

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 Thursday, October 20 at 9:30 am.

AGENDA

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1.	Welcome & Chair's Remarks	
2.	Review of November Faculty Council Agenda and Documentation	2-177
3.	Other Business	
4.	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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1.	Minutes of the Last Meetings: 2022.09.16	178-179
	2022.09.23	180-181

Upcoming Meeting Dates for 2022-2023:

Schulich Executive Committee:

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

Schulich Faculty Council:

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 via Zoom on **Friday, November 4, 2022** from **11:30am - 1:00pm**.

AGENDA

1. **Welcome and Chair's Remarks** (5 minutes)
2. **Dean's Remarks** (10 minutes)
3. **PhD/GBC/UBS Updates** (10 minutes)
4. **Introduction of the Associate Vice-President, Faculty Affairs Portfolio** (*L. Bay-Cheng*) (15 minutes)
5. **Consultation on the University's Strategic Research Plan** (*A. Asif*) (30 minutes)
6. **Consultation on Draft Institutional Research Data Management Strategy** (*J. Kirchner*) (15 minutes)
7. **Other Business**
8. **Adjournment**

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1. Communications	
a) For Information: Senate Synopses (2022.09.22)	4-6
2. Master Programs Committee (<i>K. Tasa</i>)	
a) Master of Finance (<i>M. Cao</i>)	
i) Motion: Non-major Modification Proposal (<i>changes to core and Financial Risk Management Stream</i>)	7-34
b) Master of Business Administration (<i>A. Campbell</i>)	
ii) Motion: Program Change Proposal (<i>admission requirements</i>) (<i>A. Campbell</i>)	35-39
iii) Motion: Change to the Strategic Management Specialization (<i>W. Sheremata</i>)	40-42
3. BBA/iBBA Committee (<i>M. Valente</i>)	
a) Motion: New Course Proposal (<i>MKTG 3000 3.0 Future of Marketing</i>) (<i>D. Rice</i>)	43-63
b) Motion: Course Change Proposal (<i>SUST rubric for MGMT 3200 3.0, MGMT 4300 3.0, PUBL 4000 3.0</i>) (<i>G. Kistruck</i>)	64-140
c) Motion: Course Change Proposal (<i>prerequisite for ECON 3200 3.0 Economics of Business Management</i>) (<i>F. Zandi</i>)	141-145

	d) Motion: Course Change Proposal (<i>pre-requisite and enrolment note for MGMT 4800 3.0 Introduction to Management Consulting</i>) (G. Deans)	146-150
4.	Nominating Committee (A. Joshi)	
	a) Motion: Nominating Committee Slate for 2022-2023 (updated 2022.10.06)	151-171
5.	Minutes of the Last Meeting: 2022.09.30	172-177

The 688th Meeting of Senate held on Thursday, September 22, 2022 via Zoom

Remarks

The Chair of Senate, Professor Mario Roy of Glendon College, welcomed new and returning Senators, thanked those who had attended the Senate orientation session, and extended wishes for success in research, teaching and learning this year. Senators were encouraged to attend convocation ceremonies in October to celebrate graduates and their families.

To set the context for the 2022-2023 academic year, President Rhonda Lenton highlighted progress to date on advancing University Academic Plan priorities and the UN Social Development Goals, the success of efforts to mitigate the impacts of the pandemic, and opportunities on the horizon such as Markham Campus, the forthcoming globalization strategy, and explorations of the establishment of a medical school. Other updates shared by President Lenton included:

- an expression of appreciation to Senators for their engagement in collegial governance
- condolences on the passing of Her Majesty Queen Elizabeth II and recognition of the opportunity it presents to acknowledge the British monarchy's colonial legacy and focus efforts to advance decolonization
- an announcement of the honorary degree recipients to be recognized at the October convocation ceremonies
- in the context of COVID-19's shift toward endemic status, an update on the University's implementation of a community care approach while continuing to take precautions, track the pattern of the virus and engage with government and public health authorities

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

Approvals

On the recommendation of its Executive Committee, Senate approved revisions to the Rules of Senate pertaining to hortative motions, Senate membership, and nominations rules and procedures to integrate further equity considerations for committee and elected positions, as well as adjustments to enhance clarity and reflect practices including enhanced flexibility with respect to the mode of delivery of Senate meetings.

Senate approved the recommendations of its Academic Standards, Curriculum and Pedagogy Committee to:

- approve the establishment of the degree and programs of Bachelor and Bachelor (Honours) of Sport Management, School of Human Resources Management, LA&PS, Markham Campus, effective FW2024-2025
- approve the closure of the York-Seneca Dual Credential Program in Sustainable Environmental Management and Advanced Diploma in Environmental Technology, the York-Seneca Dual Credential program in Urban Sustainability, and the York-Humber Dual Credential in International Development, Faculty of Environmental and Urban Change, effective FW2022-2023
- approve revisions to Faculty of Graduate Studies Regulations pertaining to Thesis and Dissertation Formats (effective May 1, 2024), Doctoral Dissertation Proposal Milestones (effective September 1, 2023), and Academic Honesty (effective January 1, 2023)
- authorize the granting of degrees, certificates and diplomas at the University's convocations held in Fall 2022, February 2023 (Convocation In Absentia) and Spring 2023, and individually to students at any point during the year who have fulfilled the degree program requirements for receipt of degrees

Senate Elections

Senate approved a slate of candidates presented by the Executive Committee for the contract faculty seat on ASCP with the result that an election will be held beginning September 28, 2022.

Committee Information Reports

Executive Committee

Information items included the following:

- its efforts to continue to fill remaining vacancies on the Tenure & Promotion and Awards committees and the Joint Sub-Committee on Quality Assurance, and to seek Vice-Chair / Chair of Senate candidates
- its ongoing monitoring of the pandemic disruption, with a focus on the circumstances at the start of this term and criteria to be taken into account to determine the timing of declaring the disruption ended
- its plan to hold at least one meeting in the Fall term in each of the virtual, hybrid and in-person formats, with details for the October and November meetings to be announced as soon as possible
- its review of the Senator and Senate Committee member survey results and plan to hold a series of facilitated discussions at Senate meetings

Academic Policy, Planning and Research Committee (APPRC)

On behalf of the Committee, the Chair shared updates on the information items outlined in the written report.

Academic Standards, Curriculum and Pedagogy Committee (ASCP)

On behalf of the Committee, the Chair spoke to the information items covered in the written report.

Additional Information about this Meeting

Please refer to the full Senate agenda and supplementary material posted online with the **September 22, 2022** meeting for details about these items.

<https://secretariat.info.yorku.ca/senate/meeting-agendas-and-synopses/>

October Meeting of Senate

Senate's next meeting will be held at **3:00 pm on October 27, 2022.**

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Melanie Cao, Director of the Master of Finance (MF for short) Program
Date: September 27, 2022
Re: Non-Major Program Changes to the MF Program

Motion:

- A. Removing MFIN 5100 Capital Markets from the core in Term 1 and making it a pre-requisite course with 0 credit.
- B. Adding FINE 6280 FinTech to the core in Term 3 to make up the core space vacated by MFIN 5100 Capital Markets.
- C. Replace MFIN5800 Financial Risk Management with FNEN 6840 Enterprise-wide Financial Risk Management to the Financial Risk Management stream in Term 3.
- D. Replace MFIN5500 Analysis of Structured Products using Excel with MATH 6912 Machine Learning in Finance to the Financial Risk Management stream.
- E. Make the following course rearrangement for the Financial Risk Management Stream to enhance the efficiency of course offering for the MF program:

Shifting FINE 6600 from Term 2 to Term 3 for the Financial Risk Management stream so that, 1) the course is offered only once for the entire program, and 2) making space for MATH 6912 Machine Learning in Finance in Term 2.

The above proposed changes will not entail a net reduction or increase in credit hours and thus the current 39 credit-hour degree requirement remains intact. Please see the table in the following section for a summary of the changes.

Rationale:

- A. The main reason for removing MFIN 5100 Capital Markets as a core course is to restore the program's initial design. When the MF program was created in 2009, MFIN 5100 Capital Markets was designed as a pre-program preparatory course and was offered in August. In response to a Schulich policy change in 2019 that decreed September to be the starting time for all courses, MFIN 5100 Capital Markets was moved up to the fall term, offered concurrently with four other courses which had hitherto relied on MFIN 5100 as a foundation course. This arrangement has been impeding the logical sequencing of materials. The emergence of online delivery allows us to restore the original structure without infringing the September start-time policy. Specifically, we propose to make MFIN 5100 Capital Markets a pre-requisite course to be delivered online with prerecorded lectures. Prior to starting the program in September,

students will be required to review the contents in August and pass an online exam with multiple choice questions.

The online delivery will not pose any difficulty in students' learning for the following reasons. Most of the incoming MF students have an undergraduate business/economics degree and/or have passed CFA/FRM level I exams. They already have a mastery of the materials in MFIN 5100 Capital Markets. The remaining incoming students typically have an undergraduate degree whose curriculum contains courses on Calculus and Statistics and are therefore well equipped to absorb the materials of MFIN 5100 Capital Markets on their own. Finally, the lectures will be recorded and delivered in such a fashion that no prior exposure to financial concepts is necessary.

- B. The financial industry has witnessed numerous technological advances and ensuing disruptions, which led to the emergence of FinTech. FinTech has become ubiquitous in the financial industry. Financial institutions are increasingly seeking for students with essential proficiency in FinTech. To ensure the currency and relevancy of our MF program, we propose to add a FinTech course (viz. FINE 6280 FinTech) to the core, using the space vacated by MFIN 5100 Capital Markets.
- C. While the basic FinTech course will ensure the coverage of essential materials, more specialized topics will require additional course spaces. Technological advances, innovations and the related changes are especially pertinent to risk management. It is therefore imperative to enrich the curriculum in this aspect for the Financial Risk Management stream. To this end, we propose to add MATH 6912 Machine Learning in Finance to the stream since this course will delineate the applications of big data and artificial intelligence.
- D. To enhance the rigor of risk management materials for the Financial Risk Management stream, we propose to replace the essential version of the risk management course currently in the core (viz. MFIN 5800 Financial Risk Management) with a more advanced version currently in the curriculum of the FinEng program (viz. FNEN 6840 Enterprise-wide Financial Risk Management).

Some background information concerning MFIN 5800 Financial Risk Management and FNEN6840 Enterprise-wide Risk Management is offered here.

MFIN 5800 Financial Risk Management was part of the curriculum at the inauguration of the MF program which had an orientation toward the field of capital markets. When the Financial Risk Management stream was subsequently added to the MF program, the Capital Markets stream was also formally instituted. Since MFIN 5800 was initially designed as a general introduction to risk management, it was retained for the Capital Markets stream. Meanwhile, a more rigorous version of the risk management course, FNEN 6840, was assigned to the Financial Risk Management stream. Several years later, miscommunications at various levels led to the misunderstanding that the FinEng program was about to be cancelled, prompting the MF program to drop FNEN 6840 from the Financial Risk Management stream, with MFIN 5800 filling its place. With the revival of the FinEng program, in the summer of 2022, FNEN 6840 was brought back to the Financial Risk Management stream in place of MFIN 5800. Therefore, the proposed change is in fact already in place and we are merely seeking for a formal change in the calendar.

- E. Efficiency and better structure are the main rationales for the proposed rearrangements of existing courses. By moving FINE 6600 Corporate Financial Analysis from the winter term to the summer term for the Financial Risk Management stream will entail offering the course only once in the program, achieving efficiency. This arrangement makes room for the new course MATH 6912 Machine Learning in Finance to be offered in Term 2 for the Financial Risk Management stream.

The following table provides a schematic comparison between the existing and proposed curriculums.

Existing Curriculum	Proposed Curriculum
<p>Term 1 (Fall, 5 core courses)</p> <p><u>MFIN 5100 3.00</u> Capital Markets <u>MFIN 5200 3.00</u> Financial Management and Valuation <u>MFIN 5600 3.00</u> Institutional Wealth Management <u>ACTG 6130 3.00</u> Intermediate Financial Accounting for Finance Majors <u>FINE 6310 3.00</u> Econometrics of Financial Markets <u>MFIN 5000 0.00</u> Research seminar series <u>MFIN 5050 0.00</u> Professional seminar series</p>	<p>August: online pre-requisite</p> <p><u>MFIN 5100 0.00</u> Capital Markets</p> <p>Term 1 (Fall, 4 core courses)</p> <p><u>MFIN 5200 3.00</u> Financial Management and Valuation <u>MFIN 5600 3.00</u> Institutional Wealth Management <u>ACTG 6130 3.00</u> Intermediate Financial Accounting for Finance Majors <u>FINE 6310 3.00</u> Application of Data Science in Finance <u>MFIN 5000 0.00</u> Research seminar series <u>MFIN 5050 0.00</u> Professional seminar series</p>
<p>Term 2 (Winter, 1 core course and 3 specialization courses)</p> <p><u>FINE 6800 3.00</u> Options, Futures & Other Derivative Securities <u>MFIN 5000 0.00</u> Research seminar series <u>MFIN 5050 0.00</u> Professional seminar series</p> <p><u>Capital Market Stream</u></p> <p><u>MFIN 5300 3.00</u> Investment Banking <u>MFIN 5400 3.00</u> Fixed Income Securities <u>ENTR 6910 3.00</u> Venture Capital and Private Equity</p> <p><u>Financial Risk Management Stream</u></p> <p><u>FINE 6600 3.00</u> Corporate Financial Analysis <u>FNEN 6850 3.00</u> Fixed Income Securities <u>MATH 6910 3.00</u> Stochastic Calculus in Finance</p>	<p>Term 2 (Winter, 1 core course and 3 specialization courses)</p> <p><u>FINE 6800 3.00</u> Options, Futures & Other Derivative Securities <u>MFIN 5000 0.00</u> Research seminar series <u>MFIN 5050 0.00</u> Professional seminar series</p> <p><u>Capital Market Stream</u></p> <p><u>MFIN 5300 3.00</u> Investment Banking <u>MFIN 5400 3.00</u> Fixed Income Securities <u>ENTR 6910 3.00</u> Venture Capital and Private Equity</p> <p><u>Financial Risk Management Stream</u></p> <p><u>MATH 6912 3.00</u> Machine Learning in Finance <u>FNEN 6850 3.00</u> Fixed Income Securities <u>MATH 6910 3.00</u> Stochastic Calculus in Finance</p>

Term 3 (Summer, 3 core courses and 1 specialization course)	Term 3 (2 core courses and 3 specialization courses)
<u>MFIN 5700 1.50</u> Corporate Governance & Law <u>MFIN 5900 1.50</u> Ethical Decision-making for Finance Professionals <u>MFIN 5500 3.00</u> Analysis of Structured Products Using Excel <u>MFIN 5800 3.00</u> Financial Risk Management <u>Capital Market Stream</u> <u>FINE 6600 3.00</u> Corporate Financial Analysis <u>Financial Risk Management Stream</u> <u>FNEN 6820 3.00</u> Advanced Derivative Securities	<u>MFIN 5700 1.50</u> Corporate Governance & Law <u>MFIN 5900 1.50</u> Ethical Decision-making for Finance <u>FINE 6600 3.00</u> Corporate Financial Analysis <u>FINE 6280 3.00</u> FinTech <u>Capital Market Stream</u> <u>MFIN 5800 3.00</u> Financial Risk Management <u>MFIN 5500 3.00</u> Analysis of Structured Products <u>Financial Risk Management Stream</u> <u>FNEN 6820 3.00</u> Advanced Derivative Securities <u>FNEN 6840 3.00</u> Enterprise-wide Financial Risk Management

Notes to the table:

- 1) The course title for FINE 6310 is in orange font, signifying the change in the course title instituted recently.
- 2) The three courses in blue font are new additions to the MF program. These courses are already in place, housed respectively by the Math Department and the Schulich.
- 3) Highlight of the changes:

Term 1: removal of MFIN 5100; change of course title for FINE 6310.

Term 2: for Financial Risk Management stream, replacing FINE 6600 with MATH 6910

Term 3: for Financial Risk Management stream, replacing MFIN 5800 with FNEN 6840.

Non-Major Modification Program Changes

1. **Program:** Master of Finance (MF)
 2. **Degree Designation:** Master of Finance
 3. **Type of Modification:** removing one core course, adding one core course and three specialization courses, and rearranging existing courses.
 4. **Effective Date:** September 2023
-
5. **State what the changes are** (Example: increase/decrease to the number of major credits)
 - A. Removing MFIN 5100 Capital Markets from the core in Term 1 and making it a pre-requisite course with 0 credit.
 - B. Adding FINE 6280 FinTech to the core in Term 3 to make up the core space vacated by MFIN 5100 Capital Markets.
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The above proposed changes will not entail a net reduction or increase in credit hours and thus the current 39 credit-hour degree requirement remains intact. Please see the table in the following section for a summary of the changes.

6. Provide the rationale for the proposed changes that is rooted in the program learning outcomes.

- A. The main reason for removing MFIN 5100 Capital Markets as a core course is to restore the program's initial design. When the MF program was created in 2009, MFIN 5100 Capital Markets was designed as a pre-program preparatory course and was offered in August. In response to a Schulich policy change in 2019 that decreed September to be the starting time for all courses, MFIN 5100 Capital Markets was moved up to the fall term, offered concurrently with four other courses which had hitherto relied on MFIN 5100 as a foundation course. This arrangement has been impeding the logical sequencing of materials. The emergence of online delivery allows us to restore the original structure without infringing the September start-time policy. Specifically, we propose to make MFIN 5100 Capital Markets a pre-requisite course to be delivered online with prerecorded lectures. Prior to starting the program in September, students will be required to review the contents in August and pass an online exam with multiple choice questions.

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Notes to the table:

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- 3) Highlight of the changes:

Term 1: removal of MFIN 5100; change of course title for FINE 6310.

Term 2: for Financial Risk Management stream, replacing FINE 6600 with MATH 6910

Term 3: for Financial Risk Management stream, replacing MFIN 5800 with FNEN 6840.

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.

The proposed changes do not entail an increase or decrease of the overall credit hours – the program requirement remains at 39 credit hours. Instead, the changes revolve around efficiency and refreshment of the contents, especially for the Financial Risk Management stream. The newly added courses and the rearrangements make the curriculum better aligned with the industry developments and will therefore enhance the program's learning outcomes. The following table maps the proposed program requirements to the learning objectives and outcomes.

Expected Learning Outcomes	How are Learning Objectives Achieved?	August	Term 1					Term 2					Term 3										
		Pre - requisite	Common					Common	Capital	Risk		Common	Capital	Risk									
			Courses					Courses	Market	Management		Courses	Market	Managememt									
		MFIN 5100	MFIN 5200	MFIN 5600	ACTG 6130	FINE 6130	MFIN 5000	MFIN 5090	MFIN 5400	MFIN 5300	ENTR 6910	MATH 6912	FNEN 6850	MATH 6910	FINE 6600	FINE 6280	MFIN 5800	MFIN 5900	MFIN 5700	MFIN 5900	FNEN 6820	FNEN 6840	MBAN 5140
1. Breath and Depth of Knowledge																							
Build high levels of proficiency and demonstrate a thorough understanding of general knowledge in finance.	Students are required to take 21 credit hours of courses that covers the foundation of finance. These courses are rigorous in nature and build on prior training in finance, economics, and statistics.	X	X	X	X	X			X						X	X							
Develop advanced knowledge in job-related finance fields: capital market, risk management, investment banking, wealth/asset management, etc..	The specialization training is further enhanced by additional 18 credit hours of field course for each stream.								X	X	X	X	X	X			X	X	X	X	X	X	X
2. Research and Scholarship																							
Learn the most recent research/trend in finance research and financial industry	Students are required to participate in 6 research and 8 professional seminars. They are encouraged to interact with seminar speakers and are expected to write a report summarizing key issues for each seminar.						X	X		X	X												
Be able to apply finance theories to real world situations, including project evaluation, stock and valuation, optimal investment decision, risk management.	All courses have at least one group project and some assignments require individual student research where originality and creativity are emphasized.	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Be able to produce logically structured business reports based on extensive research and rigorous analysis.	All courses include applied research methods. Some courses require readings include academic journal articles.	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Be able to innovate new products and methods in emerging fields of finance based on knowledge learnt in the program	Students have the opportunities to conduct research through case studies or competitions.	X	X	X	X				X	X	X	X	X		X	X	X	X	X	X	X	X	X
3. Level of Applications and Knowledge																							
Be able to make financial decisions in complicated situations with reasonable justifications based on thorough research and well executed analysis	Most of the courses require students to apply the learnt knowledge to real world finance problems. Internships provide the real hands-on experiences.		X	X	X			X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Be able to utilize learnt knowledge to different scenarios and situations.	Students demonstrate their understanding of learnt materials through case analysis and group projects which reflect real world problems.		X	X	X			X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
4. Professional Capacity/Autonomy																							
Be able to apply ethical principles and professional standards to financial decisions.	Capital Market students take 3 credit courses (MFIN 5700 and MFIN 5900) to learn ethical principles and professional standards for finance professionals while Financial Risk Management students can learn the same material when they prepare for the Financial Risk Manager designation exams.																						
Demonstrate the ability to respond effectively to ethical issues faced by financial analysts. Be able to act with integrity and transparency.	Ethics and corporate governance are covered in other courses, e.g. MFIN 5200, MFIN 5300, MFIN 5600, MFIN 5800. They can apply ethical principles and professional standards through case studies and competitions.		X	X						X							X						
5. Level of Communication Skills																							
Be able to write logical, concise and well researched reports.	Most of the courses require students to do group projects and submit written reports. Students need to write reports for their intern jobs.		X	X	X			X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Be able to present and communicate well-researched ideas clearly and effectively	Most of the courses require students to present the results of group projects. Each member of the group is required to present a part of his/her findings. Students need to make presentations to their peer workers while interning.		X	X	X			X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
6. Awareness of Limits and Knowledge																							
Be aware of the limitations of financial theories and financial data in decision making	Any theory or methodology presented in all courses is introduced with proper assumptions.	X	X	X	X			X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Be able to demonstrate ability to resolve issues using learnt theory/methodology as well as common senses	Scenario/sensitivity analysis and Case study illustrate that decisions and outcomes can be different for the same problem depending on different perspectives.	X	X	X	X			X		X	X	X	X	X	X	X	X	X	X	X	X	X	X

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.

The current MF program has been running successfully for 13 years. The main objective of the proposal is to enhance the existing curriculum by delete/adding courses and by rearranging existing courses. The proposed changes will not affect other faculties and therefore do not necessitate external consultation. Within the Finance area, broad and multiple consultations were conducted among all colleagues, especially the founding director, the subsequent directors, the Dean, the Academic Associate Dean and Students Services staff.

- 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.**

This proposal has no resource implications.

- 10. Provide a summary of how students currently enrolled in the program will be accommodated.**

This proposal will not affect currents in the program since it will be effective in September 2023.

- 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.**

APPENDICES

Appendix 1

MASTER OF FINANCE

As a result of increased marketplace competition, analysts and dealmakers alike require more focused knowledge and accreditation than ever before. Schulich's Master of Finance graduate program is designed to provide students with an intensive training in finance that is both practical and intellectually challenging. The course work is enhanced by regular research as well as professional seminars, taking advantage of the business community in Toronto and the Schulich alumni network.

The Schulich Master of Finance is accredited as a CFA as well as FRM Program Partner and opens up career options ranging from investment banking, asset management, risk management, to private equity firms, hedge funds, consulting firms and government agencies. The program also serves as an excellent foundation for students considering a PhD in finance.

For more information, please visit <http://schulich.yorku.ca> for more information.

ADMISSION REQUIREMENTS

Applicants normally 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. A candidate with a three-year degree may be considered for admission with a minimum of one year of work experience. Candidates should also possess a strong quantitative background. Applicants with undergraduate degrees from recognized institutions in technical disciplines such as mathematics, science, engineering, or economics, would automatically meet this requirement. Applicants may also demonstrate the required level of quantitative skills via the completion of at least two courses at recognized institutions from these fields: calculus, statistics, economics, linear algebra, probability theory or other quantitative courses.

Post degree work experience is recommended but not required.

Applicants are required to take Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) and obtain acceptable scores on all measures thereof. Candidates who have completed CFA Level 1 or higher, candidates with a CPA (Canada) designation, and graduates from the Schulich School of Business BBA program with a B+ or higher GPA in the last two years of the program are exempt from this requirement.

MASTER OF FINANCE

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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. Strong applicants whose first language is not English and do not meet the above language requirements may be considered for admission with the condition of completion of the MBA/Specialized Master's Preparation Program offered by the York University English Language Institute.

Completion of the online application including submission of essays, an up-to-date resume and two references.

DEGREE REQUIREMENTS

Students must successfully complete
39 credits of course work, consisting of:
27 credits of core courses, and
12 credits of stream courses.

WAIVER OF A DEGREE REQUIREMENT:

Schulich BBA and iBBA graduates who have achieved a minimum final grade of B in either Introduction to Finance (FINE 2000 3.00) or Investments (FINE 3200 3.00) will receive advanced standing for the core introductory finance course MFIN 5100 3.00. Applicants from other North American BBA or B.Com programs who have completed courses in similar content areas (introductory finance courses, or courses in investments) within the last 10 years with a final course mark of B will be assessed for eligibility to receive advanced standing for MFIN 5100. Advanced standing will not be granted for any other courses in the program.

Students who receive a waiver for Finance 5100 3.0: Capital Markets must successfully complete 36 credits of course work, consisting of:
24 credits of core courses, and
12 credits of stream courses.

All other requirements are identical to those of Schulich's other Master's programs.

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. Strong applicants whose first language is not English and do not meet the above language requirements may be considered for admission with the condition of completion of the MBA/Specialized Master's Preparation Program offered by the York University English Language Institute.

Completion of the online application including submission of essays, an up-to-date resume and two references.

DEGREE REQUIREMENTS

Students must successfully complete
39 credits of course work, consisting of:
21 ~~27~~ credits of core courses, and
18 ~~12~~ credits of stream courses.

