

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, April 28** from **11:30 am - 1:00pm**.

AGENDA

	Page
1. Welcome and Chair's Remarks	
2. Dean's Remarks	
3. PhD/GBC/UBS Updates	
4. Motion to approve the creation of three new courses in Sustainability (SUST 6250 3.00; SUST 6450 3.00; SUST 6350 3.00) (<i>G. Kistruck</i>)	178-268
5. Open Forum: Group Work Components in Course Work (free rider allegations, integrating peer assessment, best practices for assessment design, academic integrity, School guideline of cap at 50% per course)	
6. Other Business	
7. 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 their request to debate it.

	Page
1. Communications	
a) For Information: Senate Synopses (2023.03.23)	3-5
2. BBA/iBBA Committee (<i>M. Valente</i>)	
a) Course Change Proposals	
i) ACTG 2010 3.00 Introduction to Financial Accounting I (<i>adding blended delivery mode</i>) (<i>G. Saxton</i>)	6-23
ii) ACTG 2011 3.00 Introduction to Financial Accounting II (<i>adding blended delivery mode</i>) (<i>L. Thorne</i>)	24-41
iii) ORGS 4100 3.00 Resilience to Catastrophic Failure in Organizations (<i>change of rubric to SUST</i>) (<i>G. Kistruck & R. Shao</i>)	42-54
4. Master Programs Committee (<i>K. Tasa</i>)	
a) Master of Business Administration (<i>A. Campbell</i>)	
i) Minor Modification to Program (<i>G. Kistruck</i>)	
1. Motion: Change required elective courses and minimum credits taken at SSB for the Graduate Diploma in Business and the Environment	55-63
ii) Specialization Changes	
1. Redesign of Sustainability Specialization (<i>G. Kistruck</i>)	64-66
2. Retirement of the Financial Services Specialization (FNSV) (<i>A. Campbell</i>)	67
iii) Course Change Proposals	

1.	SUST 6200 3.00 Managing Ethics and Social Responsibility (retirement) (<i>G. Kistruck</i>)	68-71
2.	SUST 6300 3.00 Management Practices for Sustainable Business (retirement) (<i>G. Kistruck</i>)	72-74
3.	SUST 6500 3.00 Business Strategies for Sustainability (<i>G. Kistruck</i>)	75-77
4.	FNSV 6700 3.00 Management of Risk in Financial Institutions (rubric change to FINE) (<i>P. Shum Nolan</i>)	78-84
5.	FNSV 6775 3.00 International Credit: Markets and Metrics (rubric change to FINE, title, and description changes) (<i>P. Shum Nolan</i>)	78-84
6.	MGMT 6090 0.00 Strategy Field Study Formation (course description change to include ESG) (<i>I. Holzinger</i>)	85-88
7.	MGMT 6100 3.00 Strategy Field Study (course description change to include ESG) (<i>I. Holzinger</i>)	89-110
8.	FINE 6400 3.00 International Financial Management (title, description, learning outcomes changes) (<i>P. Shum Nolan</i>)	111-132
9.	HIMP 6110 3.00 The Business of Healthcare (retirement) (<i>J. Mapa</i>)	133-137
10.	HIMP 6130 3.00 Strategy in Healthcare (description change) (<i>J. Mapa</i>)	138-153
11.	HIMP 6180 3.00 Entrepreneurship and Innovation in Healthcare (description change) (<i>J. Mapa</i>)	154-177
iv)	New Course Proposals	
1.	ENTR 6500 3.00 Startup Lab: The Together Mission (<i>C. Carder</i>)	269-305
b)	Master of Management (<i>L. Zhu</i>)	
i)	Specialization Change	
1.	Motion: Reduce Required Credits for ENTR Specialization from 9 to 6.	306
5.	PhD Committee (<i>P. Darke</i>)	
i)	Minor Modification to Program (<i>G. Saxton</i>)	
1.	Graduate Field in Accounting (extend choice of required seminars for major field in Accounting; extend choice of courses for students with lack of background in accounting.)	307-314
ii)	New Course Proposal (<i>E. Fischer</i>)	
1.	MKTG 7982 3.00 Marketing Strategy: Developing Consumer Research Contributions	315-329
iii)	Course Change Proposal (<i>E. Fischer</i>)	
1.	MKTG 7986 3.00 Applied Research Methods (title and content change to Crafting High Impact Consumer Research)	330-343
iv)	Minor Modification to Program (<i>E. Fischer</i>)	
1.	Graduate Field in Marketing (add MKTG 7982 3.00 to the core)	344-348
5.	Minutes of the Last Meeting: 2022.03.10	349-353

The Senate of York University

Synopsis

The 694th Meeting of Senate held on Thursday, 23 March 2023 via zoom

Remarks

The Chair of Senate, Professor Poonam Puri, welcomed Senators to the meeting.

On behalf of Senate, the Chair expressed appreciation for Helen Vari's contributions to York University and expressed condolences on her passing.

Consent Agenda items deemed to be approved as no requests were received to move any of the items to the regular business.

Inquiries and Communications

There were none.

Reports

Senator Philipps presented the President's report in her absence, and expressed regrets on behalf of the President who is representing the University at the UN Water conference.

Under President's agenda items,

- the value for money audit is underway and is at the information gathering stage.
- the University is awaiting a response from government, for support of the proposed School of Medicine.
- University budget consultations are complete, and the three-year budget will be presented to the Board for approval.
- Faculties will be refunded a portion of their contributions to the University Fund for 2022-23. The planned 8% Faculty contributions will be readjusted to approximately 5%, depending on each Faculty's year end results.
- in support of its commitment to advancing the UN SDGs the University has appointed a Chief Sustainability Officer and will lead a ground-breaking Water Academy supported by government.

The President's monthly "Kudos" report on the achievements of members of the York community can be accessed with other documentation for the meeting. Senator Philipps congratulated Glendon College on receiving the Gold award for its *Virtual Decision Tree App* at the 2023 Educational Advertising Awards competition, detailed in the Kudos report.

The Senate of York University Synopsis

Approvals

Senate approved the recommendation of its Executive Committee to:

- make an interim change to section 2.19 of the Rules of Senate to permit a one-year membership of Senate for the period 1 July 2023 to 30 June 2024, based on the existing formula to calculate full-time faculty member allocations by Faculty, with a return to the two-year period stipulated in the Rules of Senate for the period of 1 July 2024 - 30 June 2026.

With the above approval, Senate Executive drew members attention to a Notice of Statutory Motion on senate membership for 2023-2024, detailed in the agenda package.

Senate approved the recommendation of its Academic Policy, Planning and Research Committee to:

- charter the *York University Centre on Aging Research and Education* as an Organized Research Unit for a five-year period, commencing 1 July 2023.

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

- addition of a Co-operative Education option within the joint Digital Media BA degree program, Lassonde School of Engineering and the School of Arts, Media, Performance and Design, effective F2023.
- revisions to the Faculty-wide degree requirements in General Education for undergraduate degree programs, effective F2024.
- revisions to the program name, from *Translation* to *Professional Translation*, and degree requirements for the Specialized Honours BA and iBA degree programs in Translation, Glendon, effective F2023.
- revisions to the program name, from *Translation* to *Professional Translation*, and degree requirements for the Honours BA Accelerated program in Translation, Glendon, effective F2023.
- closure of the Joint Collaborative PhD program in Ancient Greek and Roman History, Liberal Arts & Professional Studies, effective W2023.
- closure of the diplomas in Voice Teaching (Concurrent type 2) and Voice Teaching (Stand-alone type 3), Arts, Media, Performance & Design, effective W2023.
- change of the name of the stream in Acting, from *Acting* to *Acting & Performance*, and changes to degree requirements for the Honours BFA degree program in Theatre, Arts, Media, Performance and Design, effective FW2023.

The Senate of York University Synopsis

Committee Information Reports

Executive Committee

Information items included the following:

- Executive's decision that this term's remaining meetings of Senate will be held virtually

Academic Policy, Planning and Research Committee (APPRC)

The Chair of APPRC invited Vice-President Research and Innovation, Amir Asif, to present highlights of the 2022 Annual Research Report, included in the agenda package.

Academic Standards, Curriculum and Pedagogy Committee (ASCP)

The Chair of ASCP reported that the Committee continues to receive feedback on the Academic Conduct policy, which is under revision. The revised draft policy, incorporating feedback, will be brought forward to Senate.

Additional Information about this Meeting

Please refer to the full Senate agenda and supplementary material [posted online](#) with the **23 March 2023** meeting for details about these items.

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

April Meeting of Senate

Senate's next meeting will be held at **3:00 pm on Thursday, 27 April 2023**

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Gregory Saxton, Professor, Accounting Area

Date: March 6, 2023

Re: Add a blended delivery mode format to existing modes of ACTG 2010: Introduction to Financial Accounting I

Motion: For Faculty Council to approve the addition of a blended delivery mode format for *ACTG 2010: Introduction to Financial Accounting I*.

Rationale: ACTG 2010 was delivered remotely in the winter 2020 through fall 2021 semesters and had 15% remote delivery beginning winter 2022. During this time, the instructors involved in the course learned a great deal about the unique value of online delivery and ways to engage the students. We also developed new content and resources, including a series of valuable online modules that students review at their own time. The student feedback on the new delivery modes were positive. In addition, we have discovered that certain modes of delivery work better for certain types of content.

Given what we have learned over the last 36 months and the enthusiastic response by the students, we believe we can teach a more valuable course by combining in-person instruction with synchronous and asynchronous delivery. This will allow us to use the most appropriate modes of delivery for different types of content and interaction. For example, some of the foundational, technical accounting content is better delivered through asynchronous online modules that students can complete on their own time and pace. Other exercises and discussions, in contrast, work better with synchronous Zoom breakouts than they did in traditional in-class settings. Lastly, other interactive components, such as case study discussions, are better delivered in person.

In conclusion, taking the course forward in a blended¹ format will allow us to provide the students with the best possible learning experience and to further experiment with different contents, formats, and techniques for engagement. It also conforms to a call by York's Associate Vice President Teaching and Learning for blended course to "become a common and accepted approach for course delivery at York."

¹ Blended learning is defined by York University as follows: "At least a third of the course will be delivered online and a third face-to-face, the remaining third may be any combination of online or face-to-face."

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 Program

2. Responsible Unit:

ACTG

3. Subject Code (Rubric) and Course Number:

ACTG 2010

4. Credit Value:

3.00

5. Long Course Title:

Introduction to Financial Accounting I

6. Short Course Title:

Introduction to Financial Accounting I

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

	in course number
	in credit value (provide course outline)
	in course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
	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): Add a blended delivery mode format to the course

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

Fall 2023

9. Rationale:

ACTG 2010 was delivered remotely in the winter 2020 through fall 2021 semesters and had 15% remote delivery beginning winter 2022. During this time, the instructors involved in the course learned a great deal about the unique value of online delivery and ways to engage the students. We also developed new content and resources, including a series of valuable online modules that students review at their own time. The student feedback on the new delivery modes were positive. In addition, we have discovered that certain modes of delivery work better for certain types of content.

Given what we have learned over the last 3 years and the enthusiastic response by the students, we believe we can teach a more valuable course by combining in-person instruction with synchronous and asynchronous delivery. This will allow us to use the most appropriate modes of delivery for different types of content and interaction. For example, some of the foundational, technical accounting content is better delivered through asynchronous online modules that students can complete on their own time and pace. Other exercises and discussions, in contrast, work better with synchronous Zoom breakouts than they did in traditional in-class settings. Lastly, other interactive components, such as case study discussions, are better delivered in person.

In conclusion, taking the course forward in a blended¹ format will allow us to provide the students with the best possible learning experience and to further experiment with different contents, formats, and techniques for engagement. It also conforms to a call by York's Associate Vice President Teaching and Learning for blended course to "become a common and accepted approach for course delivery at York."

10. Proposed Course Information:

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

¹ Blended learning is defined by York University as follows: "At least a third of the course will be delivered online and a third face-to-face, the remaining third may be any combination of online or face-to-face."

11. Enrolment Notes:

n/a

12. Consultation:

n/a

Originator:

Existing Course Information (Change From):	Proposed Course Information (Change To):
	<p>Changes to the course syllabus are reflected in the attached updated syllabus. Course title, description, and learning outcomes remain identical to the existing course information.</p> <p>.</p>



Signature

March 6, 2023

Date

Gregory Saxton

Name


ACTG

Area or Specialization

Approvals:

Area or Specialization

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

	March 6, 2023
_____ Signature	_____ Date
 Linda Thorne on behalf of the Accounting Area	 ACTG
_____ Name	_____ Area or Specializa tion

Degree Program:

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

Mike Valente	March 24, 2023
_____ Signature	_____ Date
 Mike Valente	 BBA/iBBA Programs
_____ Name of Program Director	_____ Program

Program Committee:

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

Mike Valente	March 24, 2023
_____ Signature	_____ Date
 Mike Valente	 BBA/iBBA Program Committee
_____ Name of Committee Chair	_____ Committee

ACTG 2010 Introduction to Financial Accounting I



Course Outline

2023

(Lecture) Tuesday or Thursday (s) 11:30 am – 1:30 pm,
(Seminars) Tuesday or Thursday(s) 2:00pm – 3:30pm.

Instructor

TBA
S34X Seymour Schulich Building
Email: XXX
Office Hours: XXX

Faculty Secretary

TBA
XX@schulich.yorku.ca
416.736.XXXX
S344 SSB

This course is delivered in a *blended* format, which at York University is defined as meaning at least a third of the lectures and seminars will be delivered online and a third face-to-face, with the remaining third being any combination of online or face-to-face. The class-by-class schedule included below lists which weeks will be delivered in person, and which will be delivered remotely.

Brief Course Description

This is the first of a two core-course sequence that develops students' understanding of financial accounting information so that they can be informed and effective users of the information. The courses focus on uses of accounting information for different decisions and from different stakeholder perspectives, and considers the economic and behavioural effects that accounting treatments have on users and preparers. Readings from current publications are used to demonstrate practical applications of the issues discussed in class. Classroom techniques such as case studies, classroom discussions, student presentations (intended to develop students' critical skills) are employed.

Course Exclusions

SB/ACTG 2011 3.00 is not available to exchange students visiting Schulich unless it is a full year exchange and SB/ACTG 2010 3.00 is taken in the fall.

Course credit exclusions: GL/ECON 2710 3.00, AP/ECON 3580 3.00, AP/ECON 4200 3.00.

Table of Contents

Brief Course Description	1
Course Exclusions	1
Table of Contents	1
Course Description	2
Course Learning Outcomes	2
Deliverables at a Glance	3
Course Components & Evaluation	3
Technical Quizzes	3
Case Assessment Examination	4

Final Examination	4
Calculation of Course Grade	5
Course Material.....	7
Student Preparation for Class and Expectations.....	8
Seminars	Error! Bookmark not defined.
General Academic Policies: Grading, Academic Honesty, Accommodations and Exams.....	10
Class-by-Class Syllabus.....	12

Course Description

This is the first course of the two core financial accounting courses.

Financial accounting involves reporting to persons who are entitled to receive financial statements because of clauses in Companies Acts, Securities Acts, and contractual financing arrangements. It may also include reporting by the executive committee or leadership of unincorporated business to various users, as well as in a variety of other situations. The type and detail of reporting can vary considerably from situation to situation.

Financial accounting in most organizations tends to be based on one of the following models:

- Cash
- Accrual
- Generally Accepted Accounting Principles (e.g., International Financial Reporting Standards)
- Disclosed Basis (i.e., creation of situation-specific and tailored accounting policies)

These models capture some types of transactions and events and do not capture a variety of other transactions and events. Certain financial accounting information may therefore have very limited use. Any user of such information must know what the information conveys, and what it hides, omits, or compresses.

This course is designed to develop a student's understanding of financial accounting information. It focuses on uses of accounting information for different decisions and from different stakeholders' perspectives and considers the economic and behavioural effects that accounting treatments have on users and preparers. Special emphasis is placed on accounting policy choices and the criteria by which such choices are made, as well as on analyzing financial statements prepared under different scenarios.

Course Learning Outcomes

By the end of SB/ACTG 2010 3.00, you will be expected to:

- a. Have developed a foundational understanding of the accounting processes that underlie financial statements.
- b. Be familiar with the standard forms of accounting reports and be able to prepare and interpret them.
- c. Develop critical thinking and problem-solving skills.
- d. Understand the needs of different users of accounting reports and choose and evaluate the financial information appropriate to these users.
- e. Be able to select appropriate accounting information from financial statements and use it effectively for decision making.

- f. Have developed a critical understanding of the many roles of financial accounting information in organizations and society.

Deliverables at a Glance

Assignment/Task	Quantity	Weight %	Total %	Format
Honor Statement	1	0	0	Individual
Adaptive Practice Assignments	7	1.43	10	In-class Live: Individual
Case Development Assignments	3	3.33	10	In-seminar Live: Individual
Quiz 1	1	15	15	In-class Live: Individual
Case Assessment Exam	1	20	20	In-seminar Live: Individual
Quiz 2	1	15	15	In-class Live: Individual
Final Examination	1	30	30	In-class Live: Individual
			100%	

Course Components: Description & Evaluation

Academic Integrity – Student Honor Statement (mandatory but ungraded)

Please download, complete, and submit the *Academic Integrity – Student Honor Statement* form through Canvas, by the due date. This is a required submission and your attestation is mandatory for your assessments (e.g., Quizzes, Midterm and Final Examination) to be graded.

We understand university is challenging and you face many pressures, including those compounded by our current environment. Nonetheless, we would like stress that at Schulich there will be zero tolerance for cheating/plagiarism.

For example, breaching academic honesty is as simple as sharing your answer (or part of an answer) to an assessment with a classmate, collaborating on a timed assessment (e.g., messaging answers or discussing questions over an app or phone), copying, and pasting from another resource (e.g., internet) or your own work that you have prepared in advance.

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.

Adaptive Practice (10%)

Students will complete a series of adaptive practice questions in WileyPLUS through Canvas. Students must access these questions through Canvas and complete them at their own pace any time before the due date.

These assessments are graded as a “pass” or “fail” - students who achieve 50% or more will receive a “pass” and therefore the full marks for that assessment while students who achieve lower than 50% will not receive any marks for that assessment. There are no partial marks.

Students who do not complete an assessment by the due date, for whatever reason (including technology issues), receive a grade of zero - meaning they did not participate or engage in the learning process. Since this assessment is meant to encourage participation in the learning process in a timely fashion, there are no “make-up” adaptive practice assessments or extensions. Students either complete the assessment or not. There are no partial completion or partial grades.

To ensure timely completion, students are encouraged to plan their time accordingly. Do not wait until the last minute to complete each assigned assessment because undoubtedly issues may arise (e.g., commitments, technology issues).

