 students) to welcome and introduce the Speaker
 - Prepare 1 question for the Speaker (each student)
-

<session date> Professional Development Hive – Part 1 – Speaker Series 3

Session 10 Prep:

- Speaker will cover career-related topics including leadership style, work-life balance, personal branding, negotiation skills, and personal experiences based on their careers

Assignment Due Session 11:

- Be prepared to present your Job Search Strategy in class in Session 11

<session date>	<u>Professional Development Hive – Part 1 – Delivering Presentations</u>
Session 11	<p><u>Prep:</u></p> <ul style="list-style-type: none"> ▪ Students will present their Strategy Career Plan and receive feedback <p><u>Assignment Due Session 12:</u></p> <ul style="list-style-type: none"> ▪ Research the Speaker for next week (The Speaker will be announced by email) ▪ Volunteer (2 students) to welcome and introduce the Speaker ▪ Prepare 1 question for the Speaker (each student)

<session date>	<u>Professional Development Hive – Part 1 – Speaker Series 4</u>
Session 12	<p><u>Prep:</u></p> <ul style="list-style-type: none"> ▪ Speaker will cover career-related topics including leadership style, work-life balance, personal branding, negotiation skills, and personal experiences based on their careers

Written Assignments/Projects and Exam[s]: Descriptions

Class Participation (10% -- Individual)

Class participation is essential for the effectiveness of this course, as outlined above.

Resume (10% -- Individual)

The students will learn how to create a professional Canadian resume and they have to submit their resume, for evaluation, to the Instructor.

Cover letter (10% -- Individual)

The students will learn how to create a professional Canadian cover letter and they have to submit their cover letter, for evaluation, to the Instructor.

Interview Video (10% -- Individual)

Students will use Quinnia, an AI Mock Interviewing platform, available via Schulich Handshake platform, to record their video interview. Please note that you will be first asked to upload your resume, critique it, and then the AI system will generate a series of questions for the mock interview.

The instructions on how to set up an account can be accessed here:

<https://yorku.joinhandshake.com/articles/18022>

The students will receive feedback from the Instructor on their recorded interview in the 2nd one-on-one coaching session.

LinkedIn Updated Profile (10% -- Individual)

The students will create or update their LinkedIn profile based on the knowledge from the class session and will send the link of their LinkedIn profile to the Instructor, for approval.

Strategic Job Search Plan (20% -- Individual)

The students will create a strategic job search plan, including a rationale for the targeted sectors and companies, and clear objectives and timelines, incorporating the course learnings. Each student will submit a written report in Word (max. 1000 words, 12-point font, single-spaced) and a PowerPoint Presentation (5 – 7 slides, min 18-point font). The students should be prepared to present the Strategic Job Search in the class.

Two one-on-one coaching sessions (10% -- Individual)

Each student has to have two one-on-one coaching sessions with the Instructor.

In the first one-on-one coaching session (45min) the CareerLeader Assessment results will be discussed as well as the career options. The students are expected to complete the CareerLeader Assessment before the coaching session, read and send the report to the Instructor.

In the second one-on-one coaching session (45min) the Instructor will review the resume, cover letter, the video interview, and the LinkedIn profile. The student will send to the Instructor, prior to the session, the updated resume, cover letter, video interview and the link to the LinkedIn profile.

Quiz (20% -- Individual)

At the end of the course the students will have a Quiz that will test the course knowledge.

Evaluation of Assignments/Projects and Exams

Class Participation (10% -- Individual)

Students will be evaluated primarily for demonstration of having prepared for the class, and for their efforts and the quality of their contributions during class discussions (including case discussions and interactions with speakers). A baseline grade will be given, and it can be increased depending on such efforts and contributions. Grades for class contribution will be allocated as follows: Attendance 50%; Personal Contributions 50%.

Resume (10% -- Individual)

Students will be evaluated for the quality of their updated resume and how it incorporates all the learned rules.

Cover letter (10% -- Individual)

Students will be evaluated for the quality of their cover letter, how it incorporates the learned rules and how it is relevant to a job description.

Interview Video (10% -- Individual)

Students will be evaluated on the quality of their video interview, how the learned rules are applied.

LinkedIn Updated Profile (10% -- Individual)

Students will be evaluated based on how their LinkedIn profile is following the learned rules.

Strategic Job Search Plan (20% -- Individual)

The Strategic Job Search Plan will be graded based on the quality of the job market research, organization of thoughts, clarity and specificity of proposed objectives and timelines. Writing skills will also be evaluated, as well as the application of the PowerPoint deck and storyboard learned rules.

Two one-on-one coaching sessions (10% -- Individual)

Students will be evaluated for coming prepared to the coaching sessions.

Quiz (20% -- Individual)

At the end of the course the students will have a Quiz that will test the course knowledge.

Late Projects: Please make sure the assignments are submitted on the due date indicated on the course outline. Late assignments will be penalized.

Calculation of Course Grade

In this class, *final course grades* will be determined by the following process:

Numerical grades for each evaluation component will be converted to an overall percentage grade for the course using a weighted average calculation as outlined in the “*Deliverables at a Glance*” section above.

The resulting percentage grade will then be converted to a letter grade as follows:

<http://gradstudies.yorku.ca/current-students/regulations/courses-grading#grading>

These letter grades correspond to the Schulich’s 9- value index system as discussed below.

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, 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/>.

SUBJECT: Library Statement for MGMT 5190: Professional Development Hive – Part 1
FROM: Xuemei Li, Data Services Librarian / Business Liaison Librarian
DATE: March 17, 2022

MGMT 5190: Professional Development Hive – Part 1

York University Libraries (YUL) will be able to support the proposed course, *MGMT 5190: Professional Development Hive – Part 1*. This course is designed to help MBA students acquire skills and knowledge that will facilitate their professional development and increase their employability. The students (1) engage in self-assessment, (2) learn to promote themselves in an efficient manner, (3) design a customized internship/job search strategy and (4) develop their intercultural competence and applied knowledge of equity, diversity, and inclusion. YUL's strong collection of business databases, electronic journals, and books and eBooks will help students learn relevant topics and complete their assignments, such as the Strategic Job Search Plan assignment.

The course proposal does not list a required textbook; instead, recommended readings prepared by Schulich's Career Development Centre and various materials including videos and news items will be posted on *Canvas*. The instructor has listed the relevant HBR citations and provided students with a link to the library's [Harvard Business Review article guide](#), which is the recommended practice for providing access to HBR content in *Canvas*. The course instructor is recommended to use the [Copyright Office's syllabus checking service](#) to ensure that the terms of use for the various materials allow for the content to be used in a course.

YUL's Omni search interface can be used to locate books & eBooks, scholarly, trade, and newspaper articles that are relevant to this course. The [Omni search guide](#) provides instructions on how to best use this discovery layer to find relevant articles/books. The library's [Business Articles guide](#) provides additional information on business article databases. 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.

Students will also 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](#).

New Course Proposal Form

Schulich School of Business

1. Responsible Program: MBAt

2. Responsible Unit: SGMT

3. Subject Code (Rubric) and Course Number: MGMT 5110

4. Credit Value: 1.50

5. Long Course Title: Technology Firms and the Global Environment

6. Short Course Title: Tech Firms and the Global Environment

7. Effective Term/Calendar Year: Fall 2023

8. Language of Instruction: English

9. Calendar (Short) Course Description:

This course provides students with conceptual frameworks and analytical tools to understand the scope and nature of opportunities and problems for technology-oriented firms in a dynamic global environment. Through readings and cases drawn from various countries and industries, the course examines how a multitude of formal and informal institutions at national, supra-national, and sub-national levels influence these firms' competitive landscapes.

10. Expanded Course Description:

This 1.5 credit (6-week) course provides students with the concepts, tools, and knowledge necessary to conduct in-depth analyses of the global competitive landscape relevant to technology firms. Technology advancements (such as those embodied in the industrial, transportation, communication, and digital revolutions over the last few centuries) have been important drivers of integrating the world economy and globalization of business. However, the disruptive nature of technological change can also create winners and losers of both people and states and circumvent the political authority and control of national governments. This course emphasizes how business organizations, as one of the primary agents of technological change, balance their objectives of global diffusion and adoption of their technologies and know-how while being attentive to opportunities for and concerns of national governments and local communities across countries at different stages of socio-economic development. Through a set of readings and cases drawn from different

industries, countries, and historical periods, the course explores the ways in which organizations navigate various aspects of the global environment. Topics will include: the political economy of international trade (e.g., tariff and non-tariff barriers); supra-national (e.g., WTO, preferential trading arrangements, trading blocs) and national institutions (e.g., varieties of capitalism and innovation systems; cultures); regulatory constraints; forms of political, economic, and legal risks, among others.

11. Course Learning Outcomes:

The course is designed for students to:

- be able to think critically about various facets of global competition between nations and firms.
- have the necessary tools to identify the main features of the global business environment and its main institutions.
- be familiar with the problems and perspectives of doing business across national boundaries.
- foster an appreciation of the external forces that influence and shape the business manager's job in the global context.
- have the foundations for other functionally oriented courses geared towards designing and implementing business strategies and business programs.

12. Rationale:

In realizing the global potential of new technologies and business models, firms need to be attentive to both their enabling and disruptive features for countries and peoples in diverse socio-economic contexts and political systems. The objective of this core course in the new MBAt program is to sensitize students to the paradoxical relationship between technological change and globalization of business. Through cases and readings from diverse contexts, the course will foreground the multiple facets of the global environment and complement the more function-oriented courses in the program.

13. Evaluation:

Class Attendance and Participation	15%
Participation in Weekly Online Discussions	10%
Two Individual Written Case Analyses	40%
Group Project and In-Class Presentation	35%

Class Attendance and Participation: This component involves "meaningful" class participation. It refers to making a contribution to our discussions in a manner that adds value and enriches the quality of our class meetings. Our interest is in the arguments/statements you make and in the plausibility of the reasons you offer in support of them. Clearly, there are no "right" or "wrong" answers; you will not be graded on whether you agree or disagree with the instructor. One way of contributing is to critically assess the comments of your classmates and/or the instructor; another is to infuse a "fresh" perspective on issue(s) under study by the class. The grade for this component of the course will be based upon both qualitative and quantitative aspects of participation in the discussions.

Participation in Weekly Online Discussions: During each class (once a week), we will be taking up a broad topic, and it is likely that the discussion in the class will leave some unexplored but important issues or may even bring about new issues. The purpose of the online discussions is to continue engagement with these issues. You would be expected to take initiatives and start discussion threads on which your fellow students can contribute. It is hoped that every week 2-3 topics related to the subject matter of the previous class would be discussed in the forum. The initiator of the topic and the responders would contribute a maximum 300-word write-up each week. It is expected that every student will be able to participate in this forum at least three times during the six-week semester. This component will be graded on both the extent and quality of participation.

Individual Written Case Analyses: Students will complete two individual written case analyses, each contributing 20% to the overall course grade. One of the written case analyses will be for the case, *The Clean Network and the Future of Global Competition* to be discussed in Week 3 of the course. Students are free to choose the second case from the following: *Free Trade vs. Protectionism* (Week 2), *OYO* (Week 4), *Amazon in Emerging Markets* (Week 5). Students can use the set of case questions given in the syllabus as a guide for the analysis. The write-up should not be more than 5 double-spaced pages (12-point font with one-inch margins on all sides). For these case analyses, no outside research is needed, but students can use the articles assigned for the respective class in your analysis.

Group Research Project: The class will be divided into groups of 5-6 students. Each group will work together throughout the course to research one technology-oriented firm in the context of national and/global environment aspects discussed in the course. The objective of this exercise is to apply the material studied in class on the competitive conditions and strategic responses of a chosen firm and specific context, and then sharing the research with the whole class. The instructor will work with each group throughout the semester to assist in the completion of the group project. The broad question to be probed is: what aspects of the global environment have constrained or facilitated the chosen firm and how it has navigated these? Ideally, each group will apply 2-3 aspects considered in the course. The focus can be at the level of a country, region/trading bloc, or comparative. Each group will prepare a preliminary slide deck of their research project (15-20 slides), and along with the list of references, submit it

to the instructor before the last class period. Each group will also make a presentation to the whole class during the class period. Each group will have the opportunity to revise the slide deck based on the questions/feedback from the presentation. This assignment will be graded on both the quality of the class presentation and the quality of the revised slide deck (the due date will be one week after the last class).

14. Integrated Courses: Not Applicable

15. Cross-listed Courses: None

16. Enrolment Notes: This is a core course for the new MBAt program. All students admitted into the program will take this course in the Fall semester.

17. Faculty Resources: This is a 1.5 credit course which can be taught by numerous faculty members as part of their normal teaching load.

18. Physical Resources: No additional physical resources, beside the regularly scheduled classroom and occasional break-out rooms for group work, will be required.

19. Bibliography (Library Statement is Attached Separately):

(CP - Course Pack; LIB – Library)

Baumol, William J., Robert E. Litan, and Carl J. Schramm. The Four Types of Capitalism, Innovation, and Economic Growth. In Dennis C. Mueller (Editor), *The Oxford Handbook of Capitalism*. Oxford: Oxford University Press, 2012. LIB

Big Deal: Who Gains from RCEP, Asia's New Trade Pact? *The Economist*, November 21, 2020: 78. LIB

Bremmer, Ian. The New Rules of Globalization. *Harvard Business Review*, January-February 2014. LIB

Burt, Andrew. New AI Regulations are Coming. Is Your Organization Ready? *Harvard Business Review* (Digital Article), April 30, 2021 (Reprint H06C8P). CP

Case: Amazon in Emerging Markets (University of Michigan Case W94C01, 2019). CP

Case: Free Trade vs. Protectionism: The Great Corn-Laws Debate (HBS Case 9-701-080, 2001) CP

Case: OYO: A New Global Chain of Hotels Emerges (Thunderbird School of Global Management Case A09-20-0004). CP

Case: The Clean Network and the Future of Global Technology Competition (HBS Case 5-721-062, 2021) CP

Case: WhatsApp: Tech Watchdogs Collide with Tech Giants (INSEAD Case IN1778, 2021) CP

Chakravorti, Bhaskar, Ajay Bhalla, and Ravi Shankar Chaturvedi. How Digital Trust Varies Around the World. *Harvard Business Review* (Digital Article), February 25, 2021 (Reprint H06765). CP

Chittock, Luke. Emerging Markets Leapfrog into Digital Banking. *Forbes*, October 24, 2021. LIB

Clarke, Michael. The Belt and Road Initiative. *Asia Policy*, No. 24 (July 2017): 71-79. LIB

Frey, Carl Benedikt. How Culture Gives the US an Innovation Edge Over China. *MIT Sloan Management Review*, Spring 2021: 55-61. LIB

Ghemawat, Pankaj. Distance Still Matters: The Hard Reality of Global Expansion. *Harvard Business Review*, September 2001. LIB

Ghemawat, Pankaj. Even in a Digital World, Globalization is Not Inevitable. *Harvard Business Review*, February 1, 2017. LIB

Kelly, Nataly. Implementing Inclusive Policies Across a Global Organization. *Harvard Business Review* (Digital Article) March 2, 2021 (Reprint H067YT). CP

Khanna, Tarun. When Technology Gets Ahead of Society: Pioneering Innovators Need to Build Institutions That Allow Them to Succeed --- and They Can't Do It Alone. *Harvard Business Review*, July-August 2018. LIB

Pharoah Capitalism: The Costs and Benefits of "Pyramid" Business Groups. *The Economist*, February 14, 2019: 90. LIB

Rice, Condoleezza and Amy Zegart. Managing 21st Century Political Risk. *Harvard Business Review*, May-June 2018. LIB

Roschini, Dante and Annelena Lobb. Evolving Trends in Global Trade. (HBS Note 9-716-024, 2017). CP

Samuelson, Pamela. Legally Speaking: Europe's Controversial Digital Copyright Directive Finalized. *Communications of the ACM*, 62(1), November 2019: 24-27.

Second-time Lucky: Studying How the First Era of Globalisation Ended Could Help Preserve the Second. *The Economist*, February 26, 2022: 73. LIB

Slobalisation. *The Economist*, January 26, 2019: 23-26. LIB

TARIFFED! (Stanford Graduate School of Business, P-94, 2018). CP

Technology and Competition: Collusion and Collisions. *The Economist*, February 27, 2021: 55-58. LIB

The New Industrial Policy: Return to Picking Winners. *The Economist*, January 15, 2022: S4-S6. LIB

Umeh, Elo. Digital Transformation in Africa Requires Homegrown Solutions. *Harvard Business Review* (Digital Article) December 15, 2021 (Reprint H06RGF). CP

New Course Proposal Template

(Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor: Preet S. Aulakh

Alternative instructors: Steven Weiss, Matthias Kipping

Course coordinator: Preet S. Aulakh

21. Specializations

Primary area or specialization: Management

Secondary areas or specializations: International Business

22. Student Contact and Enrolment

Contact hours: 18

Maximum enrolment: 55

Expected enrolment: 45-50

Evidence for enrolment expectations: School's aspirations for the first cohort in this new program.

23. Human Participants Research: N/A

24. Conditions for Approval: None. This is a core course for a new program

Originator:



Signature

March 2, 2022

Date

Preet S. Aulakh

Name

Strategic

Management/International Business

Area or Specialization

Supporting Faculty Members

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.

Anoop Madhok (Strategic Management)
Atipol Supapol (Economics)
Eileen Fischer (Marketing/Entrepreneurship)
Ela Veresiu (Marketing)
Farrokh Zandi (Economics)
Geoffrey Kistruck (Sustainability)
Kae-Hong Bae (Finance)
Kiridaran Kanagaretnam (Accounting)
Kevin Tasa (Organisation Studies)
Manus Rungtusanatham (OMIS)
Matthias Kipping (Strategic Management)
Pauline MP Shum Nolan (Finance)
Theodore Peridis (Strategic Management)
Yigang Pan (Marketing/International Business)
Yuval Deutsch (Strategic Management/Entrepreneurship)

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.

Willow Sheremata

Signature

March 4, 2022

Date

Willow Sheremata

Name of Coordinator or Director

Strategic Management

Area or Specialization

Degree Program:

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

Ashwin Joshi
Signature

March 10, 2022
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

April 28, 2022
Date

Marcia Annisette
Name of Committee Chair

Master Programs Committee
Committee

TECHNOLOGY FIRMS AND THE GLOBAL ENVIRONMENT

Fall 2023

COURSE INFORMATION AND SCHEDULE

Instructor: Dr. Preet S. Aulakh
Office: N305C Schulich Building
Telephone: (416) 736-2100, ext. 77941
e-mail: paulakh@schulich.yorku.ca
Office Hours: By Appointment
Assistant: Stephanie Allen, N305A SSB, Ext. 66125

Brief Description

This course provides students with conceptual frameworks and analytical tools to understand the scope and nature of opportunities and problems for technology-oriented firms in a dynamic global environment. Through readings and cases drawn from various countries and industries, the course examines how a multitude of formal and informal institutions at national, supra-national, and sub-national levels influence these firms' competitive landscapes.

About the Instructor

Preet S. Aulakh is Professor of Strategy and the Pierre Lassonde Chair in International Business at the Schulich School of Business, York University. He holds PhD degrees in Law (Osgoode Hall Law School at York University) and Business (University of Texas at Austin), and BS (Mathematics) and MA (History) degrees from Panjab University, Chandigarh, India. Prior to joining Schulich, he taught for several years in the US, and has held visiting positions at the Indian School of Business and Indian Institute of Management Calcutta. He has published numerous articles on international alliances, technology licensing and cross-border knowledge transfers. His recent research focuses on firms from emerging economies and explores how institutional factors influence their internationalization paths. His books include *Rethinking Globalization(s)* (Macmillan, 1999), *Mobilities of Labour and Capital in Asia* (Cambridge University Press, 2020), and *Coping with Global Institutional Change* (Cambridge University Press, 2022).

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Course Description

This 1.5 credit (6-week) course provides students with the concepts, tools, and knowledge necessary to conduct in-depth analyses of the global competitive landscape relevant to technology firms. Technology advancements (such as those embodied in the industrial, transportation, communication, and digital revolutions over the last few centuries) have been important drivers of integrating the world economy and globalization of business. However, the disruptive nature of technological change can also create winners and losers of both people and states and circumvent the political authority and control of national governments. This course emphasizes how business organizations, as one of the primary agents of technological change, balance their objectives of global diffusion and adoption of their technologies and know-how while being attentive to opportunities for and concerns of national governments and local communities across countries at different stages of socio-economic development. Through a set of readings and cases drawn from different industries, countries, and historical periods, the course explores the ways in which organizations navigate various aspects of the global environment. Topics will include: the political economy of international trade (e.g., tariff and non-tariff barriers); supra-national (e.g., WTO, preferential trading arrangements, trading blocs) and national institutions (e.g., varieties of capitalism and innovation systems; cultures); regulatory constraints; forms of political, economic, and legal risks, among others.

Course Learning Outcomes

The course is designed for students to:

- be able to think critically about various facets of global competition between nations and firms.
- have the necessary tools to identify the main features of the global business environment and its main institutions.
- be familiar with the problems and perspectives of doing business across national boundaries.
- foster an appreciation of the external forces that influence and shape the business manager's job in the global context.
- have the foundations for other functionally oriented courses geared towards designing and implementing business strategies and business programs.

Course Format

The major components of learning in this course are case analyses, in-class and online discussions, and a research project. Cases have been chosen to represent different types of firms, across industries and encompassing diverse geographical settings to enhance understanding of the various organizational, environmental, and institutional factors impacting competition and firm decision-making in particular geographical settings. The goal is not to become experts about one country or region; rather we seek broad principles that can be applied across many countries, markets, and firms. The course will also include a discussion of the articles provided in the course packet as well as short lectures. The lectures are intended to integrate and complement the issues raised in the cases and readings. Students are required to carefully read the assigned material before the class for which it is due. Extensive in-class participation is critical for the success of the class.

Course Materials

The course is built on a foundation of conceptual readings, applied in a series of practical case studies. Students need to have the following required materials for the course:

1. A course pack (CP) can be purchased from IVEY Publishing. The pack contains all the cases and articles that will be discussed in class, but which are not available at the library. Specific instructions for accessing the course pack will be provided prior to the beginning of the semester.
2. Articles (LIB) can be downloaded from the York University Library Electronic Resources. Articles from the Harvard Business Review can be accessed through the library. Please see <http://researchguides.library.yorku.ca/HBR> for instructions.

Evaluation Scheme

Class Attendance and Participation	15%
Participation in Weekly Online Discussions	10%
Two Individual Written Case Analyses	40%
Group Project and In-Class Presentation	35%

In this class, final letter grades will be determined through an aggregate of the components above. See Schulich and grade grading policy below.

Class Attendance and Participation

This component involves "meaningful" class participation. It refers to making a contribution to our discussions in a manner that adds value and enriches the quality of our class meetings. Our interest is in the arguments/statements you make and in the plausibility of the reasons you offer in support of them. Clearly, there are no "right" or "wrong" answers; you will not be graded on whether you agree or disagree with the instructor. One way of contributing is to critically assess the comments of your classmates and/or the instructor; another is to infuse a

"fresh" perspective on issue(s) under study by the class. The grade for this component of the course will be based upon both qualitative and quantitative aspects of participation in the discussions.

For each case, there is a set of questions provided. These questions are intended to identify the important issues in each case that you should think about as you read and analyze the case. It is extremely important that you read and analyze the case before coming to class. The class period will be spent on discussing the students' responses to the issues raised in the case. *You are expected to attend all classes. However, if for some reason, you must miss a class, you should submit a two-page analysis of the case to be discussed on that class day to the instructor before the class. This can be done via e-mail through a file attachment.*

Participation in Weekly Online Discussions

During each class (once a week), we will be taking up a broad topic, and it is likely that the discussion in the class will leave some unexplored but important issues or may even bring about new issues. The purpose of the online discussions is to continue engagement with these issues. You would be expected to take initiatives and start discussion threads on which your fellow students can contribute. It is hoped that every week 2-3 topics related to the subject matter of the previous class would be discussed in the forum. The initiator of the topic and the responders would each contribute a maximum 300-word write-up each week. It is expected that every student will be able to participate in this forum at least three times during the six-week semester. This component will be graded on both the extent and quality of participation.

Individual Written Case Analyses

You will complete two individual written case analyses, each contributing 20% to the overall course grade. One of the written case analyses will be for the case, *The Clean Network and the Future of Global Competition* to be discussed in Week 3 of the course. You are free to choose the second case from the following: *Free Trade vs. Protectionism* (Week 2), *OYO* (Week 4), *Amazon in Emerging Markets* (Week 5). You can use the set of case questions given in the syllabus as a guide for the analysis. The write-up should not be more than 5 double-spaced pages (12-point font with one-inch margins on all sides). For these case analyses, you do not need to do outside research, but you can use the articles assigned for the respective class in your analysis. The written cases should be submitted on Canvas prior to the beginning of class. Details about the different ways to approach the case analyses will be discussed in the first day of class.

Group Research Project

The class will be divided into groups of 5-6 students. Each group will work together throughout the course to research one technology-oriented firm in the context of national and/global environment aspects discussed in the course. The objective of this exercise is to apply the material studied in class on the competitive conditions and strategic responses of a chosen firm and specific context, and then sharing the research with the whole class. The instructor will work with each group throughout the semester to assist in the completion of the group project. The broad question to be probed is: what aspects of the global environment have constrained

or facilitated the chosen firm and how it has navigated these opportunities and challenges? Ideally, each group will apply 2-3 aspects/frameworks covered in the course. The focus can be at the level of a country, region/trading bloc, or comparative. Each group will prepare a preliminary slide deck of their research project (15-20 slides), and along with the list of references, submit it to the instructor before the last class period. Each group will also make a presentation to the whole class during the class period. Each group will have the opportunity to revise the slide deck based on the questions/feedback from the presentation. This assignment will be graded on both the quality of the class presentation and the quality of the revised slide deck (the due date will be one week after the last class).

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

Students' overall mark will be derived by weighting each grading component according to the proportions described above. All grades (i.e., grades for each component as well as the overall grade) will be converted using the following scale:

GRADE	GRADE POINT	PERCENTAGE	DESCRIPTION
A+	9	≥91-100	Exceptional
A	8	≥86-90	Excellent
A-	7	≥80-85	Very Good
B+	6	≥75-79	Good
B	5	≥70-74	Competent
B-	4	≥65-69	Marginally Competent
C+	3	≥60-64	Passing
C	2	≥55-59	Barely Passing
C-	1	≥50-54	Marginal Pass
F	0	< 50%	Failed

(Students are reminded that they must maintain a cumulative GPA of at least 4.2 to remain in good standing and continue in the program, and a minimum of 4.4 to qualify for their degree. Schulich grading guidelines mandate a section grade point average ['GPA'] of *between 4.7 and 6.1* for core courses and a section GPA of between 5.2 and 6.2 for electives.)

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://schulich.yorku.ca/client/schulich/schulich_lp4w_Ind_webstation.nsf/page/Academic+Policies+BBA?OpenDocument

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/>.

Weekly Course Schedule

Week 1

Introduction to the Course and Expectations

Globalization: Multiple Reincarnations

- Second-time Lucky: Studying How the First Era of Globalisation Ended Could Help Preserve the Second. *The Economist*, February 26, 2022: 73. LIB
- Bremmer, Ian. The New Rules of Globalization. *Harvard Business Review*, January-February 2014. LIB
- Slobalisation. *The Economist*, January 26, 2019: 23-26. LIB
- Technology and Competition: Collusion and Collisions. *The Economist*, February 27, 2021: 55-58. LIB
- Case: WhatsApp: Tech Watchdogs Collide with Tech Giants (INSEAD Case IN1778, 2021) CP

Week 2

Bananas to Bombardiers: Political Economy of International Trade; WTO and Trading Blocs

- Roschini, Dante and Annelena Lobb. Evolving Trends in Global Trade. (HBS Note 9-716-024, 2017). CP
- Clarke, Michael. The Belt and Road Initiative. *Asia Policy*, No. 24 (July 2017): 71-79. LIB
- TARIFFED! (Stanford Graduate School of Business, P-94, 2018). CP
- Big Deal: Who Gains from RCEP, Asia's New Trade Pact? *The Economist*, November 21, 2020: 78. LIB
- Case: Free Trade vs. Protectionism: The Great Corn-Laws Debate (HBS Case 9-701-080, 2001) CP

National Institutions: Varieties of Capitalism, Innovation Systems and Economic Growth Models

- Baumol, William J., Robert E. Litan, and Carl J. Schramm. The Four Types of Capitalism, Innovation, and Economic Growth. In Dennis C. Mueller (Editor), *The Oxford Handbook of Capitalism*. Oxford: Oxford University Press, 2012. LIB
- Pharaoh Capitalism: The Costs and Benefits of “Pyramid” Business Groups. *The Economist*, February 14, 2019: 90. LIB
- The New Industrial Policy: Return to Picking Winners. *The Economist*, January 15, 2022: S4-S6. LIB
- Frey, Carl Benedikt. How Culture Gives the US an Innovation Edge Over China. *MIT Sloan Management Review*, Spring 2021: 55-61. LIB
- Case: The Clean Network and the Future of Global Technology Competition (HBS Case 5-721-062, 2021) CP

Week 4

Managing Uncertainty and Distance

- Ghemawat, Pankaj. Distance Still Matters: The Hard Reality of Global Expansion. *Harvard Business Review*, September 2001. LIB
- Burt, Andrew. New AI Regulations are Coming. Is Your Organization Ready? *Harvard Business Review* (Digital Article), April 30, 2021 (Reprint H06C8P). CP
- Samuelson, Pamela. Legally Speaking: Europe’s Controversial Digital Copyright Directive Finalized. *Communications of the ACM*, 62(1), November 2019: 24-27.
- Rice, Condoleezza and Amy Zegart. Managing 21st Century Political Risk. *Harvard Business Review*, May-June 2018. LIB
- Case: OYO: A New Global Chain of Hotels Emerges (Thunderbird School of Global Management Case A09-20-0004). CP

Socio-Cultural Institutions and Institutional Voids: Opportunities in the Shadow of Adversity

- Chakravorti, Bhaskar, Ajay Bhalla, and Ravi Shankar Chaturvedi. How Digital Trust Varies Around the World. *Harvard Business Review* (Digital Article), February 25, 2021 (Reprint H06765). CP
- Kelly, Nataly. Implementing Inclusive Policies Across a Global Organization. *Harvard Business Review* (Digital Article) March 2, 2021 (Reprint H067YT). CP
- Umeh, Elo. Digital Transformation in Africa Requires Homegrown Solutions. *Harvard Business Review* (Digital Article) December 15, 2021 (Reprint H06RGF). CP
- Chittock, Luke. Emerging Markets Leapfrog into Digital Banking. *Forbes*, October 24, 2021. LIB
- Khanna, Tarun. When Technology Gets Ahead of Society: Pioneering Innovators Need to Build Institutions That Allow Them to Succeed --- and They Can't Do It Alone. *Harvard Business Review*, July-August 2018. LIB
- Case: Amazon in Emerging Markets (University of Michigan Case W94C01, 2019). CP

Week 6

Bringing it All Together

- Ghemawat, Pankaj. Even in a Digital World, Globalization is Not Inevitable. *Harvard Business Review*, February 1, 2017. LIB

Group Presentations

Case Questions

WhatsApp

- Why did Facebook acquire WhatsApp?
- Did Facebook violate antitrust laws (US and European Union) when it acquired WhatsApp?
- Should Facebook be broken up? Why or why not?
- Would antitrust enforcement solve Facebook's privacy issues?

Free Trade vs. Protectionism: The Great Corn-Laws Debate

- Should Prime Minister Peel support repeal of the Corn Laws at the end of 1845? What are arguments for and against repeal?
- What accounts for the explosion of free-trade radicalism in Britain during the first half of the nineteenth century?
- Is the campaign for repeal purely an economic movement?
- What are the short-term and long-term implications for Britain of moving toward free trade?

The Clean Network and the Future of Global Technology Competition

- Is the Clean Network the right approach for the US in 5G?
- What are the advantages and disadvantages of the CN approach?
- Should telecom operators in places like Europe, Southeast Asia, and Latin America join?
- What does it mean to join the Clean Network and what are its implications?

OYO: A New Global Chain of Hotels Emerges

- What are OYO's value propositions? For hotels? For customers?
- Why was the company successful in India?
- How effective has the company been in countries such as Malaysia, China, Indonesia, UAE, and Saudi Arabia? Why or why not?
- What are the potential challenges that the company will confront in developed countries such as the UK, Japan, and the USA?
- How should OYO overcome these challenges?

Amazon in Emerging Markets

- Did Amazon make sensible choices in emerging markets entry strategies? Consider location, entry mode and timing.

- What value propositions does Amazon offer in emerging markets? To consumers? To suppliers?
- Considering the competitive landscape in China, India, and Latin America, how can home-grown firms best defend and win against large multinational entrants?
- Should Amazon enter additional markets? If so, why, and where?

SUBJECT: Library Statement for MGMT XXXX: Technology Firms and the Global Environment
FROM: Xuemei Li, Business Liaison Librarian
DATE: March 9, 2022

MGMT XXXX: Technology Firms and the Global Environment

York University Libraries (YUL) will be able to support the proposed course, *MGMT XXXX: Technology Firms and the Global Environment*. This course provides students with conceptual frameworks and analytical tools to understand the scope and nature of opportunities and problems for technology-oriented firms in a dynamic global environment. Through readings and cases drawn from various countries and industries, the course examines how a multitude of formal and informal institutions at national, supra-national, and sub-national levels influence these firms' competitive landscapes. YUL's strong collection of business databases, electronic journals, and eBooks will help students better learn the topics and complete their assignments, such as the group project on researching one technology-oriented firm in the context of national and/global environment.

The subject librarian has reviewed the course reading materials listed in the course outline. No textbook is required; instead, students will be asked to purchase a course pack with cases and articles which are not available through the library collections. The professor is recommended to [create permalinks to articles available through the Libraries](#) and share them with the students through Canvas with one exception, due to license restrictions, permalinks to Harvard Business Review (HBR) articles cannot be used in Canvas. The instructor can provide complete citations to the HBR articles and provide the students with a link to the library's [Harvard Business Review article guide](#). Students can then copy and paste the titles of an HBR article into the guide's search widget to easily locate and read the article.

YUL's Omni search interface can be used to locate books & ebooks, scholarly, trade, and newspaper articles that are relevant to this course. The [Omni search guide](#) provides instructions on how to best use this discovery layer to find relevant articles. The library's [Business Articles guide](#) provides additional information on business article databases. 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.

Students will also 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](#).

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:

ACTG

3. Subject Code (Rubric) and Course Number:

ACTG 5201

4. Credit Value:

3.00

5. Long Course Title:

Financial Reporting and Control in Technology Firms

6. Short Course Title:

Financial Reporting and Control

7. Effective Term/Calendar Year:

Winter 2024

8. Language of Instruction:

English

9. Calendar (Short) Course Description:

This course is designed to provide students with an understanding of financial reporting, earnings quality, operating risk and management control issues in technology firms. Concepts will include preparing financial statements, measures of earnings quality, operational risk, break-even analysis, pricing decisions, operating budgets and budgeted financial statements. In arriving at managerial decisions, all stakeholder interests are considered, including DEI and socially responsible decision making around key issues.

(No pre- or co-requisites)

Pre-/co-requisites: none

10. Expanded Course Description:

This course is designed to provide students with an understanding of financial reporting, earnings quality, operating risk and management control issues including incentive compensation practices in technology firms. Concepts will include preparing financial statements, measures of earnings quality, operational risk, break-even analysis, pricing decisions, operating budgets and budgeted financial statements. In arriving at managerial decisions, all stakeholder interests are considered, including DEI and socially responsible decision making around key issues.

11. Course Learning Outcomes:

This course will immerse students in basic financial reporting and management control concepts. The focus is on reporting and control issues facing firms from a broad range of industries whose common bond is research and development of new technology, including the application of technology to new or enhanced products and services. The course will expose students to the tools, concepts, and methodologies related to decision-making, implementation, control systems, risk management, and reporting to external stakeholders in the context of technology-enabled organizations. The course will also focus on identifying financial warnings, available in the financial disclosures that can be useful in anticipating future declines in corporate earnings and cash flow. Such earnings declines might be caused by operational difficulties or the application of creative accounting practices.

12. Rationale:

This is the only accounting course that students in the MBAt program will take. As such, it will expose students to basic financial reporting concepts, management accounting and control issues and risk management.

13. Evaluation:

There will be four deliverables:
Two tests (25% each)
One group case assignment (20%)
Group capstone project (30%)

14. Integrated Courses:

N/A

15. Cross-listed Courses:

N/A

16. Enrolment Notes:

This course is designed for students in the MBAt program. Other students will not be allowed to enrol.

17. Faculty Resources:

This course will be offered once a year for the MBAt program. Giri Kanagaretnam will teach it (at least) in the first year, along with close collaboration with the practitioner(s) suggested by the program.

18. Physical Resources:

N/A (but preferably in a technologically enhanced classroom for facilitating engagement with practitioners)

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.

New Course Proposal Template

(Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator**Initial instructor:**

Giri Kanagaretnam, along with close collaboration with the practitioner(s) suggested by the program.

Alternative instructors:

Amin Mawani
Joelle Pokarjac

Course coordinator:

Giri Kanagaretnam

21. Specializations**Primary area or specialization:**

Accounting

Secondary areas or specializations:

N/A

22. Student Contact and Enrolment

Contact hours:

Maximum 24 hours of lectures; at least 12 hours of experiential learning (guest lectures from leading edge practitioners, case discussion, group project presentations, simulations etc.) per program guidelines.

Maximum enrolment:

55 (cohort in each MBAt class)

Expected enrolment:

55

Evidence for enrolment expectations:

Cohort of the MBAt class

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.**

N/A

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

This course is for the new MBAt program.

Originator:



Signature

March 15, 2022

Date

Giri Kanagaretnam

Name

Accounting

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.

<u>Linda Thorne</u>	<i>Accounting</i>
<u>Amin Mawani</u>	<i>Accounting</i>
<u>Shanker Trivedi</u>	<i>Accounting</i>
<u>Kevin Tasa</u>	<i>Organization Studies</i>
<u>Pauline Shum Nolan</u>	<i>Finance</i>
<u>Murat Kristal</u>	<i>OMIS</i>

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.

Dean Neu

March 17, 2022

Signature

Date

Dean Neu

Accounting

Name of Coordinator or Director

Area or Specialization

Degree Program:

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

Ashwin Joshi
Signature

March 17, 2022
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

April 28, 2022
Date

Marcia Annisette
Name of Committee Chair

Master Programs Committee
Committee

Financial Reporting and Control in Technology Firms

Course Outline

Winter 2024

Instructor

Giri Kanagaretnam
 416-736-5066
 S344F Seymour Schulich Building
 Email: kkanagaretnam@schulich.yorku.ca
 Office hours:

Assistant

<Name>
 <Office>
 <Phone>
 <E-mail>

Kiridaran (Giri) Kanagaretnam PhD, CPA is a Professor of Accounting at Schulich. He received his PhD in management from the Syracuse University and a MSEE from Purdue University. His primary research focus is on financial institutions, in particular bank stability, excessive risk-taking, and financial reporting transparency, as well as corporate governance issues, including CEO compensation, audit quality and tax avoidance.

Brief Description

This course is designed to provide students with an understanding of financial reporting, earnings quality, operating risk and management control issues in technology firms. Concepts will include preparing financial statements, measures of earnings quality, operational risk, break-even analysis, pricing decisions, operating budgets and budgeted financial statements. In arriving at managerial decisions, all stakeholder interests are considered, including DEI and socially responsible decision making around key issues.

Prerequisites/Co-requisites/Course Exclusions: No pre- or co-requisites

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Student Preparation for Class and Class Participation: Expectations	3
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Written Assignments/Projects and Exam[s]: Descriptions	4-
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Evaluation of Written Assignments/Projects and Exams	4-
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Course Learning Outcomes

This course will immerse students in basic financial reporting and management control concepts. The focus is on reporting and control issues facing firms from a broad range of industries whose common bond is research and development of new technology, including the application of technology to new or enhanced products and services. The course will expose students to the tools, concepts, and methodologies related to decision-making, implementation, control systems, risk management, and reporting to external stakeholders in the context of technology-enabled organizations. The course will also focus on identifying financial warnings, available in the financial disclosures that can be useful in anticipating future declines in corporate earnings and cash flows. Such earnings declines might be caused by operational difficulties or the application of creative accounting practices.

Deliverables at a Glance

The final grade for the course will be based on the following items weighted as indicated:

ASSIGNMENT/TASK	QUANTITY	% WEIGHT	TOTAL %	AUTHOR
Exam 1	1	25%	25%	Individual
Exam 2	1	25%	25%	Individual
Group Case Analysis	1	20%	20%	Group
Group Project	1	30%	30%	Group

Late submissions policy: Given the lock-step nature of this course, late submissions will not be accepted.

For details, see “Evaluations of Written Assignments/Projects and Exam”, p. 4-6.

Course Material

Every week, you should access the class Canvas page and access the Class-by-Class Syllabus for readings and locations.

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

* Garrison, Chesley, Carroll, Webb and Libby, “Managerial Accounting”, 12th Canadian Edition, McGraw-Hill Ryerson

** Phillips, Libby, Libby, and Mackintosh, “Fundamental of Financial Accounting”, 6th Canadian edition, McGraw-Hill Ryerson

Student Preparation for Class and Class Participation: Expectations

You are encouraged to take an active part in class discussions by providing thoughtful, constructive, worthwhile comments, questions and debate. Oral communication skills are a must for professionals, so meaningful classroom contribution is expected.

Expectations:

I consider preparing for class, and participating in the exploration of ideas during class, to be a normal, expected part of life as a Schulich graduate student.

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 the course Canvas page

Date	Topics	Textbook Chapters Covered
Week 1	<p>Introduction</p> <p>Cost-Volume-Profit (CVP) Relationships: Cost-Volume-Profit (CVP) analysis - what it is, its uses, assumptions, strengths and weaknesses; The breakeven point; Margin of safety and operating leverage and risk management</p>	<p>Chapters 1 & 4*</p> <p>* Garrison, Chesley, Carroll, Webb and Libby, “Managerial Accounting”, 12th Canadian Edition, McGraw-Hill Ryerson</p>
Week 2	<p>Cost Behaviour and Activity-Based Costing Systems: Using cost information for pricing for tech products and services</p>	Chapters 2 & 7*
Week 3	<p>Budgeting: Sales Budgets, Production Budgets, Cash Budgets</p>	Chapter 9*
Week 4	<p>Reporting for Control: Responsibility accounting - Cost, revenue, profit and investment centres; Evaluating Investment Center Performance: ROI, Residual income and The Balanced Score Card including social impact</p>	Chapter 11*

	Agency conflicts and compensation practices in technology firms.	
Week 5	Exam 1	
Week 6	Basic accounting equation Financial statements – Income statement and balance sheet	Chapters 2 & 3** ** Phillips, Libby, Libby, and Mackintosh, “Fundamental of Financial Accounting”, 6 th Canadian edition, McGraw-Hill Ryerson
Week 7	Accounting cycle and adjusting entries, Financial statements	Chapter 4***
Week 8	Financial Reporting and Analysis; Evaluating results, comparison of common benchmarks, financial statement ratio analysis Group Case Assignment due at the beginning of the class	Chapter 5**
Week 9	Measures of earnings quality; Transitory and permanent earnings; Simple valuation models	Notes posted on Canvas
Week 10	Exam 2	
Week 11	Group Presentations/Guest Lecture	
Week 12	Group Presentations/Guest Lecture Written Report of the Final Project due at the beginning of the class	

Evaluation of Written Assignments/Projects and Exams

Exam 1: 25%

The first exam will cover the materials from Week 1 to Week 4 and will consist of problems similar to the questions taken up in class and assigned problems and cases. The examination will be 2.5 hours long and will be conducted in class. Materials eligible for the first exam include all assigned readings, handout materials, class discussions, class discussion questions, lectures and homework assignments.

The exam is closed book however, you will be allowed to use one 8 ½" x 11" (double-sided) sheet for notes. You will not be provided a formula sheet. Calculators that store text are not permitted.

Exam 2: 25%

The second exam will cover the materials from Week 6 to Week 9 and will consist of problems similar to the questions taken up in class and assigned problems and cases. The examination will be 2.5 hours long and will be conducted in class. Materials eligible for the second exam include all assigned readings, handout materials, class discussions, class discussion questions, lectures and homework assignments.

The exam is closed book however, you will be allowed to use one 8 ½" x 11" (double-sided) sheet for notes. You will not be provided a formula sheet. Calculators that store text are not permitted.

Group Case Analysis: 20% (In groups of four)

This case will be provided by the instructor. The purpose of this group case is to explore how financial decision making techniques are used to address costing, pricing and risk management practices in a tech firm. The assignment must be submitted in soft copy **by the beginning of the eighth class** by Email submissions to the instructor. One group member must also submit electronically via www.turnitin.com. The credentials for access will be made available on Canvas.

Final Project: 30%

Group Analysis (in groups of four) of Chosen Company 30% of the final grade, due last class

The final group project is an opportunity for you to apply the concepts and techniques covered in the course to a technology company of your choice.

Select a Canadian company of your choice that is publicly traded (www.sedar.com) by Week 5. You will not be allowed to change the company after this. Provide a financial analysis of the company. Your analysis should include (but is not limited to):

- (i) A brief overview of the company's goals and strategies and a summary of the risk identified for the business
- (ii) Industry analysis
- (iii) Based on the topics discussed in the course, identify the management accounting tools that are used by the business to mitigate the risk mentioned in (i) above - explain how they are applied and assess the effectiveness of these tools used in the business.
- (iv) In comparison to other companies within the industry, assess what tools their competitors use to mitigate these risks and assess their effectiveness.
- (v) Discuss how budgeting will help the company to carry out their strategies and company goals.

- (vi) Design a balance scorecard and explain the reasoning for the measurement. Explain how the balance scorecard can strategically help the company.
- (vii) Ratio Analysis and competitive position of the company
 - Include a brief discussion of accounting policies and their effect on comparability to competitors and year-over-year.
- (viii) Build a financial forecast model in a spreadsheet package for five years out
 - Income statement forecast
 - Balance sheet forecast
 - Include key risks to the forecast
- (ix) Overall assessment of the financial health of the company.

CLEARLY STATE YOUR ASSUMPTIONS AND 1) WHAT BASIS YOU ARE USING TO ESTABLISH/JUSTIFY YOUR KEY ASSUMPTIONS, AND 2) THE SENSITIVITY OF YOUR PROJECTIONS TO DIFFERENT ASSUMPTIONS.

Company Selection:

Each group should analyse a different company within the technology space, therefore once you have found a company you think you would like to analyse, please let me know by email for approval, and so that I can inform other groups that your company is no longer available. You should select a company by week 5 of the course. Groups should have 4 members.

Written Report (15 Marks):

You should present your results in a written report. The report should be typed and should be no more than **eight pages**. The eight-page limit does not include a one page executive summary and supporting tables/spreadsheets. It is due at the beginning of the final class. Formatting specifications are the same as for the Case Analysis. One group member must also submit electronically via www.turnitin.com. The credentials for access will be made available on Canvas.

Presentation (10 Marks):

The presentation should take no more than 15 minutes to briefly present your accounting analysis. Thus, the presentation is NOT supposed to describe HOW you developed your models and forecasts, instead, it should focus on your analysis and assessment.

Group Feedback on presentations by other Groups (5 marks):

One page (each) constructive feedback on presentation of other groups in the class.

Grading:

This project will count towards 30% of your final grade, with 15% assigned to the written report, 10% assigned to the group presentation and the remaining 5% for your feedback on other group presentations. Generally all members of the group will receive the same mark. However, the group may choose to report on the relative performance of the other members of your group. If a group member(s) performance is significantly below or above that of other group members, a grade adjustment may be warranted. If the group decides to assess each group member independently, every member of the group must submit the evaluation sheet (to be provided on Canvas) to the instructor for consideration and re-assessment.

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 deliverable (class participation/assignments/ group project/final exam). The resultant final percentage will be converted to letter grade according to the following scale:

Grade	Grade Point/ Index Value	Percentage Points	Description
A+	9	90-100	Exceptional
A	8	85-89	Excellent
A-	7	80-84	Very Good
B+	6	75-79	Good
B	5	70-74	Competent
B-	4	65-69	Fairly Competent
C+	3	60-64	Passing
C	2	55-59	Barely Passing
C-	1	50-54	Marginally Failing
F	0	0-49	Failing

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, 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/>.

Exams (Absence from)

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 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 a copy of this document, visit:

<http://www.registrar.yorku.ca/pdf/attending-physicians-statement.pdf>

Quick Reference: Summary of Classes, Activities and Deliverables

Date	Topics	Textbook Chapters Covered	Suggested Practice Questions
Week 1	Introduction Cost-Volume-Profit (CVP) Relationships	Chapters 1 & 4* * Garrison, Chesley, Carroll, Webb and Libby, "Managerial Accounting", 12th Canadian Edition, McGraw-Hill Ryerson	Ch 4: P4-18, P4-20, P4-23, P4-29
Week 2	Cost Behaviour and Activity-Based Costing Systems	Chapters 2 & 7*	Ch 7: P7-19, P7-20
Week 3	Budgeting: Sales Budgets, Production Budgets, Cash Budgets	Chapter 9*	Ch 9: P9-12, P9-29
Week 4	Reporting for Control Agency conflicts and compensation practices in technology firms.	Chapter 11* Notes posted on Canvas	TBA
Week 5	Exam 1		
Week 6	Basic accounting equation Financial statements – Income statement and balance sheet	Chapters 2 & 3** ** Phillips, Libby, Libby, and Mackintosh, "Fundamental of Financial Accounting", 6 th Canadian edition, McGraw-Hill Ryerson	Ch 2: E2-8, CP2-2; PA2-1, PA2-4 Ch3:E3-4, E3-6, E3-20
Week 7	Accounting cycle and adjusting entries, Financial statements	Chapter 4***	Ch 4: M4-10, \$4-6, E4-14
Week 8	Financial Reporting and Analysis; Group Case Assignment due at the beginning of the class	Chapter 5**	TBA

Week 9	Measures of earnings quality; Transitory and permanent earnings; Simple valuation models	Notes posted on Canvas	TBA
Week 10	Exam 2		
Week 11	Group Presentations/Guest Lecture		
Week 12	Group Presentations/Guest Lecture Written Report of the Final Project due at the beginning of the class		

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:

FINE

3. Subject Code (Rubric) and Course Number:

FINE 5201

4. Credit Value:

3.00

5. Long Course Title:

Finance in the Digital Age

6. Short Course Title:

Finance in the Digital Age

7. Effective Term/Calendar Year:

Winter 2024

8. Language of Instruction:

English

9. Calendar (Short) Course Description:

This course is designed to immerse students in basic decision making and risk management in the financial services industry as it shifts to the digital age. Students will study the different verticals in the ecosystem, the importance of financial inclusion, business models, how technology can improve existing operations and accelerate change, as well as the associated risk and regulations.

Pre-/co-requisites: none

10. Expanded Course Description:

This course is designed to immerse students in basic decision making and risk management in the financial services industry as it shifts to the digital age. Students will study the different verticals in the ecosystem, the pain points and consumers and businesses, the importance of financial inclusion and equity, business models, how technology can improve existing operations and accelerate change, as well as the associated risk and regulations.

11. Course Learning Outcomes:

This course will give students the fundamental knowledge of stakeholder decision making and risk management in financial services, as well as the continual transformation of the industry by technology and innovations. Critical thinking skills in evaluating where the industry should focus going forward and understanding how finance in the digital age can help the “unbanked” or “underbanked”, thus promoting financial inclusion and equity, are also important learning outcomes. Current government regulations/debates will also be emphasized.

12. Rationale:

This is the only finance course that students in the MBAt programme will take, and most of them are expected to be from STEM. As such, it will expose students to basic finance concepts, decision making and risk management.

This course differs from the existing MBA Fintech course (FINE6280) in that the latter is a finance elective assuming prior as well as concurrent coursework in finance. The present course is the “be-all” in the curriculum and specifically focuses on managing a tech business or business line, as well as its risk.

13. Evaluation:

*There will be three deliverables:
One individual assignment (20%)
One test (30%)
Group capstone project (50%)*

14. Integrated Courses:

N/A

15. Cross-listed Courses:

N/A

16. Enrolment Notes:

This course is designed for students in the MBAt programme. Other students will not be allowed to enrol.

17. Faculty Resources:

This course will be offered once a year for the MBAt programme. Pauline Shum Nolan will teach it (at least) in the first year, together with a practitioner/alumnus suggested by the programme.

18. Physical Resources:

N/A (but preferably in a technologically enhanced classroom)

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.

New Course Proposal Template

(Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator**Initial instructors:**

Pauline Shum Nolan together with a practitioner/alumnus suggested by the programme.

Alternative instructors:

TBA

Course coordinator:

Pauline Shum Nolan

21. Specializations**Primary area or specialization:**

Finance

Secondary areas or specializations:

N/A

22. Student Contact and Enrolment**Contact hours:**

Maximum 24 hours of lectures; at least 12 hours of experiential learning (guest lectures from leading edge practitioners, group projects, presentations, simulations etc.) per programme guidelines.

Maximum enrolment:

55 (cohort in each MBAt class)

Expected enrolment:

55

Evidence for enrolment expectations:

Cohort of the MBAt class

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:

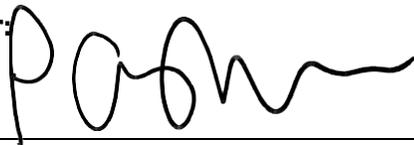
- a) The Area is deleting courses with at least the same total number of credits.**

N/A

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

This course is for the new MBAt programme.

Originator:



Signature

March 14, 2022

Date

Pauline Shum Nolan

Name

Finance

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.

<u>Preetmohinder S Aulakh</u>	<u>Strategy</u>
<u>Irene Henriques</u>	<u>Economics</u>
<u>Willow A Sheremata</u>	<u>Strategy</u>
<u>Melanie Cao</u>	<u>Finance</u>
<u>Ambrus Kecskés</u>	<u>Finance</u>
<u>Pouyan Foroughi</u>	<u>Finance</u>
<u>Yisong Tian</u>	<u>Finance</u>
<u>Moshe Milevsky</u>	<u>Finance</u>
<u>Yelena Larkin</u>	<u>Finance</u>

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.

Lilian Ng
Signature

March 14, 2022
Date

Lilian Ng
Name of Coordinator or Director

Finance
Area or Specialization

Degree Program:

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

Ashwin Joshi
Signature

March 17, 2022
Date

Ashwin Joshi MBAt
Name of Program Director 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

Date April 28, 2022

Marcia Annisette
Name of Committee Chair

Master Programs Committee
Committee

Course Outline

Winter 2024

Section and time: TBA

Instructor

Dr. Pauline Shum Nolan
N222 - Seymour Schulich Building
pshum@schulich.yorku.ca
Office hours: By appointment

Assistant

Stacey-Ann Filici
N204A
+1.416.736.5690
sfilici@schulich.yorku.ca

Dr. Pauline Shum Nolan is Professor of Finance at the Schulich School of Business. She is the founding Director of the Master of Finance programme (2008-2015) and has served as the school's Director of the PhD programme (2001-2005). Dr. Shum Nolan has been a member of the investments committee of the York University Pension Plan since December 2004, and has sat on numerous portfolio manager searches, asset allocation, alternative investments, sustainable investing, and performance sub-committees. Her research spans several areas, including ETFs and mutual funds, household finance, and art as an investment that have been presented at major international academic and industry conferences. Dr. Shum Nolan has won various awards for her research, including the annual Toronto CFA Society-Hillsdale Research Award, twice in the last 10 years. Dr. Shum Nolan is the founder of Wealthscope, a Fintech SaaS that specializes in on-demand, data-driven investment portfolio and retirement planning analytics.

Brief Description

This course is designed to immerse students in basic decision making and risk management in finance as the industry shifts to the digital age. Students will study the different verticals in the financial services ecosystem, the importance of financial inclusion, business models, how technology can improve existing operations and accelerate change, as well as the associated risk and regulations.

Prerequisite: First term of MBAt

Course Learning Outcomes

This course will give students the fundamental knowledge of stakeholder decision making and risk management in finance, as well as the continual transformation of the financial services industry by technology and innovations. Critical thinking skills in evaluating where the industry should focus going forward and understanding how finance in the digital age can help the “unbanked” or “underbanked”, thus promoting financial inclusion and equity, are also important learning outcomes. Current government regulations/debates will also be emphasized.

Deliverables at a Glance

Assignment/Task	% Weight	Author
Test	30	Individual
Assignment	20	Individual
Project and presentation	50	Group
	100%	

Course Material

King, Michael and Richard Nesbitt, *The Technological Revolution in Financial Services*, U of T Press, 2020. (K&R)

Booth, Laurence, Sean Cleary and Ian Rakita, *Introduction to Corporate Finance*, 5th Canadian Edition, Wiley, 2020 (BC&R)

Allen, Franklin, Xian Gu, and Julapa A. Jagtiani, *A Survey of Fintech Research and Policy Discussion*, FRB of Philadelphia Working Paper No. 20-21, 2020. (AG&J)

<https://www.philadelphiafed.org/consumer-finance/consumer-credit/a-survey-of-fintech-research-and-policy-discussion>

Additional timely readings will be added to the course CANVAS.

Student Preparation for Class and Class Participation: Expectations

Preparation. To do well in the course, students should: i) prepare for and attend every class, ii) keep up with the assigned readings and research, iii) meet the milestones for the group research project, to be outlined in the first class.

Class Participation. Participation includes class attendance, contribution to class discussions based on assigned readings, informed opinions, constructive comments, thoughtful responses to classmates' questions, and promoting a great learning experience and classroom environment for all.

Value: 10%

Deliverables

Dates **Individual assignment**

TBA Download the monthly adjusted closing prices for two funds over the last 10 years. Form 21 portfolios using these two funds and find the optimal risky portfolio numerically. Plot these portfolios in a well-labelled diagram, and explain how the optimal risky portfolio can be identified diagrammatically.

Value: 20%

Test

Value: 30%

Group project

Develop your own fintech startup idea and business. Present a pitch using the guidelines here: https://guykawasaki.com/the_102030_rule/, together with a 5-minute demo.

All members of the group are responsible for presenting and answering questions from the audience. Individuals who do not present will not receive the presentation marks.

Value: 50% (30% idea, research, and content; 10% PPT; 10% presentation)

General Academic Policies: Grading, Academic Honesty, and Accommodations

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 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, 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/>.

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 (e.g. uploading that content to a commercial website) 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.

Quick Reference: Summary of Classes, Activities and Deliverables

Class No. and Title	Topic(s)	Reading Preparation	Written Preparation
1. Introduction	Financial markets and securities; fintech ecosystems	K&N: Introduction	
2. Valuation concepts	Time value of money; equity valuation; key performance indicators for a business	BC&R: Chapters 5-6	
3. Valuation concepts (cont'd)	Bond valuation	BC&R: Chapter 7	
4. Investment concepts	Risk and returns; portfolio mathematics	BC&R: Chapter 8	
5. Investment concepts	Asset Allocation; asset location; key performance indicators for a portfolio		
6. Financial Services Incumbents and Consumers; Startup Financing and Exits	Consumer pain points; financial inclusion and equity; services and digital strategies of incumbents; VCs and other funding sources; IPOs	K&N: Chapters 1, 2	Assignment #1 due
7. Banking in the digital world; payment tech	Digital banks; opening banking; regulations; digital payments	K&N: Chapters 3, 4, 5, 6 SC	Test
8. Wealth Tech; Lending Tech; machine learning applications I	Equal access to financial advice; Robo-advisors; online lending; predictive models for credit analysis	K&N: Chapters 10, 11 AG&J: Section 6	
9. Fintech Business Strategies and Pricing Models; Machine Learning Applications II	Enterprise, retail, partnerships with incumbents, enterprise sales; natural language processing applications;	K&N: Chapter 8 Online resources from MaRS	
10. Blockchain Applications; Cryptocurrencies	Blockchain projects in finance; cryptocurrencies	AG&J: Sections 2, 3, 4, 5	
11. Group presentations			Presentation deck due – all groups
12. Group presentations			

Detailed Course Outline

Class No. and Title	Topic(s)
1. Introduction	<p>Curriculum and expectations Financial Markets and securities</p> <ul style="list-style-type: none"> • Stocks and bonds • Mutual funds and ETFs • Options and derivatives <p>The Fintech ecosystem</p> <ul style="list-style-type: none"> • Fintech verticals • Stakeholders in the ecosystem • The current landscape <p>Primary reading(s): K&N: Introduction</p>
2. Valuation Concepts	<p>Time value of money Equity valuation</p> <ul style="list-style-type: none"> • Fundamental and relative <p>Key Performance Metrics for a business Primary readings(s): BC&R: Chapters 5-6</p>
3. Valuation Concepts (cont'd)	<p>Fixed income</p> <ul style="list-style-type: none"> • Valuation • Interest rate risk - duration and convexity <p>Primary reading(s): BC&R: Chapter 7</p>
4. Investment Concepts	<p>Risk and returns Diversification Portfolio Mathematics Primary reading(s): BC&R: Chapter 8</p>
5. Investment Concepts	<p>Asset allocation Asset location Key performance metrics for a portfolio Primary reading(s): BC&R: Chapter 8</p>
6. Financial Services Incumbents and Consumers; Startup Financing and Exits	<p>Digital transformation of financial services</p> <ul style="list-style-type: none"> • Consumer pain points • Access and equity • How incumbents are responding • Digital strategies of incumbents <p>Sources of financing startups</p> <ul style="list-style-type: none"> • Bootstrapping • Angel investors • Accelerators • VCs • Crowdfunding <p>Exit strategies</p> <ul style="list-style-type: none"> • IPO • Strategic acquisition • Private Equity <p>Guest speaker: 1 hour Primary reading(s):</p>

Class No. and Title	Topic(s)
	<p>Online resources from MaRS K&N: Chapters 1, 2</p>
<p>7. Banking in the digital world; payment tech</p>	<p>Digital banks</p> <ul style="list-style-type: none"> • The disruption they seek • Consumer adoption and the roadmap <p>Opening banking</p> <ul style="list-style-type: none"> • Technology and logistics • Security: benefits and risks • Role of the government <p>Digital payments</p> <ul style="list-style-type: none"> • Infrastructure <p>Guest speaker: 1 hour Primary reading(s): K&N: Chapters 3, 4, 5, 6 Open Banking: What Does it Means for You? Senate Committee on Banking Trade and Commerce. https://sencanada.ca/en/info-page/parl-42-1/banc-open-banking/</p>
<p>8. Wealth Tech; Lending Tech; machine learning applications I</p>	<p>Wealth Tech</p> <ul style="list-style-type: none"> • Legacy ecosystem and landscape • Importance of access to wealth planning • Robo-advisors • Personal Finance, investment analysis, and retirement planning <p>Lending Tech</p> <ul style="list-style-type: none"> • Credit scoring • P2P lending • Point-of-sale (POS) lending • Predictive models using machine learning <p>Guest speaker: 1 hour Primary reading(s): K&N: Chapters 10, 11</p>
<p>9. Fintech Business Strategies and Models; machine learning applications II</p>	<p>Business models</p> <ul style="list-style-type: none"> • Enterprise B2B • Retail B2C <p>Incumbent partnerships SaaS sales cycles Natural language processing (NLP)</p> <ul style="list-style-type: none"> • Sentiment analysis in finance <p>Guest speaker: 1 hour Primary reading(s): K&N: Chapter 8 Online resources from MaRS https://medium.com/prosus-ai-tech-blog/finbert-financial-sentiment-analysis-with-bert-b277a3607101</p>
<p>10. Cryptocurrencies</p>	<p>Basics of blockchain technology</p> <ul style="list-style-type: none"> • Financial applications <p>Cryptocurrencies</p> <ul style="list-style-type: none"> • Origin and growth • Mobile wallets • Investment vs transaction • Fed coins/NFTs • Security and money laundering <p>Guest speaker: 1 hour Primary reading(s):</p>

Class No. and Title	Topic(s)
	AG&J: Sections 2, 3, 4, 5 Campbell Harvey's video on Blockchain applications https://youtu.be/G1tVnXTcDBU Melanie Rieback's video on Blockchain security https://m.youtube.com/watch?v=jkqT-gFdNY
11. Group presentations	
12. Group presentations	

SUBJECT: Library Statement for FINE 5201: Finance in the Digital Age
FROM: Xuemei Li, Business Liaison Librarian
DATE: March 16, 2022

FINE 5201: Finance in the Digital Age

York University Libraries (YUL) will be able to support the proposed course, *FINE 5201: Finance in the Digital Age*. This course is designed to immerse students in basic decision making and risk management in finance as the industry shifts to the digital age. Students will study the different verticals in the financial services ecosystem, the importance of financial inclusion, business models, how technology can improve existing operations and accelerate change, as well as the associated risk and regulations. YUL's strong collection of business databases, electronic journals, and books and eBooks will help students better learn the topics and complete their assignments.

The books listed in the course outline which are not currently in YUL's collections can be ordered and added to our collections before the course is delivered. YUL will purchase eBooks instead of print books where possible. The professor is encouraged to embed eBooks' permalinks in Canvas (see [Creating Permalinks for EResources Guide](#) for details), to check with [Copyright Office](#) to see whether excerpts of a print book can be scanned and posted in Canvas and also to use the [Libraries' reserve services](#) to ensure equitable student access to print books that cannot be scanned ([Faculty guide for online course reserve system](#)). Students need to locate the reserved print books following the [Locating Course Reserves in Omni guide](#). The professor is recommended to use the [Copyright Office's syllabus checking service](#) to ensure that the terms of use for other materials allow for the content to be used in a course.

YUL's Omni search interface can be used to locate books & eBooks, scholarly, trade, and newspaper articles that are relevant to this course. The [Omni search guide](#) provides instructions on how to best use this discovery layer to find relevant articles. The library's [Business Articles guide](#) provides additional information on business article databases. 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.

Students will also 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](#).

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 MBAT Program

2. Responsible Unit:

OMIS

3. Subject Code (Rubric) and Course Number:

OMIS 5201

4. Credit Value:

3.00

5. Long Course Title: Digitizing Supply Chain Operations

6. Short Course Title:

Digitizing Supply Chain Operations

7. Effective Term/Calendar Year:

Winter 2023

8. Language of Instruction: English

9. Calendar (Short) Course Description:

Supply chain digitization is the process of turning analog supply chain processes into digital ones by establishing dedicated master data that aggregates information from the entire supply chain, and information from some external sources. In this course, students explore and learn the foundations and components of supply chain digitization and make the connection between the strategy, technology, and implementation.

Please include information with respect to any pre-/co-requisites and/or cross-listing or integration in the course description.

10. Expanded Course Description:

The latest advances in technology have forced the digitization of supply chains and logistics in general. Supply chain digitization is the process of turning analog supply chain processes into digital ones by establishing dedicated master data that aggregates information from the entire supply chain, as well as information from some external sources (e.g. internal historical sales data, point-of-sale consumer data, socioeconomic data such as unemployment rates, and external data such as Google trends or competitor prices). Only companies that can prepare for and embrace change will survive in the new business environment. The transformation of a supply and logistics chain, from an old model to a digital one, requires strict organization. It is a great effort on a human level, with the ease of requiring low operating costs. In this course, students explore and learn the foundations and components of supply chain digitization and make the connection between the strategy, technology, and implementation. The course will provide students with real-life business cases in which various trade-offs must be made according to the technology, the supply chain strategy and the business requirements.

Method of Instruction

This course is designed around a variety of pedagogical tools—interactive lectures, facilitated discussions, guest speakers, case studies, individual assignments, and group projects. It will adopt a largely interactive style as lectures are designed to open a dialogue between the instructor and the students. Class time will be used to clarify and expand upon points from the readings to reinforce and further explore key concepts.

Student Preparation

A key component to learning within this course will be through informed class discussion and collaboration. Strategy can be a fluid topic with no singular answers, and as such, core to this course will be an open, respectful dialogue among students and lecturers. Students who get the most from this course will come prepared with knowledge from assigned readings/videos and be ready to engage in engaged, thoughtful discussion. Students are strongly encouraged to ask questions, actively participate, and respectfully challenge points raised in class. Readings, videos, and other homework for this course will not be cut-and-dry concepts. As such, students are encouraged to think critically and bring their own experiences and perspectives to course material. It is only through these new ideas and discussions around them that we may evolve our thinking on the material and better engage with and understand it.

This course demands hard work and dedication. A minimum of 6 to 8 hours of work outside class (keeping up with readings, preparing assignments, and so on) is required each week. Additional time is required to prepare for presentations, and projects. If you are struggling with a concept in the course or an assignment, contact the instructor for clarification or further discussion.

Group Work

This course will feature a few projects that will be done collaboratively with your peers. Group sizes will depend on the number of students enrolled. Working with a group can be

frustrating at times, however, this experience is critical to your growth as a manager and leader. Groups may experience challenges or issues with one or more members and are expected to handle these situations respectfully and professionally. If group interactions become disrespectful, unprofessional, or against Schulich’s code of conduct, the instructor should be contacted to formally investigate the issue. The students will be assigned to their groups randomly.

11. Course Learning Outcomes:

At the conclusion of this course, the students will learn:

- What is digitization?
- How digitization change supply chain operations?
- The technological foundations that enable supply chain digitization.
- The organizational and technological capabilities needed to achieve supply chain digitization.
- How supply chain digitization differs across various industries.

12. Rationale:

The proposed 16-month (4-term) full-time MBA program in Leading Technology-Enabled Organizations (MBA_t) will be unique in Canada, offering explicitly designed courses and experiential education components, professional development core, and a capstone integrated field study for students interested in leadership roles in the technology-based industries. The program's primary goal is to develop managerial and leadership skills and competencies in the context of technology and digital transformation initiatives.