WAIVER OF A DEGREE REQUIREMENT:

~~Schulich BBA and iBBA graduates who have achieved a minimum final grade of B in either Introduction to Finance (FINE 2000 3.00) or Investments (FINE 3200 3.00) will receive advanced standing for the core introductory finance course MFIN 5100 3.00. Applicants from other North American BBA or B.Com programs who have completed courses in similar content areas (introductory finance courses, or courses in investments) within the last 10 years with a final course mark of B will be assessed for eligibility to receive advanced standing for MFIN 5100. Advanced standing will not be granted for any other courses in the program.~~

~~Students who receive a waiver for Finance 5100 3.0: Capital Markets must successfully complete 36 credits of course work, consisting of:
24 credits of core courses, and
12 credits of stream courses.~~

~~All other requirements are identical to those of Schulich's other Master's programs.~~

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 **Overview OF Financial Risk Management**

- Class #1
- 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 **Risk Analytics fundamentals**

- Class #2
- 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 **Market Risk I**

- Class #3
- 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 **Market Risk II**

- Class #4
- 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

Section X: Day/Time/Room

Instructor

Dr. Pauline Shum Nolan
N222 - Seymour Schulich Building
pshum@schulich.yorku.ca
Office hours: By appointment

Assistant

Carolyn Potter
N204A
+1.416.736.5072
mfin@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 had served as the school's Director of the PhD programme (2001-2005). She also taught for the Mercer School of Pension Investment Management (2008 to 2015). Dr. Shum 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, and performance sub-committees. Her research spans several areas, including ETFs and mutual funds, household finance, art as an investment, that have been presented at major international academic and industry conferences. Dr. Shum Nolan has won various awards for her investment management research, including the Toronto CFA Society-Hillsdale Research Award, twice. Dr. Shum Nolan is a founder of Wealthscope, a Fintech application that specializes in data-driven investment portfolio and retirement planning analytics.

Brief Description

This course is designed for students interested in the emerging and evolving field of Fintech and the digital transformation of financial services. Students will study the different verticals in the Fintech ecosystem, the current landscape, pain points of consumers, sources of financing and exit for Fintech start-ups, open banking, the disruption to incumbents, and computing technology for Fintech.

Prerequisite: FINE5200 3.0 or MFIN5100 3.0 or permission of the instructor.

Course Learning Outcomes

Students will have a solid understanding of the fintech industry, including the different verticals within the Fintech ecosystem, sources of financing and exit, challenges of consumers, startups and incumbents, technology adoption, and regulatory issues such as open banking. For the major project, students will develop the idea and the business model for their own Fintech start-up, which can then be used in pitch contests and hackathons. This course will help prepare students interested in a career related to innovations in financial services or private equity/venture capital with a Fintech focus.

Deliverables at a Glance

Assignment/Task	% Weight	Author
Participation	10	Individual
Assignments	40	Individual
Project and presentation	50	Group
	100%	

Course Material

Textbook: King, Michael and Richard Nesbitt, The Technological Revolution in Financial Services, U of T Press, 2020. (K&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>

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/> (SC)

Additional timely readings will be added on 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 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 assignments**

- TBA
1. Research and select a pain point experienced by consumers or by firms in the financial services industry. Explain what the pain point is and discuss how it has been (or could be) addressed by technology and who the solution providers in Canada and/or elsewhere.

Value: 10%

2. A Canadian Fintech write-up consisting of a company overview (vertical, value proposition, senior management, funding, key corporate developments, if any) and business highlights (business model, products and pricing, technology, marketing, competitors). Please make sure you claim your company early on the class's Google Sheet. To complete the assignment, you will need to upload the write-up to the Schulich Fintech database with your name and graduation year as the author of this entry.

Value: 15%

3. A foreign Fintech write-up with the same analysis and expectations as #2.

Value: 15%

Group project

Develop your own Fintech idea and business. Present a pitch using the guidelines here: https://guykawasaki.com/the_102030_rule/, as well as a mock-up of your technology (using fake data is fine; no need to build a backend). The mock-up can be done in PPT or any frontend language (e.g., Javascript/HTML/CSS), depending on the background of the group.

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_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/>.

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., Title and Date	Topic(s)	Reading Preparation	Written Preparation
1. Introduction	The Fintech ecosystem; the current landscape	K&N: Introduction	
2. Financial Services Incumbents and Consumers	Consumer pain points; services and digital strategies of incumbents	K&N: Chapters 1, 2	Assignment #1 due
3. Banking in the New Era	Digital banks; opening banking: logistics and debate. Guest speakers from Koho (Digital Bank) and Wealthica (Aggregator)	K&N: Chapters 3, 4, 5, 6 SC	
4. Asset Management, Wealthtech, Insurtech	Robo-advisors and other wealth tech; insurtech. Guest speakers from Wealthsimple (Robo-advisor) and TBA (Insurtech)	K&N: Chapters 10, 11 AG&J: Section 6	
5. Technical Infrastructure	Cloud computing; data; APIs; web development; Blockchain Guest speakers from AWS (Cloud Computing) and CTO from TBA	Campbell Harvey's Blockchain video (will provide link)	
6. Lending Tech; Payment Tech; Cryptocurrencies	P2P lending; digital payments; cryptocurrencies. Guest speaker from Stripe (Payment tech)	AG&J: Sections 2, 3, 4, 5	Assignment #2 due
7. Financing and Exits	Bootstrapping, angel investors, accelerators, VCs, crowdfunding IPOs. Guest speakers TBA (Angels Association and Fintech VC)	Online resources TBA	
8. Fintech Business Strategies and Models	Enterprise, retail, incumbent partnerships	K&N: Chapter 8	Assignment #3 due
9. Technology Sales and Marketing	Software sales cycles and funnels; marketing strategies for fintech. Guest speakers from Medallia (enterprise sales) and TBA (retail marketing)	Online resources TBA	
10. Big Tech; Fintech Regulation	The threat of big tech firms and others entering financial services; regulating fintech	K&N: Chapter 7 AG&J: Sections 8, 9	
11. Group presentations			PPT deck due by 30 minutes before class – all groups
12. Group presentations			

Syllabus for MATH 6912 Machine Learning in Finance

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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.

MOTION: To waive the GMAT entry requirement for admission to the Schulich MBA program for all Schulich specialized masters' graduates who have two years' work experience and a B+ GPA in their Schulich masters' degree.

RATIONALE:

The domestic MBA student market is declining. This decline has significantly increased the competition among Canadian business schools for domestic MBA students. As a result, it is becoming more difficult for Canadian business schools to reach University and government-mandated targets for domestic students in the MBA. Depending on their competitive position, business schools are now using a variety of different strategies to attract domestic students. These include offering large scholarships to students who in the past would not have been eligible for this level of subsidy, waiving the GMAT and lowering GPA entry requirements to the MBA.

A key challenge for Schulich is to respond to pressure to increase domestic students without compromising student quality. Historically, Schulich graduates have demonstrated a preference to choose Schulich vs other business schools when considering additional postgraduate education. This preference can be an important competitive advantage for Schulich's MBA program. Schulich began offering specialized masters programs well ahead of other Canadian business schools. There are now a large number of Schulich graduates from our specialized masters' programs. To date, with the exception of MMgt graduates who receive acceleration in the MBA, these graduates have not been directly targeted for MBA recruitment with any preferential value-add offer. However, even without targeting, every year, there are between 2-5 alumni from different specialized masters' and approximately 10 MMgt graduates who express interest in returning to Schulich to do an MBA degree after they have worked for 2+ years.

This motion formalizes the current informal policy of individually assessing and waiving GMAT requirements for specialized Schulich master students applying for a Schulich MBA that is practiced by the Admissions Committee. The rationale for this policy is that many specialized Masters' programs are highly quantitative (e.g., MAcc, MFin, MBAN, MMAI and MSCM) and other programs (eg. MMKG and MREI) have some quantitative courses like accounting or finance in their core. An additional consideration is that all specialized masters' students are familiar with the expectations and standards of MBA courses since they have all already completed several of our MBA electives as part of their programs.

Adopting this motion will increase the appeal and lower the barriers to choose the Schulich MBA program for Schulich specialized masters' graduates interested in pursuing additional postgraduate studies. This motion would be an addition to the Advanced Standing that was previously approved where graduates of specialized masters programs receive advanced standing in Schulich MBA courses they have already taken in their programs (For example, Masters of Finance graduates students will get an exemption from the MBA course FINE5200, provided they have earned a B or higher grade in the course). As a result, this motion will strengthen the MBA value proposition for returning Schulich specialized masters students.

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: MBA

2. Effective Term/Calendar Year of Proposed Change(s): Fall, 2023

3. Proposed Change(s) and Rationale:

a. A description of the proposed modification(s) and rationale, including alignment with academic plans.

Proposed Modification

To waive the GMAT entry requirement for admission to the Schulich MBA program for all Schulich specialized masters' graduates who have two years' work experience and a B+ GPA in their Schulich masters' degree.

Rationale

The domestic MBA student market is declining. As a result, it is becoming more difficult for Canadian business schools to reach University and government-mandated targets for domestic students in the MBA. Historically, Schulich graduates have demonstrated a preference to choose Schulich vs other business schools when considering additional postgraduate education. This preference can be an important competitive advantage for Schulich's MBA program. Schulich began offering specialized masters programs well ahead of other Canadian business schools. There are now a large number of Schulich graduates from our specialized masters' programs. However, with the exception of MMgt graduates who receive acceleration in the MBA, these graduates have not been directly targeted for MBA recruitment with any preferential value-add offer.

Waiving the GMAT for all Schulich graduates will increase the appeal and lower the barriers to choose the Schulich MBA program for Schulich specialized masters' graduates interested in pursuing additional postgraduate studies. Adopting this change will not affect the quality of Schulich MBA students since many specialized Masters' programs are highly quantitative (e.g., MAcc, MFin, MBAN, MMAI and MSCM) and other programs (eg. MMKG

and MREI) have some quantitative courses like accounting or finance in their core. This is why the Admissions Committee already has an informal policy of individually assessing and waiving GMAT requirements for specialized Schulich master students applying for a Schulich MBA. An additional consideration is that all specialized masters' students are familiar with the expectations and standards of MBA courses since they have all already completed several of our MBA electives as part of their programs.

Waiving the GMAT would be an addition to the Advanced Standing that was previously approved where graduates of specialized masters programs receive advanced standing in Schulich MBA courses they have already taken in their programs (For example, Masters of Finance graduates students will get an exemption from the MBA course FINE5200, provided they have earned a B or higher grade in the course).

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.

There will be no impact on MBA program learning 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.

Consultation was done with the Executive Director Student Services and International Relations, the Associate Dean of Students and the Associate Dean of Programs.

d. A summary of any resource implications and how they are being addressed.

There are no resource implications.

e. A summary of how students currently enrolled in the graduate program/graduate diploma will be accommodated.

There is no impact on students currently enrolled in the MBA program.

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>Title Current text The MBA program offers an integrated approach to general management fundamentals, a balance between qualitative and quantitative skills, and experience in a six-month, strategic consulting project with real clients, problems and solutions. Students complete 30 credits of core courses and 30 credits of electives, selected from more than 20 functional or cross-functional specializations. Students cover management fundamentals in terms one and two and advanced management (including specializations and the strategy project) in terms three and four. Many study options are available, including three campuses, multiple start dates and scheduling choices, plus the ability to switch between full-time and part-time study, as well as opportunities to study abroad. Full-time students typically complete the program in four terms; the average completion time for part-time students is ten terms. A limited amount of advanced standing is available for qualified applicants. Please visit http://schulich.yorku.ca for more information.</p>	<p>Title Current and new text The MBA program offers an integrated approach to general management fundamentals, a balance between qualitative and quantitative skills, and experience in a six-month, strategic consulting project with real clients, problems and solutions. Students complete 30 credits of core courses and 30 credits of electives, selected from more than 20 functional or cross-functional specializations. Students cover management fundamentals in terms one and two and advanced management (including specializations and the strategy project) in terms three and four. Many study options are available, including three campuses, multiple start dates and scheduling choices, plus the ability to switch between full-time and part-time study, as well as opportunities to study abroad. Full-time students typically complete the program in four terms; the average completion time for part-time students is ten terms. A limited amount of advanced standing is available for qualified applicants. Please visit http://schulich.yorku.ca for more information.</p>

Source for Current Text (p.15):

<https://www.yorku.ca/gradstudies/wp-content/uploads/sites/184/2021/03/fgs-calendar-2020-2021.pdf>

NOTE: There is NO CHANGE between the current text and the new text in the calendar copy.

Schulich School of Business Memorandum

To: Master Programs Committee, Schulich School of Business
From: Willow Sheremata, Strategic Management Area Coordinator
Date: September 11, 2022
Re: Motion to Update the MBA Strategic Management Specialization

Motion:

To update the MBA Strategic Management Specialization to a) remove SGMT 6060, SGMT 6150, SGMT 6200, SGMT 6400, IBUS 6410, IBUS 6490, BSUS 6200 and BSUS 6500 from the course lists, b) add SGMT 6120, SGMT 6130, SGMT 6410, and SGMT 6490 to the list of recommended courses, c) add SUST 6200 and SUST 6500 to the list of elective courses, and c) update the presentation of this specialization to be consistent with others in the MBA Handbook.

Rationale:

This specialization has not been reviewed for several years and therefore required several updates to reflect course code changes and new courses approved by Faculty Council:

1. The specialization included several courses that have not been taught in many years and will not be taught in the future: SGMT 6060, SGMT 6150, SGMT 6200, and SGMT 6400. Therefore, these courses need to be removed.
2. Faculty Council approved course code changes for the following courses: IBUS 6410, IBUS 6490, BSUS 6200, and BSUS 6500. Their course codes were changed from IBUS to SGMT, and BSUS to SUST, respectively. Therefore, these changes need to be reflected in the course lists for this specialization. Since these two IBUS courses are now SGMT courses, these courses also need to be moved from the electives list to the recommended list. All SGMT electives belong in the recommended list of courses. This helps ensure students have enough options to get sufficient strategic management content in a strategic management specialization.
3. SGMT 6120 and SGMT 6130 (previously SGMT 5800) are courses that have been approved by Faculty Council and need to be included in the SGMT list of required courses. Again, this ensures students have enough options to get sufficient strategic management content in a strategic management specialization.
4. The presentation of this specialization was confusing and difficult to read. Therefore, the format of the table has been changed for more clarity and a more consistent presentation with other specializations. As part of this change, all the SGMT courses that were previously listed under Electives with a "***" have now been moved to a new recommended section.

This is essentially a housekeeping operation to make sure that the specialization is current and reflects the votes taken by Faculty Council. More specifically, that it accurately reflects the approved names of courses, the new courses approved by Faculty Council, and courses that have effectively been retired.

MBA Handbook Changes:

Existing MBA Handbook, p, 72:	Revised MBA Handbook:
<p>Requirements:</p> <p>12.00 credits total from the list of Elective courses below¹</p> <ul style="list-style-type: none"> • a minimum of 6.00 credits of recommended courses** <p>Elective Courses</p> <p>BSUS 6200 3.00 Managing Ethics & Social Responsibility BSUS 6500 3.00 Business Strategies for Sustainability ECON 6210 3.00 Economic Forecasting and Analysis ENTR 6605 3.00 Entrepreneurship and New Firm Creation ENTR 6625 3.00 Managing Venture Growth and Transition ENTR 6645 3.00 Corporate Entrepreneurship FNSV 6970 3.00 Competitive & Organizational Strategies for Financial Services Firms FNSV 6985 1.50 The Canadian Life Insurance Industry and International Competition FNSV 6990 1.50 Enterprise Risk Management and Strategy HIMP 6130 3.00 Strategy in Healthcare IBUS 6410 3.00 Introduction to International Business IBUS 6430 3.00 International Business Strategy IBUS 6490 3.00 International Negotiations: Analysis, Strategy and Practice MECH 6503 3.00 Disruptive & Exponential Technology Innovations* MGMT 6200 3.00 Business Administration and the Law MGMT 6300 3.00 Case Analysis and Presentation Skills MGMT 6700 3.00 Project Management MGMT 6960 3.00 Management Consulting GMMM 6100 3.00 Strategies for Wealth Creation in the Metals & Minerals Industry MKTG 6650 3.00 Strategic Market Planning SGMT 6050 3.00 Mergers and Acquisitions **</p>	<p>Requirements:</p> <p>12.00 credits total¹ :</p> <ul style="list-style-type: none"> • Minimum 6.00 credits of recommended courses • Up to 6.00 credits of elective courses <p>Recommended Courses</p> <p>SGMT 6050 3.00 Mergers and Acquisitions SGMT 6120 3.00 Strategic Management of Family Enterprise SGMT 6130 3.00 Economic Foundations for Strategic Management SGMT 6240 3.00 Managing Strategic Alliances and Joint Ventures SGMT 6250 3.00 Strategy Execution SGMT 6410 3.00 International Business: Strategic Overview for Managers SGMT 6490 3.00 International Negotiations: Analysis, Strategy and Practice SGMT 6700 3.00 Strategic Capability Development SGMT 6720 3.00 Managing Globally: Past, Present, Future SGMT 6800 3.00 Strategic Management of Technology-Based Firms SGMT 6970 3.00 Restructuring and Turnaround Management</p> <p>Elective Courses</p> <p>ECON 6210 3.00 Economic Forecasting and Analysis ENTR 6605 3.00 Entrepreneurship and New Firm Creation ENTR 6625 3.00 Managing Venture Growth and Transition ENTR 6645 3.00 Corporate Entrepreneurship FNSV 6970 3.00 Competitive & Organizational Strategies for Financial Services Firms FNSV 6985 1.50 The Canadian Life Insurance Industry and International Competition FNSV 6990 1.50 Enterprise Risk Management and Strategy</p>

SGMT 6060 3.00 The Art of the Deal ** SGMT 6150 3.00 The Board of Directors and the Governance of Public Corporations** SGMT 6200 3.00 Strategy, Technology and Organization** SGMT 6400 3.00 Strategic Thinking and Action in Turbulent Environments ** SGMT 6240 3.00 Managing Strategic Alliances and Joint Ventures ** SGMT 6250 3.00 Strategy Execution ** SGMT 6700 3.00 Strategic Capability ** Development ** SGMT 6720 3.00 Managing Globally: Past, Present, Future ** SGMT 6800 3.00 Strategic Management of Technology-Based Firms ** SGMT 6970 3.00 Restructuring and Turnaround Management **	GMMM 6100 3.00 Strategies for Wealth Creation in the Metals & Minerals Industry HIMP 6130 3.00 Strategy in Healthcare IBUS 6430 3.00 International Business Strategy MECH 6503 3.00 Disruptive & Exponential Technology Innovations* MGMT 6200 3.00 Business Administration and the Law MGMT 6300 3.00 Case Analysis and Presentation Skills MGMT 6700 3.00 Project Management MGMT 6960 3.00 Management Consulting MKTG 6650 3.00 Strategic Market Planning SUST 6200 3.00 Managing Ethics & Social Responsibility SUST 6500 3.00 Business Strategies for Sustainability
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Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: David Rice, Associate Professor and Executive Director of the Future of Marketing Institute
Date: Sept. 10, 2022
Re: Future of Marketing undergraduate course elective

Motion: That the Faculty Council approves the new undergraduate course 'Future of Marketing' (MKTG 3000 3.0)

Rationale: This course offers students the opportunity to develop skills in reimagining conceptual frameworks for emerging 'future of marketing' strategies. Topics include foresight thinking, new marketing structures through Web3 and the Metaverse, hyper-personalization, artificial intelligence, synthetic media (CGI influencers and artificial humans), voice and sound intelligence, augmented/virtual reality, the 'Internet of Senses', blockchain, discovery and evaluation of patents, orchestrated advertising and reimagining jobs in marketing.

Students are challenged to write marketing plans and implementation strategies for novel and complex marketing technologies they research and develop. Students gain practical experience in presenting and defending innovative marketing plans to management. The course develops students' abilities to think and write critically about new consumer privacy and ethical issues arising from digital transformation.

This course presents no overlap with the core marketing course (MKTG 1030), and builds upon the basic concepts taught in that course. The content in MKTG 1030 includes basic marketing concepts including pricing, sales promotion, communications, integrated marketing, channel strategy, branding, targeting, positioning etc. The proposed course will cover a variety of more advanced marketing topics including artificial intelligence, hyper-personalization, augmented/virtual reality, affective (emotion) computing, location-based marketing, privacy, ethics, and many others.

In addition to providing students with essential knowledge, this course is important for Schulich because it directly supports student development for staff positions at the [Future of Marketing Institute \(FMI\)](#) at Schulich. FMI is a global leader in research, teaching, and outreach on future of marketing topics with over 55,000 subscribers to our digital magazine, podcasts, video series, newsletter, and social feeds. The knowledge gained in the proposed course will allow students who join FMI in later semesters to make an immediate and significant contribution to the Institute.

FMI regularly receives inquiries from both private and public sector organizations that are looking for students who are equipped with knowledge, skills, and imagination in emerging future of marketing methodologies/technologies. As this course is the first of its kind in Canada, learning this material will provide our students with a clear advantage in securing employment in this growing field.

Lastly, a recent [survey](#) of undergraduate students showed very high demand for the proposed course. Specifically, 66% of respondents indicated that they would be 'very interested' in taking the course. An additional 29% of respondents reported they were 'somewhat interested' (N = 109).

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:

BBA/iBBA

2. Responsible Unit:

Marketing

3. Subject Code (Rubric) and Course Number:

MKTG 3000

4. Credit Value:

3.00

5. Long Course Title:

Future of Marketing

6. Short Course Title:

Future of Marketing

7. Effective Term/Calendar Year:

Fall 2023

8. Language of Instruction:

English

9. Calendar (Short) Course Description:

This course develops students' abilities to reimagine and develop new conceptual frameworks, methodologies, and technologies for future of marketing strategies. Students learn how to communicate novel marketing concepts to management. The course teaches students how to research, create, implement and evaluate innovative marketing plans for nascent digital technologies. Students learn to think and write critically about consumer privacy and ethics.

10. Expanded Course Description:

This course develops students' abilities to reimagine and develop new conceptual frameworks for future of marketing strategies. Students learn how to effectively communicate novel and complex marketing concepts to management. The course teaches students how to envision, research, implement and evaluate innovative marketing plans for nascent digital technologies. Students learn how to think and write critically about consumer privacy and ethics.

Topics include foresight thinking, new marketing structures through Web3 and the Metaverse, hyper-personalization, artificial intelligence, synthetic media (CGI influencers and artificial humans), voice and sound intelligence, augmented/virtual reality, the 'Internet of Senses', blockchain, discovery and evaluation of patents, orchestrated advertising and reimagining jobs in marketing.

Classes feature a mixture of lectures, industry-leading guest speakers, student-led discussions, and experiential learning. In-class 'Thinking Exercises' involve future marketing scenario visualizations that challenge students to conceptualize marketing outside the bounds of typical marketing practices and structures. Students gain hands-on experience with tools and techniques in emerging technologies including artificial intelligence and augmented/virtual reality.

11. Course Learning Outcomes:

- Develop the ability to research, analyze, and reimagine new conceptual frameworks and technologies for future of marketing strategies.
- Discover and understand patents in marketing and non-marketing related functional areas.
- Write effective marketing and implementation plans for emerging digital technologies.
- Develop evaluation criteria and KPIs for nascent marketing tools and technologies.
- Improve ability to think and write critically about consumer privacy and ethics.
- Effectively communicate novel and complex marketing concepts to management.

12. Rationale:

This course offers students the opportunity to develop skills in reimagining conceptual frameworks for emerging 'future of marketing' strategies. Topics include foresight thinking, new marketing structures through Web3 and the Metaverse, hyper-personalization, artificial intelligence, synthetic media (CGI influencers and artificial humans), voice and sound intelligence, augmented/virtual reality, the 'Internet of Senses', blockchain, discovery and evaluation of patents, orchestrated advertising and reimagining jobs in marketing.

Students are challenged to write marketing plans and implementation strategies for novel and complex marketing technologies they research and develop. Students gain practical experience in presenting and defending innovative marketing plans to management. The course develops students' abilities to think and write critically about new consumer privacy and ethical issues arising from digital transformation.

This course presents no overlap with the core marketing course (MKTG 1030), and builds upon the basic concepts taught in that course. The content in MKTG 1030 includes basic marketing concepts including pricing, sales promotion, communications, integrated marketing, channel strategy, branding, targeting, positioning etc. The proposed course will cover a variety of more advanced marketing topics including artificial intelligence, hyper-personalization, augmented/virtual reality, affective (emotion) computing, location-based marketing, privacy, ethics, and many others.

In addition to providing students with essential knowledge, this course is important for Schulich because it directly supports student development for staff positions at the [Future of Marketing Institute \(FMI\)](#) at Schulich. FMI is a global leader in research, teaching, and outreach on future of marketing topics with over 55,000 subscribers to our digital magazine, podcasts, video series, newsletter, and social feeds. The knowledge gained in the proposed course will allow students who join FMI in later semesters to make an immediate and significant contribution to the Institute.

FMI regularly receives inquiries from both private and public sector organizations that are looking for students who are equipped with knowledge, skills, and imagination in emerging future of marketing methodologies/technologies. As this course is the first of its kind in Canada, learning this material will provide our students with a clear advantage in securing employment in this growing field.

The specific learning objectives of this course are:

- Develop the ability to research, analyze, and reimagine new conceptual frameworks and technologies for future of marketing strategies.
- Discover and understand patents in marketing and non-marketing related functional areas.
- Write effective marketing and implementation plans for emerging digital technologies.
- Develop evaluation criteria and KPIs for nascent marketing tools and technologies.
- Improve ability to think and write critically about consumer privacy and ethics.
- Effectively communicate novel and complex marketing concepts to management.

Diversity, Equity and Inclusion (DEI) Content

The course will include content on DEI issues in both lecture 2 (Applications of Artificial Intelligence in Marketing) and lecture 11 (Privacy, and Ethical Challenges with Novel Marketing Data). Specifically, these lectures will examine how the use of emerging future of marketing technologies including virtual reality systems (VR Googles), AI Generative models, voice analysis, and Large Language Models (LLMs) present challenges to marketers in terms of diversity, equity and inclusion.