Case Development Assignments (10%)

Learning through cases and developing critical reasoning skills through various scenarios is an integral part of the Schulich experience. In this course, the seminars are devoted to building students' skill at evaluating and analyzing case-based accounting decisions. Each week the seminars will help enhance students' case and scenario analysis skills, and at several points throughout the semester, brief case and analytical scenario assignments will be written during the seminars to assess students' progress. There are no “make up” grades on these assignments and students who miss an assessment without a documented reason will receive a grade of zero.

Technical Quizzes (30%)

Each of the two in-class, closed-book, technical quizzes will be 45 minutes in length. The questions will be technical in nature (numerical, computational, and analytical) covering all weeks prior to the quiz date (i.e., inclusive, and cumulative) including all readings, lectures, handout material, and postings on Canvas.

The technical quizzes will be conducted at the beginning of class on the specified dates. Students will have 45 minutes to complete the assessment on a device (e.g., laptop). The assessment will be conducted in-class using the Canvas platform.

A basic calculator that does not store text can be used to complete the technical quiz. No study aids or reference materials of any kind will be permitted.

Case Assessment Examination (Case Assessment & Qualitative Scenarios) (20%)

This in-class, closed-book case assessment (i.e., no notes, aids, books, internet, or other materials) will be timed and comprise a written case analysis and qualitative discussion questions applying critical thinking skills used in the weekly seminars. The assessment will include a case scenario and 2 – 4 qualitative (discussion) questions for a total of 90 minutes covering all lectures and seminars prior to the assessment date (i.e., inclusive, and cumulative), including all readings, lectures, handout material, and postings on Canvas.

The assessment will be conducted in-class using the Canvas platform. Students will have 90 minutes to complete the assessment on a device (e.g., laptop). At the end of the assessment, students will submit their responses for marking.

Final Examination (30%)

This in-person, closed-book (i.e., no notes, books, aids, internet, or other materials), final examination (assessment) will be timed and comprise 4-6 questions. The assessment will be a mix of technical (numerical and/or analytical), qualitative (discussion), and a case scenario, covering all lectures and

seminars prior to the assessment date (i.e., inclusive, and cumulative) including all readings, handout material, and postings on Canvas.

Student will have 120 minutes to complete the assessment on a device (e.g., laptop). The exam will be conducted in person during the final exam period using the Canvas platform. More details on technical requirements and tips for the quizzes and exam can be found on Canvas.

“Extra” Assignments

To ensure all students receive the same assessment opportunities, there is no “extra” work that a student can undertake to receive additional marks or “boost” their grade. Please do not ask your instructor to provide you with “extra” assessment opportunities that are not available to other students. This is unfair.

Scheduling Conflicts

Students are expected to attend all classes and seminars. Students should coordinate their schedules to avoid planning known commitments (e.g., work, presentations, extra-curricular events or similar) that conflict or overlap with scheduled class or lab time. To ensure consistency, the instructor cannot accommodate individual student requests regarding such scheduling conflicts. Students must resolve any such scheduling conflicts on their own or risk losing the grades allocated to the assessment.

Calculation of Course Grade

Grades provide students with important feedback on their understanding of the course material, mastery of learning outcomes, and where they need to improve.

The guidelines below help ensure that grading practices are accurate, transparent, and consistent.

Process

A grade on a component (e.g., Case Assessment) may be denoted as a percentage, grade-point, or letter. If a grade is denoted as a percentage or letter, a student can determine their grade point by associating the percentage or letter with the index system discussed below.

For each graded component, a student will be informed of the class grade:

- breakdown (e.g., by range)
- average

At the end of the semester, grades for each component will be multiplied by the weighting of that specific component and summed to determine the total average grade which will be converted into a letter grade. The letter grade corresponds to 9-value index system as outlined below.

In general, earlier components are likely to have lower grades and such grades are generally expected to increase, as students learn and master the material (i.e., as the semester progresses).

This course’s index system is as follows:

Grade	Grade Point	Percent Range	Description
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good

B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Barely Passing
F	0	(Below 50%)	Failing

Cases will be primarily assessed through a competency-based marking system.

Competency Based Marking

At the Schulich School of Business some assessments are competency-based. Competency-based education focuses on ensuring that every student has the necessary level of underlying technical knowledge *and* the practical skills to apply that knowledge effectively. It is a process that integrates formal technical knowledge (acquired and developed in the lecture) with practical application (developed and enhanced in seminars).

A competency-based approach recognizes that knowledge is necessary but *not* sufficient for performing at an exceptional level as a business student.

Most **cases** will be evaluated based on a competency-based marking structure, where performance will be categorized as follows:

- Not Addressed (NA) – The student did not address and/or attempt the required (e.g., issue).
- Nominally Competent (NC) – The student addressed the required (e.g., issue), but the response was technically incorrect and/or lacked integration of relevant case facts.
- Reaching Competent (RC) – The student addressed the required (e.g., issue), but the response contained some technical errors and/or contained insufficient integration of relevant case facts.
- Competent (C) – The student addressed the required (e.g., issue), and the response was technically correct and contained sufficient integration of relevant case facts.
- Competent with Distinction (CWD) - The student addressed the required (e.g., issue), and the response was technical correct, contained sufficient integration of relevant case facts, analyzed in-depth, and contained insightful relevant comments.

Each of the above categories will be equated with a specific numerical score. The total score for a case will be denoted as a percentage, grade-point, or letter.

To achieve excellence, it is expected that a student obtains a mix of RCs, Cs and CWDs.

To be successful, students will be required to apply their technical knowledge to case specific facts and provide useful, relevant, and professional responses.

Competency-based marking does not rely on one "right answer". Instead, competency-based marking relies heavily on judgment and allows for multiple possible responses to a single required (e.g., issue).

Bonus Grades

To ensure a consistent and equitable approach to grading, asking your instructor for discretionary "bonus" marks (or similar) is not appropriate. Please do not put forth such requests to your instructor.

Course Material

Textbook

There are two (2) textbooks required:

1) Textbook with WileyPLUS: Burnley, C.D., (2022). Understanding Financial Accounting, 3rd Canadian Edition

You must purchase the 3rd edition of this textbook *with* WileyPLUS. Do not purchase previous or used editions.

WileyPLUS is an online learning platform that compliments your textbook and is integrated with the course Canvas site. Among other things, WileyPLUS will be used for Adaptive Practice assignments and provides students a variety of learning resources, including optional practice questions.

This textbook is available in both hard-copy and electronic formats, however in either case you must have WileyPLUS access for this course. You can choose to purchase the hard-copy of the textbook along with WileyPLUS access, or the electronic WileyPLUS access on its own (WileyPLUS includes the full e-textbook). Further details on purchasing the textbook are available on Canvas.

2) Alex Fisher & John Friedlan, Introductory Cases in Financial Accounting: A User-Oriented, Critical Approach, 1st edition, Wiley.

The case book will be used to develop the case writing and analytical skills applied in the seminar.

Canvas & Additional Readings

Each section of a Schulich-based course has a Canvas Course Materials Database (Canvas). Canvas will be used as a central bulletin board on which the instructor can make announcements and post relevant course materials. You are expected to check Canvas at least twice each week. Any announcements that need to be made to the entire class will be posted to Canvas rather than sent in a blanket email. Any additional readings for each lecture will be posted electronically on Canvas. If you have any difficulty accessing Canvas, please contact askit@yorku.ca

Learning in the Blended Classroom

This course is delivered in a *blended* format, which at York University is defined as meaning at least a third of the lectures will be delivered online and a third face-to-face, with the remaining third being any combination of online or face-to-face. The class-by-class schedule below included at the end of the syllabus lists which weeks will be delivered in person and which will be delivered remotely. Several platforms will be used in this course (e.g., Canvas, Zoom, etc.) through which students will interact with the course materials, the course and co-instructors, as well as with one another.

Technology

Students are expected to have access to the following technology to participate in the course:

1. Laptop
2. High-speed internet
3. Microsoft Word & Excel
4. Basic standard calculator

Laptop

Students are expected to have a device, such as a laptop, to be used during in-person assessments and the weekly seminars that is capable of running various applications (including Microsoft Word, Microsoft Excel, Canvas, Zoom, and an internet browser that can access the internet for WileyPLUS assessments and Canvas). The device should allow a student to answer assessment questions effectively and efficiently. A cell phone is not an acceptable device.

Students must bring their device, including any necessary accessories (e.g., power cords), to all live in-person classroom assessments and to the weekly seminars. A device is not mandatory for the weekly lectures but may be used at the instructor's discretion.

High-Speed Internet

Students are expected and assumed to have reliable high-speed internet access.

Microsoft Word & Excel

All currently registered York students have access to a wide variety of discounted software and free downloads including FREE Microsoft Office 365 software.

Basic Standard Calculator

A simple, non-scientific calculator that can do basic mathematical functions like addition, division, subtraction, and percentages. There is no memory in a basic standard calculator. A cellphone or similar is not a basic standard calculator.

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. Please review the further technical specifications shown on Canvas.

Student Preparation for Class and Expectations**Approach**

This course weaves together theory, concepts, teaching problems, practical problems, and short cases. Much of the material will be vague, imprecise, and hard to understand. This is deliberate. Accounting deals with people and their relationships. This social world is difficult to comprehend. Students will often feel uncertain about how to make sense of the material, or what parts of the material are important. **This uncertainty is all part of the learning process.** Whenever you experience frustration with the course material, remember that this is an indication that you are being stretched appropriately.

This course emphasizes a user's perspective on financial accounting. However, the first few classes introduce students to the accountant's perspective. The basis for using accounting information is a thorough understanding of the accounting basics, including the accounting cycle. In the initial parts of the course, we will focus on these accounting basics, but you will also have to spend time outside of class doing extra problems, so that the basic mechanisms of financial accounting are clear to you. Only then will you be able to understand and analyse financial statements and other accounting information. The textbook and its accompanying Wiley online learning center are excellent sources of practice problems and detailed examples.

Course Structure:

The course is comprised of two components: a lecture and a seminar. These two components are designed to provide Schulich students with the necessary competencies and experiences required to excel in the classroom and in their careers.

The **lecture component** is instrumental in setting the technical foundation of the course material. Class discussions will be for presentation of the more complex aspects of the technical material; class time will not be used to repeat material that is simpler in nature or adequately discussed in the textbook.

The **seminar component** has been designed to develop and hone critical thinking skills through case scenarios. Students will be expected to integrate their technical understanding of the material to multiple unique scenarios. The seminars are concerned with applications including the interpretation of financial information and analytical writing skills. No two scenarios are alike and thus this element of the course is quite challenging.

Assessments (e.g., seminar participation, quizzes, Case Assessment examination, final examination) will cover all the assigned material (including materials posted to Canvas) and will not be restricted to only the material explicitly discussed during class.

Lectures and analytical discussions may be ahead of, or behind, topics noted in the course outline, depending upon the particular difficulties experienced by the class. Regardless of class coverage, the student is responsible for all material noted in the course outline plus class discussions.

The student is responsible for reading the textbook and for preparing in advance the topics noted on the course outline. Advanced preparation is necessary to maximize the usefulness of classroom time. Class time is required for answering students' questions and for covering material not included in the textbooks. If assigned materials are not covered during class due to time constraints, students are still responsible for preparing and understanding the material. Students that perform better in this course invariably attend both the lecture and seminar, come fully prepared and participate in classroom discussions.

The instructor may cold call on an individual or groups of students (depending on class size) to present a problem, assigned case, or answer specific questions during class.

Preparation

This course requires, above all, hard work and dedication. A minimum of 8 to 10 hours of work outside class is required per week (readings, practice questions etc.), and class participation is assumed. Quiz and examination preparation time is in addition to the above. Trying to cram for this course proves in most cases to be impossible. Practice and application are required.

Students should come prepared for all classes by completing the assigned work (see the Class-by-Class section in the Course Syllabus).

To get the most out of the classroom, you should read the required chapters before class. This will allow you to participate more fully in class discussions and identify areas for which you need additional instruction. All assigned readings (e.g., textbook chapter) and before class learning should be completed before the applicable class.

The textbook and its accompanying Canvas and Wiley online learning center are excellent sources of practice problems and detailed examples.

Due to copyright restrictions, we are not allowed to post the solutions to any questions covered in the lecture or the seminar. Students are not allowed to take pictures of the solutions with their cell phones. The department follows all copyright regulations and therefore cannot post solutions to textbook questions or other questions that have a copyright restriction.

Seminars

Seminars are an essential part of the course and lead by a co-instructor. A student's success in the course is highly dependent on their understanding of both theoretical and applied aspects of accounting. Seminars are meant to provide students the opportunity to practice and apply their technical skills and develop their critical thinking skills – a fundamental skill required for success in the course and beyond.

Seminars will focus less on knowledge recall from “memorization” and more on critical thinking and analysis. Instead of focusing on getting to the “right answer,” students will be challenged to consider user biases and perspectives, information needs of preparers, ethical considerations, or other factors to derive an appropriate response to an accounting problem.

Seminar questions as noted in the syllabus are to be considered prior to the start of each live in-person seminar. Seminar activities will include discussion of questions assigned for homework and other in-seminar activities such as discussion of new questions, mini case scenarios or the completion of writing drills for an accounting topic.

Seminar attendance is **mandatory** and you must attend the seminar in which you are enrolled – you cannot attend a different seminar.

Additional Resources

Additional Practice Questions

A number of different practice questions have been selected for each chapter. The questions are administered through Wiley and are ungraded. Completion of these problems is entirely optional and are intended only for student practice and learning.

Drop-In Sessions

In recognition of the complexities associated with learning accounting, **optional** drop-in accounting sessions will be provided. The drop-in sessions are intended to provide a resource for students to ask questions whether technical or discussion based. Students can drop-in to the sessions whenever desired and no registration is required. Information concerning times of the optional sessions will be posted on the Canvas page.

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

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

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

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

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

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

In-class Quizzes and Examinations (Absence from)

Quizzes and Case Assessment Examination: Students who miss a quiz or case assessment examination must contact their course instructor within 24 hours and provide the course instructor with documentation substantiating the reason for the absence. A copy of the documentation must also be submitted to Student Services (undergrad@schulich.yorku.ca); it will be placed in the student's file. If a quiz or case assessment is missed based on an acceptable (refer to Student Services guidelines) documented reason, the weight of the quiz/case exam will be allocated proportionally across all other assessments. There are no "make up" quizzes or case assessment exams.

Final Exam. 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, original 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 <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).

Class-by-Class Syllabus

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

Note: If any changes in this schedule become necessary, notifications will be posted on Canvas.

Please ensure to check Canvas regularly.

Date & Format	Topics	Lecture Preparation	Seminar Preparation	Assessments
WEEK 1: In person	Review Course Syllabus Overview of Corporate Financial Reporting Schulich Case Method	Burnley: Chapter 1	DQ1-6, UP1-2, UP1-5, C1-1, Casebook: Financial Reporting Objectives & Cases Exercise	
WEEK 2: In person	Analysing Transactions & Their Effect on Financial Statements <i>Ethics in Accounting (1-17)</i>	Burnley: Chapter 2	DQ2-9, UP2-3, RI2-2	Adaptive Practice Chapters 1-2 Case Development Assignment (in seminar)
WEEK 3: In person	Double Entry Accounting & the Accounting Cycle <i>Ethics in Accounting (1-26)</i>	Burnley: Chapter 3	DQ3-2, DQ3-8, UP3-6, WIP 3-4, RI3-2	Adaptive Practice Chapter 3
WEEK 4: In person	Technical Quiz #1 <i>Ethics in Accounting (3-28)</i>		DQ3-14, DQ3-20 Case: Cookie Monster Limited	Quiz #1 (In lecture)
WEEK 5: Online	Revenue Recognition and the Statement of Income <i>Ethics in Accounting (4-3)</i> Quiz 1: debriefed & returned	Burnley: Chapter 4	UP4-5, UP4-6 Case: Alexander Electronics Ltd	Adaptive Practice Chapter 4
Co-curricular Days October				
WEEK 6: Online	The Statement of Cash Flows <i>Ethics in Accounting (5-28)</i>	Burnley: Chapter 5	UP5-3, UP5-9, DQ5-24, DQ5-35	Adaptive Practice Chapter 5
WEEK 7: In person	Case Assessment Examination			Case Assessment (In lecture)
WEEK 8: Online	Cash and Receivables <i>Ethics in Accounting (6-8)</i> Case Assessment debriefed & returned	Burnley: Chapter 6	UP6-8, UP6-9, DQ6-1 Case: Mediator Inc.	Adaptive Practice Chapter 6
WEEK 9: Online	Cash and Receivables (cont'd.)		C4-1, C5-1, C6-1, C6-3, RI6-3	

WEEK 10: In person	<i>Technical Quiz #2</i> <i>Ethics in Accounting (6-25, 6-29)</i>	Review questions for Technical quiz to be posted on Canvas	RI1-2, C3-5,	Quiz #2 (in lecture) Case Development Assignment (in seminar)
WEEK 11: Online	Inventory <i>Ethics in Accounting (7-27)</i> Quiz 2 debriefed & returned	Burnley Chapter 7 (Including Appendix)	UP7-9, DQ7-22, C7-3 Case: Konopaski Importing Inc.	Adaptive Practice Chapter 7
WEEK 12: In person	Review Class Administrative items	Technical review questions (to be posted on Canvas)	RI6-4, UP7-3	Case Development Assignment (in seminar)
Final Examination (TBA)				

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Linda Thorne, Professor, Accounting Area

Date: March 6, 2023

Re: Add a blended delivery mode format to existing modes of ACTG 2011: Introduction to Financial Accounting II

Motion: For Faculty Council to approve the addition of a blended delivery mode format for *ACTG 2011: Introduction to Financial Accounting II*.

Rationale: ACTG 2011 was delivered remotely in the winter 2020 through fall 2021 semesters and had 15% remote delivery beginning winter 2022. During this time, the instructors involved in the course learned a great deal about the unique value of online delivery and ways to engage the students. We also developed new content and resources, including a series of valuable online modules that students review at their own time. The student feedback on the new delivery modes were positive. In addition, we have discovered that certain modes of delivery work better for certain types of content.

Given what we have learned over the last 36 months and the enthusiastic response by the students, we believe we can teach a more valuable course by combining in-person instruction with synchronous and asynchronous delivery. This will allow us to use the most appropriate modes of delivery for different types of content and interaction. For example, some of the foundational, technical accounting content is better delivered through asynchronous online modules that students can complete on their own time and pace. Other exercises and discussions, in contrast, work better with synchronous Zoom breakouts than they did in traditional in-class settings. Lastly, other interactive components, such as case study discussions, are better delivered in person.