The Digitizing Supply Chain Operations course will enable the MBA_t Program to achieve its goal in training leaders in digital transformation. In this course, students explore and learn the foundations and components of supply chain digitization and make the connection between the strategy, technology, and implementation.

13. Evaluation:

Two components will be evaluated to contribute to the final course grade.

1. Four case studies, reviewing current relevant transformation examples, will be discussed in class and students will each submit an individual written assessment.
2. Two group case studies that will enable the students to manage in class discussion and allow them to make decisions on various trade-offs for digital transformation initiatives within organizations.

Deliverable	Weight	Format
Individual Case Studies (four)	50%	Individual
Group Case Study (A)	30%	Groups of 4 to 5

Group Case Study (B)	20%	Groups of 4 to 5
	100%	

14. Integrated Courses:

N/A

15. Cross-listed Courses:

N/A

16. Enrolment Notes:

This course will be offered to the students enrolled in MBAT Program

17. Faculty Resources:

This course will be offered annually in the winter semester, or more frequently if demand within the MBAT Program increases. Impact on faculty resources should be low.

18. Physical Resources:

This course will likely be delivered in person for starting in Winter 2023 term, depending on the policies of York University. No physical resources or lab space will be required.

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.

New Course Proposal Template

(Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor:

Murat Kristal

Alternative instructors:

Isik Bicer

Course coordinator:

Murat Kristal

21. Specializations

Primary area or specialization:

OMIS

Secondary areas or specializations:

N/A

22. Student Contact and Enrolment

Contact hours:

36 hours (12 weeks x 3h per week)

Maximum enrolment:

55

Expected enrolment:

55

Evidence for enrolment expectations:

The new MBAT Program is expected to draw at least 55 students. This course will be an integral part of this new program.

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.
Specify the course or courses being deleted.

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.

Originator:

<u>Murat Kristal</u>	<u>March 15th, 2022</u>
Signature	Date

<u>Murat Kristal</u>	<u>OMIS</u>
Name	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.

Pauline Shum Nolan Finance

David Rice Marketing

Guangrui Li OMIS

Amin Mavani Accounting

Isik Bicer OMIS

Julian Scott Yeomans OMIS

David Johnston OMIS

Preetmohinder S. Aulakh Strategy

Willow Sheramata Strategy

Adam Diamant OMIS

Henry Kim OMIS

Raha Imarand OMIS

Divinus Oppong-Tawiah OMIS

Vibhuti Dhingra OMIS

Moren Levesque OMIS

Irene Henriques 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.

Manus J. Rungtusanatham
Signature

March 17, 2022
Date

Manus J. Rungtusanatham
Name of Coordinator or Director

OMIS
Area or Specialization

Degree Program:

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

Ashwin Joshi
Signature

March 17, 2022
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

April 28, 2022
Date

Marcia Annisette
Name of Committee Chair

Master Programs Committee
Committee

OMIS 6XXX 3.00: Digitizing Supply Chain Operations

Course Outline

Winter 2023

Class day and time: Wednesday 2:30 pm – 5:30 pm

Instructor

Dr. Murat Kristal
(416) 736-2100 extension 44593
mkristal@yorku.ca

Office hours: by appointment

Dr. Murat Kristal is an Associate Professor of Operations Management at the Schulich School of Business at York University in Toronto, Canada. He joined the Schulich School of Business faculty in 2004, and he received his Ph.D. from the University of North Carolina at Chapel Hill in 2005. Dr. Kristal is the founding director of Master of Business Analytics (www.schulich.yorku.ca/mban), and Master of Management in Artificial Intelligence (www.schulich.yorku.ca/mmai) Programs at Schulich. In 2016, he was named one of the Top 40 Professors under 40. He has published in top Operations and Supply Chain Management Journals throughout his career, and he worked with various companies in North America and Europe to help them achieve their analytics and AI goals.

Brief Description

Supply chain digitization is the process of turning analog supply chain processes into digital ones by establishing dedicated master data that aggregates information from the entire supply chain, and information from some external sources. In this course, students explore and learn the foundations and components of supply chain digitization and make the connection between the strategy, technology, and implementation.

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Course Learning Outcomes

At the conclusion of this course, the students will learn:

- What is the current state of digitization of supply chains?
- How digitization technologies such as IoT, RFID, etc. affect the way supply chains operate?
- The importance of core operations in the success of digitization of supply chains.
- The technological foundations that enable digitization of supply chains.
- The role of data governance to achieve digitization of supply chains.
- The organizational and technological capabilities needed to achieve digitization of supply chains.
- How digitization of supply chains differs across various industries.

Deliverables at a Glance

Deliverable	Weight	Format
Individual Case Studies (four)	50%	Individual
Group Case Study (A)	30%	Groups of 4 to 5
Group Case Study (B)	20%	Groups of 4 to 5
	100%	

For details, see “Written Assignments/Projects and Exam[s]: Descriptions” (p. 4) and “Evaluation of Written Assignments/Projects and Exams” (p. 5).

Course Material

Required reading for this course includes a course pack. It is available for purchase from the York University Bookstore or via PDF download (<http://bookstore.blog.yorku.ca>).

1. OMIS 6XXX Course Pack

Required readings and cases for the course are compiled in there.

Text Book:

Rosenberg, S. M. 2020. *The Digitalization of the 21st Century Supply Chain*, Routledge, ISBN 9780367516789.

Readings:

Almquist, E. 2018. How digital natives are changing B2B purchasing, *Harvard Business Review*.

Souza, G.C. 2014. Supply Chain Analytics, *Business Horizons*, 57, 595 – 605.

Cases:

Datla, A, Eaves, D. 2017. *Cracking the Monolith: California’s Child Welfare Services Disrupts Technology Procurement (A)*. Harvard Kennedy School.

Greenstein, S., Myers, K.R., Mehta, S. 2021. *Digital Manufacturing at Amgen*, Harvard Business School.

Hall, O.P. Jr., Ko, K. 2015. *Trionym Systems: Investment Decision-Making Using Prescriptive Analytics*. Richard Ivey School of Business Foundation.

Kerr, W.R., Palano, J., Huang, B. 2019. Osaro: Picking the best path, Harvard Business School.

Seifert, R. W., Markoff, R. 2018. Tetra Pak: A Digitally Enabled Supply Chain as a Competitive Advantage, IMD

In addition, a *Course Materials Database (CMD)* has been created for this course within Schulich's Canvas system. Crucial information regarding the course, including readings, and assignments, will be posted there. Please check it frequently.

Student Preparation for Class and Class Participation: Expectations

Method of Instruction

This course is designed around a variety of pedagogical tools—interactive lectures, facilitated discussions, guest speakers, case studies, individual assignments, and group projects. It will adopt a largely interactive style as lectures are designed to open a dialogue between the instructor and the students. Class time will be used to clarify and expand upon points from the readings to reinforce and further explore key concepts.

Student Preparation

A key component to learning within this course will be through informed class discussion and collaboration. Strategy can be a fluid topic with no singular answers, and as such, core to this course will be an open, respectful dialogue among students and lecturers. Students who get the most from this course will come prepared with knowledge from assigned readings/videos and be ready to engage in engaged, thoughtful discussion. Students are strongly encouraged to ask questions, actively participate, and respectfully challenge points raised in class.

Readings, videos, and other homework for this course will not be cut-and-dry concepts. As such, students are encouraged to think critically and bring their own experiences and perspectives to course material. It is only through these new ideas and discussions around them that we may evolve our thinking on the material and better engage with and understand it.

This course demands hard work and dedication. A minimum of 6 to 8 hours of work outside class (keeping up with readings, preparing assignments, and so on) is required each week. Additional time is required to prepare for presentations, and projects. If you are struggling with a concept in the course or an assignment, contact the instructor for clarification or further discussion.

Group Work

This course will feature a few projects that will be done collaboratively with your peers. Group sizes will depend on the number of students enrolled. Working with a group can be frustrating at times, however, this experience is critical to your growth as a manager and leader. Groups may experience challenges or issues with one or more members and are expected to handle these situations respectfully and professionally. If group interactions become disrespectful, unprofessional, or against Schulich's code of conduct, the instructor should be contacted to formally investigate the issue. The students will be assigned to their groups randomly.

Attendance, Etiquette and Courtesy

Students are expected to attend all classes. *If absent, students are still responsible for all contents, assignments and information covered in class.*

During class, please focus on the lesson at hand. Please refrain from private discussions with your classmates as this may be distracting to those around you. Share your insights and thoughts with the whole class.

In the business world, punctuality is one of key factors of success and good ethics. Therefore, students are expected to come to class on time to avoid disturbing the instructor and the rest of the class. It is understandable that extenuating circumstances may arise. If you are unavoidably late, please be considerate and enter the class discretely. Use the rear door if one is available.

Students are also expected to turn off any cell phone, beeper and/or other electronic device during class time. This is also part of business ethics and to avoid/reduce disturbing the instructor and the rest of the class.

Overall, please conduct yourselves with the professionalism, respectfulness and courtesy expected of students at the Schulich School of Business. This is an important part of developing yourself as a human being.

Contacting the Instructor

The best way to reach the instructors is via e-mail. In person meetings may be arranged if needed.

Disclaimer

The instructor reserve the right to make changes to some of the topics covered. These changes, if any, will be announced in class. Students are responsible to catch up with classmates for any announcements even (or especially) if absent from class.

Written Assignments/Projects and Exam[s]: Descriptions

Individual Case Studies (four) (50% -- Individual)

Current digital transformation examples, from industry, will be discussed to illustrate concepts presented in class lectures. Cases will be from published material. Instructors will ask students to provide a written report that summarizes the issues of the case in a logical structure, and addresses the challenges presented in the case using the concepts discussed in class.

Group Case Studies (two) (50% -- Groups of 4 to 5)

The student groups will be randomly assigned to make presentations for one of the group cases at the end of the term. For each group who is assigned to make a presentation for a particular case study, that case will be treated as Group Case Study (A) and the other group case study will be treated as Group Case Study (B). The Group Case Study (A) is worth 30%, and Group Case Study (B) is worth 20%.

Turnitin

Turnitin is a web-based service that checks for passages in your document that match work submitted by other students or that matched online sources. Note that certain phrases in the assignment will always be flagged as similar to other students, so a percentage of commonality indicated by Turnitin is not necessarily an indication of academic misconduct. The instructor will review the Turnitin results and notify you if there are any concerns.

Students are encouraged to login to <http://turnitin.com> to create an account, if they do not already have one, and to attach themselves to this section early in the course. Do not wait until the assignment is due. Use the following Class ID and Enrollment Password information to set up the account and to

post assignments:

Section	Class ID	Enrollment Password
xx	Xxxxxxxx	xxxxxxxxxx

Late Projects: Please make sure the written report is submitted on the due date indicated on the course outline. No late assignments will be accepted.

Evaluation of Written Assignments/Projects and Exams

Individual Case Study (four) (50% -- Individual)

Students will discuss four case studies throughout the course. Each student will be expected to submit four individual case reports, which will be worth 12.5% each. Case reports will be marked based on the clarity of the case interpretation, a logical approach to resolving the case issues, and an application of the concepts presented in class.

Group Case Study (two) (50% -- Groups of 4 to 5)

There are two group case studies. Students need to make a presentation in the Group Case Study (A). For the Group Case Study (B) the deliverables will be the same except the class presentation. The groups will be randomly assigned to which case study that they will be presenting. The case written report will answer the questions posed in the case. The groups need to provide a detailed analysis of the situation, identify the trade-offs, and provide a rationale for their suggested course of action. Each group will present their Case Study (A) and the rest of the class will join the discussion. The grade for this component will be weighted for the quality of the report, the quality of presentation and a peer assessment of group contribution. The weighting for **Case Study (A)** is as follows:

- Written Report 60%
- Class Presentation 25%
- Peer Assessment 15%

The report will be evaluated for quality of analysis, presentation, and organization of thoughts, and understanding of context. The presentation will be graded for organization, delivery, and communication of key ideas. All students in each group will receive the same mark.

The report combines knowledge from across all classes to allow students to demonstrate a full understanding of course material. Since it is a group project and all members are expected to contribute evenly: all group members will be expected to speak during the in-class presentation of their project, the written report should be submitted with a brief list of the individual efforts of each member (bullet point is fine), and 15% of the final project will be dictated by peer assessment.

The peer assessment will be both qualitative and quantitative in nature. Each member will score their peers on a scale from 0 to 15 and the average score will determine that individuals score out of 15% to be contributed to their overall final project mark. In addition, all team members will be expected to complete a brief form highlighting for each teammate a strength and area of improvement, using a table such as:

Name	Assessment	Strength	Area to Improve	Signature
1.	/15			

2.	/15			
3.	/15			
4.	/15			
5.	/15			

The weighting for **Case Study (B)** is as follows:

- Written Report 70%
- Peer Assessment 30%

The report will be evaluated for quality of analysis, presentation, and organization of thoughts, and understanding of context. All students in each group will receive the same mark.

This report combines knowledge from across all classes to allow students to demonstrate a full understanding of course material. Since it is a group project, and all members are expected to contribute evenly: all group members will be expected to contribute to the written report. The written report should be submitted with a brief list of the individual efforts of each member (bullet point is fine), and 30% of Case Study (B) will be dictated by peer assessment.

The peer assessment will be both qualitative and quantitative in nature. Each member will score their peers on a scale from 0 to 30 and the average score will determine that individuals score out of 30% to be contributed to their overall final project mark. In addition, all team members will be expected to complete a brief form highlighting for each teammate a strength and area of improvement, using a table such as:

Name	Assessment	Strength	Area to Improve	Signature
1.	/30			
2.	/30			
3.	/30			
4.	/30			
5.	/30			

Calculation of Course Grade

In this class, final course grades will be determined by the following process:

Numerical grades for each evaluation component will be converted to an overall percentage grade for the course using a weighted average calculation as outlined in the “*Deliverables at a Glance*” section above.

The resulting percentage grade will then be converted to a letter grade as follows:

<http://gradstudies.yorku.ca/current-students/regulations/courses-grading#grading>

These letter grades corresponds to the Schulich's 9- value index system as discussed below.

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) for graduate students and D (2) for undergraduate students (see <http://ada.schulich.yorku.ca/teaching-learning/policies/grading/>). To keep final grades comparable across courses, elective courses are expected to have a mean grade between 5.2 and 6.2 for graduate students and between 5.5 and 7.0 for undergraduate students.

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://schulich.yorku.ca/programs/bba/> and <http://schulich.yorku.ca/programs/mba/>.

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://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://www.yorku.ca/cds/>.

Quick Reference: Summary of Classes, Activities and Deliverables

The following list of lecture topics and readings indicate the material to be read, reviewed and/or prepared for the various class sessions. If any changes in this schedule become necessary, notifications will be posted on the course CMD, and where such changes need to be announced between class sessions, an e-mail will be sent to students' Lotus Notes email accounts, notifying them of the change.

Session Date	Topic and Assigned Readings/Cases
Class 1 Jan 4 th , 2023	<p>Class Introduction, Overview and Setting the Context This class will introduce students to the overall concepts and theoretical underpinnings of digitization innovation, disruption and transformation.</p> <p>Topic: Digitalization of 21st Century Supply Chain with LEAN Methodology</p> <ol style="list-style-type: none"> 1. Introduction Supply Chain Terminology 2. Just-in-Time 3. Value Stream Mapping 4. Kaizen 5. The Five S's 6. The Five Why's <p>Reading: Rosenberg, S.M. The Digitalization of the 21st Century Supply Chain, Chapter 1.</p> <ul style="list-style-type: none"> • Guest Speaker
Class 2 Jan 11 th , 2023	<p>Topic: Digitalization of Supply Chain Procurement</p> <ol style="list-style-type: none"> 1. The Reinvention of Procurement 2. The Transformation of Procurement into a Global Force 3. Procurement and Digitalization – Automation 4. Saving Procurement from Itself 5. Procurement and Supply Chain Sustainability 6. Procurement Solutions in the Digital Age <p>Reading: Almquist, E. 2018. How Digital Natives Are Changing B2B Purchasing Reading: Rosenberg, S.M. The Digitalization of the 21st Century Supply Chain, Chapter 2.</p> <p>Due: Individual Case Study 1 – Cracking the Monolith: California's Child Welfare Services Disrupts Technology Procurement.</p>
Class 3 Jan 18 th , 2023	<p>Topic: Supply Chain Logistics/Transportation</p> <ol style="list-style-type: none"> 1. What is Logistics 2. Logistics in the 21st Century 3. The Merger of the Physical and Digital Supply Chains 4. 21st Century Digital Logistical Solutions <p>Reading: Almquist, E. 2018. How Digital Natives Are Changing B2B Purchasing Reading: Rosenberg, S.M. The Digitalization of the 21st Century Supply Chain, Chapter 3.</p> <ul style="list-style-type: none"> • Guest Speaker
Class 4 Jan 25 th , 2023	<p>Topic: Inventory Management in the Age of Digital Automation</p> <ol style="list-style-type: none"> 1. How Artificial Intelligence solves the riddles of Inventory Management 2. How Big Data is changing Inventory Management 3. Misconceptions on Managing Inventory in A Digital Driven World 4. Best Practices in Inventory Management in The Digital Age <p>Reading: Rosenberg, S.M. The Digitalization of the 21st Century Supply Chain, Chapter 4.</p> <p>Due: Individual Case Study 2 – Osaro: Picking the best path</p>
Class 5 Feb 1 st , 2023	<p>Topic: Supply Chain Warehousing in the 21st Century</p> <ol style="list-style-type: none"> 1. 20th Century Warehouses are Passe 2. How to Keep Up With Distribution Center Automation & Digitalization

	<p>3. The Five Steps to A 21st Century Warehouse</p> <p>Reading: Rosenberg, S.M. The Digitalization of the 21st Century Supply Chain, Chapter 5.</p> <ul style="list-style-type: none"> • Guest Speaker
Class 6 Feb 8 th , 2023	<p>Topic: Supply Chain Demand Planning</p> <ol style="list-style-type: none"> 1. The Ten Critical differences between 20th Century and the 21st Century 2. Demand Planning Needs to Incorporate More Than..... 3. 20th Century Leadership versus 21st Century Leadership <p>Reading: Simchi-Levi, D., Timmermans, K. 2021. A Simpler Way to Modernize Your Supply Chain Reading: Rosenberg, S.M. The Digitalization of the 21st Century Supply Chain, Chapter 6.</p> <ul style="list-style-type: none"> • Guest Speaker <p>Due: Individual Case Study 3 – CaLNG: Peak Shaving to Alleviate a Supply-Demand Bottleneck</p>
Class 7 Feb 22 nd , 2023	<p>Topic: Supply Chain Customer Service</p> <ol style="list-style-type: none"> 1. Contemplating On The History Of Customer Service 2. Customer Service Re-invented for the 21st Century 3. How Will Customer Service be Reinvented for the Digital Age 4. Improving Customer Service in the Age of E-Commerce 5. Customer Focus Innovation 6. Customer First Culture & Alignment 7. Navigating the Internal Politics of Change <p>Reading: Rosenberg, S.M. The Digitalization of the 21st Century Supply Chain, Chapter 7.</p> <ul style="list-style-type: none"> • Guest Speaker
Class 8 March 1 st , 2023	<p>Topic: Supply Chain Predictive Analytics</p> <ol style="list-style-type: none"> 1. Looking into the Future: Predictive Analytics & Supply Chain 2. Predictive Analytics and Manufacturing 3. Predictive Analytics and Transportation Management Systems 4. Transportation in the Age of Artificial Intelligence 5. The Final Mile Delivery 6. Predictive Analytics and Mainstream Business Tools 7. Using Predictive Analytics to Drive Sales and Customer Service <p>Reading: Rosenberg, S.M. The Digitalization of the 21st Century Supply Chain, Chapter 8.</p> <p>Simulation: Global Supply Chain Management Simulation V2</p>
Class 9 March 8 th , 2023	<p>Topic: Supply Chain Prescriptive Analytics</p> <p>Reading: Souza, G.C. 2014. Supply Chain Analytics.</p> <ul style="list-style-type: none"> • Guest Speaker <p>Due: Individual Case Study 4 – Trionym Systems: Investment Decision-Making Using Prescriptive Analytics</p>
Class 10 March 15 ^h , 2023	<p>Topic: The Role of the Human Factor in the Digitalized Supply Chain</p> <ol style="list-style-type: none"> 1. Are Human Jobs at Risk with Automation 2. Human Factor Engineering in the Supply Chain 3. Automation Grows, But Will We Still Need People 4. What Impact will Automation Have on Warehouse Workers 5. The Role of Human Factors on Future of Manufacturing <p>Reading: Rosenberg, S.M. The Digitalization of the 21st Century Supply Chain, Chapter 9.</p> <ul style="list-style-type: none"> • Guest Speaker
Class 11 March 22 nd , 2023	<p>Topic: Digital Transformation in Supply Chain Management</p> <p>Due: Group Case Study 1 – Tetra Pak: A Digitally Enabled Supply Chain as a Competitive Advantage</p>
	<p>Topic: Digital Transformation in Supply Chain Management</p>

Class 12 March 29 th , 2023	Due: Group Case Study 2 – Digital Manufacturing at Amgen
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Timing of assignments

Assignment	Assigned in Class	Due in Class	Contribution to final grade
Individual Case Study 1	1	2	12.5%
Individual Case Study 2	3	4	12.5%
Individual Case Study 3	5	6	12.5%
Individual Case Study 4	7	8	12.5%
Group Case Study (A)	3	11	30%
Group Case Study (B)	3	12	20%

SUBJECT: Library Statement for OMIS 6XXX: Digitizing Supply Chain Operations
FROM: Xuemei Li, Business Liaison Librarian
DATE: March 16, 2022

OMIS 6XXX: Digitizing Supply Chain Operations

York University Libraries (YUL) will be able to support the proposed course, *OMIS 6XXX: Digitizing Supply Chain Operations*. Supply chain digitization is the process of turning analog supply chain processes into digital ones by establishing dedicated master data that aggregates information from the entire supply chain, and information from some external sources. In this course, students explore and learn the foundations and components of supply chain digitization and make the connection between the strategy, technology, and implementation. YUL's strong collection of databases, electronic journals, and eBooks will help students better learn the topics and complete their assignments.

A course pack will be prepared for students to purchase which includes cases and required readings that are not freely available through YUL. The textbook is a freely available library eBook. The professor is encouraged to embed the permalinks of the eBook and other library available articles in Canvas (see [Creating Permalinks for EResources Guide](#) for details). Due to license restrictions, permalinks to Harvard Business Review (HBR) articles cannot be used in Canvas. Common practice is to provide complete citations to the HBR articles and provide the students with a link to the library's [Harvard Business Review article guide](#). Students can then copy and paste the titles of an HBR article into the guide's search widget to easily locate and read the article. The professor is recommended to use the [Copyright Office's syllabus checking service](#) to ensure that the terms of use for other materials allow for the content to be used in a course.

YUL's Omni search interface can be used to locate books & ebooks, scholarly, trade, and newspaper articles that are relevant to this course. The [Omni search guide](#) provides instructions on how to best use this discovery layer to find relevant articles. The library's [Business Articles guide](#) provides additional information on business article databases. 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.

Students will also 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](#).

New Course Proposal Form

Schulich School of Business

1. Responsible Program:

Schulich MBA Program

2. Responsible Unit:

ORGS

3. Subject Code (Rubric) and Course Number:

ORGS 5201

4. Credit Value:

3.00

5. Long Course Title:

Leading and Managing Digital Transformations

6. Short Course Title:

Leading Digital Transformations

7. Effective Term/Calendar Year:

Fall 2023

8. Language of Instruction:

English

9. Calendar (Short) Course Description:

This course explores individual and group behavior in organizations, with a focus on how to create diverse and resilient work units ready to adapt to digital transformation. Good leadership skills are needed for digital transformation to be accepted and implemented. Thus, the course focuses on the topics of persuasion, decision-making, team dynamics, conflict management, communication and diversity and inclusion.

10. Expanded Course Description:

This course explores individual and group behavior in organizations, with a focus on how to create knowledgeable, diverse and resilient work units that can respond to strategic level change in organizations. The course will complement the technical and diagnostic skills learned in other courses in the program. While a manager needs strong analytical skills to develop strategies for digital transformation, good leadership and communication skills are needed in order for these solutions to be accepted and implemented.

We will draw on the larger domain of organizational behavior to specifically focus on effective *leadership and managerial behaviors*. Given that the study of leadership in organizations has steadily moved away from the idea of leaders as omnipotent heroes and toward the idea of leaders as facilitators and influencers, we will focus our attention on those skills. Specifically, the course focuses on the topics of persuasion, decision-making, team dynamics, conflict management, communication and diversity and inclusion.

11. Course Learning Outcomes:

Overall, this course is designed to provide a solid understanding of leadership behavior in the context of digital transformation by exploring the topic through a highly experiential framework.

In this course, students will learn to:

1. Practice the skills and abilities required to work with, lead, and influence people
2. Connect, persuade and motivate through effective charismatic behaviors
3. Improve the decision-making processes used in team and groups
4. Manage conflicts effectively, and
5. Understand and design diversity and inclusion practices in organizations.
6. Particular emphasis will be placed on managing issues relating to motivation, leadership, and conflict in the context of on-line and hybrid-mode teams, as such teams reflect the current reality.

12. Rationale:

This course builds and expands on a course called *Leadership and Organizations* that is taught during Launch Week in the Kellogg-Schulich EMBA program. That course introduces foundational concepts from Organizational Behavior using experiential methods such as simulations and peer feedback. This new course will include twice as many contact hours, permitting a more in-depth coverage of leadership-relevant topics and new coverage of topics on conflict management and diversity and inclusion.

13. Evaluation:

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

<i>Assignment/Task</i>	<i>Weight</i>	<i>Total</i>	<i>Individual/Group</i>
Class Participation	10%	10%	Individual
Self-reflection Essay #1	25%	25%	Individual
Self-reflection Essay #2	25%	25%	Individual
Team Challenge	40%	40%	Group
		100%	

14. Integrated Courses:

This course is not expected to be integrated with courses in other programs.

15. Cross-listed Courses:

This course is also not expected to be cross-listed across programs.

16. Enrolment Notes:

This course will be offered to students in the newly designed MBA program.

17. Faculty Resources:

This course is proposed to be a core course in the revised MBA program. As such, it can be taught by any of the faculty in the ORGS area as well as a wide range of part-time faculty.

18. Physical Resources:

It is not expected that this course will require any additional resources.

19. Bibliography and Library Statement:

New Course Proposal Template

(Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor:

Kevin Tasa

Alternative instructors:

All members of the ORGS area, including adjunct faculty.

Course coordinator:

TBD

21. Specializations

Primary area or specialization:

ORGS area

Secondary areas or specializations:

22. Student Contact and Enrolment

Contact hours:

36 Contact Hours per Semester

Maximum enrolment:

This will be a core course, so the maximum per section is 55.

Expected enrolment:

Unknown at this point

23. Human Participants Research

N/A

24. Conditions for Approval

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

N/A

b) Provide a convincing case for the proposed course.

This course will serve as the foundational course focusing on leadership and managerial behavior within the new MBAt program.

Originator:

<u>Kevin Tasa</u>	<u>March 17, 2022</u>
Signature	Date

<u>Kevin Tasa</u>	<u>ORGS</u>
Name	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.

Ivona Hideg, ORGS

Ruodan Shao, ORGS

Luke Zhu, ORGS

Preet Aulakh, PLCY

Minerva Cernea, PLCY

Chris Carder, ENTR

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.

Kevin Tasa
Signature

March 17, 2022
Date

Kevin Tasa
Name of Coordinator or Director

ORGS
Area or Specialization

Degree Program:

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

Ashwin Joshi
Signature

March 17, 2022
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

April 28, 2022
Date

Marcia Annisette
Name of Committee Chair

Master Programs Committee
Committee

Course Outline

Fall XXXX

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

Instructor

Prof. Kevin Tasa
Associate Professor of Organizational Behaviour
Office: N332 Schulich Building
Email: ktasa@yorku.ca
Office hours: By Appointment

Assistant

<Name>
<Office>
<Phone>
<E-mail>

Dr. Kevin Tasa is an Associate Professor of Organizational Behaviour, Area Coordinator for Organization Studies, and Director of the Master of Management Program at Schulich. He has received the MBA Teaching Excellence award at both McMaster and Schulich, and is a co-author of two widely used textbooks, *Essentials of Negotiation* and *Canadian Organizational Behaviour*. His research focuses on several topics relevant to this course, including team dynamics, the development of trust in cross-cultural relationships, the within-group dynamics of decision-making teams, and the connection between confidence perceptions and effective group decisions.

Brief Description

This course explores individual and group behavior in organizations, with a focus on how to create diverse and resilient work units ready to adapt to digital transformation. Good leadership skills are needed for digital transformation to be accepted and implemented. Thus, the course focuses on the topics of persuasion, decision-making, team dynamics, conflict management, communication and diversity and inclusion.

Prerequisites/Corequisites/Course Exclusions: None

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Course Learning Outcomes

This course explores individual and group behavior in organizations, with a focus on how to create knowledgeable, diverse and resilient work units that can respond to strategic level change in organizations. The course will complement the technical and diagnostic skills learned in other courses in the program. While a manager needs strong analytical skills to develop strategies for digital transformation, good leadership and communication skills are needed in order for these solutions to be accepted and implemented.

We will draw on the larger domain of organizational behavior to specifically focus on effective *leadership and managerial behaviors*. Given that the study of leadership in organizations has steadily moved away from the idea of leaders as omnipotent heroes and toward the idea of leaders as facilitators and influencers, we will focus our attention on those skills. Specifically, the course focuses on the topics of persuasion, decision-making, team dynamics, conflict management, communication and diversity and inclusion.

Overall, this course is designed to provide a solid understanding of leadership behavior in the context of digital transformation by exploring the topic through a highly experiential framework.

In this course, students will learn to:

In this course, students will learn to:

1. Practice the skills and abilities required to work with, lead, and influence people
2. Connect, persuade and motivate through effective charismatic behaviors
3. Improve the decision-making processes used in team and groups
4. Manage conflicts effectively, and
5. Understand and design diversity and inclusion practices in organizations.
6. Particular emphasis will be placed on managing issues relating to motivation, leadership, and conflict in the context of on-line and hybrid-mode teams, as such teams reflect the current reality.

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.

<i>Assignment/Task</i>	<i>Weight</i>	<i>Total</i>	<i>Individual/Group</i>
Class Participation	10%	10%	Individual
Self-reflection Essay #1	25%	25%	Individual
Self-reflection Essay #2	25%	25%	Individual
Team Challenge	40%	40%	Group
		100%	

Course Material

Canvas: Canvas is the digital course portal and functions as a digital course outline. You will find the weekly readings/viewings, detailed descriptions and due dates for all assignments, a course calendar, course updates, various course materials and resources, news items, and resources.

The course does not have a required textbook. There are two types of readings that comprise the required materials for the course:

1. You will read and analyze a popular business book chosen from a short list of options. The list of possible books you can choose from and the assignment that arises from that choice are explained below in the “Assignments” section describing the self-reflection assignments.
2. Each week there may be assigned readings that must be read prior to class. All articles are easily accessible using York University Library Electronic Resources. Articles from the Harvard Business Review can be accessed through the library. Please see <http://researchguides.library.yorku.ca/HBR> for instructions.

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.

Class Participation: Expectations and Evaluation

Class Participation (contribution).

Our class discussions are only as good as our individual contributions to them. The instructor will use the following categories to assess your contribution to each class and combine them to derive an overall participation mark.

Please note that participation is not strictly based on what you say in class and how often you speak, it is also affected by the degree to which you are visibly prepared and contribute to in-class activities.

Points	Contribution
0	Does not show up for class (without notice)
1	Attends class but says nothing or very little Doesn't appear prepared for class
2	Contributed to the discussion – less highly original but demonstrated basic understanding of the material under discussion. Appears prepared
3	Made a significant contribution to the class by making important points with a significant element of originality or demonstrating mastery of difficult theoretical issues or concepts; was highly prepared; contributed to in-class group work

Class 1 (Introduction)

Class Topics:

- Introduction and Expectations
 - Leadership Fundamentals: We will introduce a few of the most important theoretical perspectives on leadership and discuss how leadership theory has evolved towards a more participative and facilitative perspective.
 - Completion of Online Self-Assessment: We will also devote class time to a series of online self-assessment. The assessment will include a wide range of topics that are relevant to this course, such as prototypical leadership, team role preferences, and conflict management styles. The self-assessment is confidential and each student will receive personalized feedback, with class averages discussed in the next lecture.
-

Class 2 (Self-assessment Feedback & Conflict Management Style)

Reading:

Tasa, K., & Chadha, E. (forthcoming). Conflict resolution through negotiation and mediation. In Pearce, C. and Locke, E. A. (eds.). *Blackwell Handbook of Principles of Organizational Behavior (3rd edition)*. New York: Blackwell Wiley.

Class Topics:

- Survey Feedback: The first part of class will focus on the self-assessment results from class 1. Results will be discussed and students will then be able to create a personal development plan based on the survey feedback.
 - Introduction to Conflict Management Skills: The second part of class will focus on the survey feedback regarding conflict management styles. Students will learn how their personal style, or preferences, interact with conflict situations.
-

Class 3 (Learning Charisma, Part 1 & Conflict Management Strategies)

Readings:

Antonakis, J., Fenley, M., & Liechti, S. (2012). Learning charisma. Transform yourself into the person others want to follow. *Harvard business review*, 90(6), 127-30.

Class Topics:

- Learning Charisma: Many think charisma is innate and static – you either have it or you don't. Not so! It is relatively easy to master the art of charismatic behavior regardless of your starting point. In this class we will introduce the 12 Charismatic Leadership Tactics and provide an opportunity to practice the use of the tactics.

- **Managing Conflict:** Assess the level of conflict in your team or work group. Is it too high? Is it too low? Why do you think so? What can you do to better manage conflict in your teams and at work? The second half of class will build on the prior lecture about conflict management styles by offering more specific strategies for dealing with conflictual situations.
-

Class 4 (Designing and Managing Effective Teams)

Class Topics:

- **Effective Work Teams:** Think of a team you've worked on that worked well, and one that didn't work so well. Which essential conditions for successful team performance were or were not present in each team? How did these conditions affect team performance? This class will touch on these issues and provide specific strategies for designing effective work groups and managing team dynamics.
 - **Self-reflection Essay #1 is due at the beginning of class**
-

Class 5 (Learning from the Experts – Part 1)

Class Topics:

- **3 Guest Speakers:** This class will have 3 invited experts who have led their organizations through digital transformations. We will ask them to share their insights about strategies that worked, strategies that failed, and recommendations for the future.
-

Class 6 (Making Effective Decisions in Groups)

Class Topics:

- **Group Decision Making:** Groups are often used to make important strategic decisions and many of these groups fall prey to hidden biases, flawed assumptions, or insufficient information search. What can teams and team leaders do to mitigate these problems and increase the likelihood of making a successful decision? This class will include a lecture designed to highlight these decision-making challenges and specific strategies that can be used to reduce the likelihood that decision-making errors will occur. An experiential simulation will provide an opportunity to practice these skills.
-

Class 7 (Learning Charisma – Part 2)

Class Topics:

- **Learning Charisma (Part 2):** This class picks up from the introduction to charisma in class 3. We will devote class time to the practice and feedback of the skills and techniques introduced in the earlier class. At the end of this class each student will be well prepared to approach situations

where persuasion is necessary with a range of charismatic behaviors. Each student is expected to come to class having prepared a short video in which they use the charismatic techniques and their peers will provide feedback.

Class 8 (Creating and Leading Diverse and Inclusive Workplaces)

Readings:

Caver, K. A. & Livers, A. B. (2002). "Dear White Boss..." Harvard Business Review, 80(11), 76-81.

Caver, K. A. & Livers, A. B. (2020). "What Has - and Hasn't - Changed Since "Dear White Boss..." " Harvard Business Review Blog, September 15, 2020.

Dobbin, F. & Kalev, A. (2016). Why diversity programs fail. Harvard Business Review.

Class Topics:

- Introduction to Diversity and Inclusion at Work: This class will serve as an introduction to the topics of diversity and inclusion. We'll begin by discussing challenges faced by organizations in harnessing the benefits of diversity, including exclusion, inequality, inter-group stereotypes and bias. In-class activities will cover an ice-breaker, inter-group stereotypes and bias.
-

Class 9 (Learning from the Experts - 2)

Reading:

Thomas, D. & Ely, R. (1996). Making differences matter: A new paradigm for managing diversity. Harvard Business Review.

Chhaya, N. (2020, June). Why diversity and inclusion efforts fail to deliver and how to change that. Forbes.

Retrieve from:

<https://www.forbes.com/sites/niharchhaya/2020/06/29/why-diversity-and-inclusion-efforts-fail-to-deliver-and-how-to-change-that/?sh=50d1a84557be>

Class Topics:

- Designing EDI-safe workplaces
 - 3 Guest Speakers: Each guest will share their personal stories and learned wisdom about making their workplaces more inclusive
-

Class 10 (Power and Influence)

Readings:

Heimans, J. & Timms, H. (2014). "Understanding 'New Power'". Harvard Business Review, 92(12), 48-56.

Battilana, J. & Casciaro, T. (2021). "Don't Let Power Corrupt You." Harvard Business Review, 99(5), 94-101.

Class Topics:

- What is power, how can you use it, and how can you get it? Class will include a discussion of power and an experiential activity designed to highlight how power can be used most effectively.
-

Class 11 (Team Challenge)**Class Topics:**

- **Team Challenge (mandatory attendance):** Teams will compete in the Team Challenge during this class meeting. No readings or preparation are required.
-

Class 12 (Team Challenge and Course Wrap-up)**Class Topics:**

- Team Challenge Wrap-up
- Course Wrap-up
- **Distribute Second Self-reflection Essay Question**

Assignments: Descriptions and Evaluation***Self-reflection Essay (2 x 25%)***

To help you apply and personalize course concepts, you will write two short reflection essays. The first essay requires you to read a business book focusing on effective leadership and managerial behavior and analyze how you relate to the material. The focus will be on your *professional development* as a manager or leader. In week 1 you will be asked to choose 1 of four popular business books that you will read for this assignment. Then, you will be given a specific set of questions to guide your analysis and writing of the reflection paper. The book choices are:

1. Good Boss, Bad Boss: How to be the Best and Learn from the Worst. Robert I. Sutton (2012)
2. The Best Place to Work: The Art and Science of Creating an Extraordinary Workplace. Ron Friedman (2014)
3. Mastering Civility: A Manifesto for the Workplace. Christine Porath (2016)
4. Inclusion Revolution: The Essential Guide to Dismantling Racial Inequity in the Workplace. Daisy Auger-Dominguez (2022)

This assignment will be due at the beginning of Class 5.

The second essay will focus more specifically on actions: What do you want to remember from the course and what do you want to change as a result? Another way to think about this assignment is to ask yourself what the most effective leadership or managerial behaviors are in the context of digital transformation and to personalize that insight focusing on you.

The guidelines for this assignment will be provided during our final class meeting and the deadline will be 5 days later.

Team Challenge (40%)

The Team Challenge will occur during class time in class 11 and attendance is mandatory. Teams will be given a task to perform under deadline conditions, and their performance will be graded according to a number of different criteria. The Challenge will be designed to give teams the opportunity to put into practice the theories and knowledge they have gained in the course.

The grade for this component will be derived from the challenge itself and a group-focused assignment distributed immediately after the challenge.

Submission method and due date

Submit individual assignments via Canvas <https://schulich.instructure.com/>. Any delays will be subject to the normal penalties (see below). Due dates are indicated in the class by class syllabus.

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. Extensions are only granted in justified circumstances, with submission of supporting documentation upon request.
- 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 *MBA Guideline on Assignment Submission*.

General Academic Policies: Grading, Academic Honesty, and Accommodations

In this course, final course 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, letter grades for each assignment will be translated into 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	A+	A	A-	B+	B	B-	C+	C	C-	F
Grade Points	9	8	7	6	5	4	3	2	1	0

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, 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/>.

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:

E.g., Schulich MBA, BBA, iBBA Program

Master of Business Administration Technology (MBAt)

2. Responsible Unit:

Unit responsible for the course, e.g., Faculty Departments (ACTG, FINE).

Master of Business Administration Technology (MBAt)

3. Subject Code (Rubric) and Course Number:

E.g., MGMT 5150 or ACTG 2010

MGMT 5290

4. Credit Value:

E.g., 1.50, 3.00

1.50 Credits

5. Long Course Title:

Professional Development Hive – Part 2

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.

Professional Development Hive – Part 2

7. Effective Term/Calendar Year:

Academic term in which the proposed change will take effect. E.g., Winter 2025

Winter 2024

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 builds on the knowledge acquired in MGMT 5190, continuing to help students acquire skills and knowledge that will facilitate their professional development and increase their employability. The students (1) develop an awareness of the changing professional environment (2) learn how to effectively interact with other professionals in different cultural and organizational settings (3) manage the job negotiation process.

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.

Understanding the changing professional environment, industry trends and how to successfully interact with others in the workplace is a prerequisite for professional success. In this context being aware and applying equity, diversity and inclusion principles takes a fore front.

The course is designed to help MBA students acquire skills and knowledge that will facilitate their professional development and increased employability.

This course is built on the foundations created by the Professional Development Hive – Part 1, MGMT 5190 course, and focuses on additional areas of major importance for the professional growth.

The students (1) develop an awareness of the changing professional environment (2) learn how to interact with other professionals in different cultural and organizational settings using equity, diversity and inclusion lens, and (3) understand the job negotiation process.

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?*

The course has three main objectives:

(1) Increase the students' employability. This will be achieved by providing information and coaching to support students to obtain relevant internships and jobs, both through in class sessions and the mandatory one-on-one coaching sessions for each student.

(2) Professional Development focused on the development of knowledge and skills required to operate as a manager. This will be achieved both through in class sessions, guided discussions with industry guest speakers, facilitated simulations, and MBA Alumni Panels.

3) Increase the students' awareness of Equity, Diversity, and Inclusion (EDI), and how it impacts their and others professional development. This will be achieved by teaching the EDI concepts and how they can be applied in the classroom and in the workplace, and by: (1) including land acknowledgment to the classes, (2) ensuring the readings are authored by diverse authors, (3) using EDI case studies, and (4) bringing speakers who are diverse and come from various backgrounds.

This course is designed to develop a range of skills required for career success.

The course learning outcomes are linked to the course objectives.

Objective 1. Increase students' employability

Outcomes:

At the end of this course, students will be able to:

- Accept and reject job offers and negotiate an employment contract
- Understand sector specific job markets trends
- Improve improvisation skills as a foundation for advanced networking and interviewing competences
- Understand and apply business etiquette rules relevant to work related networking

Objective 2. Professional Development

Outcomes:

At the end of this course, students will be able to:

- Work effectively in cross-cultural teams

- Use advanced reflection methodology in evaluating professional behaviours and events
- Better manage conflict
- Build authentic and value creating relationships that will enable employment-related opportunities

Objective 3. Increase the students’ awareness of Equity, Diversity, and Inclusion

Outcomes:

At the end of this course, students will be able to:

- Understand how the concepts of Equity, Diversity, Inclusion, Intersectionality are relevant to the class dynamics as well as to a future workplace
- Apply EDI concepts in their interactions in school and later in their jobs.

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.

This course, by developing the knowledge, skills and competences required to increase students’ employability and capacity to successfully manage their careers, is aligned with 3 of the learning expectations of the *MBA in Technology Leadership* (MBAt) program, as represented below:

MBAt Expectations

4. Professional capacity / autonomy	a) The qualities and transferable skills necessary for employment requiring: i) exercise of initiative and of personal responsibility and accountability; and ii) decision-making in complex situations; b) The intellectual independence required for continuing professional development;
5. Level of Communication skills	The ability to communicate ideas, issues and conclusions clearly.
6. Awareness of limits of	Cognizance of the complexity of knowledge and of

knowledge	the potential contributions of other interpretations, methods, and disciplines.
------------------	---

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.

Assignment/Task	Quantity	% Weight	Total %	Author	Due Date
Class Participation	1	10%	10%	Individual	Each Class
Reflection Paper – Networking Simulation	1	20%	20%	Individual	Class 6
Industry Job Trends - Group Presentation	1	20%	20%	Group	Class 9
Reflection Paper - Speakers	1	20%	20%	Individual	Class 12
One-on-one Coaching Sessions	2	10%	10%	Individual	Class 6, Class 12
Quiz	1	20%	20%	Individual	Class 12
			100%		

This course is designed using a variety of pedagogical approaches—interactive lectures, class discussions, simulations/role-playing, individual/group presentations, case studies, using equity, diversity, and inclusion lens in an explicit manner. There will also be several guest speakers throughout the semester who will present their experience in various topics, as well as MBA Alumni Panels.

A minimum of 4 hours of work outside class (keeping up with reading/videos, preparing assignments, and so on) is required each week. Students are expected to have read or watch all assigned materials and videos and made an honest effort to think critically (“outside the box”) prior to each class meeting in order to be prepared to discuss them in class.

Students are expected to attend all classes. Failure to attend any of the classes, without prior permission from the instructor or appropriate documentation in the event of

unforeseen and extenuating circumstances (as verified by the Instructor or Student Services), will lead to a 10% reduction of grade.

If absent, students are still responsible for all contents, assignments and information covered in class.

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.

N/A

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).

N/A

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.

N/A

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.

Minerva Cernea and several industry experts, based on expertise.

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.

This course will use the physical resources available in the Schulich School of Business.

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.

New Course Proposal Template

(Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor:

Minerva Cernea and industry experts

Alternative instructors:

Ashwin Joshi

Course coordinator:

Minerva Cernea

21. Specializations

Primary area or specialization:

This course will be listed as a primary course in the MBAt area

Secondary areas or specializations:

22. Student Contact and Enrolment

Contact hours:

36 hours (3 hours per week for 12 weeks)

Maximum enrolment:

55 students

Expected enrolment:

55 students

Evidence for enrolment expectations:

Provide evidence or a rational argument for your enrolment expectations.

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.

- 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.

Originator:

<u>Minerva Cernea</u>	<u>March 8, 2022</u>
Signature	Date
<u>Minerva Cernea</u>	<u>Professional Development and Experiential Education Office</u>
Name	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.

Kiridaran (Giri) Kanagaretnam

Associate Dean Students

Irene Henriques

Area Coordinator, Economics Area

Kevin Tasa

Director, Master of Management

Murat Kristal

Director, Center of Excellence in Analytics

& AI Leadership

Grant Packard

Director, Master of Marketing

Alexandra Campbell

Director, International MBA

Ela Veresiu

Coordinator of Marketing PhD Program

This course is also approved by Hollis Sinker, Executive Director of the Career Development Center.

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.

Ashwin Joshi
Signature

March 10, 2022
Date

Ashwin Joshi
Name of Coordinator or Director

MBA
Area or Specialization

Degree Program:

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

Ashwin Joshi
Signature

March 10, 2022
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

April 28, 2022
Date

Marcia Annisette
Name of Committee Chair

Master Programs Committee
Committee

Course Outline

Winter 2024

Class day and time: TBD

Location: TBD

Instructor

Dr. Minerva Cernea
(416) 736-2100 extension 77913
Seymour Schulich Building – N203C
mcernea@schulich.yorku.ca

Assistant

Nisha Jani
(416) 736-2100 extension 55942
Seymour Schulich Building
njani@schulich.yorku.ca

Office hours: By Appointment

Dr. Minerva Cernea is the Associate Director, Professional Development and Experiential Education and she has over eight years of experience in teaching and coaching IMBA and MBA students at the Schulich School of Business. Dr. Cernea has extensive leadership experience locally and internationally, directly managing organizations as well as selecting leaders/managers for different companies around the world. Conducting executive search assignments for over 18 years, Dr. Cernea completed more than 450 senior-level assignments across the Industrial, Technology, Financial, and Consumer Goods sectors, in 18 countries, from North America, Europe, Asia, Africa, and the Middle East. Prior to Executive Search Dr. Cernea worked as Marketing Manager Romania for Apple Computer and prior to that she worked in research engineering. Dr. Cernea has a Master of Science degree in Electronics and Telecommunications Engineering, an International Executive MBA with General Management specialization, and a PhD degree in International Psychology / Organizations and Systems with focus on cross-cultural leadership effectiveness. She is fluent in English, French, and Romanian.

Brief Description

This course builds on the knowledge acquired in Professional Development Hive – Part 1, MGMT 5190 course, continuing to help MBA students acquire skills and knowledge that will facilitate their professional development and increase their employability. The students (1) develop an awareness of the changing professional environment, (2) learn how to effectively interact with other professionals in different cultural and organizational settings and (3) manage the job negotiation process.

Prerequisites/Corequisites/Course Exclusions: None

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<Note (to be deleted): to update pg. numbers, right click on any heading below & select "Update Field">

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Course Learning Outcomes

The course has three main objectives:

(1) Increase the students’ employability, focused on the development of knowledge and skills required to secure a relevant internship and job. This will be achieved by providing information and coaching to support students to obtain relevant internships and jobs, both through in class sessions and the mandatory one-on-one coaching sessions for each student.

(2) Professional Development focused on the development of knowledge and skills required to operate as a manager. This will be achieved both through in class sessions, guided discussions with industry guest speakers and simulations.

(3) Increase the students’ awareness of Equity, Diversity, and Inclusion (EDI), and how it impacts their and others professional development. This will be achieved by intentionally applying the EDI concepts in the classroom, and by: (1) discussing and including land acknowledgment to some classes, (2) ensuring the readings are authored by diverse authors, and (3) bringing speakers who are diverse and come from various backgrounds.

This course is designed to develop a range of interpersonal and technical skills required for career success.

The course learning outcomes are linked to the course objectives.

Objective 1. Increase students’ employability

Outcomes:

At the end of this course, students will be able to:

At the end of this course, students will be able to:

- Accept and reject job offers and negotiate an employment contract
- Understand sector specific job markets trends
- Improve improvisation skills as a foundation for advanced networking and interviewing competences
- Understand and apply business etiquette rules relevant to work related networking

Objective 2. Professional Development

Outcomes:

At the end of this course, students will be able to:

- Work effectively in cross-cultural teams

- Use advanced reflection methodology in evaluating professional behaviours and events
- Better manage conflict
- Build authentic and value creating relationships that will enable employment-related opportunities

Objective 3. Increase the students' awareness of Equity, Diversity, and Inclusion

Outcomes:

At the end of this course, students will be able to:

- Understand how the concepts of Equity, Diversity, Inclusion, and Intersectionality are relevant to the class dynamics as well as to future workplaces
- Apply EDI concepts in their interactions in school and later in their jobs.

Organization of the Course

The course will start with a self-assessment of the student's interests, motivators, skills and organizational culture preferences. **The results will aid in recommending suitable career options.** The knowledge and skills the students will develop in this course will support their progress towards achieving short-term and long-term career goals. The progress is supported by three components: (1) one-on-one coaching sessions with the instructor; (2) in-course learning sessions and (3) community-based learning (Speakers).

The modules focused on providing support for securing jobs are designed to offer the students the platform to be successful. Topics include learning the job search tools and skills, understanding the job market trends, learning how to design an effective strategy for securing a relevant job.

The modules focused on Professional Development are designed to provide students with the skills and knowledge necessary to be effective managers, to instill a desire for continuous learning and personal growth, and to help develop a demeanor that is 'polished' and 'poised.' Topics include networking, building business relationships, and developing their personal brand and communication skills.

An important component of the course is the **Speaker Series**, which will allow the students to interact with senior level executives, including other experts from various types of organizations and organizational functions. This will provide the students with the opportunity to put into practice the knowledge and skills acquired throughout the course. The topics covered by each speaker will be career-related and include leadership styles, work-life balance, personal branding, negotiation skills, and personal experiences based on their careers. Speakers will also present their companies, discussing industry and employment trends. Students are expected to research each speaker prior to the session and actively participate in it.

Students are also expected to participate in extra-curricular career development events throughout the course such as: networking sessions, conferences, club activities, etc.

Deliverables at a Glance

Assignment/Task	Quantity	% Weight	Total %	Author	Due Date
Class Participation	1	10%	10%	Individual	Each Class

Assignment/Task	Quantity	% Weight	Total %	Author	Due Date
Reflection Paper – Networking Simulation	1	20%	30%	Individual	Class 6
Industry Job Trends - Group Presentation	1	20%	50%	Group	Class 9
Reflection Paper - Speakers	1	20%	<u>70%</u>	Individual	Class 12
One-on-one Coaching Sessions	2	10%	80%	Individual	Class 6, Class 12
Quiz	1	20%	100%	Individual	Class 12
			100%		

For details, see “Written Assignments/Projects: Descriptions” (p. 11) and “Evaluation ...” (p. 11).

Course Material

This course will not have in-class handouts, all materials and recommended readings will be posted on *Canvas*.

Canvas: Canvas is the digital course portal and functions as a digital course outline. You will find the weekly readings/viewings, detailed descriptions and due dates for all assignments, a course calendar, course updates, various course materials and resources, news items, and resources.

Every week, you should check the Session-by-Session Syllabus below for readings.

All articles are easily accessible using York University Library Electronic Resources. Articles from the Harvard Business Review can be accessed through the library. Please see <http://researchguides.library.yorku.ca/HBR> for instructions.

Student Preparation for Class and Class Participation: Expectations

Method of Instruction

This course is designed using a variety of pedagogical approaches—interactive lectures, class discussions, simulations/role-playing, and individual/group presentations. There will also be several guest speakers throughout the semester who will present their experience in various topics.

Student Preparation

A key pedagogical assumption of this course is that students are co-creators of the learning experience. Students help create learning for themselves and others through active participation. This means both listening to others carefully and contributing respectfully. Class discussions are an important opportunity to practice communicating about concepts and information. Therefore, and given the method of

instruction described above, students are strongly encouraged to ask questions and actively participate during class.

In addition, students are expected to have read or watch all assigned materials and videos and made an honest effort to think critically (“outside the box”) prior to each class meeting to be prepared to discuss them in class.

This course demands hard work and dedication. A minimum of 4 hours of work outside class (keeping up with reading/videos, preparing assignments, and so on) is required each week. If you do not understand something, ask questions in class. If necessary, e-mail the instructor for an appointment. The instructor is here to help you learn.

The below assignments are required for this course:

1. Reflection Paper – Networking Simulation
2. Industry Job Trends – Group Presentation
3. Reflection Paper Speakers
4. Two one-on-one coaching sessions
5. Quiz

The course is aimed to prepare the students to acquire knowledge and develop skills that will help them (a) develop a career plan and (b) secure meaningful internships/jobs. It is therefore expected that the students are regularly attending the classes.

Attendance, Etiquette and Courtesy

Students are expected to attend all classes. Failure to attend any of the classes, without prior permission from the Instructor or appropriate documentation in the event of unforeseen and extenuating circumstances (as verified by the Instructor or Student Services), will lead to a 10% reduction of grade.

If absent, students are still responsible for all contents, assignments and information covered in class.

During class, please focus on the lesson at hand. Please refrain from private discussions with your classmates as this may be distracting to those around you. Share your insights and thoughts with the whole class.

In the business world, punctuality is one of key factors of success and good ethics. Therefore, students are expected to come to class on time (up to 5 minutes before the class starts) to avoid disturbing the instructor and the rest of the class. It is understandable that extenuating circumstances may arise. If you are unavoidably late, please be considerate and enter the class discretely. Use the rear door if one is available.

Students are also expected to turn off any cell phone, beeper and/or other electronic device during class time. This is also part of business ethics and to avoid/reduce disturbing the instructor and the rest of the class.

Overall, please conduct yourselves with the professionalism, respectfulness and courtesy expected of students at the Schulich School of Business. This is an important part of developing yourself as a human being.

Online Zoom teaching- in the event some classes will be on Zoom

Think of a Zoom lecture as a face-to-face meeting and conduct yourself as you would if you were all present in the same room. Zoom is our virtual classroom and therefore appropriate classroom behaviour is expected. Below are some useful tips to help ensure the session goes smoothly for all involved: Join early, up to 5 minutes before the session start time, because the class will start on time. Attend from a distraction-free and quiet environment (to the extent possible). Turn-on your camera unless you are experiencing connection issues or have other concerns with having your camera being on. Understand that your audio will be on mute upon entry. Continue to mute your audio until you want to speak and after you are done speaking. Use "Raise Hand" feature if you want to speak. Wait for the instructor to call your name and then unmute your audio to speak. Chat feature can also be used to ask questions or share ideas to all (not as a private message). If you would like to use the chat box, remember that it is public, and a record of the chat is kept and archived. Please ask your question once - the instructor will address questions periodically to avoid regular disruptions to the flow of the lecture. If your question remains unanswered at the end of the lecture, please feel free to ask it again at that time. Minimize doing other things (e.g., texting, talking to others) as it detracts from your and others learning environment. Focus and be present.

When attending the course and related events, students are expected to wear business formal attire, as part of the learning process. Please read the article in the next link to understand what is expected: <http://smallbusiness.chron.com/difference-between-business-casual-business-attire-24536.html>.

The students are expected to use in the course, always, English language, as a sign of respect towards the other participants in the class.

Contacting the Instructor

The best way to reach the instructor is via *e-mail*.

Disclaimer

The instructor reserves the *right to make changes* to some of the topics covered. These changes, if any, will be announced in class. Students are responsible to catch up with classmates for any announcements even (or especially) if absent from class.

Class Participation (contribution).

The class discussions are only as good as the individual contributions to them. Please note that participation is not strictly based on what you say in class and how often you speak, it is also affected by the degree to which you are visibly prepared and contribute to in-class activities. Grades for class contribution will be allocated as follows: Attendance 50%; Personal Contributions 50%.

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 the course 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> Professional Development Hive – Part 2 – Improvisation

Prep:

- Session 1
- Students will learn and practice improvisation techniques, that can be applied in interviews and networking
 - This session will include exercises facilitated by an improv expert

Read:

1. Gino, F. (2019, May 17). *Using Improv to Unite Your Team*. HBR. <https://hbr.org/video/6038086711001/using-improv-to-unite-your-team>.
2. Siliezar, J. (2019, May 2). *Improv skills can translate to social and professional skills*. Harvard Gazette. <https://news.harvard.edu/gazette/story/2019/05/improv-skills-can-translate-to-social-and-professional-skills/>.

You can access at: <http://researchguides.library.yorku.ca/HBR>

Assignment Due Session 6:

- Schedule your first one-on-one coaching session with the Instructor starting from now until Session 6. In the first one-on-one coaching session (45min) you will discuss and agree on an action plan to secure your mandatory summer internship.

<session date> Professional Development Hive – Part 2 – Reflection and Networking Simulation

Prep:

- Session 2
- Students will learn about reflection, Ryan’s 5Rs Model and how to apply it in their professional life
 - The Networking Simulation will allow the students to practice and receive instant feedback on their performance with immediate applicability in business networking; the simulation will be facilitated by industry experts.

Read:

1. Ryan, M. 2013. “The Pedagogical Balancing Act: Teaching Reflection in Higher Education.” *Teaching in Higher Education* 18 (2): 144–155. doi:10.1080/13562517.2012.694104

Assignment Due Session 3:

- Research the Alumni (Alumni will be announced via email)
- Prepare 1 question for the MBA Alumni Panel (each student)

<session date> Professional Development Hive – Part 2 – MBA Alumni Panel 1

Prep:

- Session 3
- MBA Alumni will discuss and share ideas about their professional career progression and technology career trends in their sectors
 - Students will have the opportunity to practice the networking knowledge acquired
-

in Session 1 and 2 with the members of the MBA Alumni Panel.

Assignment Due Session 4:

- Research the Speaker for next week (he/she will be announced by email)
- Volunteer (2 students) to welcome and introduce the Speaker
- Prepare 1 question for the Speaker (each student)

<session date> Professional Development Hive – Part 2 – Speaker Series 1

Session 4 Prep:

- Speaker will cover career-related topics including leadership style, work-life balance, personal branding, negotiation skills, and personal experiences based on their careers
- Two volunteer students will have the opportunity to network in a private session with the Speaker; the session will end with a networking session with the entire class.

<session date> Professional Development Hive – Part 2 – Teamwork and Conflict Management

Session 5 Prep:

- Students will learn to operate successfully in culturally diverse teams and identify their communication and leadership styles.
- Students will learn how to effectively manage conflict
- Students will receive the Personality Inventory Assessment (PIA) report, a condensed version of the validated 360-MRPI Assessment tool.

- This discussion of the PIA reports will be facilitated by an industry expert.

Read:

- Maimon, A. (2017, April 17). *How Self-Managed Teams Can Resolve Conflict*. Harvard Business Review. <https://hbr.org/2017/04/how-self-managed-teams-can-resolve-conflict>.

Assignment Due Session 6:

- Research the Speaker for next week (he/she will be announced by email)
- Volunteer (2 students) to welcome and introduce the Speaker
- Prepare 1 question for the Speaker (each student)

<session date> Professional Development Hive – Part 2 – Speaker Series 2

Session 6 Prep:

- Speaker will cover career-related topics including leadership style, work-life balance, personal branding, negotiation skills, and personal experiences based on their careers
- Two volunteer students will have the opportunity to network in a private session

with the Speaker; the session will end with a networking session with the entire class.

<session date> Professional Development Hive – Part 2 – How to negotiate a job offer

Session 7 Prep:

- Students will learn about the job offers, what they include and how they can be successfully negotiated

Read:

1. Malhotra, D. (2020, November 20). *15 Rules for Negotiating a Job Offer*. Harvard Business Review. <https://hbr.org/2014/04/15-rules-for-negotiating-a-job-offer>. You can access at: <http://researchguides.library.yorku.ca/HBR>
2. Perna, M. C. (2021, April 13). *6 tips to negotiate your salary with confidence-and get what you're worth*. Forbes. Retrieved March 9, 2022, from <https://www.forbes.com/sites/markcperna/2021/04/13/6-tips-to-negotiate-your-salary-with-confidence-and-get-what-youre-worth/?sh=1ea07cfd35f3>

Assignment Due Session 8:

- Research the Speaker for next week (the Speaker will be announced by email)
- Volunteer (2 students) to welcome and introduce the Speaker
- Prepare 1 question for the Speaker (each student)

Assignment Due Session 12:

- Schedule your second one-on-one coaching session with the Instructor starting from now until Session 12. In the second one-on-one coaching session (45min) you will discuss with the Instructor your progress on securing your mandatory internship based on the action plan agreed in the first coaching session.
-

<session date> Professional Development Hive – Part 2 – Speaker Series 3

Session 8 Prep:

- Speaker will cover career-related topics including leadership style, work-life balance, personal branding, negotiation skills, and personal experiences based on their careers
 - Two volunteer students will have the opportunity to network in a private session with the Speaker; the session will end with a networking session with the entire class.
-

<session date> Professional Development Hive – Part 2 – Human Resources (HR) Panel

Session 9 Prep:

- Students will ask the HR Panel about trends in the job market and will learn about

-
- the recruiting process and what counts to succeed in an interview.
 - Students will have the opportunity to network and build relationships with the members of the Panel with potential for internships.
 - Students, in groups of 5-6 students, will present their Industry Job Trends Presentation to the HR Panel and will receive feedback.

Assignment Due Session 10:

- Research the Speaker for next week (he/she will be announced by email)
- Volunteer (2 students) to welcome and introduce the Speaker
- Prepare 1 question for the Speaker (each student)

<session date> Professional Development Hive – Part 2 – Speaker Series 4

Session 10 Prep:

- Speaker will cover career-related topics including leadership style, work-life balance, personal branding, negotiation skills, and personal experiences based on their careers
- Two volunteer students will have the opportunity to network in a private session with the Speaker; the session will end with a networking session with the entire class.

Assignment Due Session 11:

- Research the Alumni (Alumni will be announced via email)
- Prepare 1 question for the MBA Alumni Panel (each student)

<session date> Professional Development Hive – Part 2 – MBA Alumni Panel 2

Session 11 Prep:

- MBA Alumni will discuss and share ideas about their professional career progression and technology career trends in their sectors
- Students will have the opportunity to practice the networking knowledge acquired in Session 1 and 2 with the members of the MBA Alumni Panel.
- Students will have the opportunity to present their Strategy Career Plan and receive feedback

<session date> Professional Development Hive – Part 2 – Business Dining Etiquette

Session 12 Prep:

- Students will learn how to behave when invited for a breakfast/lunch/dinner meeting/interview/networking and they will understand how to pick up on relevant cultural cues. The session will be structured as a breakfast or lunch meeting

Class Participation (10% -- Individual)

Class participation is essential for the effectiveness of this course, as outlined above.

Reflection Paper - Networking Simulation (20% -- Individual)

The students will experience a Networking Simulation. They will receive a Networking Case prior, and they must prepare for the Simulation. They will receive Individual feedback. The students will write a Reflection Paper (1000 words, 12-point font, single-spaced) about this Networking Simulation, applying Ryan's 5Rs Model as discussed in Session 2.

Industry Job Trends – Group Presentation (20% -- Group)

The students will be assigned in groups with similar job focus. As a group they will research the job trends in the targeted sector and geography using different primary and secondary sources. They will produce a written report in Word (2000 words, 12-point font, single-spaced) and a PowerPoint Presentation (8-10 slides, min 18-point font). The students will deliver the PowerPoint Presentation in Session 9, in front of the HR Panel.

Reflection Paper – Speakers (20% -- Individual)

The students will write a Reflection Paper (1000 words, 12-point font, single-spaced) about two of the four Speakers who came in the course. They can choose the Speakers they want to talk about. The students will focus on Speakers' career progression, their presentation style and learnt lessons. The students will apply Ryan's 5Rs Model as discussed in Session 2.

Two one-on-one coaching sessions (10% -- Individual)

Each student has to have two one-on-one coaching sessions with the Instructor.

In the first one-on-one coaching session (45min) the students will discuss with the Instructor and agree on an action plan to secure their mandatory summer internship.

In the second one-on-one coaching session (45min) the students will discuss with the Instructor the progress on securing their mandatory internship based on the action plan agreed in the first coaching session.

Quiz (20% -- Individual)

At the end of the course the students will have a Quiz that will test the course knowledge.

Evaluation of Assignments/Projects and Exams**Class Participation (10% -- Individual)**

Students will be evaluated primarily for demonstration of having prepared for the class, and for their efforts and the quality of their contributions during class discussions (including case discussions and interactions with speakers). A baseline grade will be given, and it can be increased depending on such efforts and contributions. Grades for class contribution will be allocated as follows: Attendance 50%; Personal Contributions 50%.

Reflection Paper - Networking Simulation (20% -- Individual)

Students will be evaluated for the quality of their Reflection Paper in terms of writing and following the Ryan's 5Rs Model as discussed in Session 2.

Industry Job Trends – Group Presentation (20% -- Group)

The Groups will be evaluated on the quality of their research, organization of thoughts, quality of writing, the quality of the PowerPoint slides and the delivery of the presentation.

Reflection Paper – Speakers (20% -- Individual)

Students will be evaluated for the quality of their Reflection Paper in terms of writing and following the Ryan's 5Rs Model as discussed in Session 2

Two one-on-one coaching sessions (10% -- Individual)

Students will be evaluated for coming prepared to the coaching sessions.

Quiz (20% -- Individual)

At the end of the course the students will have a Quiz that will test the course knowledge.

Late Projects: Please make sure the assignments are submitted on the due date indicated on the course outline. Late assignments will be penalized.

Calculation of Course Grade

In this class, *final course grades* will be determined by the following process:

Numerical grades for each evaluation component will be converted to an overall percentage grade for the course using a weighted average calculation as outlined in the “*Deliverables at a Glance*” section above.

The resulting percentage grade will then be converted to a letter grade as follows:

<http://gradstudies.yorku.ca/current-students/regulations/courses-grading#grading>

These letter grades correspond to the Schulich's 9- value index system as discussed below.

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, 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/>.

SUBJECT: Library Statement for MGMT 5290: Professional Development Hive – Part 2
FROM: Xuemei Li, Data Services Librarian / Business Liaison Librarian
DATE: March 21, 2022

MGMT 5290: Professional Development Hive – Part 2

York University Libraries (YUL) will be able to support the proposed course, *MGMT 5290: Professional Development Hive – Part 2*. This course builds on the knowledge acquired in *Professional Development Hive – Part 1*, *MGMT 5190* course, continuing to help MBA students acquire skills and knowledge that will facilitate their professional development and increase their employability. The students (1) develop an awareness of the changing professional environment, (2) learn how to effectively interact with other professionals in different cultural and organizational settings and (3) manage the job negotiation process. YUL's strong collection of business databases, electronic journals, and books and eBooks will help students learn relevant topics and complete their assignments, such as the *Industry Job Trends* group assignment.

The course proposal does not list a required textbook; instead, various materials including videos and news items will be posted on *Canvas*. The instructor has listed the relevant HBR citations and provided students with a link to the library's [Harvard Business Review article guide](#), which is the recommended practice for providing access to HBR content in *Canvas*. The course instructor is recommended to use the [Copyright Office's syllabus checking service](#) to ensure that the terms of use for the various materials allow for the content to be used in a course.

YUL's Omni search interface can be used to locate books & eBooks, scholarly, trade, and newspaper articles that are relevant to this course. The [Omni search guide](#) provides instructions on how to best use this discovery layer to find relevant articles/books. The library's [Business Articles guide](#) provides additional information on business article databases. 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.

Students will also 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](#).

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:

E.g., Schulich MBA, BBA, iBBA Program

Master of Business Administration Technology (MBAt)

2. Responsible Unit:

Unit responsible for the course, e.g., Faculty Departments (ACTG, FINE).