In brief, all of the aforementioned technologies have the potential to profile and identify populations based on personal characteristics. This includes profiling individuals by ethnicity, health status, neurodiversity, disability and sexual orientation to name a few. Data collection, profiling and marketing based on these characteristics raise serious concerns that companies and marketers need to be thinking about now (i.e. before these methods become mainstream marketing).

13. Evaluation:

Assignment/Task	Quantity	% Weight	Author
Research Paper	1	25	Individual
Ethics/Privacy Paper	1	25	Individual
Participation and 4 'Thinking' Exercises'	1	10	Individual
Final Project – 'Pitch Night'			
a. Written Marketing Plan	1	20	Group
b. Presentation to Executives	1	20	Group

14. Integrated Courses

N/A.

15. Cross-listed Courses

N/A

16. Enrolment Notes:

The maximum enrollment will be 45 students. It is requested that 3rd-year students be given priority to enroll in this course. This is because successful completion of the course prepares students for staff roles and internships at the [Future of Marketing Institute](#) in the 4th year of the program. If enrollment of 45 3rd-year students is not achieved after the early enrollment period, then the remaining slots will be opened up to 4th-year students.

17. Faculty Resources

The course will originally be taught by Professor David Rice. Russell Belk (full-time faculty) and Martin Waxman (part-time faculty) are both qualified and willing to teach the course. As this course will only be offered in a single section in the Fall semester it should not place any strain on marketing department resources. A course coordinator is not required as only a single section will be taught.

18. Physical Resources

Normal Schulich classrooms are suitable to teach this course. No special equipment is required.

19. Bibliography and Library Statement

Attached as a separate document

New Course Proposal Template

(Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor:

Professor David Rice

Alternative instructors:

Russell Belk (full-time faculty) and Martin Waxman (part-time faculty) both have knowledge of the content and are willing to teach the course in future semesters.

Course coordinator:

Professor David Rice. Currently, this course will only be offered in a single section in the Fall semester.

21. Specializations

Primary area or specialization

This course will be listed under the Marketing area.

Secondary areas or specializations

N/A

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, in-class 'Thinking Projects', Presentations, etc.)

Maximum enrolment:

The maximum enrollment will be 45 students.

Expected enrolment: 45 students.

Evidence for enrolment expectations:

As Executive Director of the [Future of Marketing Institute](#), I have received many inquiries from undergraduate students requesting a course on the future of marketing. A survey was conducted of Schulich undergraduate students earlier this year to determine their level of interest in taking this course. The results indicated a very strong interest with 66% of respondents indicating that they would be 'very interested' in taking the course. An additional 29% of respondents reported they were 'somewhat interested' (N = 109).

23. Human Participants Research

N/A

24. Conditions for Approval

a) Provide a convincing case for the proposed course.

The current Marketing electives cover a number of subject areas including sport and tourism, consumer behavior, communications, social media/digital, brand management, entertainment, international marketing, research, and retail. We believe these courses offer our students useful learnings on a range of important topics. Therefore, we are not requesting that any of our current elective courses be dropped.

That said, the current elective courses in marketing are insufficient to teach our students important skills in future marketing thinking and emerging use of novel technologies. This is vital content that our students must understand to compete successfully for jobs in the rapidly changing marketing environment. It is for these reasons, that the 'future of marketing' course outline was enthusiastically reviewed by the Marketing faculty. The Marketing Area strongly supports the 'future of marketing' course and requests that it be added as an addition to our current curriculum.

All existing marketing electives have had a consistent student enrollment above 40. We thus don't anticipate that this new elective will negatively impact the popularity of existing electives. What is more, the marketing specialization has seen a surge of interest in recent years, with close to 30% of our undergraduate students choosing to specialize in marketing. It is for this reason that we do not believe it is necessary to retire an existing marketing elective to make room for this new proposed course.

David Rice
Signature

Sept 10, 2022
Date

<u>Theo Noseworthy</u>	<u>Marketing</u>	<u>Murat Kristal</u>	<u>Operations Management</u>
<u>Irene Henriques</u>	<u>Economics</u>	<u>Russell Belk</u>	<u>Marketing</u>
<u>Peter Darke</u>	<u>Marketing</u>	<u>Kevin Tasa</u>	<u>Organizational Behavior</u>
<u>Markus Biehl</u>	<u>Operations Management</u>	<u>Ashwin Joshi</u>	<u>Marketing</u>
<u>Ajay Sirsi</u>	<u>Marketing</u>	<u>Theo Peridis</u>	<u>Strategy</u>

Degree Program:

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

Mike Valente
Signature

October 7, 2022
Date

Mike Valente
Name of Program Director

BBA, iBBA Programs
Program

Program Committee:

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

Mike Valente
Signature

October 7, 2022
Date

Mike Valente
Name of Committee Chair

BBA/iBBA Program Committee
Committee

Course Outline

Fall 2023

Date: TBA

Classroom: TBA

Format: In-Class Teaching

Instructor Professor M. David Rice N315 Seymour Schulich Building E-Mail: mdrice@schulich.yorku.ca Telephone: 416-736-2100 Ext. 58241 Office hours: TBA	Assistant Tram Pham N304A Seymour Schulich Building E-Mail: trampham@schulich.yorku.ca
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Professor Rice is a futurist and recognized expert on marketing research. He has taught at Schulich since 1985 and has delivered papers on marketing research topics in over 20 countries. He has provided marketing research consulting to Fortune 500 companies including Microsoft, General Electric, Procter and Gamble, Intel, General Foods, Ford Motor Company, Dell, Panasonic, Hewlett-Packard, and the World Bank. Dr. Rice founded SurveySite in 1998, one of the first companies conducting online market research. SurveySite was acquired by ComScore in 2005. Dr. Rice currently serves as the Executive Director of the [Future of Marketing Institute](#), a leading global forum on teaching, research, and outreach on future of marketing topics.

Brief Description

This course develops students' abilities to reimagine and develop new conceptual frameworks, methodologies, and technologies for future of marketing strategies. Students learn how to communicate novel marketing concepts to management. The course teaches students how to research, create, implement and evaluate innovative marketing plans for nascent digital technologies. Students learn to think and write critically about consumer privacy and ethics.

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Course Learning Outcomes

This course develops students' abilities to reimagine and develop new conceptual frameworks, methodologies, and technologies for future of marketing strategies. Students are challenged to write marketing plans and implementation strategies for novel and complex marketing technologies. The course develops students' abilities to think and write critically about new consumer privacy and ethical issues arising from digital transformation. Students develop skills in foresight thinking and understanding patents to help them conceptualize, formulate and implement new marketing methodologies and technologies. Students gain practical experience in presenting and defending innovative marketing plans to management in a board-room setting.

The specific learning objectives of this course are:

- Develop the ability to research, analyze, and reimagine new conceptual frameworks and technologies for future of marketing strategies.
- Discover and understand patents in marketing and non-marketing related functional areas.
- Write effective marketing and implementation plans for emerging digital technologies.
- Develop evaluation criteria and KPIs for nascent marketing tools and technologies.
- Improve ability to think and write critically about consumer privacy and ethics.
- Effectively communicate novel and complex marketing concepts to management.

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	Author
Research Paper	1	25	Individual
Ethics/Privacy Paper	1	25	Individual
Participation and 4 ‘Thinking’ Exercises’	1	10	Individual
Final Project – ‘Pitch Night’			
a. Written Marketing Plan	1	20	Group
b. Presentation to Executives	1	20	Group

Course Material

The course consists of a mix of lectures, discussion, in-class ‘thinking’, and visualization exercises. Active participation is essential if students are to get the most out of this course. Permalinks to all materials are available on **Canvas** and through York University’s OMNI Library system.

Suggested Resources

Future of Marketing Institute (Schulich) Resources

[Future of Marketing Institute \(FMI\) Web Site](#)
[Future of Marketing Magazine](#)
[Future of Marketing Magazine Archive](#)
[Future of Marketing Institute LinkedIn](#)
[Future of Marketing Institute Newsletter](#)
[FMI Twitter](#)

Industry Resources

[Marketing Artificial Intelligence Institute](#) @mktgai
[MIT Technology Review](#) @techreview
[Swiss Cognitive – The Global AI Hub](#) @SwissCognitive
[VR/AR Association](#) @thevrara
[Future of Privacy Forum](#) @futureofprivacy
[AR Insider](#) @ArInsider
[Virtual Humans](#): @virtual_humans
[MMA Global](#): @MMAglobal
[Virtualhumans](#) @virtual_humans
[Future Today Institute](#) @fti
[Responsible Metaverse Alliance](#)

Thought Leaders

@profdavidrice @cathyhackl @amywebb @paulroetzer @martinwaxman @cspenn @joscholz
@JulesPolonetsky @bernardmarr @Mike_Stelzner @SpirosMargaris @tomemrich
@LouisBRosenberg @katieeking @CharlieFink @catrionawallace

Podcasts

1. [Future of Marketing Institute Podcast](#) (highly recommended)
2. [In Machines We Trust by MIT Technology Review](#)
3. [The Crypto Business Podcast by Social Media Examiner](#)

Video Series

1. [Future of Marketing Institute Video Series](#) (highly recommended)
2. [Retail Innovation Week Video Series](#)

Facebook Groups

1. [Virtual Beings](#)
2. [Virtual & Augmented Reality](#)
3. [The Metaverse Research](#)

Student Preparation for Class and Class Participation: Expectations

Preparation: Expect to spend at least 5-6 hours per week preparing for this class and completing assignments. Learning in this course involves absorbing material in multiple formats (reading articles, watching videos, listening to podcasts). It is important that you read, watch and listen to the required material posted on Canvas prior to attending class. Class slides will be posted on Canvas after the class is completed.

Classroom Participation & Attendance: Your Class Participation Grade will be based on your attendance, contributions to in-class discussion, and performance on hand-in 'Thinking Exercises'.

Late Assignments: Late assignments are not accepted. Additional assignments or extra work in lieu of a missed assignment is not allowed. All assignments will require a hard-copy to be handed in at the start of the class on the day the assignment is due. Students must also submit their assignments to **Turnitin** before class on the day the assignment is due. Instructions on how to use Turnitin on Canvas will be discussed in class.

Class-by-Class Syllabus

Topics, readings, videos, podcasts and other preparations for every class are listed below. Readings, or Permalinks to readings, are available on **Canvas**.

Lecture 1: Introduction to the Future of Marketing

Read

1. Kumar, V., Ramachandran, D, and B. Kumar (2021), "[Influence of new-age technologies on marketing: A research agenda](#)", *Journal of Business Research*
2. Rust, Roland (2020), "[The Future of Marketing](#)", *International Journal of Research in Marketing*

Watch

1. [Our Digital Future](#) (2021), Andy Hood, Keynote at Exchange4Media Conference, *Future of Marketing Institute Video Series*. (Video)

Lecture 2: Applications of Artificial Intelligence in Marketing

Read

1. Davenport, T., Guha, A., Grewel, D. and T. Bressgott (2019), "[How artificial intelligence will change the future of marketing](#)", *Journal of the Academy of Marketing Science*
2. Letheren, Kate ; Russell-Bennett, Rebekah ; Whittaker, Lucas (2020), [Black, white or grey magic? Our future with artificial intelligence](#), *Journal of Marketing Management*.
3. Visit '[Responsible Metaverse Alliance](#)' Web site and review their Charter and [Initiatives](#)

Watch

1. [What Are the Top Marketing AI Use Cases?](#) (2020), Marketing Artificial Intelligence Institute (Video)
 2. Review Web site and Initiatives: [The Responsibility Metaverse Alliance](#)
-

Lecture 3: The New Era of Content Marketing

Read

1. Dale, Robert (2020), "[GPT-3: What's it good for?](#)", *Natural Language Engineering Journal*
2. Smith, Thomas (2020), "[Experimenting With GPT-3 Felt Like Witnessing a Technological Revolution](#)", *Medium*
3. [A robot wrote this entire article. Are you scared yet, human?](#) (2020), *The Guardian*

Watch

1. Jeff Coyle (2021), "[How to Use AI for Content Marketing and the Future of SEO](#)", *Future of Marketing Institute Video Series* (Video)

In-Class Exercise: Creating Marketing Content using AI (Hand-In)

Lecture 4: Synthetic Media (CGI Influencers and Artificial Humans)

Read

1. Callahan, K. (2020), "[CGI Social Media Influencers: Are They Above the FTC's Influence?](#)", *Journal of Business & Technology Law*
2. McAfee, J. (2021), "[Virtual Beings: A New Internet-Native Medium for Shared Storytelling](#)", *Medium*

Optional: Block, E. and R. Lovegrove (2021), "[Discordant storytelling, 'honest fakery', identity peddling: How uncanny CGI characters are jamming public relations and influencer practices](#)", *Public Relations Inquiry*

Watch

1. [The Virtual Influencer](#) (2022) Christopher Travis, CEO of VirtualHumans.org, *Future of Marketing Institute Video Series*, (Video)

Lecture 5: Foresight Thinking and Patents

Read

1. Clarke, Nigel (2018), "[The Basics of Searching Patents](#)", *World Patent Information Journal*
2. Buehring, J. and Jeanne Liedtka (2018), "[Embracing systematic futures thinking at the intersection of Strategic Planning, Foresight and Design](#)", *Journal of Innovation Management*.
3. Webb, Amy (2019), "[How to do Strategic Planning Like a Futurist](#)", *Harvard Business Review Digital Article*. Schulich Widget for HBR: <https://researchguides.library.yorku.ca/HBR>

Lecture 6: Hyper-Personalization Through Voice, Sound and Emotion

Read

1. McStay, Andrew (2020) "[Emotional AI, soft biometrics and the surveillance of emotional life: An unusual consensus on privacy](#)", *Big Data and Society Journal*
2. Turow, Joseph (2021), "[There's a revolution coming in voice profiling and the warning signs are loud and clear](#)", *Scroll-In*
3. Noshad, A. and David Rice (2022), [Voice and Sound Intelligence in the Future of Marketing](#), *Future of Marketing Magazine*

Listen

1. Kinsella, Brett (2021), "[Joseph Turow Author of Voice Catchers on Voice Tech, Marketing and Privacy](#)", *Voicebot Podcast*

In-Class Exercise: Sentient Objects and Future Marketing Research Data Collection.

Lecture 7: Marketing through the 'Internet of Senses'

1. D. Panagiotakopoulos, G. Marentakis, R. Metzitakos, I. Deliyannis and F. Dedes (2022), "[Digital Scent Technology: Toward the Internet of Senses and the Metaverse](#)", *IT Professional Journal*
2. Kristina Naumvoski (2021), [The Internet of Senses and the Future of E-Commerce](#), *Future of Marketing Magazine Article Series*

Watch

1. [Trendspotting – 10 Hot Consumer Trends 2030 – The Internet of Senses](#) (Video)
-

Lecture 8: Future Applications of Augmented, Virtual and Mixed Reality/Holograms

Read

1. P.A. Rauschnabel et al. (2022) "[What is Augmented Reality Marketing: Its definition, complexity and future](#) (2022), *Journal of Business Research (Special Issue on AR Marketing)*
2. Scholz, J. and Katherine Duffy (2018), "[We AR at home: How augmented reality reshapes mobile marketing and consumer brand relationships](#)", *Journal of Retailing and Consumer Services*
3. Scholz, J. (2021), "[Does AR Advertising Work?](#)", *Future of Marketing Institute*

In-Class Exercise: 'Designing marketing messages in a hyper-reality grocery store '

LECTURE 9: MARKETING IN THE METAVERSE AND 'ORCHESTRATED' ADVERTISING

Read

1. Stackpole, Thomas (2022), "[Exploring the Metaverse](#)", *Harvard Business Review*
Schulich Widget for HBR: <https://researchguides.library.yorku.ca/HBR>
2. Hollensen, S., Kotler P. and M. Oliver (2022) "[Metaverse – the New Marketing Universe](#)", *Journal of Business Strategy*.
3. Louis Rosenberg (2022), [Marketing in the Metaverse: A Fundamental Shift](#), Future of Marketing Institute.

Industry Report (Briefly Scan): [Meet Me in the Metaverse](#) (2022), Accenture

[The Metaverse: What Marketers Need to Do to Prepare](#) (2021) *Social Media Marketing* (Podcast)

LECTURE 10: REIMAGINING MARKETING, BRANDS AND COMMUNITY THROUGH WEB3

Read:

1. Chohan, R and J. Paschen, "[What marketers need to know about non-fungible tokens \(NFTs\)](#)" (2021). *Business Horizons*
2. Sundararajan, Arun (2022), "[How Your Brand Should Use NFTs.](#)" *Harvard Business Review*.
Schulich Widget for HBR: <https://researchguides.library.yorku.ca/HBR>

Industry Report (Briefly Scan): [Branded Nft's 2021 Intelligence Report](#) (2021), Catherine Henry, *Media Monks*

Listen

[The Metaverse: What Marketers Need to Do to Prepare](#) (2021), Social Media Marketing (*Podcast*)

Michael Stelzner, [How Brands can Integrate with Web3](#) (2022) *Crypto Business (Podcast)*

LECTURE 11: PRIVACY AND ETHICAL CHALLENGES WITH NOVEL MARKETING DATA

Read:

Rahnama H. and Alex Pentland (2022), [The New Rules of Data Privacy](#), *Harvard Business Review*
Schulich Widget for HBR: <https://researchguides.library.yorku.ca/HBR>

Heller, B. and A. Bar-Zeev (2021), "[The Problems with Immersive Advertising: In AR/VR, Nobody Knows You Are an Ad](#)", by Brittan HellerAvi and Bar-Zeev, *Journal of Online Trust and Safety*

Watch

Rosenberg, Louis (2022), "[Should We Regulate the Metaverse](#)", *Future of Marketing Institute Video Series* (Video)

Discussion/In-Class Exercise: Issues in diversity, equity and inclusion with future of marketing technologies.

LECTURE 12: PITCH NIGHT: TEAM PRESENTATIONS

Teams will present their final projects to a team of 4 Future of Marketing expert judges in a '**Pitch Night**' format. Each team will have 20 minutes to make their pitch to the judges, including time for Q/A.

Group Projects: Group Project papers handed-in. Hard copy required and paper must be submitted to Turnitin before the start of class.

Written Assignments/Projects: Descriptions

Due Date

TBA

Research Paper (Individual Assignment): Value: 25% (Individual)

In this assignment, students will investigate the application of an emerging technology or methodology in the field of marketing. Topics will be unique to each student and assigned randomly by the Professor. The paper should include a discussion of specific use cases, limitations and opportunities with the proposed technology or methodology in one or more industries. Papers should address how the proposed technology/methodology will enhance the field of the marketing and prospects of an organization. Top papers will show creativity and look out into how the technology or methodology will impact marketing, and the marketing function, in both the medium and long term.

Top papers have the opportunity to be published in the [Future of Marketing Magazine](#) and be featured on the [Future of Marketing Institute Web site](#).

Length: Papers should be a minimum of 1,500 words to allow for depth of research into the topic. There is no maximum length of the paper.

Due Date

TBA

Privacy / Ethics Paper (Individual): Value 25% Individual

In this assignment, students will write a paper discussing the privacy/ethical concerns of the use a nascent marketing technology or methodology. In the paper, students will develop and present a *framework of the privacy/ethical issues* that emerge if the technology is adopted by an organization or industry. Market research and surveys can be used by the student to determine consumer reaction to the technology/methodology. The paper will include a plan on how the privacy/ethical concerns can be allayed or reduced for both the organization and consumer. Top grades will be awarded to papers that display an understanding of how future technologies conform with current digital/data laws including GDPR (Europe) and PIPEDA (Canada).

Length: Papers should be a minimum of 1,500 words. There is no maximum length of the paper.

Due Date:

TBA

Future of Marketing Technology/Methodology Business Plan and Implementation: Pitch Night (Group Project):

For this assignment, student teams will use foresight thinking, brainstorming and an examination of patent databases to develop a new future marketing methodology or technology. After developing the methodology/technology, teams will create a comprehensive written marketing plan to introduce or 'pitch' the method or technology to an organization.

Marketing plans will contain a detailed explanation of the method or technology, specify potential KPIs, and detail how implementation would be conducted. Paper will also discuss potential dangers, to the consumer or organization, by introduction of the new technology or method. While the new technology developed by the team can 'build upon' existing future of marketing concepts discussed in class, top grades will be awarded to papers that present truly novel approaches to marketing.

All teams will present their ideas to a group of senior marketing executives during a formal Future 'Pitch Night' event. Other Schulich stakeholders, faculty and students in other programs/classes will be invited to attend the Pitch Night event.

Max length: There is no minimum or maximum number of pages for this assignment

Point Allocation: *Written Paper: 20%, Presentation: 20%*

Evaluation of Written Assignments/Projects and Exams

As mentioned above, your final grade in the course will be calculated by multiplying the number value of the letter grade with the weight of the assignment. Number values will correspond to standard Schulich grading system (i.e. A+ = 9, A = 8, B+ = 7 etc.). The resulting numeric grades will be converted back to letter grades according to the following scale: 7.50 to 8.49 = A, 6.50 to 7.49 = A- ; and so on.

Turnitin: All submissions need to be submitted to **Turnitin** on Canvas. This must be done before the start of class on the day that the paper is due.

Calculation of Course Grade

As mentioned above, your final grade in the course will be calculated by multiplying the number value of the letter grade with the weight of the assignment. Number values will correspond to standard Schulich grading system (i.e. A+ = 9, A = 8, A- = 7, B+ = 6 etc.). The resulting numeric grades will be converted back to letter grades according to the following scale: 7.50 to 8.49 = A, 6.50 to 7.49 = A- ; and so on.

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 D (2). To keep final grades comparable across courses, elective courses are expected to have a mean grade between 5.5 and 7.0.

Grading, Academic Policies: Grading, Academic Honesty, Accommodations

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_LND_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_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/>.

SUBJECT: Library Statement for MKTG XXXX: Future of Marketing
FROM: Angie An, Teaching & Learning Librarian / Business Liaison Librarian
DATE: August 25, 2022

MKTG XXXX : Future of Marketing

York University Libraries (YUL) will be able to support the proposed undergraduate course, *MKTG XXXX: Future of Marketing*. The course teaches students to envision, research, implement and evaluate innovative marketing plans for nascent digital technologies. YUL has a strong collection of electronic and print periodicals, books, and business databases that will help students conduct secondary research for this course.

All the required course readings, podcasts and videos can be accessed electronically via the YUL website and/or the free web. The librarian noticed some *Harvard Business Review (HBR)* articles are listed in the course proposal. Due to copyright restrictions, permalinks to HBR articles cannot be used in Canvas. The professor can provide a complete citation to the HBR article and provide the students with a link to the library's [Harvard Business Review article guide](#). Students can then copy and paste the title of the HBR article into the guide's search widget to locate the articles quickly.

Searching the library's catalogue using *Marketing* as subject heading shows that YUL has an extensive collection of both print and eBooks on the course topic. Many of the books are available electronically, while the majority of the print books can be located at the Peter F. Bronfman Business Library.

YUL's Omni search interface can be used to locate scholarly, trade, and newspaper articles. Students may consult the [Omni search guide](#) for tips on using this discovery layer to find relevant articles. *Proquest Business* and *Business Source Complete (BSC)* are two core databases that provide subject-specific scholarly and trade business article publications. *Factiva* and *Nexis Uni* are two excellent databases that provide access to thousands of business news publications. Additional information on relevant article databases can be located on YUL's [Business Articles guide](#).

Students will have access to key marketing and business databases such as *Passport*; *Statista*; *WARC*; *Dapresy* (formerly *Vividata*); *IBISworld*; and *Marketline Advantage*. A complete list of YUL's business databases can be viewed at [Business Resources A-Z](#).

Students are encouraged to learn more about various databases the library subscribes to by consulting [YUL's well-developed and curated research guides](#). These guides list librarians' recommended resources for most asked research tasks. The professor may embed the [market](#) research guide which is especially useful to students enrolled in this course.

Students will have access to [research help and consultation services](#) both in-person and online. Students have the options to visit the reference desk at Peter F. Bronfman Business library, send an email to bronfref@yorku.ca, use the online chat service, or book a Zoom consultation with a [business librarian](#).

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Geoffrey Kistruck, Area Coordinator, Sustainability
Date: September 28, 2022
Re: Course rubric change for Sustainability Area undergraduate courses

Motion: That Faculty Council approve the change in rubric for the following courses that are administered by the Sustainability (SUST) area. This will make the course rubrics consistent with other courses in the SUST area.

ORIGINAL		TITLE	CHANGE		
Undergraduate					
MGMT 3200	3.0	Management Issues in the Nonprofit Sector	SUST 3200	3.0	Management Issues in the Nonprofit Sector
MGMT 4300	3.0	Corporate Social Responsibility in a Global Context	SUST 4300	3.0	Corporate Social Responsibility in a Global Context
PUBL 4000	3.0	Government and Business	SUST 4000	3.0	Government and Business

Rationale: With the creation of the Sustainability area, it makes sense to align the rubric of the courses administered by the area in the undergraduate programs to have the same rubric. This will make the area's courses more recognizable for students.