In conclusion, taking the course forward in a blended¹ format will allow us to provide the students with the best possible learning experience and to further experiment with different contents, formats, and techniques for engagement. It also conforms to a call by York's Associate Vice President Teaching and Learning for blended course to "become a common and accepted approach for course delivery at York."

¹ Blended learning is defined by York University as follows: "At least a third of the course will be delivered online and a third face-to-face, the remaining third may be any combination of online or face-to-face."

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 Program

2. Responsible Unit:

ACTG

3. Subject Code (Rubric) and Course Number:

ACTG 2011

4. Credit Value:

3.00

5. Long Course Title:

Introduction to Financial Accounting II

6. Short Course Title:

Introduction to Financial Accounting II

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): Add a blended delivery mode format to the course

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

Fall 2023

9. Rationale:

ACTG 2011 was delivered remotely in the winter 2020 through fall 2021 semesters and had 15% remote delivery beginning winter 2022. During this time, the instructors involved in the course learned a great deal about the unique value of online delivery and ways to engage the students. We also developed new content and resources, including a series of valuable online modules that students review at their own time. The student feedback on the new delivery modes were positive. In addition, we have discovered that certain modes of delivery work better for certain types of content.

Given what we have learned over the last 3 years and the enthusiastic response by the students, we believe we can teach a more valuable course by combining in-person instruction with synchronous and asynchronous delivery. This will allow us to use the most appropriate modes of delivery for different types of content and interaction. For example, some of the foundational, technical accounting content is better delivered through asynchronous online modules that students can complete on their own time and pace. Other exercises and discussions, in contrast, work better with synchronous Zoom breakouts than they did in traditional in-class settings. Lastly, other interactive components, such as case study discussions, are better delivered in person.

In conclusion, taking the course forward in a blended¹ format will allow us to provide the students with the best possible learning experience and to further experiment with different contents, formats, and techniques for engagement. It also conforms to a call by York's Associate Vice President Teaching and Learning for blended course to "become a common and accepted approach for course delivery at York."

10. Proposed Course Information:

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

¹ Blended learning is defined by York University as follows: "At least a third of the course will be delivered online and a third face-to-face, the remaining third may be any combination of online or face-to-face."

11. Enrolment Notes:

n/a

12. Consultation:

n/a

Originator:

Existing Course Information (Change From):	Proposed Course Information (Change To):
	Changes to the course syllabus are reflected in the attached updated syllabus. Course title, description, and learning outcomes remain identical to the existing course information.



March 6,
2023



Signature

March 6
Date

Linda Thorne
Name

ACTG
Area or
Specializa
tion

Approvals:

Area or Specialization

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



Signature

March 6,
2023

Date

Linda Thorne on behalf of the Accounting Area

Name

ACTG

Area or
Specializa
tion

Degree Program:

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

Mike Valente

Signature

March 24, 2023

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

March 24, 2023

Date

Mike Valente

Name of Committee Chair

BBA/iBBA Program Committee

Committee

ACTG 2011 Introduction to Financial Accounting II



Course Outline

2023

(Lecture) Tuesday or Thursday (s) 11:30 am – 1:30 pm,
(Seminars) Tuesday or Thursday(s) 2:00pm – 3:30pm.

Instructor

TBA
S34X Seymour Schulich Building
Email: XXX
Office Hours: XXX

Faculty Secretary

TBA
XX@schulich.yorku.ca
416.736.XXXX
S344 SSB

This course is delivered in a *blended* format, which at York University is defined as meaning at least a third of the lectures and seminars will be delivered online and a third face-to-face, with the remaining third being any combination of online or face-to-face. The class-by-class schedule included below lists which Class will be delivered in person, and which will be delivered remotely.

Brief Course Description

This two-course sequence develops students' understanding of financial accounting information so that they can be informed and effective users of the information. The courses focus on uses of accounting information for different decisions and from different stakeholder perspectives and considers the economic and behavioural effects that accounting treatments have on users and preparers. Readings from current publications are used to demonstrate practical applications of the issues discussed in class. Classroom techniques such as case studies, classroom discussions, student presentations and group and individual research projects (intended to develop students' critical skills) are employed.

Prerequisite: SB/ ACTG 2010 3.00.

Course Credit Exclusion: GL/ECON 2710 3.00.

Course Exclusions

SB/ACTG 2011 3.00 is not available to exchange students visiting Schulich unless it is a full year exchange and SB/ACTG 2010 3.00 is taken in the fall.

Course credit exclusions: GL/ECON 2710 3.00, AP/ECON 3580 3.00, AP/ECON 4200 3.00.

Table of Contents

Brief Course Description	1
Course Exclusions	1
Table of Contents	1
Course Description	2
Course Learning Outcomes	2
Deliverables at a Glance	3
Course Components & Evaluation	3
Technical Quizzes	3

Case Assessment Examination	4
Final Examination	4
Calculation of Course Grade	5
Course Material.....	7
Student Preparation for Class and Expectations.....	8
Seminars	Error! Bookmark not defined.
General Academic Policies: Grading, Academic Honesty, Accommodations and Exams.....	10
Class-by-Class Syllabus.....	12

Course Description

This is the second course of the two core financial accounting courses. This course is an extension of ACTG 2010 Introduction to Financial Accounting I.

Financial accounting involves reporting to persons who are entitled to receive financial statements because of clauses in Companies Acts, Securities Acts, and contractual financing arrangements. It may also include reporting by the executive committee or leadership of unincorporated business to various users, as well as in a variety of other situations. The type and detail of reporting can vary considerably from situation to situation.

Financial accounting in most organizations tends to be based on one of the following models:

- Cash
- Accrual
- Generally Accepted Accounting Principles (e.g., International Financial Reporting Standards)
- Disclosed Basis (i.e., creation of situation-specific and tailored accounting policies)

These models capture some types of transactions and events and do not capture a variety of other transactions and events. Certain financial accounting information may therefore have very limited use. Any user of such information must know what the information conveys, and what it hides, omits, or compresses.

This course is designed to extend a student's understanding of financial accounting information. It focuses on uses of accounting information for different decisions and from different stakeholders' perspectives and considers the economic and behavioural effects that accounting treatments have on users and preparers. Special emphasis is placed on accounting policy choices and the criteria by which such choices are made, as well as on analyzing financial statements prepared under different scenarios.

Course Learning Outcomes

By the end of SB/ACTG 2011 3.00, you will be expected to:

- Have developed a critical understanding of the many roles of accounting information in society.
- Understand how accounting, as a "language," is used to construct narratives in the form of accounting reports.
- Be conversant with the "language" of accounting, familiar with the standard forms of accounting reports, and able to interpret accounting reports critically.

- Understand the needs of different users of accounting reports, and to choose and evaluate the financial information appropriate to these users.
- Have improved your ability to work effectively in groups.
- Have developed your critical thinking and problem-solving skills.
- Have begun to develop an appreciation of real-world implications of course work.
- Understand International Financial Reporting Standards (IFRS) and Accounting Standards for Private Enterprises (ASPE).

Deliverables at a Glance

Assignment/Task	Quantity	Weight %	Total %	Format
Honor Statement	1	0	0	Individual
Adaptive Practice Assignments	7	1.43	10	In-class Live: Individual
Case Development Assignments	3	3.33	10	In-seminar Live: Individual
Quiz 1	1	15	15	In-class Live: Individual
Case Assessment Exam	1	20	20	In-seminar Live: Individual
Quiz 2	1	15	15	In-class Live: Individual
Final Examination	1	30	30	In-class Live: Individual
			100%	

Course Components: Description & Evaluation

Academic Integrity – Student Honor Statement (mandatory but ungraded)

Please download, complete, and submit the *Academic Integrity – Student Honor Statement* form through Canvas, by the due date. This is a required submission and your attestation is mandatory for your assessments (e.g., Quizzes, Midterm and Final Examination) to be graded.

We understand university is challenging and you face many pressures, including those compounded by our current environment. Nonetheless, we would like stress that at Schulich there will be zero tolerance for cheating/plagiarism.

For example, breaching academic honesty is as simple as sharing your answer (or part of an answer) to an assessment with a classmate, collaborating on a timed assessment (e.g., messaging answers or discussing questions over an app or phone), copying, and pasting from another resource (e.g., internet) or your own work that you have prepared in advance.

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.

Adaptive Practice (10%)

Students will complete a series of adaptive practice questions in WileyPLUS through Canvas. Students must access these questions through Canvas and complete them at their own pace any time before the due date.

These assessments are graded as a “pass” or “fail” – students who achieve 50% or more will receive a “pass” and therefore the full marks for that assessment while students who achieve lower than 50% will not receive any marks for that assessment. There are no partial marks.

Students who do not complete an assessment by the due date, for whatever reason (including technology issues), receive a grade of zero – meaning they did not participate or engage in the learning process. Since this assessment is meant to encourage participation in the learning process in a timely fashion, there are no “make-up” adaptive practice assessments or extensions. Students either complete the assessment or not. There are no partial completion or partial grades.

To ensure timely completion, students are encouraged to plan their time accordingly. Do not wait until the last minute to complete each assigned assessment because undoubtedly issues may arise (e.g., commitments, technology issues).

Case Development Assignments (10%)

Learning through cases and developing critical reasoning skills through various scenarios is an integral part of the Schulich experience. In this course, the seminars are devoted to building students’ skill at evaluating and analyzing case-based accounting decisions. Each Class the seminars will help enhance students’ case and scenario analysis skills, and at several points throughout the semester, brief case and analytical scenario assignments will be written during the seminars to assess students’ progress. There are no “make up” grades on these assignments and students who miss an assessment without a documented reason will receive a grade of zero.

Technical Quizzes (30%)

Each of the two in-class, closed-book, technical quizzes will be 45 minutes in length. The questions will be technical in nature (numerical, computational, and analytical) covering classes prior to the quiz date (i.e., inclusive, and cumulative) including all readings, lectures, handout material, and postings on Canvas.

The technical quizzes will be conducted at the beginning of class on the specified dates. Students will have 45 minutes to complete the assessment on a device (e.g., laptop). The assessment will be conducted in-class using the Canvas platform.

A basic calculator that does not store text can be used to complete the technical quiz. No study aids or reference materials of any kind will be permitted.

Case Assessment Examination (Case Assessment & Qualitative Scenarios) (20%)

This in-class, closed-book case assessment (i.e., no notes, aids, books, internet, or other materials) will be timed and comprise a written case analysis and qualitative discussion questions applying critical thinking skills used in the seminars. The assessment will include a case scenario and 2 – 4 qualitative (discussion) questions for a total of 90 minutes covering all lectures and seminars prior to the assessment date (i.e., inclusive, and cumulative), including all readings, lectures, handout material, and postings on Canvas.

The assessment will be conducted in-class using the Canvas platform. Students will have 90 minutes to complete the assessment on a device (e.g., laptop). At the end of the assessment, students will submit their responses for marking.

Final Examination (30%)

This in-person, closed-book (i.e., no notes, books, aids, internet, or other materials), final examination (assessment) will be timed and comprise 4-6 questions. The assessment will be a mix of technical (numerical and/or analytical), qualitative (discussion), and a case scenario, covering all lectures and seminars prior to the assessment date (i.e., inclusive, and cumulative) including all readings, handout material, and postings on Canvas.

Student will have 120 minutes to complete the assessment on a device (e.g., laptop). The exam will be conducted in person during the final exam period using the Canvas platform. More details on technical requirements and tips for the quizzes and exam can be found on Canvas.

“Extra” Assignments

To ensure all students receive the same assessment opportunities, there is no “extra” work that a student can undertake to receive additional marks or “boost” their grade. Please do not ask your instructor or co-instructor to provide you with “extra” assessment opportunities that are not available to other students. This is unfair.

Scheduling Conflicts

Students are expected to attend all classes and seminars. Students should coordinate their schedules to avoid planning known commitments (e.g., work, presentations, extra-curricular events or similar) that conflict or overlap with scheduled class or lab time. To ensure consistency, the instructor or co-instructor cannot accommodate individual student requests regarding such scheduling conflicts. Students must resolve any such scheduling conflicts on their own or risk losing the grades allocated to the assessment.

Calculation of Course Grade

Grades provide students with important feedback on their understanding of the course material, mastery of learning outcomes, and where they need to improve.

The guidelines below help ensure that grading practices are accurate, transparent, and consistent.

Process

A grade on a component (e.g., Case Assessment) may be denoted as a percentage, grade-point, or letter. If a grade is denoted as a percentage or letter, a student can determine their grade point by associating the percentage or letter with the index system discussed below.

For each graded component, a student will be informed of the class grade:

- breakdown (e.g., by range)
- average

At the end of the semester, grades for each component will be multiplied by the weighting of that specific component and summed to determine the total average grade which will be converted into a letter grade. The letter grade corresponds to 9-value index system as outlined below.

In general, earlier components are likely to have lower grades and such grades are generally expected to increase, as students learn and master the material (i.e., as the semester progresses).

This course’s index system is as follows:

Grade	Grade Point	Percent Range	Description
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Barely Passing
F	0	(Below 50%)	Failing

Cases will be primarily assessed through a competency-based marking system.

Competency Based Marking

At the Schulich School of Business some assessments are competency-based. Competency-based education focuses on ensuring that every student has the necessary level of underlying technical knowledge *and* the practical skills to apply that knowledge effectively. It is a process that integrates formal technical knowledge (acquired and developed in the lecture) with practical application (developed and enhanced in seminars).

A competency-based approach recognizes that knowledge is necessary but *not* sufficient for performing at an exceptional level as a business student.

Most **cases** will be evaluated based on a competency-based marking structure, where performance will be categorized as follows:

- Not Addressed (NA) – The student did not address and/or attempt the required (e.g., issue).
- Nominally Competent (NC) – The student addressed the required (e.g., issue), but the response was technically incorrect and/or lacked integration of relevant case facts.
- Reaching Competent (RC) – The student addressed the required (e.g., issue), but the response contained some technical errors and/or contained insufficient integration of relevant case facts.
- Competent (C) – The student addressed the required (e.g., issue), and the response was technically correct and contained sufficient integration of relevant case facts.
- Competent with Distinction (CWD) - The student addressed the required (e.g., issue), and the response was technical correct, contained sufficient integration of relevant case facts, analyzed in-depth, and contained insightful relevant comments.

Each of the above categories will be equated with a specific numerical score. The total score for a case will be denoted as a percentage, grade-point, or letter.

To achieve excellence, it is expected that a student obtains a mix of RCs, Cs and CWDs.

To be successful, students will be required to apply their technical knowledge to case specific facts and provide useful, relevant, and professional responses.

Competency-based marking does not rely on one "right answer". Instead, competency-based marking relies heavily on judgment and allows for multiple possible responses to a single required (e.g., issue).

Bonus Grades

To ensure a consistent and equitable approach to grading, asking your instructor or co-instructor for discretionary “bonus” marks (or similar) is not appropriate. Please do not put forth such requests to your instructors.

Course Material

Textbook

There are two (2) textbooks required:

1) Textbook with WileyPLUS: Burnley, C.D., (2021). Understanding Financial Accounting, 3rd Canadian Edition

You must purchase the 3rd edition of this textbook *with* WileyPLUS. Do not purchase previous or used editions.

WileyPLUS is an online learning platform that compliments your textbook and is integrated with the course Canvas site. Among other things, WileyPLUS will be used for Adaptive Practice assignments and provides students a variety of learning resources, including optional practice questions.

This textbook is available in both hard-copy and electronic formats, however in either case you must have WileyPLUS access for this course. You can choose to purchase the hard-copy of the textbook along with WileyPLUS access, or the electronic WileyPLUS access on its own (WileyPLUS includes the full e-textbook). Further details on purchasing the textbook are available on Canvas.

2) Alex Fisher & John Friedlan, Introductory Cases in Financial Accounting: A User-Oriented, Critical Approach, 1st edition, Wiley.

The case book will be used to develop the case writing and analytical skills applied in the seminar.

Canvas & Additional Readings

Each section of a Schulich-based course has a Canvas Course Materials Database (Canvas). Canvas will be used as a central bulletin board on which the instructor and co-instructor can make announcements and post relevant course materials. You are expected to check Canvas at least twice each week. Any announcements that need to be made to the entire class will be posted to Canvas rather than sent in a blanket email. Any additional readings for each lecture will be posted electronically on Canvas. If you have any difficulty accessing Canvas, please contact askit@yorku.ca

Learning in the Blended Classroom

This course is delivered in a *blended* format, which at York University is defined as meaning at least a third of the lectures will be delivered online and a third face-to-face, with the remaining third being any combination of online or face-to-face. The class-by-class schedule below included at the end of the syllabus lists which Class will be delivered in person and which will be delivered remotely. Several platforms will be used in this course (e.g., Canvas, Zoom, etc.) through which students will interact with the course materials, the instructor and co-instructor, as well as with one another.

Technology

Students are expected to have access to the following technology to participate in the course:

1. Laptop
2. High-speed internet
3. Microsoft Word & Excel
4. Basic standard calculator

Laptop

Students are expected to have a device, such as a laptop, to be used during in-person assessments and the seminars that is capable of running various applications (including Microsoft Word, Microsoft Excel, Canvas, Zoom, and an internet browser that can access the internet for WileyPLUS assessments and Canvas). The device should allow a student to answer assessment questions effectively and efficiently. A cell phone is not an acceptable device.

Students must bring their device, including any necessary accessories (e.g., power cords), to all live in-person classroom assessments and to the seminars. A device is not mandatory for the lectures but may be used at the instructor and co-instructor's discretion.

High-Speed Internet

Students are expected and assumed to have reliable high-speed internet access.

Microsoft Word & Excel

All currently registered York students have access to a wide variety of discounted software and free downloads including FREE Microsoft Office 365 software.

Basic Standard Calculator

A simple, non-scientific calculator that can do basic mathematical functions like addition, division, subtraction, and percentages. There is no memory in a basic standard calculator. A cellphone or similar is not a basic standard calculator.

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. Please review the further technical specifications shown on Canvas.

Student Preparation for Class and Expectations

Approach

This course weaves together theory, concepts, teaching problems, practical problems, and short cases. Much of the material will be vague, imprecise, and hard to understand. This is deliberate. Accounting deals with people and their relationships. This social world is difficult to comprehend. Students will often feel uncertain about how to make sense of the material, or what parts of the material are important. **This uncertainty is all part of the learning process.** Whenever you experience frustration with the course material, remember that this is an indication that you are being stretched appropriately.

This course emphasizes a user's perspective on financial accounting. However, the first few classes introduce students to the accountant's perspective. The basis for using accounting information is a thorough understanding of the accounting basics, including the accounting cycle. In the initial parts of

the course, we will focus on these accounting basics, but you will also have to spend time outside of class doing extra problems, so that the basic mechanisms of financial accounting are clear to you. Only then will you be able to understand and analyse financial statements and other accounting information. The textbook and its accompanying Wiley online learning center are excellent sources of practice problems and detailed examples.