Master of Business Administration Technology (MBAt)

3. Subject Code (Rubric) and Course Number:

E.g., MGMT 5150 or ACTG 2010

MGMT 5300

4. Credit Value:

E.g., 1.50, 3.00

6.00 Credits

5. Long Course Title:

Mandatory Experiential Learning – Graduate Placement

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.

Graduate Placement

7. Effective Term/Calendar Year:

Academic term in which the proposed change will take effect. E.g., Winter 2025

Summer 2024

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 Graduate Placement is important for the understanding of business norms and practices. Through their Graduate Placement experience, students build upon and practice key learnings from their first year MBA courses, reflect on them, and build an experience relevant for the job after graduation. A minimum of 12 weeks full-time work is required to complete this Graduate Placement.

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.

Just having an experience do not necessarily result in learning, but rather critical thinking and **reflection support** will facilitate the learning process. The National Society for Experiential Education emphasizes the importance of reflection to learning: "Reflection is the element that transforms a simple experience into a learning experience".

Reflection is about:

- (1) Making sense of experience in relation to self, others, and contextual conditions
- (2) Reimagining and/or planning future experience for personal and social benefit

One of the forms of Experiential Education (EE) is Work Focused EE, entailing experiences that typically are placements, internships, or co-op opportunities, where students are engaged in hands-on, supervised work in the workplace.

MGMT 5300, a Program Based Placement, is a mandatory part of the program, that allows the students to get hands-on experience in an organizational environment and to develop and reflect on the knowledge and skills being learned in the program. This Graduate Placement adds to the student's professional portfolio, representing a key building block for a successful

career in management and increasing the student's opportunities for a relevant job after graduation.

Students will obtain an immersive experience by directly working for an organization, under the supervision of an experienced manager, assigned to specific tasks within a department or division of a large organization or across multiple parts of a smaller organization or start up.

Students follow their placement in the organization with a reflection paper that captures the experience, the learnings, the connections with theories covered in their 1st year of the MBA and a specific plan of new behaviors and enhancement of their managerial skills. The written reflection element is a critical component of this course.

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?*

1. Understand the role as a co-producer in the placement process and develop self-management skills towards building a successful placement experience and valuable career skills.
2. Develop an understanding of the different work cultures and management styles
3. Effectively apply the 1st year MBA knowledge to maximize your work performance
4. Develop a mindset that supports decision-making and managerial effectiveness in the appropriate context.
5. Develop a reflective thinking and writing.
6. Acquire and develop technical skills associated with the nature of the work.
7. Develop decision making and critical thinking skills, increase confidence and self-esteem.
8. Understand how Equity, Diversity and Inclusion is applied in the workplace.

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.

This is a mandatory work integrated experiential requirement to graduate the new proposed MBA in Technology Leadership (MBAt) program. It is aligned with the academic objective of this program to offer all students an experiential work integrated opportunity.

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.

Assignment/Task	Quantity	% Weight	Total %	Author
Time and Activity Logs	1/week	20%	20%	Individual
Placement Site Analysis	1	30%	50%	Individual
Final Reflective Paper	1	50%	<u>100%</u>	Individual
Supervisor Evaluation	1	Required	Required	Individual
			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.

N/A

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).

N/A

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.

N/A

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.

All tenure stream faculty members are qualified to supervise placements. Placements that are part of a program would typically be supervised by the program director.

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.

N/A

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.

N/A

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.

Minerva Cernea

Alternative instructors:

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

Ashwin Joshi

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.

Minerva Cernea

21. Specializations

Primary area or specialization:

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

This course will be listed as a primary course in the MBAt area

Secondary areas or specializations:

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

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.

36 hours (3 hours per week for 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.

This is a core course, thus 55 students.

Expected enrolment:

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

55 students

Evidence for enrolment expectations:

Provide evidence or a rational argument for your enrolment expectations.

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.

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.

Originator:

<u>Minerva Cernea</u>	<u>March 8, 2022</u>
Signature	Date

<u>Minerva Cernea</u>	<u>Professional Development and Experiential Education Office</u>
Name	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.

<u><i>Kiridaran (Giri) Kanagaretnam</i></u>	<u><i>Associate Dean Students</i></u>
<u><i>Irene Henriques</i></u>	<u><i>Area Coordinator, Economics Area</i></u>
<u><i>Kevin Tasa</i></u>	<u><i>Director, Master of Management</i></u>
<u><i>Murat Kristal</i></u>	<u><i>Director, Center of Excellence in Analytics & AI Leadership</i></u>
<u><i>Grant Packard</i></u>	<u><i>Director, Master of Marketing</i></u>
<u><i>Alexandra Campbell</i></u>	<u><i>Director, International MBA</i></u>
<u><i>Ela Veresiu</i></u>	<u><i>Coordinator of Marketing PhD Program</i></u>

This course is also approved by Hollis Sinker, Executive Director of the Career Development Center.

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.

Ashwin Joshi
Signature

March 10, 2022
Date

Ashwin Joshi
Name of Coordinator or Director

MBA
Area or Specialization

Degree Program:

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

Ashwin Joshi
Signature

March 10, 2022
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

April 28, 2022
Date

Marcia Annisette
Name of Committee Chair

Master Programs Committee
Committee

Course Outline

Summer 2024

Class day and time: TBD

Location: TBD

Instructor

Dr. Minerva Cernea
(416) 736-2100 extension 77913
Seymour Schulich Building – N203C
mcernea@schulich.yorku.ca

Assistant

Nisha Jani
(416) 736-2100 extension 55942
Seymour Schulich Building
njani@schulich.yorku.ca

Office hours: By Appointment

Dr. Minerva Cernea is the Associate Director, Professional Development and Experiential Education and she has over eight years of experience in teaching and coaching IMBA and MBA students at the Schulich School of Business. Dr. Cernea has extensive leadership experience locally and internationally, directly managing organizations as well as selecting leaders/managers for different companies around the world. Conducting executive search assignments for over 18 years, Dr. Cernea completed more than 450 senior-level assignments across the Industrial, Technology, Financial, and Consumer Goods sectors, in 18 countries, from North America, Europe, Asia, Africa, and the Middle East. Prior to Executive Search Dr. Cernea worked as Marketing Manager Romania for Apple Computer and prior to that she worked in research engineering. Dr. Cernea has a Master of Science degree in Electronics and Telecommunications Engineering, an International Executive MBA with General Management specialization, and a PhD degree in International Psychology / Organizations and Systems with focus on cross-cultural leadership effectiveness. She is fluent in English, French, and Romanian.

Brief Description

The purpose of this Graduate Placement is for students to gain relevant business work experience and reflect on the learnings facilitated by this experience. A minimum of 12 weeks full-time work is required to complete this Graduate Placement.

This Graduate Placement is important for the understanding of business norms and practices. Through their Graduate Placement experience, students build upon and practice key learnings from their first year MBA courses, reflect on them, and build an experience relevant for the job after graduation.

Prerequisites/Corequisites/Course Exclusions: None

Contents

<Note (to be deleted): to update pg. numbers, right click on any heading below & select "Update Field">

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Course Learning Outcomes

1. Understand the role as a co-producer in the placement process and develop self-management skills towards building a successful placement experience and valuable career skills.
2. Develop an understanding of the different work cultures and management styles
3. Effectively apply the 1st year MBA knowledge to maximize your work performance
4. Develop a mindset that supports decision-making and managerial effectiveness in the appropriate context.
5. Develop a reflective thinking and writing.
6. Acquire and develop technical skills associated with the nature of the work.
7. Develop decision making and critical thinking skills, increase confidence and self-esteem.
8. Reflect on how Equity, Diversity and Inclusion is applied in the workplace.

Deliverables at a Glance

Assignment/Task	Quantity	% Weight	Total %	Author
Report Part A: Time and Activity Logs	1/week	20%	20%	Individual
Report Part B: Placement Site Analysis	1	30%	50%	Individual
Report Part C: Reflective Paper	1	50%	<u>100%</u>	Individual
Supervisor Evaluation	1	Required	Required	Individual
			100%	

For details, see "Written Assignments/Projects: Descriptions" (p. 11) and "Evaluation ..." (p. 12).

Course Material

This course will not have in-class handouts, all materials and recommended readings will be posted on *Canvas*.

Canvas: Canvas is the digital course portal and functions as a digital course outline. You will find the weekly readings/viewings, detailed descriptions and due dates for all assignments, a course calendar, course updates, various course materials and resources, news items, and resources.

Every week, you should check the Session-by-Session Syllabus below for readings.

All articles are easily accessible using York University Library Electronic Resources. Articles from the Harvard Business Review can be accessed through the library. Please see <http://researchguides.library.yorku.ca/HBR> for instructions.

Student Preparation for Class and Class Participation: Expectations

The Placement Position

The position must be professional in nature and ideally in Technology Enabled Organizations, allowing you to apply the concepts and theories learnt in your 1st year of your MBAt program. Your Placement must:

- Directly benefit the host company and yourself
- Challenge you and utilize your management training

Organization of the Course

The following criteria must be considered when students negotiate their Placement with potential organizations:

Duration Minimum 12 weeks of full-time work

Timing Term 3 (May – July/August)

Students must return in time to be in class on the first day of Term 4.

Approval of the Work Term

The MBA Program Director will approve the Placement, ensuring that meets the following criteria:

- A project that will benefit the employer and provide relevant work experience to the student
- An opportunity for the student to apply management skills and techniques while performing meaningful work and reflect upon management concepts studied in Term1 and 2

To be approved you must submit to the MBA Program Director a **Placement Approval Form**. The template for the Placement Approval Form will be uploaded on Canvas.

You **MUST** receive approval, by email, from the Course Director / MBA Program Director, prior to accepting the offer, and once your placement is approved you must register in the course MGMT 5300.

In cases where the MBA Program Director does not approve a work term, the student may appeal this decision. The student should submit a 1-page narrative outlining a compelling case for why the work term should have been approved, plus relevant supporting documents to the ADA office: ada@schulich.yorku.ca. This appeal must be submitted to the ADA office within 14 days of the MBA Program Director's decision.

Towards the end of the Placement, an email from the MBA Program Director is sent to the Placement site supervisor requesting the evaluation of the student's performance. This evaluation is a mandatory to Pass this course.

Here is some advice to help you make the most of your Work Term:

- **Be prepared to start.** Make sure you arrive on time your first day, are suitably dressed, and have agreed upon the tasks and accompanying deadlines for your Placement.
- **Do not be afraid to talk to your co-workers.** People are sometimes too busy to roll out the red carpet for an intern so you have to make the first move to talk with them.
- **Take it seriously and complete all tasks to the best of your ability.** Your Placement is a full-time job and you need to act accordingly; this is a great time to learn new tasks and demonstrate your work ethic. To land more challenging tasks, be proactive and write a proposal to your boss suggesting and outlining additional projects you could work on. This is less vague than simply asking, "Is there anything else I can do?" and thus has a better chance of achieving results.
- **Be willing to learn something new every day.**
- **Build a portfolio and keep a journal of your work.** Do not let the work you did be forgotten by keeping records of relevant projects you worked on during your Placement. This will also help you to write your final papers at the end of your Placement. You may have to ask for permission to have a copy of your work for your portfolio if it is proprietary work. A portfolio is very useful in your full-time job search, especially for jobs that require previous experience.
- **Ask the right questions.** Keep track of the information that has already been given to you to make sure you are asking the right questions. There will be a lot of new information coming at you and you might find it helpful to write down the information given to you during your first days and/or orientation. If the company gives you a handout about company policies or procedures, be sure to read it and familiarize yourself with it.
- **Ask to attend meetings and events.** This will help you learn how things really get done and by whom.
- **Try to fit in with the corporate culture.** This requires watching how people are interacting around you: how people dress, how they communicate, what hours they work, whether they lunch together or not, whether initiative or hierarchy is valued, etc.
- **Ask for feedback about your performance (though only if the culture is one that provides feedback).** It is better to learn earlier than later where your strengths and weaknesses lie.
- **Find a mentor** or someone you can learn from during your time there. Try to learn from the people who are the superstar performers and/or the most respected individuals in the office.
- **Learn all you can about the industry.**
- **Be positive about all your projects.** As an intern, you may be asked to do some unglamorous projects. It is better to do these with a positive attitude and ask for more responsibilities in addition to them rather than complaining about what you consider to be beneath you.
- **Develop a network of contacts.** Build strong relationships by listening to and learning from everyone you meet. Not everyone has the power to hire you, but each person you meet is a potential contact and resource on the road to a new job.
- **Talk to your coworkers about your future plans.** If you are working for a large company, talk to HR throughout your Placement and at the end of it, make sure to let them know what your future plans are.
- **Find out where and how positions are posted internally** if you would like to work for the company in the future.

It is important to reflect on your Placement experience once it ends, to draw conclusions about what you have learned, and to examine your career options while the experience is fresh in your mind. Consider doing the following:

Obtain References

Ask for a reference from your supervisor(s) for your personal use. You can make the process easier for the writer by giving him/her a list of points that might be included in the letter, such as your basic job duties, what you learned, and how you excelled. **Note:** Letters of reference are not used as frequently anymore as they can quickly become dated. Instead, ask if your supervisor would be willing to provide a verbal reference when/if needed at some time in the future. Also, ask if he/she would be willing to provide a recommendation via LinkedIn.

(The reference letter is quite separate from the Intern Performance Evaluation that the MBA Office will request from your employer. The latter is for internal use only).

Send Thank You letters

Be sure to send thank you letters as soon as possible to your immediate supervisor and/or anyone else who might have contributed to your experience and learning. Thank them for helping to make your Placement experience a valuable one and tell them what you learned, or let them know how the experience has helped you in your career development.

You might also write to any key, top-level people in the organization with whom you may have interacted briefly, even if you did not work closely with them. They could be valuable contacts in the future.

Think about what you learned about your career options and preferences:

- Would you like to do the type of job you did during your Placement?
- Would you like to work in that industry upon graduation?
- Would you like to do the job you observed your supervisor or someone else doing?

Think about what you learned about yourself during this placement:

- Did you learn anything about your professional skills and abilities? What do you do well? What areas do you still need to improve in?
- Did you learn anything about what does or does not interest you?
- What did you learn about your personality as you dealt with co-workers, supervisors, clients and/or customers?

Update your resume in preparation for your full-time job search:

- Write down everything you did during your Placement, all your duties and responsibilities/achievements, and choose the most relevant responsibilities/achievements to include in your resume. Be sure to use the **active verb +what you did +result** (quantitative or qualitative) approach when describing your accomplishments.
- Make note of job functions or areas of expertise you experienced, even if you did not do those things yourself

Look for ways to continue gaining experience in your area of interest:

- Set up networking meetings with alumni in the field
- Join relevant professional associations as a student
- Keep in touch with the people whom you worked with at the Placement site; and
- Start searching and/or applying for your full-time job in that field!!

Students' **grade** for this course is based on four components:

- (1) Report Part A: Time and Activity log, completed throughout the placement
- (2) Report Part B: Work Placement Site Analysis
- (3) Report part C: Final Reflective Paper
- (4) Supervisor's Evaluation. The work placement form must be filled out by the site supervisor and sent to the Course Coordinator/MBA Program Director.

Your deliverables (Report Part A, B and C as well as the Supervisor's Evaluation) must be received within two weeks of the completion date of placement, otherwise you will receive a grade F. If you are graduating at the end of the summer term than all materials, including the Supervisors Evaluation must be received no later than **September 1st**.

Evaluation of Assignments/Projects and Exams

<Include details as appropriate, including quality criteria, the weights (importance) assigned to different sections of an assignment if they are not equal, and treatment of late submissions (e.g., not accepted, a specified penalty for each day late, or ...).>

You will submit a Report including Part A, Part B and Part C. They will be written in size 12, Times Roman font, double-spaced, with one-inch margins.

Report Part A: Time and Activity Log

The Time and Activity log allows you to keep track of all the job tasks, duties and assignments you perform during your Placement. For each week, you must record in sufficient detail your primary activities in an activity log. Describe in each entry what you did and learned about the organization, the work environment, your colleagues, customers, etc. during that week. Be specific. You should attempt to link some of these activities to concepts learnt in your coursework. Each log/week has a 200-word limit.

Report part B: Work Placement Site Analysis

This will include the internal and external analysis of the organization, for example (but is not limited to):

- (i) A description of the organization, its history, its core activities and how they may have changed over time, and an organizational chart,
- (ii) A brief overview of the industry and its players (competitors, suppliers, customers, etc.),
- (iii) A SWOT analysis.
- (iv) A description of other relevant information and insights you gained about your site.

The word limit for this Part B (Work Placement Site Analysis) is 1500 words.

Report Part C: Reflective Paper

It is an exercise that allows you to think about what you experienced and observed during your work placement and by doing so generate unique and lasting insights that make a positive difference in your personal and professional life. Through this reflective activity, you are encouraged to analyze your actions and the material you are learning. You are encouraged to reflect thoughtfully upon and respond to the specific work environment, professional responsibilities, and your own role at your Placement location. Consider the best and worst parts of the Placement, why you liked/not liked certain activities and duties, and what you learned from the activities. Use Ryan's 5Rs Model of reflection that you learnt in the MGMT 5290 F course, Professional Development Hive - Part 2.

The Reflective Paper should be based on the entire Placement experience and should incorporate the following points of discussion:

- (a) The method by which you secured the Placement opportunity. What worked well, and what would you do differently next time?
- (b) The expected learning outcomes you had of the Placement when you chose it and whether those expectations have been met or changed because of the actual experience.
- (c) The most important business skills you developed and the most critical knowledge you gained during your Placement.
- (d) Your own objective assessment of your work, performance, and contributions at the site. In what areas did you excel? In what areas did you struggle? Did anything you learned about yourself surprise you?
- (e) A conflict or disappointment you experienced through your Placement and how you managed it?
- (f) The Thesis Statement which identifies whether your expectations were met and what you learned. The body of your paper identifies two or three (depending on the length of your paper) major points that support your thesis statement.
- (g) How are your future actions informed based on the experience you had in this Placement.
- (h) Address aspects of equity, diversity, and inclusion as they relate to your placement. Refer to the learnings from MGMT 5190 F course, Professional Development Hive – Part 1.

The word limit for this Part C (reflective paper) is 2000.

The Supervisor’s Evaluation is mandatory to receive a Pass for this course. You will have to make sure the Supervisor send the Evaluation in time to the Course Director / MBA Program Director.

Calculation of Course Grade

You will be assigned a Pass or Fail grade in this course. In this manner, a letter grade for each of the three components mentioned above will be assigned. Your course grade, as suggested on page 2, will then be calculated by weighted averaging of these components’ grades. The resulting numeric grade will be converted to a Pass/ or Fail grade according to the following scale:

9	A+	90 - 100	Exceptional
8	A	85 - 89	Excellent
7	A-	80 - 84	Very Good
6	B+	75 - 79	Good
5	B	70 - 74	Competent
4	B-	65 - 69	Fairly Comp.
3	C+	60 - 64	Passing
2	C	55 - 59	Barely Pass.

1	C-	50 - 54	Failing
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General Academic Policies: Grading, Academic Honesty, Accommodations and Exams

For more details on the index, grading policy, and grade point average (GPA) requirements, see the Graduate Policy Handbook

<https://schulich.yorku.ca/current-students/graduate-students/>

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/>.

SUBJECT: Library Statement for MGMT 5300: Graduate Placement
FROM: Xuemei Li, Data Services Librarian / Business Liaison Librarian
DATE: March 21, 2022

MGMT 5300: Graduate Placement

York University Libraries (YUL) will be able to support the proposed course, *MGMT 5300: Graduate Placement*. The purpose of this Graduate Placement is for students to gain relevant business work experience and reflect on the learnings facilitated by this experience. A minimum of 12 weeks full-time work is required to complete this Graduate Placement. Through their Graduate Placement experience, students build upon and practice key learnings from their first year MBAt courses, reflect on them, and build an experience relevant for the job after graduation. YUL's strong collection of business databases, electronic journals, and books and eBooks will help students learn more on topics related to their placement and complete their assignments, such as the *Placement Site Analysis* assignment.

The course proposal does not list a required textbook, nor articles or any other materials as it is a mandatory placement course with minimum 12 weeks of full-time work. YUL's Omni search interface can be used for students to locate books & eBooks, scholarly, trade, and newspaper articles that are relevant to their placements. The [Omni search guide](#) provides instructions on how to best use this discovery layer to find relevant articles/books. The library's [Business Articles guide](#) provides additional information on business article databases. 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.

Students will also 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](#).

New Course Proposal Form

Schulich School of Business

1. Responsible Program:

MBA

2. Responsible Unit:

Schulich School of Business

3. Subject Code (Rubric) and Course Number:

SGMT 6010

4. Credit Value:

3.00

5. Long Course Title: Strategic Management in the Digital Era

6. Short Course Title: Strategic Management in the Digital Era

7. Effective Term/Calendar Year:

Winter 2024

8. Language of Instruction: English

9. Calendar (Short) Course Description:

This course focuses on strategic management in the digital era. It examines how new business models can lead to transformation and disruption as well as the impact of networks, platform ecosystems and digital technologies such as artificial intelligence on firm performance. Processes within the firm are examined as well as the competitive environment in order to formulate and execute strategy.

Prerequisites: All 5000-series Required Foundations of Management Core Courses.

10. Expanded Course Description:

This course focuses on the strategic management of the firm in the digital era. It consists of four modules: (a) strategic analysis of firms in network markets, (b) strategy formulation in the digital era, (c) business models, platform ecosystems and digital technologies, and (c) strategy implementation and social responsibility.

We take the perspective of the CEO/general manager to determine how firms can successfully compete in industries that are being transformed and disrupted by digital innovation. The new rules of network markets create challenges for firms that need to be addressed through new concepts and tools, while new business models and digital technologies provide transformative opportunities and disruptive threats. This course builds upon the traditional frameworks of strategic management, to provide students with concepts and tools that address competition in network markets and platform ecosystems. Why general-purpose and foundational technologies, such as artificial intelligence (AI) and blockchain, are transforming the way firms compete is addressed alongside these foundational models of strategic management.

11. Course Learning Outcomes:

Throughout this course lectures, readings, case analysis and discussion are designed to help students develop analytic capabilities and the knowledge they will need to formulate and execute business and corporate-level strategies. Students will integrate perspectives from functions like finance, marketing, and operations with insights from scholars of strategic management and technological innovation. In the process, students will develop a greater understanding of the choices managers make, how their decisions affect firm performance, and issues of social responsibility in the digital era.

This course is designed to help students develop or acquire:

- core knowledge bases of strategic management and the ability to apply this knowledge to improve firm performance
- the ability to apply strategic management concepts and frameworks to analyze new business models in the digital era
- an informed understanding of the logic behind profits in the modern firm
- the ability to assess multiple factors that affect firm performance in the digital era
- the skills needed to perform analyses of macro and industry environments, including those characterized by network effects and platform ecosystems
- the skills needed to perform internal analyses of firms
- the capacity to formulate and execute business strategies in the digital era
- the ability to approach problems from a systems perspective, with an appreciation of context and the role of new business models and digital technologies
- an understanding of how innovation can be a disruptive force for firms and industries while also creating transformational opportunities
- a greater understanding of how technological innovation affects firm performance and social welfare
- the ability to think strategically in a variety of contexts while accounting for risk and uncertainty

- an enhanced ability for systems analysis and critical thinking
- the skills and perspectives required for leadership positions within firms
- a greater understanding of social responsibility issues raised by digital technologies

12. Rationale:

This strategic management course is an integrative course that builds upon the 5000-series Required Foundations of Management Core Courses. This strategic management course is distinct from the other courses in the curriculum because it a) adopts the CEO/general manager perspective to focus on the firm as a whole, b) aims to explain profitability in the long run, c) integrates all the other business-school disciplines, and d) is best taught through extensive case analyses and discussion. Students will learn a) how to apply the concepts and frameworks of strategic management to analyze, formulate, and execute strategy, and b) how findings from the field of technological innovation can help firms compete through digital technologies and innovation.

13. Evaluation:

Assignment/Task	Quantity	% Weight	Total %	Author
Assignment 1 (Five Forces in Network Markets)	1	10		Individual
Assignment 2 (Generic Strategies)	1	15		Individual
Comprehensive Exam	1	25		Individual
Group Project Presentation	1	5		Group
Group Project Report	1	20		Group
Class Participation Preparation (Quizzes)	5	10		Individual
Class Participation Actual	1	15		Individual
			100%	

14. Integrated Courses:

None

15. Cross-listed Courses:

None

16. Enrolment Notes:

N = 55

17. Faculty Resources:

1. Willow Sheremata

2. Majid Majzoubi

18. Physical Resources:

The classes will be held in the existing Schulich classrooms.

19. Bibliography and Library Statement:

*** TO BE OBTAINED***

New Course Proposal Template

(Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor: Willow Sheremata

Alternative instructors: Majid Majzoubi

Course coordinator: Willow Sheremata

21. Specializations

Primary area or specialization:

Policy Area (to be renamed Strategic Management)

Secondary areas or specializations:

None

22. Student Contact and Enrolment

Contact hours:

36

Maximum enrolment:

55

Expected enrolment:

45-50

Evidence for enrolment expectations: School's aspirations for the first cohort in this new program.

23. Human Participants Research

N/A

24. Conditions for Approval: None. This is a core course for a new program.

Originator:

<i>Willow Sheremata</i>	March 7, 2022
_____ Signature	_____ Date
Willow Sheremata	Policy
_____ Name	_____ 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.

<i>James Darroch</i>	<i>Policy Area</i>
<i>Preet Aulakh</i>	<i>Policy Area</i>
<i>Majid Majzoubi</i>	<i>Policy Area</i>
<i>Anoop Madhok</i>	<i>Policy Area</i>
<i>Matthias Kipping</i>	<i>Policy Area</i>
<i>Tom Wesson</i>	<i>Policy Area</i>
<i>Eileen Fischer</i>	<i>Marketing Area</i>
<i>Manus Rungtusanatham</i>	<i>OMIS Area</i>
<i>Pauline Shum Nolan</i>	<i>Finance Area</i>
<i>Irene Henriques</i>	<i>Economics Area</i>
<i>Henry Kim</i>	<i>OMIS Area</i>
<i>Moren Levesque</i>	<i>OMIS Area</i>
<i>Ela Veresiu</i>	<i>Marketing Area</i>

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.

Willow Sheremata

March 7, 2022

Signature

Date

Willow Sheremata

Policy

Name of Coordinator or Director

Area or Specialization

Degree Program:

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

Ashwin Joshi

March 17, 2022

Signature

Date

Ashwin Joshi

MBAt

Name of Program Director

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

April 28, 2022

Signature

Date

Marcia Annisette

Master Programs Committee

Name of Committee Chair

Committee

Course Outline XXX 20XX

Instructor

Professor Willow Sheremata
N305F Seymour Schulich Building
(416) 736-5087
wsheremata@schulich.yorku.ca
Office hours: TBD

Assistant

JoAnne Stein
N305B
(416) 736-5087
jstein@schulich.yorku.ca

Prof. Sheremata is an associate professor who specializes in strategy formulation and execution as well as the management of technology and innovation. She has taught at Schulich since 2002 and before that at Tulane University. Prior to her career in academia, she worked in IBM for 13 years managing new product development in R&D labs, developing new business and product plans, managing the introduction of new products, and working on executive staff for IBM's highest level of management. She has published articles on the management of technology and innovation in top-tier journals such as *the Academy of Management Review*. In addition to her PhD in Management from the Stern School of Business at New York University and an MBA from the Wharton School of Business, she earned an M.Sc. in Computer Science from the University of Toronto and a B.Sc. in Mathematics and Computer Science from McGill University.

Brief Description

This course focuses on strategic management in the digital era. It examines how new business models can lead to transformation and disruption as well as the impact of networks, platform ecosystems and digital technologies such as artificial intelligence on firm performance. Processes within the firm are examined as well as the competitive environment in order to formulate and execute strategy.

Prerequisites: All 5000-series Required Foundations of Management Core Courses.

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Course Learning Outcomes

This course focuses on the strategic management of the firm in the digital era. It consists of four modules: (a) strategic analysis of firms in network markets, (b) strategy formulation in the digital era, (c) business models, platform ecosystems and digital technologies, and (c) strategy implementation and social responsibility.

We take the perspective of the CEO/general manager to determine how firms can successfully compete in industries that are being transformed and disrupted by digital innovation. The new rules of network markets create challenges for firms that need to be addressed through new concepts and tools, while new business models and digital technologies provide transformative opportunities and disruptive threats. This course builds upon the traditional frameworks of strategic management, to provide students with concepts and tools that address competition in network markets and platform ecosystems. Why general-purpose and foundational technologies, such as artificial intelligence (AI) and blockchain, are transforming the way firms compete is addressed alongside these foundational models of strategic management.

Throughout this course lectures, readings, case analysis and discussion are designed to help students develop analytic capabilities and the knowledge they will need to formulate and execute business and corporate-level strategies. Students will integrate perspectives from functions like finance, marketing, and operations with insights from scholars of strategic management and technological innovation. In the process, students will develop a greater understanding of the choices managers make, how their decisions affect firm performance, and issues of social responsibility in the digital era.

This course is designed to help students develop or acquire:

- core knowledge bases of strategic management and the ability to apply this knowledge to improve firm performance
- the ability to apply strategic management concepts and frameworks to analyze new business models in the digital era
- an informed understanding of the logic behind profits in the modern firm
- the ability to assess multiple factors that affect firm performance in the digital era
- the skills needed to perform analyses of macro and industry environments, including those characterized by network effects and platform ecosystems
- the skills needed to perform internal analyses of firms
- the capacity to formulate and execute business strategies in the digital era
- the ability to approach problems from a systems perspective, with an appreciation of context and the role of new business models and digital technologies
- an understanding of how innovation can be a disruptive force for firms and industries while also creating transformational opportunities
- a greater understanding of how technological innovation affects firm performance and social welfare
- the ability to think strategically in a variety of contexts while accounting for risk and uncertainty

- an enhanced ability for systems analysis and critical thinking
- the skills and perspectives required for leadership positions within firms
- a greater understanding of social responsibility issues raised by digital technologies

Deliverables at a Glance

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

Assignment/Task	Quantity	% Weight	Total %	Author
Assignment 1 (Five Forces in Network Markets)	1	10		Individual
Assignment 2 (Generic Strategies and Digital Technologies)	1	15		Individual
Comprehensive Exam	1	25		Individual
Group Project Presentation	1	5		Group
Group Project Report	1	20		Group
Class Participation Preparation (Quizzes)	5	10		Individual
Class Participation Actual	1	15		Individual
			100%	

For additional details, see Written Assignments, Project, and Exam on p. 14 and Evaluation of Written Assignments, Project, and Exam on p. 16.

Course Material

Required reading for this course includes the following textbook and coursekit, which are available for purchase from the York University bookstore. <http://bookstore.yorku.ca>

1. Dess, G., McNamara, G., Eisner, A., & Lee, S. 2021. *Strategic Management* (10th ed.). New York: McGraw Hill.
2. SGM 6XXX X University Course Kit, prepared by Prof. Sheremata

The assigned readings in the textbook and coursekits must be read to complete this course successfully. **These readings are not optional.**

Following is a supplemental reading list:

1. McAfee, A. & Brynjolfsson, E. 2017. *Harnessing our Digital Future*. New York: W. W. Norton & Company.
2. Brynjolfsson, E. & McAfee, E. 2016. *The second machine age*. New York: W. W. Norton & Company.
3. Cusumano, M.A., Gawer, A. & Yoffie, D, B. 2019. *The business of platforms*. New York: HarperCollins.
4. Parker, G. G., Van Alstyne, M.W., & Choudary, S.P. 2016. *Platform revolution: How networked markets are transforming the economy—and how to make them work for you*. New York: W. W. Norton & Company.

5. Gupta, S. 2018. *Driving digital strategy: A guide to reimagining your business*. Boston, MA: Harvard Business Review Press. New York: McGraw Hill.
6. *Artificial Intelligence: The Insights you need from Harvard Business Review*. (2019). Boston, MA: Harvard Business Review Press.
7. *HBR'S 10 MUST READS on Platforms and Ecosystems*. 2021. Boston, MA: Harvard Business Review Press.
8. *HBR'S 10 MUST READS on Business Model Innovation*. 2019. Boston, MA: Harvard Business Review Press.
9. *HBR'S 10 MUST READS on AI, Analytics, and the New Machine Age*. 2019. Boston, MA: Harvard Business Review Press.
10. *HBR'S 10 MUST READS on Leading Digital Transformation*. 2021. Boston, MA: Harvard Business Review Press.

A course website has been created within *Canvas LMS* (Learning Management System). It contains general information for Schulich students as well as information and materials specific to this course. Please check it frequently, since I will post announcements and any changes to the schedule or readings on Canvas. Any changes to the syllabus will also be announced in class.

Student Preparation for Class and Class Participation: Expectations

In my view, the role of a professor is to **add value** beyond the reading materials. It follows that the most effective use of classroom time is expanding upon what the student has tried to learn on an individual basis before entering the classroom. **For this reason, I will assume each student has carefully read and made every effort to understand the assigned material prior to class.**

Preparation. Students are expected to complete the assigned reading before each class, be prepared to describe key concepts and tools, and apply these concepts by actively participating in class discussions. The preparation questions in the Class-by-Class Syllabus below identify concepts that students should be prepared to discuss in class.

The lecture portion of each class will highlight aspects of the reading that require significant interpretation or further clarification, but will not cover all of the material for which students are responsible. There is simply not enough class time available to repeat everything the readings tell us about these concepts and tools. Classes would also be pretty boring if they focused on repeating what the book says. Instead, classes will try to provide **value add** by highlighting a) aspects of concepts and tools that are difficult to understand and prone to misinterpretation, and b) the application of concepts and tools through the discussion of cases. This is why completing the readings ahead of time is so important.

Class Participation (actual). Participation is important in this course, because one cannot learn how to be an effective manager by simply reading a book or listening to others talk about it. Learning by doing is the best way to learn management. Short of actually stepping into the job of a CEO, talking through what you would do and your assessment of the situation is the best way to learn strategic management.

When students **actively contribute** a variety of views and perspectives, class discussion is more productive for everyone. Learning in a strategic management course depends on class participation, particularly during the discussion of cases. Participation reinforces learning from the readings and helps

students develop analytic skills. It helps everyone apply what we know about strategic management to the complex situations firms face today.

Students may be called upon to contribute to the discussion at any time. If a student feels he or she cannot participate in a specific class, they should let me know ahead of time. Both the quality of the contribution and frequency of participation affect participation grades. Students are not expected to “get the right answer” when they contribute to class discussion. However, **everyone is expected to make a proactive effort to contribute to the learning process through participation.**

Not participating in class discussions will affect your final grade, even if the rest of your performance is exceptional. Not surprisingly, frequent absence from class will have a significant effect on your participation grade. Simply attending the portion of the class where the quiz is given and skipping the rest of the class will likewise affect your final grade. A student that does not attend class does not have the opportunity to participate.

Finally, all students are expected to contribute to a positive learning environment. While disagreement on the merits of an argument and differences in interpretation are a good thing in this class—because differences provide learning opportunities for everyone—every student is expected to refrain from making disagreements personal. Intellectual discussion of differences is good. Calling someone an “idiot” is not.

Each student will be asked to evaluate their own participation at the end of the term. Self-evaluations will be considered valuable input but will not determine participation grades.

Class Participation (preparation). Quizzes will test your preparation for case discussion, and therefore your ability to make an informed contribution. They will take place at the beginning of every class where a case is assigned reading (except when an assignment is due). These quizzes will be multiple-choice. Most questions will focus on facts that should be easy to remember if the case has been thoroughly read rather than skimmed. One or two questions (out of five or six) will refer to concepts in the readings you have been asked to prepare for class. See the preparation questions in the Class-by-Class Syllabus below.

This portion of your final grade rewards students who read all **required reading** as a matter of course. However, these quizzes should also motivate those who are tempted to skip or skim required readings. They ensure the class as a whole is prepared to discuss the case, which makes classes more interesting.

Class-by-Class Syllabus

This course consists of four modules: I) Strategic Analysis of Firms in Network Markets, II) Strategy Formulation in the Digital Era, III) Business Models, Platform Ecosystems and Digital Technologies, and IV) Strategy Implementation and Social Responsibility. The following list of topics and readings indicates the material to be read, reviewed or prepared for each class. The assigned case is always first in the list of readings. Dates for the assignments, group project and the midterm exam are also provided.

Module I: Strategic Analysis of Firms in Network Markets

Session Introduction to Strategic Management
(1)

Prep:

- Identify some firms that you think are good performers. Why? Based on what?
- Which metrics do we focus on in strategic management? Why?
- What type of metric indicates whether a firm has a competitive advantage? Do you think the firms you identified have a competitive advantage?

Read:

1. **This syllabus!**
2. Dess, et al. 2021. Chapter 1, Creating Competitive Advantages
3. Berman, K., Knight, J., & Case, J. 2005. Profitability ratios: The higher the better (Mostly) (HBS)
4. Bourke, J. & Titus, A. 2020. The key to inclusive leadership. *HBR.org*, March 6

Optional:

- Hammond, J.S. 2002. Learning by the case method (HBS)
- Cialdini, R.B. 2007. How to get the best solutions from your team (HBS)
- Hunt, V., Prince, S., Dixon-Fyle, S. & Yee, L. 2018. Delivering through diversity. *McKinsey & Company*, New York, NY.
- McGrath, R. & McManus, R. 2020. Discovery-driven digital transformation. *Harvard Business Review*, May-June
- Arthur, B.W. 2017. Where is technology taking the economy? *McKinsey Quarterly*, Oct.

Session Strategic Analysis of the External Environment
(2)

Prep:

- How do we define an industry in strategic management?
- How do segments of the macro environment affect specific industries? Examples?
- Describe each of the five forces. How does each force affect the attractiveness of an industry?
- Why is competition the central concept in this model?

Case study questions:

- In which industry does Spotify compete? Define this industry.
- How would you determine whether Spotify has a competitive advantage?
- Evaluate the threat of each of the five forces in this industry.
- Which are the most relevant criteria you can use to evaluate each threat?
- How would you evaluate the attractiveness of this industry? Explain your logic.

Read:

1. **Spotify: Face the Music (Update 2021) (case)**
2. Dess, et al. 2021. Chapter 2, Analyzing the External Environment of the Firm
3. Magretta, J. 2011. The five forces: Competing for profits (HBS)
4. Birkinshaw, J. 2022. How incumbents survive and thrive: Research on the world's biggest companies shows that digital disruption is less destructive than you think. *Harvard Business Review*, Jan-Feb

Optional:

- Dawson, A., Hirt, M., & Scanlan, J. 2016. The economic essentials of digital strategy. *McKinsey Quarterly*, March
-

Alternate cases:

- **Digital Transformation at The Washington Post: Innovating for the Next Generation**
 - **Stitch Fix: Revolutionizing Personalization with Data**
 - **Thyrocare: Disrupting the Indian Medical Diagnostic Industry**
-

Session (3) Strategic Analysis of Network Effects in Markets and Platforms

Prep:

- What are direct and indirect network effects and why do they matter?
- How do network effects affect competition in industries?
- Are complements a sixth force? Why or why not?
- What is a platform business? A platform ecosystem? What are the distinguishing characteristics of platforms?
- What is the relationship between network effects and platforms?
- Describe three tactics new platform providers use to reach a critical mass of users.

Case study questions:

- How attractive was the videogame console industry prior to the emergence of cloud gaming?
- Where do third-party game developers fit in the five forces framework? How are they different from suppliers?
- Why are complements so important in the videogame industry?
- How does the emergence of cloud gaming impact the structural attractiveness of the console industry?
- How does cloud gaming affect the traditional two-sided platform business model?
- How should the Big 3 console makers respond to cloud gaming?

Read:

1. **Videogames: Clouds on the Horizon?**
2. Schilling, M.A, 2020. Chapter 4, Standards battles, modularity, and platform competition. *Strategic management of technological innovation*.
3. Eisenmann, T. 2007. Winner-take-all in networked markets (HBS)
4. Van Alstyne, M.W. & Parker, G.G. 2016. Pipelines, platforms, and the new rules of strategy. *Harvard Business Review*, April
5. Wu, A., Clough, D.R., & Kaletsky, S. Nascent platform strategy: Overcoming the chicken-or-egg dilemma (HBS)

Optional:

- Eisenmann, T.R. 2007. Platform-mediated networks: definitions and core concepts (HBS)
- Eisenmann, T., Parker, G., & Van Alstyne, M.W. 2006. Strategies for two-sided markets. *HBR.org*, Oct.

Alternate case:

- **Airbnb: Business Model Development and Future Challenges**

Assignment # 1 Due

Session Strategic Analysis of the Internal Environment
(4)

Prep:

- Think of a firm that provides a product or service you frequently buy. Which resources or capabilities in the firm create value for you?
- Describe each activity in Porter's value chain. Think through how each activity affects value creation in a specific business.
- Which characteristics cause resources or capabilities to be sources of competitive advantage? Of sustainable competitive advantage?
- What is your most important take away from the VRIO model?

Case study questions:

- Describe the activities Stitch Fix performs in its value chain.
- Which of Stitch Fix's activities create value in your opinion? Which destroy value?
- How does AI affect each activity in the value chain? Which end of the margin does it affect, cost or willingness to pay? Compared to competitors?
- How have these activities helped Stitch Fix compete in the online apparel industry?
- Does Stich Fix have resources or capabilities that are sources of sustainable competitive advantage?

Read:

1. **Stitch Fix: Revolutionizing Personalization with Data (case)**
2. Dess, et al. 2021. Chapter 3: Assessing the Internal Environment of the Firm
3. Wilson, H.,J, Daugherty, P.R., & Shukla, P. 2016. How one clothing company blends AI and human expertise. *HBR.org*, Nov 21
4. Lake, K. 2018. Stitch Fix's CEO on selling personal style to the mass market. *Harvard Business Review*, May-June
5. Agrawal, A. 2018. The economics of artificial intelligence. *McKinsey Quarterly*, April

Optional:

- Ghemawat, P.J. & Rivkin, J.W. 2014. Competitive advantage (HBS)
- Barney, J. B. & Clifford, P.G. 2012. A valuable chain: Real world strategies for analyzing the value chain, applying the VRIO framework (Resource Based View), and recognizing core competencies (HBR Press)

Alternate cases:

- **Digital Transformation at The Washington Post: Innovating for the Next Generation**
- **Artificial Intelligence: Stitch Fix**

Module II: Strategy Formulation in the Digital Era

Session Business-Level Strategy Formulation
(5)

Prep:

- What is a cost leadership strategy? A differentiation strategy? Examples?
 - How do you know whether a business strategy has been successful? What are the
-

best indicators? The best metrics?

- What do we mean by intended and realized strategies?
- What is an emergent strategy?

Case study questions:

- Which generic strategy(ies) did Thyrocare use to compete in the medical diagnostic industry? Is there evidence in the case that supports one or both strategies?
- Describe the activities that formed the basis of Thyrocare's strategy. Which activities did it choose not to perform? Why?
- Does Thyrocare have a competitive advantage? Evidence in the case?
- Does Thyrocare have a sustainable competitive advantage?

Read:

1. **Thyrocare: Disrupting the Indian Medical Diagnostic Industry (case)**
2. Dess, et al. 2021. Chapter 5: Business-Level Strategy
3. Magretta, J. 2011. Competitive advantage: The value chain and your P&L (HBS)

Optional:

- Beard, A . 2022. Can big tech be disrupted? *Harvard Business Review*, Jan-Feb
- Oberholzer-Gee, F. 2016. Sustaining competitive advantage (HBS)

Alternate cases:

- **Stitch Fix: Revolutionizing Personalization with Data**
 - **Artificial Intelligence: Stitch Fix**
-

Session (6) Corporate-Level Strategy Formulation

Prep:

- What is the difference between a business strategy and a corporate strategy?
- What are the two most viable bases for product diversification? Why?
- What are core competencies? Prepare an example of a core competence in a diversified firm.
- Provide examples of shared activities or infrastructures in diversified firms.
- What do we mean by economies of scope?

Case study questions:

- Which businesses is Amazon.com in? How have these businesses been performing?
- Did Amazon attempt a generic strategy in online book retailing?
- Which of its activities created value in this business? Which of its resources and capabilities created value?
- Why did Amazon open physical bookstores? Are there any synergies between its online businesses and its new "brick and mortar" businesses?
- What are Amazon's core competencies?
- Has Amazon transferred core competencies across its businesses? Shared activities, resources, or infrastructures? Has the firm realized economies of scope?
- How should Amazon leverage its core competencies in the future? Which new businesses should the firm enter and why?

Read:

1. **Amazon.com, 2021 (case)**
2. Dess, et al. 2021. Chapter 6: Corporate-Level Strategy

Alternate cases:

- **Voice War: Hey Google vs. Alexa Vs. Siri**
- **Uber and Cornershop: An Acquisition in the Multi-sided Platform Space**

Assignment # 2 Due

No Classes XXX XX — Reading Week

Module III: Business Models, Platform Ecosystems and Digital Technologies

Session Business Models and Platform Ecosystems
(7)

Prep:

- What is a business model and how does it differ from a business strategy?
- What are the four interlocking elements that create and deliver value in a business model?
- How do these elements relate to Porter's five forces model, the value chain, and the generic strategies?
- What are the five properties of networks that affect a platform's long-term prospects?
- Do network effects and platforms create new rules for strategy? Does product differentiation still matter?

Case study questions:

- What is SoundCloud's business model?
- What is SoundCloud's strategy and how does that differ from its business model?
- Describe SoundCloud's platform and ecosystem. Evaluate SoundCloud's platform by analyzing the properties of its networks.
- Who are SoundCloud's customers? What attributes are they looking for?
- Which resources and capabilities does SoundCloud bring to its business model that other music platforms do not?
- Which metrics would you use to determine whether SoundCloud's business model is working?
- Should SoundCloud change its business model?

Read:

1. **SoundCloud: Subscription Streaming? (case)**
 2. Magretta, J. 2002. Why business models matter. *Harvard Business Review*, May
 3. Johnson, M.W., Christensen, C.M., & Kagermann, H. 2008. Reinventing your business model. *Harvard Business Review*, Dec
 4. Weill, P. & Woerner, S.L. 2013. Optimizing your digital business model. *MIT Sloan Management Review*, 54(3): 70-78.
 5. Hagi, A. 2014. Strategic decisions for multisided platforms. *MIT Sloan Management Review*, 55(2): 71-80.
-

6. Zhu, F. & Iansiti, M. 2019. Why some platforms thrive ... and others don't. *Harvard Business Review*, Jan-Feb

Optional:

- Hagi, A. & Altman, E.J. 2017. Finding the platform in your product. *Harvard Business Review*, July-Aug
- Zhu, F. & Furr, N. 2016. Products to platforms: Making the leap. *Harvard Business Review*, April
- Weill, P. & Woerner, S.L. 2015. Thriving in an increasingly digital ecosystem. *MIT Sloan Management Review*, 56(4): 26-34.
- Eisenmann, T.R. & Hagi, A. 2008. Staging two-sided platforms (HBS)

Alternate case:

- **Airbnb: Business Model Development and Future Challenges**

Session (8) Strategy and New Technologies: AI and Blockchain

Prep:

- What is a general-purpose technology? Provide some examples and explain how they have contributed to our economy.
- What do we mean by the term collaborative intelligence? Examples?
- Name three broad types of business needs that AI can support.
- Provide examples of how AI (or ML) can lower costs and/or increase willingness to pay for each activity in Porter's value chain.
- What is a foundational technology and how do foundational technologies take hold?
- Do you think blockchain is a general-purpose technology? A foundational technology? A disruptive technology?
- How can firms build their organizational capabilities in blockchain?
- How can AI and blockchain technologies contribute to a differentiation strategy? To a cost leadership strategy?

Case study questions:

- What are the benefits and limitations of Fair Trade certifications to business owners? Describe the opportunities for Coda Coffee.
- How does Bext360's SaaS solution ensure transparency? What are its key strengths and limitations?
- What is the value proposition of this solution for the end consumer?
- Evaluate how these technologies affect Coda Coffee's cost position and willingness to pay. For what type of value? For wholesale customers? For retail customers?
- How should Coda Coffee deploy the technologies in this case (machine vision, AI, blockchain, and IoT) to obtain a competitive advantage?
- Do you see sources of sustainable competitive advantage in this case?

Read:

1. **Coda Coffee and Bext360 Supply Chain: Machine Vision, AI, IoT, and Blockchain**

(case)

2. Brynjolfsson, E. & McAfee, A. 2017. The business of artificial intelligence. *HBR.org*, July 18.
3. Davenport, T.H. & Ronanki, R. 2018. Artificial intelligence in the real world. *Harvard Business Review*, Jan-Feb
4. Wilson, H.J. & Daugherty, P.R. 2018. Collaborative intelligence: Humans and AI are joining forces. *Harvard Business Review*, July-Aug
5. Iansiti, M. & Lakhani, K. L. 2017. The truth about blockchain. *Harvard Business Review*, Jan-Feb

Optional:

- Kireyev, P. & Evans, P.C. 2021. Making sense of the NFT marketplace. *HBR.org*, Nov 18.

Alternate cases:

- **Stitch Fix: Revolutionizing Personalization with Data**
- **Artificial Intelligence: Stitch Fix**
- **Numenta: Inventing and (or) Commercializing AI**

Session **Midterm Exam**
(9)

Module IV: Strategy Implementation and Social Responsibility

Session Strategy Implementation and Innovation
(10)

Prep:

- What are the components of strategy execution?
- How would you design an organization in which innovation and creativity is required for its strategy to succeed? What would the components of execution look like?
- Which structures and types of behavioral control would be a good fit for this kind of work? Why?
- How would you design an organization that requires extensive efficiencies for its strategy to succeed? What would the structures and types of behavioral control look like?
- Can we generalize about the execution of generic strategies? What demands do they place upon strategy implementation?

Case study questions:

- Describe C3's competitive environment and business strategy.
 - Is the culture-type that C3 selects for a good fit with its strategy?
 - Which types of behavioral control are the best fit for its strategy? Do you see them reflected in this case?
 - What can you deduce about organizational structure in this case? Are the type and dimensions of structure a good fit with its strategy? What would C3 need?
-

- What is C3 doing right with respect to execution? What could be improved?

Reading:

1. **C3.ai (case)**
2. Schilling, M.A. 2020. Chapter 10, Organizing for innovation. *Strategic management of technological innovation*, pp. 225-236 only.
3. From Strategy to Implementation: Seeking Alignment (HBS)
4. Podolny, J.M. & Hansen, M.T. 2020. How Apple is organized for innovation. *Harvard Business Review*, Nov-Dec
5. Porter, M.E. & Heppelmann, J.E. 2015. How smart, connected products are transforming companies. *Harvard Business Review*, Oct

Optional:

- Davenport, T.H. & Redman, T.C. 2020, Digital transformation comes down to talent in 4 key areas. *HBR.org*, May 21
- Malnight, T.W. & Buche, I. 2022. The strategic advantage of incumbency: How to unleash the power of complexity, trust, and commitment. *Harvard Business Review*, Jan-Feb
- Correani, A., De Massis, A, Frattini, F., Messeni Petruzzelli, A., & Natalicchio, A. 2020. Implementing a digital strategy: Learning from the experience of three digital transformation projects. *California Management Review*, 62(4): 37-56.

Alternate case:

- **Innovation at Uber: The Launch of Express POOL**
 - **Digital Transformation at The Washington Post: Innovating for the Next Generation**

Session (11) Strategic Leadership and Social Responsibility

Prep:

- Effective strategic leadership consists of which three interdependent activities?
- What is a firm's responsibility regarding its algorithms and networks? What is the CEO's social responsibility?
- What are the ethics that a firm's leadership needs to consider regarding its algorithms?

Case study questions:

- How did Robinhood upend the securities brokerage business?
- What aspects of Robinhood's business model made the company a major player in this industry?
- What threats does Robinhood face as a platform business? What was the role of Robinhood's algorithms in these threats?
- What was Tenev's responsibility? What could he have done?
- How would you evaluate Robinhood's leadership?
- How should Tenev and his team respond to Robinhood's challenges?

Reading:

1. **Robinhood Markets Inc.: Business Model Challenges (case)**

2. Dess, et al. 2021. Chapter 11. Strategic Leadership
3. Iansiti, M. & Lakhani. 2020. Preface and Chapter 8. The ethics of digital scale, scope, and learning. *Competing in the age of AI: Strategy and leadership when algorithms and networks run the world*, (HBR Press)
4. Luca, M., Kleinberg, J., & Mullainathan, S. 2016. Algorithms need managers too. *Harvard Business Review*, Jan-Feb
5. Beard, A. 2021. Time to Rein in Big Tech? *Harvard Business Review*, Nov-Dec

Optional:

- Newport, C. 2019. Chapter 1, A Lopsided Arms Race. *Digital Minimalism*.
- Cusumano, M.A., Yoffie, D.B., & Gawer, A. 2020. The future of platforms. *MIT Sloan Management Review*, 61(3)

Alternate case:

- **Fixing Facebook: Fake news, Privacy, and Platform Governance**
- **Facebook Fake News in the Post-Truth World**

Session Integration and Wrap-Up—Group Presentations
(12)

Group Presentations and Q&A Periods

Group Project Reports Due

Written Assignments, Project, and Exam: Descriptions

There are two written assignments, a group project, and comprehensive exam in this course. The specifications for these items are described below. The criteria by which they will be evaluated are listed in the following section.

The assignments and project report must be written in (the equivalent of Times New Roman) 12-point font, double-spaced—not 1.5 or 1.8—with 1 inch page margins, and strictly adhere to the page maxima. Exceptions will not be made for additional figures or tables. Not meeting these requirements will result in a lower grade since you will have more space to complete the assignment than other students, which is not fair to them.

These deliverables must also be submitted to TURNITIN, a tool that identifies many different types of plagiarism with a high degree of accuracy. This tool identifies plagiarism within the class as well as external sources such as the Internet. Where credible evidence of academic dishonesty is found, students will be submitted to the disciplinary process of the university.

Note that assignments are tailored to specific versions of cases as well as what is taught in class, therefore assignments that other students have done in other classes will not help you. They will lead you astray.

Due Date

XXX XX Assignment 1 (Five Forces in Network Markets)

Students are required to write a five forces analysis, which is due at the beginning of class.

Bullet formats are encouraged when you refer to criteria if they help you present your analysis with greater clarity. More detail on this assignment will be provided during class.

Value: 10%

XXX XX Assignment 2 (Generic Strategies and Digital Technologies)

Students are required to write a short case analysis, which is due at the beginning of class. Your analysis must be an essay; bullet formats may not be used. This essay must address the assignment questions which will be distributed in class.

Value: 15%

XXX XX Group Project

Each group will perform an in-depth analysis of a single business in a public firm. In order to be able to gather sufficient information, groups must choose a business that has been written about extensively in the press. However, no interviews may be taken—all information gathered must be publicly available. An in-depth on-line search of the business press must be performed through ABI/INFORM global (Proquest).

Each group must present its analysis in class, take questions from the class, and hand in a written report. This analysis must describe and assess the internal and external situation facing the business, the content of its strategy, the implementation of that strategy, and well-considered recommendations. All parts of the analysis must be supported by facts, evidence, and strategic management theory. Recommendations that are excellent show some creativity but can still be implemented. They should also follow from the prior analysis. More information on this project will be provided during class.

To ensure groups do not put off thinking about their projects until late in the term, each group must complete the following tasks by the following dates. Failure to do so may negatively affect the project grade.

a) Groups formed by Session 3 (**XXX XX**)

Students need to form groups and choose a spokesperson by this date. The spokesperson's job is to make sure I receive the list of group members, proposed topic, and project outline when they are due. However, each member of the group is equally responsible for each aspect of the project.

b) Topic selection due Session 6 (**XXX XX**)

Each group must identify the business they would like to analyze by this class and the relevant industry. Be careful to select a firm that is not diversified, i.e. a set of businesses, and one which is listed on a major stock exchange. When selecting their topic, each group also needs to ensure it will be able to retrieve the information it will need to complete the project. This includes business-level financial metrics for the firm and its competitors.

In one paragraph, each group should specify why they think the firm meets these three criteria and why this business will be interesting to analyze.

c) Report outline due Session 8 (**XXX XX**)

Each group must submit a one-page single-spaced outline of the group report by this class. Bullet formats are encouraged. The outline must include all major headings

and subheadings as well as some preliminary conclusions regarding content.

Value: 20% for the report; 5% for the presentation

XXX XX Midterm Exam

This exam will ask for an essay and answers to questions about a case that will be provided during, or shortly before, the exam. It will be held in class and cover all the readings, lectures, and class discussions prior to that session. More information about what may or may not be on the exam will be communicated in the week or two preceding the exam.

Value: 25%

Evaluation of Written Assignments, Project, and Exam

Grades. As the Graduate Academic Handbook specifies, core courses are expected to have a mean grade between 4.7 and 6.1 grade points. Achieving an A or A- for any assignment signifies that the student has substantially exceeded the requirements of the assignment.

All group members will receive the same grade for their project, unless a majority evaluates another member's contribution quite negatively. In that case, a negative adjustment may be made to that individual's grade.

Each member of the group is equally responsible for each aspect of the group project. At the end of the term, each group member will evaluate each other's contributions to the project as well as their own. I will consult these evaluations when I grade the group project to see whether a majority of members evaluated another member's contribution negatively.

Criteria. Evaluations of case analyses are always partially subjective. Unfortunately, subjectivity cannot be completely avoided. However, each analysis will be graded as objectively as possible with consistent and fair criteria.

Clarity, precision, and accuracy when describing, referring to, or applying key concepts are particularly important in this class—all of these things lead to **conceptual clarity**. There are no case analyses that are clearly 100% correct or incorrect, but application of the theoretical concepts and tools described in the readings and lectures is often clearly correct or incorrect.

The quality of **logic** used when applying concepts and tools is also critical, and a major component of the persuasiveness of your analysis. Students should try to make a compelling argument, as if they were lawyers. Good lawyers bring a wealth of **evidence** to bear, and the quality of the information they use is high. They **use the facts of the case** accurately. They also analyze the meaning of those facts with **insight and perceptiveness**.

In addition, the **quantity and quality of references provided in the group reports** will be evaluated as an indicator of the extent of research done by the group. High quality group projects require a great deal of research on the firm and industry selected. Individual assignments do not require research or references.

In summary, students should pull high-quality data from the case to use as evidence and apply the concepts and tools discussed in class with a great deal of logic to make a persuasive analysis and compelling argument. Of course, such an argument cannot be made unless the **presentation is**

accessible to the reader—meaning your written work must be **easy to read and understand**. No one should have to read a phrase or sentence more than once to understand what you are trying to say.

Ultimately, I am looking for evidence that students **clearly understand the material covered in the texts and class, are able to communicate that understanding, and have developed the capability to apply that understanding.**

In each deliverable, the objective (and expectation) is that students will demonstrate a) their **understanding of specific concepts** (e.g. generic strategies) and b) their ability to **make compelling and logical arguments** based on evidence in the case and their understanding of those concepts.

Calculation of Course Grade

To calculate students' final grades for this course, letter grades earned on assignments during the term will be converted to Schulich index values, e.g. an A is equivalent to 8 grade points. These values will then be multiplied by the weight of the assignment. The resulting and final numeric grade will then be converted to a letter grade according to the following scale: 7.50 to 8.49 = A, 6.50 to 7.49 = A-, etc.

For each quiz that tests preparation for participation, each incorrect answer decreases the letter grade. A perfect score is an A, one incorrect answer is a B, two incorrect answers is a C, etc.

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 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. When instructors award marks on a percentage basis, the instructor converts the percentages to letter grades. There is no prescribed 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 be found in the Student Handbook and 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.

Note Selling. Several commercial services approach students to obtain notes, Power Point slides, and other study materials. Selling, posting, or reproducing any PowerPoint slides or instructor-provided

material in this class is not permitted. Violations will be reported to the office of Associate Dean Academic which will impose sanctions. Because this is an illegal act, consequences are quite serious.

SUBJECT: Library Statement for SGMT 6XXX: Strategic Management for the Digital Era
FROM: Xueme Li, Business Liaison Librarian
DATE: March 14, 2022

SGMT 6XXX: Strategic Management for the Digital Era

York University Libraries (YUL) will be able to support the proposed course, *SGMT 6XXX: Strategic Management for the Digital Era*. This course focuses on strategic management in the digital era. It examines how new business models can lead to transformation and disruption as well as the impact of networks, platform ecosystems and digital technologies such as artificial intelligence on firm performance. Processes within the firm are examined as well as the competitive environment in order to formulate an execute strategy. Students will develop analytic capabilities and the knowledge they will need to formulate and execute business and corporate-level strategies. Students will integrate perspectives from functions like finance, marketing, and operations with insights from scholars of strategic management and technological innovation. In the process, students will develop a greater understanding of the choices managers make, how their decisions affect firm performance, and issues of social responsibility in the digital era. YUL's strong collection of business databases, electronic journals, and print and eBooks will help students better learn the topics and complete their assignments.

1. Required Course Readings

Students will be asked to purchase a textbook and a coursekit with cases and articles which are not available through the library collections. The subject librarian has reviewed the course reading materials listed in the course outline. The books listed which are not currently in YUL's collections can be ordered and added to our collections before the course is delivered. YUL will purchase eBooks instead of print books where possible. The instructor is encouraged to embed eBooks' permalinks in Canvas (see [Creating Permalinks for EResources Guide](#) for details), to check with [Copyright Office](#) to see whether excerpts of a print book can be scanned and posted in Canvas and also to use the [Libraries' reserve services](#) to ensure equitable student access to print books that cannot be scanned ([Faculty guide for online course reserve system](#)). Students need to locate the reserved print books following the [Locating Course Reserves in Omni guide](#).

The subject 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, i.e. books, articles, reports, and websites etc. and determine if the publishers' or websites owners' 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 and the permalinks can be shared with the students through Canvas with one exception, due to license restrictions, permalinks to Harvard Business Review (HBR) articles cannot be used in Canvas. The instructor can provide complete citations to the HBR articles and provide the students with a link to the library's [Harvard Business Review article guide](#). Students can then copy and paste the titles of an HBR article into the guide's search widget to easily locate and read the article.

2. Resources for Course Assignments

In addition to reading materials provided in the course outline, students can consult some of the following secondary resources when they work on their assignments:

Books & eBooks

Searching the library's catalogue using subject headings such as *Technology Innovations -- Management* shows that YUL has many print and eBooks on related topics. Many of the books are available electronically.

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 *HBR* articles.

Finally, students will be able to access business news through *Factiva* and *Nexis Uni*. The library's [Business Articles guide](#) provides additional information on these article databases.

Company and Industry Business Databases

Students will also have access to key company and industry research databases that will help them with their assignments. For example, *IBISworld*, *Marketline Advantage*, *FitchConnect*, *Mergent Intellect (First Report)* and *Passport* provide access to industry and market research reports. These reports discuss industry trends, opportunities, and challenges. In particular, *Marketline Advantage* got *Porter's Five Forces Analysis* for various industry reports, and *Gartner IntraWeb* provides a valuable source of global market knowledge for IT and telecom industries. *Marketline Advantage*, *PrivCo*, *Mergent Intellect*, and *Hoovers* provide access to company reports, while *Mergent Online* can be used to download company financials and analyst reports. 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 also wish to embed the link to the [Peter F. Bronfman Business Library Guides](#) webpage in Canvas.

3. Research Help & Consultation Support

Students will also 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](#).

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:

This course will be offered only to students in the new MBAt: MBA in Leading Technology-Enabled Organizations Program.

2. Responsible Unit:

ENTR

3. Subject Code (Rubric) and Course Number:

MGMT 6110

4. Credit Value:

6.0

5. Long Course Title:

Venture Studio: The Acceleration Mission

6. Short Course Title:

Venture Studio: The Acceleration Mission

7. Effective Term/Calendar Year:

Fall 2024

8. Language of Instruction:

English

9. Calendar (Short) Course Description:

This Work Integrated Learning Course (class + startup/founder placement + dedicated additional mentor model) provides students with the opportunity to learn leading product design/roadmap/management strategies and frameworks for high-growth potential technology firms. Students will further learn how those strategies and frameworks connect directly to the investments placed by Venture (VC) Investors seeking scaling tech ‘unicorn’ firms.

10. Expanded Course Description:

This Work Integrated Learning Course (class + placement + dedicated mentor model) provides students with the opportunity to learn leading product design/roadmap/management strategies and frameworks for high-growth potential technology firms.

Students will further learn how those strategies and frameworks connect directly to the investments placed by Venture (VC) Investors seeking scaling tech ‘unicorn’ firms.

Students will form teams of 3-4 and be matched with real world high-potential tech firms – allowing them to quick dive into an existing product/platform and analyze its current position and then develop its go-forward product/fundraising strategy.

Students will also receive direct mentorship on a weekly basis from a pool of leading Product/Venture Mentors sourced from the Schulich Alumni & Innovation Ecosystem Network.

Develop rapid Product Design/Management/Roadmap decision-making skills in a risk-centric Startup/Venture environment that will support future opportunities to (a) Serve as a Product Manager/Director in High-Growth firms or Enterprise Innovation Groups (b) design their own investment worthy technology products and platforms (c) assess and understand product strategies when placing their bets as an Investor working in the VC space.

This course provides students with the latest conceptual frameworks and analytical tools for product/fundraising decision making in building out disruptive technologies and digital transformation platforms.

It will teach students to think independently, empathetically, and ethically in a highly competitive and technological environment – while working with dynamic teams, mentors and site-hosts (the high-growth firms).

11. Course Learning Outcomes:

1. Understand and apply key Product/Platform Design, Management and 'Roadmap' Theories, Frameworks and Tools in 'real world' Startup Product Studio Environment with real world high-potential technology companies (sourced from Leading 'inception stage' Startup/Venture Studios in Toronto).
2. Understand and apply how to present this Product/Platform to an Investment Committee of experienced Venture Capitalists (who will be making a real-world judgement on the proposition and issuing a yes/no on a formal investment in the product/startup).
3. Develop rapid Product Design/Management/Roadmap decision-making skills in a risk-centric Startup/Venture environment that will support future opportunities to (a) Serve as a Product Manager/Director or (b) design their own investment worthy technology products and platforms (c) assess and understand product strategies as a Venture Investor.
4. Learning how to perform effectively as a Mentee, trained as part of Schulich's partnership with national Mentorship program - MindFrame Connect – as part of being matched with a dedicated Schulich Alumni Mentor in the Product Design/Management Sector.
5. Utilize many of their larger strategic, marketing and leadership theories and techniques learned throughout their journey in the MBAt.
6. Develop reflective writing skills.

12. Rationale:

This is the core Work Integrated Learning course of the new MBAt: MBA in Leading Technology-Enabled Organizations program. It is specifically designed for this program, which means that no overlap with other existing courses should exist.

This course offers a cutting-edge experiential learning opportunity; with a mix of both theoretical and hands-on learning, on-site with existing high-growth companies and Product/Platform Design Leaders and Venture Investors.

The deliverables for this course are explained in the accompanying syllabus.

13. Evaluation:

Assignment/Task	Quantity	Weight	Total %	Author	Due Date
Participation	N/A	10%	10%	Individual	Each Class + Startup Site Placement Report

Product Market Fit Analysis					
Presentation	1	10%	10%	Individual	Assigned Class
Report	1	10%	10%		
Venture Funding Readiness Analysis					
Presentation	1	10%	10%	Individual	Assigned Class
Report	1	10%	10%		
Product Strategy					
Product Roadmap Presentation	1	12.5%	12.5%	Group	Assigned Class
Product Go-To-Market & Management Presentation	1	10%	10%		
Peer Evaluation		2.5%	2.5%		
Venture Strategy					
Due Diligence Room Design and Presentation	1	10%	10%	Group	Assigned Class
Investment Tour Strategy Presentation	1	12.5%	12.5%		
Peer Evaluation		2.5%	2.5%		

14. Integrated Courses:

It is not expected that this course will be integrated with courses in other programs.

15. Cross-listed Courses:

This course will not be cross listed.

16. Enrolment Notes:

Spaces are limited to students enrolled in the new MBAt: MBA in Leading Technology-Enabled Organizations program.

17. Faculty Resources:

Schulich's Executive Director of the Office of Innovation & Entrepreneurship, Chris Carder, will co-teach this course in collaboration with two industry experts who may vary from year-to-year.

Chris is currently teaching both ENTR and MGMT Courses and also brings the Innovation Sector Network (access to: Venture Studio partnerships) and Product/Platform Design Leadership Network (access to: Mentors).

Other Practitioner Instructors Qualified to Teach this Course with deep Innovation Sector Networks and Product Strategy Expertise required, currently teaching in ENTR:

- Cherry Rose Ran (Schulich Entrepreneur in Residence, Tech Founder, Venture Capital Leader, ENTR Social Entrepreneurship Instructor)
<https://www.linkedin.com/in/cherryrosetan/>
- Snita Balsara (Venture Capital Leader, Innovation Community Leader, ENTR Private Equity & Venture Capital Instructor)
<https://www.linkedin.com/in/snitabalsara/>
- Roshni Wijayasinha (Product Marketing Leader, Master of Management Startup Marketing Instructor)
<https://www.linkedin.com/in/roshnimichelle/>

Supporting Industry Experts have already been identified for the Product/Platform Design and Venture Strategy Components of the Course.

Example:

- Product: Jeremy Vo (Schulich Alumni and Product Leader)
<https://www.linkedin.com/in/jeremyvo/>

18. Physical Resources:

It is not expected that this course will require any additional physical resources, only a regular classroom. This course will require the students to spend time on-site under Work Integrated Learning contract/principals with the Venture Product Studios and Startups they are teaming up with.

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.

The assigned readings must be read to complete this course successfully.