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 BBA/iBBA Programs

2. Responsible Unit:

Sustainability Area

3. Subject Code (Rubric) and Course Number:

MGMT 3200

4. Credit Value:

3.0 credit course

5. Long Course Title:

Management Issues in Nonprofit Sector

6. Short Course Title:

Management Issues in Nonprofit Sector

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

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

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

FALL 2023

9. Rationale:

With the creation of the Sustainability Area, the rubric for courses is changing to be consistent with the Area's name at both the undergraduate and graduate levels.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title</p> <p><u>Current:</u> Current Course Rubric/Number: MGMT 3200 3.0 Title: Management Issues in Nonprofit Sector</p> <p>Calendar Description: This course serves as a general introduction to the non-profit organization. It explores the historic roots and social, political and economic function of the non-profit sector in Canada. It examines both the legal and policy environments in which nonprofit organizations operate, and the unique organizational structures and governance practices that are characteristic of this sector. Additionally, this course will examine the accounting, marketing, staffing and fundraising issues of the sector.</p> <p>This course will appeal both to students who intend to pursue careers in the non-profit sector, as well as to students who will be involved with non-profit organizations over the course of their careers (either as board members and volunteers, or because their work in government or in the private sector brings them into contact and partnership with nonprofit organizations).</p>	<p>Title</p> <p><u>Proposed:</u> New Course Rubric/Number: SUST 3200 3.0 Title: Management Issues in Nonprofit Sector</p> <p>Calendar Description: no change from existing</p>

11. Enrolment Notes:

No changes to enrolment from existing requirements

12. Consultation:

n/a

Originator:Geoffrey Kistruck

Signature

September 28, 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

Signature

September 28, 2022

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Degree Program:

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

Mike Valente

Signature

September 28, 2022

Date

Mike Valente

Name of Program Director

BBA-iBBA Program

Program

Program Committee:

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

Mike Valente

Signature

October 7, 2022

Date

Mike Valente

Name of Committee Chair

BBA- iBBA Program Committee
Chair

Committee



SUST
MGMT3200 F2022 CREDITS: 3.00
SUST
MGMT 3200 A - MANAGEMENT
ISSUES IN NONPROFIT SECTOR
TUE 14:30-17:30 SSB S124

INSTRUCTOR

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AXELLE JANCZUR BIOGRAPHY

Axelle Janczur has been working in the not for profit sector in Toronto for over 30 years. With practice grounded in principles of access and equity, her interests include addressing systemic barriers to services, working with vulnerable communities to achieve change. She is an experienced trainer and public speaker, and a committed volunteer. With an MA in political science and an MBA from the Schulich School of Business, she has been working at Access Alliance Multicultural Health and Community Services for the past 20 years as Executive Director, leading them through a transformative process, prioritizing capacity building, development of a community based research agenda and advocating for individuals and communities facing discrimination and marginalization. Last but not least, she has built a thriving social enterprise, generating revenues to support the mission of the organization.

BRIEF DESCRIPTION

This course serves as a general introduction to the nonprofit organization. It explores the historic roots and social, political and economic function of the non-profit sector in Canada. It examines both the legal and policy environments in which nonprofit organizations operate, and the unique organizational structures and governance practices that are characteristic of this sector. Additionally, this course will examine the accounting, marketing, staffing and fundraising issues of the sector. This course will appeal both to students who intend to pursue careers in the non-profit sector, as well as to students who will be involved with non-profit organizations over the course of their careers (either as board members and volunteers, or because their work in government or in the private sector brings them into contact and partnership with non-profit organizations).

COURSE LEARNING OUTCOMES

Non-profit organizations have always provided a significant proportion of the social, health, cultural, recreational, religious and educational services which profoundly affect Canadians' quality of life. In recent years, non-profit organizations have been under increasing stress as they have attempted to meet the growing demands for their services, often within a chaotic and ever changing external environment. At the same time, funders – governments, individuals, corporations and foundations – demand a greater level of accountability for their contributions. These changes create tremendous challenges to the sector's leaders.

Until recently, very little applied management education has taken account of the unique characteristics that make the work of non-profit executives and governors so challenging. There is, however, a growing awareness of the overlap

among the private, broader public and non-profit sectors which means that understanding the role, unique aspects, challenges and opportunities of non-profits is increasingly important for business students.

Given this environment, the objectives of this course are:

1. To introduce students to the size, scope, structure, functions and diversity of the non-profit sector, exploring its unique roles within Canadian society and the economy
2. To orient students to the dynamics of organizational management and leadership, including governance, staff/volunteers, strategy, planning, resource development, financial management, change management and accountability
3. To help students appreciate the regulatory environment, internal and external and stakeholder relations, community relations, collaboration and partnership building as key elements of management in the non-profit sector
4. To help students understand concepts related to corporate social responsibility and social entrepreneurship, and to discuss specific examples and linkages to the non-profit sector

Through this course, students will gain skills in group work, organizational analysis, presenting, research and writing.









COURSE MATERIAL

Slides and reading material for each class are available on Canvas.

Recommended texts (good resource/background)

1. Management of Nonprofit and Charitable Organizations in Canada, 4th Ed, Keith Seel, General Editor, 2018
2. Phillips, Susan D. and Wyatt, Bob (Eds) (2021) Intersections and Innovations: Change for Canada's Voluntary and Nonprofit Sector. Edmonton, AB, Canada: Muttart Foundation
3. Catalyst for Change: A Roadmap to a Stronger Charitable Sector, Report of the Special Senate Committee on the Charitable Sector, June 2019

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Roll Call Attendance 0%			
Roll Call Attendance		0%	
Class Participation 15%			
Class Participation		15%	
Team Project – Class Leadership Report 10%			
Team Class Leadership Report		10%	
Individual Project - Commentary on Current Issue 20%			
Individual Project - Commentary On Current Issue		20%	Fri Oct 21, 2022 at 05:00pm EDT
Team Project - Organizational Field Study 25%			
Team Project - Organizational Field Study		25%	Tue Nov 29, 2022 at 02:30pm EST
Quiz 1 10%			
Quiz 1		10%	Tue Oct 4, 2022 at 05:30pm EDT
Quiz 2 10%			
Mgmnt 3200R Quiz #2		10%	Tue Nov 8, 2022 at 05:30pm EST
Quiz 3 10%			
Quiz #3		10%	

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Roll Call Attendance

Class Participation

Class participation marks are based on: consistent participation in class activities which include identification of adopted non-profit organization; current event analyses; submission of one (1) reading review; and regular small group activities that are submitted by email or on Canvas. Current event analyses are student led discussions of “news bytes” based on daily newspaper items/articles (no journals or online blogs or posts) about or relevant to NP sector.

Team Class Leadership Report

Bringing Nonprofit Management Issues to Life

The Non-profit Management Issues Report is the student’s premiere chance for self-directed learning in a small group. Beginning in Week 3 of the course, working in groups of three, students will take a leadership position and lead the class through a high-level discussion of a particular topic for the class. The instructor will form the groups.

First, each group will sign up for a single topic on a specific day. This occurs the first day of classes. Students will be required to research and present a non-profit related topic as specified in the course outline.

The student teams will also be in charge of assigning one course reading to the class on their topic. That reading must be accessible to the class by posting under ***Discussions on Canvas*** at least 2 days prior to the class. Students will be expected to have read that assigned reading, and the presentation may mention it, but should expand far beyond it. At least three solid sources of information should be used for the presentation. These can include journal articles or popular media sources.

On the day of the class, the student team will present. The student team will introduce and explain the topic, and relate it to course learning. The presentation will last 10 minutes maximum, plus 2 - 5 minutes for Q&A. Presenters will facilitate the Q&A component, with their peers. Next, the presentation must be posted as a pdf or ppt file to the Discussion on Canvas so that it is accessible to all members of the class.


A 1-2 page summary of your report must be submitted to Instructor on Canvas as a Word document at least one day prior to the relevant class. This must include references used. No hardcopy is required or desired. Max length: 2 pages.

Students will be assessed on the content of the presentation (including selection of resources and written summary), the presentation to class and their ability to convey key concepts and engage with their peers. Max length: Limit of 10 slides.

Week	Weekly Theme	Presentation topics for groups (posted for sign up on Canvas)
Week 3	Macro-economics of the NP Sector in Canada	What is the relationship between Canada’s non-profit sector and
		How and Why are Community Services at Risk – a macro econom
Week 4	Governance, leadership and the changing role of boards	Governance issues in the NP Sector – critical issues and challenge
		What constitutes organizational health in NP organizations?
Week 5	NP Sector accountability and regulatory environment; stakeholder engagement	NP Stakeholders – what are their expectations and how to manag
		Corporate Social Responsibility – unpacking this approach to priv; engagement
Week 6	Resource Development and Sustainability	Social enterprises as a model for NP organization’s resource devel
		New directions in NP fundraising

Week 7	Strategy in the NP Sector	Strategy development and challenges in the NP sector Client centred – what does this mean and how does it affect strategy development and client engagement?
Week 8	Evaluating Impact	Measuring Impact and effectiveness in the NP sector
Week 9	NP Finances	NP finances – key issues and challenges Fraud Prevention in NPOs, approaches and challenges
Week 10	People Management	Volunteerism in the NP Sector Indigenous communities, NP organizations, key issues
Week 11	Risk Management	Ethical issues in non-profit organizations Governance role in risk management in NPOs

Individual Project - Commentary On Current Issue

 **Due Date:** Fri Oct 21, 2022 at 05:00pm EDT

From one of the main thematic areas of the course, each student selects a topical current article (2017-2022) from a reputable non-profit management journal and prepares a memo to the Executive Director (ED) / Chief Executive Officer (CEO) of a non-profit from the perspective of someone who works in the organization (must be a real organization), briefly covering (1) the article's key points and (2) implications/recommendations for the organization (i.e. why should the ED/CEO care?). The memo should outline critical sectoral issues of relevance to the organization, and demonstrate an analysis and that the student has opinions on the topic (from the perspective of their organizational role). Ideally the memo should identify a next step(s) for the organization that is realistic and appropriate to the role.

Reputable journals tend to have articles which are peer reviewed and are often available from university libraries. Google Scholar can be a good way to locate these journals. Examples of these journals include:

- Board Leadership
- Canadian Journal of Nonprofit and Social Economy Research
- International Journal of Nonprofit and Voluntary Sector Marketing
- International Review on Public and Nonprofit Marketing
- Journal of Nonprofit and Public Affairs
- Journal of Nonprofit and Public Sector Marketing
- Journal of Nonprofit Education and Leadership
- Nonprofit and Voluntary Sector Quarterly
- Nonprofit Management and Leadership
- Nonprofit Policy Forum
- Third Sector Review
- Voluntas: International Journal of Voluntary and Nonprofit Organizations

Expectations

- Limit of three pages, double-spaced, 12 font
- Professional memo style
- Provide a hyperlink to the article
- Referencing consistent with Schulich's policy on academic honesty

Grading

- Relevance and importance of article to contemporary non-profit management current critical issue for NP organizations – 20%
- Distinguishes key points of article – 20%
- Identifies implications for non-profit manager (be focused, do not over-reach) – 20%
- Articulates opinion and recommendations or course of action – 20%
- Paper mechanics (structure, spelling / grammar) – 20%

Team Project - Organizational Field Study

 **Due Date:** Tue Nov 29, 2022 at 02:30pm EST

The Organizational Field Study is an opportunity for students to research a specific non-profit organization to understand their strategy and challenges, apply some thinking based on themes and issues discussed in class, and make recommendations based on assessments/analysis. While contact with the organization is not required, it can be an asset. The organization in question must agree to this engagement if this is the case.

Components

- Internal analysis
 - identify the formal or informal mission/purpose of the organization
 - describe how it is organized, governance and management structure
 - identify any operational, governance, resource or other issues
- External analysis
 - determine what external environmental issues/trends are impacting the organization, and how the organization is responding
- Strategic issues
 - Based on the internal and external analysis, identify and describe one to three strategic issues that the organization faces (e.g., governance, management, stakeholder competition, corporate social responsibility, impact and efficacy, fundraising, workforce, technology)
- Recommendations
 - Propose recommendations to address the strategic issues
- Appendices (Use appendices to provide detailed information, such as data and analysis tools, e.g., PEST, SWOT, stakeholder map). Students should make reference to all items in the appendices in the main part of the assignment


Expectations

- Maximum 20 PowerPoint slides for main body of report, this doesn't include relevant appendices of any length/format
- Referencing consistent with Schulich's policy on academic honesty

Grading

- Demonstrates ability to analyze internal factors – 10%
- Demonstrates ability to analyze external factors – 15%
- Strategic issues - Successfully explains strategic issue(s) and why they matter, with clear linkage to evidence – 20%
- Recommendations - Formulates a clear and precise point of view concerning the issue and next steps that are doable – 20%
- Organization of information - Information is well organized with well-constructed sections, clear and accessible, linkages to appendices – 20%
- Paper mechanics - Clear outline, flow of points, synthesis of information, use of tools; sources (info and graphics) are accurately documented, grammar and spelling – 10%
- Course themes - Linkage of analysis to course themes – 5%


Quiz 1

 **Due Date:** Tue Oct 4, 2022 at 05:30pm EDT

Combination of multiple choice and short answer, covering information from readings, lectures and team presentations.


- Material from weeks 1, 2 and 3.

Mgmt 3200R Quiz #2

 **Due Date:** Tue Nov 8, 2022 at 05:30pm EST

This quiz is based on indicated weeks and specified texts. You do not need to write complete sentences or paragraphs, just bullet points are fine. Read questions carefully, most are multi-part.

Quiz #3

 **Due Date:** Tue Dec 6, 2022 at 05:30pm EST

Please read the questions carefully and answer all parts.

Short answers.

GRADING SCHEME

A+	100%	to	90%
A	< 90%	to	80%
B+	< 80%	to	75%
B	< 75%	to	70%
C+	< 70%	to	65%
C	< 65%	to	60%
D+	< 60%	to	55%
D	< 55%	to	50%
F	< 50%	to	0%

CLASS-BY-CLASS SYLLABUS

Class 1 - Introduction to the course

Sep 13/22

Overview: Introduction to the course

Objectives

Expectations
Syllabus

Activities

Introductions
Overview of course
Honour statement
Adopt A Non-Profit

Class 2 - Introduction to the non-profit and charitable sectors

Sep 20/22

Overview: Introduction to the non-profit and charitable sectors

Objectives

What are the non-profit and charitable sectors in Canada?
How do they compare to the public and private sectors?
How are governance and management distinct in these sectors?

Required readings

1. **(BA)** Bradach, J.L. et al. (2008) Delivering on the promise of nonprofits Harvard Business Review, 86(12) p.88-97 <https://researchguides.library.yorku.ca/HBR>
(<https://researchguides.library.yorku.ca/HBR>)
2. **(LR)** Pricop, L (2021) Blood and plasma donors during the COVID-19 pandemic: Arguments against financial stimulation History and Philosophy of Life Sciences, 43(1) http://ezproxy.library.yorku.ca/login?url=https://resolver.scholarsportal.info/resolve/03919714/v43i0001/nfp_bapddtcpaafs.xml
(http://ezproxy.library.yorku.ca/login?url=https://resolver.scholarsportal.info/resolve/03919714/v43i0001/nfp_bapddtcpaafs.xml)
3. **(CC)** Elson, P.R. (2007) A short history of voluntary sector-government relations in Canada The Philanthropist, 21(1) <https://thephilanthropist.ca/2007/07/a-short-history-of-voluntary-sector-government-relations-in-canada/> (<https://thephilanthropist.ca/2007/07/a-short-history-of-voluntary-sector-government-relations-in-canada/>)

Recommended

(CC) Chapter 3 - Marshall, Dominique (2021) Four Keys to Make Sense of Traditions in the Nonprofit Sector in Canada: Historical Contexts. In Susan D. Phillips and Bob Wyatt (Eds.), Intersections and Innovations: Change for Canada's Voluntary and Nonprofit Sector. Edmonton, AB, Canada: Muttart Foundation <https://era.library.ualberta.ca/items/22cdae0a-2b50-457c-8cdf-2da90604e087>
(<https://era.library.ualberta.ca/items/22cdae0a-2b50-457c-8cdf-2da90604e087>)

Class 3 - Macro-economics of the non-profit sector in Canada

Sep 27/22

Overview: Macro-economics of the non-profit sector in Canada

Objectives

- What is the relationship between Canada's non-profit sector and the economy?
- How and why is the relationship changing?
- How can non-profit managers address macroeconomic factors?

Required reading:

1. **(CC)** Eakin, L. (2004) Community service organizations at risk The Philanthropist, 19(4)
<https://thephilanthropist.ca/2004/12/community-service-organizations-at-risk/>
(<https://thephilanthropist.ca/2004/12/community-service-organizations-at-risk/>)
2. **(CC)** Chapter 2 Lasby, David and Barr, Cathy (2021) State of the Sector and Public Opinion about the Sector. In Susan D. Phillips and Bob Wyatt (Eds.), Intersections and Innovations: Change for Canada's Voluntary and Nonprofit Sector. Edmonton, AB, Canada: Muttart Foundation
<https://era.library.ualberta.ca/items/22cdae0a-2b50-457c-8cdf-2da90604e087>
(<https://era.library.ualberta.ca/items/22cdae0a-2b50-457c-8cdf-2da90604e087>)

Activities

Team Presentations:

- What is the relationship between Canada's non-profit sector and the economy?
- How and Why are Community Services at Risk – a macro economic analysis

Class 4 - Governance, leadership and the changing role of boards

Oct 4/22

Overview: Governance, leadership and the changing role of boards

Objectives

- What do boards of directors do?
- How and why are leadership and non-profit governance changing?
- How can non-profit managers work effectively with boards of directors?

Required Readings

1. **(I-PA)** Lalonde, L. (2018) Peering into the future: Reimagining governance in the non-profit sector (Published by Mowat NFP) <https://munkschool.utoronto.ca/mowatcentre/peering-into-the-future/>
2. **(I-PA)** <https://nonprofitquarterly.org/who-owns-your-nonprofit/> 2
(<https://nonprofitquarterly.org/who-owns-your-nonprofit/>)
3. **(LR)** Decolonize your board, SSIR Summer 2021
https://ssir.org/articles/entry/decolonize_your_board
(https://ssir.org/articles/entry/decolonize_your_board)
4. **(CC)** Chapter 8 Charters, Owen (2021) Board Governance in Practice. In Susan D. Phillips and Bob Wyatt (Eds.), Intersections and Innovations: Change for Canada's Voluntary and Nonprofit Sector. Edmonton, AB, Canada: Muttart Foundation

Recommended

1. **(I-PA)** Benjamin, LM (2021) Putting participants at the center of managing and leading nonprofits [Stanford Social Innovation Review](https://ssir.org/articles/entry/putting_participants_at_the_center_of_managing_and_leading_nonpr)
https://ssir.org/articles/entry/putting_participants_at_the_center_of_managing_and_leading_nonpr
2. **(I-PA)** Millesen, J.L. (2002) Who 'owns' your nonprofit? [The Nonprofit Quarterly](#).

Activities

Quiz #1

Team Presentations:

- Governance issues in the NP sector – critical issues and challenges
- What constitutes organizational health in NPO's

Class 5 - Non-profit sector's accountability and regulatory environment; Stakeholder management

Oct 18/22

Overview: Non-profit sector's accountability and regulatory environment; Stakeholder management

Objectives

- What is the relationship between Canada's non-profit and public sectors?
- What roles does the non-profit sector play in public policy?
- What other stakeholders does Canada's non-profit sector have and what are their contributions to and expectations of the sector?

Required Readings

1. **(I-PA)** McCambridge, R. (2019) The accountability imbalance: What nonprofits need to change [The Nonprofit Quarterly](https://nonprofitquarterly.org/the-accountability-imbalance-what-nonprofits-need-to-change/) <https://nonprofitquarterly.org/the-accountability-imbalance-what-nonprofits-need-to-change/>
2. **(LR)** Saxton, G. D. (2005). The participatory revolution in nonprofit management [Public Manager](#), 34(1) p 34-39 <http://ezproxy.library.yorku.ca/login?url=https://www.proquest.com/scholarly-journals/participatory-revolution-nonprofit-management/docview/236296018/se-2?accountid=15182> (<http://ezproxy.library.yorku.ca/login?url=https://www.proquest.com/scholarly-journals/participatory-revolution-nonprofit-management/docview/236296018/se-2?accountid=15182>)
3. **(CC)** Chapter 4 Wyatt, Bob (2021) It Should Have Been So Simple: The Regulation of Charities in Canada. In Susan D. Phillips and Bob Wyatt (Eds.), *Intersections and Innovations: Change for Canada's Voluntary and Nonprofit Sector*. Edmonton, AB, Canada: Muttart Foundation

Recommended

1. **(CC)** Chapter 27 Transforming Health and Social Services Delivery Systems in Canada: Implications for Government– Nonprofit Relations Rachel Laforest, In Susan D. Phillips and Bob Wyatt (Eds.), *Intersections and Innovations: Change for Canada's Voluntary and Nonprofit Sector*. Edmonton, AB, Canada: Muttart Foundation

Activities

Team Presentations:

- Non-profit stakeholders – what are their expectations and how to manage these?
- Corporate Social Responsibility – unpacking this approach to private/non-profit engagement

Class 6 - Resource development; sustainability and social entrepreneurship

Oct 25/22

Overview: Resource development; Sustainability and entrepreneurship

Objectives

What challenges does the non-profit sector face in resource development?
How are these challenges changing?
How can non-profit managers address these challenges? What role can social entrepreneurship play?
What are the roles of social finance and corporate social responsibility?

Required Readings

(LR) Emmett, B. (2016) Charities, sustainable funding and smart growth (Published by Imagine Canada) http://ezproxy.library.yorku.ca/login?url=https://books.scholarsportal.info/uri/ebooks/ebooks0/gibson_cppe-chrc/2017-10-02/8/10090059
(I-PA) Gregory, A.G. & Howard, D. (2009) The nonprofit starvation cycle Stanford Social Innovation Review, 7(4) p49-53

Recommended:

(I-PA) Jog, A (2020) Are charities ready for social finance? (Published by Imagine Canada) <https://www.imaginecanada.ca/sites/default/files/2020-11/IRP%20Report%20Sept%2021%20FINAL.pdf>
(LR) Nenn, K (2021) Leverage technology to acquire younger donors Successful Fundraising <http://ezproxy.library.yorku.ca/login?url=https://onlinelibrary.wiley.com/doi/10.1002/sfr.31667>
(I-PA) Zimmerman, B. & Dart, R. (1998) Charities doing commercial ventures: Societal and organizational implications (Published by Trillium Foundation) http://epe.lac-bac.gc.ca/100/200/300/cprn/english/cdc_e.pdf

Activities

Team Presentations:
Social enterprises – new model for NPO resource development?
New directions in non-profit fundraising

Class 7 - Strategy in the nonprofit sector

Nov 1/22

Overview: Strategy in the nonprofit sector

Objectives

What role does strategic planning play in the non-profit sector?
How and why is thinking about strategic planning changing?
How can non-profit managers develop effective strategic plans?

Required Readings

1. **(I-PA)** Mollenhauer, L. (2017) Trends and forces reshaping nonprofit organizations (Published by Ignite NPS) <https://ignitenps.com/resources/>
2. **(BA)** Barenblat, K. *What the Best Nonprofits Know About Strategy*, Harvard Business Review, August 2018. [Online] Available: <https://researchguides.library.yorku.ca/HBR> (<https://researchguides.library.yorku.ca/HBR>)
3. **(I-PA)** Peter Senge, Hal Hamilton, John Kania, The Dawn of System Leadership, SSIR Winter 2015, https://ssir.org/articles/entry/the_dawn_of_system_leadership

Activities

Team Presentations:
Strategy development and challenges in the non-profit sector

Class 8 - Evaluating impact

Nov 8/22

Overview: Evaluating impact

Objectives

- How does the non-profit sector evaluate its impact?
- How and why is evaluation changing in the non-profit sector?
- How can non-profit managers effectively evaluate impact?

Required Readings

1. (IA) Mills-Scofield, D. (2012) It's not just semantics: Managing outcomes vs. outputs Harvard Business Review
2. (I-PA) Sawhill, J. & Williamson, D. (2001) Measuring what matters in nonprofits McKinsey Quarterly <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/measuring-what-matters-in-nonprofits> (<https://www.mckinsey.com/industries/public-and-social-sector/our-insights/measuring-what-matters-in-nonprofits>)
3. (<https://www.mckinsey.com/industries/public-and-social-sector/our-insights/measuring-what-matters-in-nonprofits>) (cc) Lasby, D (2019) The state of evaluation: Measurement and evaluation practices in Canada's charitable sector Imagine Canada <https://www.imaginecanada.ca/en/research/state-of-evaluation>

Recommended

1. (LR) Fruchterman, J. (2016) Using data for action and for impact Stanford Social Innovation Review, 14(3) p 30-35 <http://ezproxy.library.yorku.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=115643214&site=ehost-live>
2. (LR) Mensing, J.F. (2017) The challenges of defining and measuring outcomes in nonprofit human service organizations Human Service Organizations: Management, Leadership & Governance, 41(3) p 207-212 http://ezproxy.library.yorku.ca/login?url=https://resolver.scholarsportal.info/resolve/23303131/v41i0003/207_tcodamoinhso.xml (http://ezproxy.library.yorku.ca/login?url=https://resolver.scholarsportal.info/resolve/23303131/v41i0003/207_tcodamoinhso.xml)
3. (I-PA) Reynolds, G. et al (2018) A playbook for designing social impact measurement Stanford Social Innovation Review https://ssir.org/articles/entry/a_playbook_for_designing_social_impact_measurement

Activities

- Team Presentations:
- NP organizations: measuring impact and effectiveness

Class 9 - Non-profit finances

Nov 15/22

Overview: Non-profit finances

Objectives

- How does non-profit financial management differ from private sector financial management?
- How can non-profit managers effectively manage organizational finances?

Required Readings

1. (I-PA) Meade, S. (2010) Differences between profit and nonprofit accounting (Published by Charity Village)
https://charityvillage.com/differences_between_profit_and_nonprofit_accounting/#.W3RK-k2WxaR
2. https://ssir.org/articles/entry/the_nonprofit_starvation_cycle
3. (I-PA) Coker, R. et al (2018) Building financially resilient nonprofits: Lessons from the field
Stanford Social Innovation Review
https://ssir.org/articles/entry/building_financially_resilient_nonprofits_lessons_from_the_field

Recommended

1. (LR) Board & Administrator (2021) Fraud case highlights need for audit committees, diligence
Board & Administrator <http://ezproxy.library.yorku.ca/login?url=https://onlinelibrary.wiley.com/doi/10.1002/ban.31237>
2. (LR) Charles, C (2021) Capital structure determinants for arts nonprofits Nonprofit Management & Leadership http://ezproxy.library.yorku.ca/login?url=https://resolver.scholarsportal.info/resolve/10486682/v31i0004/761_csdfan.xml

Activities

Team Presentations:

- NP finances – key issues and challenges
- Fraud Prevention in NPO's, approaches and challenges

Video:

Financial management in NPO's – 5 good ideas Lois Fine (https://www.youtube.com/watch?v=qU8NO_2Qabw&ab_channel=MaytreeToronto)

Class 10 - People Management

Nov 22/22

Overview: People Management

Objectives

- Who makes up the workforce of the non-profit sector?
- How and why is the management of people changing in the non-profit sector?
- Why are diversity and inclusion so important?
- How can non-profit managers effectively manage staff and volunteers?