Course Structure:

The course is comprised of two components: a lecture and a seminar. These two components are designed to provide Schulich students with the necessary competencies and experiences required to excel in the classroom and in their careers.

The **lecture component** is instrumental in setting the technical foundation of the course material. Class discussions will be for presentation of the more complex aspects of the technical material; class time will not be used to repeat material that is simpler in nature or adequately discussed in the textbook.

The **seminar component** has been designed to develop and hone critical thinking skills through case scenarios. Students will be expected to integrate their technical understanding of the material to multiple unique scenarios. The seminars are concerned with applications including the interpretation of financial information and analytical writing skills. No two scenarios are alike and thus this element of the course is quite challenging.

Assessments (e.g., seminar participation, quizzes, Case Assessment examination, final examination) will cover all the assigned material (including materials posted to Canvas) and will not be restricted to only the material explicitly discussed during class.

Lectures and analytical discussions may be ahead of, or behind, topics noted in the course outline, depending upon the particular difficulties experienced by the class. Regardless of class coverage, the student is responsible for all material noted in the course outline plus class discussions.

The student is responsible for reading the textbook and for preparing in advance the topics noted on the course outline. Advanced preparation is necessary to maximize the usefulness of classroom time. Class time is required for answering students' questions and for covering material not included in the textbooks. If assigned materials are not covered during class due to time constraints, students are still responsible for preparing and understanding the material. Students that perform better in this course invariably attend both the lecture and seminar, come fully prepared and participate in classroom discussions.

The instructor and co-instructor may cold call on an individual or groups of students (depending on class size) to present a problem, assigned case, or answer specific questions during class.

Preparation

This course requires, above all, hard work and dedication. A minimum of 8 to 10 hours of work outside class is required per class (readings, practice questions etc.), and class participation is assumed. Quiz and examination preparation time is in addition to the above. Trying to cram for this course proves in most cases to be impossible. Practice and application are required.

Students should come prepared for all classes by completing the assigned work (see the Class-by-Class section in the Course Syllabus).

To get the most out of the classroom, you should read the required chapters before class. This will allow you to participate more fully in class discussions and identify areas for which you need additional instruction. All assigned readings (e.g., textbook chapter) and before class learning should be completed before the applicable class.

The textbook and its accompanying Canvas and Wiley online learning center are excellent sources of practice problems and detailed examples.

Due to copyright restrictions, we are not allowed to post the solutions to any questions covered in the lecture or the seminar. Students are not allowed to take pictures of the solutions with their cell phones. The department follows all copyright regulations and therefore cannot post solutions to textbook questions or other questions that have a copyright restriction.

Seminars

Seminars are an essential part of the course. A student's success in the course is highly dependent on their understanding of both theoretical and applied aspects of accounting. Seminars are meant to provide students the opportunity to practice and apply their technical skills and develop their critical thinking skills – a fundamental skill required for success in the course and beyond.

Seminars will focus less on knowledge recall from “memorization” and more on critical thinking and analysis. Instead of focusing on getting to the “right answer,” students will be challenged to consider user biases and perspectives, information needs of preparers, ethical considerations, or other factors to derive an appropriate response to an accounting problem.

Seminar questions as noted in the syllabus are to be considered prior to the start of each live in-person seminar. Seminar activities will include discussion of questions assigned for homework and other in-seminar activities such as discussion of new questions, mini case scenarios or the completion of writing drills for an accounting topic.

Seminar attendance is **mandatory** and you must attend the seminar in which you are enrolled – you cannot attend a different seminar.

Additional Resources

Additional Practice Questions

A number of different practice questions have been selected for each chapter. The questions are administered through Wiley and are ungraded. Completion of these problems is entirely optional and are intended only for student practice and learning.

Drop-In Sessions

In recognition of the complexities associated with learning accounting, **optional** drop-in accounting sessions will be provided. The drop-in sessions are intended to provide a resource for students to ask questions whether technical or discussion based. Students can drop-in to the sessions whenever desired and no registration is required. Information concerning times of the optional sessions will be posted on the Canvas page.

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

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

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

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

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

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

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

In-class Quizzes and Examinations (Absence from)

Quizzes and Case Assessment Examination: Students who miss a quiz or case assessment examination must contact their course instructors within 24 hours and provide the course instructors with documentation substantiating the reason for the absence. A copy of the documentation must also be submitted to Student Services (undergrad@schulich.yorku.ca); it will be placed in the student's file. If a quiz or case assessment is missed based on an acceptable (refer to Student Services guidelines) documented reason, the weight of the quiz/case exam will be allocated proportionally across all other assessments. There are no "make up" quizzes or case assessment exams.

Final Exam. Within 24 hours of missing a final examination, students must contact their course instructors. Students must also submit a completed Deferred Standing Request Form within 48 hours online. Formal, original 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 <https://schulich.yorku.ca/exam-deferral>. Student & Enrolment Services will notify the instructors 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).

Class-by-Class Syllabus

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

Note: If any changes in this schedule become necessary, notifications will be posted on Canvas.

Please ensure to check Canvas regularly.

Date & Format	Topics	Lecture Preparation	Seminar Preparation	Assessments
WEEK 1: In person	Introduction Course syllabus Long-term assets	Burnley: Chapter 8	UP8-11, UP8-12 Case: Pet Value Inc.	
WEEK 2: In person	Current Liabilities	Burnley: Chapter 9	DQ9-16, UP9-3	Adaptive Practice Chapters 8 & 9 Case Development Assignment (in seminar)
WEEK 3: In person	Long-Term Liabilities	Burnley: Chapter 10	UP10-3, UP10-6, DQ10-28, C10-1	Adaptive Practice Chapter 10
WEEK 4: In person	Quiz #1 (in Lecture) <i>Introduction to Shareholder's equity- component parts</i>	<i>Refer to Course Syllabus for information about Quiz #1.</i>	C9-1, Case: Daphne's Catering Ltd.	Quiz #1 (in-lecture)
WEEK 5: Online	Shareholder's Equity (key ratios-debt versus equity financing) <i>Quiz 1 debrief</i>	Burnley: Chapter 11	UP11-1 DQ11-4 Case: Discount Stores Limited	Adaptive Practice Chapter 11-a
WEEK 6: Online	Shareholder's Equity (Comprehensive Income and Other IFRS – ASPE/FASB Differences) Guest Speaker (Audit Practice)	Burnley Chapter 11- IFRS	UP11-4, C11-1, Case: Sturdy Furniture Ltd.	Adaptive Practice Chapter 11-b
WEEK 7: In person	Case Assessment Examination (In-Lecture)		No Seminar	Case Assessment (in-lecture)
WEEK 8: Online	Investments Midterm Debriefed	Burnley: Appendix D Investments (in textbook)	DQD-6, WIPD-1 Case: Soulful Sounds Records	Adaptive Practice Investments Appendix D
WEEK 9: Online	Financial Statement Analysis Key ratios and their meaning	Burnley: Chapter 12-ratios	DQ12-20 DQ12-9 C12-3 Case: Hatha Yoga Ltd.	Adaptive Practice Chapter 12-a
WEEK 10: In person	Quiz #2 (in-Lecture) <i>Refer to Course Syllabus for information about Quiz #2.</i>	<i>Refer to Course Syllabus for information about Quiz #2.</i>	WIP12-1 WIP12-2	Quiz #2 (in-lecture) Case Development Assignment (in

				seminar)
WEEK 11: Online	Financial Statement Analysis Analyst --Guest speaker	Burnley Chapter 12-Industry analysis including vertical, horizontal analysis	WIP12-3, RI12-1, Case: Good Food Inc.	Adaptive Practice Chapter 12-b
WEEK 12: In person	Review Class Administrative items	Technical review questions (to be posted on Canvas)	C10-4, DQD-5	Adaptive Practice All Chapters Case Development Assignment (in seminar)
Final Examination (TBA)				

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Geoffrey Kistruck, Area Coordinator, Sustainability
Ruodan Shao, Area Coordinator, Organization Studies

Date: February 28, 2023
Re: Course rubric change for ORGS 4100

Motion: That Faculty Council approve the change in rubric of ORGS 4100 – Resilience to Catastrophic Failure in Organizations to SUST 4100.

Rationale: This course was originally approved before the Sustainability Area was created. The course has a strong connection to topics in sustainability with a particular focus on how organizations respond to global social, economic, and ecological issues. In addition, the Organization Studies area has, in recent years, moved away from a focus on organization theory and the relationship between organizations and their environment. The Sustainability Area is willing to take on this course given the natural fit with this level of analysis. The Organization Studies area agrees with this change proposal.

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:

Organization Studies and Sustainability Areas

3. Subject Code (Rubric) and Course Number:

ORGS 4100

4. Credit Value:

3.0 credit course

5. Long Course Title:

Resilience to Catastrophic Failure in Organizations

6. Short Course Title:

Catastrophic Failure in Organizations

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:

This course was originally approved before the Sustainability Area was created. The course has a strong connection to topics in sustainability with a particular focus on how organizations respond to global social, economic, and ecological issues. In addition, the Organization Studies area has, in recent years, moved away from a focus on organization theory and the relationship between organizations and their environment. The Sustainability Area is willing to take on this course given the natural fit with this level of analysis. The Organization Studies area agrees with this change proposal.

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: ORGS 4100 3.0 Title: Resilience to Catastrophic Failure in Organizations Calendar Description: This course teaches students to recognize vulnerabilities of organizations to catastrophic failure, and to understand why such risk represents both a profound challenge and a potential opportunity, and to become more effective decision-makers in general. We examine how cognitive biases, organizational culture and institutions contribute to catastrophic failures; and consider how organizations can address these challenges and become more resilient</p>	<p>Title</p> <p><u>Proposed:</u> New Course Rubric/Number: SUST 4100 3.0 Title: Resilience to Catastrophic Failure in Organizations Calendar Description: no change</p>

11. Enrolment Notes:

No changes to enrolment from existing requirements

12. Consultation:

The Sustainability and Organization Studies area coordinators have been consulted and both agree to the proposed motion.

Originator:

Geoffrey Kistruck

Signature

February 28, 2023

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

February 28, 2023

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Ruodan Shao

Signature

March 1st, 2023

Date

Ruodan Shao

Name

Organization Studies

Area or Specialization

Degree Program:

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

Mike Valente

Signature

March 1st, 2023

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

March 24, 2023
Date

Mike Valente
Name of Committee Chair

BBA- iBBA Program Committee
Chair
Committee

SUST 4100 3.00: RESILIENCE TO CATASTROPHIC FAILURE IN ORGANIZATIONS



Course Outline

Winter 2024

Days

Room: TBD, Seymour Schulich Building

Instructor

Dr. Maxim Voronov

Room G327, McEwen Building

mvoronov@schulich.yorku.ca

Office hours: by appointment

Assistant

Menglin (Mary) Bai

G324, SSB

416-736-5268

SUST@schulich.yorku.ca

Course Description

This course teaches students to recognize vulnerabilities of organizations to catastrophic failure, and to understand why such risk represents both a profound challenge and a potential opportunity, and to become more effective decision-makers in general. We examine how cognitive biases, organizational culture and institutions contribute to catastrophic failures; and consider how organizations can address these challenges and become more resilient.

Prerequisite: ORGS 2100 3.00 and ORGS 2200 3.00 (BBA students) or INTL 2300 3.00 (iBBA students)

Detailed Course Description

Organizations of all types are vulnerable to catastrophic failure, but not all decision-makers are aware of this possibility or have developed organizational resilience to it. Numerous well publicized events – from BP's Gulf of Mexico oil spill and the COVID-19 pandemic to various social media scandals – offer illustrations of human, organizational, and systemic factors that can severely damage and even destroy organizations. While cataclysmic events may be inevitable, organizational responses to them can be more or less effective. Developing sensitivity to catastrophic failure and the capability to diagnose and address key vulnerabilities is essential for developing resilience for businesses, governments and non-profits.

In this course, we conceptualize organizations as complex systems of interconnections and meaning that can become rigid, routinized and slow-to-detect and respond to potentially cataclysmic developments. We examine the roles of cognitive biases, sensemaking, organizational culture and institutions in preventing managers from thinking effectively about the risk of catastrophic failure. We also consider why even small errors can cascade and have devastating consequences in complex systems by disrupting the flows of communication and meaning-making. In addition, we examine how the very processes and tools that are meant to ensure safety and reliability can, paradoxically, create barriers to learning, resulting in catastrophic failure. Throughout the course, our aim will be to understand how organizations can address these challenges in order to pre-empt or recover from catastrophic failure. The course will also help to improve routine decision-making.

Course Learning Outcomes

The main goals of this course are to:

1. Develop sensitivity to human, organizational and systemic factors that can trigger catastrophic failure
2. Learn to identify constraints and opportunities for enhancing organizational resilience
3. Improve decision-making skills in general

Deliverables at a Glance

Your course grade is a weighted average of the following evaluation components. In the table below, the impact of each task on your final grade for the course is indicated in the “% weight” column.

Assignment/Task	Quantity	% Weight	Total %	Author
Course Contribution	1	15%	15%	Individual
Short Paper	1	25%	25%	Individual
Final paper	1	30%	30%	Individual
Presentation	1	5%	5%	Individual
Mid-Term Exam	1	25%	25%	Individual
			100%	

Course Material

You are expected to come to each class having completed the required readings.

1. Canvas: Your professor will post weekly readings to Canvas.

Classroom Expectations

Student Preparation

An important teaching vehicle is interactive reflection and discussion. Reading assignments, cases, debates and videos have also been chosen to expand your opportunities to learn, discuss and debate. You are expected to come to each class having read the assigned readings and contribute to the class discussion. You should also make an effort to connect the course material to your own personal experience and to your general knowledge, and be prepared to share those with the class.

Class-by-Class Syllabus

Topics, readings, and other preparations for every class are listed below. However, students should always refer to the Canvas for up to date information related to class preparation.

Class 1	<p>Introduction: Systems of Interconnections and their Breakdowns</p> <p>This session will introduce the learning objectives for the course and the approach that will be used throughout the semester. We will see organizations as systems of interconnections (both internal and external) that, when disrupted, can cause catastrophic failures. We will discuss how small errors, unintended consequences and unforeseen events can disrupt and endanger the very survival of an organization. The students will be given an overview of the course topics and introduced to the notion that risk sensitivity should be seen as a key preoccupation of organizational decision makers.</p> <p>“Ready for Tomorrow: Seven Strategies for Climate-Resilient Infrastructure” The Hoover Institution</p>
Class 2	<p>Small Errors, Big Failures</p> <p>This session will focus on understanding how seemingly small errors can cause communication breakdowns and loss of meaning, resulting in catastrophic failures. We will first examine how accumulation of small errors can result in breakdown of meaning. We will first explore this in the context of different business functions, such as strategic decision making, and operations. We will then conduct an extended analysis of the tragic Stockwell shooting in London with an eye on understanding contraction of meaning and failures of sensemaking, and how this can result in communication failure.</p> <p>Castaldo, Joe. “The Last Days of TargetCanada.” Canadian Business</p> <p>Case: Stockwell shooting, selections from: Cornelissen, J. P., Mantere, S., & Vaara, E. 2014. The Contraction of Meaning: The Combined Effect of Communication, Emotions, and Materiality on Sensemaking in the Stockwell Shooting. <i>Journal of Management Studies</i>, 51(5): 699-736.</p>
Class 3	<p>Complexity, Coupling, Catastrophe</p> <p>This session will introduce the students to normal accident theory and highlight the paradox of tight coupling of systems as both necessary to effective organizational functioning and also likely to exacerbate failures, when they do occur. The Three Mile Island Documentary will be used to illustrate and analyze these dynamics.</p> <p>Selections of readings on Normal Accident Theory (Canvas)</p> <p>Activity: Three Mile Island Documentary</p>
Class 4	<p>Normalization of Deviance and Hubris</p> <p>This session first examines the role of normalization of deviance, or gradual increase in collective acceptance of behaviour that is risky or transgressive, in contributing to catastrophic failures. To do so, we examine the analysis of the Challenger shuttle explosion</p>

that reveals NASA engineers' gradual increase in tolerance for riskier choices, without explicitly disavowing the focus on safety. We then examine the role of hubris in contributing to several highly publicized business scandals that proved catastrophic for the respective organizations.

Vaughan, D. 1997. The Trickle-Down Effect: Policy decisions, risky work and the Challenger tragedy. *California Management Review*, 39(2).

"How Elizabeth Holmes's House of Cards Came Tumbling Down," Vanity Fair

"It's Not Just the Fyre Festival – This Is the Golden Age of the Social Media Con."
The Guardian.

Case: selections from video "The Smartest Guys in the Room"

Short paper due

Teams, Groups and Routines

Class 5

This session will focus on examining how groups and teams can fail by becoming overly-routinized and rigid, by examining the 1996 Mount Everest Disaster. We will also introduce the notion of bricolage, or making do with whatever is at hand, as a possible antidote to such problems. We will also discuss research findings revealing its utility in facilitating team coordination in high stakes contexts, such as SWAT teams.

Selections from: Bechky, B. A. & Okhuysen, G. A. 2011. Expecting the Unexpected? How SWAT Officers and Film Crews Handle Surprises. *Academy of Management Journal*, 54(2): 239-261.

"What Google Learned from Its Quest to Build the Perfect Team." The New York Times.

Case: Mount Everest—1996 (303061- PDF-ENG), HBS

Class 6

Midterm in class

Class 7

Failures of Leaders or Failure of Leadership

This session will focus on examining the role of leaders and leadership in dealing with disasters. Specifically, we will ask whether failure to avert (or at least mitigate) a disaster effectively results from poor quality leaders or from our over-confidence in leadership as a concept. In addition to discussing the research that supports and questions the importance of leaders and leadership, we will discuss the different governments' responses to the COVID-19 Pandemic and examine and debate whether the effectiveness is attributable to leadership or societal institutions.

Murphy, Bill, "The U.S. Navy SEALs Are Suddenly Facing Some Incredibly Hard Problems. Their Top Commander Says the Solution Comes Down to 1 Simple Word", Inc.

Gianpiero Petriglieri "Why leadership isn't a miracle cure for the COVID-19 crisis (and what can really help)", Fast Company

Fabio Rojas “Why Stalin Needs Friends”, Orgtheory.net

Decision Tools and Failure to Drop the Tools

Class 8

This session will focus on understanding how the very formal decision tools that are meant to help managers make informed and “rational” decisions can become constraining and prevent the managers from taking the steps needed to avoid a disaster. We will discuss the pros and drawbacks of formal decision tools and use the Mann Gulch disaster case to explore why it may be difficult for managers to “drop their tools”, and how they can do it, if needed.