Students are expected to come to the orientation class having completed their readings for those noted below as “Prior to Orientation Class” to prepare for them for their Work Integrated Learning Assignment/Placement and are expected to be active contributors to the class by sharing their knowledge, questions, and creative enthusiasm.

Course Materials for this Work Integrated Learning/Placement Program are focused on preparation for the student’s placement with an assigned high-growth technology startup firm.

Prior to Orientation Class (Week 1):

Chopra, Vineet MD and Saint, Sanjay MD, 2017, What Mentors Wish Their Mentees Knew, Harvard Business Review

<https://hbr.org/2017/11/what-mentors-wish-their-mentees-knew>

Suthrum, Praveen 2018, Working for a startup: This is what your Founder wants you to know,

Economic Times

[https://economictimes.indiatimes.com/small-biz/hr-leadership/people/working-for-a-startup-this-is-](https://economictimes.indiatimes.com/small-biz/hr-leadership/people/working-for-a-startup-this-is-what-your-founder-wants-you-to-know/articleshow/62957401.cms)

[what-your-founder-wants-you-to-know/articleshow/62957401.cms](https://economictimes.indiatimes.com/small-biz/hr-leadership/people/working-for-a-startup-this-is-what-your-founder-wants-you-to-know/articleshow/62957401.cms)

Daskal, Lolly, 2018, 10 Ways You Can Make an Impressive Impact At Work, Inc. Magazine

<https://www.inc.com/lolly-daskal/10-ways-you-can-make-an-impressive-impact-at-work.html>

Week 2 (Selected Chapters)

Blank, Steve, 2020, The Four Steps to the Epiphany, Successful Strategies for Products that Win

Fitzpatrick, Rob, 2013, The Mom Test: How to Talk to Customers & Learn if Your Business is a Good Idea When Everyone is Lying to You

Week 8

Scale Venture Partners YouTube Channel 2017, A VC Reveals the Metrics They Use to Evaluate

Startups – The Startup Tapes #031

<https://www.youtube.com/watch?v=wLbl8TGIM8E>

Hale, Kevin, 2019, How to Evaluate Startup Ideas Pt.1, YCombinator YouTube Channel

<https://www.youtube.com/watch?v=DOtCl5PU8F0>

Hale, Kevin 2019, How to Evaluate Startup Ideas Pt. 2m YCombinator YouTube Channel

https://www.youtube.com/watch?v=17XZGUX_9iM

New Course Proposal Template (Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor:

Chris Carder

Alternative instructors:

Cherry Rose Tan

Snita Balsara

Roshni Wijayasinha

Course coordinator:

Chris Carder

21. Specializations

Primary area or specialization:

This course will be listed as a primary course in the MGMT area.

Secondary areas or specializations:

None for the initial offering.

22. Student Contact and Enrolment

Contact hours:

36 hours (3 hours per week for 12 weeks) with a maximum 24 hours of lectures.

The remainder of the course will be in Work Integrated Learning format.

- On-Site with Venture Studio + High-Growth Firm
- In One-On-One Sessions (1-2 hours per week) with Industry Mentors
- Team Coaching Sessions with one of Course Instructors and/or Practitioners

Maximum enrolment:

Maximum enrollment will be 55.

Expected enrolment:

55 Students

Evidence for enrolment expectations:

As this is a core course, it is expected that the course enrollment will equal the maximum enrollment for the program.

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.**

N/A

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

This is the core Work Integrated Learning Course (placement-based) of the new MBAt: MBA in Leading Technology-Enabled Organizations program.

It is specifically designed for this program, which means that no overlap with other existing courses should exist, while also designed with insights from the

learning lessons and successes of the the award-winning ENTR 6960 Course (also taught by Chris Carder).

This Work Integrated Learning Course (class + placement + dedicated mentor model) provides students with the opportunity to learn leading product design/roadmap/management strategies and frameworks for high-growth potential technology firms.

Students will further learn how those strategies and frameworks connect directly to the investments placed by Venture (VC) Investors seeking scaling tech 'unicorn' firms.

Originator:

<u>Chris Carder</u>	<u>March 17, 2022</u>
Signature	Date

<u>Chris Carder</u>	<u>ENTR</u>
Name	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, MKTG

Moren Levesque, OMIS

Kevin Tasa, ORGS

Kiridaran Kanagaretnam, ACTG

Murat Kristal, OMIS

Amin Mawani, ACTG

Eileen Fischer, MKTG

MGMT <TBD>: Venture Studio – The Acceleration Mission**Course Outline**

Fall 2024

Class Day(s): TBD

Time: TBD

Beginning: Fall 2024

Class Location: TBD

**MGMT #####: Venture Studio – The Acceleration Mission
(Work Integrated Learning) Course Outline****Instructor**

Chris Carder

SSB G-307

Tel: 416-275-3647

ccarder@schulich.yorku.ca

Office hours: By Appointment

Assistant (Associate)

Chelsea Gray

SSB G-307

Tel: 437-771-9860

cbgray@schulich.yorku.ca

Chris Carder is the Co-Director of Entrepreneurial Studies and Executive Director of the Office of Innovation and Entrepreneurship at the Schulich School of Business. He is a Serial Entrepreneur with more than 20 years of experience in the Digital/Technology Sector and a sought-after Startup Advisor, Investor and Advisory Board Member. He holds a broad network of senior relationships throughout the Innovation/Startup and Venture Capital Sectors.

Brief Work Integrated Learning Course Description

This Work Integrated Learning Course (class + placement + dedicated mentor model) provides students with the opportunity to learn leading product design/roadmap/management strategies and frameworks for high-growth potential technology firms.

Students will further learn how those strategies and frameworks connect directly to the investments placed by Venture (VC) Investors seeking scaling tech ‘unicorn’ firms.

Students will form teams of 3-4 and be matched with real world high-potential tech firms – allowing them to quick dive into an existing product/platform and analyze its current position and then develop its go-forward product/fundraising strategy.

Students will also receive direct mentorship on a weekly basis from a pool of leading Product/Venture Mentors sourced from the Schulich Alumni & Innovation Ecosystem Network.

Develop rapid Product Design/Management/Roadmap decision-making skills in a risk-centric Startup/Venture environment that will support future opportunities to (a) Serve as a Product Manager/Director in High-Growth firms or Enterprise Innovation Groups (b) design their own investment worthy technology products and platforms (c) assess and understand product strategies when placing their bets as an Investor working in the VC space.

This course provides students with the latest conceptual frameworks and analytical tools for product/fundraising decision making in building out disruptive technologies and digital transformation platforms.

It will teach students to think independently, empathetically, and ethically in a highly competitive and technological environment – while working with dynamic teams, mentors and site-hosts (the high-growth firms).

Course Learning Outcomes

1. Understand and apply key Product/Platform Design, Management and ‘Roadmap’ Theories, Frameworks and Tools in ‘real world’ Startup Product Studio Environment with real world high-potential technology companies (sourced from Leading ‘inception stage’ Startup/Venture Studios in Toronto).
2. Understand and apply how to present this Product/Platform to an Investment Committee of experienced Venture Capitalists (who will be making a real-world judgement on the proposition and issuing a yes/no on a formal investment in the product/startup).
3. Develop rapid Product Design/Management/Roadmap decision-making skills in a risk-centric Startup/Venture environment that will support future opportunities to (a) Serve as a Product Manager/Director or (b) design their own investment worthy technology products and platforms (c) assess and understand product strategies as a Venture Investor.
4. Utilize many of their larger strategic, marketing and leadership theories and techniques learned throughout their journey in the MBAt.
5. Develop reflective writing skills.
6. Learn about the imperative to include DEI concepts into Product Design best practices to ensure inclusive design practices.
7. Learn about the unique challenges, obstacles faced by underrepresented Founders when designing VC engagement strategies and investment tours.

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. For details, see “Written Assignments/Projects and Presentations: Descriptions” and “Evaluation of Written Assignments/Projects and Presentations” below.

Venture Studio – Part A

ASSIGNMENT	QUANTITY	WEIGHT	TOTAL	AUTHOR	DUE DATE
Understanding	1	20%	20%	Individual	TBA
Assessment	1	20%	40%	Individual	TBA
Recommendation	1	20%	60%	Individual	TBA
Presentation	1	40%	100%	Team	TBA

Venture Studio – Part B

ASSIGNMENT	QUANTITY	WEIGHT	TOTAL	AUTHOR	DUE DATE
Learning by Doing Reflection 1	1	25%	25%	Individual	TBA
Learning by Doing Reflection 2	1	25%	50%	Individual	TBA
Presentation	1	50%	100%	Team	TBA

Course Material

Course Materials for this Work Integrated Learning/Placement Program are focused on preparation for the student's placement with an assigned high-growth technology startup firm.

Prior to Orientation Class (Week 1):

Chopra, Vineet MD and Saint, Sanjay MD, 2017, What Mentors Wish Their Mentees Knew, Harvard Business Review

<https://hbr.org/2017/11/what-mentors-wish-their-mentees-knew>

Suthrum, Praveen 2018, Working for a startup: This is what your Founder wants you to know, Economic Times

<https://economictimes.indiatimes.com/small-biz/hr-leadership/people/working-for-a-startup-this-is-what-your-founder-wants-you-to-know/articleshow/62957401.cms>

Daskal, Lolly, 2018, 10 Ways You Can Make an Impressive Impact At Work, Inc. Magazine

<https://www.inc.com/lolly-daskal/10-ways-you-can-make-an-impressive-impact-at-work.html>

Week 2 (Selected Chapters)

Blank, Steve, 2020, The Four Steps to the Epiphany, Successful Strategies for Products that Win

Fitzpatrick, Rob, 2013, The Mom Test: How to Talk to Customers & Learn if Your Business is a Good Idea When Everyone is Lying to You

Week 7

Scale Venture Partners YouTube Channel 2017, A VC Reveals the Metrics They Use to Evaluate Startups – The Startup Tapes #031

<https://www.youtube.com/watch?v=wLb18TGIM8E>

Hale, Kevin, 2019, How to Evaluate Startup Ideas Pt.1, YCombinator YouTube Channel

<https://www.youtube.com/watch?v=DOtCl5PU8F0>

Hale, Kevin 2019, How to Evaluate Startup Ideas Pt. 2m YCombinator YouTube Channel

https://www.youtube.com/watch?v=17XZGUX_9iM

Week 8

Feld Brad/Mendelson, Jason 2019, Venture Deals, Be Smarter than Your Lawyer and Venture Capitalist

Student Preparation for Class and Class Participation: Expectations

Preparation: Expect to spend at least 18 hours per week working with your Placement/Mentors + 3 hours in formal lectures with your Instructor(s) and/or Guest Lectures + Group Work.

It is important that you have read the material prior to attending class. Class slides and will be posted on Canvas **after** the class is completed.

Classroom Etiquette: Great manners, open-mindedness, and enthusiasm!!

Classroom Participation & Attendance: Your Class Participation Grade will be based on your attendance, contributions to in-class and online debates and discussions, and awareness of issues in the required readings (10% of your total mark is in-class participation).

Important: Late assignments are not accepted. There is no way to make up for a missed assignment. I do not offer additional assignments or extra work in lieu of a missed assignment. Given these facts, please pay close attention to deadlines. Please upload all assignments on Canvas.

Class-by-Class Syllabus

Topics, guest speakers, and other preparations for every class are listed below. **Please check on Canvas each week for updates and reading materials.**

Note: If any changes in this schedule become necessary or changes need to be announced between classes, a message will be sent to the students notifying them of the changes.

Note: If any changes in this schedule become necessary or changes need to be announced between classes, a message will be sent to the students notifying them of the changes.

Week 1	<p><u>Week 1 (Two Classes)</u></p> <p>Class</p> <ul style="list-style-type: none"> • Course Walkthrough and Orientation • Meeting Your Co-Instructor Team • About the 'Venture Studio Partners' with Guest Panel • Deep Dive 1: Audit/Analysis Framework for Existing Products/Concepts: Preparing to assess the product status/readiness of your assigned Startup Placement. • Group Discussion: Assigned Pre-Reads <p>Class</p> <ul style="list-style-type: none"> • Deep Dive 2: Data Centric Product Design: Key Strategies for Ensuring your Product Design is Centred on Data throughout its Lifecycle • Deep Dive 3: Rapid Competitive Landscaping: How do VC's view a product's competition and what do they consider a true set of competitive advantages and moats for scaling tech companies • Guest(s): Alumni Product Leaders (Panel) <p><u>Week 2 (Two Classes)</u></p>
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Class

- Deep Dive 4: Customer Discovery and Validation: How do leading tech start-ups secure rapid customer feedback while placed at Venture Studios (when you have mere weeks to uncover key truths)
- Deep Dive 5: Sourcing Pilots, Channels and Customers – FAST: Methods for engaging industry players and prospective customers in discovery (BETA groups, Advisory Boards) and what VC's are looking for in LOI's or interview results.
- Deep Dive 6: Running Customer Discovery Sessions: How do tech startups demo and explain product roadmaps and product focus options during discovery sessions?
- Guest(s): Alumni Product Leaders (Panel)

Class

- Deep Dive 7: Product Roadmap Design: Walk through a detailed product roadmap and learn what high-growth tech companies require in these crucial plans for the future
- Deep Dive 8: Product Go-To-Market Design for Venture Presentations: When the key questions is asked by the Venture Studio Investment Committee, how will your placement answer the question – how will you scale customer acquisition?
- Deep Dive 9: Venture Funding Readiness Analysis: Is your placement site ready to raise funds? What will the Investment Committee be looking for when the time comes to write the next cheque and does your placement have everything lined up that they will require?
- Guest Lecture: Venture Capital Alumni Leader

Week 3

Team Meetings and Venture/Mentor Match Connections

- Briefing with your Venture Match (Startup)
- Briefing with your Mentor Match (Alumni)
- Briefing with the Instructor Team
- WIL Placement with Assigned Tech Venture & Venture Studio Begins

Week 4

- WIL Placement with Assigned Tech Venture & Venture Studio
- Team Sessions with Instructors/Mentors (as required)

Week 5

- WIL Placement with Assigned Tech Venture & Venture Studio
- Team Sessions with Instructors/Mentors (as required)
- Presentations: Product Market Fit Analysis

Week 6

- WIL Placement with Assigned Tech Venture & Venture Studio
- Team Sessions with Instructors/Mentors (as required)
- Presentations: Product Roadmap
- Presentations: Product Go-To-Market Presentation

Week 7

	<ul style="list-style-type: none"> • Deep Dive 10: Due Diligence Room Design and Prep. The Investment Committee meeting is the surface of the conversation. But when the Investors ask for due diligence room access, what will be required to provide rapid access to the key materials they will look for? • Deep Dive 12: Investment Tour Design. Learn how to strategically pace and order an Investment Design Tour, so that you can plan out you recommended first-10 stops for your placement site/firm. • WIL Placement with Assigned Tech Venture & Venture Studio • Team Sessions with Instructors/Mentors (as required) <p><u>Week 8</u></p> <ul style="list-style-type: none"> • WIL Placement with Assigned Tech Venture & Venture Studio • Team Sessions with Instructors/Mentors (as required) <p><u>Week 9</u></p> <ul style="list-style-type: none"> • WIL Placement with Assigned Tech Venture & Venture Studio • Team Sessions with Instructors/Mentors (as required) <p><u>Week 10</u></p> <ul style="list-style-type: none"> • WIL Placement with Assigned Tech Venture & Venture Studio • Team Sessions with Instructors/Mentors (as required) <p><u>Week 11</u></p> <ul style="list-style-type: none"> • WIL Placement with Assigned Tech Venture & Venture Studio • Team Sessions with Instructors/Mentors (as required) • Presentations: Due Diligence Room Design • Presentations: Investment Tour Design <p><u>Week 12</u></p> <ul style="list-style-type: none"> • WIL Placement with Assigned Tech Venture & Venture Studio • Team Sessions with Instructors/Mentors (as required) • Event: Cohort Micro Career Fair Networking with Product Design Leaders
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Written Assignments/Projects and Presentations: Descriptions

Venture Studio – Part A

ASSIGNMENT	QUANTITY	WEIGHT	TOTAL	AUTHOR	DUE DATE
Understanding	1	20%	20%	Individual	TBA
Assessment	1	20%	40%	Individual	TBA
Recommendation	1	20%	60%	Individual	TBA
Presentation	1	40%	100%	Team	TBA

Venture Studio – Part B

ASSIGNMENT	QUANTITY	WEIGHT	TOTAL	AUTHOR	DUE DATE
Learning by Doing Reflection 1	1	25%	25%	Individual	TBA
Learning by Doing Reflection 2	1	25%	50%	Individual	TBA 498

Presentation	1	50%	100%	Team	TBA
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VENTURE STUDIO – PART A

<i>PROJECT</i>	<i>DESCRIPTION</i>	<i>DUE DATE</i>
Understanding	<i>10 slide deck describing the venture</i>	<i>TBA</i>
Assessment	<i>10 slide deck providing an assessment of the venture</i>	<i>TBA</i>
Recommendation	<i>20 slide deck with change recommendations</i>	<i>TBA</i>
Presentation	<i>50 slide deck that integrates all three elements</i>	<i>TBA</i>

VENTURE STUDIO – PART B

<i>PROJECT</i>	<i>DESCRIPTION</i>	<i>DUE DATE</i>
Learning by Doing Reflection 1	<i>10 slide deck</i>	<i>TBA</i>
Learning by Doing Reflection 2	<i>10 slide deck</i>	<i>TBA</i>
Team Presentation	<i>30 slide deck that integrates all the reflections</i>	<i>TBA</i>

Evaluation of Written Assignments/Projects and Presentations

Calculation of Course Grade

In this class, final course grades will be determined by the following process:

Grade	Grade Point	Percent Range
A+	9	90 – 100
A	8	85 – 89
A–	7	80 – 84
B+	6	75 – 79
B	5	70 – 74
B–	4	65 – 69
C+	3	60 – 64
C	2	55 – 59
C–	1	50 – 54
F	0	0 – 49

General Academic Policies: Grading, Academic Honesty and Accommodations

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, 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 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://www.yorku.ca/cds/>.

Human participants' research, if conducted, 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/>

Appendix A: Team Member Peer Evaluation Form WIL Placement Projects

Instructions:

Put your name at the bottom of the evaluation. Without your name and signature, this form is void.

List the names of the members of your group in the first column (include yourself).

For each assignment, please rate each team member’s contribution using a 10 point scale, with 10 = Excellent Effort (“above and beyond the call of duty”), 7 = Average Effort (“nothing special, but okay”), and 1 = Awful Effort (“missed many meetings and deadlines, held us back more than helped us”). Include in your assessment all meetings, conversations, assignments, and preparing of final deliverable materials.

Please note that an equal distribution of points to everyone in your group is the existing “default” assumption, and that this will result in an equal distribution of the grade.

Group Member Name	Contribution to Written Component	Contribution to Oral Component	Comments (if desired use the space on the bottom of this sheet, use the back of this sheet, or add pages)

If you wish to elaborate further on your team peer ratings, please do so here (use extra paper if required):

I HEREBY ATTEST TO THE TRUTHFULNESS OF THE EVALUATIONS I MAKE IN THIS PEER EVALUATION. TO THE BEST OF MY KNOWLEDGE, THIS IS A TRUE STATEMENT OF MY FELLOW TEAM MEMBERS’ PARTICIPATION AND THAT IT MAY AFFECT THE FINAL GRADES OF MY PEER TEAM MEMBERS.

YOUR NAME: _____

External Reviewers' Reports

New Programs

July 14, 2022

External Reviewers' Report on the MBA Program in Leading Technology-Enabled Organizations at York University

Reviewer 1

Name: Matthew D'Amore

University Address: Cornell Tech, 2 West Loop Rd, New York, NY, USA 10044

Reviewer 2

Name: Madhu Kalimipalli

University Address: Lazaridis School of Business and Economics, 75 University Avenue West, Waterloo, Ontario, Canada N2L 3C5

1. OUTLINE OF THE VISIT

Was the site visit: In person: Virtual site visit: [Desk Review](#):

If the review was conducted either virtually or via desk review, was this format agreed to by both external reviewers? Yes No

Was sufficient rationale provided by the Provost/Provost's delegate for an off-site visit?

Yes No

For those reviews that included an in-person or virtual visit, please indicate the following (or insert the site visit schedule below:

- Who was interviewed?
 - [Please see the attached PDF files for the interview list](#)
- What facilities were seen?
 - [NA](#)
- Comment on any other activities relevant to the appraisal.
 - [See below.](#)

In order to continuously improve the effectiveness and efficiency of site visits/virtual site visits, please comment on the following:

- How effective was the proposal brief in preparing you for the visit/virtual site visit?
 - [Very good. The proposal was well documented. An improvement would be to include more comparative information to existing York/Schulich programs.](#)

- Clarifications on certain issues identified below can help improve the program proposal.
- How could the logistics of the visit/virtual site visit be improved?
 - The logistics were extremely well organized. The program ran seamlessly, and the participants were well prepared and engaged.
 - One improvement would be to allocate more time to the staff functions of Student Services, Career & Admissions. We had fruitful discussions but only about 15 min for each function and so had to schedule a follow-up meeting with career.
 - We also recommend that it would be better to hold such an event in-person in the future. In-person meeting, if possible, would be more efficient and allow the review to reflect the campus facilities and environment.

2. EVALUATION CRITERIA (QAF 2.1.2)

Please provide commentary on the following evaluation criteria:

2.1 Objectives of the program (QAF 2.1.2.1)

- Are the program's [objectives](#) clearly described?
 - The School proposes a full-time MBA program in Leading Technology-Enabled Organizations (MBAt). Its objectives are to:
 - Transform technology developers into managers and leaders
 - Create a start-up mindset
 - Create inclusive thinkers
 - Create effective team builders
 - Create compelling communicators

Comments:

- More clarity is needed on the notion of Creating a “Startup Mindset”. More clarity on the new start up or innovation practicum needs to be provided. The connectivity to Venture studio (term 4 course offering) needs to be better explained.
- Reference: “Commitment to Experiential Learning (page 7)”:
 - The requirement to “work with technology developers to bring a new technology/product to market” is ill defined and may set too high a bar
 - More details needed on the following issues: Who are “technology developers”? What is meant by “new product”? Is it a digital app? Is it covered

in just one term? Which course is being referenced here? Is it captured by Venture studio?

- Assuming this requirement relates to Venture Studio, a semester may be too short a time to “bring...a product to market” and that it may be difficult to find partners with this explicit goal. The Program may wish to modify or better define this goal to set expectations for students and partners.
- Is the degree nomenclature appropriate, given the program’s objectives?

Comments:

- The shortening to “MBAt” could create some confusion as to the balance between tech leadership and tech fundamentals. The program focuses on leadership and strategy, not technology development fundamentals per se.
- Perhaps the current title “MBA in Leading Technology-Enabled Organizations” (MBAt) may be sharpened (e.g., “MBA in Tech Management & Leadership”).
- Are the program’s objectives consistent with the institution’s mission and academic plans?
 - The university’s academic plan seeks (among other things) to foster interdisciplinary innovation, sustainable development, and global engagement, all of which are reflected in the program’s objectives. (York University Academic Plan 2020-2025.)

Comments:

- University Academic Plan (page 10): Need more clarity on whether students will be able to cross-register across other graduate programs such as (a) Master of Management, (b) Master of Business Analytics, (c) Master of Management in Artificial Intelligence (MMAI) and (d) the proposed Master of Management and Engineering. Will students be able to get double degrees from the school? Clarity on the cross-linkages across programs using an exhibit will be useful.
- University Academic Plan (page 12): Technology managers want to grow out of their roles and go into more general leadership roles and not just into tech leadership. Can we better explain the value-proposition for the student for the five programs (i.e., MBA t versus programs a) to d) mentioned above)? A tabular comparison in course content and objectives of the five programs can be useful.

2.2 Program Requirements (QAF 2.1.2.2)

NOTE: The Quality Assurance Framework requires a clear distinction between program objectives, program-level learning outcomes, and [Degree Level Expectations](#). See the Guidance on Program Objectives and Program-level Learning Outcomes for details on the distinction.

- Is the program's structure and the requirements to meet the program objectives and program-level learning outcomes appropriate?
 - The program-level learning outcomes are described in the Program Brief (Program Brief at 17-18) and include:
 1. Core business knowledge and understanding
 2. Critical analysis and decision-making
 3. Professional communication
 4. Responsible business
 5. Global Perspective

Comments:

- The program structure is designed to walk students through a curriculum according to these objectives. Term 1 and Term 2 address the MBA Core, refined with a focus on digital businesses and digital transformation, meeting Objective 1.
- Notably and commendably, the program requires a course on Ethics and Technology and one on Technology Firms and the Global Environment, meeting Objectives 4 and 5. The program further includes a significant experiential and professional development component, via 3 credits of Professional Development, 6 credits of mandatory internship, and 6 credits of Venture Studio, meeting Objective 3.
- Content relating to critical analysis and decision-making, Objective 2, is more inherent. It is most express in Venture Studio, where students work with start-up founders and venture investors. Students also build these skills via an operations course (OMIS5201) and a strategy course (SGMT 6010). However, some aspects of Objective 2 are intended to be fulfilled via electives and the mandatory internship, and the Program should ensure that this critical skill is monitored and assessed through these offerings. (Program Brief, Appendix 4.)
- As an example, see the discussion of Term 4 (Page 15): Course in strategy Plus practicum "In addition, students will work on identifying a business problem of a real-world organization, developing a technological solution for the client, and working with the client to ensure its implementation".
 - More clarity can help here. Who identifies the problem? Who identifies the companies? What does "founder placement" or "additional mentor" model mean? How are these tied to the objective of critical analysis and decision-making, and how will the Program ensure that outside mentors help students meet this objective?
- Similarly, teaching toward Global Perspective, Objective 5, is listed as covered in virtually every course, with MGMT 5110 Technology & Global Markets providing

depth in this area.¹ As above, the Program should ensure that the instructors teaching Core and other courses include Global Perspective as a component over successive iterations.

- In addition, the Program may wish to combine Global Perspective and Responsible Business into one category, as the concepts can be tied together (Responsible Business in a Global Environment).
- Do the program's structure, requirements and program-level learning outcomes ensure students meet the institution's Undergraduate or Graduate Degree Level Expectations?

Comments:

- The program does well in delivering Graduate Degree level experience in Professional Capacity / Autonomy, Communications, and Limitations. The high degree of experiential learning in the program (via Professional Development, Internship, and Venture Studio) is designed to prepare students to function in a highly professional environment and confront them with real world problems.
- The program appears adequate in delivering Depth/Breadth of Knowledge and Research & Scholarship, noting that the program by design increases the relative weight of experiential learning compared to classroom learning, as explained below.
 - In response to feedback from students and from employers, the Program developed a core curriculum adapting key business learnings to a technology environment and then the program then trains its focus on experiential learning and professional development as set forth above.
 - The result is that the classroom learning is comprised primarily of core requirements and offers comparably limited "in class" opportunity for individual exploration of new areas or for deepening knowledge along a particular axis.
- Does the (proposed) mode of delivery facilitate students' successful completion of the program-level learning outcomes?

Comments:

- The Program provides a hybrid model well adapted to its experiential and practical focus. The first two terms are delivered in person and on campus. The final two terms include internships and potential site placements, for which a HyFlex model has been developed. The Program is aware that hybrid teaching has challenges but has reasonably concluded that the approach is necessary to deliver the academic component along side the experiential opportunities the final two terms provide.

¹ Appendix 4 lists this objective as covered in ACTG5201 instead; the reviewers believe this is a typographical error.

- There is a need for training for skills in peoples' management that is currently missing in the program statement. Given the hybrid work culture, in the post-covid world, the employees may be geographically disbursed and not necessarily anchored to a physical location. Hence training in skills related to people's management are important in the new hybrid workplace.
 - Business Model Canvas (page 15): The Program proposes pre-work focusing on "business fundamentals" and the "Business Model Canvas." Some clarifications can help here: What is included in the pre-work? How is the Business Model Canvas incorporated? Who will be responsible for developing and assessing this instruction? More details are recommended.
- Does the curriculum address the current state of the discipline or area of study?

Comments:

- The core curriculum is appropriately tailored to the tech industry and is coupled with professional development and experiential learning in view of feedback from target employers.
- The Program demonstrates attention to global challenges, responsible management, and ethical leadership, as well as a flexible learning environment. These areas reflect current trends in business education as noted by the AACSB (Association to Advance Collegiate Schools of Business.).²

2.3 Program requirements for graduate programs only (QAF 2.1.2.3):

- Does the program length ensure that students can complete the program-level learning outcomes and requirements within the proposed time period?

Comments:

- The program length (4 terms) is appropriate.
- One comment as noted above is that the combination of a large number of required classroom courses (28.5/49.5) and required experiential learning credits (15/49.5) reduces the opportunity for students to explore areas of interest or individual deficit. (Only 6 credits of electives are available.)
- Experiential learning course: Venture Studio: The Acceleration Mission (6.0). How does this course promote entrepreneurship and new product development, and can these be accomplished in the time allotted? How does the course add value? More details are recommended.

² T. Bisoux, *What Trends Are Shaping Business Education? AACSB Insights*, Feb. 7, 2022 (<https://www.aacsb.edu/insights/articles/2022/02/what-trends-are-shaping-business-education>)

- Are graduate students required to take a minimum of two-thirds of the course requirements from among graduate-level courses?
 - The program is a total of 49.5 credits. All courses appear to have a graduate designation.³
- For research focused graduate programs, are the nature and suitability of the major research requirements for degree completion appropriate?
 - N/A

2.4 Assessment of teaching and learning (QAF 2.1.2.4)

NOTE: Programs should ensure that the plans for monitoring and assessing student achievement provide an assessment of students currently enrolled as well as post-graduation metrics. Please see [Guidance on Assessment of Teaching and Learning](#) for further details and examples of measures for assessing teaching and learning that meet the requirements of the Quality Assurance Framework.

- Are the methods used to assess student achievement of the program-level learning outcomes and Degree Level Expectations appropriate and effective?

Comments:

- The courses proposed each have a detailed assessment scheme that includes individual and group work as well as described plan to rely on final papers and/or team projects for both formative and summative assessment.
- Are the plans in place to monitor and assess the following, both appropriate and effective?
 - i. The overall quality of the program;
 - ii. Whether the program is achieving in practice its proposed objectives;
 - iii. Whether its students are achieving the program-level learning outcomes; and
 - iv. How the resulting information will be documented and subsequently used to inform continuous program improvement.

Comments:

- At page 19-20, the Program Brief incorporates plans for assessment, focusing on student assessment.
- The Program Brief does not detail a faculty or program evaluation process. It is presumed that Schulich has an existing system for faculty and course evaluation, and it is recommended that these evaluations be incorporated into periodic program reviews.

³ The program meets this requirement even if the 15 credits of experiential coursework are excluded. (Traditional business school coursework comprises 70% of the curriculum.)

- The Program proposes to use Canvas as an assessment tool, both for students and for the program. However, for programmatic reporting to be useful across classes, the program would need adopt some form of standardization for assessments, student progress, performance levels, or other metrics it desires to track.
- The Program has not detailed how it intends to accomplish data collection and tracking across classes in accordance with the learning outcomes, and it is noted that any increase in standardization can come at the expense of an instructor's freedom to select assessment methods and tools most appropriate for a particular class (or most familiar to them). In addition, adoption of standard assessment tools can be challenging.

2.5 Admission Requirements (QAF 2.1.2.5)

- Are the program's admission requirements appropriate, given the program objectives and program-level learning outcomes?
- Are there any applicable alternative admission requirements, including how the program recognizes prior work or learning experience, and if so, are they appropriate?

Comments:

- The Program is not designed for students new to technology related roles; rather it is designed to provide technology leadership, innovation, and strategy experience for those with a solid technology foundation. (Program Brief at 2.)
- Accordingly, the admissions requirements require 2-5 years of technology-related work experience, which is consistent with the programmatic goals of preparing tech leaders within a business program. Specifically, it requires experience in "technology firms and/or in technology-enabled roles in non-technology firms." (Program Brief at 21.)

2.6 Resources (QAF 2.1.2.6)

Given the program's class sizes and cohorts as well as its program-level learning outcomes:

- a) Is the number and quality of core faculty who are competent to teach and/or supervise sufficient to achieve the goals of the program and foster the appropriate academic environment?
- b) When adjunct/sessional faculty play a large role in the delivery of the program, is their role appropriate? Are plans in place to ensure the sustainability of the program and the quality of student experience and if so, are these suitable?
- c) Is the provision of supervision of experiential learning opportunities adequate, if applicable?

- d) Taking into consideration implications for other existing programs at the university, is the administrative unit's planned use of existing human, physical and financial resources appropriate?

NOTE: External Reviewers are not expected to assess the financial viability of a program, and internal budgets are not under the purview of the External Review of a New Program Proposal. Provide a general assessment of the administrative unit's planned use of existing financial resources.

- e) Are there adequate resources available to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access?

Addressing all the above:

- The teaching faculty will be drawn primarily from existing faculty and programs. While the courses are new, the cohort will be small (one section). No concerns were raised regarding the dedication of faculty to the new coursework.
- The curriculum is largely composed of core business courses modified to accommodate a digital / tech focus. One faculty member indicated that this modification would likely be necessary for the School as a whole, outside of the MBA program, and that the MBA pushes that evolution in a positive direction.
- The Program Brief indicates that the program will be drawn primarily from full-time faculty. (Program Brief at 23.)
- Supervision of experiential learning appears adequate. Two seasoned instructors with experience in this mode of delivery will supervise the experiential component. (Interviews with Carder & Cernea.) Some elements of this program are adapted from a pre-existing international MBA, in which Cernea was heavily involved.
- The target of 55 students is not expected to burden resources substantially in an overall program of approximately 3000 graduate and 1600 undergraduate students. (Interview with Kanagretnam, Pan, Sinkler & Hillcoat.)

2.7 Resources for Graduate Programs Only (QAF 2.1.2.7):

Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes:

- Does the faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate?
- Where appropriate to the program, is financial assistance to students sufficient to ensure adequate quality and numbers of students?
- Are supervisory loads adequately distributed, in light of the qualifications and appointment status of the faculty?

Addressing all the above:

- Faculty qualifications are commensurate with the general MBA program.
- No information was provided regarding financial assistance. As a professional-preparation program, research supervision and support are not applicable. (Program Brief at 24-25.)

2.8 Quality and other indicators (QAF 2.1.2.8)

- Comment on the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record, appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring).
- Comment on any other evidence that the program and faculty will ensure the intellectual quality of the student experience.

Addressing all the above:

- Faculty qualifications are commensurate with the general MBA program.

3. ADDITIONAL COMMENTS

- Include any additional assessment of the New Program Proposal as a whole, as appropriate.
- Comment on any other issues, as applicable.

4. SUMMARY AND RECOMMENDATIONS

Provide a brief summary of the review. Please include commentary on any clearly innovative aspects of the proposed program together with recommendations on any essential or otherwise desirable modifications to it, as applicable.

Recommendations that are clear, concise, and actionable are the most helpful for universities as they prepare to launch new programs. Include specific steps to be taken on any essential or otherwise desirable modifications to the proposed program.

NOTE: The responsibility for arriving at a recommendation on the final classification of the program belongs to the Appraisal Committee. Individual reviewers are asked to refrain from making recommendations in this respect.

Comments:

In connection with the review, the External Reviewers considered the York University New Program Proposal for an MBA in Leading Technology-Enabled Organizations (MBAt), additional material provided by the School, and interviews with York University personnel as per the attached.

The review demonstrates the development of a solid leadership program directed at the technology industry. The Program has reimagined core MBA coursework to adapt to issues relevant to the

field, while incorporating a solid professional development and experiential learning component. The arc of the curriculum moves students through the core learnings and professional skills development to mandatory internships and venture studio where students engage with large and small tech companies to apply their knowledge in real-world settings.

The curriculum however is heavy on core requirements and experiential learning and limited in elective availability. Elective availability is limited in two respects – first, the number of “tech” business electives are few, and second, the curriculum has little room for students to take electives.

Recommendation 1:

- Create room in the curriculum to permit students to take additional electives. This could include:
 - Merging SUST5100 (Ethics & Technology) and MGMT5110 (Technology Firms and the Global Environment) into a single course.
 - Reducing two or more core courses from 3 credits to 2 credits (or reduce MGMT 5190 and 5290 to a total of 2 credits)
 - Moving from 3 credit electives to 1.5 credit electives (permitting students to cover more topics of their choice during their studies)

Recommendation 2:

- Divide Venture Studio from 6 credits to its component parts of classroom and experiential work. Breaking up Venture Studio could have the following benefits:
 - Permit assessment to differentiate classroom and placement-related work
 - Reduce the impact of a single grade on student transcripts
 - Permit flexibility to offer variations of the offerings as the program evolves.

Recommendation 3:

- Create room for more formal exposure to entrepreneurship and innovation.
 - Embed more content on entrepreneurship (e.g., aspects of entrepreneurship finance) and Innovation into the course MGMT 6110: Venture Studio.
 - Explain how the skills gained in Venture Studio (and the overall program) can help students initiate start-ups as well as find opportunities in the blue-chip companies

Recommendation 4:

- Ensure periodic program review.
 - Student course evaluations should be reviewed annually by an academic leader responsible for the program
 - Feedback concerning internship placements should also be solicited
 - Program level feedback and surveys should be collected to track and understand student satisfaction overall
 - Program metrics for student composition (diversity) and internship and permanent placement should be set and monitored
 - Periodic alumni surveys should be considered to test the fit between the curriculum and real-world demands
 - To the extent that Canvas is to be used for cross-class comparison, develop standard assessment and/or data collection methodologies and ensure their adoption.

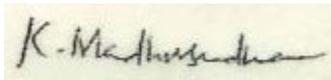
Recommendation 5:

- Ensuring Effectiveness of Online courses in Term 3 & 4
 - While the two proposed online electives in Term 3 and the required course in Term 4 are offered in the hybrid format, an in-class end of the term group exercise can be included to enhance the learning experience.

Recommendation 6:

- Provide more detail on the pre-work and the use of the Business Model Canvas

Signature:

Signature:

Date:

July 14, 2022

Itinerary for Program Appraisal Virtual Site Visit
Master of Business Administration in Leading Technology-Enabled Organizations
Schulich School of Business, York University

Monday June 6, 2022
8:00 am – 4:30 pm (EDT)
via Zoom

External Reviewers:

Dr. Matthew D'Amore, Associate Dean and Professor of Practice, Cornell Tech, USA
 Dr. Madhu Kalimipalli, Professor and Director, School of Business and Economics, Wilfrid Laurier University, Ontario, Canada

Itinerary:

Note: If technical difficulties occur during a Zoom call, please contact Beverley Kelbert at bkelbert@schulich.yorku.ca.

Time (EDT)	Subject and Attendees	Zoom Link
8:00 – 8:05 am	Brief Administrative Check-in 1. Nina Unantenne (Quality Assurance Coordinator, Office of the Vice Provost Academic) 2. Beverley Kelbert, (Office of the Associate Dean Academic, Schulich)	https://yorku.zoom.us/j/99427115575
8:05 – 8:30 am	External Reviewers' Private Meeting	Same link as above
8:30 – 9:15 am	Introduction to York 1. Lyndon Martin (Vice Provost Academic) 2. Thomas Loebel (Dean, Faculty of Graduate Studies & AVP Graduate)	https://yorku.zoom.us/j/9127658451
9:15 – 10:00 am	Introduction to Schulich and Meeting with Student Services & Career Development	https://yorku.zoom.us/j/91658925125

	<ol style="list-style-type: none"> 1. Kiridaran (Giri) Kanagaretnam (Associate Dean, Students) 2. Luba Pan (Director, Student and Enrolment Services) 3. Hollis Sinker (Executive Director, Career Development Centre) 4. Lindsay Hillcoat (Executive Director, Student Services & International Relations) 	
10:00 – 10:30 am	Break	N/A
10:30 am – 11:30 am	Meeting with MBAt Program Development Task Force <ol style="list-style-type: none"> 1. Marcia Annisette (Associate Dean, Academic) 2. Ashwin Joshi (Task Force Member) 3. Kiridaran (Giri) Kanagaretnam (Associate Dean, Students) 	https://yorku.zoom.us/j/91546134050
11:30 am – 12:00 pm	Meeting with Faculty <ol style="list-style-type: none"> 1. Irene Henriques (Professor of Sustainability and Economics) 2. Ela Veresiu (Associate Professor, Marketing) 3. Kevin Tasa (Associate Professor, Organizational Behaviour) 4. Pauline Shum Nolan (Professor, Finance) 5. Chris Carder (Executive Director, Office of Innovation and Entrepreneurship) 6. Wissam Al-Hussaini (Adjunct Professor, Strategic Management) 	https://yorku.zoom.us/j/92799839621
12:00 - 12:30 pm	External Reviewers' Private Meeting	https://yorku.zoom.us/j/95718651126
12:30 - 1:30 pm	Lunch Break	N/A
1:30 – 2:30 pm	Meeting with Dean Detlev Zwick	https://yorku.zoom.us/j/94757576185

2:30 – 3:30 pm	External Reviewers' Private Meeting and Break	https://yorku.zoom.us/j/95676346147
3:30 - 4:00 pm	York University Libraries 1. Jack Leong (Associate Dean, Research and Open Scholarship) 2. Kris Joseph (Business & Economics Librarian)	https://yorku.zoom.us/j/91549173426
4:00 – 4:30 pm	External Reviewers Private Meeting/ Wrap-Up (Marcia Annisette, Ashwin Joshi, and Giri Kanagaretnam will be available to answer questions as needed)	https://yorku.zoom.us/j/96865076478

Itinerary for Program Appraisal Virtual Site Visit
Master of Business Administration in Leading Technology-Enabled Organizations
Schulich School of Business, York University

Monday June 27th and Tuesday June 28th 2022
via Zoom

External Reviewers:

Dr. Matthew D'Amore, Associate Dean and Professor of Practice, Cornell Tech, USA

Dr. Madhu Kalimipalli, Professor and Director, School of Business and Economics, Wilfrid Laurier University, Ontario, Canada

Time (EST)	Subject and Attendees	Zoom Link
Monday June 27th 8:30 -9:00	Meeting with Minerva Minerva Cernea (Associate Director, Prof. Development & Experiential Education Office)	https://yorku.zoom.us/j/98455694195?pwd=ZHhGSVp0NlVvdjJKQ29JUnRqWnJmdz09
Monday June 27th, 9:00-9:30	Meeting with Hollis Hollis Sinker (Executive Director, Career Development Centre)	https://yorku.zoom.us/j/94349873812?pwd=NHFNRG9acGgxRFFxTWVKNCtJb29HZz09
Monday June 27th, 9:30 -10:30	Meeting with Ashwin & Chris <ol style="list-style-type: none"> 1. Ashwin Joshi (Task Force Member & Director MBA Program) 2. Chris Carder (Executive Director, Office of Innovation and Entrepreneurship) 	https://yorku.zoom.us/j/97312707353?pwd=cjExT055a0lvUXFhYXhqQ3pleXUvZz09
Tuesday June 28th, 10:00 – 10:30	Meeting with Murat Mehmet Murat Kristal (Graduate Program Director MBAN program and Special Advisor, AI & Business Analytics)	https://yorku.zoom.us/j/99472005748?pwd=RXVUcXNXL0wwMUtUWTIOQ1lyNzJ3dz09

Note: If technical difficulties occur during a Zoom call, please contact Beverley Kelbert at bkelbert@schulich.yorku.ca.

York University
Schulich School of Business
Master of Business Administration in Technology Leadership (MBAt)
Response to External Appraisal Report
July 2022

The Schulich School of Business would like to express our sincerest thanks to Professor Matthew D’Amore (Cornell University) and Professor Madhu Kalimipalli (Wilfrid Laurier University) for their valuable appraisal of the proposed Master of Business Administration in Technology Leadership (MBAt). We were very pleased to read that the appraisers viewed our proposal document strong and well thought through, and we appreciate their strong endorsement of our program. Below we respond to their recommendations as they appear in the Summary and Recommendations section of the External Appraisal Report. There are other developmental comments that are identified in the main body of the appraisal report as well. We provide a response to these developmental comments in the Other Recommendations section of this document.

Please note that we reproduce the recommendations in **blue font** and provide our responses in regular font.

RESPONSE TO RECOMMENDATIONS

Recommendation 1:

Create room in the curriculum to permit students to take additional electives.

This could include:

- Merging SUST5100 (Ethics & Technology) and MGMT5110 (Technology Firms and the Global Environment) into a single course.
- Reducing two or more core courses from 3 credits to 2 credits (or reduce MGMT 5190 and 5290 to a total of 2 credits)
- Moving from 3 credit electives to 1.5 credit electives (permitting students to cover more topics of their choice during their studies)

Our Understanding of the Intent Behind the Recommendation: From our perspective, the essence of this recommendation springs from a concern that too much of the program runs in a lock-step fashion, thereby depriving students from exploring individual-level interests. Without a doubt, technology leadership is a multi-dimensional phenomenon, with students seeking to develop this capability being drawn to topics as varied is:

- i. What is the impact of technology leadership on teams and the HR function?
- ii. What is the impact of technology leadership on consumers and the marketing function?
- iii. What is the impact of technology leadership on operations and digital transformation initiatives?

As such, students may seek to develop greater depth in specific topic areas. We agree that in its stated formulation, the program does not allow students to explore their individual-level interests.

Our Proposed Solution: We will be increasing the choice for students in two ways. First, we will offer 4 electives, requiring students to pick 2 from this list:

MBAt: ELECTIVES (Pick 2 of 4)

COURSE NAME	DESCRIPTION
<p><u>OMIS 6610 3.00</u> DIGITAL TRANSFORMATION IN SERVICES</p>	<p>Digital technologies are changing the way service organizations do business and interact with their customers. Students explore and learn the foundations of digital transformation and make the connection among strategy, technology, and implementation. The course will provide students with real-life business cases in which various trade-offs must be made according to the technology, the business strategy, and the service requirements.</p>
<p><u>MBAN 5140 3.00</u> VISUAL ANALYTICS AND MODELLING</p>	<p>This course is an introduction to the fundamental theories of visual communication design applied in data visualization and visual analytics. Students become familiar with data-driven decision-making workflows and storytelling best practices. Major areas for discussion include visual design principals, data structures,</p>

	taxonomy of data visualization models and weekly technical tutorials using the Tableau software.
<u>MBAN 6200 3.00</u> REALIZING VALUE FROM AI AND ANALYTICS IN ORGANIZATIONS	This course provides a practical grounding in analytics and artificial intelligence (AI) and its business applications in organizations. Students will learn how to address business pain points through AI and analytics solutions and how to sell and deliver project ideas. Students will gain skills needed to transform an organization into an innovative, efficient and data driven company of the future.
<u>MBAN 6500 3.00</u> ARTIFICIAL INTELLIGENCE IN BUSINESS I	Students are introduced to the field of artificial intelligence, with a focus on business applications and a historical perspective that covers the basic terminology and concepts. The course covers multiple facets of artificial intelligence including knowledge representation and symbolic reasoning; biologically inspired approaches to artificial intelligence; supervised, unsupervised, and reinforcement learning; multi-agent systems; planning; and natural language processing.

Second, in our messaging for terms 3 and term 4, we will state the following:

“You are permitted to take 18 credits in each term. In term 3, the program requirement is 12 credits. As such you can take 2 additional courses. In term 4, the program requirement is 9 credits. As such you can take 3 additional courses. Should you wish to take additional courses in specific areas of interest, note that you are eligible to register for any of the elective courses in the MBA Program. You may pick up to 5 courses (2 in term 3 and 3 in term 4) from the list of MBA elective courses (there are over 50 elective courses that are offered in the Fall and Winter terms each year).”

Our Consideration of Your Suggested Actions: Thank you for all three of your thoughtful and creative solutions. We assessed them against the impact they would have on the program’s ability to deliver on its learning outcomes. On this basis, we developed the proposal that we have outlined above.

In our estimation, the proposed solution addresses the central concern that underlies this recommendation.

Recommendation 2:

Divide Venture Studio from 6 credits to its component parts of classroom and experiential work.

Breaking up Venture Studio could have the following benefits:

- Permit assessment to differentiate classroom and placement-related work
- Reduce the impact of a single grade on student transcripts
- Permit flexibility to offer variations of the offerings as the program evolves

Response to Recommendation 2

The Venture Studio course will be divided into two parts: A and B. In Part A, the focus will be three-fold:

- i. **Understanding**: Students will gain an understanding of the existing business model of the venture (to which they have been assigned) in relation to the opportunity that the venture is pursuing. Thus, students will develop an understanding of both the internal business model as well as the external environment.
- ii. **Assessment**: Students will learn tools, concepts, and methodologies that will enable them to gauge the extent to which the existing business model will effectively and efficiently addresses the business opportunity.
- iii. **Recommendation**: Students will develop concrete recommendations for the venture that are designed to create a more effective/efficient fit between the business model of the venture and the opportunity.

In Part B, the focus will be on executing the recommendations. As such, the focus here will be on learning-by-doing. On the premise that their recommendation is a hypothesis, students will have the opportunity to implement their recommendation, to observe the results of their implementation, and to develop subsequent responses to the ensuing results.

Note: While the course is scheduled officially for Term 4, Part A will commence mid-way through term 3, so students are well on their way to recommendation development at the beginning of term 4. We believe that the preliminary results that they will be able to generate over the quarter term will provide valuable learning opportunities.

Recommendation 3:

Create room for more formal exposure to entrepreneurship and innovation.

- Embed more content on entrepreneurship (e.g., aspects of entrepreneurship finance) and Innovation into the course MGMT 6110: Venture Studio.
- Explain how the skills gained in Venture Studio (and the overall program) can help students initiate start-ups as well as find opportunities in the blue-chip companies

Our Understanding of the Intent Behind the Recommendation: Given that “creation of a startup mindset” is one of the key program objectives, and given the prevalence of entrepreneurial startups in the technology industry, we understand completely that a focus on entrepreneurship is logical and may be expected.

Our Position and Proposed Solution: Our intent in this program is to create leaders of technology initiatives within large organizations. As such, we want them to develop capabilities in understanding how large organizations work. One of the activities that large organizations are engaged in today is in the development of internal startup ventures in order to kickstart the innovation engines within the organization. We want our students to work in and run and head these ventures because these internal startup ventures invariably have a strong technological focus. As such, it is the startup mindset that we are seeking to inculcate, as, in our view, this will make them more attractive to large employers (this being our population of interest).

Consider the “moment of truth”: this being the interview between an MBA student and let us say, Amazon. What we know from our discussions with the Amazons of this world is that they are looking for talent not only to execute initiatives but also to develop new initiatives on the basis of new and emerging and disruptive technology. Here is where we expect the MBA graduate to shine. We will be equipping them with an awareness of new and disruptive

technologies and with the capability to incorporate these technologies to solve new business problems for their organizations or indeed to solve their existing business problems in different ways. As such, we want to create a startup mindset as opposed to entrepreneurial expertise in this program.

In the Venture Studio course, students will work on startup initiatives within large organizations and/or within smaller organizations that are working on initiatives that are expected to be of interest to large organizations. They will learn the technology, they will learn to apply the technology to solve business problems, and they will learn to project manage the implementation of this new technological initiative.

Distinguishing MBAt from MMENG: It is also important to distinguish MBAt from the MMENG program. We have worked in coordination with the developers of the latter program to develop a clear demarcation between the two programs (please see attached ppt “Differentiating MBAt from other programs.”). As we articulate on slide 2 of that deck, the focus in the MMENG is explicitly on entrepreneurs, the focus in the MBAt is explicitly on the startup mindset.

[Differentiating MBAt from other programs](#)

Recommendation 4:

Ensure periodic program review.

- Student course evaluations should be reviewed annually by an academic leader responsible for the program
- Feedback concerning internship placements should also be solicited through program level feedback and surveys should be collected to track and understand student satisfaction overall
- Program metrics for student composition (diversity) and internship and permanent placement should be set and monitored
- Periodic alumni surveys should be considered to test the fit between the curriculum and real-world demands
- To the extent that Canvas is to be used for cross-class comparison, develop standard assessment and/or data collection methodologies and ensure their adoption

Proposed Solution: Thank you for these ideas. In the table below, we elaborate upon our action plans to execute each of these ideas.

IDEA	ACTIONS
<p>Student course evaluations should be reviewed annually by an academic leader responsible for the program</p>	<p>Office: The Curriculum Innovation and Teaching Excellence (CITE) office is tasked with reviewing course evaluations and formulating action plans on a term by term basis</p> <p>(https://teachingandlearning.schulich.yorku.ca/schulichs-new-office-of-curriculum-innovation-and-teaching-excellence-cite/). The specific mandate of this office includes “Coordination of Schulich’s instructional design, educational technology, curricular improvement and faculty development services to improve program quality, market-relevance and competitiveness.”</p>

	<p>Who: The Associate Dean Academic (ADA) is Chair of CITE. The ADA will work with the MBAAt Program Director (MBAAt PD) on this initiative.</p>
<p>Feedback concerning internship placements should also be solicited</p>	<p>Office: The Schulich Professional Development & Experiential Education (PD&EE) office tasked with identifying placement opportunities and with ensuring that mutually beneficial – for the organization and for the students – experiences emerge. Specifically, the office is tasked with collecting feedback from both parties and with developing ideas for improvements based on these pieces of feedback.</p> <p>WHO: Dr. Minerva Cernea (Associate Director of PD&EE) will work with the MBAAt PD to execute this initiative.</p>
<p>Program level feedback and surveys should be collected to track and understand student satisfaction overall</p>	<p>Office: The MBAAt office will be tasked with developing and administering a survey at the end of every term to students. Over time, these data will serve to provide the program office with guidance on the extent to which the program is on-track toward the fulfillment of program objectives. The survey to collect program level feedback is presented after this table (“Survey to Assess Attainment of Program Level Objectives”).</p> <p>WHO: The MBAAt PD and the MBAAt office will work on executing this initiative.</p>
<p>Program metrics for student composition (diversity) and internship and permanent placement should be set and monitored</p>	<p>Office: Student Services and International Relations (SSIR), PD&EE and the MBAAt Program Office will coordinate to work on this initiative.</p> <p>Program Metrics: Consistent with other Schulich programs, the target will be no more than 50% international students, with representation from no one international country being greater than 20%. The program will actively strive to ensure a 50-50 split between female and male students.</p>

<p>Periodic alumni surveys should be considered to test the fit between the curriculum and real-world demands</p>	<p>Office: The Development and Alumni Relations (DAR) in coordination with the Centre for Career Design (CCD) offices at Schulich conducts alumni surveys on an annual basis. The MBAt alumni will be surveyed annually as part of a comprehensive alumni survey initiative that is conducted within Schulich.</p>
<p>To the extent that Canvas is to be used for cross-class comparison, develop standard assessment and/or data collection methodologies and ensure their adoption</p>	<p>Office: The CITE office will work with the MBAt program office to execute this initiative.</p>

Survey to Assess Attainment of Program Level Objectives

<p>PROGRAM OBJECTIVE</p>	<p>QUESTION</p>
<p>1. Transforming Technologists into Managers and Leaders</p>	<p>Relative to the start of the term where (1 = Strongly disagree and 5 = Strongly agree)</p> <ul style="list-style-type: none"> • I have a better idea of how technology can be used to solve business problems. • I have a better idea of the technology implementation challenges that are created within organizations. • I am more confident that I have the tools and capabilities to overcome technology implementation challenges in organizations.
<p>2. Create a startup mindset</p>	<p>Relative to the start of the term where (1 = Strongly disagree and 5 = Strongly agree)</p> <ul style="list-style-type: none"> • My knowledge of how to develop disruptive technologies has increased.

	<ul style="list-style-type: none"> • My knowledge of how to develop disruptive business models has increased. • I have a better sense for where growth opportunities in any given industry are.
<p>3. Create Inclusive Thinkers</p>	<p>Please rate your agreement with the following statements (1 = Strongly disagree and 5 = Strongly agree):</p> <ul style="list-style-type: none"> • It is important that all perspectives on a business problem are heard. • I will actively seek out voices from different perspectives to participate in discussions of how to solve problems. • People need to feel safe and included in the organization if they are to contribute to the organization’s well-being.
<p>4. Create Effective Team Builders</p>	<p>Relative to the start of the term where (1 = Strongly disagree and 5 = Strongly agree)</p> <ul style="list-style-type: none"> • My knowledge of how to develop cross-functional teams has increased. • My knowledge of how to build remote teams has increased. • My knowledge of how to manage conflict within teams has increased. • My knowledge of how to motivate teams has increased.
<p>5. Create Compelling Communicators</p>	<p>Relative to the start of the term where (1 = Strongly disagree and 5 = Strongly agree)</p> <ul style="list-style-type: none"> • My ability to communicate clearly has increased. • My ability to develop impactful presentations has

	<p>increased.</p> <ul style="list-style-type: none"> • My ability to write concise emails and memos has increased. • I am able to express myself with a greater level of clarity and precision.
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Recommendation 5

Ensuring effectiveness of online courses in Terms 3 & 4

- While the two proposed online electives in Term 3 and the required course in Term 4 are offered in the hybrid format, an in-class end of the term group exercise can be included to enhance the learning experience.

Response to Recommendation 5

Each student team will do a presentation to the following stakeholders:

- i. The leaders of the venture to which they have been assigned,
- ii. Their classmates,
- iii. The instructor,
- iv. The MBAAt Program Director, and,
- v. Interested faculty from the MBAAt teaching team.

They will do this at the end of Part A as well as at the end of Part B.

Each team presentation will cover the following in their Part A presentation:

- (i) **Description**: The team will describe the business model of the venture in relation to the external opportunity
- (ii) **Assessment**: The team will articulate the strengths/weaknesses of the fit between the business model and the external opportunity
- (iii) **Recommendation**: The team will identify the concrete recommendations that they developed to create a more effective/efficient fit between the business model of the venture and the opportunity.

- (iv) **Learning By Doing**: The team will identify key learnings from their implementation journey
- (v) **Overall Reflection**: The team will provide overall reflections on the learning journey that they undertook.

Each team presentation will cover the following in their Part B presentation:

- (i) **Learning By Doing**: The team will identify key learnings from their implementation journey
- (ii) **Overall Reflection**: The team will provide overall reflections on the learning journey that they undertook.

Recommendation 6

Provide more detail on the pre-work and the use of the Business Model Canvas.

Response to Recommendation 6:

In the discussion below, we provide details on Term 0 (Business Model Canvas is discussed in this term). Note that the MBAt Program office will be responsible for the development and execution of Term 0.

Details on Term 0 are provided on the following dimensions:

- (i) Objectives of Term 2
- (ii) The Reference Programs that were consulted to develop Term 0
- (iii) The Content of Term 0 – in terms of the specific topics that will be covered
- (iv) The Assessment of Term 0 – how students will be evaluated to ensure effective absorption of the material.

Details on Term 0 in the MBAt

OBJECTIVES: The intent of this program is to provide students with exposure to the basic vocabulary of business. It is also intended to provide them with the grounding on which course concepts will be built. A number of MBA Programs, including our own, have observed the need

for a pre-MBA module to serve the purpose of orienting students to the language of business. The intent of Term 0 is the same.

REFERENCE PROGRAMS:

SCHOOL	LINKS TO THE PRE-MBA PROGRAM
Schulich	https://gradblog.schulich.yorku.ca/flying-start-16/ https://gradblog.schulich.yorku.ca/faqs-prepping-for-the-master-of-management-mmgt/
Rotman	https://www.rotman.utoronto.ca/Degrees/MastersPrograms/MBAPrograms/FullTimeMBA/Program/ProgramOverview
Ted Rogers	https://trsmcredentials.ryerson.ca/issuer/28315/credentials

DURATION: 2 weeks

CONTENT:

MODULE	DETAILS
Business Model Canvas (BMC)	<p>The BMC is a visualization of the income statement. It identifies pictorially the sources of a firm's revenues and the activities that a firm needs to engage in to generate these revenues. It also stimulates structured thinking around ways to raise a firm's gross profits by requiring students to figure out ways by which to increase revenues and to reduce the costs associated with revenue generation.</p> <p>References:</p> <p>https://corporatefinanceinstitute.com/resources/knowledge/strategy/business-model-canvas-template/</p> <p>https://www.linkedin.com/pulse/value-proposition-interface-canvas-amancio-bouza-phd/</p>
Economics	<p>https://www.linkedin.com/learning/economics-for-business-leaders</p>

	https://www.linkedin.com/learning/paths/become-an-economist
Finance	https://www.linkedin.com/learning/build-your-financial-literacy https://www.linkedin.com/learning/financial-basics-everyone-should-know https://www.linkedin.com/learning/finance-foundations-2018 https://www.linkedin.com/learning/paths/essential-new-skills-in-finance
Accounting	https://www.linkedin.com/learning/paths/develop-your-finance-and-accounting-skills https://www.linkedin.com/learning/financial-accounting-foundations/why-financial-accounting?autoplay=true&contextUrn=urn%3Ali%3AlyndaLearningPath%3A6217bca1498ef4d63ac1911a https://www.linkedin.com/learning/the-business-of-accounting
Case Analysis and Presentation Skills	<p>Firsthand – Guide to Case Interviews (see downloading instructions below)</p> <p>You will also be required to download the following from the CCD Career Platform</p> <p>Firsthand.co – the guide to consulting case interviews. (NOTE: the guide is over 500 pages in length).</p> <ul style="list-style-type: none"> •Visit Handshake - Schulich Career Platform at https://app.joinhandshake.com/edu/articles/13467 and login using Schulich email address and password •Click on the Firsthand logo and enter your Firsthand username and ID. If you do not have an existing account, you can create one (please ensure you use your Schulich email address when creating the account) •Once you have logged in, click on Guides at the Left-hand side

ASSESSMENT: Every module will have an assessment component. The intent is to ensure that students have engaged with the material and have attained a comprehensive understanding of the contents.

RESPONSE TO OTHER RECOMMENDATIONS

We have reviewed all the comments made in the front-end of the report. While several of these are captured in the Overall Recommendations that you outline, some are not. We refer to those comments that are not reflected overall recommendations as “Other Recommendations.” We identify these in the discussion below (**in blue font**) and provide responses to them (in regular font).

Other Recommendation 1:

Are the program’s objectives clearly described?

The School proposes a full-time MBA program in Leading Technology-Enabled Organizations (MBAt). Its objectives are to:

- Transform technology developers into managers and leaders
- Create a start-up mindset
- Create inclusive thinkers
- Create effective team builders
- Create compelling communicators

Comments:

- More clarity is needed on the notion of Creating a “Startup Mindset”. More clarity on the new start up or innovation practicum needs to be provided. The connectivity to Venture studio (term 4 course offering) needs to be better explained.
- Reference: “Commitment to Experiential Learning (page 7)”:
 - The requirement to “work with technology developers to bring a new technology/product to market” is ill defined and may set too high a bar
 - More details needed on the following issues:
 - (i) Who are “technology developers”?
 - (ii) What is meant by “new product”?
 - (iii) Is it a digital app?
 - (iv) Is it covered in just one term?
 - (v) Which course is being referencing here?
 - (vi) Is it captured by Venture studio?

Assuming this requirement relates to Venture Studio, a semester may be too short a time to “bring...a product to market” and that it may be difficult to find partners with this

explicit goal. The Program may wish to modify or better define this goal to set expectations for students and partners.

Response to Other Recommendation 1

Based on these comments, we have made changes in 2 sections of the proposal document:

Change 1 is to the discussion under the heading: “Create a Startup Mindset” on p. 6

CURRENT	REVISED
<p>By requiring students to interact with other stakeholders such as employees that are implementing the technology and customers, the program will encourage technology developers to advance innovations that are focused on outcomes, such as ensuring uptake of the technology by employees and on creating value in the life of customers that either acquire the technology or the products that result from the technology. As well, we expect that sustained stakeholder interaction will germinate new business ideas that build out the firm’s ecosystem through the creation of value for specific stakeholder groups.</p>	<p>Identifying and executing on growth opportunities is a fundamental characteristic of effective leadership. The MBAAt will enable students to identify growth opportunities, develop technological solutions to address these growth opportunities, and build business models that will facilitate the effective, efficient, and sustainable implementation of these technological solutions. Typically, stand-alone start-ups or start-up divisions within established companies work on the development of new technologies and business models. In the venture studio course, students will work with these types of start-up firms/divisions. Through this experience, they will be equipped with the skills needed to grow the businesses that they become part of upon graduation from the MBAAt.</p>

Change 2 is to the discussion under the heading: “Commitment to Experiential Learning” on p. 7.

CURRENT	REVISED
<p>The program makes an explicit and extensive commitment to experiential learning. Two observations will underscore the commitment. One, students will be required to complete an internship. Two, students will have to work with technology developers to bring a new technology/product to market. Three, all courses will be required – by design – to devote 30% of class time toward experiential learning initiatives in the form of discussions, case studies, simulations, and guest lectures.</p>	<p>The program makes an explicit and extensive commitment to experiential learning. Three observations will underscore the commitment. One, students will be required to complete an internship (the “Mandatory Internship” course). Two, students will have to work with start-ups that are either stand-alone or distinct units within established businesses that are focused upon developing new technological solutions and business models to more effectively, efficiently, and sustainably address on-going business problems (the “Venture Studio” course). Three, all courses will be required – by design – to devote 30% of class time toward experiential learning initiatives in the form of discussions, case studies, simulations, and guest lectures.</p>

Also, it is important to note that while the courses are identified as being specific to terms, the activities that are entailed will get initiated in prior terms. This is especially the case with the venture studio course. Whereas the course itself occurs in term 4, pre-

boarding activities will commence in term 3, so students will begin the course being equipped with the necessary tools, concepts, and methodologies.

FAQ: Why do we need both a “Mandatory Internship” course and a “Venture Studio” course?

Answer: In the mandatory internship course, students will intern with large organizations (e.g. RBC) that are in the midst of undertaking digital transformation initiatives. In this course, students will intern on a specific digital transformation initiative and will learn why it is necessary, what resources are needed for digital transformation to be executed effectively, the leadership capabilities that are required, how groups are created to executed on tasks, and how conflicts are addressed. In other words, the mandatory internship courses focuses broadly on the implementation side of technology. By contrast, in the “Venture Studio” course, the focus is on technology and business model development. Here students learn how to develop new technology and business models to solve business problems. Taken together, the MBAAt will give students both technology management and technology development skill-sets, thereby, in our view, making them very attractive to potential employers.

Other Recommendation 2

Is the degree nomenclature appropriate, given the program's objectives?

Comments:

- The shortening to “MBAt” could create some confusion as to the balance between tech leadership and tech fundamentals. The program focuses on leadership and strategy, not technology development fundamentals per se.
- Perhaps the current title “MBA in Leading Technology-Enabled Organizations” (MBAt) may be sharpened (e.g., “MBA in Tech Management & Leadership”).

Response to Other Recommendation 2

We will change to title to MBA in Technology Leadership.

Other Recommendation 3

Are the program's objectives consistent with the institution's mission and academic plans?

The university's academic plan seeks (among other things) to foster interdisciplinary innovation, sustainable development, and global engagement, all of which are reflected in the program's objectives. (York University Academic Plan 2020-2025.)

Comments:

University Academic Plan (page 10): Need more clarity on whether students will be able to cross-register across other graduate programs such as

- (a) Master of Management,
- (b) Master of Business Analytics,
- (c) Master of Management in Artificial Intelligence (MMAI), and,
- (d) The proposed Master of Management and Engineering.

Will students be able to get double degrees from the school? Clarity on the cross-linkages across programs using an exhibit will be useful.

Response to Other Recommendation 3

MBAt students will be allowed to register for MBA electives in Terms 3 and 4. MBAt students will also enroll in 2 pre-determined electives from the Master of Business Analytics and Master of

Management in Artificial Intelligence Programs. Apart from these 2 pre-determined electives, and the MBA electives, they will NOT be allowed to take courses for other Schulich Graduate Programs.

Other Recommendation 4:

As an example, see the discussion of Term 4 (Page 15): Course in strategy Plus practicum “In addition, students will work on identifying a business problem of a real-world organization, developing a technological solution for the client, and working with the client to ensure its implementation”.

More clarity can help here.

- Who identifies the problem?
- Who identifies the companies?
- What does “founder placement” or “additional mentor” model mean?
- How are these tied to the objective of critical analysis and decision- making, and,
- How will the Program ensure that outside mentors help students meet this objective?

Response to Other Recommendation 4

Please see the following change to the section “Term 4” on p. 15

EXISTING TEXT: Term 4	REVISED TEXT: Term 4
<p>In the final term, students will take a course in strategy. The intent of this course is to enable them to transform their organization’s technology into a source of competitive advantage within their organizations around why technological innovations are necessary from a competitive advantage perspective. In addition, students will work on identifying a business problem of a real-world organization, developing a technological solution for the client, and working with the client to ensure its implementation. This will</p>	<p>In the final term, students will take a course in strategy. The intent of this course is to enable them to transform their organization’s technology into a source of competitive advantage within their organizations around why technological innovations are necessary from a competitive advantage perspective. In addition, students will take the Venture Studio course, the purpose of which is to instill in them a start-up mindset. To achieve this, students will work either</p>

<p>give students the full cycle of technology development:</p> <ul style="list-style-type: none"> (i) Articulation of strategic purpose of technology development, (ii) Development of the technological innovation, (iii) Implementation of the technological innovation, and, (iv) Ensuring attainment of the strategic purpose. 	<p>with a stand-alone start-up or one that is part of a larger organization. In either case, the focus of the business entity is on developing novel technological solutions and business models to address on-going business problems. The two courses in combination – one theoretical and the other practical – will give students a powerful lesson in how technology can generate competitive advantage for organizations.</p>
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Other Recommendation 5:

There is a need for training for skills in peoples’ management that is currently missing in the program statement. Given the hybrid work culture, in the post-covid world, the employees may be geographically disbursed and not necessarily anchored to a physical location. Hence training in skills related to people’s management are important in the new hybrid workplace.