Required Readings

1. **(LR)** Rhode, D. L., & Packel, A. K. (2009) Ethics and nonprofits Stanford Social Innovation Review, 7(3) p 29-35 <http://ezproxy.library.yorku.ca/login?url=https://www.proquest.com/docview/217165301> (<http://ezproxy.library.yorku.ca/login?url=https://www.proquest.com/docview/217165301>)
2. **(I-PA)** Zack, G. & De Armond L. (2015) Nonprofit fraud: It's a people problem, so combat it with governance The Nonprofit Quarterly

<https://nonprofitquarterly.org/nonprofit-fraud-its-a-people-problem-so-combat-it-with-governance/>

Recommended

1. **(I-PA)** Counts (2021) Leading in a time of crisis Stanford Social Innovation Review
https://ssir.org/books/excerpts/entry/leading_in_a_time_of_crisis
2. **(I-PA)** Lindsay, H. (2009) 20 questions directors of not-for-profit organizations should ask about risk (Published by Chartered Professional Accountants Canada)

<https://www.cpacanada.ca/en/business-and-accounting-resources/strategy-risk-and-governance/not-for-profit-governance/publications/not-for-profit-director-duties-20-questions>

3. (OA) McMullin, C & Raggo, P (2020) Leadership and governance in times of crisis: A balancing act for nonprofit boards *Nonprofit and Voluntary Sector Quarterly*

<http://ezproxy.library.yorku.ca/login?>

url=https://resolver.scholarsportal.info/resolve/08997640/v49i0006/1182_lagitoabafnb.xml

Activities

Team Presentations:

Indigenous Communities, NP organizations, key issues

Volunteerism in the NP sector

Class 11 - Risk management

Nov 29/22

Overview: Risk management

Objectives

What kinds of risks does the non-profit sector face?

How and why are these risks changing?

How can non-profit managers identify, assess and manage risks?

Required Readings

(I-PA) Rhode, D. L., & Packel, A. K. (2009) Ethics and nonprofits *Stanford Social Innovation Review*, 7(3) p 29-35 [https://ssir.org/articles/entry/ethics_and_nonprofits?](https://ssir.org/articles/entry/ethics_and_nonprofits?fbclid=IwAR20uoJbhdpxXMqDmYf-mYEsoHyUm2E6FCg-2h0URS8mh7RaXFwerwx7Szk#)

[fbclid=IwAR20uoJbhdpxXMqDmYf-mYEsoHyUm2E6FCg-2h0URS8mh7RaXFwerwx7Szk#](https://ssir.org/articles/entry/ethics_and_nonprofits?fbclid=IwAR20uoJbhdpxXMqDmYf-mYEsoHyUm2E6FCg-2h0URS8mh7RaXFwerwx7Szk#)

(I-PA) Zack, G. & De Armond L. (2015) Nonprofit fraud: It's a people problem, so combat it with governance *The Nonprofit Quarterly* <https://nonprofitquarterly.org/nonprofit-fraud-its-a-people-problem-so-combat-it-with-governance/>

Recommended

(I-PA) Counts (2021) Leading in a time of crisis *Stanford Social Innovation Review*

https://ssir.org/books/excerpts/entry/leading_in_a_time_of_crisis

(I-PA) Lindsay, H. (2009) 20 questions directors of not-for-profit organizations should ask about risk (Published by Chartered Professional Accountants Canada)

<https://www.cpacanada.ca/en/business-and-accounting-resources/strategy-risk-and-governance/not-for-profit-governance/publications/not-for-profit-director-duties-20-questions>

(LR) McMullin, C & Raggo, P (2020) Leadership and governance in times of crisis: A balancing act for nonprofit boards *Nonprofit and Voluntary Sector Quarterly* <http://ezproxy.library.yorku.ca/login?>

url=https://resolver.scholarsportal.info/resolve/08997640/v49i0006/1182_lagitoabafnb.xml

Activities

Organizational Field Study due

Team Presentations:

Ethical Issues in NPO's

Governance role in Risk Management in NPO's

Class 12 - Change management; Pulling it all together

Dec 6/22

Overview: Change management; Pulling it all together

Objectives

How is the non-profit sector changing?
How can non-profit managers create and manage change?
What are key takeaways for business students?

Required Readings

Deaton, L. (2021). **The social sector needs a meta movement.**

(https://ssir.org/articles/entry/the_social_sector_needs_a_meta_movement#) Stanford Social Innovation Review

KPMG (2017). **Plotting the course: Ten crucial conversations about system change.**

(<https://assets.kpmg/content/dam/kpmg/ca/pdf/2017/09/kpmg-plotting-the-course.pdf>) (Published by KPMG)

Le, V. (2017). **Star Trek and the future of the nonprofit sector.**

(<https://nonprofitquarterly.org/star-trek-future-nonprofit-sector/>) The Nonprofit Quarterly

Recommended Readings

Parker, C. (2016). **8 predictions for the world in 2030.**

(<https://www.weforum.org/agenda/2016/11/8-predictions-for-the-world-in-2030>) (Published by World Economic Forum)

Activities

Video

https://www.ted.com/talks/eddie_obeng_smart_failure_for_a_fast_changing_world#t-736942

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

Students are expected to do the required readings for class. For the most part these are very accessible and intended to stimulate thinking.

Students are also expected to stay on top of current events, read reputable daily/weekly news sources and in particular be aware of articles referencing non-profit organizations.

Finally, students are expected to review assignment requirements and if necessary, ask for clarification or guidance.

Class Participation (contribution)

Students should show up on time and be present in class. This means stay off personal devices and non-course related platforms and websites. If participating virtually, instructor prefers cameras to be on. Interaction is important - ask questions, share opinions, engage with students presenting weekly.

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 D (2). To keep final grades comparable across courses, the average course grade within a section of an undergraduate course is normally between 5.5 and 7.0.

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

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

Academic Honesty

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

Accommodations

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

Exams (Absence from)

Midterm

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

Final

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

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

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

Visiting Campus

All York community members share in the responsibility of keeping others safe on campuses, and to uphold professional and respectful interactions with one another. In this class, as elsewhere on campus, students must comply with all University health and safety regulations or protocols, including the following:

- Do not attend in-person activities at any of York University's campuses/locations when you are feeling unwell. Please complete a self-assessment on YU Screen to receive support from a member of the University's case and contact management team.
- Wear a high quality, snugly fitting mask that completely covers the mouth, nose, and chin in all indoor spaces on campus
- Do not eat or drink in instructional spaces, including research and shared spaces (e.g., Libraries), unless for urgent health reasons.

More Information about COVID-19 health and safety measures can be found on the **Better Together** (<https://www.yorku.ca/bettertogether/>) website.

Encouraging a Community of Care

As pandemic-weariness increases, instructors and students are encouraged to uphold compassion, kindness, empathy, and a sense of responsibility towards one another amid such uncertainty and strain. Students are reminded of their duties and responsibilities to uphold professional and respectful interactions with their instructors and classmates, including, but not limited to: the University's zero tolerance for inappropriate conduct in virtual forums; the safeguarding of people's intellectual property; and our collective responsibility to protect academic honesty at all times but especially in those situations when we face difficulty and stress, or when there is opportunity or temptation to cheat. These points, and others, are addressed in the **University's Senate Policy on Academic Honesty** (<https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/>) and **Code of Students Rights and Responsibilities** (<https://oscr.students.yorku.ca/student-conduct>) .

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://schulich.yorku.ca/code-of-student-rights-and-responsibilities/>) . All students have rights and responsibilities as outlined in this document and are expected to uphold the identified values for the benefit of the entire community.

Violations of community standards are taken seriously and investigated by the Office of Student Community Relations and other appropriate parties (<http://oscr.students.yorku.ca/> (<http://oscr.students.yorku.ca/>)). For details on how to handle a breach of community standards, visit the Office of Student Community Relations website at: <https://oscr.students.yorku.ca/student-conduct> (<https://oscr.students.yorku.ca/student-conduct>) . Every student agrees by the act of registration and enrolment to be bound by the regulations and policies of York University and of the Schulich School of Business.

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

<https://schulich.yorku.ca/code-of-student-rights-and-responsibilities/> (<https://schulich.yorku.ca/code-of-student-rights-and-responsibilities/>)

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



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

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

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 BBA/iBBA Programs

2. Responsible Unit:

Sustainability Area

3. Subject Code (Rubric) and Course Number:

MGMT 4300

4. Credit Value:

3.0 credit course

5. Long Course Title:

Corporate Social Responsibility in a Global Context

6. Short Course Title:

Corporate Social Responsibility in a Global Context

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

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

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

FALL 2023

9. Rationale:

With the creation of the Sustainability Area, the rubric for courses is changing to be consistent with the Area's name at both the undergraduate and graduate levels.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title</p> <p><u>Current:</u> Current Course Rubric/Number: MGMT 4300 3.0 Title: Corporate Social Responsibility in a Global Context Calendar Description: Provides an advanced understanding of CSR by taking a distinctly global focus through readings and case analysis. The global focus not only reflects the main themes and issues raised in CSR debates, but also enables the student to appreciate the topic from the perspective of various regional settings. The emphasis is on providing a conceptual understanding of why CSR has become so important and a basic overview of how corporations have responded to this challenge. Prerequisites: BBA : SB/MGMT 2060 3.00 (previously offered as SB/MGMT 2040 3.00 or SB/MGMT 1040 3.00) Prerequisites: iBBA: SB/INTL 1400 3.00 (previously offered as SB/INTL 3400 1.50 and INTL 3500 3.00)</p>	<p>Title</p> <p><u>Proposed:</u> New Course Rubric/Number: SUST 4300 3.0 Title: Corporate Social Responsibility in a Global Context Calendar Description: no change</p>

11. Enrolment Notes:

No changes to enrolment from existing requirements

12. Consultation:

n/a

Originator:

Geoffrey Kistruck

Signature

September 28, 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

Signature

September 28, 2022

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Degree Program:

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

Mike Valente

Signature

September 28, 2022

Date

Mike Valente

Name of Program Director

BBA-iBBA Program

Program

Program Committee:

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

Mike Valente

Signature

October 7, 2022

Date

Mike Valente

Name of Committee Chair

BBA- iBBA Program Committee
Chair

Committee



SUST
MGMT 4300 F2022 CREDITS: 3.00

MGMT 4300 A - CORPORATE SOCIAL RESPONSIBILITY IN A GLOBAL CONTEXT

TUE 14:30-17:30 SSB S126

Office Hours
by appointment.

INSTRUCTOR

Burkard Eberlein

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ℹ 416.736.2100 Ext. 44592

🏠 N209 SSB

ADMIN

Menglin Mary Bai

✉ mbai@schulich.yorku.ca

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🏠 G324 MB

BURKARD EBERLEIN BIOGRAPHY

Burkard Eberlein is a professor of public policy and sustainability. His academic background is in public administration, public policy and political science. His research interests are business and politics, and global governance. Since joining Schulich in 2005, he has taught courses in business and society, public policy and strategic management. He serves on the Senior Advisory Panel of the Auditor General of Ontario.

Burkard was appointed an inaugural Provostial Fellow of York University in 2021, to lead a major project to reduce York's carbon emissions. Students in this course will have the opportunity to participate in this effort through a group case competition - Global Challenge & Local Action!

BRIEF DESCRIPTION

Provides an advanced understanding of CSR by taking a distinctly global focus through readings and case analysis. The global focus not only reflects the main themes and issues raised in CSR debates, but also enables the student to appreciate the topic from the perspective of various regional settings. The emphasis is on providing a conceptual understanding of why CSR has become so important and a basic overview of how corporations have responded to this challenge. Prerequisites: BBA : SB/MGMT 2040 3.00 (previously offered as SB/MGMT 1040 3.00) Prerequisites: iBBA: SB/INTL 1400 3.00 (previously offered as SB/INTL 3400 1.50 and INTL 3500 3.00)

COURSE LEARNING OUTCOMES

The course is divided into three sections concerning CSR: understanding, application, and management, following the three divisions in the textbook. The course aims to:

- Enhance your ability to understand, apply and manage CSR in various business contexts
- Increase your awareness and ability to think critically about the role of business and its relationship to society and the natural environment
- Expand your understanding of stakeholders and gain confidence viewing CSR decisions through a broad web of relationships and responsibilities

- Develop a creative mindset and the strategic skills you need to succeed in business without causing undue harm to people and the natural environment














COURSE MATERIAL






Required reading for this course includes the following items. The textbook (item #1) is available for purchase at the York University bookstore: (<http://bookstore.blog.yorku.ca> (<http://bookstore.blog.yorku.ca>))

1. Crane, A., Matten, D., and Spence, L.J. *Corporate Social Responsibility: Readings and Cases in a Global Context*. (Routledge, 2014). 2nd Edition.
2. Readings that are not in the above textbook can be found through York Library online access
3. Highly recommended (not mandatory) introductory reading: Dauvergne, Peter. *Will Big Business Destroy our Planet?* (Polity Press, 2018). This short, accessible book is a concise and excellent intro to the big picture issues addressed in this course, retails for less than \$ 15.

The *Canvas Learning Management System* has been created within Schulich's Lotus Notes. It contains general information for Schulich students and information and materials specific to this course. Please check it frequently.

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Discussions 0%			
What is CSR? Three questions for you		0%	Mon Sep 19, 2022 at 11:59pm EDT
Critical Reflection Paper 20%			
Individual Assignment: Critical Reflection Paper		20%	Tue Oct 18, 2022 at 02:30pm EDT
Company Analysis & Recommendation Paper 30%			
Individual Assignment: Company Analysis & Recommendation Paper		30%	Tue Nov 8, 2022 at 02:30pm EST
Group Project Oral Component 10%			
Group Project: Global Climate Challenge and Local Action/ Case Presentation and Competition		10%	Tue Dec 6, 2022 at 02:30pm EST
Group Project Report Component 30%			
Group Project: Global Climate Challenge and Local Action - Reducing York's carbon emissions		30%	Mon Dec 5, 2022 at 11:59pm EST
Participation 10%			
Participation		0.08%	
Week 1 Participation		0.83%	Tue Sep 13, 2022 at 02:30pm EDT
Week 2 Participation		0.83%	Tue Sep 20, 2022 at 02:30pm EDT
Week 3 Participation		0.83%	Tue Sep 27, 2022 at 02:30pm EDT
Week 4 Participation		0.83%	Tue Oct 4, 2022 at 02:30pm EDT
Week 5 Participation		0.83%	Tue Oct 18, 2022 at 02:30pm EDT
Week 6 Participation		0.83%	Tue Oct 25, 2022 at 02:30pm EDT
Week 7 Participation		0.83%	Tue Nov 1, 2022 at 02:30pm EDT

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Week 8 Participation		0.83%	Tue Nov 8, 2022 at 02:30pm EST
Week 9 Participation		0.83%	Tue Nov 15, 2022 at 02:30pm EST
Week 10 Participation		0.83%	Tue Nov 22, 2022 at 02:30pm EST
Week 11 Participation		0.83%	Tue Nov 29, 2022 at 02:30pm EST
Week 12 Participation		0.83%	Tue Dec 6, 2022 at 02:30pm EST

WRITTEN ASSIGNMENTS: DESCRIPTIONS

What is CSR? Three questions for you

 **Due Date:** Mon Sep 19, 2022 at 11:59pm EDT

Please provide a definition of CSR and apply that definition to the responsibility that businesses have in the context of the Covid-19 pandemic (current situation in Ontario as context).


How can we ascertain if a company is engaging in 'true' CSR or if it is just 'faking' it?

Can all companies engage in significant CSR activities?

You may find it helpful to refer to the course material and our in-class discussions of Week 1.

Thank you for contributing!


Individual Assignment: Critical Reflection Paper

 **Due Date:** Tue Oct 18, 2022 at 02:30pm EDT

Critical Reflection Paper- 1500 words

This assignment is a critical reflection paper (1500 words) in which you draw on the readings of Weeks 1 to 4 to critically analyze the CSR perspective of a company with which you are familiar (e.g. your family's business, a summer job, your favourite retail store). Compare and/or contrast your analysis of the company's approach to CSR to your own perspective of CSR. Include a thoughtful reflection concerning the values, beliefs, and assumptions that underpin your own CSR perspective. More information concerning the paper will be posted and discussed in class.


Individual Assignment: Company Analysis & Recommendation Paper

 **Due Date:** Tue Nov 8, 2022 at 02:30pm EST

Company Analysis & Recommendation Paper (3000 words)

This paper involves a critical examination of a company's CSR statements as compared to the company's actual practices. Your analysis is followed by your creative, realistic recommendation to help close the company's most critical CSR language-action gap. The paper is an examination of your ability to undertake a critical analysis, apply course concepts, and identify a creative solution to the issue you identified. This is a scholarly paper, involving citations and a bibliography. More information concerning the paper will be posted and discussed in class.

Group Project: Global Climate Challenge and Local Action/ Case Presentation and Competition

 **Due Date:** Tue Dec 6, 2022 at 02:30pm EST

Group Project / Case Competition: Global Climate Challenge and Local Action - Reducing York's carbon emissions

This group assignment involves a report submission (4000 words) and an oral case competition presentation to a panel of judges drawn from York leaders in sustainability (for example the Director of York's Office of Sustainability).

York has made the commitment to be carbon-neutral by 2049. Urgent action is required to reduce carbon emissions emanating from various sources (energy use, transportation, buildings, waste, etc.)

Students will be randomly placed in groups and assigned research topics related to University operations where York needs to reduce carbon emissions.

Several groups (from both course sections) will work on the same topic and present competing pitches to the panel of judges: how to make progress towards reducing carbon emissions in the assigned area. Driving positive change could happen through proposing policy changes, new technologies, or new business models.

The case competition will be held during the final class. Team reports must be submitted electronically prior to the case competition.

Further details will be posted in due course.

Group Project: Global Climate Challenge and Local Action - Reducing York's carbon emissions

 **Due Date:** Mon Dec 5, 2022 at 11:59pm EST

Group Project / Case Competition: Global Climate Challenge and Local Action - Reducing York's carbon emissions

This group assignment involves a report submission (4000 words) and an oral case competition presentation to a panel of judges drawn from York leaders in sustainability (for example the Director of York's Office of Sustainability).

York has made the commitment to be carbon-neutral by 2049. Urgent action is required to reduce carbon emissions emanating from various sources (energy use, transportation, buildings, waste, etc.)

Students will be randomly placed in groups and assigned research topics related to University operations where York needs to reduce carbon emissions.

Several groups (from both course sections) will work on the same topic and present competing pitches to the panel of judges: how to best make progress towards reducing carbon emissions in the assigned area. Driving positive change could happen through proposing policy changes, new technologies, or new business models.

The report should be a formal, scholarly document in support of the team's position and solution. The case competition will be held during the final class. Team reports must be submitted electronically prior to the case competition.

Further details will be posted in due course.

Participation

Participation Grade:

All students are expected to attend the weekly classes.


The Participation Grade will be based on the regularity and quality of your contribution to class discussion.

"Significant contributions" add depth and challenge or redirect discussion rather than simply providing factual information. The quality and quantity of your contributions will be assessed and recorded each week. The grade earned will depend upon the overall quality of the set of your contributions (e.g., a student can earn as much from one high-quality comment as from three comments of low quality).


The following table serves as an approximate guide to how quantity and quality of contributions translate into letter grade ranges.

Grade Range	Student Class Participation and Contribution
C+	Irregular attendance (missed more than 3 classes without valid reason or justification); no or minimal participation in class discussion
B	Regular attendance; very few contributions, most of inconsistent quality
B+	Regular attendance; regular contributions of good quality
A	Regular attendance; regular, significant contributions of consistently high quality
A+	Regular attendance; regular, significant contributions of outstanding quality


Week 1 Participation

 **Due Date:** Tue Sep 13, 2022 at 02:30pm EDT


Week 2 Participation

 **Due Date:** Tue Sep 20, 2022 at 02:30pm EDT


Week 3 Participation

 **Due Date:** Tue Sep 27, 2022 at 02:30pm EDT


Week 4 Participation

 **Due Date:** Tue Oct 4, 2022 at 02:30pm EDT


Week 5 Participation

 **Due Date:** Tue Oct 18, 2022 at 02:30pm EDT


Week 6 Participation

 **Due Date:** Tue Oct 25, 2022 at 02:30pm EDT


Week 7 Participation

 **Due Date:** Tue Nov 1, 2022 at 02:30pm EDT


Week 8 Participation

 **Due Date:** Tue Nov 8, 2022 at 02:30pm EST


Week 9 Participation

 **Due Date:** Tue Nov 15, 2022 at 02:30pm EST


Week 10 Participation

 **Due Date:** Tue Nov 22, 2022 at 02:30pm EST

Week 11 Participation

 **Due Date:** Tue Nov 29, 2022 at 02:30pm EST

Week 12 Participation

 **Due Date:** Tue Dec 6, 2022 at 02:30pm EST

GRADING SCHEME

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

CLASS-BY-CLASS SYLLABUS

Part A: Understanding Corporate Social Responsibility

Class 1

Sep 13/22

Overview: Corporate Social Responsibility in a Global Context

Class Session

Class 1

Topic

Corporate Social Responsibility in a Global Context

See this link to learn more about my Provostial Fellowship project on reducing York's carbon emissions - the background to the group project in this course [Provostial Fellowship Project on Sustainability - Reducing York's carbon emissions \(https://yfile.news.yorku.ca/2022/08/24/yorks-first-provostial-fellows-lead-on-sustainability/?utm_source=YFile+-+Master+Subscriber+List&utm_campaign=df43b6daea-EMAIL_CAMPAIGN_2022_08_15_07_12_COPY_01&utm_medium=email&utm_term=0_3ba936d492-df43b6daea-623304601\)](https://yfile.news.yorku.ca/2022/08/24/yorks-first-provostial-fellows-lead-on-sustainability/?utm_source=YFile+-+Master+Subscriber+List&utm_campaign=df43b6daea-EMAIL_CAMPAIGN_2022_08_15_07_12_COPY_01&utm_medium=email&utm_term=0_3ba936d492-df43b6daea-623304601)

Assigned Readings:

Crane, Matten and Spence, Chapter 1

Voronov, M. & Eberlein, B. (2022) "Businesses have the responsibility to invest in health and safety", The Conversation, [Businesses have the responsibility to invest in health and safety \(https://theconversation.com/businesses-have-the-responsibility-to-invest-in-health-and-safety-when-governments-fail-to-187136\)](https://theconversation.com/businesses-have-the-responsibility-to-invest-in-health-and-safety-when-governments-fail-to-187136)

Boland, M.J. (2021) "Why big pharma had a responsibility to profit from the pandemic", The Conversation, [Why big pharma had a responsibility to profit from the pandemic \(https://theconversation.com/why-big-pharma-had-a-responsibility-to-profit-from-the-pandemic-160826\)](https://theconversation.com/why-big-pharma-had-a-responsibility-to-profit-from-the-pandemic-160826)

Porter, M. & Kramer, M. (2011) "Creating Shared Value", *Harvard Business Review*, 89 (1/2), January-February, pp. 62-77 ([York Library online access, search for Harvard Business Review \(https://researchguides.library.yorku.ca/HBR\)](https://researchguides.library.yorku.ca/HBR))

Class 2

Sep 20/22

Overview: The Case For and Against Corporate Social Responsibility

Class Session

Class 2

Topic

The Case For and Against Corporate Social Responsibility

Assigned Readings, Cases, etc.

REVISIT: Porter, M. & Kramer, M. (2011) "Creating Shared Value", *Harvard Business Review*, 89 (1/2), January-February, pp. 62-77 ([York Library online access, search for Harvard Business Review \(https://researchguides.library.yorku.ca/HBR\)](https://researchguides.library.yorku.ca/HBR))

Crane, Matten and Spence, Chapter 2

Smith, N.C. "Corporate Social Responsibility: Whether or How?"

Karnani, A. "The Case Against Corporate Social Responsibility."

CASE MATERIAL: 2 CSR Scenarios to be discussed in Groups

1) GlaxoSmithKline and Access to Drugs, see slide # 17;

2) Volkswagen in China see slide # 18 [Volkswagen in China \(https://www.youtube.com/watch?v=xz9F8VXtKnw\)](https://www.youtube.com/watch?v=xz9F8VXtKnw)

Class 3

Sep 27/22

Overview: What is CSR? Concepts and Theories

Class Session

Class 3

Topic

What is CSR? Concepts and Theories

Assigned Readings, Cases, etc.

Crane, Matten and Spence, Chapter 3

Garriga, E. & Mele, D. "Corporate Social Responsibility Theories: Mapping the Territory."

Schwartz, M. & Carroll, A., "Corporate Social Responsibility: A Three-Domain Approach."

Polman, P. (2016) "Re-Establishing Trust", in: D. Barton, D. Horvath & M. Kipping (eds.), *Re-Imagining Capitalism*, Oxford: Oxford University Press, pp. 17-31. ([available as Ebook in York Library \(https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/cdi_oup_oso_acprof_9780198785453\)](https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/cdi_oup_oso_acprof_9780198785453))

Class 4

Oct 4/22

Overview: Responsibilities to Stakeholders

Class Session

Class 4

Topic

Responsibilities to Stakeholders

Assigned Readings, Cases, etc.

Crane, Matten and Spence, Chapter 4

Freeman, R.E. "Stakeholder Management: Framework and Philosophy."

Mitcheli, R., Agle, B. & Wood, D. "Toward a Theory of Stakeholder Identification and Salience: Defining the Principle of Who and What Really Counts."