“Before You Make that Big Decision.” Harvard Business Review

Case: Selections from Weick, K. E. 1993. The collapse of sensemaking in organizations: the Mann Gulch disaster. *Administrative Science Quarterly*, 38(4): 628-652.

Organizational Culture and Control

Class 9

The BP Oil Spill case will be used to better understand how the various regulatory and control mechanisms may fail. This session will focus on understanding the roles of errors and emotions in developing a safety culture that is needed for disaster prevention.

Selections from Catino, M. & Patriotta, G. 2013. Learning from Errors: Cognition, Emotions and Safety Culture in the Italian Air Force. *Organization Studies*, 34(4): 437-467.

Case: BP and the Gulf of Mexico Oil Spill (W11366-PDF-ENG), Ivey

Surprises and Social Media Meltdowns

Class 10

This session will focus on external communication and the possibility of severe reputational damage, and inability to effectively coordinate crisis responses that may result from poorly executed external communication. We will also aim to understand how the increased salience of social media presents challenges for organizations by exposing them to the risk of severe reputational damage and inability to effectively deal with key stakeholders.

Marco Clemente “Staying in grace: Why some people are immune from scandal – until they’re not” Conversation

Toubiana, Madeline and Zietsma, Charlene (2017). *Social media echo chambers create serious issues for organisations*. LSE Business Review Blog (09 Nov 2017).

Case: Qantas Airlines: Twitter Nosedive (W12338-PDF-ENG), Ivey

Case: Domino's Pizza (W11159-PDF-ENG), Ivey

Institutions, Disasters and Societization
Class 11

This session will focus on examining the role of societal institutions in both triggering and preempting or mitigating disasters. We will also examine the idea of societization, or the process by which social problems become widely recognized. We will discuss this in the context of the impact of the COVID-19 pandemic on different communities in Toronto area, exacerbating various existing problems, such as healthcare inequities.

Stephen Brammer, Layla Branicki and Martina Linnenluecke "COVID-19, Societalization and the Future of Business in Society" Academy of Management Perspectives

Excerpts from Jeffrey Alexander's Oxford talk on societization.

Case/activity: "Toronto's COVID-19 divide: The city's northwest corner has been 'failed by the system'" Toronto Star

Presentations;**Class 12**

Final Paper due 1 week after the last class

Evaluation of Written Assignments, Projects, Contribution, and Exams

Course Contribution – In-class Participation (15%)

The class participation grade rewards students who help our collective learning through their contributions to class discussions. High-quality interactive class discussions are critical to this course. Effective class comments can include responses to questions from others, spontaneous remarks, and new questions. High quality participation also involves knowing when to speak and when to listen or allow others to speak. The class participation grade reflects the quality of your comments in class, ranging from accurate contributions of facts that move the discussion along, to insightful or provocative comments that deepen, shift, expand or integrate other comments to substantially push the discussion forward. When you are absent, you miss the chance to contribute to class discussions. When you arrive late to class, or otherwise distract your classmates (such as, by texting, instant messaging, emailing, or web browsing), you disrupt class discussions, and therefore you lower your participation grade.

Short Paper: Small Errors (25%)

As we discuss in class "small errors" can contribute importantly to catastrophic failure in organizations. The purpose of this assignment is to help you improve your sensitivity to such small errors by learning by reflection on experience. You are expected to apply the concepts you have learned from the session on small errors to analyzing a decision situation (at work, school, community organization that you might be a part of, etc.) that you have witnessed, been a part of, or have deep knowledge about. You should explain how the small errors plausibly contributed to making a less-than-optimal decision. In identifying and analyzing the role of small errors in this situation, carefully explain why you reached your conclusions and provide specific

examples/observations/evidence to support your analysis.

The paper should be written in 12-point Times New Roman font, double spaced and left-aligned, with 1-inch margins on all sides. The word limit is 800 words (all inclusive). Please include the word count at the bottom of your document. Any text in excess of 800 words will not contribute to your grade. This is an individual assignment. While you may discuss the assignment with other students, your written report should reflect your own ideas and analysis.

Midterm Exam (25%)

The examination will be two hours in duration. The exam will be comprehensive and cover the course articles and the lecture material covered in class. The exam will occur during class 6 and is worth 25% of your final grade. The exam will be closed book.

Final Paper (30%) + Presentation (5%)

The final paper should be thought of as the last and the most important case study in the course. Its purpose is to help you improve your skills in identifying and addressing vulnerabilities to catastrophic failure in the industry and/or organization in which you plan to work after graduation or in which you have worked in the past. Using concepts, theories, and frameworks from the course, you are to identify and analyze critical vulnerabilities to catastrophic failure in this industry/organization and provide specific, actionable recommendations on how to think about and address these vulnerabilities more effectively. This will require that you research the focal organization/industry (e.g., using the business/popular press and/or first-hand information that you can access) to gain insight into its vulnerabilities as well as its current practices that are used to assess and manage the risk of catastrophic failure. Alternative approaches to this assignment will be discussed in class.

The paper should be written in 12-point Times New Roman font, double spaced and left-aligned, with 1-inch margins on all sides. The paper should not exceed 10 pages (excluding exhibits and the bibliography). All references used to prepare the analysis should be listed in a bibliography and appropriately cited (using APA style). This is an individual assignment. While you are encouraged to discuss the assignment with other students, your written report should reflect your own ideas and analysis.

For the presentation, you will need to give a 5-minute summary of the key learnings from your final paper that you will need to videotape and upload to Canvas by no later than 2-days before our last class. You will be assessed on the professionalism of your presentation and the ability to distill your report's most important insights into something that is compelling and comprehensible. We will then discuss the presentations in class, and you will have opportunity to answer additional questions from your classmates and the professor. We will also attempt, collectively, to connect the themes emerging from the presentations to the broader issues of catastrophic failure and organizational resilience that we have addressed throughout the course.

Calculation of Course Grade

For this course, students will receive numerical grades for their performance across all five evaluation components. The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades.

Consequently, conversions within this course will be as follows:

Letter Grade	A+	A	B+	B	C+	C	D+	D	F
Grade Points	9	8	7	6	5	4	3	2	0
Numerical Score	90-100	80-89	75-79	70-74	65-69	60-64	55-59	50-54	0-49

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

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

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

http://schulich.yorku.ca/client/schulich/schulich_lp4w_ind_webstation.nsf/page/Academic+Policies+BBA?OpenDocument

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

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

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

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

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Geoffrey Kistruck, Area Coordinator, Sustainability

Date: March XX, 2023

Re: Change to joint EUC/SSB Graduate Diploma in Business and the Environment

Motion:

Approve minor modification to joint EUC/SSB Graduate Diploma in Business and the Environment

Rationale:

The proposed changes to the Diploma are; (1) a change in the required and elective courses that count towards the Diploma and; (2) a change in the minimum number of credits required to be taken at both SSB and EUC. The change in both required and elective courses is mainly a result of the concurrent redesign of the Sustainability specialization at SSB, but also as a long overdue update the set of EUC courses that are best suited for the Diploma. The change related to requiring a minimum of 3.0 credits from both SSB and EUC ensures that all students pursuing the Diploma are exposed to each of the respective faculties (which was not the case previously).

Change to Program/ Diploma/Certificate Academic Requirements Proposal Form

Schulich School of Business

Faculty of Environmental and Urban Change

1. Diploma:

Graduate Diploma in Business and the Environment (SSB/EUC)

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.

The changes to the Diploma are; (1) a change in the required and elective courses that count towards the Diploma and; (2) a change in the minimum number of credits required to be taken at both SSB and EUC.

With respect to the change in the set of courses that are eligible for completing the diploma (totalling 12 credits), adjustments have been made at both SSB and EUC. At SSB, a significant redesign has been implemented with respect to the SUST courses. What was previously required for the Diploma (for both EUC and SSB students) were 6 credits consisting of the cross-listed courses SUST 6500/ENVS 5113 3.0 Business Strategies for Sustainability and SUST 6300/ENVS 6191 3.0 Management Practices for Sustainable Business. The remaining 6 credits could be obtained by taking 2 courses from an extensive choice of elective courses offered at Schulich, EUC, and Osgoode.

While the same number of required credits remains the same (12), we propose that students will require a minimum of 3 credits from SSB and 3 credits from EUC. In terms of SSB, at least 3 credits must be earned by taking one of the following three new courses: SUST 6250 3.0 Integrating Sustainability Across Functions; SUST 6350 3.0 Orchestrating Sustainability Initiatives, and; SUST 6450 3.0 Sustainability Reporting and Disclosure. In terms of EUC, at least 3 credits must be earned by taking one of the three following courses; ENVS 5115 3.0 Ecological Economics; ENVS 6186 3.0 Environmental Assessment, and; ENVS 6119 3.0 Environmental Resource Management. Students can then choose to earn the remaining 6 credits from taking additional courses from the above list or from a shortened secondary list elective courses (offered at SSB and EUC). One of these courses (SUST 6151 3.0 Innovating for Sustainable Impact) is a new experiential course designed specifically

to attract EUC/SSB students to collaborate on projects at York's Las Nubes campus in Costa Rica. An important caveat is that students from outside SSB can take a maximum of 6 credits at SSB. Thus, EUC students – having completed 3 credits at SSB and 3 credits at EUC – could choose to only take an additional 3 credits at SSB (with the remaining at EUC).

In addition to updating the set of new and/or existing courses that sufficiently fall under the 'business and environment' umbrella at SSB and EUC, this modification ensures that all students who graduate with the Diploma have completed courses in both business (at SSB) and the environment (at EUC). Previously, it was possible for SSB students to complete the diploma without ever having been exposed to an 'environment' course at EUC. This was further compounded by the previously extensive list of SSB electives that counted towards the Diploma that were only peripherally related to sustainability or the environment (e.g. power and politics in organizations). The proposed changes will ensure that the spirit of the Diploma as a joint initiative between SSB And EUC will be reflected in the required curricula.

b. An outline of the changes to requirements and the associated learning outcomes/objectives, including how the proposed requirements will support the achievement of program/ diploma/certificate learning objectives.

As described above, both the set of required courses, and the number of minimum credits required from SSB and EUC constitute the proposed changes to the requirements. We believe the updated set of new and existing courses better reflect the desired knowledge and skillset for students interested in the intersection of business and the environment, and the potential organizations that may subsequently employ them. Additionally, the proposed changes to the requirements ensure that the opportunities for cross-collaboration between SSB and EUC students will be much further enriched by ensuring all students are exposed to each of the respective faculties and perspectives. All other aspects of the program with respect to internship requirements, major research paper (EUC), and Strategy Field Study (SSB) will remain the same, as do the learning outcomes/objectives.

c. An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/ diplomas/certificates.

Discussions between EUC and SSB regarding potential updates to the Diploma began in Summer 2022. Prompting such discussions were the newly created 'Sustainability' Area Group at SSB, as well as the appointment of a new EUC professor taking over the coordination of the Diploma on the EUC side. Additionally, student enrollment within the Diploma had been declining over the past several years, particularly on the SSB side. After several discussions between the coordinators from EUC and SSB regarding potential improvement, each sought out additional input from their respective faculty units and graduate programs. Research was also conducted to review other diplomas/programs throughout the university that may share a similar topical interest. In the end, we are confident that

the proposed modifications to the diploma represent a unique offering at York University, and do not foresee any potential negative impact on other SSB and EUC programs, diplomas, or certificates.

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

The proposed changes require only a re-allocation of existing resources. There is no increase in the number of courses that need to be staffed (the new SSB courses were associated with an equal number of retirements), and efforts have been made to streamline the decision-making process for assessing the different components of the Diploma. We have also confirmed that sufficient capacity exists within the required EUC and SSB courses in the event of increased enrollment in the Diploma.

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

The small number of students currently enrolled in the program will be allowed to have courses from the previous required/elective list of courses count towards the fulfillment of the Diploma requirements. However, existing students will also be allowed to take courses from the new required/elective list of courses to count towards the fulfillment of the Diploma requirements should they so choose.

4. Calendar Copy:

Existing Diploma Information (Change From):	Proposed Diploma Information (Change To):
<p>Graduate Diploma in Business & The Environment Graduates of both MBA and MES programs require a solid grounding in new-style business and environment skills for the twenty-first century economy. This graduate diploma provides the perspectives, understanding, tools, skills and recognition for York master's graduates to become leaders in business and the environment. Students in the MBA and MES programs are eligible to receive this designation in conjunction with the completion of either graduate degree. The course requirements for the graduate diploma are the completion of 12 credit-hours in designated</p>	<p>Graduate Diploma in Business & The Environment The Graduate Diploma in Business & The Environment is offered jointly by the Schulich School of Business (SSB) and the Faculty of Environmental and Urban Change (EUC). The Diploma offers graduates of both the respective MBA and MES programs the skills and tools needed to advance sustainability transitions in business in response to the climate and other environmental crises. This graduate diploma provides the perspectives, understanding, and recognition for York master's graduates to become leaders in business and the environment. Students in the MBA and MES programs are eligible to receive this designation in conjunction with the completion of either graduate degree. The course</p>

<p>Business & Sustainability courses. MBA students are also required to incorporate an environmental or sustainability component into their Management 6100 3.0: Strategy Field Study, while students in the MES program are required (in the MES III stage of their program) to undertake their major paper, major project, or thesis with a strong business and environment focus. In addition to the course requirements, students must complete an internship or placement of at least 12 weeks in an organization or agency with a focus on business and the environment. The diploma must be completed within one term of completing graduate program degree requirements.</p>	<p>requirements for the graduate diploma are the completion of 12 credits in designated required and elective courses from SSB and EUC (minimum 3 credits from SSB and 3 credits from EUC, with a maximum 6 credits from SSB for EUC students). MBA students are also required to incorporate an environmental or sustainability component into their Management 6100 3.0: Strategy Field Study, while students in the MES program are required (in the MES III stage of their program) to undertake their major paper, major project, or thesis with a strong business and environment focus. In addition to the course requirements, students must complete an internship or placement of at least 12 weeks in an organization or agency with a focus on business and the environment. The diploma must be completed within one term of completing graduate program degree requirement.</p> <p>Diploma requirements:</p> <ul style="list-style-type: none"> • At least 3 credits from: SUST 6250 3.0 Integrating Sustainability Functions SUST 6350 3.0 Orchestrating Sustainability Initiatives; or, SUST 6450 3.0 Sustainability Reporting and Disclosure. • At least 3 credits from: ENVS 5115 3.0 Ecological Economics; ENVS 6186 3.0 Environmental Assessment; or ENVS 6119 3.0 Environmental Resource Management • An additional 6 credits from the above list or from an approved list of electives. <p>NOTE: EUC students should take no more than 6 credits of SSB courses.</p>
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LEARNING OUTCOMES	<i>The Diploma is awarded to MBA students who have demonstrated:</i>	BSUS-6300	BSUS-6500	INTERSHIP	MGMT-6100	ELECTIVES	SUST 6250	SUST 6350	SUST 6450
1. Depth and Breadth of Knowledge	Depth and Breadth of Knowledge	✓	✓	✓	✓	✓	✓	✓	✓
	a. A capacity for creative, inspiring, and empathetic leadership in business and sustainability.	✓	✓			✓	✓	✓	✓
	b. An understanding of the global nature of business and sustainability issues.	✓	✓			✓	✓	✓	✓
	c. An ability to innovate, and to foster sustainable innovation in an organization	✓	✓			✓	✓	✓	
	d. An understanding and appreciation of the roles of business, not-for-profits, and government in sustainable business.	✓	✓			✓	✓	✓	✓
	e. A general understanding of international sustainability issues in the economic and business environment.	✓	✓			✓	✓	✓	✓
	f. A clear understanding of ethics as it pertains to the role of business in society and the decisions organizational managers must make.	✓	✓			✓	✓	✓	✓
	g. A general knowledge of the functional areas of management, including the ability to:								
	Accounting i. Understand and interpret business and sustainability reporting					✓	✓		✓
	Organizational Behaviour ii. Employ confidently a range of personal and interpersonal skills, such as leadership, negotiations, working in teams, motivating others, and managing change.					✓	✓	✓	
	Strategy iii. Understand and assess the sustainability factors that determine an organization's performance. iv. Think strategically in a variety of contexts, taking into account risk, uncertainty, ambiguity, environmental and social factors and paradox. v. Take multiple stakeholders into account in decision making, including the public, shareholders, customers, employees and suppliers. vi. Evaluate an organization's context as well as social and environmental factors and perform a competitor analysis. vii. Understand the sustainability drivers of differentiation and cost reduction. viii. Understand potential problems associated with sustainability and different market structures, the role of the government, and their implications for managers and organizations	✓	✓ ✓ ✓ ✓ ✓			✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓
	Operations and Information Systems ix. Identify processes along external and internal supply chains, for both green products and services.	✓ ✓				✓	✓	✓	

LEARNING OUTCOMES	<i>The Diploma is awarded to MBA students who have demonstrated:</i>	BSUS 6300	BSUS 6500	INTERSHIP	MGMT 6100	ELECTIVES	SUST 6250	SUST 6350	SUST 6450
	x. Identify the determinants of operational systems impacting on sustainability, including inputs, outputs and transformation steps.	✓					✓	✓	
	xi. Understand the strategic, managerial and sustainability issues raised by the design, implementation and use of information systems within and between organizations.	✓					✓		
	xii. Employ information system tools for sustainability management. (e.g. life cycle analysis)							✓	
	h. A clear understanding of ethics as it pertains to the role of business in society and the decisions organizational managers must make.	✓	✓			✓	✓	✓	
	i. A clear understanding of the relationship between business and the physical environment, and the role of sustainability in business practices.	✓	✓			✓	✓	✓	
	j. The ability to adapt in the face of constant change in the organizational context, and the ability to plan for and cope with sudden, unpredictable change.	✓	✓			✓	✓	✓	
2. Knowledge of Methodologies	k. Respect for and inclusion of all people, regardless of race, creed, gender, or sexual orientation.	✓	✓			✓	✓	✓	
	Knowledge of Methodologies	✓	✓	✓	✓	✓	✓	✓	✓
	a. An understanding of theories and methods of analysis that are appropriate for evaluating sustainability management problems and emerging issues in the student's area(s) of professional competence	✓	✓			✓	✓	✓	✓
	b. Basic competence with both quantitative and qualitative methods of data-gathering and analysis appropriate to organizational and sustainability decision making.	✓	✓			✓	✓	✓	✓
	c. The ability to work effectively in groups and teams, both within and across disciplines.	✓	✓			✓	✓	✓	✓
3. Level of Application of Knowledge	Level of Application of Knowledge	✓	✓	✓	✓	✓	✓	✓	✓
	a. A practical understanding of how to manage organizational and natural resources effectively and efficiently.	✓	✓			✓	✓	✓	✓
	b. An ability to gather, review, evaluate, and interpret information pertaining to business and sustainability issues.	✓	✓			✓	✓	✓	✓
	c. The ability to apply appropriate analytical skills to numerical sustainability data and to understand and interpret the results of the analysis with respect to sustainability issues	✓	✓			✓	✓	✓	✓
	d. The ability to evaluate quantitative sustainability information within the context of non-quantitative environmental factors and constraints with respect to sustainability issues	✓	✓			✓	✓	✓	✓
	e. An ability to differentiate between relevant and irrelevant sustainability information in management decision making.	✓	✓			✓	✓	✓	✓