Response to Other Recommendation 5

We will work with Professor Kevin Tasa (creator of ORGS 5201: Leading and Managing Digital Transformation (3.0) to devise new learning outcomes and to ensure that content is appropriately aligned with these new learning outcomes.

EXISTING LEARNING OUTCOMES	REVISED LEARNING OUTCOMES
<p>In this course, students will learn to:</p> <ul style="list-style-type: none"> 1. Practice the skills and abilities required to work with, lead, and influence people 2. Connect, persuade and motivate through effective charismatic behaviors 	<p>In this course, students will learn to:</p> <ul style="list-style-type: none"> 1. Practice the skills and abilities required to work with, lead, and influence people 2. Connect, persuade and motivate through effective charismatic behaviors

<ol style="list-style-type: none"> 3. Improve the decision-making processes used in team and groups 4. Manage conflicts effectively, and, 5. Understand and design diversity and inclusion practices in organizations. 	<ol style="list-style-type: none"> 3. Improve the decision-making processes used in team and groups 4. Manage conflicts effectively, 5. Understand and design diversity and inclusion practices in organizations, and, 6. Particular emphasis will be placed on managing issues relating to motivation, leadership, and conflict in the context of on-line and hybrid-mode teams, as such teams reflect the current reality.
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YORK UNIVERSITY
SCHULICH SCHOOL OF BUSINESS

Memorandum

To: Whom it may concern
From: Detlev Zwick, Dean
CC: Kevin Tasa, Associate Dean Academic, Ashwin Joshi, Associate Dean Programs,
Kiridaran Kanagaretnam, Associate Dean Students
Date: August 16, 2022
Subject: Response to External Appraisers' Report of the MBA in Technology Leadership
(MBAt) Program

Professor Matthew D'Amore (Cornell University) and Professor Madhu Kalimipalli (Wilfrid Laurier University) served as external appraisers for the MBA in Technology Leadership (MBAt) Program. My thanks to them for their strong endorsement of the program. The recommendations they have offered will advance the program ability to attain the learning objectives. As such, I am deeply grateful to the external appraisers for their thoughtful and constructive commentary.

In this memo, I will briefly (i) outline their recommendations, (ii) identify the program's responses to each of the recommendations, and (iii) provide my assessment of the School's capabilities to execute the responses to the recommendations.

Recommendation 1: Create Room in the Curriculum to Take additional electives

Response to Recommendation 1: Note that Master's students are permitted to take 18 credits per term. As such, in term 3 and term 4 of the MBAt, students will have the option of taking additional electives from the existing pool of MBA program electives.

Assessment of the School's Capabilities: There are over 50 electives that are offered each term in the Schulich MBA Program. As such, providing the MBAt students with the option to take MBA electives poses no constraints.

Recommendation 2: Change the Venture Studio Course from being a 6-credit course into two 3-credit courses. This will allow for a more even distribution of workload in the course.

Response to Recommendation 2: The program structure has been changed to align with this recommendation.

Assessment of the School's Capabilities: The course outline has been developed and an instructor is in place to teach this course (Chris Carder: <https://schulich.yorku.ca/faculty/chris-carder/>). As such, I foresee no challenges in implementing this recommendation.

Recommendation 3: Create room for more formal exposure to entrepreneurship and innovation.

Response to Recommendation 3: While the core program structure remains unchanged, note that students can take up to 3 three-credit MBA elective courses in each of term 3 and term 4 (i.e., students can take 6 MBA elective courses in addition to their regular workload). Students seeking to deepen their interest in innovation and entrepreneurship can do so by selecting elective courses in these areas.

Assessment of the School's Capabilities: There are 16 MBA electives in the Entrepreneurship specialization with the MBA that the MBA students can choose from if they wish to deepen their expertise in this area (for the complete list, see: <https://schulich.yorku.ca/specializations/entrepreneurial-studies/>). As such, the School is well positioned to deliver more formal exposure to entrepreneurship to those MBA students that seek it.

Recommendation 4: Ensure periodic program review.

Response to Recommendation 4: The program commits to implementing a periodic program review.

Assessment of the School's Capabilities: The newly developed Office of Curriculum Innovation and Teaching Excellence (CITE) (<https://teachingandlearning.schulich.yorku.ca/schulichs-new-office-of-curriculum-innovation-and-teaching-excellence-cite/>) will be tasked with conducting periodic program reviews to ensure that the curriculum and teaching quality are on track toward excellence. A new position has also been created – Associate Dean Programs. The purpose of this position is also to ensure that the program continues to innovate and evolve to meet changing marketplace needs. As such, the School has the infrastructure and the resources needed to conduct a periodic program review.

Recommendation 5: Ensuring Effectiveness of Online courses in Term 3 & 4

Response to Recommendation 5: The intent behind this recommendation is to ensure that the spirit of the cohort remains intact even as the students are working on separate projects across separate organizations. We are greatly appreciative of the appraisers for having made this comment. In response, the Venture Course has been modified to include two activities – one in Part A and one in Part B – both of which are designed to create a collective experience for the cohort, thereby bolstering the collective identity of the cohort.

Assessment of the School's Capabilities: Given the School's extensive experience with entrepreneurship (<https://schulich.yorku.ca/news/staff-announcement-office-of-innovation-entrepreneurship/>) and experiential education generally

(<https://teachingandlearning.schulich.yorku.ca/ee-professional-development/>) I do not see any challenges in implementing the responses as outlined above. The School does similar activities in entrepreneurship electives in the MBA program as well, so I am confident that the responses to this recommendation can be implemented.

Recommendation 6: Provide more detail on the pre-work and the use of the Business Model Canvas.

Response to Recommendation 6: Details on the Business Model Canvas and on the other modules are now included in the submission.

Assessment of the School's Capabilities: The School developed a pre-MBA Program to prepare students for the rigors of the program (<https://gradblog.schulich.yorku.ca/flying-start-16/>). I do not foresee any challenges in implementing a similar pre-MBA program that provides students with the grounding that is necessary to absorb program content effectively.

Final Assessment

Based on my consideration of the external appraiser recommendations and the responses, my view is that the School has all the capabilities that are needed to implement the responses to the recommendations.

My thanks again to the appraisers, Professor Matthew D'Amore (Cornell University) and Professor Madhu Kalimipalli (Wilfrid Laurier University). Thanks to their commentary, it is my belief that we will have a better program that is ready for launch in September 2023.



*Detlev Zwick, PhD
Dean & Tanna H. Schulich Chair in Digital Marketing Strategy
Schulich School of Business*

Memorandum

**OFFICE OF THE
 PROVOST & VICE-
 PRESIDENT ACADEMIC**

9TH FLOOR KANEFF TOWER
 4700 KEELE ST.
 TORONTO ON
 CANADA M3J 1P3
 T 416 736 5280

To: Martin Bunch, Chair, ASCP
 From: Lyndon Martin, Acting Provost & Vice-President Academic
 Date: September 12, 2022
 Subject: MBA in Technology Leadership, Schulich School of Business

I have reviewed the report of the external reviewers for the proposed professional Master of Technology Leadership (MBAt) and reiterate my office's support for this program, proposed by the Schulich School of Business.

The MBAt is designed to offer employment-ready training to students with technical and STEM backgrounds to build management expertise with a "startup mindset" that will equip graduates with the methods and orientation for leadership roles in technology management and development. With strong commitments to equity, diversity and inclusion and to minimizing environmental impact, this professional training program is unique in Canada in responding to an industry-identified need for people who can create business value from technologies.

This program makes excellent use of resources that are in place already within the Business School and builds on the expertise of full-time faculty in aligned areas. Existing student and career services, library and IT access and physical space are sufficient to support this new degree. With a strong emphasis on experiential education, a core of professional development courses and a field study component to the capstone project, the MBAt offers a full-time, 16-month program that will equip graduates to identify growth opportunities, develop appropriate technological solutions and facilitate effective implementation of these solutions.

Reflecting the priorities addressed in the University's 2020-2025 Academic Plan, this graduate program particularly manifests the concerns for 21st Century Learning in its emphasis on problem-solving skills, collaboration across disciplines, experiential and professional learning, flexible delivery options and developing local partnerships.



Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Luke Zhu, Chair, Committee on Equity and Community
Date: September 9, 2022
Re: EDI Questions for ONCE Course Evaluation

Motion: That the Faculty Council approve the EDI questions for ONCE Course Evaluation as shown below (highlighted in yellow).

Rationale: The CEC has been working on a revised version of the EDI question for ONCE course evaluation. We piloted some questions last year and based on the feedback from the pilot, we came up with a new set of questions. We believe the revised questions are more comprehensive and clearer than the original questions, as the revised questions assess different aspects of students' learning experience separately.

Course Evaluation Questions

U1	A comprehensive roadmap of the course (i.e. a syllabus or course outline, a breakdown with topics, assignments and exams etc.
U2	The roadmap provided was mostly followed.
U3	Important policies and procedures (e.g., attendance, participation, missed tests, late assignments, contacting instructors, etc.) were stated in the course outline.
U4	The course materials (e.g., course kits, textbooks, readings, audio visual materials, lab manuals, websites, etc.) helped me achieve the course objectives.
U5	The course activities (e.g., lectures, discussions, simulations, assignments, exercises, and presentations, etc.) helped me achieve the course objectives.
U6	The course tests/exams or final paper/essay were directly related to the course objectives.
U7	The course helped me grow intellectually.

Core Institutional Questions (Common for all courses)

Course type Specific Questions (same for LECT, ISTY, SEMR and FDEX)

C 2	The COURSE encourages critical thinking skills such as problem-solving definition, decision making, judgment, analysis and
C 4	The grading of assignments and exams was fair.
C 5	In terms of equity and inclusion, the course materials and content represented a diversity of perspectives
I1	The INSTRUCTOR was organized and well prepared.
I2	The INSTRUCTOR presented ideas and concepts clearly.
I3	The INSTRUCTOR showed enthusiasm for the subject.
I4	The INSTRUCTOR dealt effectively with student's questions and comments
I5	The INSTRUCTOR gave adequate feedback about your progress in the course.
I6	In terms of equity and inclusion, the INSTRUCTOR created a friendly environment where I felt safe to contribute
I7	The INSTRUCTOR created and maintained a classroom environment that was conducive to learning
I8	The INSTRUCTOR provided a reasonable amount of time outside of class to meet with students (e.g., appointments, office hour, etc.)

Course type Specific Questions (RESP)

C2	The project encourages critical thinking skills such as problem-solving definition, decision making, judgment, analysis and
C4	The grading of assignments and exams was fair.
C5	In terms of equity and inclusion, the course materials and content represented a diversity of perspectives
I1	The INSTRUCTOR was organized and well prepared.
I2	The INSTRUCTOR presented ideas and concepts clearly.
I3	The INSTRUCTOR showed enthusiasm for the subject.
I4	The INSTRUCTOR dealt effectively with student's questions and comments
I5	The INSTRUCTOR gave adequate feedback about your progress in the course.
I6	In terms of equity and inclusion, the INSTRUCTOR created a friendly environment where I felt safe to contribute
I7	The INSTRUCTOR created and maintained an environment that was conducive to learning
I8	The INSTRUCTOR provided a reasonable amount of time to meet with students

Course type Specific Questions (FIEL)

C2	The study tour encourages critical thinking skills such as problem-solving definition, decision making, judgment, analysis and
C4	The grading of assignments and exams was fair.
C5	In terms of equity and inclusion, the course materials and content represented a diversity of perspectives
I1	The INSTRUCTOR was organized and well prepared.
I2	The INSTRUCTOR presented ideas and concepts clearly.
I3	The INSTRUCTOR showed enthusiasm for the subject.
I4	The INSTRUCTOR dealt effectively with student's questions and comments
I5	The INSTRUCTOR gave adequate feedback about your progress in the course.
I6	In terms of equity and inclusion, the INSTRUCTOR created a friendly environment where I felt safe to contribute
I6	The INSTRUCTOR created and maintained an environment that was conducive to learning
I7	The INSTRUCTOR provided a reasonable amount of time to meet with students

Abbreviations:

FDEX - Field Experience (e.g. 601; IMBA6200) FIEL - Field Trip (e.g. MGMT6400)

ISTY - Individual Study (4900; 6900)

LECT - Lecture

RESP - Research Paper (e.g. MBAN6090; PhD) SEMR - Seminar (e.g. MFIN5000; MFIN5050)

Please write answers to the following questions about THE COURSE:

10) What aspects of the COURSE did you like or dislike?

11) How could this COURSE be improved? Please write answers to the following questions about THE INSTRUCTOR:

12) What aspects of the INSTRUCTOR did you like or dislike?

13) How could this INSTRUCTOR'S teaching style be improved?

14) In your experiences of equity and inclusion, what did the instructor(s) do well or not so well to maintain an environment where you felt comfortable contributing to the class.

The 687th Meeting of Senate held on Thursday, June 23, 2022 via Zoom

Remarks

The Chair, Professor Mario Roy of Glendon College, announced and congratulated the 2022 recipients of the *Robert Everett Exceptional Leadership in Student Governance Award*, which recognizes students who have demonstrated high distinction in governance during their studies:

Jacky Duong, an undergraduate student jointly in the Faculty of Environmental & Urban Change and Faculty of Education

Mohamed Elsayed Elghobashy, an undergraduate student in the Faculty of Health

Stephen Teong, an undergraduate student at Glendon

This being the last meeting of the academic year, the Chair extended thanks and appreciation to Senators, committee members and the Secretariat for their contributions.

Drawing Senators' attention to the 2021-2022 Year-End Retrospective presentation slides circulated in advance of the meeting, President Rhonda Lenton highlighted the University's strong foundation, notable achievements from the year and strategic opportunities on the horizon despite the challenges presented by the two-year COVID-19 pandemic. Thanks and appreciation were extended to Senators for their support navigating the pandemic and commitment to the University.

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

Reports

Academic Colleague to the Council of Ontario Universities (COU)

Speaking to the written report included in the agenda, the Academic Colleague to COU, Senator Brenda Spotton Visano, reported on the May COU meetings where the Academic Colleagues received updates on ongoing issues in the sector, detailed in the written report included in the agenda package. Discussions about decolonizing the academy continue at COU, including a conversation with York's own Vice-President Equity, People and Culture Sheila Cote-Meek at the April meeting; relevant references on this topic are listed in Senator Spotton Visano's report.

Approvals

Senate approved a motion to refer the proposed revisions to the Senate Rules back to its Executive Committee for further discussion with a view to bringing recommended revisions back to Senate at a subsequent meeting.

On the recommendation of its Academic Policy, Planning and Research Committee, Senate approved:

- the chartering of five Organized Research Units for a five-year period, commencing 1 July 2022: Centre for Artificial Intelligence & Society; Water Management, Artificial Intelligence, Technologies, Education and Sustainability, Resource Recovery & Reuse (One WATER); Centre for Integrative and Applied Neuroscience; Institute for Technoscience and Society; York Emergency Mitigation, Engagement, Response, and Governance Institute (Y-MERGE)
- the change in name of the Department of Science and Technology Studies to the Department of Science, Technology and Society, Faculty of Science, effective immediately

On the recommendation of its Academic Standards, Curriculum and Pedagogy Committee, Senate approved:

- the following items from the School of Health Policy and Management, Faculty of Health, effective FW 2023-2024:
 - the merger of the Specialized Honours BHS and Honours Minor BHS programs in Health Management, Health Policy, and Health Informatics into Specialized Honours BHS and Honours Minor BHS programs in Health Policy, Management and Digital Health
 - the closure of the Specialized Honours BHS programs in Health Management, Health Policy, and Health Informatics
 - the change in name of the Cross-Disciplinary Certificate in Health Informatics to the Cross-Disciplinary Certificate in Digital Health
- revisions to the *Senate Policy on York University Grading Schemes* to be integrated immediately but take effect at the time that the new grading schemes are implemented

Senate Elections

Senate approved a slate of candidates presented by the Executive Committee with the result that a number of individuals were acclaimed to positions on Senate committees.

Committee Information Reports

Executive Committee

Information items included the following:

- its efforts to continue to fill remaining vacancies on Senate committees, with a call to Senators to consider participating on committees or assist in the identification of prospective candidates
- its communication in early June regarding the plans to declare the disruption to academic activities over, with the matter to be considered early in Fall 2022
- its review and endorsement of changes to the rules and procedures for the Faculty Council of the Faculty of Graduate Studies
- the report on Senate Attendance in 2021-2022
- progress made by Senate Committees on their 2021-2022 priorities
- its assumption of summer authority between the June and September meetings of Senate, in accordance with the Senate Rules

Academic Policy, Planning and Research Committee (APPRC)

APPRC reported on the following items:

- its report on University Academic Plan progress in 2021-2022
- the receipt of a report from its Sub-Committee on Organized Research Units, conveying the one-year extension of a number of ORU charters and suggestions made to the Office of the Vice-President Research and Innovation about the chartering process
- its discussion with the Provost and Deputy Provost, Markham Campus, about the broad academic resources and plans for Markham Campus
- its discussion about the strategic repositioning of Glendon with Principal Marco Fiola
- updates on the University's response to two new policy frameworks applicable to university research and researchers, the provincial *Commercialization mandate policy framework reporting system* and the federal *Research Security Framework*
- its receipt and discussion of the *Impact Report 2021-2022* on the Academic Innovation Fund

Academic Standards, Curriculum and Pedagogy Committee (ASCP)

ASCP provided Notice of Statutory Motion for the establishment of the degree type Bachelor and Bachelor (Honours) of Sport Management, School of Human Resource Management, Faculty of Liberal Arts & Professional Studies, Markham Campus.

ASCP reported on the following items:

- its receipt of an update on the estimated timing of the implementation of the new grading schemes with additional information to be communicated to Faculties shortly regarding academic and program regulation changes and to Senate in the fall
- its receipt of a briefing on the implementation timing for programming to be delivered at Markham Campus
- its approval of a minor change to the Strategic Management Field within the PhD program in Administration, Schulich, and receipt of a report on a minor correction to degree requirements for the Certificate of Proficiency in the Korean Language, Faculty of Liberal Arts & Professional Studies, both effective FW2022-2023

Awards

The Awards Committee transmitted the 2020-2021 Undergraduate Award Disbursement report and the 2021 New Awards Report. Senators joined the Committee in congratulating the recipients of the 2022 President's University-Wide Teaching Awards, the 2022 University Professorship, and the prestigious awards for graduating students, as follows.

President's University-Wide Teaching Awards

Senior Full-time Faculty: Michael Connor, School of Kinesiology and Health Science, Faculty of Health; Susan D. Dion, Faculty of Education

Full-time Faculty: Andrew Maxwell, Department of Mechanical Engineering, Lassonde School of Engineering

Contract and Adjunct Faculty: Carolyn Steele, Department of Humanities, Faculty of Liberal Arts & Professional Studies

Teaching Assistant: Janice Anderson, Department of Humanities, Faculty of Liberal Arts & Professional Studies

2022 University Professorship

Sharon Murphy, Faculty of Education

2022 Governor General's Gold Medals

Ilana Shiff, Graduate Program in Clinical-Developmental Psychology
Allison Taylor, Graduate Program in Gender, Feminist & Women's Studies
Signy Lynch, Graduate Program in Theatre and Performance Studies

2022 Governor General's Silver Medals

Samuel Isaac Dreyzin, Faculty of Liberal Arts & Professional Studies, Bachelor of Arts in
Commerce, Summa Cum Laude
Rosa Giannone, Faculty of Liberal Arts & Professional Studies, Honours BA in Law and
Society, Summa Cum Laude
Robert Alexander Khatib, Faculty of Science, Honours BSc in Biology, With Distinction

2022 Murray G. Ross Award

Dorsa Shakerie, Faculty of Health, Honours BSc in Kinesiology & Health Science

Additional Information about this Meeting

Please refer to the full Senate agenda posted online with the Thursday, June 23, 2022 meeting for details about these items.

<https://secretariat.info.yorku.ca/senate/meeting-agendas-and-synopses/>

September Meeting of Senate

Senate's next meeting will be held at 3:00 pm on Thursday, September 22, 2022



Schulich
School of Business
York University

Memorandum

To: Faculty Council
From: Kevin Tasa, AD Academic
Date: September 12, 2022
Subject: Course Cleanup – Revised List

OFFICE OF THE DEAN

Associate Dean

Academic

4700 KEELE ST.

TORONTO ON

CANADA M3J 1P3

T 416 736 5097

F 416 736 5762

ada@schulich.yorku.ca

ada.schulich.yorku.ca

In preparation of the implementation of a new curriculum management tool, the Registrar's Office (RO) has worked with Faculties over the past several months to clean up the Course Offerings System (COS). COS is the official repository of all courses ever offered at the University and contains a course's rubric, number, title, short description and a host of other information.

As part of this effort, the RO was interested in clearing courses that have not been offered in many years (an activity that conceptually makes much sense). It turns out that the RO has decided to introduce a new status category for courses that have not been offered in 7 years or more. The new category is termed "Lapsed" and has the same effect as retiring a course.

Additionally, this process accomplishes a couple of ends:

1. A regular expiry/retirement process ensures that courses maintain curricular currency and alignment with program outcomes, scope, and identity. (eg. if a course has not been offered in 7 years, are there elements that need to be proposed for updating through the governance process?)
2. The process assists the RO (and other units) with inventory. From a systems perspective, not retiring inactive courses across the university increases the system load by potentially thousands of courses that all must be maintained indefinitely even though not being offered
3. (Less applicable to Schulich). Some programs have core courses listed in their requirements that have not been offered in 7 years and so the expiry process offers a negative incentive to some program leaders to ensure that their programs are completable for students.

Attached a list of courses that the RO has lapsed.

Note that many of these courses are guided / individual / independent studies, which we will mount again whenever needed as the concept of this course type is alive and well. To reinstate other lapsed courses (e.g., lecture courses etc.), a new course proposal would need to be submitted to the appropriate program director for discussion and approval at committee and Faculty Council.

Please let me know if you have any questions.



APPENDIX: LIST OF LAPSED COURSES

Subject	Course Number	Credit	Effective Year	Last Offered	Course Title
ACTG	7901	3.0	2010	Never Offered	Independent Study: Accounting
ACTG	7902	3.0	2010	Never Offered	Independent Study: Accounting
ACTG	7950	3.0	2001	2013	Special Topics in Accounting Research
BFND	3100	3.0	1999	2009	Management and Business: An Introduction
BFND	3200	3.0	1999	2009	Finance and Accounting
BFND	4100	3.0	2000	2009	Markets & Marketing
BFND	4200	3.0	2000	2009	Management Strategy and Implementations
DCAD	7000	3.0	1996	2004	Dissertation Research - FINE
DCAD	7000	3.0	1996	2004	Dissertation Research - MKTG
DCAD	7000	3.0	1996	2004	Dissertation Research - OBIR
DCAD	7000	3.0	1996	2004	Dissertation Research - PLCY
DCAD	7000	3.0	1996	2004	Dissertation Research - MGTS
ECON	4600	3.0	2005	2010	Economic Evaluation of Health Care Programs
ECON	6110	3.0	1996	2011	Industrial Economics
ECON	6120	3.0	1999	2012	The Economics of Regulation and Deregulation
ECON	6220	3.0	1997	2012	Macroeconomics and the Supply Side
ECON	6450	3.0	2005	2014	Innovation and Technology Diffusion
ECON	6901	1.5	2010	2012	Individual Study: Selected Problems in Economics
ECON	7900	3.0	2014	2014	Independent Study - Economics
EMBA	6000	2.0	2013	2013	Product Management
EMBA	6070	2.0	2011	2011	Private Equity and Venture Capital
EMBA	6080	2.0	2011	2012	Risk Analysis
EMBA	6100	2.0	2011	2013	Strategic Financial Management
EMBA	6180	2.0	2014	2014	Consumer Insight and Brand Strategy
EMBA	6230	2.0	2011	2013	Macroeconomics
EMBA	6240	2.0	2014	2014	Social Media Strategy
EMBA	6410	2.0	2001	2013	Marketing Strategy
EMBA	6690	2.0	2011	Never Offered	Introduction to Health Management Enterprise
EMBA	6710	2.0	2006	2011	European Culture and Management Styles
EMBA	6830	2.0	2006	2010	Business Marketing
EMBA	6860	2.0	2007	2011	Strategic Data-Driven Marketing
EMBA	6901	2.0	2004	2004	Directed Studies in Management
EXCH	4948	3.0	2011	2012	Exchange - Non Business Elective
EXCH	4949	3.0	2011	2012	Exchange - Non Business Elective
EXCH	4965	3.0	2011	2012	Exchange - Language Elective
EXCH	4966	3.0	2011	2012	Exchange - Language Elective
EXCH	4967	3.0	2011	2012	Exchange - Language Elective
EXCH	4968	3.0	2011	2012	Exchange - Language Elective
EXCH	4969	3.0	2011	2012	Exchange - Language Elective
EXCH	4975	1.5	2011	2012	Exchange - Language Elective
EXCH	4976	1.5	2011	2012	Exchange - Language Elective
EXCH	4977	1.5	2011	2012	Exchange - Language Elective
EXCH	4978	1.5	2011	2012	Exchange - Language Elective
EXCH	4979	1.5	2011	2012	Exchange - Language Elective

APPENDIX: LIST OF LAPSED COURSES continued...

Subject	Course Number	Credit	Effective Year	Last Offered	Course Title
FNSV	6750	1.5	2012	2014	Regulatory & Supervisory Principles for Financial Institutions
FNSV	6800	1.5	2013	2014	Objectives and Principles of Financial Regulation and Supervision
FNSV	6850	1.5	2013	Never Offered	Specialized Topics in Regulation and Supervision of Financial Institutions
FNSV	6970	3.0	2002	2014	Competitive & Organizational Strategies for Financial Services Firms
FNSV	6975	3.0	2013	2014	The Co-Evolution of Financial Markets and Institutions
IBUS	6430	3.0	1997	2013	International Business Strategy
IBUS	6901	3.0	2005	2005	Individual Study: International Business
MBAN	6050	0	2014	2014	Workshop on Governance of Big Data
MGMT	1010	3.0	1996	2011	The Environmental Context Of Management
MGMT	6600	3.0	2013	2014	Social Innovation and the Structure of Global Poverty
MKTG	6901	1.5	2010	2014	Individual Study: Selected Problems in Marketing
OMIS	3000	3.0	2005	Never Offered	Introduction To Administrative Stats
OMIS	4660	3.0	2005	Never Offered	Business Risk Analysis Using Simulation
OMIS	6100	1.5	2008	Never Offered	Directed Readings in Operations Management and Information Systems
OMIS	6720	3.0	2005	2014	Systems Analysis & Design
OMIS	7901	3.0	2005	2012	Selected Problems in Administration - OMIS
OMIS	7902	3.0	2012	2012	Selected Problems in Administration - OMIS
ORGS	2000	3.0	2009	Never Offered	Behavioural Components of Organizations
ORGS	3000	3.0	2009	Never Offered	Behavioural Components Of Organization
ORGS	4250	3.0	2010	2012	Managing in Unionized Environments
ORGS	6020	3.0	2009	2014	Designing Effective Organizations
ORGS	6320	3.0	2009	2014	Cross-Cultural Management
ORGS	6410	3.0	2009	Never Offered	Employee Involvement: Strategies and Dilemmas
ORGS	6550	3.0	2009	2014	Strategic Career Management
ORGS	6620	3.0	2012	2012	Leveraging Diversity for Organizational Performance
ORGS	7901	1.5	2011	2011	Selected Problems in Administration - ORGS
ORGS	7902	3.0	2011	2011	Selected Problems in Administration - ORGS
ORGS	7902	1.5	2011	2012	Selected Problems in Administration - ORGS
ORGS	7910	3.0	2009	Never Offered	Selected Problems in Administration
ORGS	7920	3.0	2009	Never Offered	Selected Problems in Administration
OVGS	7901	1.5	2011	2011	Ontario Visiting Graduate Student
OVGS	7902	1.5	2011	2011	Ontario Visiting Graduate Student
PUBL	5110	3.0	2000	2011	Judicial Administration in Canada
PUBL	5601	3.0	2000	2016	Systems of Justice
PUBL	5605	3.0	1997	2011	Ethical Politics
PUBL	5650	3.0	2000	2013	Provincial and Municipal Government in Ontario
PUBL	6155	3.0	2000	2021	Democratic Administration
PUBL	6901	3.0	2006	2006	Individual Study: Public Administration
SGMT	6400	3.0	2009	2014	Strategic Thinking and Action in Turbulent Environments
SOCM	6901	3.0	2014	2014	Individual Study - Social Sector Management
SOCM	6960	3.0	2014	2014	Financial Management and Business Planning in the Nonprofit Sector

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Shanker Trivedi, Director of the Master of Accounting, Diploma in Intermediate Accounting

Date: August 1, 2022

Re: Introducing eligible three-year non-Canadian degrees assessed as being equivalent to four-year Canadian university degrees by the Canadian Professional Accountants Institute of Ontario as part of the admissible criteria for admission to the MAcc/DIAc program at the Keele Campus, Toronto.

Motion: That Faculty Council approve the admissibility of graduates with three-year degrees from non-Canadian universities, assessed as being equivalent to four-year degrees from Canadian universities by World Education Services expressly for the purposes of admission into the Preparatory (PREP) and Professional Education Program (PEP) programs of the Canadian Professional Accountants Institute of Ontario, into the MAcc/DIAc programs at the Toronto, Keele Campus.

Rationale: The approved new location option in Hyderabad India for Term 0 of the DIAc program from Summer 2023, with admission requirements unique to that location, is requiring a recalibration of the admission requirements relating to the MAcc/DIAc program at the Toronto, Keele Campus to achieve uniformity of admission standards across locations.

Currently, only those graduates holding four-year university degrees are admissible to the MAcc/DIAc programs at the Toronto, Keele Campus. In contrast, we will be admitting students of good academic standing holding three- or four-year degrees from Indian universities, who meet the 120-credit hour equivalent requirement of CPA Canada as assessed by the World Education Services (WES) into the India DIAc program commencing summer 2023. CPA Ontario has confirmed with the Program Director and Associate Program Director the following:

- WES assesses an Indian student's 3-year degree as being equivalent to a 4-year Canadian bachelor's degree provided that:
 - the degree granting university has a National Assessment and Accreditation Council (NAAC) of India rating of at least an A; and,
 - the student has achieved a first-class rating overall in the bachelor's degree.

We will use the same criteria as required by CPA Canada for admitting students in the DIAc program in India, in addition to our other usual admissions criteria. The current admission standards are not uniform across the two locations, Hyderabad and the Toronto Keele Campus at which the MAcc/DIAc programs will be offered.

Learning of the admission standards applicable to the Hyderabad DIAc Term 0 program, some students holding three-year degrees from Indian Universities have enquired as to whether they can be admitted to the Keele Campus directly for Term 0 based on the same admissions standards as are currently applicable only to the Hyderabad DIAc Term 0 program. Further, there may also be other three-year non-Canadian programs that are being assessed as being equivalent to four-year Canadian degrees by WES for the express purposes of admission into the PREP and PEP programs of the Canadian Professional Accountants Institute of Ontario. Consultation with CPA Ontario suggests that the latter type of programs is non-existent or sparse. Nevertheless, to the extent the latter type of programs exists, this proposal aims to ensure both sets of students be admissible to the MAcc/DIAc programs offered at the Toronto Keele

campus, subject to their meeting the other usual admission criteria.

The other admission requirements currently in place will ensure that applicants will continue to be closely scrutinized and only high-quality candidates will be admitted to the MAcc/DIAc programs while expanding the pool of eligible and capable applicants to the program. The proposed change does not affect the curriculum and has no implications for learning objectives and outcomes.

Change to Program/Graduate Diploma Academic Requirements Proposal Template

The following information is required for all proposals involving a change to program/graduate diploma academic requirements, including admission requirements. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program/Graduate Diploma: **Master of Accounting**

2. Effective Session of Proposed Change(s): **Summer 2023**

3. Proposed Change(s) and Rationale

The description of and rationale for the proposed change(s) should provide information with respect to each of the following points. Please provide:

a) A description of the proposed change(s) and rationale, including alignment with academic plans.

The MAcc program proposes to allow graduates with three-year degrees from non-Canadian universities, assessed as being equivalent to four-year degrees from Canadian universities by World Education Services expressly for the purposes of admission into the Preparatory (PREP) and Professional Education Program (PEP) programs of the Canadian Professional Accountants Institute of Ontario, to be admissible into the MAcc/DIAc programs at the Toronto, Keele Campus.

The approved new location option in Hyderabad India for Term 0 of the DIAc program from Summer 2023, with admission requirements unique to that location, is requiring a recalibration of the admission requirements relating to the MAcc/DIAc program at the Toronto, Keele Campus to achieve uniformity of admission standards across locations.

Currently, only those graduates holding four-year university degrees are admissible to the MAcc/DIAc programs at the Toronto, Keele Campus. In contrast, we will be admitting students of good academic standing holding three- or four-year degrees from Indian universities, who meet the 120-credit hour equivalent requirement of CPA Canada as assessed by the World Education Services (WES), into the India DIAc program commencing summer 2023. CPA Ontario has confirmed to us that WES assesses an Indian student's 3-year degree as being equivalent to a 4-year Canadian bachelor's degree, when the degree granting university has a National Assessment and Accreditation Council (NAAC) of India rating of at least an A, and the student has achieved a first-class rating overall in the bachelor's degree. We will use the same criteria as required by CPA Canada for admitting students in the DIAc program in India, in addition to our other usual admissions criteria. The current admissions standards are not uniform across the two locations, Hyderabad and the Toronto Keele Campus at which the MAcc/DIAc programs will be offered.

Learning of the admission standards applicable to the Hyderabad DIAc Term 0 program, some students holding three-year degrees from Indian Universities have enquired as to whether they can be admitted to the Keele Campus directly for Term 0 based on the same admissions standards as are currently applicable only to the Hyderabad DIAc Term 0 program. Further, there may also

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be other three-year non-Canadian programs that are being assessed as being equivalent to four-year Canadian degrees by WES for the express purposes of admission into the PREP and PEP programs of the Canadian Professional Accountants Institute of Ontario. Consultations with CPA Ontario suggests that the latter type of programs is non-existent or sparse. To the extent the latter type of programs exists, this proposal aims to ensure both sets of students be admissible to the MAcc/DIAc programs offered at the Toronto Keele campus, subject to their meeting the other usual admission criteria.

The other admission requirements currently in place will ensure that applicants will continue to be closely scrutinized and only high-quality candidates will be admitted to the MAcc/DIAc programs while expanding the pool of eligible and capable applicants to the program. The proposed change does not affect the curriculum and has no implications for learning objectives and outcomes.

b) An outline of the changes to requirements and the associated learning outcomes, including how the proposed requirements will support the achievement of program/graduate diploma learning objectives.

The proposed change does not affect the curriculum and has no implications for learning objectives and outcomes/objectives.

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas. (Where and as appropriate, the proposal must include statements from the relevant program/graduate diplomas confirming consultation/support.)

Consultations were conducted with the admissions team at Schulich, including the Associate Dean Student Services. The proposed change will have no impact on other programs/graduate diplomas, other than the allied Graduate Diploma in Intermediate Accounting (DIAc) and the Graduate Diploma in Advanced Accounting (DAAC).

d) A summary of any resource implications and how they are being addressed. (Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources are required. If new/additional resources are required, the proposal must include a statement from the relevant Dean(s)/Principal.)

There is an admissions team at the Hyderabad location who will assess the admissibility of graduates from Indian universities into the India DIAc program as well as help in such assessments for the MAcc/DIAc programs at the Keele campus in Toronto. They will use the same criteria as those used by WES to assess whether three-year degrees from Indian universities are equivalent to four-year degrees from Canadian universities. These criteria are relatively straightforward. In contrast, the criteria used by WES to assess the three-year degree credentials from other countries are not publicly

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available. Therefore, we will require students holding such degrees to submit a WES assessment attesting that their degrees are equivalent to four-year Canadian degrees to be considered for admission into the MAcc/DIAc programs at the Keele Campus in Toronto. Consequently, the proposed change does not pose any resource implications.

e) A summary of how students currently enrolled in the program/graduate diploma will be accommodated.

N/A

4. Calendar Copy

Using the following two-column format, provide a copy of the relevant program/graduate diploma requirements as they will appear in the graduate Calendar.

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p>ADMISSION REQUIREMENTS</p> <ul style="list-style-type: none"> ❖ Applicants with a non-Canadian or non-business degree must first complete the Diploma in Intermediate Accounting (DIAC), which is an eight-month graduate diploma to bring internationally educated and non-business students up to speed on accounting principles and tax practices for the MAcc. ❖ Applicants with CPA accredited business degrees from Canadian institutions, Schulich i/BBA students/graduates with non-accounting specializations, registered CPA students who have completed Core 1 of the PEP may be eligible for admission to Term 1 of the MAcc. ❖ Schulich i/BBA students/graduates with an accounting specialization, applicants with an accounting specialization from CPA accredited business programs, registered CPA students who have completed CPA-accredited Core 2 of the PEP may be eligible for admission to Term 2 of the MAcc. ❖ All applicants other than those with eligible three-year degrees from India who have completed Term 0 of their DIAC program at the Sculich campus in India should possess a four-year undergraduate degree from a recognized university with a minimum B average in the last two full years (or equivalent) of academic work. Candidates are also required to have completed prerequisite courses at the undergraduate level. Schulich i/BBA students should also have a minimum B (6.0) average in all CPA courses. 	<p>ADMISSION REQUIREMENTS</p> <ul style="list-style-type: none"> ❖ Applicants with a non-Canadian or non-business degree must first complete the Diploma in Intermediate Accounting (DIAC), which is an eight-month graduate diploma to bring internationally educated and non-business students up to speed on accounting principles and tax practices for the MAcc. ❖ Applicants with CPA accredited business degrees from Canadian institutions, Schulich i/BBA students/graduates with non-accounting specializations, registered CPA students who have completed Core 1 of the PEP may be eligible for admission to Term 1 of the MAcc. ❖ Schulich i/BBA students/graduates with an accounting specialization, applicants with an accounting specialization from CPA accredited business programs, registered CPA students who have completed CPA-accredited Core 2 of the PEP may be eligible for admission to Term 2 of the MAcc. ❖ All applicants other than those with eligible three-year degrees from India who have completed Term 0 of their DIAC program at either the Schulich campus in India or at the Keele campus, or those with eligible three-year degrees from other foreign countries assessed by WES as having degrees that are equivalent to four-year degrees from Canadian universities and who have completed Term 0 of their DIAC program at the Keele campus should possess a four-year undergraduate degree from a recognized university with a minimum B average in the last two full years (or equivalent) of academic work. Candidates are also required to have completed prerequisite courses at the undergraduate level. Schulich

- ❖ Post-graduate work experience is recommended but not required.
 - ❖ Applicants are required to submit essays, résumé, references, and take the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE) with acceptable scores on all measures thereof. These requirements will be waived if the applicant graduated from Schulich or from another Canadian university within the last five years.
 - ❖ Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component scores of 6.5.
- All other requirements are identical to those of Schulich's other master's programs.

- students should also have a minimum B (6.0) average in all CPA courses.
- ❖ Post-graduate work experience is recommended but not required.
 - ❖ Applicants are required to submit essays, résumé, references, and take the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE) with acceptable scores on all measures thereof. These requirements will be waived if the applicant graduated from Schulich or from another Canadian university within the last five years.
 - ❖ Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component scores of 6.5.
- All other requirements are identical to those of Schulich's other master's programs.

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Shanker Trivedi, Director of the Master of Accounting, Diploma in Intermediate Accounting

Date: August 1, 2022

Re: Introducing eligible three-year non-Canadian degrees assessed as being equivalent to four-year Canadian university degrees by the Canadian Professional Accountants Institute of Ontario as part of the admissible criteria for admission to the DIAC program at the Keele Campus, Toronto.

Motion: That Faculty Council approve the admissibility of graduates with three-year degrees from non-Canadian universities, assessed as being equivalent to four-year degrees from Canadian universities by World Education Services expressly for the purposes of admission into the Preparatory (PREP) and Professional Education Program (PEP) programs of the Canadian Professional Accountants Institute of Ontario, into the DIAC program at the Toronto, Keele Campus.

Rationale: The approved new location option in Hyderabad India for Term 0 of the DIAC program from Summer 2023, with admission requirements unique to that location, is requiring a recalibration of the admission requirements relating to the DIAC program at the Toronto, Keele Campus to achieve uniformity of admission standards across locations.

Currently, only those graduates holding four-year university degree are admissible to the DIAC program at the Toronto, Keele Campus. In contrast, we will be admitting students of good academic standing holding three- or four-year degrees from Indian universities, who meet the 120-credit hour equivalent requirement of CPA Canada as assessed by the World Education Services (WES), into the India DIAC program commencing summer 2023. CPA Ontario has confirmed to the Program Director and Associate Program Director the following:

- WES assesses an Indian student's 3-year degree as being equivalent to a 4-year Canadian bachelor's degree provided that:
 - the degree granting university has a National Assessment and Accreditation Council (NAAC) of India rating of at least an A; and,
 - the student has achieved a first-class rating overall in the bachelor's degree.

We will use the same criteria as required by CPA Canada for admitting students in the DIAC program in India, in addition to our other usual admissions criteria. The current admissions standards are not uniform across the two locations, Hyderabad and the Toronto Keele Campus at which the DIAC programs will be offered.

Learning of the admission standards applicable to the Hyderabad DIAC Term 0 program, some students holding three-year degrees from Indian Universities have enquired as to whether they can be admitted to the Keele Campus directly for Term 0 based on the same admissions standards as are currently applicable only to the Hyderabad DIAC Term 0 program. Further, there may also be other three-year non-Canadian programs that are being assessed as being equivalent to four-year Canadian degrees by WES for the express purposes of admission into the PREP and PEP programs of the Canadian Professional Accountants Institute of Ontario. Consultations with CPA Ontario suggests that the latter type of programs is non-existent or sparse. Nevertheless, to the extent the latter type of programs exists, this proposal aims to ensure both sets of students be admissible to the DIAC program offered at the Toronto Keele campus,

subject to their meeting the other usual admission criteria.

The other admission requirements currently in place will ensure that applicants will continue to be closely scrutinized and only high-quality candidates will be admitted to the DIAC program while expanding the pool of eligible and capable applicants to the program. The proposed change does not affect the curriculum and has no implications for learning objectives and outcomes.

Change to Program/Graduate Diploma Academic Requirements Proposal Template

The following information is required for all proposals involving a change to program/graduate diploma academic requirements, including admission requirements. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program/Graduate Diploma: Master of Accounting

2. Effective Session of Proposed Change(s): Summer 2023

3. Proposed Change(s) and Rationale

The description of and rationale for the proposed change(s) should provide information with respect to each of the following points. Please provide:

a) A description of the proposed change(s) and rationale, including alignment with academic plans.

The DIAC program proposes to allow graduates with three-year degrees from non-Canadian universities, assessed as being equivalent to four-year degrees from Canadian universities by World Education Services expressly for the purposes of admission into the Preparatory (PREP) and Professional Education Program (PEP) programs of the Canadian Professional Accountants Institute of Ontario, to be admissible into the DIAC program at the Toronto, Keele Campus.

The approved new location option in Hyderabad, India, for Term 0 of the DIAC program from Summer 2023, with admission requirements unique to that location, is requiring a recalibration of the admission requirements relating to the DIAC program at the Toronto, Keele Campus to achieve uniformity of admission standards across locations.

Currently, only those graduates holding four-year university degree are admissible to the DIAC program at the Toronto, Keele Campus. In contrast, we will be admitting students of good academic standing holding three- or four-year degrees from Indian universities, who meet the 120-credit hour equivalent requirement of CPA Canada as assessed by the World Education Services (WES), into the India DIAC program starting from the Summer of 2023. CPA Ontario has confirmed to the Program Director and Associate Program Director that WES assesses an Indian student's 3-year degree as being equivalent to a 4-year Canadian bachelor's degree, when the degree granting university has a National Assessment and Accreditation Council (NAAC) of India rating of at least an A, and the student has achieved a first-class rating overall in the bachelor's degree. We will use the same criteria as required by CPA Canada for admitting students in the DIAC program in India, in addition to our other usual admissions criteria. The current admissions standards are not uniform across the two locations, Hyderabad and the Toronto Keele Campus at which the DIAC programs will be offered.

Learning of the admission standards applicable to the Hyderabad DIAC Term 0 program, some students holding three-year degrees from Indian Universities have enquired as to whether they

can be admitted to the Keele Campus directly for Term 0 based on the same admissions standards as are currently applicable only to the Hyderabad DIAC Term 0 program. Further, there may also be other three-year non-Canadian programs that are being assessed as being equivalent to four-year Canadian degrees by WES for the express purposes of admission into the PREP and PEP programs of the Canadian Professional Accountants Institute of Ontario. Consultations with CPA Ontario suggests that the latter type of programs is non-existent or sparse. Nevertheless, to the extent the latter type of programs exists, this proposal aims to ensure both sets of students be admissible to the DIAC program offered at the Toronto Keele campus, subject to their meeting the other usual admission criteria.

The other admission requirements currently in place will ensure that applicants will continue to be closely scrutinized and only high-quality candidates will be admitted to the DIAC program while expanding the pool of eligible and capable applicants to the program. The proposed change does not affect the curriculum and has no implications for learning objectives and outcomes.

b) An outline of the changes to requirements and the associated learning outcomes, including how the proposed requirements will support the achievement of program/graduate diploma learning objectives.

The proposed change does not affect the curriculum and has no implications for learning objectives and outcomes/objectives.

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas. (*Where and as appropriate, the proposal must include statements from the relevant program/graduate diplomas confirming consultation/support.*)

Consultations were conducted with the admissions team at Schulich, including the Associate Dean Student Services. The proposed change will have no impact on other programs/graduate diplomas, other than the allied Master of Accounting (MAcc) program and the Graduate Diploma in Advanced Accounting (DAAC).

d) A summary of any resource implications and how they are being addressed. (*Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources are required. If new/additional resources are required, the proposal must include a statement from the relevant Dean(s)/Principal.*)

There is an admissions team at the Hyderabad location who will assess the admissibility of graduates from Indian universities into the India DIAC program as well as help in such assessments for the MAcc/DIAC programs at the Keele campus in Toronto. They will use the same criteria as those used by WES to assess whether three-year degrees from Indian universities are equivalent to four-year degrees from Canadian universities. These criteria are relatively straightforward. In contrast, the

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criteria used by WES to assess the three-year degree credentials from other countries are not publicly available. Therefore, we will require students holding such degrees to submit a WES assessment attesting that their degrees are equivalent to four-year Canadian degrees to be considered for admission into the DIAC program at the Keele Campus in Toronto. Consequently, the proposed change does not pose any resource implications.

e) A summary of how students currently enrolled in the program/graduate diploma will be accommodated.

N/A

4. Calendar Copy

Using the following two-column format, provide a copy of the relevant program/graduate diploma requirements as they will appear in the graduate Calendar.

<p>GRADUATE DIPLOMA IN INTERMEDIATE ACCOUNTING</p> <p>The Graduate Diploma in Intermediate Accounting develops students' academic and intellectual abilities in the core competency areas that constitute the field of accountancy. This includes courses that are fundamental to accounting as well as basic and intermediate courses in accounting. The program is suitable for graduates of four-year non-business programs and graduates of four-year business programs not accredited by CPA Ontario and graduates of three-year business or non-business programs from Indian universities assessed as being equivalent to four-year degrees by CPA Canada, and who meet the minimum 120 credit hour requirement of CPA Canada based on a course-by-course evaluation. The curriculum is academically rigorous and comprises 30 credits over two terms.</p> <p>After completing the program, graduates will have acquired in-depth learning of all of the field's competency areas and expertise in basic and intermediate accounting, covering the Core 1 and Core 2 of the CPA qualification path. Graduates may proceed to complete their education necessary for professional certification through pursuing Schulich's Master of Accounting (advanced standing will be provided to successful graduates) or enter the CPA professional certification stream.</p> <p>Please visit http://schulich.yorku.ca for more information.</p>	<p>GRADUATE DIPLOMA IN INTERMEDIATE ACCOUNTING</p> <p>The Graduate Diploma in Intermediate Accounting develops students' academic and intellectual abilities in the core competency areas that constitute the field of accountancy. This includes courses that are fundamental to accounting as well as basic and intermediate courses in accounting. The program is suitable for graduates of four-year non-business programs and graduates of four-year business programs not accredited by CPA Ontario and graduates of three-year business or non-business programs from Indian universities assessed as being equivalent to four-year degrees by CPA Canada, and who meet the minimum 120 credit hour requirement of CPA Canada based on a course-by-course evaluation and those with eligible three-year degrees from other foreign countries assessed by WES as having degrees that are equivalent to four-year degrees from Canadian universities. The curriculum is academically rigorous and comprises 30 credits over two terms.</p> <p>After completing the program, graduates will have acquired in-depth learning of all of the field's competency areas and expertise in basic and intermediate accounting, covering the Core 1 and Core 2 of the CPA qualification path. Graduates may proceed to complete their education necessary for professional certification through pursuing Schulich's Master of Accounting (advanced standing will be provided to successful graduates) or enter the CPA professional certification stream.</p> <p>Please visit http://schulich.yorku.ca for more information.</p>
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Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Alexandra J. Campbell, MBA Program Director
Date: July 22, 2022
Re: Minor Program Change to the MBA

Motion: That Faculty Council approve the replacement of the core course MGMT 5260 3.0 Managing for Value Creation with SUST 5200 3.0 Business and Sustainability.

Rationale: Sustainability has become a managerial imperative across disciplines. Across functional roles and industries, employers are requiring MBA graduates to both have a sustainability mindset as well as a knowledge of the tools and methodologies that will help organizations to advance the sustainability agenda. The School has also made an explicit and long-standing commitment to producing graduates that are at the forefront of sustainability thought and practice. Replacing MGMT 5260 with SUST 5200 brings the MBA curriculum in closer alignment with employer demands and with the School's commitment to sustainability.

Non-Major Modification Program Changes

1. Program: MBA Program
 2. Degree Designation: Master of Business Administration
 3. Type of Modification: Replacing one core course
 4. Effective Date: Fall 2023
-

5. State what the changes are (Example: increase / decrease to the number of major credits):

Course to be Removed from the MBA Core: MGMT 5260 3.0 (Managing for Value Creation)

Course to be Added to the MBA Core; SUST 5200 3.0 (Business and Sustainability)

6. Provide the rationale for the proposed changes that is rooted in the program learning outcomes.

Sustainability has become a managerial imperative across disciplines. Across functional roles and industries, employers are requiring MBA graduates to both have a sustainability mindset as well as a knowledge of the tools and methodologies that will help organizations to advance the sustainability agenda. The School has also made an explicit and long-standing commitment to producing graduates that are at the forefront of sustainability thought and practice. Replacing MGMT 5260 with SUST 5200 brings the MBA curriculum in closer alignment with employer demands and with the School's commitment to sustainability. SUST 5200 addresses a greater range of learning outcomes than MGMT 5260 did. Whereas learning outcomes relating to marketing, accounting, operations, and economics were not covered by MGMT 5260, SUST 5200 explicitly addresses those learning outcomes.

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.

Please see attached.

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.

Extensive consultations were held with the sustainability. This led to the creation of a new course – SUST 5200. SUST 5200 was approved both by the Master Program Committee as well as by Faculty Council.

There is no impact on other programs.

- 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.**

SUST 5200 will be staffed by the Sustainability area at the Schulich School of Business.

- 10. Provide a summary of how students currently enrolled in the program will be accommodated.**

SUST 5200 will be launched in Fall 2022 for the in-coming cohort by decanal approval. It is a required course for Year 1 of the MBA. As such, there is no issue with regards to accommodating pre-existing students.

- 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.**

There is no change in the program requirements.

EXPECTED LEARNING OUTCOMES
MASTER OF BUSINESS ADMINISTRATION
Replacement of MGMT 5260 3.0 Managing for Value Creation with SUST 5200 3.0
Business and Sustainability

LEARNING OUTCOMES	<i>The MBA is awarded to students who have demonstrated:</i>	MGMT 5150	MGMT 5260	SUST 5200	MGMT 6100	ACTG 5100	ACTG 5210	ECON 5100	FINE 5200	MKTG 5200	OMIS 5110	OMIS 5120	OMIS 5210	ORGS 5100	SGMT 6000	ELECTIVES	
1. Depth and Breadth of Knowledge	a. A capacity for creative, inspiring, empathetic leadership.	✓	✗	✓	✓									✓	✓	✓	
	b. An understanding of the global nature of business.	✓	✗	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	
	c. An ability to innovate, and to foster innovation in an organization	✓	✗	✓	✓					✓	✓		✓	✓	✓	✓	
	d. A recognition of and appreciation for diversity in all aspects of management.	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	e. A understanding and appreciation of the roles of business, not-for- profits, and government in society.	✓	✗	✓	✓	✓		✓	✓					✓	✓	✓	
	f. A general understanding of the international economic and business environment.	✓	✗	✓	✓	✓		✓	✓						✓		
	g. A general knowledge of the functional areas of management, including the ability			✓													
	Accounting																
	i. Understand and interpret financial statements.				✓	✓											
	ii. Use management accounting techniques to improve the effectiveness and efficiency of an organization.			✓	✓		✓										
	iii. Work effectively with the services of accounting professionals.				✓	✓	✓										
	Organizational Behaviour																
	iv. Approach problems from a systems perspective, with an appreciation of context and the role of the external environment of organizations.	✓	✗	✓	✓	✓								✓	✓		
v. Appreciate the totality of an organization, and develop its capacities to accomplish strategic goals.	✓	✗	✓	✓	✓								✓	✓			
vi. Employ confidently a range of personal and interpersonal skills, such as leadership, negotiations, working in teams, motivating others, and managing change.	✓	✗	✓	✓	✓								✓				

LEARNING OUTCOMES	<i>The MBA is awarded to students who have demonstrated:</i>	MGMT 5150	MGMT 5260	SUST 5200	MGMT 6100	ACTG 5100	ACTG 5210	ECON 5100	FINE 5200	MKTG 5200	OMIS 5110	OMIS 5120	OMIS 5210	ORGS 5100	SGMT 6000	ELECTIVES
	<p>Strategy</p> <p>vii. Understand and assess the factors that determine an organization's performance.</p> <p>viii. Think strategically in a variety of contexts, taking into account risk, uncertainty, ambiguity, and paradox.</p> <p>ix. Take multiple stakeholders into account in decision making, including the public, shareholders, customers, employees and suppliers.</p> <p>x. Evaluate an organization's context and perform a competitor analysis.</p> <p>xi. Understand the drivers of differentiation.</p>	✓	✗	✓	✓	✓									✓	
	<p>Marketing</p> <p>xii. Understand market segmentation, buyer behavior, targeting, positioning, product/service development, pricing, distribution and communication.</p> <p>xiii. Write and implement an actionable marketing plan.</p> <p>xiv. Conduct basic market research and interpret the data.</p>			✓	✓	✓				✓						
	<p>Finance</p> <p>xv. Manage the finances of an organization using basic risk management concepts, tools and techniques.</p> <p>xvi. Understand and apply basic financial management theory, especially pertaining to how decisions are made under uncertainty.</p> <p>xvii. Understand the time value of money and its application to financial instruments.</p> <p>xviii. Understand the language and workings of financial markets, and the implications of these markets for the financial management of organizations.</p> <p>xix. Understand the relationship between expected risk and return and employ it to determine the cost of capital for new projects and assess their feasibility.</p>			✓	✓	✓			✓							
	<p>Operations and Information Systems</p> <p>xx. Identify processes along external and internal supply chains, for both products and services.</p> <p>xxi. Identify the determinants of operational systems, including inputs, outputs and transformation steps.</p> <p>xxii. Assess and improve the effectiveness and efficiency of processes at the operational, tactical and strategic levels.</p> <p>xxiii. Understand the strategic and managerial issues raised by the design, implementation and use of information systems within and between organizations.</p> <p>xxiv. Employ information system tools for organizational management.</p>			✓	✓							✓	✓			

LEARNING OUTCOMES	<i>The MBA is awarded to students who have demonstrated:</i>	MGMT 5150	MGMT 5260	SUST 5200	MGMT 6100	ACTG 5100	ACTG 5210	ECON 5100	FINE 5200	MKTG 5200	OMIS 5110	OMIS 5120	OMIS 5210	ORGS 5100	SGMT 6000	ELECTIVES
	<p>Economics</p> <p>xxv. Understand basic microeconomics and its role in management decision making with a focus on real world applications</p> <p>xxvi. Understand basic macroeconomic factors affecting the operating environment of firms and organizations in a domestic and international context.</p> <p>xxvii. Understand underlying economic incentives of organizations and their implications for managers and stakeholders</p> <p>xxviii. Understand potential problems associated with different market structures, the role of the government, and their implications for managers and organizations</p> <p>xxix. Apply economic concepts and frameworks to analyze business models and develop strategies for the deployment of organizational resources.</p> <p>h. Advanced knowledge of tools, methods and practice in one or more fields of management (functional, industry-specific, or cross-disciplinary).</p> <p>i. A clear understanding of ethics as it pertains to the role of business in society and the decisions organizational managers must make.</p> <p>j. A clear understanding of the relationship between business and the physical environment, and the role of sustainability in business practices.</p> <p>k. An integrated understanding of how the various fields of management intersect.</p> <p>l. The ability to adapt in the face of constant change in the organizational context, and the ability to plan for and cope with sudden, unpredictable change.</p> <p>m. The ability to work effectively with people from unfamiliar cultures.</p> <p>n. Respect for and inclusion of all people, regardless of race, creed, gender, or sexual orientation.</p>				✓			✓								
2. Knowledge of Methodologies	<p>a. An understanding of theories and methods of analysis that are appropriate for evaluating management problems and emerging issues in the student's area(s) of professional competence.</p> <p>b. Basic competence with both quantitative and qualitative methods of data-gathering and analysis appropriate to organizational decision making.</p> <p>c. The ability to recognize situations in which standard methods of analysis are not appropriate and to devise appropriate innovative approaches.</p> <p>d. The ability to work effectively in groups and teams, both within and across</p>	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

LEARNING OUTCOMES	<i>The MBA is awarded to students who have demonstrated:</i>	MGMT 5150	MGMT 5260	SUST 5200	MGMT 6100	ACTG 5100	ACTG 5210	ECON 5100	FINE 5200	MKTG 5200	OMIS 5110	OMIS 5120	OMIS 5210	ORGS 5100	SGMT 6000	ELECTIVES
3. Level of Application of Knowledge	a. A practical understanding of how to manage organizational resources effectively and efficiently.	✓		✓	✓								✓	✓	✓	✓
	b. An ability to gather, review, evaluate, and interpret information pertaining to management or organizational environment issues.	✓	↑	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	c. The ability to apply appropriate analytical skills to numerical data and to understand and interpret the results of the analysis.				✓	✓						✓				✓
	d. The ability to evaluate quantitative information within the context of non- quantitative environmental factors and constraints.				✓	✓	✓	✓	✓	✓		✓	✓			✓
	e. An ability to differentiate between relevant and irrelevant information in management decision making.	✓		✓	✓	✓	✓	✓		✓		✓	✓	✓		✓
	f. An ability to apply critical thinking and analytical skills to complex problems and issues, including those within a specific discipline and those that cross discipline boundaries.	✓	↑	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	g. An ability to reach implementable conclusions and recommendations that satisfy the needs of the direct and indirect stakeholders, including the broader ethical, economic and social environment of both the local and the international communities.	✓	↑	✓	✓									✓	✓	✓
4. Awareness of Limits of Knowledge	a. An understanding of the limitations of one's own knowledge and abilities.	✓	↑	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	b. Personal self awareness, the ability to be reflective, the capacity to challenge personal mental models, and an understanding of the impact of one's own actions on	✓	↑	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	c. An appreciation of risk, uncertainty, and ambiguity, and how these might influence analyses, conclusions, recommendations and interpretations.	✓	↑	✓	✓			✓	✓			✓		✓		✓
	d. An attitude of experimentation and organic learning.	✓			✓					✓				✓		✓
5. Level of Communication Skills	a. The ability to convey thoughts, ideas, and plans within a working group, team, or negotiation session.	✓	↑	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	b. An ability to listen to the thoughts, ideas, and plans offered by others in a working group or in a negotiation session with others.	✓	↑	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	c. The ability to communicate information, analyses, and recommendations to a range of audiences, both within the organization and to outside stakeholders, including governmental bodies, both orally and in writing.	✓	↑	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

LEARNING OUTCOMES	<i>The MBA is awarded to students who have demonstrated:</i>	MGMT 5150	MGMT 5260	SUST 5200	MGMT 6100	ACTG 5100	ACTG 5210	ECON 5100	FINE 5200	MKTG 5200	OMIS 5110	OMIS 5120	OMIS 5210	ORGS 5100	SGMT 6000	ELECTIVES	
6. Autonomy and Professional Capacity	a. The ability to function professionally in employment, and in external roles such as community involvement.	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	b. The ability to transfer skills to new situations and environments.	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	c. Recognition of the importance of continuing professional development, both within the organization and through independent professional development programs.	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	d. The habits and capacities of a self-directed learner, including the ability to manage one's own learning in changing circumstances and to select or arrange an appropriate program for further study.	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	e. Self-awareness of career interests, strengths and motivators.	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	f. An understanding of career development and relationship building principles.	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	g. The ability to articulate a career vision and execute career progression.	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	h. An understanding of the constant obligation to act in a socially and ethically responsible manner.	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Master of Business Administration Curriculum Map

MBA Current Curriculum	Credits	MBA Proposed Curriculum	Credits
Term I MGMT 5150 SKILLS FOR LEADERSHIP ACTG 5100 FINANCIAL ACCOUNTING FOR MANAGERS ECON 5100 THE ECONOMIC ENVIRONMENT OF BUSINESS ORGS 5100 ORGANIZATIONAL BEHAVIOUR OMIS 5110 INFORMATION SYSTEMS OMIS 5120 QUANTITATIVE METHODS	3 hrs 3 hrs 3 hrs 3 hrs 1.5hrs 1.5 hrs	Term I MGMT 5150 SKILLS FOR LEADERSHIP ACTG 5100 FINANCIAL ACCOUNTING FOR MANAGERS ECON 5100 THE ECONOMIC ENVIRONMENT OF BUSINESS ORGS 5100 ORGANIZATIONAL BEHAVIOUR OMIS 5110 INFORMATION SYSTEMS OMIS 5120 QUANTITATIVE METHODS	3 hrs 3 hrs 3 hrs 3 hrs 1.5hrs 1.5 hrs
Term II MGMT 5260 MANAGING FOR VALUE CREATION FINE 5200 MANAGERIAL FINANCE MKTG 5200 MARKETING MANAGEMENT ACTG 5210 MANAGEMENT ACCOUNTING OMIS 5210 OPERATIONS MANAGEMENT ELECTIVE/S AND SPECIALIZATIONS	3 hrs 3 hrs 3 hrs 1.5 hrs 1.5 hrs 3 hrs	Term II MGMT 5260 MANAGING FOR VALUE CREATION SUST 5200 BUSINESS AND SUSTAINABILITY FINE 5200 MANAGERIAL FINANCE MKTG 5200 MARKETING MANAGEMENT ACTG 5210 MANAGEMENT ACCOUNTING OMIS 5210 OPERATIONS MANAGEMENT ELECTIVE/S AND SPECIALIZATIONS	3 hrs 3 hrs 3 hrs 3 hrs 1.5 hrs 1.5 hrs 3 hrs
Term III and IV SGMT 6000 STRATEGIC MANAGEMENT MGMT 6090 STRATEGY FIELD STUDY FORMATION MGMT 6100 STRATEGY FIELD STUDY (TWO TERMS) ELECTIVES AND SPECIALIZATIONS	3 hrs 3 hrs 24 hrs	Term III and IV SGMT 6000 STRATEGIC MANAGEMENT MGMT 6090 STRATEGY FIELD STUDY FORMATION MGMT 6100 STRATEGY FIELD STUDY (TWO TERMS) ELECTIVES AND SPECIALIZATIONS	3 hrs 3 hrs 24 hrs

*Electives must not duplicate previous business courses taken.

** Students must enrol in MGMT 6090 0.00 in the first term of their Strategy Field Study.

*** The Strategy Field Study spans two consecutive terms. Students may enroll in MGMT 6100 3.00 in either the first or second term of their Strategy Field Study.

Legend

~~Red~~ strike through: Retired courses

Yellow highlight: new courses to the program

SUST 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/a1R5c0000FA45cEAD/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.

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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. Totaling 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.

Schulich School of Business

York University

Course Outline

MGMT 5260 3.0: Managing for Value Creation
Section F, Thursdays 11:30 – 14:30
Room E 115

Instructor

Prof. Burkard Eberlein

(416)736-2100 x44592

Seymour Schulich Building (N 209)

beberlein@schulich.yorku.ca

Office hours: by appointment

Course secretary: JoAnne Stein, N305B, jstein@schulich.yorku.ca, Tel: 416-736-2100 x55087

Brief Description

This course focuses on value creation through management action in a multi-level, multi-actor environment. We explore questions such as what is value, how is value created, and what and who drives value towards which ends? Locating the business enterprise within the value creation process, we link it to the role of various actors such as shareholders, government, NGOs, employees.

Prerequisite: All 5100-series Required Foundations of Management Core Courses and MGMT 5150 3.0

Course objectives

A course about value creation, from a multiple stakeholder perspective.

This course focuses on understanding and managing value creation. Creating value is a core purpose of any organization, whatever industry or sector it may be in. It is also a key driver of social welfare and economic growth in our societies. Managers therefore need to know how value is created, who it is valuable to, how value gets to be captured, and how value can be destroyed or captured by others.

More specifically, we seek to explore the management of value creation in an environment of multiple stakeholders. That is: (i) value creation is seen as a process involving multiple stakeholders with different aims, values and resources; and (ii) it has significance both at the organizational level (i.e. how can we as managers create and capture value?), and at the societal level (i.e. how should value be created and distributed for the benefit of all?).

Finally, the course offers an integrative approach to management for value creation, highlighting the diversity of actors and value propositions involved, and bringing a strategic management approach to the new 'triple-bottom-line' environment of business.

First, we will introduce ideas and frameworks that address the process of value-creation in a complex environment: we will explore questions such as what is value, how is value created, what strategic tools can be used to examine value creation?

Second, we locate the business enterprise (or other organizations such as not-for-profits) at the heart of the value creation process and explore links among the actors it interacts with to create value: shareholders, employees, governments, and nonprofits. Some of these actors such as nonprofit organizations and governments create value in their own right, but all affect value creation in a business setting. For each of these actors we ask: what is their purpose and contribution to value creation, their resource base, and their impact on the firm and on the broader environment?

Third, we ask the question: how does business relate to this multiple stakeholder environment? We introduce different modes of interaction and governance, and we address the dynamics of collaboration, competition, and conflict in the value creation process, with a particular focus on negotiation as primary mode of engaging with stakeholders.

By the end of this course, your skills in the following areas should be enhanced:

1. Stakeholder context analysis

- Identification and analysis of multiple stakeholders and how they relate to and interact with the firm
- Diagnosis of complex value creation problems

2. Leadership in a multiple stakeholder context

- 'Big picture' thinking to inform strategic decision making
- Identification and evaluation of different avenues of 'triple bottom line' value creation
- Engage and negotiate with various stakeholders to deliver shared value

Organization of the Course

This course is delivered in a weekly three hour class. Classes are designed to be interactive, comprising a mixture of talks, case discussions, guest speakers, exercises, student presentations, and an on-line simulation designed to enhance experiential learning and practice strategic decision-making. Students are expected to come to class having completed the required readings, and should be ready to contribute to class discussions in an informed way.

Assigned Reading

There is no required textbook. Required articles are available through the **online reserve list** on the York University Library website and in the **course kit**.

To access the online reserve list:

1. Go to <http://www.library.yorku.ca/>
2. Select the "Reserves" tab above the search box
3. Enter "MGMT5260" as your search term.
4. Select the appropriate instructor/course

A package of additional reading materials including articles and cases has been prepared to supplement the online readings. The materials have been assembled into a course kit. **These kits are available through the York University Bookstore.**

Students will also need to individually purchase access to the on-line simulation SmartMart at www.ethics-lx.com. Further details will be provided in class.

Each section of a Schulich-based course has a Course Materials Database ('CMD') created within Lotus Notes. Every CMD includes some important general information for Schulich students. In addition, for this course, powerpoint slides and other course materials will be posted to the CMD.

Evaluation of Student Performance

The course grading scheme for Master's level courses at Schulich uses a 9-value grade-point system. The possible course letter grades for a course (and the corresponding grade points awarded for each grade) are: A+ = 9; A = 8; A- = 7; B+ = 6; B = 5; B- = 4; C+ = 3; C = 2; C- = 1; F = 0

Students are reminded that they must maintain a cumulative GPA of at least 4.2 to remain in good standing and continue in the program, and a minimum of 4.4 to qualify for their degree.

Schulich grading guidelines mandate a section GPA of between 4.7 and 6.1 for core courses such as MGMT 5260.

Where instructors use numerical or percentage grades, Schulich grading policy does not require a preset translation of percentages into specific letter grades. In this class, final letter grades will be determined by the following process:

- Each assignment will receive a percentage, with the corresponding letter grade. (e.g. 8/10, A-) The final grade will be an amalgamation of the work from the semester with the weighting indicated below. Also, as much as possible, I will return developmental feedback on assignments. Please speak to me if you require further clarification or more feedback.
-
- Grades given for assignments are final. There is no negotiation on grades once you have submitted your assignment. If you are unsure of the criteria for assessment, clarify these with me before you submit your work.
-

- Assignments received late will be deducted 5% for each day late, calculated in 24hr periods from the due date/time. Each student is required to keep a backup copy of their assignments where appropriate.