Part B: Applying Corporate Social Responsibility

Class 5

Oct 18/22

Overview: CSR in the Marketplace

Class Session

Class 5

Topic

CSR in the Marketplace

Assigned Readings, Cases, etc.

Crane, Matten and Spence, Chapter 5

Pralahad, C. & Hammond, A. "Serving the World's Poor Profitably."

Karnani, A. (2006) "The Misfortune at the Bottom of the Pyramid", *Greener Management International: the Journal of Corporate Environmental Strategy and Practice*, Summer 2006, Issue 51, pp. 99-110 ([York Library online access, search for name of journal \(https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/gale_ofa165912462\)](https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/gale_ofa165912462))

Crane, A. "Ethical Consumers and the CSR Marketplace."

Assigned work due

Due Date for Reflection Paper

Class 6

Oct 25/22

Overview: CSR in the Workplace

Class Session

Class 6

Topic

CSR in the Workplace

Assigned Readings, Cases, etc.

Crane, Matten and Spence, Chapter 6

Utting, P. "CSR and Equality."

Bhattacharya, C., Sen, S. & Korschun, D. "Using Corporate Social Responsibility to Win the War for Talent."

Class 7

Nov 1/22

Overview: CSR in the Community

Class Session

Class 7

Topic

CSR in the Community (Oct 29)

Assigned Readings, Cases, etc.

Porter, M. & Kramer, M. (2011) "Creating Shared Value", *Harvard Business Review*, 89(1/2), January-February, pp. 62-77. (revisit this article)
Crane, Matten and Spence, Chapter 7
Valente, M. & Crane, A. "Public Responsibility and Private Enterprise in Developing Countries."
Porter, M. & Kramer, M. "The Competitive Advantage of Corporate Philanthropy."

Class 8

Nov 8/22

Overview: CSR in the Ecological Environment

Class Session

Class 8

Topic

CSR in the Ecological Environment

Assigned Readings, Cases, etc.

Crane, Matten and Spence, Chapter 8
Hart, S. "Beyond Greening: Strategies for a Sustainable World."
Pinkse, J. & Kolk, A. "Business Strategies for Climate Change."

Assigned work due

Due Date for Company Analysis & Recommendation Paper

Part C: Managing Corporate Social Responsibility

Class 9

Nov 15/22

Overview: CSR Reporting and Auditing

Class Session

Class 9

Topic

CSR Reporting and Auditing

Assigned Readings, Cases, etc.

Crane, Matten and Spence, Chapter 9

Zadek, S., Pruzan, S. & Evans, R. "How to do it."

Unerman, J. "Stakeholder Engagement and Dialogue."

Class 10

Nov 22/22

Overview: Developing CSR Strategy

Class Session

Class 10

Topic

Developing CSR Strategy

Assigned Readings, Cases, etc.

Crane, Matten and Spence, Chapter 10

Husted, B. & Allen, D. "How Do We Build Corporate Social Strategy?"

Galbreath, J. "Corporate Social Responsibility Strategy: Strategic Options, Global Considerations."

Assigned work due

Class 11

Nov 29/22

Overview: CSR, Partnerships and Self-Regulation

Class Session

Class 11

Topic

CSR, Partnerships and Self-Regulation

Assigned Readings, Cases, etc.

Crane, Matten and Spence, Chapter 11

Peloza, J. & Falkenberg, L. "The Role of Collaboration in Achieving Corporate Social Responsibility Objectives."

Gond, J., Kang, N. & Moon, J. "The Government of Self-Regulation: On the Comparative Dynamics of Corporate Social Responsibility."

Assigned work due

Group Project Report

Class 12

Dec 6/22

Overview: The Future of CSR in a Global Context

Class Session

Class 12

Topic

The Future of CSR in a Global Context

Assigned Readings, Cases, etc.

Crane, Matten and Spence, Chapter 12 plus Supplementary Readings:

Crane, A. and Matten, D. (2016) "Engagement Required: The Changing Role of the Corporation in Society", in D. Barton, D. Horvath & M. Kipping (eds.), Re-Imagining Capitalism, Oxford: Oxford University Press, pp. 116-134. ([available as Ebook in York Library\(Links to an external site.\)](https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/cdi_oup_oso_acprof_9780198785453) ([https://ocul-](https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/cdi_oup_oso_acprof_9780198785453)

[yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/cdi_oup_oso_acprof_9780198785453](https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/cdi_oup_oso_acprof_9780198785453)))

Assigned work due

Case Competition Presentation (Oral component of Group Project)

No Final Exam

--

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

Classes will be a mix of lectures, activities, discussions, case deliberations, guest speakers and debates, with an emphasis on active engagement and interaction. Students are expected to read the required readings and be ready to apply and discuss the assigned material in class.

Students are also expected to be familiar with current events and be able to identify where and how course content applies to these events. In Canvas, there will be the opportunity to participate in weekly "Discussions" (tab in Canvas), based on posted current events. Individual discussion contributions are not graded. However, this is a very helpful platform to engage with the course material and deepen your understanding week by week. This in turn will likely improve the quality of your participation and of your written work.

Lastly, I want to encourage us to work together to cultivate a culture of generosity and respect in the classroom—listening with care to each other, building on each other's remarks, or respectfully diverging from them.

Class Participation (contribution)

All students are expected to attend the weekly classes.

The Participation Grade will be based on the regularity and quality of your contribution to discussion. Attendance will be monitored by a sign-in sheet.

"Significant contributions" add depth and challenge or redirect discussion rather than simply providing factual information. The quality and quantity of your contributions will be assessed and recorded each week. The grade earned will depend upon the overall quality of the set of your contributions (e.g., a student can earn as much from one high-quality comment as from three comments of low quality).

The following table serves as an approximate guide to how quantity and quality of contributions translate into letter grade ranges.

Grade Range	Student Class Participation and Contribution
C+	Irregular attendance (missed more than 3 classes without valid reason or justification); no or minimal participation in class discussion
B	Regular attendance; very few contributions, most of inconsistent quality
B+	Regular attendance; regular contributions of good quality
A	Regular attendance; regular, significant contributions of consistently high quality
A+	Regular attendance; regular, significant contributions of outstanding quality

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 D (2). To keep final grades comparable across courses, the average course grade within a section of an undergraduate course is normally between 5.5 and 7.0.

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

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

Academic Honesty

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

Accommodations

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

Exams (Absence from)

Midterm

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

Final

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

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

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

Visiting Campus

All York community members share in the responsibility of keeping others safe on campuses, and to uphold professional and respectful interactions with one another. In this class, as elsewhere on campus, students must comply with all University health and safety regulations or protocols, including the following:

- Do not attend in-person activities at any of York University's campuses/locations when you are feeling unwell. Please complete a self-assessment on YU Screen to receive support from a member of the University's case and contact management team.
- Wear a high quality, snugly fitting mask that completely covers the mouth, nose, and chin in all indoor spaces on campus
- Do not eat or drink in instructional spaces, including research and shared spaces (e.g., Libraries), unless for urgent health reasons.

More Information about COVID-19 health and safety measures can be found on the **Better Together** (<https://www.yorku.ca/bettertogether/>) website.

Encouraging a Community of Care

As pandemic-weariness increases, instructors and students are encouraged to uphold compassion, kindness, empathy, and a sense of responsibility towards one another amid such uncertainty and strain. Students are reminded of their duties and responsibilities to uphold professional and respectful interactions with their instructors and classmates, including, but not limited to: the University's zero tolerance for inappropriate conduct in virtual forums; the safeguarding of people's intellectual property; and our collective responsibility to protect academic honesty at all times but especially in those situations when we face difficulty and stress, or when there is opportunity or temptation to cheat. These points, and others, are addressed in the **University's Senate Policy on Academic Honesty** (<https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/>) and **Code of Students Rights and Responsibilities** (<https://oscr.students.yorku.ca/student-conduct>) .

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://schulich.yorku.ca/code-of-student-rights-and-responsibilities/>) . All students have rights and responsibilities as outlined in this document and are expected to uphold the identified values for the benefit of the entire community.

Violations of community standards are taken seriously and investigated by the Office of Student Community Relations and other appropriate parties (<http://oscr.students.yorku.ca/> (<http://oscr.students.yorku.ca/>)). For details on how to handle a breach of community standards, visit the Office of Student Community Relations website at: <https://oscr.students.yorku.ca/student-conduct> (<https://oscr.students.yorku.ca/student-conduct>) . Every student agrees by the act of registration and enrolment to be bound by the regulations and policies of York University and of the Schulich School of Business.

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

<https://schulich.yorku.ca/code-of-student-rights-and-responsibilities/> (<https://schulich.yorku.ca/code-of-student-rights-and-responsibilities/>)

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



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

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

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 BBA/iBBA Programs

2. Responsible Unit:

Sustainability Area

3. Subject Code (Rubric) and Course Number:

PUBL 4000

4. Credit Value:

3.0 credit course

5. Long Course Title:

Government and Business

6. Short Course Title:

Government and Business

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

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

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

Fall 2023

9. Rationale:

With the creation of the Sustainability Area, the rubric for courses is changing to be consistent with the Area's name at both the undergraduate and graduate levels.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
Title <u>Current:</u> Current Course Rubric/Number: PUBL 4000 3.0 Title: Government and Business Calendar Description: The public sector is a major force shaping the business environment. The mission of governments is to create public value, regulating, enabling and partnering with business in the process. This course offers a strategic understanding of the role of government, and of key features of the public policy and management in different contexts across the globe. It challenges students to take on the role of public managers who need to improve performance and service delivery, often in collaboration with private and social sector partners.	Title <u>Proposed:</u> New Course Rubric/Number: SUST 4000 3.0 Title: Government and Business Calendar Description: no change

11. Enrolment Notes:

No changes to enrolment from existing requirements

12. Consultation:

n/a

Originator:Geoffrey Kistruck

Signature

September 28, 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

Signature

September 28, 2022

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Degree Program:

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

Mike Valente

Signature

September 28, 2022

Date

Mike Valente

Name of Program Director

BBA-iBBA Program

Program

Program Committee:

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

Mike Valente

Signature

October 7, 2022

Date

Mike Valente

Name of Committee Chair

BBA- iBBA Program Committee
Chair

Committee



SUST
PUBL 4000 W2022 CREDITS: 3.00
SUST
~~PUBL~~ 4000 R - GOVERNMENT &
BUSINESS

⌚ THU 14:30-17:30 🏠 SSB S128

INSTRUCTOR

Burkard Eberlein

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🏠 N209 SSB

ADMIN

JoAnne Stein Menglin Bai

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BURKARD EBERLEIN BIOGRAPHY

Burkard Eberlein is a professor of public policy and strategic management. His academic background is in public administration, public policy and political science. His research interests are business and politics, and global governance. Since joining Schulich in 2005, he has taught courses in business and government, business and society, public policy and strategic management. He had previous appointments at the Institut d'Etudes Politiques de Paris (France), Technical University of Munich, and University of Konstanz (Germany). He serves on the Senior Advisory Panel of the Auditor General of Ontario.

BRIEF DESCRIPTION

The public sector is a major force shaping the business environment. The mission of governments is to create public value, regulating, enabling and partnering with business in the process. This course offers a strategic understanding of the role of government, and of key features of public policy and management in different contexts across the globe. It challenges students to take on the role of public managers who need to improve performance and service delivery, often in collaboration with private and social sector partners.

COURSE LEARNING OUTCOMES

The public sector and public policies deeply affect how today's businesses operate: governments set the rules for market activities, regulate corporate conduct, provide infrastructure (health, education, transportation), offer business support, while increasingly relying upon a web of contracts and partnerships with the private and civil sectors to deliver services. At the same time, individual companies and business/industry association influence public policy, through lobbying, partnerships, self-regulation, and sometimes through money (e.g. donations).

Students are exposed to a nuanced understanding of the role of government as enabler, regulator, and partner of business and of how business influences government and public policy. They learn to appreciate the complexities and tensions of managing in the public sector, including the political context of government decision making. Students also learn how businesses and governments are entangled in complex webs of mutual influence, and how power relations impact these relationships.

The course is organized in two parts. The first part introduces the changing role of government for business and presents the characteristics of managing in the public sector. It discusses the importance of culture, context, and capacity in fully understanding the ways in which different governments around the world operate in practice. It

addresses the challenge of strategic leadership and change management in the public sector, and highlights the crucial importance of adequate performance measurement and management.

The second part flips the public sector perspective and unpacks how businesses perceive and seek to influence, and partner with, governments from a strategic perspective. It first discusses the non-market environment of business and the engagement of companies with governments as regulators and public interests arbiters. It then dissects various influence and engagement strategies that businesses pursue vis-a-vis governments and the broader non-market environment. Finally, this part offers an integrated (market and non-market) strategy perspective. And concludes with a session on public-private partnerships as prominent avenue of business-government interaction.

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

Appreciate the complex role of government as enabler, regulator, and partner of business; Grasp the key characteristics of public sector management, the strategic implications of public sector trends, and the importance of context in shaping government practices around the globe; Identify and assess the steps and tools to improve public sector innovation and performance;

Appreciate the importance of the complex non-market environment (including governments) that businesses are exposed to; understand the various avenues that companies use to influence governments and public policy; appreciate the complex entanglement of business & government, of private and public interests and actors in public policy; reflect on the legitimacy of business influence on governments; understand and develop strategies for private sector leaders to better understand and engage the public sector, and for constructive business-government interactions that can further the public interest.

More generally, the course will help students strengthen their writing, team work, and presentation skills, as well as facilitate the learning of others through participation in online discussion posts.

LEARNING IN THE REMOTE CLASSROOM

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

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

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

Several platforms will be used in this course (e.g., Canvas, Zoom, etc.) through which students will interact with the course materials, the instructor, as well as with one another. Please review the technical specifications for **Zoom** (<https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>) and **Canvas** (<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/t5/p/66>) . 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. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

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

Technical Issues

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

COURSE MATERIAL












There is **no textbook or course kit** for this course.

You find **direct online links to most of the readings/material** that are listed under each Module/Class.

Please note that you will need to access some of the readings individually on the York University Library website due to copyright restrictions. This is true for many business articles and in particular for the Harvard Business Review (HBR) which does not allow permanent links.


Please note that some CASES may have to be purchased from Ivey Publishing: More instructions to follow.

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Mid-Term Assignment 25%			
Mid-Term Assignment (Take-Home)		25%	Sat Feb 26, 2022 at 11:59pm EST
# 5 Business Influence on Government Policy		0%	Thu Mar 24, 2022 at 11:59pm EDT
# 6 Public-Private Partnerships / Lesotho Hospital Case		0%	Thu Apr 7, 2022 at 11:59pm EDT
Bi-Weekly Discussion Posts 20%			
# 3 Indicators and Performance		0%	Tue Feb 22, 2022 at 11:59pm EST
Bi-Weekly Discussion Posts & Replies		20%	
# 1 Discussion: Governing by network - benefits, challenges, examples		0%	Thu Jan 20, 2022 at 02:00pm EST
# 2 Government Responses to Covid-19 - Country Differences and Policy Lessons		0%	Thu Feb 3, 2022 at 02:00pm EST
# 4 Nonmarket Analysis and Strategy		0%	Thu Mar 10, 2022 at 02:00pm EST
Current Events Group 20%			
Current Events Presentation		20%	
Take-Home Exam 30%			
Take-home Exam		30%	Wed Apr 27, 2022 at 11:59pm EDT
Participation 5%			
In-class Participation		5%	

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Mid-Term Assignment (Take-Home)

 **Due Date:** Mon Feb 21, 2022 at 12:00pm EST

Mid-Term Take-home Assignment

Available: Friday, February 18 at 12:00 Noon

Due: Monday, February 21 at 12:00 Noon

Submission: Canvas Assignment

Length: 3,000 words maximum, excluding appendix, references, endnotes/footnotes

Format: Report (tables, graphs welcome but no bullet- point responses)

Appendix: for tables, graphs, illustrations, detailed evidence, etc.; no data-dump please, needs to add value, not meant to circumvent word limit

Citation Style: APA

Sources/References: Give preference to peer-reviewed academic publications and reputable media sources (such as Globe and Mail, New York Times, The Guardian, Toronto Star, etc.)

Grading Criteria/ Rubric (total worth 25%):

4%:

Writing, Style, References: course concepts & material are leveraged; assignment flows logically; writing is clear and professional; materials are sourced appropriately; length/format requirements met

12% (Part 1, a: 9% & b: 3%):

Evidence-based, nuanced and compelling application of the public value account to the Case

9% (Part 2):

Evidence-based, nuanced and compelling discussion of lesson-drawing and the importance of context, government capacities, and transferability

CASE STARTS HERE

February 15, 2022

As the Omicron wave of Covid-19 recedes and public health indicators (hospitalization and ICU rates) continue to improve, the Government of Ontario is accelerating steps to lift restrictions and reopen the economy.

<https://www.cbc.ca/news/canada/toronto/ontario-doug-ford-announcement-covid19-february-14-1.6350761>
(<https://www.cbc.ca/news/canada/toronto/ontario-doug-ford-announcement-covid19-february-14-1.6350761>)

There is hope that, thanks to high rates of vaccination, we can start “learning to live with the virus” and enjoy some degree of normalcy. Many businesses were negatively affected by public health restrictions. School closures imposed an enormous toll on the well-being of children and families. And the government accumulated deficits to provide relief to business. Pandemic fatigue has set in, and politicians are under immense political pressure to lift restrictions rapidly. On the other hand, health experts warn not to rush to lift all public health measures and to stay vigilant. There are concerns about how ‘living with the virus’ will affect vulnerable Ontarians who do not enjoy full protection of vaccines, such as

immunocompromised individuals or children under the age of five. Allowing the virus to spread will also increase the number of patients suffering from long Covid-19 symptoms.

<https://www.cbc.ca/news/health/canada-covid-19-pandemic-lifting-restrictions-1.6340078>
(<https://www.cbc.ca/news/health/canada-covid-19-pandemic-lifting-restrictions-1.6340078>)

While the future remains uncertain (will new dangerous variants force us back into a state of public health restrictions?), this is an opportune time to review the experience of Ontario since the onset of the pandemic in March 2020. And to reflect on lessons the Province should draw to better prepare for future variants, or for a new pandemic.

<https://www.movehub.com/blog/best-and-worst-covid-responses/> (<https://www.movehub.com/blog/best-and-worst-covid-responses/>)

<https://time.com/5851633/best-global-responses-covid-19/> (<https://time.com/5851633/best-global-responses-covid-19/>)

For this purpose, the Premier has assembled a cabinet group composed of Christine Elliot, Minister of Health, Stephen Lecce, Minister of Education, and Vic Fedeli, Minister of Economic Development, Job Creation and Trade.

You are advising Cabinet and the Premier on what we have learned about the 'public value' (cost and benefits) of the strategy that the Ford government has pursued since the beginning of the pandemic. (The government response has followed a certain pattern over all the five waves of the pandemic.) This exercise involves proposing appropriate indicators or metrics of government performance in the fight against the virus. You are also advising on key lessons that we can draw from the experience of other jurisdictions, to improve Ontario's response in future waves or pandemics.

PART 1

You will leverage the Public Value Account (Mark Moore) for the Government's Covid-19 strategy. Please apply the Public Value Account tool:

1. to map the **costs** ('Use of collectively owned assets and financial costs') and **benefits** ('Achievement of collectively valued social outcomes') of the strategy pursued since March 2020 and assess the net public value. Provide justification for your assessment. Please also provide appropriate indicators or metrics to assess the performance of Ontario's response to Covid-19
2. to propose 3 **recommendations** that could enhance the net public value of the Covid-19 strategy as pursued since March 2020 (show how identified costs would decline and identified benefits increase, and how performance metrics would improve)


It is sufficient to use cost and benefit categories, not actual, quantified costs and benefits. It is understood that you are balancing complex concerns and that there is not one single 'right' answer.

PART 2

Please discuss the extent to which Ontario can and should learn from the following jurisdictions, for its own Covid-19 strategy going forward: China, Italy, South Korea, USA

Discuss the role of 'context', 'capacity' and 'transferability'.


5 Business Influence on Government Policy

 **Due Date:** Thu Mar 24, 2022 at 02:00pm EDT

Businesses possess various sources of power (structural, instrumental, discursive) and can choose between several avenues (for example lobbying legislatures, litigation, media campaigns) to exert influence on government.

Please pick one example of a major company or industry that was seeking to influence government policy. In the case chosen, which source of business power was the most important, and why? Which avenues did the company/industry choose, and why?

6 Public-Private Partnerships / Lesotho Hospital Case


 **Due Date:** Thu Apr 7, 2022 at 02:00pm EDT

The Lesotho Hospital case illustrates the challenges of public-private partnerships in a low-income country context.

Please discuss if, or to which extent, the hospital contract with the Tsepong consortium has created 'Value for Money' for the country of Lesotho. What are the project risks, and how were they allocated between the two parties? Why was the outcome disappointing from a public value perspective?

Considering Lesotho's health system needs and capacities, discuss to which extent a P3 approach is the best way to improve health care, and which alternative pathways the government could have pursued.

3 Indicators and Performance

 **Due Date:** Thu Feb 17, 2022 at 02:00pm EST

Appropriate metrics and indicators play a key role in incentivizing better performance.

Please pick one example of local public service delivery (e.g. garbage collection; city services for homeless people; local public transit) and discuss which metrics and indicators should be used to assess the progress towards desired social outcomes. Explain the difference between outputs of a service and desired social outcomes.

Bi-Weekly Discussion Posts & Replies

Bi-Weekly Discussion Posts & Replies

The online discussion posts allow you to engage with the course material and with your classmates on a regular basis.

Every other week I will invite discussion posts on a topic that has been addressed in class. You are required to post 1 contribution to the discussion (about 500 words) and 1 short reply to posts by other students. In total, there will be six

discussion posts/replies to complete.

Expectations and Grading Criteria:

Your discussion post should address the discussion questions posed and, first, demonstrate a good understanding of the relevant issue and of the course readings & material (correctly identifying/interpreting concepts, issues, statements, arguments).

Second, it shows critical engagement and reflection, going beyond a mere summary of readings and arguments; it offers a balanced and nuanced perspective: what are the weaknesses, gaps or potential amendments of the different positions/arguments?

Third, the post correctly applies arguments and statements to real-life examples and compellingly mobilizes evidence to support your argument.

Replies to other posts should go beyond signaling agreement or disagreement and engage with the arguments or claims in a thoughtful, respectful manner: 'you make an important point/ give a great example, but should we not also consider the following';

1 Discussion: Governing by network - benefits, challenges, examples


 **Due Date:** Thu Jan 20, 2022 at 02:00pm EST

What are the benefits and challenges of 'Governing by Network' (Goldsmith & Eggers 2004) in terms of achieving public goals?

Which public policy issues might be more suited to 'Governing by Network', which less, and why? And is 'Governing by Network' less effective in times of major crises (health, economic, financial, etc.)?

Please give examples to support your arguments.

2 Government Responses to Covid-19 - Country Differences and Policy Lessons


 **Due Date:** Thu Feb 3, 2022 at 02:00pm EST

A comparison of government responses to Covid-19 reveals some similarities and many differences.

Which factors account for the major differences between government responses? And how would you rank the importance of the various factors (based on which evidence and which comparative analysis?)

Which policy lessons can be drawn from successful cases and to which extent are these lessons 'transferable' to other countries?

4 Nonmarket Analysis and Strategy

 **Due Date:** Thu Mar 10, 2022 at 02:00pm EST

To successfully manage its nonmarket environment, a company needs to both understand what the issue is and who the relevant stakeholders are.

Please pick one example of a company that is faced with a major nonmarket issue and discuss how you would combine the issue-focus of the 'five forces' approach with a stakeholder approach to nonmarket management.

Current Events Presentation

[Rubric Current Events.docx](#)  (https://schulich.instructure.com/courses/6960/files/662576/download?download_frd=1)

CURRENT EVENTS PRESENTATION

(20%)

Weeks 3-12

Current events are contemporary news stories not older than one month. They can be short articles or stories drawn from reputable news media of journalistic or broadcasting quality.


Students are assigned to groups of about four students (depending on class size) to make short in-class presentations (7 minutes maximum). Each group will select a current event that **illustrates the key concepts, issues, and questions discussed in class the previous week**. For example, Group 1 will present in Week 3 on the topic covered in Week 2, and so on through Group 10's presentation in Week 12 for the Week 11 topic.

Group presentations can take various forms: PowerPoint (or equivalent) slides, self-produced video, role play, press conference. Please use your creativity, but keep it brief. The presentation should make clear how the selected news story addresses and illustrates the key concepts/issues/questions from the previous week's topic. Ideally, presentations will generate and inform debate with the entire class. Presentation and debate are important learning tools in this course – peer-to-peer learning!

Groups will give their presentation at the beginning of class. As a courtesy, please submit your choice of news item and its source to the Instructor no later than the day before class.

Maximum length: 7 minutes for presentation

Take-home Exam

 **Due Date:** Sat Apr 16, 2022 at 12:00pm EDT

Schulich School of Business, York University

PUBL 4000, Winter 2022 (Instructor: Burkard Eberlein)

Take-Home Final Exam (worth 30% of the final grade)

Student Name:

Student Number #:

Academic Code of Honour Pledge

As a member of this class and of York University, I commit myself to the values and practices as spelled out by Schulich School of Business's and York University's Policy of Academic Honesty.

I understand that I have a responsibility to maintain these values, and in order to do so, I will not engage in any form of cheating or other breaches in academic honesty as defined by Schulich School of Business's and York University's Policy of Academic Honesty.

Signed_____

Assigned: Wed April 13 at 12:00 p.m. (Canvas)

Due: Saturday April 16 at 12:00 p.m. (Canvas)

Please note: the word limit for this submission is **3,000 words**, excluding citations and any additional material (graphs, tables, etc.). This is an upper limit. Your responses can be shorter. Please include the actual word count on the title page.

Please insert your answers directly after each question, then save the document and upload the file on Canvas (Assignment Take-home Exam), using the following file name:

LastName_Firstname_PUBL 4000_April2022.