LEARNING OUTCOMES	<i>The Diploma is awarded to MBA students who have demonstrated:</i>	BSUS 6300	BSUS 6500	INTERSHIP	MGMT 6100	ELECTIVES	SUST 6250	SUST 6350	SUST 6450
	f. An ability to apply critical thinking and analytical skills to complex sustainability problems and issues, including those within a specific discipline and those that cross discipline boundaries.	✓	✓			✓	✓	✓	✓
	g. An ability to reach implementable conclusions and recommendations that satisfy the needs of the direct and indirect stakeholders, including the broader ethical, economic and social environment of both the local and the international communities.	✓	✓			✓	✓	✓	✓
4. Awareness of Limits of Knowledge	Awareness of Limits of Knowledge	✓	✓	✓	✓	✓	✓	✓	✓
	a. An understanding of the limitations of one's own knowledge and abilities	✓	✓			✓	✓	✓	✓
	b. Personal self-awareness, the ability to be reflective, the capacity to challenge personal mental models, and an understanding of the impact of one's own actions on others.	✓	✓			✓	✓	✓	✓
	c. An appreciation of risk, uncertainty, and ambiguity, and how these might influence sustainability analyses, conclusions, recommendations and interpretations.	✓	✓			✓	✓	✓	✓
	d. An attitude of experimentation and organic learning.	✓	✓			✓	✓	✓	✓
5. Level of Communication Skills	Level of Communication Skills	✓	✓	✓	✓	✓	✓	✓	✓
	a. The ability to convey thoughts, ideas, and plans about business and sustainability within a working group, team, or negotiation session.	✓	✓			✓	✓	✓	✓
	b. An ability to listen to the thoughts, ideas, and plans offered by others in a working group or in a negotiation session with others.	✓	✓			✓	✓	✓	✓
	c. The ability to communicate information, analyses, and recommendations about business and sustainability to a range of audiences, both within the organization and to outside stakeholders, including governmental bodies, both orally and in writing.	✓	✓			✓	✓	✓	✓
6. Autonomy and Professional Capacity	Autonomy and Professional Capacity	✓	✓	✓	✓	✓	✓	✓	✓
	a. The ability to function professionally in employment in the business and sustainability field.	✓	✓			✓	✓	✓	✓
	b. The ability to transfer skills to new situations and environments.	✓	✓			✓	✓	✓	✓
	c. The habits and capacities of a self-directed learner, including the ability to manage one's own learning in changing circumstances and to select or arrange an appropriate program for further study.					✓	✓	✓	✓

LEARNING OUTCOMES	<i>The Diploma is awarded to MBA students who have demonstrated:</i>	BSUS-6300	BSUS-6500	INTERSHIP	MGMT-6400	ELECTIVES	SUST-6250	SUST-6350	SUST-6450
	d. An understanding of the constant obligation to act in a socially and ethically responsible manner.	✓	✓			✓	✓	✓	✓

Overview of Redesign Process for MBA Specialization in Sustainability

March 16, 2023

Previously, there were 3 elective courses that formed the core of the MBA specialization in 'Business & Society': (1) BSUS 6500 – Business Strategies for Sustainability; (2) BSUS 6300 – Management Practices for Sustainable Business, and; (3) BSUS 6200 - Management Ethics and Social Responsibility. However, with converting BSUS 6500 into the new core course for the Area Group (SUST 5200 – Business and Sustainability), we were left with only 2 elective courses with 1 offered in the Fall and the other in the Winter term. Anecdotal discussions with students and alumni suggested that we may want to review the overall suite of elective courses offered as part of the new specialization in 'Sustainability' to ensure our graduates are being well trained for future positions within the industry.

Subsequently we embarked on a data collection process that involved 82 individuals over a 2-month period – 28 industry practitioners and 54 students. Initial data collection involved conducting qualitative interviews with 17 practitioners and 10 students, the purpose of which was to identify; (1) the set of skills, knowledge, and experience desired by sustainability industry professionals, and (2) the pedagogical preferences and career ambitions of MBA students at Schulich potentially interested in pursuing a Sustainability specialization. The most common themes emerging from these interviews were as follows;

Industry 'needs':

- a. Our students require much more 'technical' training with respect to sustainability reporting and disclosure. For many, it will be their primary task upon initial hiring.
- b. Our students require extremely strong 'soft skills'. Much of what sustainability professionals engage in requires 'selling' and 'convincing' internal and external stakeholders
- c. Our students require more Canada-specific knowledge regarding salient sustainability issues. This is especially true of our large international student population seeking jobs within Canada after finishing their degree
- d. Our students require more 'process' skills as compared to 'content'. Their jobs will demand knowing who, when, where, and how to tactically move sustainability initiatives forward – not just 'what'

Student 'wants':

- a. Our students desire more electives...and at more times throughout the year The diversity of personal constraints (e.g. internships, start-dates, international exchange etc.) make it difficult to complete specialization when only 1 course is offered in the Fall and Winter terms.
- b. Our students desire much more experiential, hands-on learning. They want to understand background theory first, but then want to try it themselves to cement understanding

- c. Our students desire a more functional understanding. More specifically, many of them will also specialize in marketing, finance, etc. and thus want to see how sustainability plays out in these functional areas of an organization
- d. Our students desire more direct exposure to practitioners, and across a range of different industries given sustainability issues and initiatives are somewhat industry-specific

Based upon these initial findings, we proceeded to brainstorm what a new suite of elective courses might look like that would effectively address both industry needs and student wants. Such brainstorming was anchored in the collective vision of the Sustainability faculty members, as well their beliefs surrounding appropriate teaching and learning objectives at the Master's level. This process involved reviewing the existing suite of sustainability-related courses offered at Schulich. It also involved a great deal of experimenting with different combinations of required 'knowledge/skills' with the 'pedagogical' components desired by students. For example, what type of subject matter is best suited to 'experiential learning? After several iterations, we created three courses that, collectively, appeared to deliver the matches we were looking for. Armed with these 'prototypes', we created titles and short summaries for each of the three courses, and created a survey to gain further feedback from students and industry professionals. More specifically, we piggybacked a follow up survey to the sustainability mixer held on Jan 31st. Given our goal was to ascertain the level of interest from MBA students most likely to pursue a specialization in sustainability, this would seem to have constituted a fairly representative sample.

The response to our online Qualtrics survey was very high – 44 of the approximately 50-60 students that attended the sustainability mixer responded (it was difficult to know the final attendance number as different individuals signed in and out throughout the event). 27 of these students were MBAs, 12 other Masters students, and 5 BBAs (we focused our analysis on MBA responses primarily). Furthermore, we received responses from 7 of the 11 industry professionals that had participated in the sustainability mixer event. Our primary question to the students was: "How likely are you to take this course if it was available to you at Schulich?" and our primary question to the industry practitioners was "To what extent do you see the course as valuable to a career in sustainability?" The results to such questions were as follows;

Student Responses:

- a. **Integrating Sustainability Across Functions:** Mean - (MBA): 8.48/10 (85% 8+);
BBA: 8.75/10; Other: 8.27/10
- b. **The Context of Sustainability:** Mean (MBA): 7.78/10 (67% 8+);
BBA: 8.75/10; Other: 7.45/10
- c. **Sustainability Reporting and Disclosure:** Mean (MBA): 8.48/10 (85% 8+);
BBA: 8.00/10; Other: 8.09/10

Practitioner Responses:

- a. **Integrating Sustainability Across Functions:** Mean: 8.29/10 (71% 8+)
- b. **The Context of Sustainability:** Mean: 7.57/10 (72% 8+)
- c. **Sustainability Reporting and Disclosure:** Mean: 8.71/10 (86% 8+)

As our numerical results indicate, the course titled 'Context of Sustainability' was viewed somewhat less favourably by comparison to the other two courses.

The initial learning objectives of the 'Context of Sustainability' course were in essence a combination of; (1) issues awareness in a Canadian context, and; (2) soft skill developing with respect to issue selling. However, based on qualitative feedback within the survey, it appeared that anchoring the course on 'awareness building' rather than 'issue selling' came across as too simplistic – simple awareness was something the students believed they could acquire on their own (rightly or wrongly). Thus, we reworked the title and description of the course (as well as subsequent pedagogy) to focus more on the process of 'orchestrating sustainability initiatives' – developing the ability to navigate different stakeholder barriers to successfully address salient sustainability issues.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Geoff Kistruck', with a stylized, flowing script.

Geoff Kistruck
Area Coordinator, Sustainability

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Alexandra Campbell, MBA Program Director

Date: February 23, 2023

Re: Deletion of Financial Services Specialization and three FNSV courses

Motion 1: That Faculty Council approve the deletion of the Financial Services Specialization (FNSV) program from the MBA Program.

Rationale: Student interest in a Financial Services specialization has been declining for several years. In the past three years, only four MBA students have completed a FNSV specialization and in the upcoming 2023/2024 academic year, only two MBA students will complete this specialization. Student interest is not expected to increase since, with the retirement of James Darroch, there is no central protagonist willing to champion the FNSV specialization to MBA students.

Motion 2: That Faculty Council approve the deletion of the following three FNSV courses: FNSV 5500 1.50: Introduction to Financial Services Management; FNSV 6990 1.50: Enterprise Risk Management and Strategy; and FNSV 6960 1.50: Activity-Based Management and Operational Risk.

Rationale: The lack of student interest in the FNSV specialization has been reflected in low student enrollments in the mandatory FNSV 5500 1.50 course: Introduction to Financial Services Management as well as the following two recommended FNSV courses: FNSV 6990 1.5 Enterprise Risk Management and Strategy and FNSV 6960 1.50 Activity-Based Management and Operational Risk. All three FNSV courses have experienced a continual decline in student demand, to the point where the courses are now being offered only because they are required courses for the FNSV specialization. They are regularly taught with less than 20 students, which warrants cancellation under current ADA policy.

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Geoffrey Kistruck, Area Coordinator, Sustainability
Date: March 21, 2022
Re: Retirement of elective courses in the MBA Program

Motion: That Faculty Council will approve the retirement of the following elective courses:

SUST 6200	3.0	MANAGING ETHICS AND SOCIAL RESPONSIBILITY
SUST 6300	3.0	MANAGEMENT PRACTICES FOR SUSTAINABLE BUSINESS
SUST 6500	3.0	BUSINESS STRATEGIES FOR SUSTAINABILITY

Rationale:

Based upon data collected recently from students and alumni with respect to the current skills and knowledge required for careers in sustainability, the Sustainability Area has decided to replace its three existing core electives (SUST 6200; SUST 6300; SUST 6500) with three newly designed elective courses (SUST 6250; SUST 6350; SUST 6450). Such changes apply to both the sustainability specialization as well as the joint Diploma in Business and the Environment. As these new elective courses are being approved concurrently with the retirements, these retirements will not affect the MBA Program.

Course Change Proposal Form

Schulich School of Business

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

1. Responsible Program:

MBA – Master of Business Administration

2. Responsible Unit:

Sustainability

3. Subject Code (Rubric) and Course Number:

SUST 6200

4. Credit Value:

3.00 credit courses

5. Long Course Title:

Managing Ethics and Social Responsibility

6. Short Course Title:

Managing Ethics and Social Responsibility

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

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

Existing Course Information (Change From):	Proposed Course Information (Change To):
Title SUST 6200 3.00 MANAGING ETHICS AND SOCIAL RESPONSIBILITY	Title n/a

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

Fall 2023

9. Rationale:

The Sustainability Area has submitted new courses to form the basis of the Area's specialization after a significant review of teaching and learning needs to prepare students with the knowledge and skills needed for the current job market. In conducting this extensive review it was determined that this course will not form part of the requirements of the specialization nor the Diploma in Business and the Environment going forward and should now be retired.

10. Proposed Course Information:

n/a

11. Enrolment Notes:

n/a

12. Consultation:

The Faculty of Environmental and Urban Change has been consulted and is supportive of the changes that are being made to the set of elective courses that will form part of the Diploma in Business and Environment offering that MES students may take at Schulich.

Originator:



Signature

March 14, 2023

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.



Signature

March 14, 2023

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.

Signature

Date

Alexandra J Campbell

Name of Program Director

MBA Program

Program

Program Committee:

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

Signature

Date

Kevin Tasa

Name of Committee Chair

Master Programs Committee Chair

Committee

Course Change Proposal Form

Schulich School of Business

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

1. Responsible Program:

MBA – Master of Business Administration

2. Responsible Unit:

Sustainability

3. Subject Code (Rubric) and Course Number:

SUST 6300

4. Credit Value:

3.00 credit courses

5. Long Course Title:

Management Practices for Sustainable Business

6. Short Course Title:

Management Practices for Sustainable 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
X	retire course
	other (please specify)

Existing Course Information (Change From):	Proposed Course Information (Change To):
Title SUST 6300 3.00 MANAGEMENT PRACTICES FOR SUSTAINABLE BUSINESS	Title n/a

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

Fall 2023

9. Rationale:

The Sustainability Area has submitted new courses to form the basis of the Area's specialization after a significant review of teaching and learning needs to prepare students with the knowledge and skills needed for the current job market. In conducting this extensive review it was determined that this course will not form part of the requirements of the specialization nor the Diploma in Business and the Environment going forward and should now be retired.

10. Proposed Course Information:

n/a

11. Enrolment Notes:

n/a

12. Consultation:

The Faculty of Environmental and Urban Change has been consulted and is supportive of the changes that are being made to the set of elective courses that will form part of the Diploma in Business and Environment offering that MES students may take at Schulich. This course was previously cross-listed with EUC as ENV5 6191

Originator:



Signature

March 14, 2023

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.



Signature

March 14, 2023

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.

Signature

Date

Alexandra J Campbell

Name of Program Director

MBA Program

Program

Program Committee:

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

Signature

Date

Kevin Tasa

Name of Committee Chair

Master Programs Committee Chair

Committee

Course Change Proposal Form

Schulich School of Business

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

1. Responsible Program:

MBA – Master of Business Administration

2. Responsible Unit:

Sustainability

3. Subject Code (Rubric) and Course Number:

SUST 6500

4. Credit Value:

3.00 credit courses

5. Long Course Title:

Business Strategies for Sustainability

6. Short Course Title:

Business Strategies for Sustainability

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

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

Existing Course Information (Change From):	Proposed Course Information (Change To):
Title SUST 6500 3.00 BUSINESS STRATEGIES FOR SUSTAINABILITY	Title n/a

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

Fall 2023

9. Rationale:

The Sustainability Area has submitted new courses to form the basis of the Area's specialization after a significant review of teaching and learning needs to prepare students with the knowledge and skills needed for the current job market. In conducting this extensive review it was determined that this course will not form part of the requirements of the specialization nor the Diploma in Business and the Environment going forward and should now be retired.

10. Proposed Course Information:

n/a

11. Enrolment Notes:

n/a

12. Consultation:

The Faculty of Environmental and Urban Change has been consulted and is supportive of the changes that are being made to the set of elective courses that will form part of the Diploma in Business and Environment offering that MES students may take at Schulich. This course was previously cross-listed with EUC as ENVS 5113.

Originator:



Signature

March 14, 2023

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.



Signature

March 14, 2023

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.

Signature

Date

Alexandra J Campbell

Name of Program Director

MBA Program

Program

Program Committee:

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

Signature

Date

Kevin Tasa

Name of Committee Chair

Master Programs Committee Chair

Committee

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Pauline Shum Nolan, Professor of Finance and Area Coordinator

Date: February 22, 2023

Re: FNSV6700 3.0 Management of Risk in Financial Institutions and FNSV6775 3.0 International Credit: Markets and Metrics

Motion 1A: that Faculty Council approve moving FNSV6700 3.0 and FNSV6775 3.0 to the Finance Area, with the new course codes FINE6720 3.0 and FINE6775 3.0, and the new course title for FINE6775 3.0: Credit Markets: Corporate and Project Finance.

Motion 1B: that Faculty Council approve the addition of FINE6720 3.0 and FINE6775 3.0 to the list of electives for the Finance specialization (General Stream).

Rationale: The Finance Area was asked to consider the adoption of several FNSV courses, since the Financial Services specialization was shutting down. This request was discussed in an Area meeting and the Finance Area agreed to take over FNSV6700 3.0 and FNSV6775 3.0, as they complement the current offerings of the Finance specialization and fill a gap in the curriculum. As such, the course codes need to be changed from FNSV to FINE, and FINE6720 and FINE6775 are available for use in the system. And after discussing with the course originator and instructor of FNSV6775 3.0, we agreed on an updated and more appropriate course title, and hence the request for the change.

Course Change Proposal Form

Schulich School of Business

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

1. Responsible Program:

MBA

2. Responsible Unit:

FINE

3. Subject Code (Rubric) and Course Number:

FNSV6700 and FNSV6775

4. Credit Value:

3.00

5. Long Course Title: FNSV6700 Management of Risk in Financial Institutions and
FNSV6775 International Credit: Markets and Metrics

6. Short Course Title:

Same

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

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

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

Fall 2023

9. Rationale:

FINE is taking over these two courses from FNSV, which is being shut down. This necessitates a change in course codes, as well as the change in the course title of one course to better reflect the course description.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title FNSV6700 3.0 Management of Risk in Financial Institutions</p> <p>Risk is the fundamental element that influences the behavior of financial institutions. FNSV 6700 provides a comprehensive introduction to risk management. Presented within the framework of financial institutions, the course covers the design and operation of a risk-management system, modeling and the interplay between internal oversight and external regulation. The theory of risk management (market, credit, and operational risk) comes alive through practical case evaluations and presentations from senior executives in the risk management field. The course provides the essential analytical foundations of risk management in a way appropriate for those who do not have a mathematical background</p> <p>Prerequisite: FNSV5500 1.5</p> <p>FNSV6775 3.0 International Credit: Markets and Metrics</p>	<p>Title FINE6720 3.0 Management of Risk in Financial Institutions</p> <p>Risk is the fundamental element that influences the behavior of financial institutions. FNSV 6700 provides a comprehensive introduction to risk management. Presented within the framework of financial institutions, the course covers the design and operation of a risk-management system, modeling and the interplay between internal oversight and external regulation. The theory of risk management (market, credit, and operational risk) comes alive through practical case evaluations and presentations from senior executives in the risk management field. The course provides the essential analytical foundations of risk management in a way appropriate for those who do not have a mathematical background</p> <p>Prerequisite: FINE5200 3.0</p> <p>FINE6775 3.0 Credit Markets: Corporate and Project Finance</p>

<p>Managing credit risk is, perhaps, the fastest growing discipline in financial services due to its global complexity and dynamic nature. Focusing on how global credit markets work, regulatory reforms and products, this course will explore these markets, stakeholders and credit portfolio management theory and practice in Global Financial Institutions.</p> <p>Prerequisite: FNSV5500 1.5</p>	<p>Managing credit risk is, perhaps, the fastest growing discipline in financial services due to its global complexity and dynamic nature. Focusing on how global credit markets work, regulatory reforms and products, this course will explore these markets, stakeholders and credit portfolio management theory and practice in Global Financial Institutions.</p> <p>Prerequisite: FINE5200 3.0</p>
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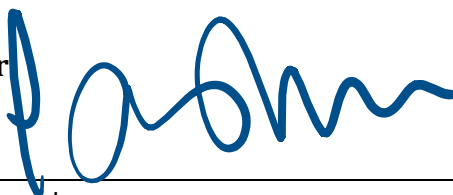
11. Enrolment Notes:

These two courses will be added to the list of electives for the Finance specialization (General Stream).