Assignments

The class is assessed through a mixture of group and individual assignments as follows:

Assignment	Weight	Deadline
Simulation Write-up	10%	Week 4
Midterm Exam	40%	Week 7
Group Project	40%	Week 11
Participation	10%	Week 1-12

Further information on each of these assignments follows below, and additional details will be provided in class and/or on the CMD.

If you are facing personal circumstances that might interfere with your performance in this class, please alert me as soon as possible and I will try to help you complete the course. If you contact me after missing several classes or due dates, my ability to help you will be limited.

If you require special accommodations because of a disability, please advise me immediately.

1. Simulation, lessons learned: due week 4

The purpose of this assignment is to assess: (i) your knowledge of basic concepts in managing for value creation; and (ii) your ability to learn key strategic lessons from practical decision-making.

You are required to log in at www.ethics-lx.com and purchase access to the "SmartMart" simulation. Access details will be posted on the CMD. You will complete the simulation in week 4 (note: you have 'one shot' only), along with an optional on-line debrief.

The graded component of this assignment is a paper distilling your lessons learned from the simulation. You will not be directly graded on your performance on the simulation itself, or the on-line debrief, but you should use data and other evidence from the simulation to support your

answers to the questions set.

Your assignment should address the following:

1. Set out your overall strategy for SmartMart, explaining why you elected to follow this strategy, and how each decision you made contributed to this strategy.
2. How did you take into account the needs and interests of shareholders and the other stakeholders of SmartMart?
3. What is the difference between value creation and value capture? What role did each play in your decision-making?
4. Which decision was the most difficult for you to take and why?

You should provide support for your answers using ideas, tools and concepts from the course readings, and data from the simulation.

You should use 12 pt font and 1 inch margins and must not exceed 3 single-spaced pages excluding references and appendices.

2. Midterm Exam: due week 7

The purpose of the midterm exam is to test your knowledge of the core concepts and tools in managing value creation that have been introduced in the first part of the course. You will be tested on your ability to: (i) understand core concepts and tools covered in Week 1-7 and (ii) effectively apply them to practical problems.

This is an in-class, open-book exam of 90 minutes that will use a current event context to test your ability to apply concepts and tools. More details of the midterm will be provided in class and/or on the CMD.

3. Group project – case analysis: due week 11

The purpose of this assignment is to test: (i) your ability to choose between and select the most useful tools and concepts for analyzing and resolving a complex multi-stakeholder value creation problem; (ii) your skills in effectively applying these tools/concepts to build a convincing analysis; (iii) your ability to plan and deliver a persuasive presentation that offers an integrated understanding of the challenges of managing for value creation.

You are required to select an organization (a public firm, or a not-for-profit body, or a public sector entity), and focus on a specific strategic issue facing the organization (or one of its sub-units). Your case analysis should include:

- A clear analysis, using appropriate tools, of how value is being created (destroyed) and captured (or claimed by others) in the organization.
- An evidence-based assessment of the multiple stakeholder context of the organization
- The identification and justification (using appropriate evidence) of a critical value-

- creation problem facing the organization.
- The identification of several distinct, plausible, strategic alternatives to address the problem and the selection of a recommended course of action.

The format of this assignment consists of three parts:

1. **2 page executive summary** of your presentation summarizing the main points
2. **Presentation of 10-15 minutes** (followed by Q&A). To be evaluated for this grade component, you must also submit **a full set of presentation slides**
3. **A full set of appendices** summarizing the research and analysis you have conducted. This should include all evidence used to build the case you have presented.

All written work must use 12 pt font and 1 inch margins.

Group Project Milestones

To ensure groups do not put off thinking about their projects until late in the course, each group must complete the following tasks by the following dates. Failure to do so can negatively affect your project grade.

Groups elect spokesperson by Week 3

The instructor will allocate students into groups which will be posted on the CMD after week 2. By week 3, each group should have chosen a spokesperson. The spokesperson serves as the principal link between the group and the instructor.

Case proposal by Week 5

Each group must select a case study organization and submit a one-page proposal about their proposed analysis. This should contain a clear statement of the scope of the project, the strategic issue you want to focus on, and the core value creation problem(s) you think are relevant. This proposal should be handed in by the group spokesperson at the beginning of week 5 or emailed to me beforehand.

When selecting their topic, each group needs to ensure it will be able to retrieve the information it will need to complete the project, including firm reports and other publically available data.

Group project workshop in Week 8

Groups should come prepared in week 8 to discuss their progress and review with the instructor their data, analysis, and critical decisions. The workshop is compulsory for all teams and poor attendance may negatively affect your grade.

All group members will receive the same grade for their project, unless all members of the group request that a different allocation of marks is given. In that case, some adjustment may be made to the individual grades.

4. Class participation

Students are required to attend, be prepared, and make active contributions to classes. The participation grade is determined partly by attendance (5%) and partly by value-adding contributions to class (5%).

Attendance is calculated as follows:

Number of classes attended	Grade
1-2	0
3-4	1%
5-6	2%
7-8	3%
9-10	4%
11-12	5%

Value-added is determined as follows. At the end of each class I will select, when possible, students who have made significant contributions to the class. A good contribution will consist of evidence of preparation, insightful commentary, facilitation and leadership of effective group work, good timekeeping, etc. When students are selected, they get an additional 1% or 2%, depending on the quality of this contribution. The maximum score for contribution over the semester is 5% - i.e. you cannot compensate the attendance grade with the contribution grade, and vice-versa. You will be informed of your participation grade only at the end of the course.

Academic Honesty

Academic honesty is fundamental to the integrity of university education and degree programs. The Schulich School will investigate and will act to enforce academic honesty policies where apparent violations occur. Students should familiarize themselves with York University's policy on academic honesty. It is printed in full in your student handbook and can also be viewed on-line on the Schulich website, clicking through as indicated:

Schulich website → 'School' → 'Academic Honesty' → 'Schulich Academic Honesty Policy'

While academic dishonesty can take many forms, there are several forms of which students should be highly aware because they are the ones that are most likely to occur in the context of a specific course.

[1] **Plagiarism.** Plagiarism is the presentation of information, ideas, or analysis generated by other people as being your own. It includes direct quotations as well as substantive paraphrases where the source of that information or idea is not clearly identified to the reader. Students should be careful to present their written work in a way that makes it completely clear in each and every case where a quotation, a paraphrase, or an analysis is based on the work of other people. (This includes information from all sources, including websites.)

[2] Cheating. Cheating is an attempt to gain an unfair advantage in an evaluation. Examples of such violations include (but are not limited to) consulting prohibited materials during an examination or copying from another student.

[3] Failure to follow limitations on collaborative work with other students in preparing academic assignments. Each class differs in the mix of assignments and group-versus-individual preparation that is allowed. The instructor will make clear the extent of collaboration among students that is acceptable among students on various pieces of assigned work. Students should abide by those limitations and, if they are unsure about whether a certain level or form of collaboration would be acceptable, to clarify that question with the instructor in advance.

[4] Aiding and abetting. A student is guilty of violating academic honesty expectations if he/she acts in a way that enables another student to engage in academic dishonesty. If a student knows (or should reasonably expect) that an action would enable another student to cheat or plagiarize, that student's action constitutes an academic honesty violation. Illustrative examples include making your exam paper easily visible to others in the same exam or providing your own working or finished documents for an 'individual assignment' to another student (even if that other student said that he/she just wanted to 'get an idea of how to approach the assignment' or 'to check whether they had done theirs correctly').

[5] Use of academic work in more than one course. Generally, academic work done for every course is 'new' work, done for that course only. If a student wishes to use some or all of the academic work done for an assigned task in one course in another course, the student must get **explicit, prior** permission from both instructors so that they agree that the scope and nature of the overlapping use of that work is such that it can fairly be counted toward both courses.

I will use Turnitin for this course, which means I will also ask you to submit specified assignments to Turnitin before submitting them. This can be done through the web site: <http://www.yorku.ca/computing/students/turnitin.html>. The Turnitin class code and password will be provided on the course CMD, before the first assignment is due. If for some reason you are not comfortable using Turnitin, please let me know and I will propose an alternative approach to ensure academic integrity.

A "toolbox" on academic integrity is also available at <http://www.yorku.ca/academicintegrity>. The toolbox has sections for students, and general background readings and materials dealing with academic integrity. In addition to describing the nature of Turnitin.com and the process to be followed in the submission of assignments, the student section features a unique Online Tutorial on Academic Integrity. You can also watch this handy [10 minute briefing](#) on plagiarism

Human Participants

York University has policies guiding the use of human participants in any course-related research. Gathering primary data by talking to anyone in person or on the phone, or asking anyone to complete a survey, requires a formal process and paperwork that verifies you have obtained his or her informed consent. To do this, you must get approval for any such research ahead of time.

In this section, **we will do all coursework without the use of human participants.** You must not conduct research using human participants for any assignment in this course. This means this particular ethics process and associated paperwork will not be required; however no interviews or surveys may be done by students to gather data. Instead, browsing the trade press and retrieving articles from Proquest (ABI/INFORM) and other public sources should be sufficient to develop in-depth analyses of your cases.

Schedule of Topics and Readings

The following list of topics and readings indicate the material to be read, reviewed and prepared for the various class sessions. If any changes become necessary, notifications will be posted in the course CMD, and where such changes need to be announced between class sessions, an email will be sent to students' Lotus Notes email accounts, notifying them of the change.

Readings marked [KIT] are in the course kit; readings marked [RES] are available from the library online reserve list

WEEK 1 (JANUARY 10): ORGANIZATIONS AND VALUE CREATION

This class will address three main questions:

- What is value creation?
- How is value created and captured?
- What is the role of various organizations—private, public, not-for-profit—in creating and distributing value?

Required background readings:

[RES] Porter, M. E. & Kramer, M. R. 2011. Creating shared value. *Harvard Business Review*, January-February: 62-77.

[RES] Lepak, D. P., Smith, K. G., & Taylor, M. S. 2007. Value creation and value capture: a multilevel perspective. *Academy of Management Review*, 32(1): 180-194.

Optional reading:

[RES] Barton, D. 2011. Capitalism for the long term. *Harvard Business Review*, March: 84-91.

[KIT] Porter, M.E., Hills, G., Pfitzer, M., Patscheke, S., Hawkins, E. 2012. Measuring Shared Value: How to Unlock Value by Linking Social and Business Results, FSG Report, 2012.

Case Discussion (on-line materials):

[The introduction of the Tata Nano – The World’s Cheapest Car – Video](#)

[Tata Nano – the People’s Car - Video](#)

[“Tata Nano: World's cheapest car is India's answer for cash-strapped drivers”, Randeep Ramesh, The Guardian, March 24, 2009](#)

[“Inside the Tata Nano factory”, Manjeet Kripalani, Business Week, May 9, 2008](#)

[“Is the world's cheapest car on the road to ruin?” George Monbiot, The Guardian, Mar 23, 2009](#)

[“Tata’s Nano, the Car That Few Want to Buy”, Vikas Bajaj, New York Times, Dec 9, 2010](#)

WEEK 2 (JANUARY 17): BUSINESS, VALUE CREATION & THE VALUE CHAIN

This class will address three main questions:

- What is the nature of value creation in the business enterprise?
- How is value created and managed in supply chains or networks of businesses?
- What are the implications for value creation for managers in a multi-actor, multi-level

business context?

Required background reading:

[KIT] Porter, M. E. 1985. 'The value chain and competitive advantage'. In *Competitive Advantage: Creating and Sustaining Superior Performance*, New York: Free Press, 33-61 (Chapter 2 – especially 33-53).

[RES] Porter, M. E. 2008. The five competitive forces that shape strategy, *Harvard Business Review*, January: 78-93.

Optional reading:

[RES] Kaplinsky, R. 2004. Spreading the gains from globalization: what can be learned from value-chain analysis? *Problems of Economic Transition*, 47(2): 74-115 [especially 80-87 and 93-107].

Required case reading:

[KIT] Marketing the \$100 Laptop

WEEK 3 (JANUARY 24): SHAREHOLDERS AND STAKEHOLDERS

This class will primarily address two questions:

- What is value for shareholders, and what resources do they bring to value creation?
- What is the relationship of other stakeholders to the firm, and to its shareholders?
- How do corporations interact with shareholders through capital markets to create value?

Required background readings:

[RES] Jensen, M. C. 2001. 'Value maximization, stakeholder theory, and the corporate objective function.' *Journal of Applied Corporate Finance*, 14(3): 8-21.

[KIT] Chen, M-J., Fairchild, G.B., Freeman, R.E., Harris, J.D. and Venkataraman, S. 2010. 'Creating value for stakeholders.' Note# UVA-S-0169, Darden Business Publishing.

Optional reading:

[RES] Handy, C. 2002. 'What's a business for?' *Harvard Business Review*, 80(12): 49-56.

In class video (also available online): [Is Wal-Mart Good for America?](#)

Take-home task: SmartMart simulation

WEEK 4 (JANUARY 31): THE ROLE OF EMPLOYEES IN VALUE CREATION

ASSIGNMENT 1 DUE

This class will primarily address three issues

- What resources do employees bring to value creation and how can these be harnessed?
- What is value for employees and how much of it can or should they capture?
- How do businesses interact with employees to create value?

Required background readings:

[RES] Bartlett, C.A., & Ghoshal, S. 2002. 'Building competitive advantage through people.' *MIT Sloan Management Review* 43, 34-41.

[RES] Ton, Z. 2012. 'Why 'Good Jobs' are Good for Retailers.' *Harvard Business Review*, January-February 2012: 125-31.

Optional reading:

[RES] Prahalad, C. K. & Ramaswamy, V. 2004. 'Co-creation experiences: the next practice in value creation', *Journal of Interactive Marketing*, 18 (3): 5-14.

WEEK 5 (FEBRUARY 7): THE ROLE OF GOVERNMENT IN VALUE CREATION

This class will address these questions:

- What value do governments create for society?
- What is value for governments, and what resources do they bring to value creation in business?
- How do firms interact with local, national and international governments to create value?

Required background reading:

[KIT] Karakowski, L, Carroll, A.B., Buchholtz, A.K. 2005. *Business and Society: Ethics and Stakeholder Management*, Chapter 10: Business, Government, and Regulation, Toronto: Nelson, pp. 305-335.

Required case reading:

[KIT] "Adapting to Climate Change: the Case of Suncor Energy and the Alberta Oil Sands, (Ivey Case Ref. #9b08M073, Version: (A) 2008-11-18)

WEEK 6 (FEBRUARY 14): THE ROLE OF NONPROFIT ORGANIZATIONS IN VALUE CREATION

GUEST SPEAKER: SIMON MACMAHON, GLOBAL DIRECTOR ADVISORY SERVICES, SUSTAINALYTICS.COM

This class will address three issues:

- What value do NGOs create for society?
- What is value for NGOs and what resources do they bring to value creation in business?
- How do firms interact with national and international NGOs to create value?

Required background readings:

[RES] Moore, M. H. 2000. Managing for Value: Organizational Strategy in For-Profit, Nonprofit, and Governmental Organizations. *Nonprofit and Voluntary Sector Quarterly*, 29: 183-208.

[RES] Bradach, J.L., Tierney, T.J. and Stone, N. (2008) Delivering on the Promise of Nonprofits, *Harvard Business Review*, December, December: 88-97.

Required case reading:

[KIT] The San Francisco Symphony

FEBRUARY 21 NO CLASS – READING WEEK!!!

WEEK 7 (FEBRUARY 28): MANAGING STAKEHOLDERS

<p>MIDTERM EXAM</p>

This class will primarily address two issues:

- How can business identify relevant stakeholders and their resources and power?
- How can businesses manage stakeholders to create value?

Required background readings:

[KIT] Carroll, A.B. and Buchholtz, A.K. 2008. 'The stakeholder approach to business, society, and ethics'. In *Business & Society: Ethics and Stakeholder Management*, South-Western Cengage Learning, (Chapter 3, pp. 81-117).

[KIT] Freeman, R.E., Harrison, J.S. and Wicks, A.C. 2007. 'Everyday strategies for creating value for stakeholders'. In *Managing for Stakeholders: Survival, Reputation, and Success*, Yale University Press (Chapter 5, pp.103-132).

WEEK 8 (MARCH 7): DEVELOPING VALUE CREATION STRATEGIES – GROUP PROJECT WORKSHOP

This class will feature a group project workshop where we will address the following questions in relation to your case organizations:

- What have we learnt so far and how can it be applied to analysis of real-life value creation problems?
- What lessons can be drawn upon to develop integrative strategy?

Required background readings:

[KIT] Mainardi, C. and Kleiner, A. 2010. 'The Right to Win,' www.strategy-business.com, Booz & Company (Page 2 to 12)

WEEK 9 (MARCH 14): DRIVE TO ACTION – CREATING VALUE THROUGH COLLABORATION, COMPETITION, AND CONFLICT

**GUEST SPEAKER / RESPONSIBLE BUSINESS DIALOGUE:
HADLEY ARCHER, VP STRATEGIC PARTNERSHIPS, WWF CANADA
ROOM CHANGE: W 132**

This class will consider the following questions:

- How can managers in different organizations create value in a multi-actor context?
- Is value creation a zero-sum game or are win-win outcomes possible?
- In what ways can businesses interact with one another and with other actors, and how can value be generated through competition, collaboration and conflict?

Required background readings:

[RES] Brandenburger, A.M., Nalebuff, B.J. 1995. The Right Game: Use Game Theory to Shape Strategy, *Harvard Business Review*, July-August, 57-71.

[RES] Bruggmann, J., Prahalad, C.K. 2007. 'Co-creating Business's New Social Compact'. *Harvard Business Review* 85, 80-90.

WEEK 10 (MARCH 21): DRIVE TO ACTION — PRINCIPLES AND PRACTICES OF NEGOTIATION

In this class, students will participate in a hands-on experiential exercise of stakeholder negotiation in order to address the following questions:

- What are the core principles and practices of negotiation?
- What positions and perspectives do different stakeholders bring with them in negotiation contexts?
- How do different stakeholders interact with one another through negotiation?

Required background readings:

[KIT] Wheeler, M. 2002. 'Negotiation Analysis: An Introduction'. *Harvard Business School*, HBS 9-801-156, June 13, 1-14.

In-class negotiation exercise: Pacific Pipeline Project

WEEK 11 (MARCH 28): GROUP PRESENTATIONS

GROUP PROJECT DUE

WEEK 12 (APRIL 4): DRIVE TO ACTION—NEGOTIATING IN A MULTIPLE STAKEHOLDER CONTEXT

In this class students will explore the challenges of scaling-up negotiation to a complex, multiple stakeholder context in order to address the following questions:

- What are the issues and challenges in negotiating amongst multiple constituencies to create and distribute value?
- What skills and capacities are required for effective leadership in this context?
- What is the contribution of negotiation to societal and organizational value creation?

Required background readings:

[RES] Sebenius, J.K. 2001. 'Six habits of merely effective negotiators'. *Harvard Business Review*, April 2001, 87-95.

In-class video: "Rebuilding the World Trade Center Site," 2007. Exercise on multi-party negotiation, developed by Program on Negotiation at Harvard Law School

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Willow Sheremata, Strategic Management Area Coordinator
Date: May 13, 2022
Re: Motion to Change the Course Title & course code for SGMT 5800

Motion:

To change the course title and code of SGMT 5800 Foundations of Strategic Analysis to SGMT 6130 Economic Foundations of Strategy.

Rationale:

This course is currently a Strategic Management elective within the MBA program. The Strategic Management Area Coordinator in conjunction with the instructor who will be teaching this course, as an elective, agreed that the prior name "Foundations of Strategic Analysis" was clumsy and did not properly reflect the content of the course. Some students do not know that "Strategic Analysis" is a technical term and what it refers to. It was agreed that the new name "Economic Foundations of Strategy" adds clarity and better reflects the content of this course.

The course number will also be changed from 5800 to 6130, since 5xxx-level courses indicate first-year required courses in the MBA program rather than electives. The course code SGMT remains unchanged.

There is no change to the content of the course, or any other aspect of this course.

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: Schulich MBA Program
2. Responsible Unit: Strategic Management Area
3. Subject Code (Rubric) and Course Number: SGMT 5800
4. Credit Value: 3.00
5. Long Course Title: Foundations of Strategic Analysis
6. Short Course Title: Foundations of Strategic Analysis
7. Type of Course Change(s) (indicate all that apply):

X	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 (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): Decanally approved Summer 2022, to be officially approved by FC for Winter 2023

9. Rationale:

This course is currently a Strategic Management elective within the MBA program. The Strategic Management Area Coordinator in conjunction with the instructor who will be teaching this course, as an elective, agreed that the prior name “Foundations of Strategic Analysis” was clumsy and did not properly reflect the content of the course. Some students do not know that “Strategic Analysis” is a technical term and what it refers to. It was agreed that the new name “Economic Foundations of Strategy” adds clarity and better reflects the content of this course.

The course number will also be changed from 5800 to 6130, since 5xxx-level courses indicate first-year required courses in the MBA program rather than electives. The course code SGMT remains unchanged.

There is no change to the content of the course, or any other aspect of this course.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title</p> <p>SGMT 5800 Foundations of Strategic Analysis</p>	<p>Title</p> <p>SGMT 6130 Economic Foundations of Strategy</p>

11. Enrolment Notes: N/A

12. Consultation: The instructor who will teach this course as well as faculty within the Strategic Management Area have been consulted and agree with this change.

Originator:

Willow Sheremata
Signature

May 13, 2022
Date

Willow Sheremata
Name

Strategic Management
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

May 13, 2022
Date

Willow Sheremata
Name

Strategic Management
Area or Specialization

Degree Program:

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

Alex Campbell
Signature

August 25, 2022
Date

Alex Campbell
Name of Program Director

MBA
Program

Program Committee:

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

Kevin Tasa	September 8, 2022
_____ Signature	_____ Date

Kevin Tasa	MPC
_____ Name of Committee Chair	_____ Committee

Course Outline Winter 2020

Section XXX:
XXX
Room XXX SSB

Instructor

XXX
XXX Seymour Schulich Building
(416) 736-5087
xxx@schulich.yorku.ca
Office hours: XXX

Assistant

JoAnne Stein
N305B
(416) 736-5087
jstein@schulich.yorku.ca

Brief Description

This course provides the analytic tools and foundations that managers need for strategic analysis. It focuses on the development and application of economic and policy knowledge that inform strategy-making. Strategic analysis is the first phase of the strategic management process and focuses on understanding a firm's environment and stakeholders in order to formulate and implement strategy.

Prerequisites: All 5100-series required core courses (MGMT 5150, ACTG 5100, ECON 5100, OMIS 5110/5120, and ORGS 5100).

Corequisites: All 5200-series required core courses (FINE 5200, MKTG 5200, and ACTG 5210/OMIS 5210).

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Course Learning Outcomes

This course examines the foundations of strategic analysis, the first step in the process of strategic management. Students will acquire the economic and policy knowledge required for strategic analysis, as well as the ability to apply that knowledge.

Strategic analysis focuses on understanding the firm's internal and external environment in order to formulate and implement strategy. Managers gather and analyze information in order to formulate goals and strategies. They must make sense of the forces that shaped the firm's current environment and those that will shape it in the future. Consistent with the basic tenets of strategic management, students will examine stakeholder theory from the perspective of a profit-seeking firm. They will then analyze key aspects of a firm's external environment. Throughout, current events and emerging issues will be analyzed in Canadian and global industries.

In preparation for second-year strategic management courses, students will develop their ability to apply fundamental concepts from industrial organization (IO) economics. This knowledge is a critical foundation for the analysis of competitive (industry) environments. Students will also develop their understanding of threats and opportunities arising from economic, political, demographic, sociocultural, technological and global segments of the macro environment. The role of the government in the political/legal sphere is particularly important to understanding the firm's environment. Students will examine the role of government and public policy in order to understand related issues firms face as well as opportunities. In short, this course provides students with fundamental knowledge they need to understand how governments and public policy affect firms today.

Finally, students need an understanding of the basic tenets of technological innovation in order to understand opportunities arising from global issues and threats. Therefore, students will examine technological innovation from both economic and managerial perspectives. How can firms harness innovation to generate profits while also contributing to the welfare of society? Sessions on innovation complement economic and policy components to provide the foundation for strategic analysis that students will need in strategic management studies as well as their careers.

Throughout this course, students will develop:

- a general understanding of the international economic and business environment
- an understanding and appreciation of the roles of business, not-for-profits, and government in society
- an understanding of the global nature of business
- the ability to approach problems from a systems perspective, with an appreciation of context and the role of the external environment of organizations
- the ability to assess factors that determine an organization's performance
- the ability to think strategically in a variety of contexts, taking into account risk, uncertainty, ambiguity, and paradox
- the ability to take multiple stakeholders into account in decision-making, including the public, shareholders, customers, employees and suppliers
- a greater understanding of basic microeconomics and its role in management decision-making with a focus on real world application
- a greater understanding of basic macroeconomic factors affecting the operating environment of firms and organizations in a domestic and international context

- a greater understanding of underlying incentives of organizations and their implications for managers and stakeholders
- a greater understanding of potential problems associated with different market structures, the role of the government, and their implications for managers and organizations
- the ability to apply economic concepts and frameworks to analyze business models
- a greater understanding of how governments and public policy affect the issues firms face, potential opportunities, and firm performance
- a greater understanding of how technological innovation affects firm performance and social welfare
- an understanding of how innovation can be a disruptive force for firms and industries while also creating opportunities
- the ability to analyze the disruptive effects of change arising from various segments of the macro environment on a variety of firms and industries

In summary, students will learn how to apply the economic theory of industrial organization in order to help firms create value and generate profits. They will also learn how to analyze the general environment to identify opportunities and threats. They will learn how firms interact with public policy and the role each plays in creating wealth—for firms as well as nations. Throughout, students will also develop a deeper understanding of how technological innovation both disrupts and creates opportunities, for both firms and industries.

Deliverables at a Glance

The final grade for this course will be based on the following tasks and weighted as indicated:

Assignment/Task	Quantity	Weight	Total	Author
Short tests	3	10%	30%	Individual
Comprehensive test	1	20%	20%	Individual
Group Project Presentation	1	5%	5%	Group
Group Project Report	1	30%	30%	Group
Class Participation	n/a	15%	15%	Individual
			100%	

For details, see “Written Assignments, Project and Exam: Description” on p. 14 and “Evaluation of Written Assignments, Project and Exam” on p. 16. More detailed descriptions will be posted on Canvas.

Course Material

Required reading for this course includes the following textbooks and course kit, which are available for purchase from the York University bookstore. <http://bookstore.blog.yorku.ca>

1. Shepherd, W.G., & Shepherd, J.M. 2004. *The economics of industrial organization* (5th ed.). Long Grove, IL: Waveland Press. (This custom book has been produced specifically for this course and consists entirely of chapters from the original textbook.)
2. SGMT 5800 XXX York University Course Kit, prepared by Prof. XXX

The assigned readings in these books and course kit must be read to complete this course successfully. **These readings are not optional.**

A course website been created within *Canvas LMS* (Learning Management System). It contains general information for Schulich students and information and materials specific to this course. Please check it frequently for announcements and any changes to the schedule.

Student Preparation for Class and Class Participation: Expectations

The role of a professor is to add value beyond the reading materials. It follows that the most effective use of classroom time is expanding upon (reinforcing or clarifying) what the student has tried to learn on an individual basis before entering the classroom. **For this reason, the instructor will assume each student has carefully read and made every effort to understand the assigned material prior to class.**

Preparation. Students are expected to complete the assigned reading before each class and be prepared to apply key concepts and tools by actively participating in class discussions. The Prep. questions in the “Class-by-Class Syllabus” on p. 5 identify concepts that students should be prepared to discuss in class.

The lecture portion of each class will highlight aspects of the reading that require significant interpretation or further clarification but will not cover all of the material for which students are responsible. There is simply not enough class time available to repeat everything the readings tell us about these concepts and tools. Instead, classes will focus on providing value add by highlighting a) aspects of concepts and tools that are difficult to understand and prone to misinterpretation, and b) the application of concepts and tools through the discussion of cases. This is why completing the readings ahead of time is so important.

Class Participation. Participation is important in this course, because one cannot learn how to be an effective manager by simply reading a book or listening to others talk about it. Learning by “doing” is the best way to learn management.

When students **actively contribute** a variety of views and perspectives, class discussion is more productive for everyone. Learning in a strategic management course depends on class participation, particularly during the discussion of cases. Participation reinforces learning from the readings and helps students develop analytic skills. It helps them apply what we know about economics and strategic management to the complex situations firms face today.

Both the **quality of the contribution** and **frequency** of participation affect participation grades. Students are not expected to “get the right answer” when they contribute to class discussion. However, **everyone is expected to make a proactive effort to contribute to the learning process through participation.**

Not participating in class discussions will affect your final grade, even if the rest of your performance is exceptional. Not surprisingly, frequent absence from class will significantly affect your participation grade. A student that does not attend class does not have the opportunity to participate.

Finally, all students are expected to contribute to a positive learning environment. While disagreement on the merits of an argument and differences in interpretation are a good thing in this class—because differences provide learning opportunities for everyone—every student is expected to refrain from making disagreements personal. Intellectual discussion of differences is good. Calling someone an “idiot” is not.

Class-by-Class Syllabus

This course consists of two modules: I) Economic Foundations and II) Macro Foundations, both of which include a focus on stakeholders and innovation. The following list of topics and readings indicates the material to be read, reviewed or prepared for each class. Dates for the short and comprehensive tests and group project are also provided.

Note that if any changes to this schedule become necessary, notifications will be posted on Canvas. If a change needs to be announced between classes, notification will be sent to your Schulich e-mail account. **Please monitor your Schulich e-mail account on a regular basis.**

Module I: Economic Foundations

(1) Value Creation & the Firm

Questions:

- What is the nature of value creation in the business enterprise?
- How is value created and shared among stakeholders?
- Describe the strategic management process. Why does strategic analysis evaluate the external environment of the firm?

Readings:

- Chen, M., Grayson, L.E. 2009. Creating value for stakeholders. *Darden Business Publishing*, 1-5.
- Harris, J.D., Lenox, M.J., Liedtka, J., & Snell, S.E. 2009. Introduction to strategy. *Darden Business Publishing*, 1-4.

Case:

- Uber—current articles handed out in class.

Notes:

Sessions 1 and 2 establish value creation and stakeholder theory as a conceptual frame for this course, before it proceeds to take a more firm-centric perspective. Students will develop an understanding of the issues that firms face with respect to stakeholders. This session also positions this course in relation to second-year strategic management courses by introducing the concepts of strategic analysis, strategy formulation and implementation. How this course provides the foundations for strategic analysis by addressing economic and macro aspects of the external environment is explained.

(2) Stakeholders & the Firm

Questions:

- What do you think a firm's objective function should be?
- What do we mean by profit maximization, stakeholder theory, enlightened value

maximization and enlightened stakeholder theory?

- How does shared value differ from corporate social responsibility?
- How do managers' incentives differ from those of owners and shareholders?
- What are the implications of agency theory for value creation and capture?

Readings:

- Jensen, M.C. 2002. Value maximization, stakeholder theory, and the corporate objective function. *Business Ethics Quarterly*, 12(2): 235-232 only.
- Porter, M.E. & Kramer, M.R. 2011. Creating shared value. *Harvard Business Review*, 89: 2-17.
- Bower, J.L., Paine, L.S. 2017. The error at the heart of corporate leadership. *Harvard Business Review*, 95(3): 50-60.

Case:

- Case TBD (Lehman Brothers, Bear Stearns or Nortel?)

Notes:

The goal of this session is to develop students' understanding of issues related to stakeholders and agency theory. The differing interests of stakeholders and their effects on value creation and distribution will be explored. Students will develop a greater understanding of the complexity of these issues as well as the conflicting interests of managers and owners. Students will explore the problems firms face when managers focus on short run returns or growth, because of misaligned incentives. Consequences such as a lack of investment that reduces long run returns will be discussed. Throughout this session, students will explore how profit maximization relates to stakeholder theory and the broader goal of creating shared value.

(3) Economic Foundations of Value Creation—Social Welfare & Competition

Questions:

- What do we mean by industrial organization in economics? What is the structure-conduct-performance paradigm?
- How does market structure affect firm performance?
- What do economists mean by the term social welfare? How is social welfare related to consumer surplus? Producer surplus?
- What is Canada's competition policy? What is Canada's antitrust policy? Those of the United States and Europe?
- Why should firms care about competition and antitrust policies?

Readings:

- Shepherd, W.G., & Shepherd, J.M. 2004. Basic concepts and debates [Chapter 1]. *The economics of industrial organization* (5th ed.). Long Grove, IL: Waveland Press.
-

- Porter, M.E. 1981. The contributions of industrial organization in strategic management. *Academy of Management Review*, 6(4): 609-620. (Only read pp. 609-614).
- Shepherd, W.G., & Shepherd, J.M. 2004. Antitrust policies: Standards and methods [Chapter 15]. *The economics of industrial organization* (5th ed.). Long Grove, IL: Waveland Press.

Case:

- Dogfight over Europe: Ryanair (A) (HBS 9-700-115)

Notes:

This is the first of two sessions which aim to help students a) develop an intuitive understanding of the relationship between industry structure and firm performance and b) learn how to apply this economic knowledge to the challenges firms face today. In this session the lens of industrial economics will be introduced and used to shed light on the role of government. The goals of government and regulatory institutions will be explored and contrasted with those of profit-seeking firms.

[Short test at beginning of class.](#)

(4) Economic Foundations of Value Creation—Industry Structure

Questions addressed:

- How should one define an industry? What are some of the difficulties policy makers and firms face when they try to define markets?
- What determines industry structure?
- What are the benefits of competition for social welfare? What are the negative consequences?
- What are the effects of monopoly and market power on economic performance? On consumer surplus? Producer surplus?
- What is the Schumpeterian competitive process? What is the relationship of that process to the neoclassical perfectly competitive situation?
- Why should a profit-seeking firm care about the extent of competition?

Readings (full chapters or excerpts from):

- Shepherd, W.G., & Shepherd, J.M. 2004. Theories of competition and monopoly [Chapter 2]. *The economics of industrial organization* (5th ed.). Long Grove, IL: Waveland Press.
- Shepherd, W.G., & Shepherd, J.M. 2004. Market definition, market imperfections, and degrees of competition [Chapter 3]. *The economics of industrial organization* (5th ed.). Long Grove, IL: Waveland Press.
- Wesson, Tom. 2019. *The structure of the Canadian Economy* (hand-out)

Cases:

- Shepherd, W.G., & Shepherd, J.M. 2004. Case studies of dominant firms: Microsoft, newspapers, Baby Bells, computers, beer, electricity, and others [Chapter 13]. *The economics of industrial organization* (5th ed.). Long Grove, IL: Waveland Press.

Notes:

The goal of this session is to develop students' ability to apply economic concepts regarding how industry structure affects firm performance. Students will develop an intuitive understanding of the relationship between competition and expected returns for profit-seeking firms. To this end, students will become familiar with the structure of various industries within Canada and how these industries have evolved. They will learn how to define markets and industries, while developing an understanding of issues related to market structure for policy makers and firms.

(5) Economic Foundations of Value Creation—Product Differentiation

Questions addressed:

- How can product differentiation benefit social welfare?
- What is image differentiation? How does image differentiation help firms realize monopoly profits?
- What are some of the adverse effects of advertising on social welfare?
- How can advertising benefit consumers as well as producers?
- How do entry conditions place limits on the power of dominant firms?
- Provide examples of endogenous and exogenous entry barriers.
- What is the relationship between product differentiation and entry?

Readings (full chapters or excerpts from):

- Cabral, L.M. 2017. Product Differentiation [Chapter 14]. *Introduction to industrial organization* (2nd ed.). Cambridge, MA: MIT Press.
- Shepherd, W.G., & Shepherd, J.M. 2004. Vertical conditions, size and diversification, and advertising [Chapter 12]. *The economics of industrial organization* (5th ed.). Long Grove, IL: Waveland Press, pp. 263-266 only.
- Shepherd, W.G., & Shepherd, J.M. 2004. Monopoly, dominance, and entry [Chapter 9]. *The economics of industrial organization* (5th ed.). Long Grove, IL: Waveland Press, pp. 185-196 only.

Cases:

- Shepherd, W.G., & Shepherd, J.M. 2004. Case studies of tight oligopolies: Passenger aircraft, airlines, sports, ready-to-eat cereals, and trash removal [Chapter 14]. *The economics of industrial organization* (5th ed.). Long Grove, IL: Waveland Press.
-

Notes:

The primary goal of this session is to develop students' understanding of the impact of product differentiation, brands, and advertising on social welfare, and the extent of competition within industries on profit-seeking firms. Students will develop their understanding of how product and image differentiation affect social welfare while creating opportunities for firms through excess returns. In addition, this session will introduce students to basic concepts of entry and barriers to entry.

[Short test at beginning of class.](#)

(6) Economic Foundations of Value Creation—Innovation

Questions addressed:

- How do economies benefit from technological innovation?
- How does technological innovation affect economic growth, economic development, productivity and social welfare?
- What is the relationship between market structure and technological innovation? Is competition conducive to innovation? Or monopoly?
- What are the key factors affecting technological innovation and economic growth in Canada today?
- What changes would you propose to increase technological innovation in Canada? What are your recommendations for business innovation policy?

Readings (full chapters or excerpts from):

- Shepherd, W.G., & Shepherd, J.M. 2004. Innovation, fairness, and other values [Chapter 5]. *The economics of industrial organization* (5th ed.). Long Grove, IL: Waveland Press.
- Scherer, F.M. 1999. Conclusion [Chapter 7]. *New perspectives on economic growth and technological innovation*. Washington, DC: Brookings Institution.

Cases:

- Desai, N., & Moffat, G. (2018, July 20). Canada's 'innovation economy' has been over-hyped and needs a reality check. *The Globe and Mail*. Retrieved from <https://www.theglobeandmail.com/business/commentary/article-canadas-innovation-economy-has-been-over-hyped-and-needs-a-reality/>
- Nicholson, P. 2018. Facing the facts: Reconsidering business innovation policy in Canada. *Institute for Research on Public Policy*, Oct. No. 22, 1-35.

Notes:

The goal of this session is to develop students' understanding of a) how technological innovation affects economic growth and social welfare, and b) how government policies and institutions affect innovation. The relationship of market structures (competition or

the lack of) to innovation will be discussed as well as the difficulties investors face when attempting to capture returns from innovation. Students will apply this learning and explore these issues with respect to the Canadian economy.

READING WEEK

Module II: Macro Foundations

(7) Government Policy and Firm Performance I – The Impact of Macroeconomic Policies

Questions:

- Identify global sources of disruption, for firms and society at large.
- What are some of the opportunities that arise from these sources of disruption?
- How do governments use macroeconomic policies (fiscal and monetary) to try to achieve public policy goals?
- How does the use of these policies impact the business environment for firms—both domestic and multinational?
- How do firms deal with these changes in their environment? Do firms always respond to changes in government policies in ways that governments predict or intend?

Readings:

- Greenberg, E., Hirt, M., & Smit, S. 2017. The global forces inspiring a new narrative of progress. *McKinsey Quarterly*, (April) 2: pp. 33-52.
- The Bank of Canada, Fact Sheet. (2012, April). *Monetary policy*. Retrieved from http://www.bankofcanada.ca/wp-content/uploads/2010/11/monetary_policy.pdf
- The Bank of Canada, Fact Sheet. (2016, January). *Monetary policy target for the overnight rate*. Retrieved from http://www.bankofcanada.ca/wp-content/uploads/2010/11/target_overnight_rate_jan2016.pdf
- The Bank of Canada, Fact Sheet. (2012, May). *Why has Canada's inflation target been set at 2 per cent?* Retrieved from http://www.bankofcanada.ca/wp-content/uploads/2010/11/why_canada_inflation_target.pdf ,.
- The Bank of Canada, Fact Sheet. (2012, May). *How monetary policy works: The transmission of monetary policy*. Retrieved from http://www.bankofcanada.ca/wp-content/uploads/2010/11/how_monetary_policy_works.pdf

Cases:

- Saunders, D. (2008, Jan. 31). Frugal Norway saves for life after the boom. *The Globe and Mail*, Toronto: p. A8. This article is part five of *The Globe and Mail* series entitled “Shifting sands: How Alberta's oil boom is changing Canada forever.”
 - Why giving politicians influence over monetary policy is a bad idea. (2016, March 10). *The Economist*. Retrieved from <http://www.economist.com/blogs/economist->
-

explains/2016/03/economist-explains-7

Notes:

The goal of this session is to understand how the macroeconomic policies of governments, studied in the abstract in ECON 5100, impact individual firms and industries.

(8) Government Policy and Firm Performance II -- Trade and Industrial Policies

Questions:

- Why is free trade beneficial to all nations?
- Why, despite the benefits of free trade, don't we have universal free trade?
- What is the institutional framework under which Canadian firms participate in the global economy?

Readings:

- Free trade in America: Open argument. (2016, April 2). *The Economist*. Retrieved from <http://www.economist.com/news/leaders/21695879-case-free-trade-overwhelming-losers-need-more-help-open-argument>
- Manley, J., & Kingston, B. Canada's global firms and the future of trade policy. In S. Tapp, A. Van Assche, and R. Wolfe (Eds). *Redesigning Canadian trade policies for new global realities*. Retrieved from <http://irpp.org/wp-content/uploads/2016/03/AOTS6-manley-kingston.pdf>
- The case for free trade is overwhelming, but the losers need more help. (2016, April 2). *The Economist*. Retrieved from <https://www.economist.com/leaders/2016/04/02/open-argument>

Case:

- Bombardier: Canada versus Brazil at the WTO (HBS 9-703-022)

Notes:

The goal of this session is understanding how trade and industrial policies affect individual firms and industries. We will also investigate how trade policies are evolving and how that evolution will impact firms and industries.

[Short test at beginning of class.](#)

(9) Government Policy and Firm Performance III – Industrial Policy

Questions:

- How does industrial policy impact firms and industries, both those it targets and others?
-

- Has globalization made it more difficult for governments to employ an activist industrial policy?
- Is industrial policy still an effective tool for governments hoping to improve the performance of Canadian firms and industries?

Readings:

- Picking winners, saving losers. (2010, August 5). *The Economist*. Retrieved from <http://www.economist.com/node/16741043>.
- Ciuriak, D., & Curtis, J.M. (2013, June 25). The inconvenient truth about industrial policy. *The Toronto Star*, p. A15. Retrieved from <http://irpp.org/wp-content/uploads/assets/Uploads/Op-ed-Ciuriak-Curtis-June-25-2013-Toronto-Star.pdf>. <http://www.irpp.org/assets/research/competitiveness/industrial-policy/Ciuriak-Curtis-no2.pdf>
- Special report on state capitalism: The visible hand. (2012, January 1). *The Economist*.

Case:

- Shaping the Future of Solar Power: Climate Change, Industrial Policy and Free Trade (Kennedy School of Government, HKS757)

Notes:

The goal of this session is understanding how industry policy impacts individual firms and industries. We will also discuss whether industrial policy, in its traditional sense, is still a viable option for governments to help local firms and industries compete.

(10) The Bottom of the Pyramid: Opportunities & Issues

Questions:

- How can companies from Canada and other developed nations profitably serve developing markets?
- Can firms in developing countries succeed globally? If so, how?
- How much should individuals and firms in developed nations worry about economic progress in developing nations?
- What is the best way for developed nations to aid in the economic development of developing nations?

Readings:

- Prahalad, C.K. & Hammond, A. 2002. Serving the world's poor, profitably. *Harvard Business Review*, (September).
- Khanna, T. & Palepu, K.G. 2006. Emerging giants: Building world-class companies in developing countries. *Harvard Business Review*, (October).
- The new scramble for Africa. (2019, March 7). *The Economist*. Retrieved from <http://www.economist.com/leaders/2019/03/07/the-new-scramble-for-africa>

- Africa is attracting ever more interest from power elsewhere. (2019, March 7). *The Economist*. Retrieved from <https://www.economist.com/briefing/2019/03/07/africa-is-attracting-ever-more-interest-from-powers-elsewhere>

Video Case:

- Fareed Zakaria interview with Bill Gates on business opportunities & threats in African continent (20 minutes)

Case:

- Metro Cash and Carry (HBS 9-707-505)

Notes:

The goal of this session is to investigate the role developing economies play in the world economy and how that role is likely to evolve in the future. We will look at this issue from the perspective of firms and industries from developed and developing nations, and from the perspective of governments in developed and developing nations. We will also look at these issues from the normative perspective of optimizing global income and income distribution.

[Comprehensive test for first hour of class.](#)

(11) **Disruptive Innovation: New Demand Curves & Production Functions**

Questions:

- Why is innovation important for firms to compete in many industries?
- Why do many innovation efforts fail to generate economic returns for firms?
- How do different types of innovation affect firms, their competitors and customers?
- What is radical innovation? Competence-enhancing and competence-destroying innovation? What are corresponding threats and opportunities for firms and industries?
- Why does Christensen et al. think “innovation can lift nations out of poverty?” How exactly would that work?

Readings:

- Schilling, M. 2020. Introduction [Chapter 1]. *Strategic management of technological innovation* (5th ed.). Boston: McGraw Hill, pp. 1-5 only.
- Schilling, M. 2020. Sources of innovation [Chapter 2]. *Strategic management of technological innovation* (5th ed.). Boston: McGraw Hill, pp. 15-32 only.
- Schilling, M. 2020. Types and patterns of innovation [Chapter 3]. *Strategic management of technological innovation* (5th ed.). Boston: McGraw Hill
- Christensen, C.M., Ojomo, E., & Dillon, K. 2019. An introduction to the prosperity paradox [Chapter 1]. *The prosperity paradox*. New York: Harper Collins.

Case:

- Is Tesla Really a Disruptor and Why it Matters? (HBS H03U00)

Notes:

The goal of this session is to develop an understanding of how different types of technological innovation affect firms and industries. Students will become sensitized to the complex relationships among firms attempting to innovate, competitors, customers—and types of innovation. They will explore the effects of disruptive innovation as well as opportunities that arise when firms fully analyze what customers need and want. Students will explore opportunities that firms can realize when they innovate to address latent demand.

(12) Course Integration and Wrap Up

Group Project Presentations

Group Project Reports Due

Written Assignments, Project and Exam: Descriptions

Deliverables in this course include one group project, three quizzes and a test. The specifications for these items are described below. Criteria for evaluation is described in the following section.

The project report must be written in the equivalent of Times New Roman 12-point font, double-spaced, with 1 inch page margins, and strictly adhere to the page maxima described below. Not meeting these requirements will result in a lower grade since you will have more space to complete the assignment than other students—which is not fair to them.

The report must also be submitted to TURNITIN, a tool that identifies many different types of plagiarism with a high degree of accuracy. This tool identifies plagiarism within the class as well as external sources such as the Internet. Where evidence of academic dishonesty is found, students will be submitted to the disciplinary process of the university.

Due Date

TBD Group Project

Students will complete group projects that integrate all the material covered in this course. Instructors will hand out a list of potential topics. Students may choose other topics subject to instructor approval.

In the last session of this course, each group will make a short presentation of their conclusions and the logic behind them. Each group will also submit a written report based on their analysis.

In order to gather sufficient information for analysis, groups must choose a topic that has been written about extensively in the press. No interviews may be taken—all information gathered must be publicly available. An in-depth on-line search must be performed through ABI/INFORM global (Proquest). More information on this project will be provided during class.

To ensure groups do not put off thinking about their projects until late in the term, each group must complete the following tasks by the following dates. Failure to do so may negatively affect the project grade.

a) Groups formed by Session 3

Students need to form groups (exact size of group TBD in class). More information on how groups will be formed will be provided in class.

b) Topic selection due Session 6

Each group must identify the topic they would like to analyze by this class. When selecting their topic, each group must ensure it will be able to retrieve the information it will need to complete the project.

In one paragraph, each group should specify why they think the topic they are proposing would be a good choice. The instructor will then either approve the proposal or meet with the group to make suggestions or recommend alternatives.

c) Report outline due Session 8 or 9 (TBD)

Each group must submit a one-page single-spaced outline of the group report by this class. Bullet formats are encouraged. The outline must include all **major headings and subheadings** as well as some **preliminary conclusions regarding content**. Groups that submit incomplete or vague outlines may be asked to submit new outlines within a week.

Max length: 10 double-spaced pages plus 5 (additional) pages of exhibits

Value: 30% for the report; 5% for the presentation

TBD

Short Tests

Each of these “quizzes” will be 20-30 minutes long and will consist of multiple-choice and short-answer questions about the material covered in preceding classes. These tests will be held at the beginning of class in sessions 3, 5, and 8. More information about the content of each test will be provided in preceding classes.

Value: 10% each

TBD

Comprehensive Test

This one-hour test will consist of multiple-choice and short-answer questions. It may also include a short essay question about a brief case or news article that will be provided during the test period. It will be held in class during Session 10 and cover readings, lectures, and class discussions prior to that session. This will be a closed-book test. More information about what may or may not be on the test will be communicated in the week or two preceding the test.

Value: 20%

Evaluation of Written Assignments, Project and Exam

Grades. As the Graduate Academic Handbook specifies, core courses are expected to have a mean grade between 4.7 and 6.1 grade points. Achieving an A or A- for any assignment signifies that the student has substantially exceeded the requirements of the assignment.

All group members will receive the same grade for their project; each member of the group is equally responsible for each aspect of the group project.

Criteria. Evaluations of written work in strategic management classes is always partially subjective. Unfortunately, subjectivity cannot be completely avoided. However, each analysis will be graded as objectively as possible with consistent and fair criteria.

Clarity, precision, and accuracy when referring to or applying key concepts is particularly important in this class—all of these things lead to **conceptual clarity**. Analyses in strategic management require some interpretation and are never clearly 100% correct or incorrect. However, the application of the theoretical concepts and tools described in the readings and lectures is often clearly correct or incorrect.

The quality of **logic** used when analytical tools is also critical, and a major component of the persuasiveness of your analysis. Students should try to make a compelling argument, as if they were lawyers. Good lawyers bring a wealth of **evidence** to bear, and the quality of the information they use is high. They **use the facts of the case** accurately. They also analyze the meaning of those facts with **insight and perceptiveness**.

In addition, the **quantity and quality of references provided in each group report** will be evaluated as an indicator of the extent of research done by the group. High-quality projects require a great deal of research.

In summary, students should pull high-quality data from their research to use as evidence and apply the concepts and tools discussed in class with a great deal of logic to make a persuasive analysis and compelling argument. Of course, such an argument cannot be made unless the **presentation is accessible to the reader**—meaning your written work is **easy to read and understand**. No one should have to read a phrase or sentence more than once to understand what you are trying to say.

Students whose first language is not English are encouraged to proof-read their assignments carefully. Student Services can advise you of programs that can help you write with clarity.

Note that some of the conceptual clarity for which students are responsible will be discussed in class and will not be found in the assigned readings. For this reason, students who miss class should get notes from students who have been to class and check the slides posted on Canvas after class.

Calculation of Course Grade

To calculate students' final grades for this course, letter grades earned on assignments during the term will be converted to Schulich index values (e.g., A=8) which will then be multiplied by the weight of the assignment. The resulting numeric grades will be converted to letter grades according to the following scale: 7.50 to 8.49 = A, 6.50 to 7.49 = A-, etc.

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 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, 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 in the Student Handbook and 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/>

Note Selling. Several commercial services approach students to obtain notes, Power Point slides, and other study materials. Selling, posting, or reproducing any of the PowerPoint slides or instructor-provided material in this class is not permitted. Violations will be reported to the office of Associate Dean Academic which will impose sanctions. Because this is an illegal act, consequences are quite serious.

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Geoffrey Kistruck, Area Coordinator, Sustainability
Date: August 15, 2022
Re: Retirement of elective courses in the MBA Program

Motion: That Faculty Council will approve the retirement of the following elective courses:

BSUS 6905	3.0	Sustainable Finance: Concepts and Practice
SOCM 6200	3.0	Leadership in Social Sector Management
SOCM 6400	3.0	Social Purpose Investing & Finance
SOCM 6900	1.5	Individual Study - Social Sector Management
SOCM 6900	3.0	Individual Study - Social Sector Management
SOCM 6901	1.5	Individual Study - Social Sector Management
SOCM 6901	3.0	Individual Study - Social Sector Management
SOCM 6960	3.0	Financial Management and Business Planning in the Nonprofit sector

Rationale: The Social Sector Management specialization was retired effective after Winter 22 so the need for SOCM courses has changed.

The above elective courses have either had low enrolments or have not been offered in several years and there are no plans to offer the courses again.

In the case of BSUS6905, this course will be retired as the Finance area created a different course on Sustainable Finance.

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:

Sustainability Area (formerly Business and Sustainability)

3. Subject Code (Rubric) and Course Number:

BSUS 6905

4. Credit Value:

3.0 credit courses

5. Long Course Title:

Sustainable Finance: Concepts and Practice

6. Short Course Title:

Sustainable Finance: Concepts and Practice

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):

Fall 2022

9. Rationale:

This course will be retired as the Finance Area has created a different course on Sustainable Finance (FINE 6880 Sustainable Finance and Impact Investing).

10. Proposed Course Information:

n/a

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title</p> <p>BSUS 6905 3.0 Sustainable Finance: Concepts and Practice</p>	<p>Title</p> <p>n/a</p>

11. Enrolment Notes:

n/a

12. Consultation:

n/a

Originator:

Geoffrey Kistruck

Signature

August 15, 2022

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Approvals:

Area or Specialization

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

<u>Geoffrey Kistruck</u>	<u>August 15, 2022</u>
Signature	Date

<u>Geoffrey Kistruck</u>	<u>Sustainability</u>
Name	Area or Specialization

Degree Program:

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

<u>Alexandra J Campbell</u>	<u>August 15, 2022</u>
Signature	Date

<u>Alexandra J Campbell</u>	<u>MBA Program</u>
Name of Program Director	Program

Program Committee:

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

<u>Kevin Tasa</u>	<u>September 8, 2022</u>
Signature	Date

<u>Kevin Tasa</u>	<u>Master Programs 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:
Sustainability Area (formerly Business and Sustainability)
3. Subject Code (Rubric) and Course Number:
SOCM 6200
4. Credit Value:
3.0 credit courses
5. Long Course Title:

Leadership in Social Sector Management
6. Short Course Title:
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):
Fall 2022

9. Rationale:

These electives has had low enrolment for the past several years and with the retirement of the Social Sector Management Program will not be needed.

10. Proposed Course Information:
n/a

Existing Course Information (Change From):	Proposed Course Information (Change To):
Title SOCM 6200 Leadership in Social Sector Management	Title n/a

11. Enrolment Notes:
n/a

12. Consultation:
n/a

Originator:

Geoffrey Kistruck
Signature

August 15, 2022
Date

Geoffrey Kistruck
Name

Sustainability
Area or Specialization

Approvals:

Area or Specialization

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

<u>Geoffrey Kistruck</u>	<u>August 15, 2022</u>
Signature	Date

<u>Geoffrey Kistruck</u>	<u>Sustainability</u>
Name	Area or Specialization

Degree Program:

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

<u>Alexandra J Campbell</u>	<u>August 15, 2022</u>
Signature	Date

<u>Alexandra J Campbell</u>	<u>MBA Program</u>
Name of Program Director	Program

Program Committee:

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

<u>Kevin Tasa</u>	<u>September 8, 2022</u>
Signature	Date

<u>Kevin Tasa</u>	<u>Master Programs 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:
Sustainability Area (formerly Business and Sustainability)
3. Subject Code (Rubric) and Course Number:
SOCM 6400
4. Credit Value:
3.0 credit courses
5. Long Course Title:

Social Purpose Investing & Finance
6. Short Course Title:
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):
Fall 2022

9. Rationale:
This elective has had low enrolment and with the retirement of the Social Sector Management Program will not be needed.

10. Proposed Course Information:
n/a

Existing Course Information (Change From):	Proposed Course Information (Change To):
Title SOCM 6400 3.0 Social Purpose Investing and Finance	Title n/a

11. Enrolment Notes:
n/a

12. Consultation:
n/a

Originator:

Geoffrey Kistruck
Signature

August 15, 2022
Date

Geoffrey Kistruck
Name

Sustainability
Area or Specialization

Approvals:

Area or Specialization

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

<u>Geoffrey Kistruck</u>	<u>August 15, 2022</u>
Signature	Date

<u>Geoffrey Kistruck</u>	<u>Sustainability</u>
Name	Area or Specialization

Degree Program:

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

<u>Alexandra J Campbell</u>	<u>August 15, 2022</u>
Signature	Date

<u>Alexandra J Campbell</u>	<u>MBA Program</u>
Name of Program Director	Program

Program Committee:

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

<u>Kevin Tasa</u>	<u>September 8, 2022</u>
Signature	Date

<u>Kevin Tasa</u>	<u>Master Programs 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:
Sustainability Area (formerly Business and Sustainability)
3. Subject Code (Rubric) and Course Number:
SOCM 6900 & SOCM 6901
4. Credit Value:
1.5 and 3.0 credit courses
5. Long Course Title:

Individual Study – Social Sector Management
6. Short Course Title:
Individual Study – Social Sector Mgmt
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):
Fall 2022

9. Rationale:
This elective has had low enrolment and with the retirement of the Social Sector Management Program will not be needed.

10. Proposed Course Information:
n/a

Existing Course Information (Change From):	Proposed Course Information (Change To):
Title SOCM 6900 1.5 and 3.0 Individual Study – Social Sector Management SOCM 6901 1.5 and 3.0 Individual Study – Social Sector Management	Title n/a

11. Enrolment Notes:
n/a

12. Consultation:
n/a

Originator:

Geoffrey Kistruck
Signature

August 15, 2022
Date

Geoffrey Kistruck
Name

Sustainability
Area or Specialization

Approvals:

Area or Specialization

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

<u>Geoffrey Kistruck</u>	<u>August 15, 2022</u>
Signature	Date

<u>Geoffrey Kistruck</u>	<u>Sustainability</u>
Name	Area or Specialization

Degree Program:

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

<u>Alexandra J Campbell</u>	<u>August 15, 2022</u>
Signature	Date

<u>Alexandra J Campbell</u>	<u>MBA Program</u>
Name of Program Director	Program

Program Committee:

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

<u>Kevin Tasa</u>	<u>September 8, 2022</u>
Signature	Date

<u>Kevin Tasa</u>	<u>Master Programs 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:
Sustainability Area (formerly Business and Sustainability)
3. Subject Code (Rubric) and Course Number:
SOCM 6960
4. Credit Value:
3.0 credit courses
5. Long Course Title:

Financial Management and Business Planning in the Nonprofit sector
6. Short Course Title:
Fin.Mgmt.&Bus. Planning in Nonprofit Sec.
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):
Fall 2022

9. Rationale:
This elective has not run in several years and with the retirement of the Social Sector Management Program will not be needed.

10. Proposed Course Information:
n/a

Existing Course Information (Change From):	Proposed Course Information (Change To):
Title SOCM 6960 3.0 Financial Management and Business Planning in the Nonprofit Sector	Title n/a

11. Enrolment Notes:
n/a

12. Consultation:
n/a

Originator:

Geoffrey Kistruck
Signature

August 15, 2022
Date

Geoffrey Kistruck
Name

Sustainability
Area or Specialization

Approvals:

Area or Specialization

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

Geoffrey Kistruck	August 15, 2022
Signature	Date

Geoffrey Kistruck	Sustainability
Name	Area or Specialization

Degree Program:

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

Alexandra J Campbell	August 15, 2022
Signature	Date

Alexandra J Campbell	MBA Program
Name of Program Director	Program

Program Committee:

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

Kevin Tasa	September 8, 2022
Signature	Date

Kevin Tasa	Master Programs Committee Chair
Name of Committee Chair	Committee

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Pauline Shum Nolan, Professor of Finance and Area Coordinator

Date: August 15, 2022

Re: Replacement of an elective course in the Investment Management stream within the Finance specialization

Motion: I move that FC approve the replacement of FINE6875 Alternative Investments with FINE6850 Fixed Income Securities as an elective in the Investment Management stream within the MBA Finance specialization

Rationale: FINE6875 has not been offered for at least 5 years (since the instructor who proposed and taught the course exclusively left York University). A more relevant course for the stream, FINE6850, has been made available to MBA students. (It was previously only offered to students in the Financial Engineering diploma.) This replacement is better suited to supporting the students in the Investment Management stream in terms of core knowledge requirement in the industry.

MBA Handbook entry:

FINANCE SPECIALIZATION REQUIREMENTS

	GENERAL STREAM	FINANCIAL MANAGEMENT STREAM
Required Credits	12.00 credits total: <ul style="list-style-type: none"> 12.00 credits of elective courses 	12.00 credits total: <ul style="list-style-type: none"> 6.00 credits of required courses 6.00 credits of recommended elective courses** <i>(indicated with a double asterisk)</i>
Required Courses	No required courses for the General Stream.	FINE 6100 3.00 Financial Management FINE 6150 3.00 Advanced Corporate Finance
Elective Courses	FINE 6050 3.00 Personal Financial Management FINE 6100 3.00 Financial Management FINE 6150 3.00 Advanced Corporate Finance FINE 6200 3.00 Investments** FINE 6280 3.00 Fintech: Digital Transformation of Financial Services FINE 6310 3.00 Applications of Data Science in Finance FINE 6400 3.00 International Financial Management** FINE 6500 3.00 Behavioural Finance FINE 6600 3.00 Corporate Financial Analysis** FINE 6800 3.00 Options, Futures and Other Derivative Securities FINE 6880 3.00 Sustainable Finance and Impact Investing <p style="text-align: right;">**Recommended course for Financial Management Stream</p>	
	INVESTMENT MANAGEMENT STREAM	PRIVATE WEALTH MANAGEMENT STREAM
Required Credits	12.00 credits total: <ul style="list-style-type: none"> 6.00 credits of required courses 6.00 credits of elective courses 	12.00 credits total: <ul style="list-style-type: none"> 6.00 credits of required courses 6.00 credits of elective courses
Required Courses	FINE 6200 3.00 Investments FINE 6800 3.00 Options, Futures and Other Derivative Securities	FINE 6050 3.00 Personal Financial Management FINE 6200 3.00 Investments
Elective Courses	FINE 6310 3.00 Applications of Data Science in Finance FINE 6500 3.00 Behavioural Finance FINE 6675 3.00 Alternative Investments FINE 6280 3.00 Fintech: Digital Transformation of Financial Services FINE 6880 3.00 Sustainable Finance and Impact Investing FINE6850 Fixed Income Securities	

Course Outline Winter 2022

Thursdays, 7:00-10:00 p.m., beginning on January 13
SSB E112

Instructor

Professor Yisong S. Tian

SSB N204E

416-736-2100 ext. 77943

ytian@schulich.yorku.ca or ytian@yorku.ca

Office hours: Thursdays, 5:45-6:45 p.m. or by appointment

Program Assistant

Stacey-Ann Filici

SSB N204A

416-736-5690

mfin@schulich.yorku.ca

Prof. Tian is an expert on derivative securities, financial risk management and CEO compensation. He has published extensively on these and other related topics in more than 18 finance journals. He joined Schulich in 1999 and has taught BBA, MBA, Financial Engineering, Master of Finance, and Ph.D. classes.

Brief Description

Provides an opportunity to learn the various features and unique characteristics of fixed income securities and markets, analyze and evaluate fixed income securities, and develop tools for managing interest rate risk and other applications. Computer assisted (e.g., Excel and VBA) applications are used throughout the course to enhance student learning experience, with both hands-on in-class exercises and assigned homework problems.

Prerequisites: FINE6200 3.00

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Course Learning Outcomes

This is an introduction to fixed income markets and securities. After completing this course, students are expected to have a clear understanding of the institutional settings of the fixed

income markets and instruments, have the ability to apply term structure theories to explain real world economic events and business cycles (e.g., upward-sloping yield curves), perform term structure estimations, use duration measures for bond portfolio immunization applications, understand and evaluate mortgage-backed securities, and have the ability to build arbitrage-free binomial and trinomial interest rate trees and use them to evaluate interest rate contingent claims.

Deliverables at a Glance

Students are expected to read the assigned chapters and journal articles, actively participate in classroom discussions, work out the assigned end-of-chapter problems, complete written homework assignments, and prepare for the midterm and final exams. All homework assignments must be completed and submitted to the instructor on time. Failure to do so will result in a 20% penalty for each day overdue. Any submission that is one minute to 24 hours past the due date is considered one day overdue. Late penalty will be waived at the instructor's discretion if there are extenuating circumstances (e.g., illness with documented proof).

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
Homework Assignments	2	10	20	Individual
Midterm exam	1	30	30	Individual
Final exam	1	50	<u>50</u>	Individual
			100%	

For details, see “Written Assignments/Projects and Exam[s]: Descriptions” (p. 7) and “Evaluation of Written Assignments/Projects and Exam” (p. 8).

Course Material

Reading material for the course has been organized in three locations: one required textbook, lecture notes and supplementary material posted on Canvas, and an optional but highly recommended textbook. Not every source is needed for each class. 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 textbook. It is available for purchase from the York University Bookstore (<http://bookstore.blog.yorku.ca>):

1. **Fabozzi, Frank J. and Francesco A. Fabozzi, *Bond Markets, Analysis, and Strategies*, 10th Ed., MIT Press, 2021.**

Optional textbook:

1. **James F. Adams and Donald J. Smith, *Fixed Income Analysis*, 4th Edition, CFA Institute/Wiley, 2019 (This is the CFA textbook for fixed income, so very useful for anyone writing CFA exams).**

Canvas is an important resource for this class. Further required readings including lecture notes/slides, journal articles and other supplementary materials are posted on Canvas. You may access it via the Schulich Canvas portal or the following web link: <https://schulich.instructure.com/>. Check Canvas regularly for updates, corrections and announcements (at least twice a week).

Please note that:

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 (e.g. uploading that content to a commercial website) 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.

Student Preparation for Class and Class Participation: Expectations

Preparation. Be prepared to put in at least 6 hours of prep work outside the classroom time each week. You are expected to have read all the assigned material listed in the Class-by-Class Syllabus for each class, including all assigned lecture notes, textbook chapters and journal articles, and have worked out the assigned end-of-chapters problems ahead of each class. Any course related announcements or updates will be posted on Canvas as soon as they are available. Students are expected check Canvas frequently for announcements and updates (at least twice a week).

Class Participation (contribution). Class participation is NOT graded in this course. Nevertheless, you are encouraged to actively participate in class discussions, ask questions, provide real world examples, or challenge the conventional or accepted viewpoints from the business media, your peers and even the instructor.

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 the course CMD, and when changes need to be announced between classes, an email will be sent to students' Lotus Notes email accounts, notifying them of the change.

Jan. 13 Introduction and Bond Pricing Review

(Session 1) Prep:

- Introduction
- Markets for fixed income securities
- Review of bond pricing

- Pricing bonds between coupon dates
- Floaters and inverse floaters
- Money market instruments
- Day count conventions
- Chapter 1, Question 13
- Chapter 2, Questions 4, 7, 9, 11, 17, 18
- Chapter 3, Questions 5, 11, 16

Read:

1. Chapters 1-3, 7 (pp.165-167 only)

Optional:

- New York Fed. "Fedpoints: Treasury Securities," *Federal Reserve Bank of New York* (<http://www.ny.frb.org/aboutthefed/fedpoints.html>).
- Department of Finance, Canada. "Government of Canada Securities – Technical notes (<https://www.fin.gc.ca/invest/bondprice-eng.asp>).

Jan. 20 Yields, Spot Rates, Forward Rates, and the Term Structure of Interest Rates

(Session 2)

Prep:

- Understanding yields and returns
- Spot rates, forward rates and par rates
- Yield curve and term structure of interest rates
- Term structure theories
- Chapter 3, Questions 7, 16
- Chapter 6, Questions 12, 21-22, 24

Read:

1. Chapters 3, 6

Jan. 27 Term Structure Estimation

(Session 3)

Prep:

- Swap rate curve vs. treasury yield curve
- Alternative estimation methods
 - The bootstrapping method
 - Cubic splines
- Chapter 6, Questions 13-14,

Read:

1. Chapter 6

Optional:

- Hagan, Patrick S., and Graeme West. "Interpolation Methods for Curve Construction," *Applied Mathematical Finance* 13 (June 2006), pp.89-129.

Feb. 3 Duration and Immunization

(Session 4)

Prep:

- Duration, convexity and other risk measures
- Classical immunization

- Immunization risks
- Immunizing multiple liabilities
- Chapter 4, Questions 1-4, 9-10

Read:

1. Chapters 4, 27

Feb. 10 Non-Parallel Shift and Key Rate Durations

(Session 5) Prep:

- Problem with Macaulay's duration
- Key rate durations
- Applications of key rate durations in immunization
- Chapter 4, Question 22

Read:

1. Chapter 4

Optional:

- Ho, Thomas S.Y. "Key Rate Durations: Measures of Interest Rate Risks," *Journal of Fixed Income* 2 (September 1992), pp. 29-44.

First Written Assignment Due at Beginning of Class on February 10

Feb. 17 Introduction to Mortgage Backed Securities

(Session 6) Prep:

- What are mortgage loans?
- Mortgage pass-through securities
- Collateralized mortgage obligations (CMOs)
- Other variations
- Chapter 11, Question 13
- Chapter 12, Questions 11, 16
- Chapter 13, Questions 14, 16, 19-20

Read:

1. Chapters 11-14

Optional:

- Gorton, Gary. "The Subprime Panic," *European Financial Management* 15 (2009), pp. 10-46.
- McConnell, John J., and Stephen A. Buser. "The Origins and Revolution of the Market for Mortgage-Backed Securities," *Annual Review of Financial Economics* 3 (December 2011), pp. 173-192.