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Assignment

Carefully review the five short articles on the Autazes potash mine project of Brazil Potash Corp. in Brazil (see links and pdfs attached).

You may complement these facts with additional, publically available information. However, please draw as much as possible on the facts of the case as presented in these articles. Note that Brazil will hold presidential elections this October. And polls predict that the incumbent President Bolsonaro whose record on environmental and indigenous issues is often criticized, is likely to be defeated in this election.

Please address the following four questions. Note that questions carry different percentage values, as percentage of the final grade for this assignment.

- 1. Discuss the Autazes potash mine project in terms of public value creation (and destruction) in Brazil. Explain why, or why not, you see conflicts or trade-offs between different dimensions of public value. (20%)**
- 2. Analyze the market and non-market challenges that Brazil Potash Corp. is facing with its Autazes potash mine project (20%)**
- 3. Map and prioritize the key stakeholders of Brazil Potash Corp. using appropriate tools. (30%)**
- 4. Propose an 'integrated strategy' (using appropriate tools) for Brazil Potash Corp. that leverages the linkages between the market and different non-market arenas. Discuss if and how an 'ethical' approach to stakeholder management would differ from an 'instrumental' approach? (30%)**

Canadian firm lobbies Brazil Amazon potash mine (<https://www.reuters.com/world/americas/canadian-firm-lobbies-brazil-amazon-potash-mine-permit-2022-03-31/>)

Canadian firm aims double potash output project (<https://www.reuters.com/world/americas/canadian-firm-aims-double-potash-output-project-near-brazil-indigenous-lands-2022-03-16/>)

Could Brazil secure potash source for domestic development (<https://www.mining-technology.com/analysis/domestic-development-could-brazil-potash-secure-a-local-source-of-fertiliser/>)

Indigenous protest camps to press land rights (<https://www.reuters.com/world/americas/indigenous-protest-camp-erected-brazilian-capital-press-land-rights-2022-04-05/>)

Bolsonaro suffers setback on mining bill (<https://www.reuters.com/business/environment/bolsonaro-pushes-mining-brazils-indigenous-lands-citing-fertilizer-pinch-2022-03-09/>)

Canadian firm lobbies Brazil for Amazon potash mine permit | Reuters-1.pdf 
(https://schulich.instructure.com/courses/6960/files/751522/download?download_frd=1)

Canadian firm aims to double potash output in project near Brazil indigenous lands | Reuters.pdf 
(https://schulich.instructure.com/courses/6960/files/751523/download?download_frd=1)

Domestic development: could Brazil Potash secure a local source of fertiliser? - Mining Technology.pdf 
(https://schulich.instructure.com/courses/6960/files/751524/download?download_frd=1)

Indigenous protest camp erected in Brazilian capital to press land rights | Reuters.pdf 
(https://schulich.instructure.com/courses/6960/files/751525/download?download_frd=1)

Bolsonaro suffers setback on bill to mine indigenous lands | Reuters.pdf 
(https://schulich.instructure.com/courses/6960/files/751527/download?download_frd=1)

Grading Criteria:

- Demonstrate good grasp of facts & context of the case
- Demonstrate your ability to organize arguments to create a compelling narrative; to be clear, succinct, and specific
- Demonstrate good understanding of relevant concepts and tools, and the ability to apply them appropriately.
- Demonstrate the ability to properly reference course readings/material

In-class Participation

Participation marks are assigned for each class and reflect the synchronous or in-person contributions made.

GRADING SCHEME

A+	100% to 89.5%
A	< 89.5% to 79.5%

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

CLASS-BY-CLASS SYLLABUS

Class 1 - Introduction to Government & Business - Comeback of the State?

Jan 13/22

Overview: Introduction to Government & Business

Class Session 1

This class will address three main questions:

How have globalization, digitization, market reforms, and empowered citizens changed the role of government in society?

How do governments affect business?

Do we see a 'return of the state' with the Covid-19 pandemic?

Required Readings

Goldsmith, S. & Eggers, W.D. 2004. *Governing by Network*, Chapter 1 (The New Shape of Government), pp. 3-24. (RESERVES, E-Book

https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=6429221090005164&institutionId=5164&customerId=51

Hollie Russon Gilman. 2017. Government as Government, not Business. While innovating in government is critical, we also need shared norms and democratic values.

Stanford Social Innovation Review, Oct. 5, 2017

https://ssir.org/articles/entry/government_as_government_not_business

(https://ssir.org/articles/entry/government_as_government_not_business)

Julian Borger: The state we're in: will the pandemic revolutionise the role of government? The Guardian, 26 April 2020:

<https://www.theguardian.com/us-news/2020/apr/26/government-state-role-pandemic-coronavirus> (<https://www.theguardian.com/us-news/2020/apr/26/government-state-role-pandemic-coronavirus>)

CASES

Regulation - Uber:

<https://managementstudiesinsights.com/should-uber-regulate-itself-lets-ask-the-drivers/>
(<https://managementstudiesinsights.com/should-uber-regulate-itself-lets-ask-the-drivers/>)

Service Delivery - Long-Term Care:

<https://www.macleans.ca/politics/the-endless-crisis-in-ontarios-long-term-care/>
(<https://www.macleans.ca/politics/the-endless-crisis-in-ontarios-long-term-care/>)

<https://torontolife.com/city/how-ontarios-long-term-care-homes-became-houses-of-horror/>
(<https://torontolife.com/city/how-ontarios-long-term-care-homes-became-houses-of-horror/>)

Class 2 - Creating public value

Jan 20/22

Overview: Creating public value

Class Session 2: Creating public value

This class will address three main questions:

What is the nature of value creation in government?

How is managing in the public sector different from managing in the private and civil sectors?

How is public value defined and measured in a world of conflicting goals and competing interests?

Required Readings:

Moore, M. H. 2000. Managing for Value: Organizational Strategy in For-Profit, Non-profit, and Governmental Organizations. *Non-profit and Voluntary Sector Quarterly*, 29: 183-208.

https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=6401796830005164&institutionId=5164&customerId=515C

Kavanagh, S. 2014. Defining and Creating Value For the Public, *Government Finance Review*, October, vol. 30, issue 5

<http://ezproxy.library.yorku.ca/login?url=https://search.proquest.com/docview/1622247682?accountid=15182>

If permanent link above does not work, please search directly (under e-resources) for the journal "Government Finance Review", then go to 2014, vol. 30, issue 5, and look for the author/ title. Thank you for your understanding!

Required Case:

Toronto Transit Commission – Challenges of Public Value Creation

Link (<https://www.tvo.org/article/off-the-rails-part-1-how-toronto-transit-became-such-a-mess>)

(<https://www.tvo.org/article/off-the-rails-part-1-how-toronto-transit-became-such-a-mess>) **Link**
(<https://www.tvo.org/article/off-the-rails-part-2-doug-fords-big-plan-for-transit-in-toronto>)

Link (<https://www.tvo.org/article/off-the-rails-part-3-the-premier-has-a-transit-plan-will-it-ever-get-built>)

Link (<https://www.cbc.ca/news/canada/toronto/ttc-2021-budget-1.5845899>)

Link (<https://www.toronto.com/opinion-story/10013715-future-of-ttc-depends-on-federal-provincial-funding/>)

Link (<https://toronto.ctvnews.ca/ttc-facing-calls-from-riders-operators-for-better-safety-measures-1.5267188>)

Toronto Star July 22, 2016: What the critics get wrong about the TTC:

<http://ezproxy.library.yorku.ca/login?url=https://search.proquest.com/docview/1810575251?accountid=15182> (<http://ezproxy.library.yorku.ca/login?url=https://search.proquest.com/docview/1810575251?accountid=15182>)

The Economist Jan. 14, 2017: Laggard on the Lake - Transport in Toronto:

http://ezproxy.library.yorku.ca/login?url=http://link.galegroup.com/apps/doc/A477235176/EAIM?u=yorku_main&sid=EAIM&xid=edcb986a (http://ezproxy.library.yorku.ca/login?url=http://link.galegroup.com/apps/doc/A477235176/EAIM?u=yorku_main&sid=EAIM&xid=edcb986a)

Class 3 - Culture, Context, and Capacity: determinants of what governments (can) do

Jan 27/22

Overview: Culture, Context, and Capacity - determinants of government action

Class Session 3 -

This class will address three questions:

Which context factors are most responsible for what governments choose to do and for how well governments govern?

What can and/or should other jurisdictions learn from the Singapore experience?

How should we assess models that deliver effectiveness or prosperity without democratic governance?

Time Line Singapore and Covid-19:

Link (<https://www.straitstimes.com/singapore/panic-buying-circuit-breaker-and-reopening-a-timeline-of-spores-covid-19-fight>)

Link (https://en.wikipedia.org/wiki/COVID-19_pandemic_in_Singapore)

Global Comparison: **Global Best in Class - Assessing Covid Responses**
(<https://time.com/5851633/best-global-responses-covid-19/>)

J. Woo (2020): Pandemic, politics and pandemonium: political capacity and Singapore's response to the Covid-19 crisis, Policy Design and Practice, DOI:

10.1080/25741292.2020.1835212, <https://doi.org/10.1080/25741292.2020.1835212>
(<https://doi.org/10.1080/25741292.2020.1835212>)

<http://ezproxy.library.yorku.ca/login?>

url=<http://www.tandfonline.com/doi/abs/10.1080/25741292.2020.1835212>

For a broader analysis of different types of capacity see from the same author

Link (<https://doi.org/10.1080/14494035.2020.1783789>)

Giliberto Capano , Michael Howlett , Darryl S.L. Jarvis , M. Ramesh & Nihit Goyal (2020) Mobilizing Policy (In)Capacity to Fight COVID-19: Understanding Variations in State Responses, Policy and Society, 39:3, 285-308, DOI:

10.1080/14494035.2020.1787628, <https://doi.org/10.1080/14494035.2020.1787628>
(<https://doi.org/10.1080/14494035.2020.1787628>)

<http://ezproxy.library.yorku.ca/login?>

url=<https://www.tandfonline.com/doi/full/10.1080/14494035.2020.1787628>

Review as background:

<https://www.bsg.ox.ac.uk/research/research-projects/coronavirus-government-response-tracker>
(<https://www.bsg.ox.ac.uk/research/research-projects/coronavirus-government-response-tracker>)

(<http://ezproxy.library.yorku.ca/login?url=https://ebookcentral.proquest.com/lib/york/detail.action?docID=3332279>)

(<http://elibrary.worldbank.org/doi/abs/10.1093/wbro/13.1.123>)

Class 4 -Strategic Leadership and Change Management in the Public Sector

Feb 3/22

Overview: Strategic Leadership and Change Management in the Public Sector

Class 4 -

Guest Speaker: Bonnie Lysyk, Auditor General of Ontario

Before class, please review her slides posted under this Module!

To find AGO reports, you can search at <https://www.auditor.on.ca/index>.

(<https://www.auditor.on.ca/index.html>) html (<https://www.auditor.on.ca/index.html>) , under tab 'Special Reports', or 'Annual Reports'.

This class will address three main questions:

Who sets the mission and broad goals for public sector entities?

Which obstacles must be overcome to accomplish changes and results?

Which type of leadership is required to garner support for public sector strategy?

Readings:

Bryson, John M. (2017). Strategic planning for public and nonprofit organizations : a guide to strengthening and sustaining organizational achievement, Wiley, Chapters 1 & 2 (Why Strategic Planning is More Important than Ever & The Strategy Change Cycle)

[https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?](https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=6450522840005164&institutionId=5164&customerId=515)

[operation=resolveService&package_service_id=6450522840005164&institutionId=5164&customerId=515](https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=6450522840005164&institutionId=5164&customerId=515)

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[operation=resolveService&package_service_id=6450522840005164&institutionId=5164&customerId=515\)](https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=6450522840005164&institutionId=5164&customerId=515)

If that link does not work, you can search this e-book directly at the York University library. Type the title in the search field and follow links to the online/e-book version. You can choose to view the recommended chapters 1&2 in Part 1.

Ostroff, Frank (2006). Change Management in Government, May 2006, Harvard Business Review (HBR does not allow direct links, pls search article through this link:

Harvard Business Review - <http://researchguides.library.yorku.ca/HBR>
(<http://researchguides.library.yorku.ca/HBR>)

Class 5 -Performance Measurement and Management

Class 5 -**GUEST SPEAKER:****Tim Shortill, Chief Operating Officer at the Healthcare of Ontario Pension Plan (HOOPP).**

Tim has held senior positions in both the pension world and government. Before joining pension organizations, Tim spent more than 10 years with the Government of Ontario, including as Chief of Staff to the Minister of Finance, where he helped craft and implement four provincial budgets, and as Chief of Staff to the Minister of Transportation. Tim is therefore ideally placed to address the differences between government and business and the interface between the two.

Class Topic:**Performance measurement and change management**

This class will address three main questions:

How to best measure performance to improve social outcomes?

What are the best indicators to use?

How can indicators/metric incentivize performance improvement?

Readings:

Pidd, Michael (2012) Measuring the Performance of public services, Cambridge University Press E-Book, excerpt: 2. Why measure, what to measure and what can go wrong from Part I - Principles of performance measurement (pp. 27-54), [Available as e-book in the York Library](#)

Mark Robinson: Why the balanced scorecard doesn't fit the public sector

<https://www.pfmresults.com/why-the-balanced-scorecard-doesn-t-fit-the-public-sector.html>
(<https://www.pfmresults.com/why-the-balanced-scorecard-doesn-t-fit-the-public-sector.html>)

Kaplan, R. & Norton, D. 2007. Using the Balanced Scorecard as a Strategic Management System. *Harvard Business Review*, 85(7/8), pp. 150-161.

<http://researchguides.library.yorku.ca/HBR> (<http://researchguides.library.yorku.ca/HBR>)

Case:

Negotiation Exercise: Service Agreement City of Toronto and Green For Life (garbage collection)

Please see Slides # 8 to 11 of this week's slide deck, for details and preparation

Class 6 - Business Success and Non-Market Environments**Class 6 -**

GUEST SPEAKER: Paul Macmillan, Vice Chair, Public & Government Services, Deloitte Canada

Link (<https://www2.deloitte.com/ca/en/profiles/paul-macmillan.html#>)

Paul will address the "Future of Public Policy", Government 4.0., and apply this perspective to the challenge of recovery from Covid-19.

Please review his slide deck (Future of Public Policy) and his paper (Covid-19: Steering recovery with precision), both posted on Canvas under Module/Class # 6, before class so we can all engage in a dialogue with Paul. Please think about questions that you might have for Paul.

Business Success and Non-Market Environments

This class will address three main questions:

Why is the non-market environment a key factor for business success in today's world?

Who are the players in the non-market environment and what is their power & legitimacy vis-a-vis business?

How have companies responded to increasing demands from the non-market environment?

Readings:

Bach, D. & Allen, D.B. 2010. What Every CEO needs to know about Nonmarket Strategy. *MIT Sloan Management Review*, vol. 51, no. 3, pp. 41-48.

Henisz, W.J. 2014. *Corporate Diplomacy: Building Reputations and Relationships with External Stakeholders*, Greenleaf, Chapter 1 (Due Diligence: Mapping and Analysis of your Stakeholders), pp. 20-56. (E-book YorkU Library online)

CASE:

The failure of TransCanada's Keystone XL pipeline: lessons for non market strategy

Please read:

<https://www.npr.org/2021/06/09/1004908006/developer-abandons-keystone-xl-pipeline-project-ending-decade-long-battle>

You can complement this article with your own online research of this pipeline project.

Class 7 -The Regulatory Game with Governments

Mar 3/22

Overview: The Regulatory Game with Governments

Class 7 - The Regulatory Game with Governments

This class will address three main questions:

How does government regulation intersect with business strategy?

What determines the balance of power between government regulators and businesses?

How can regulation protect the public interest without stifling innovation and market dynamics?

Readings:

Watkins, Michael D. (2003): Government Games, MIT Sloan Management Review Winter 2003, vol. 44, issue 2, pp. 91-95.

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Example: Regulation of Big Tech

David Birch, Big Regulation coming for Big Tech, Forbes Magazine, 12 October, 2020.

<https://www.forbes.com/> (<https://www.forbes.com/sites/davidbirch/2020/10/12/big-regulation-coming-for-big-tech/?sh=171d78ea7001>)

Galloway, Scott, Big Tech was already dominant. Has coronavirus made it unstoppable? Nov 24, 2020, FastCompany

<https://www.fastcompany.com/90578276/big-tech-was-already-dominant-has-coronavirus-made-it-unstoppable> (<https://www.fastcompany.com/90578276/big-tech-was-already-dominant-has-coronavirus-made-it-unstoppable>)

Class 8 - Influence Strategies: Lobbying and Beyond

Mar 10/22

Overview: Influence Strategies: Lobbying and Beyond

Class 8

This class will address the following issues:

- How can companies influence and leverage government policy?
- What makes lobbying both successful and responsible/ethical?
- What about the role of money in politics and political decision-making?

Readings

Bach, D. & Blake, D. 2016. Frame or Get Framed: the critical role of issue framing in nonmarket management, *California Management Review*, Spring, 66-87.

https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=6429773160005164&institutionId=5164&customerId=5150

CASE:

Uber and the Status of Gig Workers - Employee rights vs. Flexible Work - how Uber tries to frame the issue and influence government policy

Review Uber's policy initiative here:

<https://www.uber.com/en-CA/newsroom/a-modern-approach-to-app-based-work-in-canada/>
(<https://www.uber.com/en-CA/newsroom/a-modern-approach-to-app-based-work-in-canada/>)

Review for background:

<https://www.cbc.ca/news/canada/toronto/ontario-gig-workers-uber-lyft-skip-employees-1.621644> (<https://www.cbc.ca/news/canada/toronto/ontario-gig-workers-uber-lyft-skip-employees-1.621644>)

<https://www.cbc.ca/news/canada/toronto/uber-labour-ruling-gig-worker-legislation-1.6372810> (<https://www.cbc.ca/news/canada/toronto/uber-labour-ruling-gig-worker-legislation-1.6372810>)

<https://www.cbc.ca/news/canada/toronto/ontario-benefits-plan-1.6337915> (<https://www.cbc.ca/news/canada/toronto/uber-labour-ruling-gig-worker-legislation-1.6372810>)

Class 9 - Driving for Results: Stakeholder Engagement in Action

Mar 17/22

Overview: Driving for Results: Stakeholder Engagement in Action

GUEST SPEAKER

Laura Miller, Head of Public Policy & Communications, Uber Canada

Will join us at 3:30 PM on Zoom

Class 9

This class will address the following questions:

What are key strategies for major companies to successfully engage with stakeholders?

Does stakeholder engagement generate financial returns to the company?

And how can we determine the financial return of investment in stakeholder relations, to support a business case for stakeholder engagement?

What is the relationship between an instrumental approach to stakeholders (financial returns) and normative principles (respect for stakeholder rights)?

Readings:

Smith, N.C. et al. 2011. How Gap Inc. engaged with its stakeholders, *MIT Sloan Management Review*, Summer: 69-76.

https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=6429772430005164&institutionId=5164&customerId=515C

Henisz, W.J. 2014. *Corporate Diplomacy: Building Reputations and Relationships with External Stakeholders*, Greenleaf, Chapter 2 (From stakeholder maps to financial and operational performance), pp. 56-79. (**E-book YorkU Library online**)

https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=6429775590005164&institutionId=5164&customerId=515C

Henisz, W.J., Dorobantu, S. & Nartey, L.J. 2014. Spinning gold: the financial returns to stakeholder engagement, *Strategic Management Journal*, vol. 35(12), pp. 1727-1748.

https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=6429771720005164&institutionId=5164&customerId=5150

CASE:

Calculating the Financial Value of Investments in Stakeholders: take-home mini-case (select your own company)

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Class 10 - Integrated Strategy

Mar 24/22

Overview: Integrated Strategy

Class 10

Integrated Strategy

The key questions for this session are:

How can companies integrate market and non-market strategies for competitive success?

Are non-market strategies a defence against (Porter's Five) market forces?

Do some non-market strategies react to specific, external non-market challenges?

Readings:

Baron, D.P. 1995. Integrated Strategy: market and non-market components. *California Management Review*, 37(2), 47-65.

CASE (access is free)

The German 'Energiewende': RWE's Strategic Choice, Oikos, 2015: <https://oikos-international.org/publications/rwe/> (<https://oikos-international.org/publications/rwe/>)

Class 11 -Public-Private Partnerships

Mar 31/22

Overview: Public-private people partnerships

Class Session 11

Public-private-people partnerships

This class will consider the following issues:

- What are P3s and why are they becoming more important?
- Under which conditions can P3s create 'value for money' for the public?

- What are the particular challenges for P3s in a low-income country like Lesotho?
- What are the key ingredients for successful, sustainable partnership arrangements? In our Lesotho case, and more broadly?

Readings:

Siemiatycki, M. & Farooqi, N. 2012. Value for Money and Risk in Public-Private Partnerships, Journal of the American Planning Association, 78:3, pp. 286-299.

https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=6429864080005164&institutionId=5164&customerId=515

Case:

Lesotho Hospital: A Public-Private Partnership, please review this article (and watch videos linked on slides for this week)

<https://mg.co.za/health/2020-05-13-why-the-public-private-partnership-to-build-lesothos-only-specialist-hospital-floundered/> (<https://mg.co.za/health/2020-05-13-why-the-public-private-partnership-to-build-lesothos-only-specialist-hospital-floundered/>)

Class 12 - Course Overview / Take-home Exam

Apr 7/22

Overview: Course Overview - Take-home Exam

Class 12

This class will conclude course learning:

To what extent have the course learning outcomes been achieved?

What lessons can be taken away from applied learning projects?

How can we translate insights to effective business-government relationship management going forward?

Course review, evaluation, and wrap-up

Preparing for the Take-home Exam

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

Preparation

Students are encouraged to prepare well for every class and to concentrate on making significant contributions to discussions.

You are expected to read assigned material and develop responses to study questions. Please read the material in the order listed in the “Class-by-Class Syllabus”. The amount of reading varies each class, so plan accordingly. While readings listed for some classes look long, the individual items may be short, so do not assume equal length. Some classes involve the preparation of Cases, which may take more time to read and prepare for.

Class Participation (contribution)

Class Participation (contribution)

Students are expected to attend all weekly classes, prepare assigned readings, participate actively in class discussions, and submit assignments on time. The value of classes depends greatly on student involvement and input.

A key component of online contribution and engagement are the Bi-Weekly Discussion Posts and Replies, worth 20% of your final grade. Please carefully consult the requirements for this assignment under the Assignment tab.

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 D (2). To keep final grades comparable across courses, the average course grade within a section of an undergraduate course is normally between 5.5 and 7.0.

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

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

Academic Honesty

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

Accommodations

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

Exams (Absence from)

Midterm

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

Final

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

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

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

Visiting Campus

As part of York's Community of Care Commitment, all members of the York community share in the responsibility of keeping others safe on campuses. In this class, as elsewhere on campus, students must comply with all University health and safety protocols, including:

- Self-screening using the YU Screen* tool prior to coming to campus for any in-person activities
- Not attending in-person activities at any of York University's campuses/locations when you are feeling unwell or if you answer YES to any of the screening questions.
- Wearing masks or face coverings that completely cover the mouth, nose and chin while on campus
- Avoiding eating and drinking in classrooms, research and in shared spaces, where eating is explicitly not permitted (e.g., Libraries)
- Engaging in good hand hygiene
- Following instructions in designated spaces, as they pertain to giving space to one another and/or protocols for entry to and exit from classrooms, instructional and other shared spaces (e.g., Libraries), when applicable.

Information about COVID-19 health and safety measures can be found on the **Better Together** (<https://www.yorku.ca/bettertogether/>) website. The Senate Executive Committee's Principles to Guide 2021-2022 Course Planning encourage us to uphold compassion, kindness, empathy, and a sense of responsibility towards one another. We all have a duty to uphold professional and respectful interactions with one another.

Encouraging a Community of Care

As pandemic-weariness increases, instructors and students are encouraged to uphold compassion, kindness, empathy, and a sense of responsibility towards one another amid such uncertainty and strain. Students are reminded of their duties and responsibilities to uphold professional and respectful interactions with their instructors and classmates, including, but not limited to: the University's zero tolerance for inappropriate conduct in virtual forums; the safeguarding of people's intellectual property; and our collective responsibility to protect academic honesty at all times but especially in those situations when we face difficulty and stress, or when there is opportunity or temptation to cheat. These points, and others, are addressed in the **University's Senate Policy on Academic Honesty** (<https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/>) and **Code of Students Rights and Responsibilities** (<https://oscr.students.yorku.ca/student-conduct>) .

Some courses have had to quickly pivot to new formats in response to the pandemic. While instructors have done their best, adjusting to a new teaching environment and technology can take time. Please offer your patience, understanding, and support to all members of the course (instructors, TAs and classmates alike) as everyone learns and adjusts.

Student Rights and Responsibilities


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

The Schulich School of Business strongly supports and adheres to the **Code of Student Rights and Responsibilities** (<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>) . All students have rights and responsibilities as outlined in this document and are expected to uphold the identified values for the benefit of the entire community.

Violations of community standards are taken seriously and investigated by the Office of Student Community Relations and other appropriate parties (<http://oscr.students.yorku.ca/> (<http://oscr.students.yorku.ca/>)). For details on how to handle a breach of community standards, visit the Office of Student Community Relations website at: <https://oscr.students.yorku.ca/student-conduct> (<https://oscr.students.yorku.ca/student-conduct>) . Every student agrees by the act of registration and enrolment to be bound by the regulations and policies of York University and of the Schulich School of Business.