12. Consultation:

N/A

Originator



 Signature

February 22, 2023

 Date

Pauline Shum Nolan

 Name

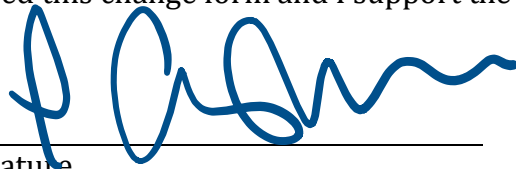
Finance

 Area or Specialization

Approvals:

Area or Specialization

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

 _____ Signature	February 22, 2023 _____ Date
Pauline Shum Nolan _____ Name	Finance _____ Area or Specialization

Degree Program:

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

_____ Signature	_____ Date
_____ Name of Program Director	_____ Program

Program Committee:

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

_____ Signature	_____ Date
_____ Name of Committee Chair	_____ Committee

Delete This section once form is complete.

Required Attachments:

- ☐ *For changes in the number of credits, course title or course description, please attach the Schulich course outline (which must conform to program norms; see the Program Assistant for details).*
- ☐ *For cross-listed / integrated courses, please include a signed statement of agreement from the director of the other graduate course / other degree program.*

Send to:

Send an electronic copy of all forms and attachments, and forward emails of support from other faculty members to the appropriate program committee secretary.

Memorandum

To: Faculty Council

From: Ingo Holzinger, Director, Strategy Field Study

Date: March 15, 2023

Subject: Course change of MGMT 6090 0.0 (change of course description)

Motion:

That Faculty Council approve the proposal to change the course description for SB/MGMT 6090 0.0 (*Strategy Field Study Formation*) to include environmental, social, and governance (ESG) factors as a focal point in the Strategy Field Study.

Rationale:

The Strategy Field Study is the capstone course of the Schulich MBA Program and, hence, ought to reflect the Program's core curriculum. Issues relating to environmental, social, and governance (ESG) performance are being integrated throughout the core MBA curriculum, including a new course Business and Sustainability (SUST 5200). The new course description incorporates these curriculum changes.

Course Change Proposal Template

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

1. Program

Master of Business Administration

2. Course Number and Credit Value

MGMT 6090 0.00

3. Course Title

a) Long Course Title

Strategy Field Study Formation

b) Short Course Title

Strategy Field Study Formation

4. Existing Pre-requisites/Co-Requisites

Type of Course Change (indicate all that apply)

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

5. Effective Session of Proposed Change(s)

Fall 2023

6. Academic Rationale

The Strategy Field Study is the capstone course of the Schulich MBA Program and, hence, ought to reflect the Program's core curriculum. Issues relating to environmental, social, and governance (ESG) performance are being integrated throughout the core MBA curriculum, including a new course Business and Sustainability (SUST 5200). The new course description incorporates these curriculum changes.

7. Proposed Course Information

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

Existing Course Information (Change from)	Proposed Course Information (Change to)
<p>The Strategy Field Study represents the culmination of a student's work in the MBA program. Through a two-term study of an actual organization, students working together as a team attempt to integrate, apply, and test all the knowledge and skills they have acquired throughout their studies. Students must form and register their groups for this Strategy Field Study in the term that they begin the process and must register in MGMT 6090 to formalize the start of the study. Students must also register for MGMT 6100.30 in either the first or second term they are working on the Strategy Field Study.</p> <p>NOTE: Students undertake their Strategy Field Study during the last two semesters of their program.</p> <p>Prerequisites: Students are required to complete all 5000-series Required Foundations of Management Core Courses before enrolling in this course.</p> <p>Prerequisite or Corequisite: SGMT 6000.30 and registration in MGMT 6100.00 in the first or second term of the Field Study.</p>	<p>The Strategy Field Study is the culmination of an MBA student's work. Through a team-based two-term in-depth study of a client organization, students integrate acquired knowledge and skills to analyze the organization's internal and external environments, including environmental, social, and governance (ESG) factors, and develop actionable recommendations and an implementation plan that contribute to the organization's future economic and ESG success.</p> <p>Students must form their teams for the Strategy Field Study in the term that they begin the process and must register in MGMT 6090 to formalize the start of the study. Students must also register for MGMT 6100.30 in either the first or second term of the Strategy Field Study.</p> <p>Prerequisites: Students are required to complete all 5000-series Required Foundations of Management Core Courses before enrolling in this course.</p> <p>Prerequisite or Corequisite: SGMT 6000.30 and registration in MGMT 6100.00 in the first or second term of the Field Study.</p>

8. 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

15/03/2023

Date

Ingo Holzinger
Name

MGMT/MBA Program
Area or Specialization

Approvals:

Area or Specialization

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



Signature

15/03/2023

Date

Ingo Holzinger

MGMT/MBA Program

Degree Program

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

x

Signature

x

Date

Alexandra Campbell

Name of Program Director

Master of Business Administration

Program

Program Committee

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

x

Signature

x

Date

Kevin Tasa

Name of Committee Chair

Master Programs Coordinating
Committee

Committee

Memorandum

To: Faculty Council

From: Ingo Holzinger, Director, Strategy Field Study

Date: March 15, 2023

Subject: Course change of MGMT 6100 3.0 (change of course description)

Motion:

That Faculty Council approve the proposal to change the course description for SB/MGMT 6100 3.0 (*Strategy Field Study*) to include environmental, social, and governance (ESG) factors as a focal point in the Strategy Field Study.

Rationale:

The Strategy Field Study is the capstone course of the Schulich MBA Program and, hence, ought to reflect the Program's core curriculum. Issues relating to environmental, social, and governance (ESG) performance are being integrated throughout the core MBA curriculum, including a new course Business and Sustainability (SUST 5200). The new course description incorporates these curriculum changes.

Course Change Proposal Template

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

1. Program

Master of Business Administration

2. Course Number and Credit Value

MGMT 6100 3.00

3. Course Title

a) Long Course Title

Strategy Field Study

b) Short Course Title

Strategy Field Study

4. Existing Pre-requisites/Co-Requisites

Type of Course Change (indicate all that apply)

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

5. Effective Session of Proposed Change(s)

Fall 2023

6. Academic Rationale

The Strategy Field Study is the capstone course of the Schulich MBA Program and, hence, ought to reflect the Program's core curriculum. Issues relating to environmental, social, and governance (ESG) performance are being integrated throughout the core MBA curriculum, including a new course Business and Sustainability (SUST 5200). The new course description incorporates these curriculum changes.

7. Proposed Course Information

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

Existing Course Information (Change from)	Proposed Course Information (Change to)
<p>The Strategy Field Study represents the culmination of a student's work in the MBA program. Through a two-term study of an actual organization, students working together as a team attempt to integrate, apply, and test all the knowledge and skills they have acquired throughout their studies. They are required to undertake an extensive and in-depth analysis of the external and internal environments and an evaluation of an organization's activities; on that basis they develop actionable recommendations and an implementation plan that contribute to the organization's future success.</p> <p>NOTE: Students undertake their Strategy Field Study during the last two semesters of their program.</p>	<p>The Strategy Field Study is the culmination of an MBA student's work. Through a team-based two-term in-depth study of a client organization, students integrate acquired knowledge and skills to analyze the organization's internal and external environments, including environmental, social, and governance (ESG) factors, and develop actionable recommendations and an implementation plan that contribute to the organization's future economic and ESG success.</p> <p>NOTE: Students undertake their Strategy Field Study after completing the 5000-series Required Foundations of Management Core Courses</p>

8. 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

15/03/2023

Date

Ingo Holzinger

Name

MGMT/MBA Program

Area or Specialization

Approvals:

Area or Specialization

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



Signature

15/03/2023

Date

Ingo Holzinger

Name

MGMT/MBA Program

Area or Specialization

Degree Program

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

x

Signature

x

Date

Alexandra Campbell

Name of Program Director

Master of Business Administration

Program

Program Committee

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

x

Signature

x

Date

Kevin Tasa

Name of Committee Chair

Master Programs Coordinating
Committee

Committee



CREDITS:

601 BLUEPRINT WINTER 2023

INSTRUCTOR



ADMIN



INGO HOLZINGER BIOGRAPHY














My name is Ingo Holzinger, and I will be your instructor for this course. I have been on the faculty at Schulich since January 2003. My research and teaching interests include leadership, organizational change, complexity, and alternative models of organizing. Before coming to Schulich, I obtained my Ph.D. at the University of Wisconsin - Madison, where I also taught for a while. I'm a native of Germany and have lived in North America since 1994.

I've been responsible for MGMT5150 - Skills for Leadership - since 2010 and have also taught Organizational Behaviour, Managing Organizational Change, and Leadership in Real Estate and Infrastructure across various programs at Schulich. I'm the Director of Schulich's Strategy Field Study (the '601') and also teach at Schulich ExecEd. I've also taught as a Visiting Professor in Latin America's top-rated MBA Program at Pontificia Universidad Católica de Chile in 2017, 2018, and 2019 and have been invited back to Santiago for May 2023. (The 2020, 2021, and 2022 visits were canceled due to the pandemic.). Moreover, I'm involved in senior leadership and executive development in corporations and non-profit organizations.

When I'm not at work, I enjoy wrestling with my 7-year-old daughter, reading about complexity science, quantum mechanics, football tactics, and jazz, riding my bicycle or motorcycle (BMW R1200GS), and listening to (almost) all kinds of music. I am a big football (soccer) fan. My active recreational footballing "career" ended after my third knee surgery in 2012, but I still watch the game when I find the time.

I'm excited to be teaching this course and look forward to working with you.

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Ungraded Deliverables 0%			
Team Contract omited from final grade.		0%	Fri Jan 13, 2023 at 11:59pm EST
Legal Agreement omited from final grade.		0%	
The TCPS 2 Tutorial: Course on Research Ethics (CORE) omited from final grade.		0%	Fri Jan 13, 2023 at 11:59pm EST
Phase 1 Deliverables omited from final grade.		0%	
Phase 2 Deliverables omited from final grade.		0%	
Phase 3 Deliverables omited from final grade.		0%	
Phase 4 & 5 Deliverables 100%			
Phase 4 Deliverables: Report & Research Papers		100%	
Phase 4 Deliverables: Presentation Slides		0%	
Grade Allocation omited from final grade.		0%	
Grade Allocation Adjustment		0%	
Phase 5 Deliverables omited from final grade.		0%	
Individual Reflection Adjustment		0%	
Individual Reflection 0%			
Individual Reflection omited from final grade.		0%	

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Team Contract.

Please submit a team contract that should specify the ground rules for how the team will work with each other. The contract may include – among other things – the following norms:

- How are decisions going to be made?
 - By majority?
 - By consensus?
 - By another mechanism?
- What are the performance expectations of each other?
 - Quality?
 - Quantity?
 - Timeliness?
- How are differences going to be resolved?
- How are people going to treat each other?
- How is the team going to communicate – internally and externally?
- How are issues relating to individual and team rewards (i.e., grades) going to be handled?
- How often and when will the team meet? Will there be an agenda for the meetings? Who is responsible for it? Are there any other roles that will help the team stay on track?
- Under what circumstances should the team contract be revisited and modified?

Moreover, the team contract should roles, including the Student Chair (responsible for communication with the Faculty Panel and 601 Office, and scheduling meetings) and the team's liaison with the client. Other roles – such as project coordinator, record keeper, editor/proofreader, meeting facilitator, etc. – and whether they are permanent or rotating may be determined by the team.

We suggest you take this task seriously and commit some time to it as a team. Team contracts have been shown to be effective tools for enhancing team performance if they are thoughtfully drafted and used to guide a team's conduct. Moreover, your team contract will be the basis for the grade allocation process following the team project.

For more information on what to look out for when determining team norms and creating a team contract, please visit *Getting Your Team Going: Team Norms & Contract*, an online learning module on this topic.

Legal Agreement.

Please submit the signed - by the client and the team - legal agreement here.

The TCPS 2 Tutorial: Course on Research Ethics (CORE).

All students must complete the TCPS 2 Tutorial: Course on Research Ethics (CORE)

(https://ethics.gc.ca/eng/education_tutorial-didacticiel.html) . This self-paced course is a media-rich learning experience that features interactive exercises and multi-disciplinary examples. Upon completion of the course, you will receive a certificate of completion free of charge. Please submit the certificate here and also keep it in a safe place. You may require it for your job.

Phase 1 Deliverables.

Please submit your **Phase 1 deliverables** here. They may include:

- Written or deck report (mandatory)
- Slides for Phase 1 presentation (optional; confirm with Faculty Chair)
- Additional documents for review by Faculty Panel (optional; confirm with Faculty Chair)

The deliverables for this phase are **not graded**, but for developmental (feedback) purposes only.

Phase 2 Deliverables.

Please submit your **Phase 2b deliverables** here. They may include:

- Written or deck report (mandatory)
- Slides for Phase 2b presentation (optional; confirm with Faculty Chair)
- Additional documents for review by Faculty Panel (optional; confirm with Faculty Chair)

The deliverables for this phase are **not graded**, but for developmental (feedback) purposes only.

Phase 3 Deliverables.

Please submit your **Phase 3 deliverables** here. They may include:

- Written or deck report (mandatory)
- Slides for Phase 3 presentation (optional; confirm with Faculty Chair)
- Additional documents for review by Faculty Panel (optional; confirm with Faculty Chair)

The deliverables for this phase are **not graded**, but for developmental (feedback) purposes only.

Phase 4 Deliverables: Report & Research Papers.

Please submit your **Phase 4 report, including research papers**, here. This report, along with your Phase 4 presentation (slides submitted separately), will be the basis for the grade you will receive for the Strategy (International) Field Study.

Please make sure your report is professionally formatted and includes all relevant parts, including the research papers.

Phase 4 Deliverables: Presentation Slides.

Please submit the **slides for your Phase 4 presentation** here.

The slides are not graded separately but are included in the Strategy (International) Field Study grading rubric. Hence, you will not receive a separate grade for this deliverable.

Grade Allocation.

Please submit your completed Grade Allocation Form here **BEFORE the Phase 4 meeting**. This is a team submission; i.e., the team needs to come to a team decision on the grade allocation and submit one form per team. Please read the

detailed instructions on the form. Any adjustments to individual grades will be made by the Faculty Chair based on input on this form.

The form can be downloaded here: **Grading Evaluation and Grade Allocation Forms**

(<https://schulich.instructure.com/courses/8553/files/863725/download?wrap=1>) ↓

(https://schulich.instructure.com/courses/8553/files/863725/download?download_frd=1)

Grade Allocation Adjustment.

This is where any adjustments to individual grades based on the grade allocation process will be executed.

No submission required. For Faculty Chairs only.

Phase 5 Deliverables.

Please submit the completed and signed **Phase 5 Feedback Form**

(<https://schulich.instructure.com/courses/8553/files/863730/download?wrap=1>) ↓

(https://schulich.instructure.com/courses/8553/files/863730/download?download_frd=1) here.

Individual Reflection Adjustment.

This is where adjustments to individual grades based on the individual reflection papers will be executed.

No submission is required. For Faculty Chairs only.

Individual Reflection.

To conclude the Strategy Field Study, each team member will submit an **individual reflection paper** that answers the following questions:

1. **What?** Over the course of the Strategy Field Study, what were your key takeaways/learnings?
 - Provide a brief description of 2-4 key takeaways.
 - May be submitted in bullet-point format and short sentences.
2. **So What?** Why are these takeaways important to you?
 - For this section, explore why the takeaways you identified matter?
 - Questions you may ask yourself: Why is this important? What patterns or conclusions emerged? What are my hypotheses on why this happened? What else could have happened?
3. **Now What?** How are you going to take your takeaways forward?
 - Identify how you may integrate your key takeaways into your career or professional development?
 - Try to be specific.

Length: No more than 750 words.

Grading

The reflection will be assessed as follows:

A = Excellent one grade-point addition to the pre-reflection grade (e.g., "B+" to "A-")

B = Good no change of the pre-reflection grade (e.g., "B+" remains "B+")

C = Acceptable one grade-point deduction from the pre-reflection grade (e.g., "B+" to "B")

F = Failing two grade-point addition to the pre-reflection grade (e.g., "B+" to "B-")

CLASS-BY-CLASS SYLLABUS

Strategy Field Study Resources

Overview

The Strategy/International Field Study is the capstone course of the Schulich MBA and IMBA programs. It is an intensive, eight-month project for which teams of 6 eligible students undertake a comprehensive strategic analysis of an organization ("client site") and its environment and provide strategic recommendations to enhance the site's future success and viability.

Teams are responsible for recruiting a company or organization that is suitable for a comprehensive strategy assessment and willing to take part in the study.

A Faculty Chair, assigned by the Strategy Field Study Office, will work with the students throughout the process, provide direction and guidance and determine the final grade. Two Faculty Advisors, also assigned by the Strategy Field Study Office, will provide advice as needed. To be eligible, teams need to demonstrate diversity in terms of functional specializations, work and life experience, and cultural background.

The Strategy Field Study is organized into five phases. In the fifth and final phase of the Strategy Field Study, the student team presents its final report to the client site representatives, summarizing their strategic assessment and recommendations for implementation.

Phase 5 is followed by a debrief meeting with the Faculty Chair and a reflection summarizing the key learnings by the individual team members.

All aspects of the Strategy Field Study remain strictly confidential. The study cannot be discussed or revealed without the expressed written consent of the client site. All participants in the study, including students and faculty, are bound by confidentiality requirements.

A legal agreement governs this study, clarifying roles and demonstrating the importance of protecting confidential information provided to the students from the site.