MIDTERM EXAMINATION on February 17 (First half of class)

Feb. 24 **READING WEEK – NO CLASS**

Mar. 3 Interest Rate Forwards, Futures and Swaps

(session 7) Prep:

- Interest rate forward contracts
- Interest rate futures contracts
- Interest rate swaps
- Currency swaps
- Other swaps
- Chapter 31, Questions 10-12, 15

Read:

1. Chapter 31

Mar. 10 The Market Model and Interest Rate Options

(Session 8)

Prep:

- The market model
- Options on bonds
- Interest rate caps, floors and collars
- Swaptions
- Chapter 31, Question 17

Read:

1. Chapters 30, 31

Mar. 17 Interest Rate Movements, Yield Curve Dynamics and Binomial Trees

(Session 9)

Prep:

- Brownian motion
- Ito's Lemma
- No-arbitrage pricing in continuous time
- A simple binomial interest rate model
- Interest rate dynamics and yield curves

Read:

1. Chapter 19 (binomial model only)

Mar. 24 No-Arbitrage Interest Rate Models

(Session 10)

Prep:

- No-arbitrage interest rate models
- The Ho-Lee binomial tree model
- The Hull-White trinomial tree models
- Chapter 19, Questions 13

Read:

2. Chapter 19 (binomial model only)

Optional

- Ho, T.S.Y., and S.-B. Lee, 1986, "Term Structure Movements and Pricing Interest Rate Contingent Claims," *Journal of Finance* 41, pp.1011-1029.
- Hull, J. and A. White, 1994, "Numerical Procedures for Implementing Term Structure Models I: Single Factor Models," *Journal of Derivatives* 2(1), pp.7-16.

- Hull, J. and A. White, 1996, "Using Hull-White Interest Rate Trees," *Journal of Derivatives* (Spring), pp.26-36.

Mar. 31 Applications of Binomial Interest Rate Models

(Session 11) Prep:

- Bonds with embedded options
- Interest rate caps, floors and collars
- Interest rate swaps and swaptions
- Callable bonds
- Chapter 19, Question 19
- Chapter 31, Question 20

Read:

1. Chapters 19, 31

Second Written Assignment Due at Beginning of Class on March 31

Apr. 7 Bond Portfolio Construction and Strategies

(Session 12) Prep:

- Bond portfolio construction
- Bond portfolio management strategies

Read:

1. Chapters 24, 25

FINAL EXAMINATION (April 21, to be confirmed)

Written Assignments/Projects and Exam[s]: Descriptions

There are a number of graded components, including two individual homework assignments, and midterm and final exams. Details of these requirements are provided below.

Individual Homework Assignments

- Each individual homework assignment has a number of questions that are similar to the workbook questions or examples discussed in class. Some of these questions may also require the use of excel spreadsheets for computational assistance. They are designed to test your knowledge on the topics covered in the course and to make sure that you are keeping pace with the course and have digested all the materials covered in class.
- The completed assignment must be submitted via Canvas and uploaded in the format of either word or pdf file(s) before the deadline on due date (as stated in the "Class-by-Class Syllabus"). Failure to submit on time will result in late penalty of a 20% loss of the total marks for each day overdue. Homework submitted one minute to 24 hours after the due date is considered one day overdue. Late penalty may be waived at the instructor's discretion if there are extenuating circumstances (e.g., illness with documented proof). More detailed information on each individual written assignment will be distributed at least two weeks in advance of its due date.

Examinations

- Both the midterm and final exams will be closed book, with all access to course related material prohibited except for formula sheets provided by the instructor (covering all necessary formulas). The midterm and final exams will be 1.5 and 3 hours long, respectively. The exact format of the exams will depend on how the course will be offered, in person or remotely. If the course is offered remotely, both exams will be administered online via Canvas, using a 100% multiple-choice question format; otherwise, a paper-based, in-person format will be used. More details of the exams will be provided later in the semester.
- The midterm exam will take place during regular class hours on the date stated on the class-by-class syllabus. The final exam will be scheduled by the office of Schulich's Associate Dean Academic and its exact date and time may deviate slightly from what is stated in the Class-by-Class Syllabus above. Students should not make plans to be away during *any* portion of the announced examination period until the dates for their specific examinations have been announced.

Due Dates

Feb. 10	First individual homework assignment <i>Max Length: None</i> <i>Value: 10%</i>
Mar. 31	Second individual homework assignment <i>Max Length: None</i> <i>Value: 10%</i>

Evaluation of Written Assignments/Projects and Exams

While individual homework assignments will be graded by a teaching assistant, both midterm and final exams will be graded by the instructor personally. The instructor provides the teaching assistant with the solution and marking guide for each individual homework assignment. The teaching assistant is also instructed to write down a brief explanation for any deductions.

Marking Disputes: If you have a marking concern with the graded assignment or midterm, you must return it to the instructor no later than one week after the material has been returned to the class. Attach a typed or handwritten note indicating where the re-marking is required. Please keep in mind that the instructor may adjust your grade up or down, depending on the outcome of the re-marking.

Calculation of Course Grade

In this class, all graded components are marked numerically in percentages. These numerical component grades are then combined to calculate the overall numerical grades for the course, using the weights stated in the table below:

Assignment/Task	Quantity	% Weight	Total %	Author
Homework Assignments	2	10	20	Individual
Midterm exam	1	30	30	Individual

Assignment/Task	Quantity	% Weight	Total %	Author
Final exam	1	50	<u>50</u>	Individual
			100%	

The overall numerical grades (from 0 to 100%) will be converted to letter grades (e.g., A+, A, etc.), and their associated Schulich grade points, using the conversion table below:

Letter Grade	Grade Point/Index Value	Percentage Points
A+	9	90-100
A	8	85-89
A-	7	80-84
B+	6	75-79
B	5	70-74
B-	4	65-69
C+	3	60-64
C	2	55-59
C-	1	50-54
F	0	0-49

When translating numerical grade to letter grade, I reserve the right to round the decimals up or down. For example, I have the discretion to either round 89.5% up to A+ or down to A. However, consistency is maintained so that if one student with numerical grade 89.5% is rounded up to A+, then all other students with numerical grade in the range 89.5–89.9% will be rounded up to A+ as well. Likewise, if one student with numerical grade 89.4% is rounded down to A, then all other students with numerical grade in the range 89.1–89.4% will be rounded down to A as well.

Students are reminded that they must maintain a cumulative GPA of at least 4.2 to remain in good standing and continue in the program, and a minimum of 4.4 to qualify for their degree. Schulich grading guidelines mandate a section grade point average ['GPA'] of between 4.7 and 6.1 for core courses and a section GPA of between 5.2 and 6.2 for electives.

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 elective courses are normally 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, see the Student Handbook or the Student Services & International Relations website:

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_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_lnd_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 and disability services, contact Student Services or see <http://www.yorku.ca/cds/>

Exams (Absence from)

Mid-term. 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. 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_lnd_webstation.nsf/page/Enrolment+-+MBA+Exam+Schedule?OpenDocument

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. Jan. 13 Introduction and Bond Pricing Review	Ch. 1, Q13; Ch. 2, Q4, 7, 9, 11, 17, 18; Ch.3, Q5, 11, 16	Chapters 1-3	
2. Jan. 20 Discount Factors, No-Arbitrage Pricing, and Term Structure of Interest Rates	Ch. 3, Q7, 16; Ch.6, Q12, 21, 22, 24	Chapters 3, 6	
3. Jan. 27 Term Structure Estimation	Ch. 6, Q13, 14	Chapter 6	
4. Feb. 3 Duration and Immunization	Ch. 4, Q1-4, 9, 10	Chapters 4, 27	
5. Feb. 10 Non-Parallel Shift and Key Rate Durations	Ch.4, Q22	Chapter 4	1 st written assignment due (beg. of class)
6. Feb. 17 Introduction to Mortgage-Backed Securities	Midterm exam Ch.11, Q13; Ch.12, Q11, 16; Ch.13, Q14, 16, 19, 20	Chapters 11-14	
Feb. 24	<i>NO CLASS (Reading Week)</i>		
7. Mar. 3 Interest Rate Forwards and Swaps	Ch.31, Q10-12, 15	Chapter 31	
8. Mar. 10 The Market Model and Interest Rate Options	Ch. 31, Q17	Chapters 30, 31	
9. Mar. 17 Interest Rate Movements, Yield Curve Dynamics, and Binomial Trees		Chapter 19 (binomial model only)	
10. Mar. 24 No-Arbitrage Interest Rate Models	Ch.19, Q13	Chapter 19 (binomial model only)	
11. Mar. 31 Applications of Binomial Interest Rate Trees	Ch.19, Q19; Ch.31, Q20	Chapters 19, 31	2 nd written assignment due (beg. of class)
12. Apr. 7 Bond Portfolio Construction and Strategies		Chapters 24, 25	

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Melanie Cao, Director of the Diploma in Financial Engineering
Date: August 18, 2022
Re: Minor Program Changes to the Graduate Diploma in FinEng

Motion:

That Faculty council approves the following curriculum changes in the GDFE:

1. Cross list "FINE 6850 Fixed Income Securities" as "FNEN 6850 Fixed Income Securities" and "MFIN 5520 Advanced Derivative Securities" as "FNEN 6820 Advanced Derivative Securities."
2. Remove "OMIS 6000 Models & Applications in Operational Research" and replace it with "FNEN 6840 Enterprise-wide Financial Risk Management."
3. Remove "MATH 6911 Numerical Methods in Finance" and replace it with "MATH 6912 Machine Learning in Finance."

Rationale:

1. "FNEN 6850 Fixed Income Securities" and "FNEN 6820 Advanced Derivative Securities" were initially created for the Financial Engineering (FinEng for short) program and were also part of the MBA and MF program offerings under the same course codes. Two years ago, upon being told that the FinEng program was suspended (which turned out to be misinformation), the Finance Area recoded the two courses as "FINE 6850 Fixed Income Securities" and "MFIN 5520 Advanced Derivative Securities" respectively so that they continue to serve the MBA and MF programs. Meanwhile, the Department of Mathematics and Statistics, as the co-host of the FinEng program, has been recording these two courses under the original FNEN nomenclature, which also remains in the York Faculty of Graduate Studies Handbook. The recoding on our part has caused persistent confusion and inconsistency. To remedy the situation while preserving the continuity of coding in the MBA and MF programs, and to signify the uniqueness of the FinEng program, we propose the cross-listing as indicated above.
2. The FinEng program was created more than 25 years ago, and risk management was at its infancy then. OMIS 6000 was included in the program to provide quantitative training to students. Shortly after the inauguration of the FinEng program, "FNEN 6840 Enterprise-wide Financial Risk Management" was created and added to the program as an elective, and the two courses have co-existed ever since. However, the risk management field has evolved tremendously in the recent past, especially after the 2007/08 financial crisis which brought about more stringent and far-reaching regulations of financial institutions. It has become imperative to provide risk management skills to FinEng students – the skill set that the financial industry demands. As an informal and makeshift measure, the directors of the FinEng program on each side (viz. Schulich and the Department of Mathematics and Statistics) have been auto-enrolling students into FNEN 6840 as a substitute of OMIS 6000. In other words, for all intents and purposes, OMIS 6000 no longer serves any role in the program. Moreover, in January 2022, the FinEng program has obtained the partnership status with the FRM (Financial Risk Manager) designation of the Global Association of Risk Management (GARP). This FRM is one of the two designations in the financial industry,

and it certifies the risk management professionals. In order to obtain this FRM designation, one of the requirements is to offer FNEN6840 Financial Risk Management as a core course. It is high time to formalize the arrangement by removing OMIS 6000 from the curriculum and putting FNEN 6840 in its place as a program required course. It should be noted that the contents of OMIS 6000 are either no longer irrelevant for today's world of financial engineering or have been made up in other quantitative courses. Therefore, the substitution does not in any way compromise the quality of the curriculum.

3. The financial industry has witnessed numerous technological advances and adopted equally many technologies, including the application of big data and artificial intelligence. To make room in the FinEng program for the development of related skills in the aforementioned nascent fields, we propose to remove MATH 6911 from the core and replace it with MATH 6912. Similar to OMIS 6000 vs. FNEN 6840, some of the contents in MATH 6911 are no longer relevant for the financial engineering field while the remaining elements (e.g. finite difference approach) are now covered in such courses as "FNEN 6820 Advanced Derivative Securities).

Change to Graduate Program/Graduate Diploma Academic Requirements Proposal Form

Schulich School of Business

The following information is required for all proposals involving a minor modification to graduate program/graduate diploma academic requirements. Provide evidence of consultation, where appropriate. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Graduate Program/Graduate Diploma: Financial Engineering Diploma (Concurrent Diploma)

2. Effective Term/Calendar Year of Proposed Change(s): September 2023

3. Proposed Change(s) and Rationale:

The description of and rationale for the proposed modification(s) should provide information with respect to each of the following points:

- a. A description of the proposed modification(s) and rationale, including alignment with academic plans.

Proposed Change 1: Cross list "FINE 6850 Fixed Income Securities" as "FNEN 6850 Fixed Income Securities" and "MFIN 5520 Advanced Derivative Securities" as "FNEN 6820 Advanced Derivative Securities."

Rationale: "FNEN 6850 Fixed Income Securities" and "FNEN 6820 Advanced Derivative Securities" were initially created for the Financial Engineering (FinEng for short) program and were also part of the MBA and MF program offerings under the same course codes. Two years ago, upon being told that the FinEng program was suspended (which turned out to be misinformation), the Finance Area recoded the two courses as "FINE 6850 Fixed Income Securities" and "MFIN 5520 Advanced Derivative Securities" respectively so that they continue to serve the MBA and MF programs. Meanwhile, the Department of Mathematics and Statistics, as the co-host of the FinEng program, has been recording these two courses under the original FNEN nomenclature, which also remains in the York Faculty of Graduate Studies Handbook. The recoding on our part has caused persistent confusion and inconsistency. To remedy the situation while preserving the continuity of coding in the MBA and MF programs, and to signify the uniqueness of the FinEng program, we propose the cross-listing as indicated above.

Proposed Change 2: Remove "OMIS 6000 Models & Applications in Operational Research" and replace it with "FNEN 6840 Enterprise-wide Financial Risk Management."

Rationale: The FinEng program was created more than 25 years ago, and risk management was at its infancy then. OMIS 6000 was included in the program to provide quantitative training to students. Shortly after the

inauguration of the FinEng program, “FNEN 6840 Enterprise-wide Financial Risk Management” was created and added to the program as an elective, and the two courses have co-existed ever since. However, the risk management field has evolved tremendously in the recent past, especially after the 2007/08 financial crisis which brought about more stringent and far-reaching regulations of financial institutions. It has become imperative to provide risk management skills to FinEng students – the skill set that the financial industry demands. As an informal and makeshift measure, the directors of the FinEng program on each side (viz. Schulich and the Department of Mathematics and Statistics) have been auto-enrolling students into FNEN 6840 as a substitute of OMIS 6000. In other words, for all intents and purposes, OMIS 6000 no longer serves any role in the program. Moreover, in January 2022, the FinEng program has obtained the partnership status with the FRM (Financial Risk Manager) designation of the Global Association of Risk Management (GARP). This FRM is one of the two designations in the financial industry, and it certifies the risk management professionals. In order to obtain this FRM designation, one of the requirements is to offer FNEN6840 Financial Risk Management as a core course. It is high time to formalize the arrangement by removing OMIS 6000 from the curriculum and putting FNEN 6840 in its place as a program required course. It should be noted that the contents of OMIS 6000 are either no longer irrelevant for today’s world of financial engineering or have been made up in other quantitative courses. Therefore, the substitution does not in any way compromise the quality of the curriculum.

It is important to note that the Department of Mathematics and Statistics has applied for this change, and it has been approved by the University. Please see the supporting document provided Professor Michael Chent, the FinEng program Director of the Department.

Proposed Change 3: Remove “MATH 6911 Numerical Methods in Finance” and replace it with “MATH 6912 Machine Learning in Finance.”

Rationale: The financial industry has witnessed numerous technological advances and adopted equally many technologies, including the application of big data and artificial intelligence. To make room in the FinEng program for the development of related skills in the aforementioned nascent fields, we propose to remove MATH 6911 from the core and replace it with MATH 6912. Similar to OMIS 6000 vs. FNEN 6840, some of the contents in MATH 6911 are no longer relevant for the financial engineering field while the remaining elements (e.g. finite difference approach) are now covered in such courses as “FNEN 6820 Advanced Derivative Securities).

It is important to note that the Department of Mathematics and Statistics has applied for this change, and it has been approved by the University. Please see the supporting document provided Professor Michael Chent, the FinEng program Director of the Department.

- b. An outline of the changes to requirements and the associated learning outcomes/objectives, including how the proposed requirements will support the achievement of graduate program/graduate diploma learning objectives.

This proposal does not change any program requirements, hence will not have any impact on the learning objective.

- c. An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas.

Since the FinEng program is a joint program with the Department of Mathematics and Statistics, we have consulted the Chair and the program director of the department. In turn, they consulted their faculty members, all of them are supporting this proposal.

Please see the supporting document provided Professor Michael Chent, the FinEng program Director of the Department.

- d. A summary of any resource implications and how they are being addressed.

This proposal has no resource implications.

- e. A summary of how students currently enrolled in the graduate program/graduate diploma will be accommodated.

This proposal will not affect current students in the program since it will be effective in September 2023.

4. Calendar Copy:

Using the following two-column format, provide a copy of the relevant graduate program/graduate diploma requirements as they will appear in the [FGS Academic Calendar](#).

Please note: Senate requires that FULL Calendar copy be provided. Please include the entire graduate program/graduate diploma section, not just text that is being revised. Please clearly and visibly indicate how graduate program/graduate diploma information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).

Existing Graduate Program/Graduate Diploma Information (Change From):	Proposed Graduate Program/Graduate Diploma Information (Change To):
<p>Concurrent MBA Graduate Diploma in Financial Engineering The concurrent MBA Graduate Diploma in Financial Engineering is offered by the Schulich School of Business in collaboration with the Department of Mathematics and Statistics. It provides rigorous training in financial theory, methods of engineering, tools of mathematics and practice of programming.</p> <p>Applicants with strong quantitative backgrounds in economics, mathematics, statistics, computer science, science and engineering are suitable for this program. After completing the program, students will be equipped with the theoretical knowledge and specialized skills to develop and value new financial instruments and implement risk management schemes.</p>	<p>Concurrent MBA Graduate Diploma in Financial Engineering The concurrent MBA Graduate Diploma in Financial Engineering is offered by the Schulich School of Business in collaboration with the Department of Mathematics and Statistics. It provides rigorous training in financial theory, methods of engineering, tools of mathematics and practice of programming.</p> <p>Applicants with strong quantitative backgrounds in economics, mathematics, statistics, computer science, science and engineering are suitable for this program. After completing the program, students will be equipped with the theoretical knowledge and specialized skills to develop and value new financial instruments and implement risk management schemes.</p>

<p>Possible career paths include derivatives trading and valuation, risk management in banks, investment firms, brokerage houses, other financial institutions and consulting firm</p> <p>ELIGIBILITY:</p> <p>Students must be approved by the Program Director based on:</p> <ul style="list-style-type: none"> • undergraduate degree • successful completion of most of the following undergraduate courses: <ul style="list-style-type: none"> - Calculus 1 and 2 – single and several variables - Linear Algebra - Foundations of Computer Science - Statistics and Probability - Microeconomics <p>Contact the Financial Engineering department to submit an Eligibility Questionnaire.</p> <p>GRADUATION REQUIREMENTS:</p> <ul style="list-style-type: none"> • must be taken concurrently with a Schulich MBA* • the Graduate Diploma must be completed within one term of completing all MBA program requirements • 21.00 credits of required courses below • an internship in a financial institution or an additional research paper • enrolment in Financial Engineering courses is with the permission of the Program Director • students working towards the Diploma in Financial Engineering may take a maximum of 9.00 credits outside Schulich <p>* Students must satisfy both Graduate Diploma (above) and MBA requirements.</p> <p>REQUIRED COURSES:</p> <p>MATH 6910 3.00 Stochastic Calculus in Finance</p> <p>MATH 6911 3.00 Numerical Methods in Finance</p> <p>FINE 6200 3.00 Investments</p> <p>FINE 6800 3.00 Options, Futures and Other Derivative Securities</p>	<p>Possible career paths include derivatives trading and valuation, risk management in banks, investment firms, brokerage houses, other financial institutions and consulting firm</p> <p>ELIGIBILITY:</p> <p>Students must be approved by the Program Director based on:</p> <ul style="list-style-type: none"> • undergraduate degree • successful completion of most of the following undergraduate courses: <ul style="list-style-type: none"> - Calculus 1 and 2 – single and several variables - Linear Algebra - Foundations of Computer Science - Statistics and Probability - Microeconomics <p>Contact the Financial Engineering department to submit an Eligibility Questionnaire.</p> <p>GRADUATION REQUIREMENTS:</p> <ul style="list-style-type: none"> • must be taken concurrently with a Schulich MBA* • the Graduate Diploma must be completed within one term of completing all MBA program requirements • 21.00 credits of required courses below • an internship in a financial institution or an additional research paper • enrolment in Financial Engineering courses is with the permission of the Program Director • students working towards the Diploma in Financial Engineering may take a maximum of 9.00 credits outside Schulich <p>* Students must satisfy both Graduate Diploma (above) and MBA requirements.</p> <p>REQUIRED COURSES:</p> <p>MATH 6910 3.00 Stochastic Calculus in Finance</p> <p>MATH 6912 3.00 Machine Learning in Finance</p> <p>FINE 6200 3.00 Investments</p> <p>FINE 6800 3.00 Options, Futures and Other Derivative Securities</p> <p>FNEN 6850 3.00 Fixed Income Securities</p>
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FINE 6850 3.00 Fixed Income Securities	FINE 6850 3.00 Fixed Income Securities
MFIN 5520 3.00 Advanced Derivative Securities	MFIN 5520 3.00 Advanced Derivative Securities
OMIS 6000 3.00 Models and Applications in Operational Research	OMIS 6000 3.00 Models and Applications in Operational Research
	FNEN 6820 3.00 Advanced Derivative Securities
	FNEN 6840 3.00 Enterprise-wide Financial Risk Management

Memorandum

Date: August 19, 2022

To: Schulich School of Business

FACULTY OF
SCIENCE

Department of
Mathematics and
Statistics

4700 KEELE ST
TORONTO ON
CANADA M3J 1P3
T 416 736 2100
EXT 66677
F 416 736 5757
mathstat@yorku.ca
www.yorku.ca

From: Michael Chen, Professor of Deep Learning and AI
Director, Financial Engineering Program
Director, Operations Research
Statistics and Mathematics Department
Email: chensy@yorku.ca
Tel: 416-886-1331
URL: <https://mc.mathstats.yorku.ca/>

RE: Professor Melanie Cao's Proposed Changes to the Financial Engineering Program

I am writing this memo in support of Professor Melanie Cao's proposed changes to the Financial Engineering (FinEng) program, in the capacity as the Program Director. The changes include the following two items:

- (1) MATH 6911 Numerical Method in Finance shall be replaced by a new course MATH 6912 Machine Learning in Finance. Both courses are from the Math department.
- (2) The Schulich course OMIS 6000 3.0 A – Models and Applications in Operational Research shall be replaced by an existing Schulich course FNEN6840 Risk Management.

The Financial Engineering program is a graduate diploma jointly run by the Schulich School of Business and Department of Mathematics and Statistics at York University. It was created more than two decades ago and is the only financial engineering program in Canada. The counterparts in the U.S. include the well-known Financial Engineering programs offered by UC Berkeley and Columbia University.

This highly technical program teaches students financial theory, methods of engineering, tools of mathematics and practice of programming. After completing the FinEng Program, students are equipped with the theoretical knowledge and specialized skills in



developing and valuing new financial instruments and implementing risk management schemes. Possible career includes derivatives trading and valuation, and risk management in banks, investment firms, brokerage houses, other financial institutions, and consulting firms.

The program has produced very successful alumni working in the financial industry. To name a few, Mr. Lawrence Llaguno, a 2008 FinEng graduate, now is the VP of multi-asset management at Mackenzie Investments. Ms. Echo Han, a 2014 graduate, now is the VP of Bank of Montreal Capital Markets.

However, since the inception of the program, very few changes have been made to the program while the financial industry is going through major changes. In particular, since the 2008 financial crisis, the industry has placed an emphasis on financial risk management. Schulich has created an elective course on this topic (FNEN6840 Risk Management) to meet the industry demand. In January 2022, the FinEng program has obtained the partnership status with the FRM (Financial Risk Manager) designation of the Global Association of Risk Management (GARP). This FRM is one of the two designations in the financial industry, and it certifies the risk management professionals. In order to obtain this FRM designation, one of the requirements is to offer FNEN6840 Financial Risk Management as a core course. Therefore, the FinEng program is proposing to replace OMIS 6000 3.0 A – Models and Applications in Operational Research with the FNEN6840 Financial Risk Management.

In addition, the financial industry has adopted new technologies to enhance its performance in banking and investments, examples include FinTech, AI application, big data management and machines learning. To provide students with skills in these newly emerged field, the FinEng program proposes a new course MATH 6912 Machine Learning in Finance to replace the existing compulsory course MATH 6911 Numerical Method in Finance.

We have consulted with the financial industry experts and faculty members on the proposed changes and have received full support. The change has been approved by Faculty of Science as well, please see the attached memo from the Faculty of Science Vice Dean Vivian Saridakis as well. If you have any question,

please feel free to contact me at (416) 886-1331 by phone or chensy@yorku.ca by e-mail.

FACULTY OF SCIENCE

Office of the Dean

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5051
F 416 736 5950

sciadres@yorku.ca
www.science.yorku.ca

Memorandum

To: Professor Melanie Cao, Schulich School of Business

From: Vivian Saridakis, Associate Dean – Research & Graduate Education


Date: August 19th, 2022

Subject: Changes to the Financial Engineering Program

This is to confirm that the proposed changes to the Financial Engineering Program as outlined in our faculty council documents [pages 127 – 134](#), were approved by science faculty council on April 12, 2022.

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.

- Responsible Program:
The Financial Engineering (FinEng for short) Program

- Responsible Unit:
Finance Area, Schulich School of Business

- Subject Code (Rubric) and Course Number:
FINE 6850

- Credit Value:
3.00

- Long Course Title:
Fixed Income Securities

- Short Course Title:
Fixed Income Securities

- 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)
X	in cross-listing (please provide statement of approval from other program) FNEN 6850 3.0
	in pre/co-requisite
	retire course
	other (please specify)

- Effective Term/Calendar Year of Proposed Change(s):
September 2023

- Rationale:

“FNEN 6850 Fixed Income Securities” was initially created for the Financial Engineering (FinEng for short) program and was also part of the MBA program offerings under the same course code. Two years ago, upon being told that the FinEng program was suspended (which turned out to be misinformation), the Finance Area recoded the course as “FINE 6850 Fixed Income Securities” so that it continue to serve the MBA program. Meanwhile, the Department of Mathematics and Statistics, as the co-host of the FinEng program, has been recording this course under the original FNEN nomenclature, which also remains in the York Faculty of Graduate Studies Handbook. The recoding on our part has caused persistent confusion and inconsistency. To remedy the situation while preserving the continuity of coding in the MBA program, and to signify the uniqueness of the FinEng program, we propose the cross-listing as indicated above.

- 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).

- Enrolment Notes:

This course is designated to students in the FinEng program as well as the Financial Risk Management stream of the Master of Finance program.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Title FINE 6850 3.0 Fixed Income Securities	Title FINE 6850 3.0 Fixed Income Securities (primary) FNEN 6850 3.0 Fixed Income Securities

- Consultation:

Since the course is a part of the MBA finance program, I have consulted Professor Pauline Shum, the Area Coordinator for Finance. She is in support of this cross listing.

Originator:

Melanie Cao	August 23, 2022
Signature	Date
Melanie Cao	Finance
Name	Area or Specialization

Approvals:

Area or Specialization

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

Pauline Shum Nolan	August 23, 2022
Signature	Date
Pauline Shum Nolan	Finance
Name	Area or Specialization

Degree Program:

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

Alex Campbell	August 23, 2022
Signature	Date
Alex Campbell	MBA
Name of Program Director	Program

Program Committee:

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

Kevin Tasa	September 8, 2022
Signature	Date
Kevin Tasa	MPC-PCC
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.

- Responsible Program:
The Financial Engineering (FinEng for short) Program

- Responsible Unit:
Finance Area, Schulich School of Business

- Subject Code (Rubric) and Course Number:
MFIN 5520

- Credit Value:
3.00

- Long Course Title:
Advanced Derivative Securities

- Short Course Title:
Advanced Derivative Securities

- 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)
X	in cross-listing (please provide statement of approval from other program) FNEN 6820
	in pre/co-requisite
	retire course
	other (please specify)

- Effective Term/Calendar Year of Proposed Change(s):
September 2023

- Rationale:

“FNEN 6820 Advanced Derivative Securities” was initially created for the Financial Engineering (FinEng for short) program and was also part of the MF program offerings under the same course codes. Two years ago, upon being told that the FinEng program was suspended (which turned out to be misinformation), the Finance Area recoded the course “MFIN 5520 Advanced Derivative Securities” so that it continues to serve the MF program. Meanwhile, the Department of Mathematics and Statistics, as the co-host of the FinEng program, has been recording this course under the original FNEN nomenclature, which also remains in the York Faculty of Graduate Studies Handbook. The recoding on our part has caused persistent confusion and inconsistency. To remedy the situation while preserving the continuity of coding in the MF programs, and to signify the uniqueness of the FinEng program, we propose the cross-listing as indicated above.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Title MFIN 5520 Advanced Derivative Securities	Title MFIN 5520 Advanced Derivative Securities (primary) FNEN 6820 Advanced Derivative Securities

- 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).

- Enrolment Notes:

This course is designated to students in the FinEng program as well as the Financial Risk Management stream of the Master of Finance program.

- Consultation:

Since this course is a part of the Master of Finance program, I am in full support of this proposal as the Director of the Master of Finance program.

Originator:

Melanie Cao	August 23, 2022
Signature	Date
Melanie Cao	Finance
Name	Area or Specialization

Approvals:

Area or Specialization

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

Pauline Shum Nolan	August 23, 2022
Signature	Date
Pauline Shum Nolan	Finance
Name	Area or Specialization

Degree Program:

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

Melanie Cao	August 23, 2022
Signature	Date
Melanie Cao	Master of Finance
Name of Program Director	Program

Program Committee:

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

Kevin Tasa	September 8, 2022
Signature	Date
Kevin Tasa	MPC-PCC
Name of Committee Chair	Committee



Course Outline

Summer 2022

Class days: Monday, 2:30 – 5:30pm., beginning May 9, 2022

Room: SSB E112

Instructor

Dr. Melanie Cao

N220, Seymour Schulich Building

416-736-2100 Ext. 33801

mcao@schulich.yorku.ca

Office hours: Monday 10 - 12noon

Or by appointment

Administrative Support

Carolyn Potter

Room SSB N204A

416-736-2100 Ext. 55690

mfin@schulich.yorku.ca

Instructor Biographies

Professor Melanie Cao is the director for the Master of Finance program. She has taught BBA, MBA, MF, FinEng and PhD courses in the past twenty years and been nominated for teaching award at Schulich. She is also serving as the Director for the MBA Financial Engineering Program. Her research interests include asset pricing, derivatives valuations, IPO, banking, and executive compensations. She worked as Senior Director for product development and Senior Financial Economist at the Chicago Mercantile Exchange and has done consulting work for various financial institutions.

Brief Description

This course covers a list of advanced topics in derivative securities with a focus on pricing and hedging. Students are assumed to have taken an introductory course in derivatives. The objective of this course is to develop modeling skills needed to value the full range of derivative securities: from exchange-traded options to over-the-counter products including exotic options and embedded options. The fundamental theory is the Equivalent Martingale Pricing Principle or the Risk-neutral valuation by no-arbitrage. Analytical models and various numerical methods will be discussed in detail. It is assumed that students are familiar with the Black-Scholes and binomial pricing models.

Prerequisite: FINE 6800 - Derivative Securities

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Course Learning Outcomes

The objective of this course is to develop modeling skills needed to value the full range of derivative securities: from exchange-traded options to over-the-counter products including exotic options and embedded options. The fundamental theory is the Equivalent Martingale Pricing Principle or the Risk-neutral valuation by no-arbitrage. Analytical models and various numerical methods will be discussed in detail. It is assumed that students are familiar with the Black-Scholes and binomial pricing models.

The precise topics include: 1) continuous-time models; 2) the fundamental pricing theory: the Equivalent Martingale Pricing Principle or the Risk-neutral valuation by no-arbitrage; 3) Black-Scholes analysis; 4) estimating and modeling volatility; 5) derivatives related to foreign exchange rates; 6) Numerical methods including the binomial/trinomial approach, the Monte Carlo simulation and the finite difference method; 7) recent developments: bitcoin options, weather derivatives and housing index derivatives; 8) incentive options granted to employees and executives by companies.

The course consists of formal lectures, but student participation is very much encouraged. Concepts covered in class will be utilized through assignments, group projects and computer programming.

Deliverables at a Glance

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

Assignment/Task	Quantity	% Weight	Total %	Author
3 Assignments (10% each)		30%	30%	Individual
Group Project and Presentation		30%	30%	Group
Final Exam		40%	40%	Individual
			100%	

Course Material

Required textbook:

- Back, Kerry, A Course in Derivative Securities: Introduction to Theory and Computation (Springer Finance), October 2010, ASIN: B006VDSXBS

Reference:

- Hull, J. C., Options, Futures and Other Derivatives, tenth edition, Pearson ISBN:9780134472089.

Articles:

Bitcoin derivatives:

- Valuation of Bitcoin Derivatives, 2021, with Batur Celik, Journal of Futures Market, Vol. 41, No. 7, 1007-1026.

Weather derivatives:

- Agins, T. and K. Kranhold, February 18, 1999, "Coat Peddlers Turn to Forecasters to Beat Winter Heat", Wall Street Journal, page B1 and B9.
- Campbell, S. and F. X. Diebold, 2005, "Weather Forecasting for Weather Derivatives", Journal of the American Statistical Association, 100, 6-16.
- Cao, M. and J. Wei, 2004, "Weather Derivatives Valuation and Market Price of Weather Risk", Journal of Futures Market, Vol. 24, Issue 11, 1065 – 1089.
- Cao, M., A. Li and J. Wei, 2004, "Precipitation Modeling and Contract Valuation: a Frontier in Weather Derivatives", September 2004, Journal of Alternative Investments, Vol. 7, No 2, 93 - 99.
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- Hanley, M., 5 July/August, 1999, "Hedging the Force of Nature", Risk Professional, 21-25.

Housing Index Derivatives

- Cao, M., and J. Wei, 2010, "Valuation of Housing Index Derivatives", Journal of Futures Markets.
- Vol 30, No 7, 660-687.
- CME website: http://housingrfdc.cme.com/hsng_overview.html

Incentive options:

- Aboody, D., 1996, Market Valuation of Employee Stock Options, Journal of Accounting and Economics 22, 357-391.
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- Gutner, T., 2001, Fighting over the Options, Business Week, November 12, 158-158.
- Hall, Brian J., and Jeffrey B. Liebman, 1998, Are CEOs Really Paid Like Bureaucrats? Quarterly Journal of Economics 113, 653-691.

- Hall, B. J. and Murphy, K. F., 2000, Optimal Exercise Prices for Risk Averse Executives, American Economic Review, 90, 209-214.
- Hall, B. J. and Murphy, K. F., 2002, Stock Options for Undiversified Executives, Journal of Accounting and Economics, vol. 33 (1), 3-42.
- Ingersoll, J. E., 2004, The Subjective and Objective Evaluation of Incentive Stock Options, Journal of Business, March 2006, Vol 79, No 2.
- Kulatilaka, N., Marcus, A.J., 1994. Valuing Employee Stock Options. Financial Analysts Journal 27 (November/December), 46-56.

Student Preparation for Class and Class Participation: Expectations

Preparation. Students are strongly encouraged to read the chapters before each class as lectures will often build on the notions developed in the book. Further readings are listed in the course outline.

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 the course Canvas page. Please use the Canvas email to communicate with the instructor in order to receive timely responses.

Week 1

Class 1 Topic: Continuous-Times Models

May 9 Prep:

- Modeling stock price behavior
Simulating a Brownian Motion
- Ito process, Geometric Brownian Motion
- Volatilities

Read: Kerry Back (KB) Chapter 2, and Notes

Week 2-

Class 2 Topic: Continuous-Times Models (Continued)

May 16 Prep:

- Modeling stock price behavior
- Simulating a Brownian Motion
- Ito process, Geometric Brownian Motion
- Volatilities

Read: KB Chapter 2, and Notes

Week 3

May 23 Victoria Day, No Class

Week 4 Assignment 1 Due
 Class 3 Topic: Asset Pricing Basics
 May 30 Prep:
 ▪ Change of Numeraire
 ▪ Equivalent Martingale Approach and Risk-Neutral Valuation by No-arbitrage
 Read: KB Chapters 1 & 7, Notes

Week 5
 Class 4 Topic: Asset Pricing Basics (Continued)
 June 6 Prep:
 ▪ Change of Numeraire
 ▪ Equivalent Martingale Approach and Risk-Neutral Valuation by No-arbitrage
 Read: KB Chapters 1 & 7, Notes

Week 6
 Class 5 Topic: Black-Sholes
 June 13 Prep:
 ▪ Black-Scholes
 ▪ Delta hedging
 ▪ Gamma hedging
 ▪ Volatility smiles and smirks
 Read: KB Chapter 3, Notes

Week 7
 Class 6 Topic: Foreign Exchange related Derivatives
 June 20 Prep:
 ▪ Quanto forwards
 ▪ Quanto options
 ▪ Quanto swap
 ▪ Foreign stock indexed GIC
 Read: KB Chapter 6, and Notes

Week 8 Assignment 2 Due
 Class 7 Topic: Foreign Exchange related Derivatives
 June 27 Prep:
 ▪ Quanto forwards
 ▪ Quanto options
 ▪ Quanto swap
 ▪ Foreign stock indexed GIC
 Read: KB Chapter 6, and Notes

Week 9
 Class 8 Topic: Estimating and Modeling Volatility
 July 4 Prep:
 ▪ Constant volatility
 ▪ Changing volatility

-
- GARCH
 - Stochastic volatility
- Read: KB Chapter 4 and Notes

Week 10

Class 9 Topic: Numerical Methods

July 11 Prep:

- Binomial and Trinomial Tree
- Monte Carlo simulation
- Finite Difference Method

Read: KB Chapters 5, 9, 10, and Notes

Week 11

Class 10 Topic: Recent Development: Bitcoin Options, Weather Derivatives, Housing Index

July 18 Derivatives, Incentive Options granted to Employees by Companies

Prep:

Modeling and Estimation

Prep:

- Vesting requirement
- Illiquidity
- Private valuation of incentive options
-

Read: Notes, Papers

Week 12 Group Report and Presentation Slides Due

Class 11 Group Presentations

July 25

Week 13

Class 12 Assignment 3 Due

Aug. 2 Group Presentations and Final Review

Written Assignments/Projects and Exams: Descriptions

Assignments

There will be three assignments with the following due dates:

Assignment 1 is due at 2:30pm on May 30, 2022.

Assignment 2 is due at 2:30pm on June 27, 2022.

Assignment 3 is due at 2:30pm on August 2, 2022.

For questions involving computer programming, please provide the followings:

- Print out your programming code.
- If your code is a modification of the sample code from the textbook, please bold the modified sentences and explain why the modification is needed.
- Print out the output produced by your code.

Group Projects and Presentation:

To integrate your class learning with the real-world practice, the class will be divided into groups and the number of students in each group depends on the enrollment. Ideally, each group will be formed through a self-selection process. Each group will investigate various market or interest rate linked GICs offered by four major Canadian banks. To help you start the investigation, here are a few links:

Royal Bank of Canada:

<https://www.rbcroyalbank.com/investments/gic-rates.html#rbc-canadian-marketlinked-gic>

Scotiabank Canada:

<https://www.scotiabank.com/ca/en/personal/rates-prices/gic-rates.html>

Bank of Montreal:

<https://www.bmo.com/main/personal/investments/gic/bmo-progressive-gics/bmo-canadian-market-gic/>

CIBC:

<https://notes.cibc.com/#/currentOfferings/mlgic?page=1>

<https://notes.cibc.com/#/productdetail/5929>

The group report and presentation slides are due at 2:30pm on July 25, 2022.

Evaluation of Written Assignments/Projects and Exam[s]: Descriptions

Assignments

Each assignment is worth 10% percent of the total course grade. Faxed and/or late assignments will not be accepted under any circumstances unless a valid medical reason is provided. All assignments are due at noon on the due dates. The instructor will try every effort to return the marked assignments in the following week of the due date.

Group Projects and Presentation:

This project is worth 30% of the final grade, 20% for the group report and 10% for the presentation.

Your report should contain the following information:

- a summary description of various market or interest rate-linked GICS offered by the four major Canadian banks.
- highlighting the differences among various products.
- analyzing the Canadian Market based indexed GIC, the U.S. Market based indexed GIC, a Sector based indexed GIC offered by Royal Bank of Canada and determine whether the terms offered in these three contracts are fairly determined.
- Report is doubled spaced, no more than 15 pages.
- Additional materials can be collected in appendices.

Every student should participate in the group presentation.

Calculation of Course Grade

In this class, final course grades will be determined by the following process:

The course grading scheme for master's level courses at Schulich uses a 9-value grade-point system. The possible course letter grades for a course (and the corresponding grade points awarded for each grade are:

A+	9 grade points
A	8
A-	7
B+	6
B	5
B-	4
C+	3
C	2
C-	1
F	0

Students are reminded that they must maintain a cumulative GPA of at least 4.2 to remain in good standing and continue in the program, and a minimum of 4.4 to qualify for their degree. Schulich grading guidelines mandate a section grade point average ['GPA'] of between 4.7 and 6.1 for core courses and a section GPA of between 5.2 and 6.2 for electives.

Where instructors use numerical or percentage grades, Schulich grading policy does not require a preset translation of percentages into specific letter grades. In this class, final letter grades will be determined by the following process.

The course grade is based on the following scheme:

3 Assignments (10% each):	30%
Group Project and Presentation:	30%
Final Exam:	40%

Total	100%

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

Masters 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. To keep final grades comparable across courses, 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, see the Student Handbook or the Student Services & International Relations website:

Masters

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_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_lnd_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)

Mid-term. Students who miss a mid-term examination must contact their 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_lnd_webstation.nsf/page/Enrolment+-+MBA+Exam+Schedule?OpenDocument

Course Outline Summer 2022

Wednesday 7:00 pm – 10:00 pm ET, beginning on May 11, 2022

Instructor
Dr. Andrew Aziz
N203G, Seymour Schulich Building
Email: andyaziz@rogers.com
Office hours: by appointment

Program Assistant
Stacey-Ann Filici
N204A, Seymour Schulich Building
416-736-5690
fnen@schulich.yorku.ca

Brief Description

This course provides a comprehensive introduction to the discipline of financial risk management. It covers the market and regulatory trends that have motivated the need for financial institutions and corporations to evolve from traditional desk level risk management to an enterprise-wide function spanning all sources of risk in a consistent manner. Students will learn the basic fundamentals required to support a general risk management process in addition to gaining an understanding of industry best-practice methodologies. The course will cover in depth the analytics of standard risk assessment techniques for market risk, credit risk and operational risk as well as introducing the leading edge tools used to manage the overall business process.

MBA/IMBA: Prerequisites: FINE 6200 3.00 and FINE 6800 3.00
MFIN: Prerequisite: MFIN 5600, Corequisite: FINE 6800 3.00
Former prerequisites: SB/FINE 6200.030 and SB/FINE 6800.030, or SB/FNEN 6210.030 and SB/FNEN 6810.030

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Course Learning Outcomes

Students will learn the application of several quantitative and qualitative methodologies for the measurement of various types of risk, including market, interest rate, credit, operational, liquidity and model risk, and to integrate them into an overall framework for enterprise risk and capital management. Students will also gain an understanding of the role and evolving philosophy of regulation as applied to financial institutions, with particular emphasis on the Basel international regulatory framework for Banks.

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
Midterm	1	25	25%	Individual
Assignments	3	5% each	15%	Group
Case Studies	1	10% each	10%	Group
Final Exam	1	50	50%	Individual
			100%	

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

Course Material

Required reading for this course consists of the following book. It is available for purchase from the York University Bookstore (<http://bookstore.blog.yorku.ca>):

Title: RISK MANAGEMENT & FINANCIAL INSTITUTIONS (RMFI), 5th edition by John C. Hull, Wiley, ©2018, ISBN: 978-1-119-44811-2

Every week, you should check the Class-by-Class Syllabus below for readings and their locations (see pp. 3-5).

The Course Materials Database (CMD) has been created within Schulich’s Lotus Notes. 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. Class preparation will generally involve reading the relevant portions of the course text before class. Questions from the text will be suggested for review, and should serve to indicate whether the chapter material is understood; students can choose to do all, some, or none of these as preparation

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 the course CMD, and when changes need to be announced between classes, an email will be sent to students' Lotus Notes email accounts, notifying them of the change.

- May 11
Class #1
- Overview OF Financial Risk Management
- Motivation for a risk management function in financial institutions
 - The goal of risk regulation with a focus on the banking sector
 - An example of the calculation of capital and its role in regulation
- Prep:
- Chapter 1 of RMFI
 - Chapter 2 of RMFI
 - Chapter 5 of RMFI
-

- May 18
Class #2
- Risk Analytics fundamentals
- The no-arbitrage assumption and its implications
 - Identifying and isolating risk factors
 - Risk neutral valuation and its role in risk analytics
- Prep:
- Chapter 7 of RMFI
 - Chapter 9 of RMFI
-

- May 25
Class #3
- Market Risk I
- Traditional risk assessment techniques used by traders
 - Stress testing and other market risk approaches
 - Aggregating risk in a multi risk factor, multi asset class context
- Prep:
- Chapter 8 of RMFI
 - Chapter 10 of RMFI
 - Chapter 15.1 – 15.11 of RMFI
-

- Jun 1
Class #4
- Market Risk II
- Value at Risk (VaR) and Expected Shortfall (ES)
 - Model building vs. historical VaR/ES approaches
 - Model performance tests and backtesting
- Prep:
- Chapter 12 of RMFI
 - Chapter 13 of RMFI

-
- Chapter 14 of RMFI
-

Jun 8 Counterparty Credit Risk

- Class #5
- Counterparty exposure vs Credit Risk
 - Measuring counterparty exposures
 - Role of margining and other credit risk mitigation techniques

Prep:

- Chapter 20.1 of RMFI
 - Chapter 17 of RMFI
-

Jun 15 Derivatives Value Adjustments (xVA)

- Class #6
- Determination of Credit value adjustments (CVA)
 - Estimation of CVA capital
 - Other VA's including DVA, FVA and MVA

Prep:

- Chapter 20.2 – 20.7 of RMFI
-

Jun 22 Midterm

Class #7

Jun 29 Credit Risk I

- Class #8
- Determination of Credit Worthiness
 - Calculation of Credit Losses
 - Credit risk models and the calculation of economic capital

Prep:

- Chapter 6 of RMFI
 - Chapter 19 of RMFI
 - Chapter 21 of RMFI
-

Jul 6 Credit Risk II

- Class #9
- Correlation of market and credit risk factors
 - Integrated risk models
 - Role of credit derivatives

Prep:

- Chapter 11 of RMFI
 - Chapter 26 of RMFI
-

Jul 13 Model Risk and Liquidity Risk

- Class #10
- Philosophical change in the focus of regulation post GFC

-
- Model risk governance and assessment approaches
 - Goals of liquidity risk management

Prep:

- Chapter 18 of RMFI
 - Chapter 25 of RMFI
 - Chapter 24 of RMFI
-

Jul 20 Risk Management in other types of financial institutions

Class #11

- Insurers, pension plan, fund management objectives
- Liability risk management and surplus at risk measures
- Systemic interaction of institutions in the financial system

Prep:

- Chapter 3 of RMFI
- Chapter 15.12 of RMFI

Due: Case Study

Jul 27 Operational Risk and RAROC

Class #12

- Goals of operational risk assessment
- Measurement of operational risk
- Goals and measurement of RAROC

Prep:

- Chapter 23 of RMFI
- Chapter 26.8 of RMFI

Case Study

Please complete the Case Study below in 12-point font, double-spaced.

Due Date

July 27

Case Study

Integration of Market, Credit & Liquidity Risk

Value: 10% of Final Mark

The Case study is due at the beginning of class. It should be emailed to the following address

andyaziz@rogers.com

Midterm and Final Exam

The midterm will take place on June 22 and will be two hours in length and will be worth 25% of the Final Mark. The final exam will be three hours in length and will be scheduled during the normal exam period. It will be worth 50% of the Final Mark

Calculation of Course Grade

In this class, final course grades will be determined by the following process: the three assignments will be worth 5% each; the Case Study will be worth 10%; the midterm will be worth 25%; and the final exam will be worth 50%. The final numerical grade will be translated into a letter grade so as to comply with Schulich's required grade range (between 5.2 and 6.2 GPA). Letter grades will NOT be adjusted so as to fit a pre-determined distribution (e.g. normal) – the spread of the empirical distribution will be maintained.

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, 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/>.

Absence from Exams

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. Attending Physician's Statement, 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 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).

Quick Reference: Summary of Classes, Activities and Deliverables

Class No., Title and Date	Reading Preparation (excluding cases and optional readings)	Assignment/Case Study Due
1. May 11 Overview OF Financial Risk Management	Chapters 1, 2 and 5 of RMFI	
2. May 18 Risk Analytics fundamentals	Chapters 7 and 9 of RMFI	
3. May 25 Market Risk I	Chapters 8, 10 and 15.1 of RMFI	Assignment #1 Due
4. June 1 Market Risk II	Chapters 12, 13 and 14 of RMFI	
5. June 8 Counterparty Credit Risk	Chapters 17 and 20.1 of RMFI	Assignment #2 Due
6. June 15 Derivatives Value Adjustments (xVA)	Chapter 20.2 – 20.7 of RMFI	
7. June 22	Midterm Exam	Midterm
8. Jun 29 Credit Risk I	Chapter 6, 19 and 21 of RMFI	
9. July 6 Credit Risk II	Chapters 11 and 26 of RMFI	Assignment #3 Due
10. July 13 Model Risk and Liquidity Risk	Chapters 18, 24 and 25 of RMFI	
11. July 20 Risk Management in other FI's	Chapter 3 and 15.12 of RMFI	
12. July 27 Operational Risk and RAROC	Chapter 23 and 26.8 of RMFI	Case Study Due
August 10, 2022		Final Exam

Class No., Title and Date	Reading Preparation (excluding cases and optional readings)	Assignment/Case Study Due

Course Outline Winter 2022

Thursdays, 7:00-10:00 p.m., beginning on January 13
SSB #TBA

Instructor

Professor Yisong S. Tian

SSB N204E

416-736-2100 ext. 77943

ytian@schulich.yorku.ca or ytian@yorku.ca

Office hours: Thursdays, 5:45-6:45 p.m. or by appointment

Program Assistant

Stacey-Ann Filici

SSB N204A

416-736-5690

mfin@schulich.yorku.ca

Prof. Tian is an expert on derivative securities, financial risk management and CEO compensation. He has published extensively on these and other related topics in more than 18 finance journals. He joined Schulich in 1999 and has taught BBA, MBA, Financial Engineering, Master of Finance, and Ph.D. classes.

Brief Description

Provides an opportunity to learn the various features and unique characteristics of fixed income securities and markets, analyze and evaluate fixed income securities, and develop tools for managing interest rate risk and other applications. Computer assisted (e.g., Excel and VBA) applications are used throughout the course to enhance student learning experience, with both hands-on in-class exercises and assigned homework problems.

Prerequisites: FINE6200 3.00

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Course Learning Outcomes

This is an introduction to fixed income markets and securities. After completing this course, students are expected to have a clear understanding of the institutional settings of the fixed

income markets and instruments, have the ability to apply term structure theories to explain real world economic events and business cycles (e.g., upward-sloping yield curves), perform term structure estimations, use duration measures for bond portfolio immunization applications, understand and evaluate mortgage-backed securities, and have the ability to build arbitrage-free binomial and trinomial interest rate trees and use them to evaluate interest rate contingent claims.

Deliverables at a Glance

Students are expected to read the assigned chapters and journal articles, actively participate in classroom discussions, work out the assigned end-of-chapter problems, complete written homework assignments, and prepare for the midterm and final exams. All homework assignments must be completed and submitted to the instructor on time. Failure to do so will result in a 20% penalty for each day overdue. Any submission that is one minute to 24 hours past the due date is considered one day overdue. Late penalty will be waived at the instructor’s discretion if there are extenuating circumstances (e.g., illness with documented proof).

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
Homework Assignments	2	12.5	25	Individual
Midterm exam	1	30	30	Individual
Final exam	1	45	<u>45</u>	Individual
			100%	

For details, see “Written Assignments/Projects and Exam[s]: Descriptions” (p. 7) and “Evaluation of Written Assignments/Projects and Exam” (p. 8).

Course Material

Reading material for the course has been organized in three locations: one required textbook, lecture notes and supplementary material posted on Canvas, and an optional but highly recommended textbook. Not every source is needed for each class. 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 textbook. It is available for purchase from the York University Bookstore (<http://bookstore.blog.yorku.ca>):

1. **Fabozzi, Frank J. and Francesco A. Fabozzi, *Bond Markets, Analysis, and Strategies*, 10th Ed., MIT Press, 2021.**

Optional textbook:

1. **James F. Adams and Donald J. Smith, *Fixed Income Analysis*, 4th Edition, CFA Institute/Wiley, 2019 (This is the CFA textbook for fixed income, so very useful for anyone writing CFA exams).**

Canvas is an important resource for this class. Further required readings including lecture notes/slides, journal articles and other supplementary materials are posted on Canvas. You may access it via the Schulich Canvas portal or the following web link: <https://schulich.instructure.com/>. Check Canvas regularly for updates, corrections and announcements (at least twice a week).

Please note that:

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 (e.g. uploading that content to a commercial website) 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.

Student Preparation for Class and Class Participation: Expectations

Preparation. Be prepared to put in at least 6 hours of prep work outside the classroom time each week. You are expected to have read all the assigned material listed in the Class-by-Class Syllabus for each class, including all assigned lecture notes, textbook chapters and journal articles, and have worked out the assigned end-of-chapters problems ahead of each class. Any course related announcements or updates will be posted on Canvas as soon as they are available. Students are expected check Canvas frequently for announcements and updates (at least twice a week).

Class Participation (contribution). Class participation is NOT graded in this course. Nevertheless, you are encouraged to actively participate in class discussions, ask questions, provide real world examples, or challenge the conventional or accepted viewpoints from the business media, your peers and even the instructor.

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 the course CMD, and when changes need to be announced between classes, an email will be sent to students' Lotus Notes email accounts, notifying them of the change.

Jan. 13 Introduction and Bond Pricing Review

(Session 1) Prep:

- Introduction
- Markets for fixed income securities
- Review of bond pricing

- Pricing bonds between coupon dates
- Floaters and inverse floaters
- Money market instruments
- Day count conventions
- Chapter 1, Question 13
- Chapter 2, Questions 4, 7, 9, 11, 17, 18
- Chapter 3, Questions 5, 11, 16

Read:

1. Chapters 1-3, 7 (pp.165-167 only)

Optional:

- New York Fed. "Fedpoints: Treasury Securities," *Federal Reserve Bank of New York* (<http://www.ny.frb.org/aboutthefed/fedpoints.html>).
- Department of Finance, Canada. "Government of Canada Securities – Technical notes" (<https://www.fin.gc.ca/invest/bondprice-eng.asp>).

Jan. 20 Yields, Spot Rates, Forward Rates, and the Term Structure of Interest Rates

(Session 2)

Prep:

- Understanding yields and returns
- Spot rates, forward rates and par rates
- Yield curve and term structure of interest rates
- Term structure theories
- Chapter 3, Questions 7, 16
- Chapter 6, Questions 12, 21-22, 24

Read:

1. Chapters 3, 6

Jan. 27 Term Structure Estimation

(Session 3)

Prep:

- Swap rate curve vs. treasury yield curve
- Alternative estimation methods
 - The bootstrapping method
 - Cubic splines
- Chapter 6, Questions 13-14,

Read:

1. Chapter 6

Optional:

- Hagan, Patrick S., and Graeme West. "Interpolation Methods for Curve Construction," *Applied Mathematical Finance* 13 (June 2006), pp.89-129.

Feb. 3 Duration and Immunization

(Session 4)

Prep:

- Duration, convexity and other risk measures
- Classical immunization

- Immunization risks
- Immunizing multiple liabilities
- Chapter 4, Questions 1-4, 9-10

Read:

1. Chapters 4, 27

Feb. 10 Non-Parallel Shift and Key Rate Durations

(Session 5) Prep:

- Problem with Macaulay's duration
- Key rate durations
- Applications of key rate durations in immunization
- Chapter 4, Question 22

Read:

1. Chapter 4

Optional:

- Ho, Thomas S.Y. "Key Rate Durations: Measures of Interest Rate Risks," *Journal of Fixed Income* 2 (September 1992), pp. 29-44.

First Written Assignment Due at Beginning of Class on February 10

Feb. 17 Introduction to Mortgage Backed Securities

(Session 6) Prep:

- What are mortgage loans?
- Mortgage pass-through securities
- Collateralized mortgage obligations (CMOs)
- Other variations
- Chapter 11, Question 13
- Chapter 12, Questions 11, 16
- Chapter 13, Questions 14, 16, 19-20

Read:

1. Chapters 11-14

Optional:

- Gorton, Gary. "The Subprime Panic," *European Financial Management* 15 (2009), pp. 10-46.
- McConnell, John J., and Stephen A. Buser. "The Origins and Revolution of the Market for Mortgage-Backed Securities," *Annual Review of Financial Economics* 3 (December 2011), pp. 173-192.

MIDTERM EXAMINATION on February 17 (First half of class)

Feb. 24 **READING WEEK – NO CLASS**

Mar. 3 Interest Rate Forwards, Futures and Swaps

(session 7) Prep:

- Interest rate forward contracts
- Interest rate futures contracts
- Interest rate swaps
- Currency swaps
- Other swaps
- Chapter 31, Questions 10-12, 15

Read:

1. Chapter 31

Mar. 10 The Market Model and Interest Rate Options

(Session 8) Prep:

- The market model
- Options on bonds
- Interest rate caps, floors and collars
- Swaptions
- Chapter 31, Question 17

Read:

1. Chapters 30, 31

Mar. 17 Interest Rate Movements, Yield Curve Dynamics and Binomial Trees

(Session 9) Prep:

- Brownian motion
- Ito's Lemma
- No-arbitrage pricing in continuous time
- A simple binomial interest rate model
- Interest rate dynamics and yield curves

Read:

1. Chapter 19 (binomial model only)

Mar. 24 No-Arbitrage Interest Rate Models

(Session 10) Prep:

- No-arbitrage interest rate models
- The Ho-Lee binomial tree model
- The Hull-White trinomial tree models
- Chapter 19, Questions 13

Read:

2. Chapter 19 (binomial model only)

Optional

- Ho, T.S.Y., and S.-B. Lee, 1986, "Term Structure Movements and Pricing Interest Rate Contingent Claims," *Journal of Finance* 41, pp.1011-1029.
- Hull, J. and A. White, 1994, "Numerical Procedures for Implementing Term Structure Models I: Single Factor Models," *Journal of Derivatives* 2(1), pp.7-16.

- Hull, J. and A. White, 1996, "Using Hull-White Interest Rate Trees," *Journal of Derivatives* (Spring), pp.26-36.

Mar. 31 Applications of Binomial Interest Rate Models

(Session 11) Prep:

- Bonds with embedded options
- Interest rate caps, floors and collars
- Interest rate swaps and swaptions
- Chapter 19, Question 19
- Chapter 31, Question 20

Read:

1. Chapters 19, 31

Second Written Assignment Due at Beginning of Class on March 31

Apr. 7 Bond Portfolio Construction and Strategies

(Session 12) Prep:

- Bond portfolio construction
- Bond portfolio management strategies

Read:

1. Chapters 24, 25

FINAL EXAMINATION (April 21, to be confirmed)

Written Assignments/Projects and Exam[s]: Descriptions

There are a number of graded components, including two individual homework assignments, and midterm and final exams. Details of these requirements are provided below.

Individual Homework Assignments

- Each individual homework assignment has a number of questions that are similar to the workbook questions or examples discussed in class. Some of these questions may also require the use of excel spreadsheets for computational assistance. They are designed to test your knowledge on the topics covered in the course and to make sure that you are keeping pace with the course and have digested all the materials covered in class.
- The completed assignment must be submitted via Canvas and uploaded in the format of either word or pdf file(s) before the deadline on due date (as stated in the "Class-by-Class Syllabus"). Failure to submit on time will result in late penalty of a 20% loss of the total marks for each day overdue. Homework submitted one minute to 24 hours after the due date is considered one day overdue. Late penalty may be waived at the instructor's discretion if there are extenuating circumstances (e.g., illness with documented proof). More detailed information on each individual written assignment will be distributed at least two weeks in advance of its due date.

Examinations

- Both the midterm and final exams will be closed book, with all access to course related material prohibited except for formula sheets provided by the instructor (covering all necessary formulas). The midterm and final exams will be 1.5 and 3 hours long, respectively. The exact format of the exams will depend on how the course will be offered, in person or remotely. If the course is offered remotely, both exams will be administered online via Canvas, using a 100% multiple-choice question format; otherwise, a paper-based, in-person format will be used. More details of the exams will be provided later in the semester.
- The midterm exam will take place during regular class hours on the date stated on the class-by-class syllabus. The final exam will be scheduled by the office of Schulich's Associate Dean Academic and its exact date and time may deviate slightly from what is stated in the Class-by-Class Syllabus above. Students should not make plans to be away during *any* portion of the announced examination period until the dates for their specific examinations have been announced.

Due Dates

Feb. 10	First individual homework assignment <i>Max Length: None</i> <i>Value: 12.5%</i>
Mar. 31	Second individual homework assignment <i>Max Length: None</i> <i>Value: 12.5%</i>

Evaluation of Written Assignments/Projects and Exams

While individual homework assignments will be graded by a teaching assistant, both midterm and final exams will be graded by the instructor personally. The instructor provides the teaching assistant with the solution and marking guide for each individual homework assignment. The teaching assistant is also instructed to write down a brief explanation for any deductions.

Marking Disputes: If you have a marking concern with the graded assignment or midterm, you must return it to the instructor no later than one week after the material has been returned to the class. Attach a typed or handwritten note indicating where the re-marking is required. Please keep in mind that the instructor may adjust your grade up or down, depending on the outcome of the re-marking.

Calculation of Course Grade

In this class, all graded components are marked numerically in percentages. These numerical component grades are then combined to calculate the overall numerical grades for the course, using the weights stated in the table below:

Assignment/Task	Quantity	% Weight	Total %	Author
Homework Assignments	2	12.5	25	Individual
Midterm exam	1	30	30	Individual
Final exam	1	45	<u>45</u>	Individual

Assignment/Task	Quantity	% Weight	Total %	Author
			100%	

The overall numerical grades (from 0 to 100%) will be converted to letter grades (e.g., A+, A, etc.), and their associated Schulich grade points, using the conversion table below:

Letter Grade	Grade Point/Index Value	Percentage Points
A+	9	90-100
A	8	85-89
A-	7	80-84
B+	6	75-79
B	5	70-74
B-	4	65-69
C+	3	60-64
C	2	55-59
C-	1	50-54
F	0	0-49

When translating numerical grade to letter grade, I reserve the right to round the decimals up or down. For example, I have the discretion to either round 89.5% up to A+ or down to A. However, consistency is maintained so that if one student with numerical grade 89.5% is rounded up to A+, then all other students with numerical grade in the range 89.5–89.9% will be rounded up to A+ as well. Likewise, if one student with numerical grade 89.4% is rounded down to A, then all other students with numerical grade in the range 89.1–89.4% will be rounded down to A as well.

Students are reminded that they must maintain a cumulative GPA of at least 4.2 to remain in good standing and continue in the program, and a minimum of 4.4 to qualify for their degree. Schulich grading guidelines mandate a section grade point average ['GPA'] of between 4.7 and 6.1 for core courses and a section GPA of between 5.2 and 6.2 for electives.

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 elective courses are normally 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, 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_lnd_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 and disability services, contact Student Services or see <http://www.yorku.ca/cds/>

Exams (Absence from)

Mid-term. 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. 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_lnd_webstation.nsf/page/Enrolment+-+MBA+Exam+Schedule?OpenDocument

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. Jan. 13 Introduction and Bond Pricing Review	Ch. 1, Q13; Ch. 2, Q4, 7, 9, 11, 17, 18; Ch.3, Q5, 11, 16	Chapters 1-3	
2. Jan. 20 Discount Factors, No-Arbitrage Pricing, and Term Structure of Interest Rates	Ch. 3, Q7, 16; Ch.6, Q12, 21, 22, 24	Chapters 3, 6	
3. Jan. 27 Term Structure Estimation	Ch. 6, Q13, 14	Chapter 6	
4. Feb. 3 Duration and Immunization	Ch. 4, Q1-4, 9, 10	Chapters 4, 27	
5. Feb. 10 Non-Parallel Shift and Key Rate Durations	Ch.4, Q22	Chapter 4	1 st written assignment due (beg. of class)
6. Feb. 17 Introduction to Mortgage-Backed Securities	Midterm exam Ch.11, Q13; Ch.12, Q11, 16; Ch.13, Q14, 16, 19, 20	Chapters 11-14	
Feb. 24	<i>NO CLASS (Reading Week)</i>		
7. Mar. 3 Interest Rate Forwards and Swaps	Ch.31, Q10-12, 15	Chapter 31	
8. Mar. 10 The Market Model and Interest Rate Options	Ch. 31, Q17	Chapters 30, 31	
9. Mar. 17 Interest Rate Movements, Yield Curve Dynamics, and Binomial Trees		Chapter 19 (binomial model only)	
10. Mar. 24 No-Arbitrage Interest Rate Models	Ch.19, Q13	Chapter 19 (binomial model only)	
11. Mar. 31 Applications of Binomial Interest Rate Trees	Ch.19, Q19; Ch.31, Q20	Chapters 19, 31	2 nd written assignment due (beg. of class)
12. Apr. 7 Bond Portfolio Construction and Strategies		Chapters 24, 25	

Syllabus for MATH 6912 Machine Learning in Finance

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Instructor: Professor Michael Chen
Office: TEL 2034
e-mail: chensy@yorku.ca
Telephone: (416) 736-2100 ext. 66677
Web page: <http://mc.mathstats.yorku.ca>
Office hours: by appointment
Lectures Hours: TBD
First lecture: TBD

Text: *Machine Learning in Business: an introduction to the world of data science*, third edition, John C. Hull, GFS Press, Toronto.

Online resources accompanying the textbook: <https://www-2.rotman.utoronto.ca/~hull/>

Reference 1: *The Elements of Statistical Learning: Data Mining, Inference, and Prediction*, Trevor Hastie, Robert Tibshirani, and Jerome Friedman, Springer

Reference 2: *Deep Learning*, Ian Goodfellow and Yoshua Bengio and Aaron Courville, MIT Press

Grading

Classroom Participation: 15%
Five Homework: 3% x 5 = 15%
Midterm Exam: 30%
Final Exam: 40%

Description

This introductory course on machine learning is aimed at graduate students who is going to work with data scientists in the finance industry. The course will explain most popular machine learning algorithms used by data scientists, which will enable the students to assess their strength and weakness for a particular application and work productively with data scientists. Algorithms will be illustrated with different data sets from the finance industry and others in EXCEL and Python.

Coverage

We will study the following topics week by week in the order:

1. Unsupervised learning, including the k-means algorithm and the principal component analysis.
2. Supervised learning based on the linear regression, ridge and lasso regression, logistic regression, and their applications in finance.
3. Supervised learning based on the decision tree algorithm. We will also cover the naïve Bayes classifier and ensemble learning.
4. Supervised learning based on the Support Vector Machine (SVM). We will learn both the linear SVM and the nonlinear separation, and how to predict a target value.
5. Supervised learning based on the neural networks. Topics covered are multilayer neural network, activation functions, gradient descent algorithm, and variations on the basic method. Its applications in pricing the financial derivatives and exploring the volatility surface will be addressed.
6. Deep learning neural networks, including the variational autoencoder, generative adversarial networks, recurrent neural network, and convolutional neural network.
7. Reinforcement learning, including the multi-armed bandit problem, temporal difference learning, deep Q-learning, and application in the optimal trade execution.
8. Natural language processing and its application in financial information retrieval.
9. Model interpretability for explicit linear and logistic regressions and for black box models using Shapley value and LIME.
10. Issues for society, including data privacy, biases, ethics, transparency, adversarial machine learning and legal issues.

Change to Graduate Program/Graduate Diploma Academic Requirements Proposal Form

FACULTY OF GRADUATE STUDIES

The following information is required for all proposals involving a minor modification to graduate program/graduate diploma academic requirements. Provide evidence of consultation, where appropriate. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Graduate Program/Graduate Diploma: Joint Kellogg-Schulich Executive MBA Program

2. Effective Term/Calendar Year of Proposed Change(s): Winter 2023

3. Proposed Change(s) and Rationale:

a. A description of the proposed modification(s) and rationale, including alignment with academic plans.