Take time to fully review the Code of Student Rights and Responsibilities:
<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>
(<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>)

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



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

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

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Professor Farrokh Zandi, Associate Director, Undergraduate Programs
Date: SEPTEMBER 28, 2022
Re: SB/ECON 3200 3:0 – Curriculum Change

Motion: Course prerequisite correction

Rationale: *Currently the course pre-requisites as stated in the official calendar description are incompatible with those in the Undergrad Handbook. This proposed change will correct this error which has been on the calendar for a long time without altering its academic objectives or excluding the current and future student cohorts.*

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 BBA/IBBA Programs

2. Responsible Unit:

Economics

3. Subject Code (Rubric) and Course Number:

Econ 3200

4. Credit Value:

3.00

5. Long Course Title:

Economics of Business Management

6. Short Course Title:

Economics of Business Management

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)
x	in pre/co-requisite
	retire course
	other (please specify)

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

Fall 2023

9. Rationale:

Currently the course pre-requisites as stated in the official calendar description are incompatible with those in the Undergrad Handbook. This proposed change will correct this error which has been on the calendar for a long time without altering its academic objectives

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title Current text Application of economic theory to provide guidance for business managers and to facilitate complex decision making in an environment of risk and uncertainty. This course is concerned with the firm's competitive positioning and as such is designed as an integrative course to integrate into economics a variety of concepts from marketing, finance and accounting. Topics include firms' boundaries; horizontal and vertical integration; market and competitive analysis; pricing decisions, advertising and promotional decisions; product quality and competitive strategy; and investment decisions.</p> <p>Prerequisite: SB/INTL 1200 3.00. Course Credit Exclusions: AP/ECON 2300 3.00, AP/ECON 3411 3.00.</p>	<p>Title New text Application of economic theory to provide guidance for business managers and to facilitate complex decision making in an environment of risk and uncertainty. This course is concerned with the firm's competitive positioning and as such is designed as an integrative course to integrate into economics a variety of concepts from marketing, finance and accounting. Topics include firms' boundaries; horizontal and vertical integration; market and competitive analysis; pricing decisions, advertising and promotional decisions; product quality and competitive strategy; and investment decisions.</p> <p>Prerequisite: AP/ECON 1000 3.00 (or equivalent) or SB/INTL 1200 3.00 and Year 3 BBA/iBBA standing required Course Credit Exclusions: AP/ECON 2300 3.00, AP/ECON 3411 3.00.</p>

or excluding the current and future student cohorts. .

10. Proposed Course Information:

NA

11. Enrolment Notes:

This course is available to both BBA and iBBA students.

Originator:

<u>F. Zandi</u>	<u>September 28, 2022</u>
Signature	Date

<u>Farrokh Zandi</u>	<u>Economics</u>
Name	Area or Specialization

Approvals:

Area or Specialization

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

<u>Irene Henriques</u>	<u>October 3, 2022</u>
Signature	Date

<u>Irene Henriques</u>	<u>Economics</u>
Name	Area or Specialization

Degree Program:

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

<u>Mike Valente</u>	<u>October 7, 2022</u>
Signature	Date

<u>Mike Valente</u>	<u>BBA, iBBA Programs</u>
Name of Program Director	Program

Program Committee:

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

<u>Mike Valente</u>	<u>October 7, 2022</u>
---------------------	------------------------

Signature

Date

Mike valente

Name of Committee Chair

BBA/iBBA Program Committee

Committee

To: Faculty Council, Schulich School of Business
From: Graeme Deans
Date: July 28, 2022
Re: MGMT 4800 - Course Change Proposal

MOTION:

Approve Course Change Proposal for SSB MGMT 4800 (Introduction to Management Consulting) course

RATIONALE:

The course was always intended to be offered to both 3rd and 4th year students and I have given permission to several 3rd year students to take the course over the years. Students in 3rd year tell me that they want to take the course in 3rd year to help them prepare for management consulting job interviews over the summer months so that they will be ready for on-campus recruiting in the Fall term of their 4th year, or because they are going on exchange in 4th year and are unable to take the course.

Course Change Proposal Form: MGMT 4800

Schulich School of Business

1. Responsible Program:

Schulich BBA and iBBA Programs

2. Responsible Unit:

Economics Department (ECON)

3. Subject Code (Rubric) and Course Number:

MGMT 4800

4. Credit Value:

3.00

5. Long Course Title: Introduction to Management Consulting

6. Short Course Title:

Management Consulting

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)
X	in pre/co-requisite (correction to include BBA prerequisite in addition to IBBA prerequisite)
	retire course
X	other (Opening enrolment to include 3 rd year undergraduate students)

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

Fall 2023

9. Rationale:

The course was always intended to be offered to both 3rd and 4th year students and I have given permission to several 3rd year students to take the course over the years. Students in 3rd year tell me that they want to take the course in 3rd year to help them prepare for management consulting job interviews over the summer months so that they will be ready

for on-campus recruiting in the Fall term of their 4th year, or because they are going on exchange in 4th year and are unable to take the course.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Current Calendar Description: Using lectures, cases, simulations and role-playing of typical client/consultant interactions, the course will detail the steps of the consulting process. Emphasis is placed on the practical application of analytical, communication and teamwork skills required of consultants. The course will also include an overview of the management consulting profession and the different types of firms that make up the industry. When possible, practicing management consultants will visit as guest lectures and interact with students.</p> <p>Prerequisites: SB/INTL 3000 3.0 (Previously offered as SB/INTL 4400 3.00). Note: Open to 4th Year BBA/iBBA students only.</p>	<p>Revised Calendar Description: Using lectures, cases, simulations and role-playing of typical client/consultant interactions, the course will detail the steps of the consulting process. Emphasis is placed on the practical application of analytical, communication and teamwork skills required of consultants. The course will also include an overview of the management consulting profession and the different types of firms that make up the industry. When possible, practicing management consultants will visit as guest lectures and interact with students.</p> <p>Prerequisite: SGMT 3000 3.00 or INTL 3000 3.00 (Previously offered as SB/INTL 4400 3.00). Note: Open to 3rd and 4th Year BBA/iBBA students only.</p>

11. Enrolment Notes:

Please change the enrolment note that restricts enrolment to 4th year BBA/iBBA students only to restrict enrolment to 3rd and 4th year BBA/iBBA students

12. Consultation:

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

Originator:

Signature

July 7, 2022

Date

Graeme Deans

Name

Adjunct Professor, Economics

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

August 25, 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.

Mike Valente

Signature

October 7, 2022

Date

Mike Valente

Name of Program Director

BBA, iBBA Programs

Program

Program Committee:

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

Mike Valente

Signature

October 7, 2022

Date

Mike Valente

Name of Committee Chair

BBA/iBBA Program Committee

Committee

Schulich School of Business Nominating Slate (2022 – 2023)

Date: October 6, 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.	Abhishek Budhbhatti
2 nd yr MBA rep.	Janeesa Choong
BBA/iBBA student rep.	TBD
BBA/iBBA student rep.	TBD
Student Rep MAcc	TBD
Student Rep MBAN	Ibrahim Salman
Student Rep MFIN	Raj Midha
Student Rep MMAI	Akshay Shetty
Student Rep MMGT	Tuhin Sengupta
Student Rep MMKG	Jal Sonpal
Student Rep MREI	Oluwaseyi Adeniyi
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.	Armaan Batta
3rd yr BBA rep.	TBD
4th yr BBA rep.	TBD
iBBA rep.	Nika Nasseri
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
Centre for Career Design Rep.	Minoo Bhutani, Miles Collyer

Director, Academic Affairs	Kathryn Doyle
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Master's Admissions Committee

Chair:	Kiridaran Kanagaretnam
Secretary:	Heidi Furcha
Faculty Representatives:	
	Kiridaran Kanagaretnam
	Perry Sadorsky
	Ambrus Kesckes
	Murat Kristal
	Ivona Hideg
	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	Elena Maizel
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.	Bahar Nasekhian
Undergrad Rep.	Ivan Adjovu
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	TBD
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:	
Interim Exec. Director IST	Brenn Kha

Tenure and Promotions Committee

Chair	Moren Levesque
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
<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)
HPRC (subcommittee of APPRC)	Brent Lyons (June 2025)
Tenure & Promotions	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	Janeesa Choong Abhisek Budhbhatti
MBAN	Yijun (Arlene) Zhang
MAcc	TBD
MFIN	Raj Midha
MMAI	Jiawei Liu
MMGT	Vihaan Bhatnagar
MMKG	Jal Sonpal
MREI	Oluwaseyi Adeniyi
MSCM	TBD
GBC President	Priyanka Malik

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
Joint Sub-Committee on Quality Assurance	Theodoros Peridis

FACULTY COUNCIL SCHULICH SCHOOL OF BUSINESS MINUTES OF MEETING

A regular meeting of the Schulich Faculty Council for the 2022-23 academic year was held in person in SSB N109 and via Zoom on **Friday, September 30, 2022** from **11:30am - 1:00 pm.**

In Attendance

Chair: C. Graham

Secretary: K. Doyle

Assistant: V. Nallathamby

Voting Members of Faculty Council Present:

Senior Admin	D. Zwick, K. Tasa, A. Joshi, T. Noseworthy		
ACTG	A. Mawani, G. Saxton, L. Thorne, V. Trivedi		
ARTM	K. Rogers		
ECON	A. Coutts, I. Henriques, B. Wolf (ret.)		
ENTR			
FINE	M. Cao, M. Kamstra, Y. Larkin, L. Ng, A. Rzeznik, Y. Tian		
MKTG	A. Campbell, P. Darke, G. Packard		
ORGS	C. Bell, I. Hideg, B. Lyons, W. Shen,		
OMIS	M. Biehl, D. Johnston, OPPONG-TAWIAH, D.		
PLCY	M. Kipping, T. Peridis, W. Sheremata, S. Weiss, A. Madhok, C. McMillan		
PROP	A. Devine, J. Clayton		
SUST	C. Cho, D. Matten	OTHER:	X. Li (Lib)
Voting CPM's & Director of 601	I. Holzinger, L. Hillcoat		
Student Reps	P. Malik, J. Choong (GBC)		

Voting Members of Faculty Council Absent/Regrets:

T. Anand (UBS)	P. Darke	S. Hsu	R. McClean (ret.)	M. Rice
P. Aulakh	A. DeCarufel (ret.)	R. Imanirad	N. Mead	H. Rosin (Ret.)
E. Auster	Y. Deutsch	R. Irving (ret.)	M. Milevsky	P. Sadorsky
K.-H. Bae	V. Dhingra	D. Johnston	G. Morgan (ret.)	P. Shum Nolan
M. Bamber	D. Dimick (ret.)	R. Karambayya (ret.)	N. Nasser (UBS)	J. Tan
T. Beechy (ret.)	M. Dong	A. Kecskes	D. Neu	Y. Tian
R. Belk	B. Eberlein	H. Kim	C. Oliver (ret.)	M. Voronov
A. Bhanich-Supapol	J. Everett	M. Kristal	G. Packard	E. Westney (ret.)
I. Bicer	M. Farjoun	Y. Larkin	Y. Pan	L. Wright (ret.)
C. Cho	B. Gainer (ret.)	F. Lazar	J. Patel (UBS)	S. Yeomans
J. Chung	B. Graham (alum)	G. Li	R. Phillips	J. Zemans (ret.)
J. Clayton	I. Holzinger	Z. Li	E. Prisman	H. Zhu (GBC)
W. Cook (ret.)	D. Horváth	I. Macdonald (ret.)	S. Qu	L. Zhu (Co-Chair)

Non-Voting Members of Faculty Council Present:

M. Bhutani	A. Gravel	Y. Massop	D. Woticky	E. Maizel
C. Carder	B. Kha	K. Mapa	F. Zandi	
W. Craddock	L. Lakats	J. Pinto		
P. Deonandan	L. Pan	V. Shanmuganathan		
A. Ferreira	N. Machado (guest)	N. Sutherland		

Non-Voting Members of Faculty Council Absent:

W. Al-Hussaini	D. Elsner	G. Klar	M. Morriello	E. Roman
P. Barter	E. Farrell	A. Konson	R. Moy	R. Ross
D. Barret	J. Fayt	H. Koren-Cohen	A. Narbe	C. Sicoli
S. Calahan	A. Fisher	D. Lennox	Z. Necas	S. Sigel
E. Caprioni	S. Friedman	R. Lynn	C. Partland	T. Stubbs
M. Cernea	T. Gosse	P. Macdonald	B. Pasquali	C. Sullivan
J-M. Clark	P. Grant	D. Mak	G. Pau	A. Thomson
T. D'Agostino	A. Harris	T. Medcof	P. Pivato	E. Vanderheyden
L. De Wilde	M. Hastings	R. Mayer	J. Pokrajac	N. Verma
G. Deans	R. Hines	G. Milavsky	S. Pulver	A. Welsh
P. Dillon	L. Jackson	J. Morgan		C. Zhuang
K. Ellis	J. Jeyakumaran			

1. Welcome and Chair's Remarks

The Chair calls the meeting to order at 11:33 am. Review of the agenda; explanation of procedure in hyflex mode. Recognition of Truth and Reconciliation Day in Canada. Reading of the land acknowledgement.

2. Motion: Removal of Summer Authority of Executive Committee

Chair explains summer authority. Chair welcomes motion to the floor to remove summer authority. Moved and seconded.

Motion approved unanimously.

3. Master Programs Committee

a) Motion: Creation of Graduate Diploma in Accounting Analytics

Moved and seconded.

M. Ridgley speaks to the motion. Slide deck presentation detailing elements of the program proposal. Demand for individuals in accounting who can work with data techniques, to work with data scientists. Only one program in Canada at SFU. Done in collaboration with KPMG- only employees can obtain the degree. Analytics covered briefly in CPA courses- no dedicated courses or stream options. GDAA will be valuable to fill this gap. Emphasis on

strategic and visualization skill sets, data governance issues—honing the art of storytelling using data for non-technical users. Online, evenings and weekends—expecting large international demand for this credential. Would like to offer a Master of Accounting Analytics in the future once the GDAA is launched and has confirmed that there is consistently high demand in this area.

No questions or comments from the floor.

Chair calls the question. Motion passes unanimously.

b) Motion: Creation of MBA in Technology Leadership

Moved and seconded.

A. Joshi provides brief presentation giving overview of the proposed program. Describes governance process that the proposal is going through, describes internal and external consultation processes in the development of the proposal. Key design principles- strong commitment to experiential learning, bringing the real world to the classroom, strong commitment to equity, diversity, and inclusion principles. Professional development comprises a significant part of the core of the program. The new courses have been developed in the context of digital transformation. Explains differentiation from the existing MBA program.

Questions or discussion:

I. Holzinger: what effect do we expect on the existing MBA admissions and enrolment? Do we expect that there will be more demand?

A. Joshi: Because this is heavily focused on technology, it will actually grow demand rather than create internal competition.

T. Peridis: We know that there will be a lot of students in the Hyderabad campus population that will be interested in this option. What will keep students interested in continuing in the option at that campus rather than doing the MBAt.

A. Joshi- we will have to monitor that to see how it plays out. I can see what you are saying. We have been looking to diversify the Indian audience beyond technology. We are committed to tracking its effects.

L. Hillcoat: we are saying a decline in competition for the existing MBA program. The addition of this program would be helping us to combat the decline.

Chair asks the dean to speak to L. Hillcoat's comment.

D. Zwick: I agree. Our hope is that this program will help to stabilize our piece of the MBA market. There are increasing pressures affecting the current market, as well. The MBAt also draws on our strengths—we have star faculty members who work in the digital and innovation space. The GTA is clearly becoming one of the prime global destinations for tech companies. It's not a growth vision; it's defensive.

A. Joshi- we looked at Kellogg and Cornell's programs to develop this program proposal. We stack up well against those.

D.Zwick: MBAt more aligned with current, common MBA course load that most MBA programs. The outlier is our current MBA program. Our credit structure is in the high end.

M.Biehl: what are we doing to ensure these internships are high value for students?

A.Joshi: the internships are academically rigorous if you look at the number and type of assessments that are required. We have the resources now in place and two courses that provide oversight of internship process.

D.Zwick: we are keenly aware of the logistical challenges around internships. We have resourced the two offices Ashwin mentions. We have spent and will continue to spend time recruiting industry partners to sign on to working with us on the internships. Certainly strong focus on our end.

P.Malik: I have a concern to share. The MBAt program sounds really good based on the program brief. I see push-back coming from current MBA students. Every student struggles with the internship in the existing MBA. MBA students may feel that they are not receiving as much support as MBAt students.

T. Peridis: suggestion to edit the proposal to integrate the above context.

Chair calls the question. Motion approved unanimously.

4. Program Coordinating Committee

a) Motion: EDI Question to Add to Online Course Evaluations (ONCE)

Moved and seconded.

L. Zhu speaks to the motion: description of consultation and workshopping the development of the questions. The latest version considers these concerns. Pilot run in summer 2021 and fall 2021. Summarizes the data gathered from the pilot in terms of student responses.

W. Sheremata: I think the changes are better. I'm pro-EDI. My suggestion was to limit the questions to open-ended so that we always have the context with the responses, rather than the scale responses which leave a lot open to possible misinterpretation. I think the scale questions may cause instructors to become rigid and uninventive. Will it affect people going through the tenure and promotion process? Qualitative answers might promote innovation and experimentation; you get the best part of the feedback but not the worst.

M.Biehl: pre-questions about the instructor in the course evaluations- I wonder if the committee has looked at those questions to review the possible need for re-wording. The wording of the quantitative questions is too undefined.

L.Zhu: After the MPC meeting, Kevin and I reached out to Moren about the use of this data in the Tenure and Promotion Committee. In most cases, aggregate data is used. There is a possibility that data for individual questions could have a negative effect on a person's career. There is very little data that exists to help us know exactly how to move forward right now. We must rely on what we think is the best thing to do. Sometimes it's not so accurate at this point. The open-ended questions supplement the context for the scale questions.

A member comments that having quantitative data is important for us to understand how Schulich is moving forward.

P. Darke: Has the committee considered other ways of making the data more interpretable?

L.Zhu: we went from one question to three. We shortened a lengthy question. The committee is willing to continue editing the questions.

W. Sheremata: the written and quant questions are too loosely coupled to be able to use them as clear context. The quant numbers are not the best way to get feedback or for instructors to improve their practice. Evaluations are not the best way to send signals to students that EDI is important to us- there are other ways to do this that are better.

K. Tasa: I appreciate M.Biehl's point about the wording of the first question being difficult to interpret. The second question is the most important—psychological safety is paramount in the learning environment. For EDI and regardless of it, also. It's critical that we capture responses to the question about psychological safety in quantitative data, not just qualitatively.

N.Sutherland: Are students asked to self-identify?

L.Pan: it's voluntary and confidential. There are potential ways of working with central offices at York to change or improve data collection.

L.Thorne: suggestion to add the word 'safe' to the second question.

L.Hillcoat: People do not necessarily have trust in mandatory self-disclosure. Data governance is a concern. We are frequently asked in SSIR for this kind of data; we have to closely follow York University's guidance. Sensitivity to EDI issues informs the need for self-disclosure to always be voluntary for students. A lot of care goes into thinking about how and when we ask students to self-disclose.

M.Kipping: we're debating the wrong thing- too much focus on the wording of the questions rather than the deeper concern of how best to help instructors improve. It's difficult to learn to look critically at one's own course. The Teaching Commons offers a course to support this learning. We all need help here—that's what we're looking for. At Schulich, because we're in a different environment, we should get help. If I'm not someone who can speak from the position of someone who has experienced discrimination, how do I learn how to speak about it in my classroom?

A member asks: why is this particular set of questions creating so much prolonged discussion compared to the other skill sets that have been presented in the program briefs at the beginning of the meeting?

P.Malik: usually students are given a very short period of time to complete the evaluations. If students wanted to give deeper context to something they had experienced, that would be important, first through the qualitative questions and then through the quant responses to supplement.

K. Rogers: I'm in support of the motion. It's important to say something to students that we care about their feedback and we are committed to responding to this moment. As someone

who has sat on a lot of T+P committees, usually the quantitative data is valuable when there are trends from a critical mass, for example if many students are saying that they feel unsafe in one person's course, year over year.

M.Biehl: friendly amendment. To take the first question back for qualitative testing. Bring the instructor questions in the course evaluation to Faculty Council to review for possible wording changes.

The Chair explains that the amendment would not be friendly.

A motion to table the proposal is moved and seconded.
Motion to table is approved.

ONCE EDI motion will be sent back to the CEC committee for further workshopping of the questions.

5. Dean's Remarks

D.Zwick: Thanks to everyone who presented today on the new programs and all the work everyone did to develop these proposals. All the faculty who collaborated on the development of the MBAt proposal. Both proposals were really well researched.

I want to keep remarks short. I will briefly recap activity over the summer because this group has not met since last spring. We had a series of really exciting orientation events- very successful, great turnout. Many students came up to me afterwards to thank me and the school for hosting in-person orientation events. This indicated to me how important it was to students to be back on campus with their peers. For international students, it was an important opportunity to connect after arriving to Canada. Convocation coming up on October 14; please try to come out. It's important to students to see instructors there. EMBA convocation on October 21—you are equally encouraged to join us there. It will be a two-cohort convocation to catch up on missed events earlier in the pandemic.

EMBA celebrates its 20th anniversary this year. Events being planned in celebration.

Published second annual end of year report. It's up on the website- please take a look. The annual report attempts to take a bigger snapshot of the school's activities that we may not be individually aware of.

The school held two strategic planning sessions- one with faculty, one with CPMs. The Dean's Office is still working on drafting plans based on the discussions during the sessions. Goal of having a Faculty strategic plan prepared by the end of the calendar year.

The Installation of the final art piece was completed which also completes the Schulich art complex.

6. PhD/GBC/UBS Updates

P.Malik: introduces herself and gives a brief presentation introducing elected members of the Graduate Business Council and explaining the mandate of the GBC. Summary of major initiatives—most have been executed or are about to be launched. Dean's buddy program,

coffee chats to discuss academic and other concerns, cohort elections. Personal development—students are very excited to have these events in-person. Heavily focused on wellness—check-ins, coffee chats dedicated to mental health, separate from academic coffee chats. Students can sign up to get a buddy to help them prepare for job interviews. Engagement gift for the existing (second year MBAs) in addition to the welcome gift for incoming students.

Nomination period has ended for cohort elections. If program directors could please encourage students to nominate themselves for vacant positions.

No representatives yet for UBC.

7. Other Business

None.

8. Adjournment

Chair adjourned the meeting at 1:20 pm

EXECUTIVE COMMITTEE SCHULICH SCHOOL OF BUSINESS

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

Minutes

1. Welcome & Chair's Remarks

Chair called meeting to order at 11:31 am. Introductions.

Requests that the committee use they/them pronouns to speak about the student to help address unconscious bias in deliberation.

2. Review of September Faculty Council Agenda and Documentation

Discussion about the vetting of committee work plans. Executive needs to vet the program proposals to ensure that they have the best opportunity to be approved at Council.

Explains the need to remove summer authority during Faculty Council. Walks through other FC agenda items to give more context.

Meeting mode discussion. First and last meeting of academic year in-person. Will need hyflex option for accessibility.

L. Zhu speaks regarding feedback he's received outside of the governance meetings about concerns with how the data from the ONCE EDI questions will be used: how will it affect teaching evaluations and appointments, for example?

Clarification about the pilot status of the EDI questions—used only in a few courses to test. Purpose of scheduling it for governance approval is to formalize it as a permanent feature of the ONCE. The purpose of adding the item to the regular agenda is to discuss how the data will be used.

Move to discussing the appeal at 11:56 am to accommodate student's arrival at the meeting.

Committee returned to discussing the ONCE evaluations and Faculty Council meeting agenda at 12:34 pm.

S. Trivedi gives an overview of the GDAA proposal.

G. Kanagaretnam gives an overview of the MBAt proposal.

Chair asks that the proponent group to be prepared to speak to the differentiation between the MBAt and MBA programs at Faculty Council.

Members ask questions about program details: GMAT requirement? Experience similar to the 601? What was the summary of the external reviewers' feedback?

Committee work plans. Does anyone feel we should be paying more attention to the review of these? Are people happy with the pro-forma approach? Decision to leave them on the consent agenda of Council as is.

P. Malik asks about the expectations regarding the updates from the student representatives. The Chair provides context about the purpose of the updates at Council.

The Chair polls the meeting about the approval of the Faculty Council agenda. Consensus to approve.

3. Student Appeal (1)

Chair of SAC moved to waiting room. File shared among the committee members. Committee decides to discuss the file first in case they have specific questions they want to ask the student when they are admitted from the waiting room.

E. Maizel introduces the file using last four digits of the student number and they/them pronouns.

One program director recuses himself.

The Chair surveys the voting membership. The appeal is approved.

4. Other Business

5. Adjournment

The meeting was adjourned at 12:53 pm

EXECUTIVE COMMITTEE SCHULICH SCHOOL OF BUSINESS

A special meeting of the Executive Committee of Faculty Council for the 2022-23 academic year was held remotely (via Zoom) on Friday, September 23rd at 11:30am.

1. Chair's Remarks

Calls the meeting to order at 11:33 am. Chair reviews the process for anonymizing students to reduce unconscious bias.

The Chair summarizes discusses consultation with Chair of Senate SAC around the intersection of student appeals with the rolling back of COVID protocols on campus. Inquired about air quality and masking information so that students can make informed decisions about when/how to engage in-person events on campus. University does not currently have a public metric that connotes good or poor air quality.

The Chair reviews the process with the committee. E. Maizel will review facts of each of the four cases. Discussion among the committee. In some cases, committee members may want to speak to the student to ask clarifying questions, or the committee may decide without speaking to the student. Decision to speak to the student will be considered if the committee is not already in agreement about approving the appeal.

2. Student Appeals (4)

1. E. Maizel summarizes the first appeal.

Committee discusses the file.

Student was admitted to the meeting to answer questions.

The Chair calls the question. Appeal is denied.

2. E. Maizel summarizes the second appeal.

Committee discusses the file.

The Chair calls the question. Appeal is approved.

3. E. Maizel summarizes the third appeal.

Committee discusses the file.

Student was admitted to the meeting to answer questions.

Chair calls the question. Appeal is denied unanimously.

4. E. Maizel summarizes the fourth appeal.

Committee discusses the file and agrees that the grade breakdown shows that grading policy was violated. The Chair and secretary agree to follow up with the ADA regarding a review for all students' final grades for that section.

4. Other Business

5. Adjournment

The meeting is adjourned at 1:13 pm