The proposed modification rectifies a discrepancy between the regulation approved by York University Senate when the Joint Kellogg-Schulich Executive MBA Program was originally established in 2002 and the current text in the program's Student Guide. While the original regulation regarding "Failure" led to the student being withdrawn with a single Fail, the Programme Committee submitted a motion to Schulich Faculty Council of 13 November 2004 to change this to two Fails. But while we could not find any evidence that this motion was approved or forwarded to FGS and Senate, the change was made to the text in the KS EMBA Student Handbook at the time.

The rationale to raise the threshold for a possible removal program from one to two Fails, both back then and today, is that it reduces the risk of students being removed in a context where there might be extenuating circumstances, given that all our students are employed full-time in demanding positions with frequently changing and often unpredictable workloads. This modification will avoid the need to appeal for a reinstatement and provides some more flexibility to the student and to the program, in terms of dealing with such cases. In addition, it brings the KS EMBA Failure regulations in line with other Schulich graduate programs and the rules for the EMBA students at the Kellogg School of Management. Compared to the originally proposed modifications from 2004, the current version changes some of the language and makes the different substitution rules explicit for core and elective courses.

b. An outline of the changes to requirements and the associated learning outcomes/objectives, including how the proposed requirements will support

the achievement of graduate program/graduate diploma learning objectives.
N/A

c. An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas.
N/A

d. A summary of any resource implications and how they are being addressed.
N/A

e. A summary of how students currently enrolled in the graduate program/graduate diploma will be accommodated.
The current students would already be treated based on the Failure regulation contained in the KS EMBA Student Handbook, which was given to them.

4. Calendar Copy:

Existing Graduate Program/Graduate Diploma Information (Change From):	Proposed Graduate Program/Graduate Diploma Information (Change To):
<p>Failure If a student fails to demonstrate proficiency in the subject matter according to the standards deemed acceptable by the instructor, the student will be given a grade of "F". A grade of "F" also will be recorded if a student does not satisfactorily fulfill the conditions for removing an Incomplete.</p> <p>A student who fails a course will be required to withdraw from the program.</p>	<p>Failure If a student fails to demonstrate proficiency in the subject matter according to the standards deemed acceptable by the instructor, the student will be given a grade of "F". A grade of "F" also will be recorded if a student does not satisfactorily fulfill the conditions for removing an Incomplete.</p> <p>A student who fails a core course must repeat it. A student who fails an elective course must either repeat it, if possible, or replace it with another elective course of the same or a higher credit value. This may delay their academic progress and/or graduation date.</p> <p>Failing two courses will result in the student being removed from the program ("withdrawal").</p>

Please submit completed forms and required supporting documentation by email to Coordinator, Faculty Governance– fgsgovrn@yorku.ca

New course proposal: EMBA 6345 4.0: Phase 0

1. **Program:** Kellogg-Schulich Executive MBA

2. **Course Number:** EMBA 6345

3. **Credit Value:** 4.0

4. **Long Course Title:** Phase 0

5. **Short Course Title:** Phase 0

6. **Effective Session:** Fall 2022

7. **Calendar (Short) Course Description:**

The course is designed to help participants identify opportunities for a new repeatable and scalable business model and then improve the quality of their ideas. They will learn how to identify problems worth solving, test their assumptions about possible solutions, adjust their initial hypothesis based on market feedback, and ultimately accelerate the time between inspiration, execution, operations, and sales growth.

8. **Expanded Course Description:**

The course is designed to help participants identify opportunities for a new repeatable and scalable business model and then improve the quality of their ideas, whether they want to pursue an entrepreneurial path or innovate inside an existing firm. They will learn how to identify problems worth solving, test their assumptions about possible solutions, adjust their initial hypothesis based on market feedback, and ultimately accelerate the time between inspiration, execution, operations, and sales growth. The course will combine the following elements to create a powerful learning experience: (a) frameworks that define and clarify the knowledge, skill and discipline to be successful in Phase 0 of a “start-up”; (b) a list of key tactical tools, which will be built tool-by-tool throughout the course; (c) real life examples of key class concepts; and (d) experiential role-play exhibitions to emphasize class concepts.

9. **Course Learning Outcomes:**

Students will acquire knowledge and skills related to:

- Understanding how great business ideas are conceived, designed and developed.
- Identifying and applying tools that help develop a repeatable and scalable new business model.
- Effectively communicating and selling this model, namely by telling powerful stories and making a convincing sales presentation.

10. **Rationale:**

This course is geared to those who (1) want to pursue an entrepreneurial career and are taking this course to develop and pursue a business idea; (2) are interested in a career path in business innovation, whether it's in a new venture or innovating inside a larger firm, i.e., “intrapreneurs”; (3) are curious about a career in entrepreneurship and innovation and want to better understand what it entails and explore if it fits well with their inherent personality traits and talents. Many of the Kellogg-Schulich Executive MBA students fall into one of these categories. We previously offered our own similar course on “New Venture Design”

(NVD) as a compulsory capstone. However, not all our students were interested and those that were, expressed a strong interest in attending entrepreneurial courses at Kellogg or other partner schools, most of which they were unable to attend due to the overlap with NVD. From the KS21 cohort onward, we therefore discontinued NVD and allowed our students to choose these courses as part of their global electives.

11. Evaluation:

Assessment will be based on individual class participation (30%), which includes active discussion of the readings, lectures, speakers & panelists as well as the completion of assignments; and two-team based elements: (i) fieldwork (30%) which focuses on testing ideas in the real world and refining them subsequently; and (ii) a formal sales presentation (40%), demonstrating what was learned in the course.

12. Integrated Courses:

NOT integrated

13. Crosslisted Courses:

NOT crosslisted

14. Faculty Resources:

This course is being offered multiple times per year as a global elective by our partner, the Kellogg School of Management of Northwestern University on its San Francisco campus and at changing “pop up” locations. It is taught by Kellogg Professors Craig Wortmann, Clinical Professor of Innovation & Entrepreneurship, Founder and Academic Director of the Kellogg Sales Institute, author of the book *What's Your Story? Using Stories to Ignite Performance and Be More Successful*, and a multi-award-winning teacher; and David Schonthal Clinical Professor of Strategy, Director of Entrepreneurship Programs at Kellogg, Director of the Levy Institute for Entrepreneurial Practice, author of the bestselling book *The Human Element: Overcoming the Resistance That Awaits New Ideas*, and winner of multiple teaching excellence awards. Both have first-hand experience in entrepreneurship and venture capital.

15. Physical Resources:

Classes for this course will be held in an intensive 5-day format at Kellogg's San-Francisco campus and at other locations around the globe, which might change from year to year. The Kellogg School of Management of Northwestern University will provide all the necessary physical resources.

16. Bibliography and Library Statement:

Participants are asked to prepare for the course by watching introductory video lectures and there are readings assigned for the various topics according to the attached course outline. All the videos and 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 6345: "Phase 0"
FROM: Kris Joseph
Business Librarian
DATE: June 7, 2022

EMBA 6345 is offered as a 4-credit course for the Kellogg-Schulich EMBA program, with instruction and materials provided by the Kellogg School of Management of Northwestern University. Minimal support from York University Libraries is required for this course, but we can serve as a backup resource for student materials and assistance where needed.

1. Course Readings Support

Readings and course materials for the course are drawn from Udacity lectures, periodicals such as *Harvard Business Review* and *MIT Management Review*, and major business media outlets (e.g. *Forbes*). It is anticipated that Kellogg School of Management will supply these materials for students, but York University Libraries has access to paywalled or subscription-based materials through our newspaper, periodical, and database subscriptions.

2. Additional Resources

The intensive, five-day nature of this course makes it unlikely that students will require the dedicated research support serves that York University Libraries can provide. The course outline indicates that students will be expected to do fieldwork to develop customer development and design research skills, with this work to be conducted using real-world primary sources (i.e. actual customers). Should students wish to pursue supplementary research on customer demographics, markets, industries, and competitive environments, our [marketing research guide](#) provides links key databases and other materials.

More generally, the following research guides may be of use to students:

- Business: <https://researchguides.library.yorku.ca/business>
- The Business Research at York Toolkit (BRYT): <https://bryt.library.yorku.ca>

3. Research Help & Consultation Support

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. More information about these services can be found on this webpage:

<https://www.library.yorku.ca/web/bbl/ask-a-question/>

PHASE 0 EMBA SAN FRANCISCO! - MARCH 2022

COURSE SYLLABUS

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Please note all of the images in this document are 'clickable' links.

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WELCOME & OVERVIEW

Welcome one and all to Phase 0! We are glad you are here.

The goal of this class is not to launch the next big business (although it might just happen!), but rather to: a) understand how great business ideas are conceived, designed and developed; b) provide you with the tools to do just that; and c) equip you with skills and disciplines that you will need to sell it.

It has become clear that the “traditional” way entrepreneurship has been taught for years – with the deliverable being a detailed business plan – is flawed. In fact, what we now know is that a startup, by its very nature is really “a temporary organization designed to search for a repeatable and scalable business model”¹.

The class has been designed with this definition in mind. In Phase 0 you will learn tools that will help you accomplish the first, and most important milestones in any startup:

- Identify a problem worth solving
- Properly understand customers and their needs
- Craft compelling value propositions
- Develop well differentiated solutions/offers
- Identify a repeatable and scalable business model
- Make contact with the market to test your value proposition
- Develop critical selling skills and disciplines you will need to acquire your first customers

Key skills you will learn in this class include:

¹ Steve Blank, *Why the Lean Start-Up Changes Everything*, Harvard Business Review, May 2013

- The process of translating problems into viable products or services
- Articulating your proposed solution in the form of a value proposition
- Building a rigorous set of hypotheses to test with customers
- Understanding and practicing the process of “customer development”, being evidence, not assumption-driven
- Human-centered research and design techniques
- Business model construction and prototyping (using the Business Model Canvas)
- Effectively communicating your business model and offer to key constituents
- Targeting and acquiring your first customers
- Use selling skills and disciplines in different contexts
- Handling objections as they arise in the entrepreneurial selling process
- Telling powerful stories
- Making a powerful sales presentation

The course will combine the following elements to create a powerful learning experience for you:

- Frameworks that define and clarify the knowledge, skill and discipline to be successful in Phase 0
- Toolkit: A list of key tactical tools, which we will build tool-by-tool throughout the course
- Real life examples of key class concepts
- Role Plays: Experiential exhibitions to emphasize class concepts

The course is designed to help you identify opportunities and then improve the quality of your ideas, whether you want to pursue an entrepreneurial path or innovate inside an existing firm. You will learn how to identify problems worth solving, test your assumptions about possible solutions, adjust your initial hypothesis based on market feedback, and ultimately accelerate the time between inspiration, execution, operations, and sales growth.

Our goal with this course is to make you as efficient and effective as possible, so that not a moment is wasted. Why? Because as an entrepreneur (and a human), the way you spend your time determines success and failure. Period.

Lastly, the course is geared to: 1) those who want to pursue an entrepreneurial career and are taking this course to develop and pursue a business idea; 2) those interested in a career path in business innovation, whether it's in a new venture or innovating inside a larger firm (i.e. “intrapreneurs”); 3) those who are curious about a career in entrepreneurship and innovation and want to better understand what it entails and explore if it fits well with their inherent personality traits and talents.

Let's get going.
David & Craig

CONTACT

Course Code - KIEIX 470

Instructor | Craig Wortmann | 847-922-2209 | craig.wortmann@kellogg.northwestern.edu

Craig's social channels |  |  |  |  (@craigwortmann)

Instructor | David Schonthal | 858-449-9541 | d-schonthal@kellogg.northwestern.edu

Phase 0 Team

Program Manager, EMBA - Stephanie Young | stephanie.young@kellogg.northwestern.edu

Director, EMBA - Colette Feldges | c-feldges@kellogg.northwestern.edu

Classroom | SF Campus

Correspondence | Copy David, Craig, Stephanie and Colette on ALL correspondence. Please include “KIEIX 470” and your full name

Canvas | [Course Canvas site](#)

COURSE MATERIALS

Our course [Canvas site](#) contains all of the materials you will need to execute this course, including supplementary selling tools, guest speaker bios and additional optional readings.

PERFORMANCE EVALUATION

This is a team-oriented course – grading will be largely based on work done by the student teams. Students enrolling in Phase 0 will be working in teams that will be formed in advance.

INDIVIDUAL EFFORTS		TEAM EFFORTS*	
Class Participation	30%	Fieldwork & Deliverables	30%
		Final Presentation	40%

**For all team efforts, each team member will receive the same grade*

[Class Contribution - 30% \(individual\)](#)

All class sessions will thrive based on your active discussion of the readings, lectures, speakers & panelists as well as your completion of assignments that will both further your new venture concept and allow you to participate in class more fully.

Please prepare for every class session with an eye to how the assignment and material will help you improve and refine your concept and business model.

[Fieldwork & Deliverables - 30% \(team\)](#)

Fieldwork, as the name would suggest, is comprised of assignments that force teams to get out of the building and test their assumptions, offers and business models in the real world, with real customers and real stakeholders. These assignments will be focused on helping your team hone your value proposition, better understand your customer segment, develop and test prototypes and communicate your business model in a way that people can understand and relate to. Fieldwork is designed to be enjoyable, but also to serve as useful set of tools that will force you to call into question some of the key assumptions underlying your business model from a very early stage.

For each fieldwork assignment you will be required to demonstrate that you have “gotten out of the building” and spoken to customers (REAL customers). A failure to do so will negatively impact your grade. We take the

“customer development/selling” and “design research” components of the class very seriously – please make a note of it so that you are not surprised later.

Final Presentation - 40% (team)

Your final deliverable will consist of a formal sales presentation. Your team’s goal will be to demonstrate a balance of process and persuasion, based on what you’ve learned throughout the course.

BEFORE THE COURSE BEGINS: THE PROBLEM

The phrase *“It is easier to sell painkillers than vitamins”* is a commonly held truth amongst entrepreneurs for a reason – find a real problem (“pain”) that you can solve and people will be eager to pay you for it. This class starts with the problem, not the solution. We have to examine the market, and consumer behavior to understand what the big problems are, where the real pain points are, and how the customer(s) perceive them, address them, work around them, etc.

This course is meant to teach you practical tools of venture creation. And while it would be ideal for students to focus on their own individual ventures, the nature of the elective schedule inhibits this. As a result, we will be pre-selecting a problem for teams to work on during the class which we will share on Day 1.

That said – if you have a personal venture you are working on during our course, we are very happy to meet with you during office hours to talk about it.

COURSE FORMAT

Phase 0 consists of approximately 20 main sessions held over 4.5 days. Classes will vary in format, from lectures to group discussions to student presentations to guest speakers.

In addition to the readings and homework, we are going to make use of the online education tool Udacity.com, and specifically Steve Blank’s course EP245. Each student is expected to sign up for a free account and register for the free lectures. All Steve Blank videos must be watched *before the course begins*.

We will not be restating what was covered in those lectures, but rather use them to cover some of the “broadcast” content normally found in lectures. This additional time will then be used for either interaction/discussion, to cover a topic in more detail or to bring in a guest who has deep experience in a relevant area. This format has been successful in leading schools, but it only works if everyone watches the lectures before class.

PHASE 0			
Day	Session	Topic	Pework (everything below is posted on Canvas)
DAY ONE - 0.2 - THE FUZZY FRONT END			
1 - AM	1	Introduction Customer segments	<p>Please watch ALL of the Udacity video content PRIOR to the start of the course (you won't have time to do this work during the run of the course):</p> <p>Udacity.com – EP245 – Lectures 1, 1.5A, from “How to Build a Start-Up” (What We Now Know)</p>
	2	Design research Impact questions	<p>Udacity.com – EP245 – Lecture 1.5B (Business Models and Customer Development - 19 parts)</p> <p>Udacity.com – EP245 – Lecture 3 (Customer Segments - 29 parts)</p> <p>Udacity.com – EP245 – Lecture 2 (Value Proposition - 28 parts)</p> <p>Udacity.com – EP245 – Lectures 4-6 (Channels, Customer Relationships, Revenue Model)</p>
1 - PM	3	Brief	<p>Udacity.com – EP245 – Lectures 7 and 8 (Partners, Resources, Activities and Costs)</p> <p>Other reading as we get started: “Finding a Good Problem” Schonthal, The Best Next Thing Blog</p> <p>Jobs to Be Done Christensen et al. HBR 2016</p>
	4	Field work	<p>Discovering the “Unk Unks”.Mullins. MIT Management Review 2007</p> <p>Entrepreneurial Selling, Deutsch, Waverly; Wortmann, Craig</p> <p>The Elusive Hockey Stick Sales Curve, Deutsch, Waverly – Chicago Booth Review</p> <p>Portrait of the CEO as Salesman. James Koch. In Inc. Magazine, pp. 1-4. Published March, 1988. Mansueto Ventures, (4 pages)</p> <p>The Sales Learning Curve. Leslie, Mark; Holloway, Charles A. In Harvard Business Review, Case No. R0607J. Published 07/01/2006, Harvard Business School Publishing, (12 pages)</p>
DAY TWO - 0.4 - START MAKING SENSE			
2 - AM	5	“Classifieds” Synthesis Part I	<p>“Your Customers Aren’t Data. They’re People” Schonthal and Cast, Forbes</p> <p>Decisions by Design: Stop Deciding and Start Doing. Raney and Jacoby. Rotman Magazine, 2010. (Course Pack)</p>
	6	Synthesis Part II	<p>“The Best Way to Test Your Value Proposition...” Schonthal, The Best Next Thing Blog</p>
2 - PM	7	Field work Networking	<p>“Do Things That Don’t Scale” Paul Graham Blog (Link Here)</p>

	8	Value proposition	
	9	Prototyping	
DAY THREE - 0.6 - NAIL IT THEN SCALE IT			
3 - AM	10	Classifieds Value proposition	"Can You Scale It", Schonthal, The Best Next Thing Blog Startup podcast season 1
	11	Prototyping, Part I	
3 - PM	12	Prototyping, Part II	
	13	Running High-Impact Meetings	
	14	Office Hours	
DAY FOUR - 0.8 - TAKE IT FOR A SPIN			
4 - AM	15	Prototype shares	How to Pitch a Brilliant Idea. Elsbach. HBR Press, 2003. (Course Pack) Storytelling that Moves People. Interview with Robert McKee HBR Press, 2003 Thinking Andrew Stanton: The Clues to a Great Story
	16	Revenue & Reach	
4 - PM	17	Storytelling	
	18	Pitchcraft	
DAY FIVE - 1.0 - STAND & DELIVER			
5 - AM	19	Final presentations	None
	20	Closing	

Schulich School of Business Nominating Slate (2022 – 2023)

Date: September 15, 2022

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Section 1: Committees Based on Area Nominations

Chair of Faculty Council: Cameron Graham

Vice Chair of Faculty Council: Luke Zhu

All Committee Mandates can be found at:

<https://teachingandlearning.schulich.yorku.ca/academic-administrative-governance/>

The committees in this section include:

PhD Program Committee
Masters Programs/Programs Coordinating Committee
BBA/iBBA Program Committee
Master's Admissions Committee
Student Affairs Committee
Committee for Equity and Diversity
Area Affirmative Action Representatives

Ph. D Program Committee

Chair: Program Director	Peter Darke
Secretary:	Stephanie Allen
Faculty Representatives:	
ACTG	Gregory Saxton
FINE	Yisong Tian
MKTG	Eileen Fischer
OMIS	Isik Bicer
ORGS	Ruodan Shao
SGMT	Moshe Farjoun
SUST	Maxim Voronov
Elected Student Members:	
Ph.D. Rep.	Elham Tabatabaei
Ex Officio Voting Members:	
Associate Dean Academic	Kevin Tasa
Associate Dean Students	Kiridaran Kanagaretnam
Non-Voting Members:	
Executive Director Student Services and International Relations	Lindsay Hillcoat

Masters Programs/Programs Coordinating Committee

Chair: Associate Dean Academic	Kevin Tasa
Secretary:	Laura Da Silva
Faculty Representatives:	
ACTG	Viswanath Trivedi
ECON	Irene Henriques
FINE	Yelena Larkin
MKTG	David Rice
OMIS	David Johnston
ORGS	Luke Zhu
SGMT	Willow Sheremata
SUST	Robert Phillips
BBA/iBBA	Farrokh Zandi

Elected Student Members:	
1 st yr MBA rep.	TBD
2 nd yr MBA rep.	TBD
1 st yr IMBA rep.	TBD
2 nd yr IMBA	TBD
BBA/iBBA student rep.	TBD
BBA/iBBA student rep.	TBD
Student Rep MAcc	TBD
Student Rep MBAN	TBD
Student Rep MFIN	TBD
Student Rep MMAI	TBD
Student Rep MMGT	TBD
Student Rep MMKG	TBD
Student Rep MREI	TBD
Student Rep MSCM	TBD
Ex Officio Voting Members:	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Associate Dean Students	Kiridaran Kanagaretnam
Chair, Committee for Equity and Community	Charles Cho (rep.)
Director BBA/iBBA	Mike Valente
Director MAcc	Viswanath Trivedi
Director MBA	Alexandra Campbell
Director MBAN	Julian Scott Yeomans
Director MFIN	Melanie Cao
Director MMAI	Julian Scott Yeomans
Director MMgt	Luke Zhu
Director MMKG	Grant Packard (partial sabbatical)
Director MREI	Jim Clayton
Director MSCM	David Johnston
Director MBA/JD	Peter Macdonald
Director MBA/MA, MBA/MFA	Kenneth Rogers
Director SCTE	Tom Medcof
Director Global Relations	Theodore Peridis

EE Lead	Minerva Cernea
eLearning Lead	Ingo Holzinger
MGMT 6100 Coordinator	Ingo Holzinger
Student Services Rep.	TBD
Rep IST	TBD
Rep CDC	TBD
Rep Alumni	TBD
Director, Academic Affairs	Kathryn Doyle

BBA/iBBA Program Committee

Chair: Program Director	Mike Valente
Secretary:	Nikki Jagdeosingh
Faculty Representatives:	
ACTG	Matt Bamber
FINE	Eliezer Prisman
MKTG	Ajay Sirsi (Jan 2023 – July 2023)
OMIS	Guangrui (Kayla) Li
ORGS	Chris Bell
SGMT	Majid Majzoubi
SUST	Burkard Eberlein
Elected Student Members:	
1st yr BBA rep.	TBD
2nd yr BBA rep.	TBD
3rd yr BBA rep.	TBD
4th yr BBA rep.	TBD
iBBA rep.	Nika Nasserri
Ex Officio Voting Members:	
Associate Dean Academic	Kevin Tasa
Associate Dean Students	Kiridaran Kanagaretnam
Assoc. Director, BBA/iBBA	Farrokh Zandi
Chair, Committee for Equity and Community	Luke Zhu
Ex Officio Non-Voting Members:	
Director SCTE	Tom Medcof

Student Services Rep.	Luba Pan
Career Centre Rep.	Phanindra Deonandan
Director, Academic Affairs	Kathryn Doyle

Master's Admissions Committee

Chair:	Kiridaran Kanagaretnam
Secretary:	Heidi Furcha
Faculty Representatives:	
	Kiridaran Kanagaretnam
	Perry Sadorsky
	Ambrus Kesckes
	Murat Kristal
	TBD
	Geoffrey Kistruck
	Charles McMillan
	Yigang Pan
Ex Officio Voting Members:	
Associate Dean Students	Kiridaran Kanagaretnam
GBC President or member of GBC	Priyanka Malik
Non-Voting Members:	
Assistant Director of Recruitment and Admissions	

Student Affairs Committee

Chair	Avis Devine
Vice-Chair	Markus Giesler
Secretary	TBD
Faculty Representatives:	
	Pouyan Foroughi
	Raha Imanirad
	Markus Giesler
	Avis Devine
	Sylvia Hsu
	Atipol Bhanich-Supapol
	Chris Bell

Elected Student Members:	
Masters Rep.	Janessa Choong
Masters Rep.	Amoli Kar
Undergrad Rep.	TBD
Undergrad Rep.	TBD
Ex Officio Voting Members:	
Associate Dean Academic	Kevin Tasa
Ex Officio Non-Voting Members:	
Associate Dean Students	Kiridaran Kanagaretnam
Student Services Representative	TBD

Committee for Equity and Community

Chair	Luke Zhu
Secretary	
Faculty Advisor for Equity and Community	
ACTG	Dean Neu
ECON	Alexander Coutts
FINE	Kee-Hong Bae
MKTG	TBD
OMIS	Henry Kim
ORGS	Ivona Hideg
SGMT	Theodore Peridis
SUST	Charles Cho
Elected Student Members:	
BBA/iBBA	TBD
Masters	TBD
MBA	TBD
EMBA	Keshia Campbell
PhD	Jennifer Sedgewick
Ex Officio Non-Voting Member:	
Associate Dean Academic	Kevin Tasa
Director Strategic Policy and Planning	Michelle Machado

Staff representative from Student Services and International Relations	TBD
Staff representative from Student & Enrolment Services	Michelle Hughes
Executive Officer	Jillian Yeung Do
Student Representative	TBD
Student Representative	TBD
Student Representative	TBD

Area Affirmative Action Representatives

ACTG	Cameron Graham
ECON	n/a
FINE	Ming Dong
MKTG	Markus Giesler
ORGS	n/a
OMIS	n/a
SGMT	n/a
SUST	Charles Cho

Section 2: Committees Based on Faculty Survey

Chair of Faculty Council: Cameron Graham

Vice Chair of Faculty Council: Luke Zhu

All Committee Mandates can be found at:

<https://teachingandlearning.schulich.yorku.ca/academic-administrative-governance/>

The committees in this section include:

Kellogg Schulich Executive MBA Program Committee
Research and Library Committee
Tenure and Promotions Committee
Tenure and Promotions Appeals Committee
Nominating Committee
Faculty Service Roles
Senators
Senate Committees

Kellogg-Schulich Executive MBA Program Committee

Chair	Kevin Tasa
Secretary	Ardene Harris
Associate Dean EMBA	Matthias Kipping
Faculty Representatives:	
	Ashley Konson
	Moren Lévesque
Director EMBA Global Network (Kellogg)	Melissa Holland
Assistant Dean EMBA Global Network (Kellogg)	Bernadette Birt
Assistant Dean EMBA Programs	Su-Lan Tenn
Ex Officio Voting Members:	
Associate Dean Academic	
Student Members:	
1 st year EMBA rep.	Nejia Ansari
2 nd year EMBA rep.	

Research and Library Committee

Chair: Assoc. Dean, Research	Eileen Fischer
Secretary:	Farhana Islam
Faculty Representatives:	
	Ruodan Shao (Fall 2022) Luke Zhu (Winter 2022)
	Mark Kamstra
	Russell Belk
Elected Student Members:	
Masters Rep.	TBD
BBA/iBBA Rep.	Sneha Bardai
Ex Officio Voting Members:	
Bronfman Business Librarian	Angie An
Research Officer	Farhana Islam
Ex Officio Non-Voting Members:	
Exec. Director IST	TBD

Tenure and Promotions Committee

Chair	
Secretary:	Sabine Friedrich
Core Members Continuing:	
	Moren Levesque
	Ivona Hideg
Election:	
	Charles Cho; Manus Rungtusanatham
Ph.D. Rep	Hosein Bahar
Noncore Members:	
ACTG	Linda Thorne Viswanath Trivedi Dean Neu
ECON	Irene Henriques Perry Sadorsky
FINE	Yisong Tian, Kee-Hong Bae Lilian Ng
OMIS	Henry Kim Murat Kristal Markus Biehl (Winter 2023)
<i>Note: Areas that have candidates going forward for T&P should identify non-core members and inform nominating committee.</i>	

Tenure and Promotions Appeals Committee

ORGS	Chris Bell,
ECON	Fred Lazar
SUST	Burkard Eberlein

Nominating Committee

Chair	Ashwin Joshi
Secretary	Nikki Jagdeosingh
Faculty Representatives:	
	Vibhuti Dhingra
	Divinus Oppong-Tawiah
Elected Non-Voting Student Members:	

GBC President	Priyanka Malik
UBS President	Mohammed Dada
Ex Officio Members:	
Associate Dean Academic	Kevin Tasa

Faculty Service Roles

Scientific Director of Innovation, Design, and Consumption Lan (NOESIS)	Peter Darke
Affirmative Action Coordinator	Ashwin Joshi
YUFA Steward	Jeff Everett Markus Biehl

Senators

6 Faculty including the Dean	Kevin Tasa (June 2025)
	Markus Biehl (June 2025)
	Dirk Matten (June 2025)
	Cameron Graham (June 2023)
	Preet Aulakh (June 2023)
Ex Officio	Detlev Zwick
Student Senators:	
Graduate Student rep.	Kingsley Ozowe (June 2023)
Undergraduate Student rep.	Ayaan Popatiya (June 2023)

Senate Committees:

(* = designated Schulich slots)

Academic Policy, Planning & Research (APPRC)*	Burkard Eberlein (June 2024)
Tenure & Promotions	Jeffrey Everett, Russell Belk (June 2025)
Executive*	Kevin Tasa (June 2025)
Sub-Committee on Honorary Degrees*	Matthias Kipping (June 2024)
Academic Standards, Curriculum and Pedagogy (ASCP)	

Section 3: Administrative Committees and Roles

Chair of Faculty Council: Cameron Graham

Vice Chair of Faculty Council: Luke Zhu

All Committee Mandates can be found at:

<https://teachingandlearning.schulich.yorku.ca/academic-administrative-governance/>

These committees and roles in this section are constituted by decanal authority.

Executive Committee
Operating Committee
Management Committee
Faculty of Graduate Studies
Other Schulich Academic Administrative Roles
Other University Administrative Roles

Executive Committee

Chair:	Cameron Graham
Secretary	Kathryn Doyle
Ex Officio Voting Members:	
Dean	Detlev Zwick
Vice-Chair Faculty Council	Luke Zhu
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Associate Dean Research	Eileen Fischer
Associate Dean Students	Kiridaran Kanagaretnam
Associate Dean External Relations	Theodore Noseworthy
Associate Dean EMBA	Matthias Kipping
Executive Officer	Jillian Yeung Do
Chairs of Faculty Council Standing Committees:	
Masters Admissions	Kiridaran Kanagaretnam
Research and Library	Eileen Fischer
Nominating Committee	Ashwin Joshi
Student Affairs	Avis Devine
Tenure and Promotion	Moren Lévesque
Equity and Community	Luke Zhu
BBA/iBBA Program Committee	Mike Valente
EMBA Program Committee	Kevin Tasa
PhD Program Committee	Peter Darke
Masters Programs/Programs Coordinating Committee	Kevin Tasa
Program Directors:	
BBA/iBBA	Mike Valente
MBA	Alexandra Campbell
MAcc	Viswanath Trivedi
MSCM	David Johnston
MMkg	Grant Packard
EMBA	Matthias Kipping
PhD	Peter Darke
MF	Melanie Cao
MREI	Jim Clayton
MMgt	Luke Zhu

MBAN	Julian Scott Yeomans
MMAI	Julian Scott Yeomans
GBC President	Priyanka Malik
UBS President	Mohammed Dada
PhD President	Elham Tabatabaei

Operating Committee

Chair:	Dean Detlev Zwick
Secretary	Yvonne Massop
Ex Officio Members:	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Associate Dean Research	Eileen Fischer
Associate Dean Students	Kiridaran Kanagaretnam
Associate Dean External Relations	Theodore Noseworthy
Associate Dean EMBA	Matthias Kipping
Executive Officer	Jillian Yeung Do
Program Directors:	
BBA/iBBA	Mike Valente
MBA	Alexandra Campbell
MREI	Jim Clayton
PhD	Peter Darke
EMBA	Matthias Kipping
Area Coordinators:	
ACTG	Linda Thorne
ECON	Irene Henriques
FINE	Pauline Shum Nolan
MKTG	David Rice
OMIS	Manus Rungtusanatham
ORGS	Ruodan Shao
SGMT	Willow Sheremata
SUST	Geoffrey Kistruck

Management Committee

Chair:	Dean Detlev Zwick
Secretary	Yvonne Massop
Ex Officio Members:	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Associate Dean Research	Eileen Fischer
Associate Dean Students	Kiridaran Kanagaretnam
Associate Dean External Relations	Theodore Noseworthy
Executive Officer	Jillian Yeung Do
Executive Director Student Services and International Relations	Lindsay Hillcoat
Interim Director, Computing Services	Brenn Kha
Executive Director, CDC	Hollis Sinker
Executive Director, SEEC	Rami Mayer
Executive Director, Development and Alumni Relations (DAR)	TBD

Faculty Of Graduate Studies

Ex Officio	Dean Detlev Zwick
Program Directors and Representatives:	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Ph.D.	Peter Darke
EMBA	Matthias Kipping
MBA	Alexandra Campbell
MBAN	Julian Scott Yeomans
MAcc	Viswanath Trivedi
MFIN	Melanie Cao
MMKG	Grant Packard
MMgt	Luke Zhu
MMAI	Julian Scott Yeomans
MSCM	David Johnston
MREI	Jim Clayton
Diploma Directors:	
Advanced Accounting	Viswanath Trivedi

Art, Media & Entertainment Management	Kenneth Rogers
Business and the Environment	Geoffrey Kistruck
Communication, Culture & Leadership	Ashwin Joshi
Financial Engineering (Concurrent and Stand Alone)	Melanie Cao
Health Industry Management	Amin Mawani/Joe Mapa
Nonprofit Management and Leadership	Geoffrey Kistruck
Post-MBA Diploma in Advanced Management	Alexandra Campbell
Student Representatives:	
Ph.D.	Sameera Hassan
EMBA	TBD
IMBA	TBD
MBA	TBD
MBAN	Yijun (Arlene) Zhang
MAcc	TBD
MFIN	TBD
MMAI	TBD
MMGT	TBD
MMKG	TBD
MREI	TBD
MSCM	TBD
GBC President	TBD

Schulich Academic Administrators

Associate Deans:	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Associate Dean Students	Kiridaran Kanagaretnam
Associate Dean Research	Eileen Fischer
Associate Dean External Relations	Theodore Noseworthy
Associate Dean EMBA	Matthias Kipping
Program Directors:	
BBA/iBBA	Mike Valente
EMBA	Matthias Kipping

MBA	Alexandra Campbell
MAcc	Viswanath Trivedi
MSCM	David Johnston
MMKG	Grant Packard
MF	Melanie Cao
MREI	Jim Clayton
MMgt	Luke Zhu
MBAN	Julian Scott Yeomans
MMAI	Julian Scott Yeomans
PhD	Peter Darke
Diploma Directors: (source: ADA Office, website to be updated)	
Advanced Accounting	Viswanath Trivedi
Art, Media & Entertainment Management	Kenneth Rogers
Business and the Environment	Geoffrey Kistruck
Communication, Culture & Leadership	Ashwin Joshi
Financial Engineering (Concurrent and Stand Alone)	Melanie Cao
Health Industry Management	Amin Mawani/Joe Mapa
Nonprofit Management and Leadership	Geoffrey Kistruck
Post-MBA Diploma in Advanced Management	Alexandra Campbell
Specialization Directors: (source: Graduate Academic Handbook and Undergraduate Academic handbook)	
Accounting	Linda Thorne
Arts, Media & Entertainment Management	Kenneth Rogers
Business & Sustainability	Geoffrey Kistruck
Business Consulting	TBD
Digital Transformation	Manus Rungtusanatham
Economics	Irene Henriques
Entrepreneurial Studies	Moren Lévesque, Chris Carder
Entrepreneurial & Family Business Studies	Moren Lévesque, Chris Carder
Finance	Pauline Shum Nolan
Financial Services	James Darroch
Global Metals and Minerals Management	Richard Ross
Global Retail Management	Markus Giesler

Health Industry Management	Joseph Mapa, Amin Mapa
International Business	Farrokh Zandi
Marketing	David Rice
Operations Management & Information Systems	Manus Rungtusanatham
Organization Studies	Ruodan Shao
Responsible Business	Geoffrey Kistruck
Strategic Management	Willow Sheremata
Certificate Directors:	
Certificate in International Management (CIM)	Bernie Wolf
Area Coordinators:	
ACTG	Linda Thorne
ECON	Irene Henriques
ENTR	Moren Lévesque, Chris Carder
FINE	Pauline Shum Nolan
MKTG	David Rice
ORGS	Ruodan Shao
OMIS	Manus Rungtusanatham
SGMT	Willow Sheremata
PROP	Jim Clayton
SUST	Geoffrey Kistruck
Other Schulich Administrative Roles: (source: Dean's Office)	
Director, Schulich Centre for Teaching Excellence	Tom Medcof
MGMT 6100 Coordinator	Ingo Holzinger
Director YCG	Kostas Tsambourlianos
Director Global Relations	Theodore Peridis
Centre for Customer Centricity	Ajay Sirsi
Hennick Centre, Co-Director	Peter Macdonald
Krembil Centre for Health Management and Leadership	Joseph Mapa
George Weston Ltd. Centre for Sustainable Supply Chains	David Johnston
Other University Administrative Roles:	
York University Pension Plan	Pauline Shum Nolan
Executive Director, York Change	Ellen Auster

**SCHULICH SCHOOL OF BUSINESS
EXECUTIVE COMMITTEE &
FACULTY COUNCIL**

The following meeting dates are proposed for Executive Committee and Faculty Council in the 2022-2023 year. All meetings will begin at 11:30am, unless otherwise noted.

Executive Committee	Faculty Council
Friday, September 16, 2022	Friday, September 30, 2022
Friday, October 14, 2022	Friday, November 4, 2022
Friday, November 25, 2022	Friday, December 9, 2022 (10:30am start)
Friday, January 20, 2023	Friday, February 3, 2023
Friday, February 24, 2023	Friday, March 10, 2023
Friday, April 14, 2023	Friday, April 28, 2023
Friday, May 19, 2023	Friday, June 2, 2023



Memo

From: Kevin Tasa, Associate Dean, Academic

To: Faculty Council

Re: MPC-PCC Committee Workplan

Date: September 8, 2022

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The Committee's work plan for 2022-2023 includes the following.

- Review of new course and program proposals as well as change proposals for existing courses and programs (MPC).
- Review of academic policies and guidelines, as appropriate (MPC/PCC)
- Review of the policy/practice on mechanisms for approving advanced standing for the MBA program for specialized master program graduates. (MPC)
- Review, discussion and approval of program-level Expected Learning Outcomes and Assessment Plans. (MPC)
- Discussion and recommendations on the role of experiential and co-curricular education (PCC)
- Discussion and recommendations regarding decolonizing the curriculum and other course and program based DEI initiatives (PCC)
- Provide input to and support for the GBC's/UBS's mental health initiative (PCC)

Additional items by program:

MBA, Alexandra Campbell

- Ongoing program review
- Develop alternative experiential learning opportunities in second year electives
- Closer collaboration with industry partners and alumni to formalize internships as a non-mandatory option for MBA students

MBA/JD, Peter MacDonald

Build upon successes of 2021-2022 Workplan by continuing to:

- expand Program recruitment efforts following implementation of recent GMAT waiver for MBA/JD applicants who have been admitted to Ogoode's JD Program;
- encourage ongoing, active alumni involvement in Program through Mgmt 5500 guest-speaking engagements, participation in Annual MBA/JD Conference and attendance at other student/alumni events;
- assist MBA/JD Student Association in planning and implementing internal and external events with leading businesses and law firms throughout the year; and
- maintain outstanding Program reputation through high quality MBA/JD course delivery and Program-related extra-curricular activities.

MAcc, DIAC, Viswanath Trivedi

Our work plan for the MAcc / DIAC / DAAC includes the following expected milestones:

MAcc:

Change the enrolment capacity of ACTG 6601 3.0, ACTG 6501 3.0, ACTG 6401 3.0, ACTG 6801 3.0 from 55 to 35. These courses are in Term 3 of the MAcc/DIAC program and are heavily case based requiring relatively more focus on one-on-one interaction between the instructors and students. These courses are crucial for adequately preparing students for the CFE of the CPA institute.

Program Expansion:

Diploma in Accounting (DIAC)- Hyderabad, India (Term 0):

- DIAC Term 0 (of 3) in Hyderabad, India, is slated to commence summer 2023 with Term 1 onward to be held in Toronto. Recruiting efforts have already begun and admission requirements for the program have been established.
- Instructor positions have been mostly filled for Hyderabad, India, summer 2023
- It is proposed to also admit students from Indian and other foreign universities with three-year degrees adjudged to be equivalent to four-year degrees from Canadian universities directly into Term 0 in Toronto at the Keele campus.
- GMAT/GRE as an admission requirement for graduates from Canadian universities has been eliminated.

DIAC – Domestic Students and Other International Students:

- The program admission standards have implemented a critical writing component intended to assess candidate readiness for complex case writing.
- The DIAC Term 0 (of 3) is expected to run concurrently (and to be merged) with the DIAC DIAC Term 0 program commencing in India summer 2023.

Proposal for a Graduate Diploma in Accounting Analytics:

- In light of market changes resulting in the shift from traditional accounting roles to more automated, data-centric and digital ones, a proposal is underway to create a 2-term part-time remote Graduate Diploma in Accounting Analytics (GDAA)
- The program is geared towards designated accounting professionals with ideally some workplace experience seeking to complement their existing accounting skillset with accounting analytics and visualization tools to grow their careers.
- The remote nature of the program is expected to attract a diverse body of students from around the globe.
- The program development has been well-received by industry experts including Big 4 accounting firms and various stakeholder groups.
- Uptake for the program is anticipated at 50 students with a launch date of fall 2023 followed by the development of a Master of Accounting Analytics program in fall 2025 or fall 2026

MBAN, MMAI, Julian Scott Yeomans

1) Plan and prepare for the “double cohort” overlap in May 2023 when the MMAI program shifts to May entry (rather than the Fall). The summer 2023 session will run 2 cohorts of MMAIs simultaneously – one starting their first semester, the other finishing their third.

2) Synchronize the delivery of the specific subset of courses which will become common to both the MBAN and MMAI programs.

3) Coordinate the curricula and specific contents taught within the various courses impacted by the synchronization in (2).

4) Review/update course curriculum, pedagogy, and/or content to reflect the rapidly shifting analytical landscape(s).

5) Strike an external advisory panel of “senior” industry players to identify key AI and analytical strategic trends that the programs need to prepare for in the future.

6) Introduce new courses, foci, skills, and directions that capture needs/trends in the fields of AI and Analytics as identified.

7) Improve the overall client management process for the experiential consulting projects.

8) Foster interactions and collaborations with a variety of industry partners to enable students to network and develop supplementary proficiencies.

9) Assess the nature and practicality of any ongoing relationships with external parties.

MSCM, David Johnston

This year we continue to develop five capabilities.

1. Refine in-person delivery of courses as well as on-line a part of a blended learning approach.
2. Systematically improve the onboarding of client process and project management of the experiential learning component of each program (i.e., industry consulting projects).
3. Standardize student and industry feedback to guide curriculum improvement.
4. Standardize student career development activities in partnership with the Centre for Career Design (i.e., resumes and coaching).
5. Collaboration with industry partners to develop extra-curricular opportunities for students to learn and network. (i.e., case competitions, working groups, career talks)

Specific activities for 2022 /2023:

1. Update the content and delivery of the OMIS 6310 Managing International Trade in Supply Chains including support for advanced standing for industry certification in trade facilitation.
2. Introduce more content into courses focused on environmental and social sustainability issues as it pertains to supply chain management in partnership with the George Weston Ltd. Centre for Sustainable Supply Chains initiatives.
3. Launch a MSCM Alumni Association in partnership with Alumni Affairs to support peer coaching and employability for current students and alumni.
4. Develop a plan to adjust the curriculum and structure of the program to better accommodate an expanded domestic part time student population.

MF, Melanie Cao

The Master of Finance (MFIN) and FinEng Programs have the following plan for 2022-2023:

- Propose three changes to the FinEng program:
 - Change 1: Cross list "FINE 6850 Fixed Income Securities" as "FNEN 6850 Fixed Income Securities" and "MFIN 5520 Advanced Derivative Securities" as "FNEN 6820 Advanced Derivative Securities."
 - Change 2: Remove "OMIS 6000 Models & Applications in Operational Research" and replace it with "FNEN 6840 Enterprise-wide Financial Risk Management."
 - Change 3: Remove "MATH 6911 Numerical Methods in Finance" and replace it with "MATH 6912 Machine Learning in Finance."
- Propose three changes to the MF program:
 - Change 1: Remove MFIN5100 Capital Markets as a core course, make it a pre-requisite course.
 - Change 2: Modify the existing 14-compulsory-course structure with 39 credits to a more flexible one with 10 compulsory courses (27 credits) and four electives (12 credits) for each stream.
 - Change 3: Rebrand the names of the two streams so that they reflect the updated curriculum in FinTech and Machine Learning.
- Organize two annual events to enhance the MF/FinEng alumni network. One event will be scheduled in July and the other in December.
- Creating resume books to promote our students to financial companies.

MMKG, Grant Packard

- Seek feedback and approval of major program changes in Fall 2022 based on strategic program assessment conducted 2021-22.
- Implement website, viewbook, and other marketing material changes to reflect approved program changes in Summer 2023 (for 2024 intake).

- Develop new Marketing Dynamics capstone course proposal.
- Gain participation of at least three Fortune 500 or Canada's Top 100 Employers list organizations in work placement program.
- Achieve 35% student participation in work placement program
- Partner with Experiential Education Office to streamline work placement administration process across programs.

MMgt, Luke Zhu

1. Refine and streamline curriculum by decluttering course offerings.
2. Enhance professional development activities to better prepare graduates for the job market.
3. Initiate a program review to ensure better alignment with competition.
4. Create a mechanism to boost enrollment of domestic students.

Memo

From: Ashwin Joshi
To: Faculty Council
Re: Nominating Committee Work-plan 2022-2023
Date: September 12, 2022

The Nominating Committee will bring forth for approval a slate of names to serve on the various committees of the Faculty Council and Senate. The slates will be presented in a timely manner to ensure a smooth succession. The Committee will also make adjustments as needed to comply with any changes with the Faculty's various committees during the year.

Memo

To: Schulich Faculty Council

From: Giri Kanagaretnam

Re: Master's Admissions Committee Work Plan for 2022-2023

Date: September 10, 2022

The Master's Admissions Committee's primary mandate is to review applicants' files to Masters Programs (except for EMBA applicants) who do not meet standard Schulich admission requirements and to decide whether to admit, admit on probation, or reject the applications.

The committee has already adjudicated several files since July 2022 for the Fall 2022 and Winter 2023 admissions. It plans to continue reviewing admission files of candidates for Winter 2023, Summer 2023 and Fall 2023 intakes.

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Moren Lévesque, Chair
Date: 11 September 2022
Re: T&P Committee Work Plan for 2022-2023

The T&P Committee will review candidacy, tenure, and promotion files throughout the year as these are presented to the committee. In addition, the committee will evaluate and respond to guidelines and/or queries that may arise from the Senate T&P Committee.

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Luke Zhu, Chair of Committee for Equity and Community
Date: Sept 12, 2022
Re: Committee for Equity and Community Work Plan for 2022-2023

1. Provide greater awareness of EDI challenges, issues, and initiatives within the School via potential workshops, seminars, etc.
2. Review and rectification of existing curriculum for EDI initiatives.
3. Identify sources of/develop new mechanisms for collecting EDU-related data to support the implementation of new EDI-related initiatives.

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Peter Darke, Chair of PhD Committee
Date: September 9, 2022
Re: PhD Committee Work Plan for 2022-2023

Over the course of this academic year, the committee plans to

- Refine and improve PhD recruitment procedures
- Continue to update PhD curriculum
- Integrate the new area into the PhD Program and recruit students to start the coming year
- Continue to update the PhD portions of the website for both functionality and layout improvement, as well as updating content for consistency and accuracy
- Identify ways in which the Ph.D. program and support to students can be further improved.
- Encourage and aid students in applying for major awards
- Review and rank students' applications for various awards (OGS, SSHRC, etc.), as is required by FGS
- Engage in the admissions process in Spring 2023 for Fall 2023
- Identify and improve ways to better engage PhD students with each other and the program in recovering from the recent covid period

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Avis Devine, Chair
Date: September 14, 2022
Re: Student Affairs Committee Work Plan for 2022-2023

The mandate of the Student Affairs Committee (SAC) is to hear and make decisions on undergraduate and graduate student petitions (excluding the EMBA and PhD programs) for relief or exemption from one or more academic rules and regulations (e.g., promotion standards) and on petitions for other exceptional circumstances (e.g., extended leaves of absence). SAC also adjudicates cases involving academic honesty that have not been resolved in exploratory meetings.

SAC will usually meet monthly, but more frequently as needed, to ensure timely resolution of student cases. This has been the case frequently over the last year or so, due to a substantial increase in petitions and academic misconduct hearings associated with the COVID-19 pandemic.

For the coming year, SAC members anticipate little change from last year's (above average) volume and types of petitions that come before us, as well as the number of academic honesty hearings. We will continue to consider and assess the effects of COVID-19 on student well-being and performance. In addition, we will endeavor to identify recurring policy issues and engage in dialogue about them with the School's other functional units (e.g., the 601 Office).

We also aim to compile resources and guidelines to assist new and returning members, and Committee leaders, as they familiarize themselves with the work of SAC, the related guidelines, and common issues that may impact the committee's efforts, such as active management of implicit bias.

Memo

From: Kevin Tasa & Matthias Kipping

To: Schulich Faculty Council

Re: Kellogg-Schulich EMBA Committee Work Plan for 2022-23

Date: 13 September 2022

In addition to conducting routine matters, such as approving new courses taken by our students at the partner schools within the Kellogg Global Network, or deciding requests for extensions to a Leave of Absence, the committee will:

1. Monitor the implementation of the most recent revisions to the KS EMBA program structure and content, namely the introduction of the Innovating for Social Impact course (and the related trip to Costa Rica) as well as the ability to take a wider range of global electives related to entrepreneurship.
2. Propose measures to strengthen our competitive position within Canada by trying to reduce the number of days away from work for the students and make the program more attractive to participants from outside the GTA.
3. Help develop more extracurricular learning opportunities for our students and alumni as part of fostering their long-term engagement with the program.
4. Provide guidance and support for the professors teaching in the program with respect to (a) strengthening course content related to diversity, equity, and inclusion; (b) achieving a balanced workload for the students while maintaining learning objectives; and (c) finding ways to assess students that are comprehensive and fair while being less prone to academic honesty violations.

Memo

From: Mike Valente, Director of Undergraduate Programs

To: Faculty Council

Re: Undergraduate Programs Committee Work Plan for 2022-2023

Date: September 13th, 2022

1. Continue strategy subcommittee meetings
 2. Examine and disseminate specialization data and use to inform strategy subcommittee meetings
 3. Continue to explore partnerships with York faculties to enhance innovative offerings
 4. Explore area interest and administrative feasibility associated with allowing a limited number of York students into Schulich electives
 5. Explore the possibility of transitioning select core courses from the standard 55 student sections to larger lecture style class sizes.
 6. Review new course proposals as well as change proposals for existing courses
 7. Review of academic policies and guidelines, as appropriate
 8. Meet with the Undergraduate Business Society on a regular basis
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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 May 27, 2022** from **11:30am - 1:00pm**.

Minutes

In Attendance:

Chair: C. Graham

Interim Secretary: K. Doyle

Assistant: L. Da Silva

Voting Members of Faculty Council Present:

Senior Admin	D. Zwick, M. Annisette, T. Noseworthy			
ACTG	M. Bamber, G. Saxton, L. Thorne, V. Trivedi			
ARTM				
ECON	A. Coutts, B. Wolf (ret.)			
ENTR				
FINE	K.-H. Bae, M. Cao, P. Foroughi, L. Ng, E. Prisman, Y. Tian			
MKTG	A. Campbell, P. Darke, E. Fischer, M. Giesler, A. Joshi, G. Packard, E. Veresiu			
ORGS	C. Bell, W. Shen, K. Tasa			
OMIS	I. Bicer, V. Dhingra, A. Diamant, D. Johnston, H. Kim, M. Levesque, G. Li, J. Rungtusanatham, D. Oppong-Tawiah			
PLCY	M. Kipping, M. Majzoubi, C. McMillan, W. Sheremata, S. Weiss			
PROP	J. Clayton, A. Devine, J. McKellar (ret.)			
SUST	C. Cho, G. Kistruck, M. Valente	OTHER:		X. Li (Lib)
Voting CPM's & Director of 601	L. Hillcoat, I. Holzinger			
Student Reps	A. Kakkar (UBS), J. Lam (PhD), T. Rashid (GBC)			

Voting Members of Faculty Council Absent/Regrets:

T. Anand (UBS)	J. Everett	A. Kecskes	M. Milevsky	H. Rosin (Ret.)
P. Aulakh	M. Farjoun	M. Kristal	G. Morgan (ret.)	A. Rzeznik
E. Auster	B. Gainer (ret.)	Y. Larkin	A. Mustapha	P. Sadorsky
T. Beechy (ret.)	B. Graham (alum)	F. Lazar	N. Nasser (UBS)	P. Shum Nolan
R. Belk	I. Henriques	Z. Li	D. Neu	J. Tan
A. Bhanich-Supapol	I. Hideg	B. Lyons	C. Oliver (ret.)	M. Voronov
J. Chung	D. Horváth	I. Macdonald (ret.)	Y. Pan	E. Westney (ret.)
W. Cook (ret.)	S. Hsu	A. Madhok	J. Patel (UBS)	L. Wright (ret.)
A. DeCarufel (ret.)	R. Imanirad	D. Matten	T. Peridis	S. Yeomans
Y. Deutsch	R. Irving (ret.)	A. Mawani	R. Phillips	J. Zemans (ret.)
D. Dimick (ret.)	M. Kamstra	T. McQueen	S. Qu	H. Zhu (GBC)
M. Dong	K. Kanagaretnam	R. McClean (ret.)	M. Rice	L. Zhu (Co-Chair)
B. Eberlein	R. Karambayya (ret.)	N. Mead	K. Rogers	

Leaves and Sabbaticals:

M. Biehl	J. Darroch	R. Shao	A. Sirsi	T. Wesson
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Non-Voting Members of Faculty Council Present

M. Bhutani	B. Kha	T. Medcof	S. Tenn
S. Calahan	H. Koren-Cohen	R. Mayer	A. Thomson
M. Cernea	L. Lakats	G. Milavsky	A. Welsh
W. Craddock	L. Pan	R. Moy	D. Woticky
P. Deonandan	P. Macdonald	C. Mueller (guest)	F. Zandi
D. Elsner	M. Machado	J. Pinto	
J. Fayt	N. Machado (guest)	H. Sinkler	
A. Gravel	Y. Massop	C. Sullivan	

Non-Voting Members of Faculty Council Absent:

W. Al-Hussaini	E. Farrell	J. Jeyakumaran	C. Niederwanger	S. Sigel
P. Barter	A. Ferreira	G. Klar	M. Orlan	T. Stubbs
D. Barret	A. Fisher	A. Konson	C. Partland	N. Sutherland
E. Caprioni	S. Friedman	D. Lennox	B. Pasquali	T. Tolia
C. Carder	L. Ginsberg	R. Lynn	G. Pau	S. Whitaker (guest)
J-M. Clark	T. Gosse	D. Mak	P. Pivato	K. Welsby
T. D'Agostino	P. Grant	K. Mapa	J. Pokrajac	E. Vanderheyden
L. De Wilde	A. Harris	J. Morgan	S. Pulver	N. Verma
G. Deans	M. Hastings	M. Morriello	E. Roman	C. Zhuang
P. Dillon	R. Hines	A. Narbe	R. Ross	
K. Ellis	L. Jackson	Z. Necas	C. Sicoli	

1. Welcome and Chair's Remarks (5 minutes)

Reading of the land acknowledgement. Chair calls meeting to order at 11:33 am.

A spike in end-of-term appeals; routine at this time of year. This is the last FC meeting of academic term.

2. Dean's Remarks (10 minutes)

Thanks everyone for all their hard work. Another challenging academic year. Started largely online, delayed return to in person another six weeks because of omicron. For faculty, staff, students. Some students stranded abroad. Complicates teaching, as well.

Retreat is coming up on June 9. Please RSVP if you haven't already. Agenda and survey forthcoming. Survey is three questions.

Convocation is coming up on June 3 and June 10. June 3 two convocations because it's the in-person ceremony for graduation years 2020 and 2021. Quite a few of our graduates returning for those events. June 10 is the regular convocation for this year's graduating class.

Update from SEEC- FT ranking just came out for executive education units. Ours is ranked number 2 in Canada. Strong year for SEEC. A record year in terms of program innovation and profitability. A record for its entire existence. Congratulations to Rami Meyer (sp?) and his team.

Questions? None.

3. PhD/GBC/UBS Updates (10 minutes)

J. Lam from PhD Council- Last meeting as FC rep. The PhD Student Association changes over during this term. People are done their courses or finishing up- very excited and relieved. PhD students still busy attending conferences, pursuing their research. Schulich Research Day coming up in June. Some are prepping for comprehensive exams. Social events in the works- some virtual, some in person. More details forthcoming. Appreciative of being able to rep PhD students at Council- learned a lot.

Chair thanks her for participating and providing updates.

A.Kakkar for UBC. Last meeting as undergrad rep. Exams have been done for almost a month now. Some students taking summer courses. Graduating students are excited for upcoming convocation events. UBS incoming team- complete- started their operations. Next year- Mohammed Dada is incoming president. Thank you for the past year. Appreciate how much learned.

Chair congratulates her and her cohort for reaching the goal during a challenging four years.

4. Update on Research Grant Distribution (T. Noseworthy) (5 minutes)

T. Noseworthy: Comment from VPRI based on question from the dean at last FC. VPRI said they distribute 100% of research grants from tri-council back to faculty. What they get in lieu of overhead is a federal support fund- it can be up to 40% of portfolio. Can help with growing ADR's office, hire grant writers, etc. The support fund is centralized at York. Research support comes from operating budget at Schulich despite raking in tri-council funding.

A.Devine: a research centre in another part of York. Any overhead charged would be funded back to her. Confused by that as a sales pitch. Does that exist in any Schulich centers? non-tri-council.

T. Noseworthy: Those centers are chartered at Senate- their flow of resources is quite different. Schulich doesn't charter centers at Senate. Flow of resources goes one way. We try hard to keep what we do separate. Causes some conflict with York on that front. Once chartered at Senate, can get around some of the overhead, but there are other costs.

5. Changes to Career Development Services (H. Sinker) (20 minutes)

(presentation recorded for team's internal use)

Name change- career development centre felt outdated if looking at evolution of career services over the last number of years. Centre for Career Design. Integration of word design is important- taking a life design approach to career prep work with diverse student body. Design thinking in work with student, in ways we talk with them. Much more in tune with individual student needs and goals. Service 100% of student body. Have often heard that there tended to be more of an MBA focus, but we have ten programs. Will position us in the market as empathetic partners that work to co-create solutions to provide the best talent for employers.

Mentality is aspirational- it will take time. Name change is first step in that direction. Updates to the collateral will happen over the summer. CCD.

Team is in a period of transition. Short runway with pending mat leave. Room for growth and improvement. Very good work done by CCD team members to date, especially through last couple of pandemic years. Team has been amenable to adopting changes we're trying to make. Passionate about student body and want to see them be successful.

Met with all CCD staff. SSIR, UBS, etc. Where we have traditionally been successful and where there is room for growth. Role clarity is an opportunity. Communication to all stakeholders. No formal feedback loops. Absence of clear metrics- including one year masters programs salary reports.

Creating three-year strategic plan for the unit. Setting benchmarks to see where we stand- among student body and employer community. Establish KPIs.

Virtual meet and greet with employer community and Dean.

Ask of faculty for support: share student wins and constructive criticism, positive reinforcement to students about the CCD.

Managing the transition.

W. Sheremata: supportive of the establishment of metrics and feedback loop. Will you survey current students and alumni? Currently, we survey students with respect to employment outcomes. Survey uptake is lower than it could be and does not comment on satisfaction, so it can be adjusted.

T. Rashid: how is CCD currently in admission selection? Not involved.

Taslina Rashid: Instead of CCD reps for every admission process- maybe there can be a guideline and that could be communicated to recruiters.

J. Rungtusanathan: Congratulations on redesign. Collaboration questions. Partnership on curriculum. Partnership does not become driven by what companies think should be the curriculum. Who should talk to corporate environment about initiatives and opportunities. Specialized masters- program directors have deep insights into market needs- want to ensure conversation is two ways.

A. Campbell: great presentation. Who is replacing you on leave? Effectively, no one. Director and associate directors will remain in their roles. Hired a coach to work with three CPMs to support achievement of visioning work while away. Minoo is the go-to.

D. Zwick: There is also the change we've started to implement that will gain momentum over next 12 months- leading initiative by AD students, bring together EDs of student services,

CCD, and dean's office. Conversations haven't taken place in the past but will be helpful in integrating CCD with the other areas and in responding to needs. Program Directors have a lot of insight, so increasing frequency of those conversations will help with that, also.

J. Lam: Appreciated the presentation. Wondering about CCD's plans for engaging with PhD students. PhD students are starting to more frequently pursue alternative career paths- has that been considered? That hasn't come up so far, but is an excellent point. PhDs have access to all services, but there's an opportunity that you've identified.

6. Update on Dean's Retreat on Equity, Diversity, and Inclusion (M. Machado) (20 minutes)

Slide deck- overview of development process over last two years

Summer 2020- DEI working group formed. Determine how to create more inclusive and equitable community. Establishment of Committee for Equity and Community. Office of strategic directives- in addition to overseeing accreditation, also oversee EDI initiatives for the School. Jean Jacques Rousseau as consultant. Held Dean's EDI retreat over the winter 2022- small group. Generate ideas about where to go, what the challenges are, etc. Successfully deliver on EDI goals. Update following this retreat. Proposed next steps.

Summary of current initiatives- eCampus Ontario, EDI Website, Reporting incidents of exclusion (ready for late summer 2022).

Medium term initiatives- build a more diverse repository of case studies; Schulich community consultation; EDI literacy training.

Longer term: decolonization of curriculum- new specialization in the MBA leading equitable, diverse, and inclusive organizations. Fall 2022

New course proposals from fall 2022 onward will have an additional set of questions about how the course embeds EDI principles into materials and pedagogy.

Launch of EDI learning outcomes in new program proposal forms. Winter 2023

Indigenization of curriculum- every core course to include at least one module on indigenous issues. 2023-2024

Open enrollment programs- need to consider. Providing greater access to community that does not have access to business education. Development up to 3 open enrolment programs by 2023-24 for improved access for Black and indigenous populations, in particular.

Building community partnership
Admissions
Faculty Recruitment
Research and thought leadership
Monitor and review EDI strategy.

A.Joshi: comment for committee and all of us. One of the things we will have to signal to the external world our commitment to decolonization and indigenization. Course descriptions are a way to do this. Appear on the website- can make explicit mention to these themes and principles.

J. Rungtusanatham: websites depicting Schulich colleagues are not up-to-date. Some area members missing.

H. Kim: someone interested in doing a post-doc of indigenous background. Do we have any programming or support for postdocs or PhD students. Envelope to pay them from, mechanism to identify them and help them to get here. Don't have anything currently targeting postdocs. Many initiatives target high school and undergrads because of the pipeline barriers.

D. Zwick- something to take up with Peter as new program director to support areas to increase engagement with prospectives.

W. Sheremata- one module in each core course would be devoted to indigenous issues? That will be difficult given the lack of case studies that fit in with the academic theory we are trying to teach. Great question. Arose from visioning in the retreat that faculty will start to integrate more indigenous content and issues into their courses.

A. Diamant: thanks for the presentation. Some tension surrounding implementation of these issues- reporting incidences of exclusion. In terms of its implementation, is there going to be a broader approach to get more people involved beyond the committee so that measures are not misused? D Zwick: developing a flow chart that we can share with students, faculty, staff re: where do you go when you think an incident has occurred? There are some processes there already that students can look at and it's communicated during orientation, but it doesn't necessarily stick. Not new definitions, more about formalizing steps in the process and communicating them more frequently.

L. Hillcoat- the flowchart is not designed to create new procedures, only to communicate existing resources and processes.

R. Mayer- At Exec Ed have a rocust practice of EDI for equity-seeking groups. Happy to share best practices through Michelle if people are interested.

J. Lam: happy to see the flowchart coming forward. Have heard of several incidences from students across levels and they weren't sure where to go or what to do. Concerned about processes staying the same- issues with power imbalances especially when students are engaged with faculty members. Consequences for students trying to pursue careers or further study- especially in academia which is a small community.

J. Rungtusanatham - need for Schulich to raise awareness about its practices and to increase compliance.

7. Discussion: Revised SSB Guidelines for Promotion to Associate Professor- Teaching Stream (*M. Levesque*)

M. Levesque: **motion for FC to approve revised guidelines for promotion.**

Secoder: J.R Rungtusanatham

Background: FC approved original version in fall 2021. Sent approved guidelines to Senate. Senate sat on them for seven months and then recently received a note from Senate T+P that there were minor edits they were requesting before approval. Guideline for service didn't meet

high competency, and was the minimum that Senate had approved. Transfer it from high competency in service to competency in service. No research specific requirements.

Revisions are included in the package today. Tracked changes and clean version. It needs to be re-approved before it can be sent back to Senate. Only the Chair of Senate T+P will look at the revised version.

Chair- in the interests of time, is there any discussion before we call the question.

Call the question. Approved unanimously.

8. Other Business

Pull the changes to the grading guidelines off the consent agenda.

W. Sheremata: could be addressed with a friendly amendment. It's presented as a suggestion, but the wording seems very strong. Can't teach strategic mandate courses without participation being graded somewhat on verbal contributions from students.

P. 31- "instructors are encouraged to offer a diverse set of participation opportunities for students to communicate..."

M. Annisette: the wording is meant to be strong, without it being a requirement. Finding it difficult to grasp why anything more is needed. The world has changed- one thing we do know about educational institutions is that we're called upon to act on things we've known for a long time- bias in evaluation of competence, etc.

Friendly amendment: add a clause "where consistent with attaining academic goals

M. Valente: a DEI initiative. Trying to expand ways students can be credited for contributing and communicating in the course.

W. Sheremeta: **motion to add after "should be considered..." "where consistent with attaining academic goals and learning outcomes."**

Secunder: A. Diamant

Motion to amend defeated. Chair explains that the Council will not need to vote on the original motion; it will stay on the consent agenda and is approved because the amendment was not successful.

9. Motion: Establishment of Summer Authority for the Executive Committee

Secunder: A. Joshi

Chair explains summer authority.

10. Adjournment

EXECUTIVE COMMITTEE SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Executive Committee of Faculty Council for the 2021-22 academic year will be held remotely (via Zoom) on Friday May 13th at 11:30am.

AGENDA

1. Welcome & Chair's Remarks

Chair calls the meeting to order at 11:31 am.

Discussion of MMEng proposal timeline for Council consideration. Start time of F2023.

M. Levesque asks about the chances of the program being able to launch on time without a summer approval. ADA explains the requirements for Council approval of a new program proposal and the timeline for Senate and Quality Council approval.

Appeals Council. Denied leave to appeal by a student who wanted to switch to a new area studies so that she can enroll in a new master's program at U of T upon graduation from Schulich.

2. Review of May Faculty Council Agenda and Documentation

Additions to the proposed agenda this morning.

Summarizes updates: CDC presentation, EDI update,

Motion to establish summer authority goes at the end before adjournment.

T+P added to consent agenda.

M. Levesque explains the nature of the revisions to the associate professor teaching stream criteria. Speaks to timeline to meet with the Senate T+P committee to get clarification and address the feedback in the criteria in a new version, which is what is included for Council. Provides update on teaching stream searches- both failed.

M. Annisette: comments on discussion related to this at operating committee last week. Possible to take it off the consent agenda

Kanagaretnam clarifies that the discussion was about what had previously been approved at Council.

Chair asks about the relationship between Senate guidelines and Schulich's criteria.

M. Levesque clarifies that the Schulich criteria has to align to the Senate guidelines.

Senate's written requirements are vague, so the Schulich committee looked at other areas for an example with the initial version.

M. Cao comments that there was an issue with the area admin not having time to deal with the files in Finance and so the area committee is waiting to see the files.

D. Matten comments that a good strategy is to be pragmatic, not to diffuse criteria but to be flexible. A moving target; should keep this a regular item on the agenda so discussion and updates are ongoing.

Chair suggests that T+P committee gets feedback from Council rather than having Council approve guidelines once and for all. Could hear from head of search committees feedback about how the searches went.

M. Levesque to communicate with K. Doyle regarding timing of scheduling the T+P item to accommodate an overlap of the T+P committee meeting time on the same day.

S. Trivedi. From an accounting perspective, I think we need to be more flexible. For example, a good candidate might not have a master's degree but is a CPA with some publications.

K. Tasa comments that he reviewed the initial document to question whether, as an area coordinator, he would feel comfortable explaining the criteria to a candidate in his area and felt that he would feel comfortable.

D. Matten. We need to boil it down to what really matters. Anxiety about research and what to replace it with if dropped for teaching stream. More focused on demonstration of teaching excellence, not credentialism.

A.Kakkar- from a student perspective, teaching excellence is important and a welcome perspective. Seconds D. Matten's comment.

Chair polls the room about acceptance of the proposed agenda with discussed changes. Room agrees.

Chair expresses thanks to Associate Dean Annisette for her work during the term and wishes her the best for her upcoming sabbatical starting on July 1, 2022. M. Annisette thanks her colleagues and the staff in ADA and student services.

G. Kanagaretnam thanks the student representatives, especially Taslima and Ananya.

Congratulations to E. Fischer and D. Matten as well.

3. Other Business

4. Adjournment

Motion to adjourn- moved by

Seconded by