Phase 0

Overview: Phase 0

Introductory Meeting With Chair

MEETING WITH CHAIR

It is advisable for teams to arrange an introductory meeting - typically one hour - with their assigned Faculty Chair as soon as possible once the team is approved and starts to get organized. Here are some things to do before this "Phase 0" meeting:

- Identify some site prospects and begin making contact to secure a site
- Review the client sites posted on Riipen to discuss with the Faculty Chair
- Develop a team contract
- Read the course outline documents** and identify questions

AGENDA

The agenda for this session can vary depending on where the team is in the site-finding process.

1. Introductions <ul style="list-style-type: none"> Members (experience, prior degree, major at SSB) How did group form and expectations 	Phase
2. Site Finding <ul style="list-style-type: none"> Progress and tips on finding sites Criteria and approval 	Phase 2
3. Legal Agreement <ul style="list-style-type: none"> Use and implications Process to have the agreement signed 	Phase 3
5. Team Roles & Organization <ul style="list-style-type: none"> Importance of regular meetings Review team contract Determine roles, processes, and expectations Discuss peer feedback/evaluation mechanism, including the option of grade allocation 	Phase 4
6. Faculty Roles & Strategy Field Study Office <ul style="list-style-type: none"> How to work with faculty When to involve the Strategy Field Study Office 	Phase 5
7. Client Relations and Confidentiality <ul style="list-style-type: none"> Importance to secure information Establish sound client relations <ul style="list-style-type: none"> independent and critical thinking, but establish positive relationship with client keep client informed throughout progress, needs, and preliminary findings 	Debrief Meeting with Faculty Chair
8. Advice on Phase 1	

Overview: Phase 1

Situation Assessment and Research Plan

PHASE 1 DELIVERABLES

(Provide #2 & #3 in advance; #1 can be delivered at the meeting.)

1. Short Presentation of Preliminary Strategic Assessment (3 to 5 minutes)

Prepare and deliver a short presentation (3 to 5 slides) summarizing your initial view of the company's strategic challenges/opportunities. In doing this, think about these question – What business are they in? What are their goals and strategy? Is the company successful? Why? What future challenges will it face in terms of its competitive environment?

Do not present a summary of the report - you can assume that the Faculty Chair has read it

2. Summary Report

Format is optional: Deck report or written (Word) report but make sure it flows and is understandable:

Suggested content:

1. **Company Description:** Describe the company, its products, history, financial results, organization, key people, and its goals and strategy.

You can distribute brochures at the meeting or give copies as an attachment to help. **Provide the company's recent financial statements (at least last 3 years of balance sheets, income statements, and cash flow statements) with the notes.**

2. **Initial External Assessment of Company:** Describe its industry or industries with an overview of competitors, demand trends, segments, changing technology and customer needs, and an initial value chain of how the industry works. Charts, matrices, and maps help present these. Show how the company fits within this context. Worry about precision later; get a sense down on paper! Provide a listing of potential sources of information.
3. **Preliminary Strategic Assessment:** What business is it in? What are its goals? Is it successful and why? What is its current strategy (product/market scope, competitive differentiation) or business model (how it makes a profit)? What is happening internally or externally that might affect its future success? What are the key issues and options for this organization?

3. Research Plan

For help with developing a research plan, you may consult the **Research Planning** (https://schulich.instructure.com/courses/356/pages/research-planning-introduction?module_item_id=39485) support module.

Think of the different elements of the research plan as separate projects, each answering a distinct set of questions.

Identify the research papers you plan to prepare in Phase 2. For each research paper include the following:

Purpose and scope of research: 1 or 2 sentences identifying key questions to be answered.

Sources and methodology: Describe which data sources (e.g., business databases available through the library, interviews, surveys, etc), literature, frameworks/models (e.g., Value-Chain analysis, Porter's 5 Forces, PESTEL, etc.). The more detail you include, the greater the opportunity to provide feedback by your faculty panel. For example, if you plan to conduct a survey, how will you determine the sample? How will you access the respondents? How will you analyze the data? Etc.

Team assignments: Who will be responsible for which research projects/papers?

Timing and Milestones

There is no required number of research papers but most groups find 6 to 10 topics to be sufficient as a basis for organizing and documenting their research and analysis. **Here are some examples but make your research relevant to your site!**

Positioning company in the industry and market segments: company revenue/margins and growth by appropriate segments and comparison to industry trends

Competitor assessment relative to key success factors

Customer needs analysis: trends in needs and buyer behaviour

Market segment analysis: definition of segments, different buyer criteria, and demand trends

Internal profitability analysis: breakdown by product, region, or customer segment

Internal organization assessment: leadership and decision-making assessment, core competencies, culture, internal policies

Technology developments and implications for business

Financial/business model analysis, including a 'continue as is' base-case analysis

Regulatory environment

...

Client Relations: You must present and discuss a summary of your preliminary issues and research/work plan with the client site after the Phase 1 meeting. This will help the organization appreciate what is required of them and better understand what they can expect from the team at

the conclusion of the assignment. Familiarity with the potential benefits of this work usually encourages the client to be more cooperative and more forthcoming with the confidential data.

PHASE 1 MEETING AGENDA (1-1.5 hours)

This meeting focuses on briefing the Faculty Chair on the site and its context. This allows the Chair to give advice about future research and analysis in Phase 2.

1. Short - 3-5-minute - presentation. Do not re-present the report; instead, focus on the central storyline.
2. Clarification of any site issues. Questions about scope and focus should be identified at this meeting. Any issues regarding access to information should be discussed here.
3. Discussion of report: Advisors will ask questions and make suggestions. The team should ensure that they prepare a list of questions for the Faculty Chair.
4. Review of research plan.
5. Summary & Conclusion: Where are we? What are the next steps?
6. Determine the date for the next meeting.

Overview: Phase 2

Research and Strategic Assessment

It is difficult to overplay the importance of this stage of the assignment. Without a solid understanding of the company, its situation - including both internal and external aspects - the final report will lack comprehension and credibility. The team's conclusions and strategic recommendations must rest on informed findings and analysis. In other words, your task during Phase 2 is to create the bulk of the evidence backing up your eventual conclusions and recommendations.

During Phase 2, the team needs to execute the agreed-upon research plan. This includes conducting the research and analysis to prepare the research papers. At the Phase 1 meeting, the Faculty Chair may suggest priorities for the research phase so that certain research papers are expected to be more expedited.

Let questions and hypotheses drive the research process: How do the research findings relate to the strategic issues and future success of the organization? What are their relevance and implications?

Research is an iterative process. You will learn more and new findings will emerge during your research. Your findings may create new questions and the need for further research and new hypotheses.

Before the formal Phase 2 meeting, your Faculty Chair may request a preliminary "Phase 2a" meeting to review the ongoing research and preliminary strategic implications.

DELIVERABLES FOR 2

(Provide #2 & #3 in advance; #1 can be delivered at the meeting.)

1. Short Presentation (5 minutes)

The team should do a presentation of the current strategy storyline and assessment conclusions. Do not recapture the entirety of the report.

2. Strategic Assessment Report

Format: a deck report format is encouraged, though a more formal business-style report is possible.

Length: typically, about 30-40 slides

Content:

1. **Company Description and Strategic Assessment:** Describe current goals, strategy, positioning/business model, services, financial result and assess current performance and positioning for future performance (including competitor analysis, market/industry/technology changes, other success factors).
2. **Statement of the Strategic Problem or Issues:** Summarize succinctly the company's strategic situation, focusing on its key strategic issues regarding goal fulfillment, success, survival, etc.
3. **Alternatives and Preliminary Recommendations:** Outline of possible goals and strategic directions that the site might consider to address the strategic problem.

Note regarding financial modeling: The research papers should include a financial model for the company which should be explicitly referenced in the report. Designed to cover the forecast period of (typically) 3-5 years, the model establishes a base case (often called the status quo or going concern alternative) which is developed on the assumption that the company will continue very much as it is at present. The projections show the probable financial results given that set of assumptions. This model will be critical for establishing a basis for forecasting alternatives and the impact of recommendations.

3. Revised Research & Analysis Papers

Research papers detail the research and evidence that support the team's strategic assessment and recommendations. Use as many research papers as necessary and clearly separate and reference them. Bookmarks are useful in electronic documents. Each paper should be organized as a self-contained piece of analysis:

Each research paper will include a 1-2-page summary with the following elements:

Purpose & Scope of the Research

A few sentences

Why was this research conducted? What key questions were addressed?

Methodology & Sources

A few bullet points or sentences

How was the research conducted? What sources were used? (Provide a list of sources.)

Findings & Strategic Implications

Typically, a page for so including a clear statement of key findings in a BOLD first sentence followed by an explanation of the relevance and implications.

Be specific to strategic implications for the client. WHY is the research relevant and important? WHAT does it mean?

Describe the research and its implications in sufficient detail and clarity. The reader should be able to understand the purpose and nature of the research, the analyses conducted, and the results/findings, and their strategic implications.

Organize the research papers in a logical way that addresses the research questions (hypotheses) that drove the research in the first place.

The length of the research papers will depend on the nature of the research and may go from a few pages to 50 or more pages.

Do not include raw interview notes or materials that are superfluous.

Ensure no confidential attributions are exposed.

Client Relations: It is HIGHLY advisable to have a meeting with the client to present and discuss a brief summary of your strategic assessment and preliminary options between Phases 2 and 3.

This will provide you with feedback and identify areas in which the client may have additional information for your analysis. Remember you are not asking for approval from the client at such a session. You may receive useful feedback and your client will be more receptive or at least less surprised by your final recommendations.

PHASE 2 MEETING AGENDA (Allow 2 Hours)

This meeting focuses on discussing the research and research findings with the Faculty Chair. After the Phase 2 meeting, the bulk of the research should be completed, allowing the team to focus on developing the strategy story and recommendations to be presented in Phase 3.

1. Short - 5-minute max - presentation on overall strategic conclusions. Do not re-present the report; instead, focus on the central storyline.
2. Faculty Chair comments on strategic issues, choices, and the storyline. This will include discussions of the research papers and evidence, specifically:
 - adequacy and clarity of research
 - gaps in information and analysis, possibly the need for further or supplementary research
 - confidence in conclusions and implications
3. Next steps
 - Set date for next meeting.
 - Discuss team dynamics and a potential grade allocation process.
 - Team to confirm mid-term grade allocation exercise to Faculty Chair without disclosing results. A copy is kept by the Faculty Chair for later review if necessary.

Overview: Phase 3

Recommendations & Creating the Draft Report

PHASE 3 DELIVERABLES

(#2 & #3 in advance; #1 can be walked-in to meeting)

1. Presentation (maximum of 15 minutes)

This is a dry-run of the final (Phase 4) presentation.

The team should present the entire **strategy story**

([https://schulich.instructure.com/courses/356/pages/creating-a-strategy-story-introduction?](https://schulich.instructure.com/courses/356/pages/creating-a-strategy-story-introduction?module_item_id=15447)

module_item_id=15447) , including recommendations and (as far as possible) implementation plan.

Treat this presentation as a presentation to the client, providing a solid and compelling story.

2. Draft of Final Report including Executive Summary

This report is a draft of the final report.

It should include:

- an executive summary
- the strategic assessment
- alternatives and their evaluation using criteria and financial forecasts
- the preferred/selected strategy with an outline of the action initiatives and functional strategies to support the overall direction.

Since this phase normally has alternatives, a note on forming alternatives and evaluation is included. Specific elements of how to implement the strategic recommendations can be further detailed in Phase 4.

3. Research and Analysis Papers (Revised and Additions)

Submit the updated research papers.

Revisions and additions should be based on the feedback received in the Phase 2b meeting and incorporate emerging questions.

Client Relations: It is HIGHLY advisable to have a meeting with your client to present and discuss a summary of your preliminary conclusions, alternatives, and directional recommendations after Phase 3. This will help consider the objections and concerns you need to address in your final report and presentation. You do not want to surprise your client with your final (Phase 5) presentation.

PHASE 3 MEETING AGENDA (2 hours)

This meeting is the team's chance to test-run its assessment, alternatives, and strategic recommendations before a grade will be assigned in Phase 4. Hence, the report, research papers, and presentations should be as close to the final versions as possible. The Faculty Chair will raise issues and questions to strengthen the work.

1. 15-minute presentation.
2. Discussion of report and presentation with a focus on alternatives, the recommendation, and implementation.
3. Next Steps:
 - Clarify Phase 4 report and meeting expectations
 - Clarify what needs to be done before Phase 4 (required forms, grade allocation, etc.)

A Note on Presenting Alternatives

Do you need to develop and present alternatives? It depends!

In some cases, multiple alternative strategy options exist and should be presented. For example, a company may focus on expanding its current market by utilizing new marketing channels or pursue new markets through international expansion. Both options may be viable, but cannot be pursued due to the lack of sufficient resources. In other cases, the conclusions of the strategic assessment point to a clear, self-evident strategic direction and it doesn't make sense to derive alternatives for the sake of having alternatives. In this case, the team will describe the strategic direction and recommendations, and make a compelling case for why this is the best way forward for the client. Choices may then be tactical, i.e. addressing how the strategic direction and recommendations are executed.

In other words, don't bother making up "straw" alternatives for the sake of having alternatives that are then easily dismissed. Only present alternatives if they describe viable, mutually exclusive strategic options for achieving success.

If the client site is doing OK, one alternative may be to continue with the current strategy with operational improvements. This can also provide a base-case for evaluating other alternatives. However, only suggest this if it is a viable option; i.e., if the organization's performance is reasonably positive.

Sometimes the research may suggest a more fundamental re-positioning of the client's strategy. This may take more time to implement and require short-term adjustments to the operations, the cash position, etc. Hence, you may describe short-term recommendations to address the immediate

issues and a set of medium-term strategic options. The choice of strategic option may affect how the short-term actions are prioritized and implemented.

Overview: Phase 4

Final Report

DELIVERABLES FOR PHASE 4

Please review the **Phase 4 Deliverables & Evaluation**

(<https://schulich.instructure.com/courses/8553/pages/phase-4-deliverables-and-evaluation>) page for specific instructions and guidelines.

Please note: Prior to the Phase 4 meeting, the team must complete and sign the **Grade Submission and Grade Allocation**

(<https://schulich.instructure.com/courses/8553/files/863743/download?wrap=1>) ↓

(https://schulich.instructure.com/courses/8553/files/863743/download?download_frd=1) forms and submit them to the Faculty Chair. failure to do so will necessitate the postponement of the meeting.

Phase 4 Meeting: Presentation and Defense to the Faculty Chair

Presentation

A formal 20-minute (max) presentation to the Faculty Chair.

The Faculty Chair will assume the role of the client for the purpose of the presentation.

Attendance of all members of the team is mandatory.

Defense

Typically, 20-40 minutes, although it can be shorter or longer depending on the issues to be addressed.

The Faculty Chair will question the team on aspects of their argument, the underlying research, the recommendations, and the proposed implementation. The Faculty Chair may challenge the team's arguments, the facts and the analysis presented, and the thoroughness, completeness, and conviction of the report. The team is expected to respond to the questions of the Chair in a professional and concise manner. A few tips:

All members of the team are expected to participate in the defense and demonstrate that they are prepared to answer relevant questions. The team, overall, will look much stronger when all members are actively engaged.

Prepare for the defense by anticipating and preparing for likely questions and by assigning certain topics to individual members.

Treat the Faculty Chair as your client. Don't get frustrated and don't get into arguments.

However, be prepared to defend - professionally - your work.

If you don't know the answer to a question, don't try to make one up. Be upfront in admitting that you don't have an answer. If appropriate, offer to do the research to come up with an answer after the defense.

After the conclusion of the defense, the students will be asked to leave the room (or assigned to a breakout room in case of a Zoom meeting) to allow the Faculty Chair to complete the assessment.

The team will be asked to complete the formal course evaluation at this point.


Once the Faculty Chair has arrived at a decision and completed the grading form, the team members are asked back into the meeting, informed of their final grade, and provided with verbal feedback. Possible revisions to the report and/or the presentation are discussed.

The final grade assigned at the Phase 4 meeting may be contingent on the completion of certain revisions.

Overview: Phase 5

Report and Presentation to the Client Site

Please note:

1. All team members are expected to attend the Phase 5 meeting with the client. The final grade may be withheld for students who do not attend this meeting.
2. Please send the **Phase 5 Feedback Form** (<https://schulich.instructure.com/courses/8553/files/863730/download?wrap=1>)  (https://schulich.instructure.com/courses/8553/files/863730/download?download_frd=1) to the client's liaison before the meeting and submit the completed and signed form **here** (<https://schulich.instructure.com/courses/8553/assignments/82896>) . The final grade will not be issued until the Phase 5 Feedback Form has been submitted.

DELIVERABLES: REPORT TO THE SITE

The deliverables for Phase 4 and 5 are essentially the same. The team will deliver to the client:

- the Phase 4 report - revised if necessary
- the research papers - revised if necessary
- a 20-minute presentation - revised if necessary

The presentation to the client may be modified to accommodate the audience. You may also provide opportunities for questions and discussion during the presentation.

Preferably, Phase 5 will take place 7-14 days after Phase 4. The Phase 5 meeting with the client should be scheduled no earlier than one week after Phase 4 to allow time for revisions requested by the Faculty Chair.

After the Phase 5 meeting,

submit the **Phase 5 Feedback Form**

(<https://schulich.instructure.com/courses/8553/files/863730/download?wrap=1>) 

(https://schulich.instructure.com/courses/8553/files/863730/download?download_frd=1) on Canvas (**Phase 5 Deliverables** (<https://schulich.instructure.com/courses/8553/assignments/82896>)),

send an email to the Faculty Chair informing them how the meeting went and summarizing the client's feedback, and

book your Debrief Meeting with the Faculty Chair.

Overview: Debrief Meeting with Faculty Chair

After the team's Phase 5 presentation to the client, a final debrief meeting with the Faculty Chair will take place. At this meeting, facilitated by the Faculty Chair, the team and the Faculty Chair will discuss the client presentation and reflect on the Strategy Field Study process and the key takeaways/learnings with the purpose of "closing the loop". Schedule about an hour for this meeting.

The individual reflection papers on the Strategy Field Study are due on the day of this meeting unless the Faculty Chair indicated otherwise.

PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

GENERAL SCHULICH ACADEMIC POLICIES


Grading

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


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

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

Academic Honesty

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

Accommodations

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


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 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.*

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: Pauline Shum-Nolan, Finance Area Coordinator

Date: March 16, 2023

Re: Proposed Course Changes – FINE 6400 3.0 – International Financial Management

Motion: That Faculty Council approve changes to the course title, course description and learning objectives of FINE 6400 3.0 – International Financial Management.

Rationale:

The current title, description and content of the course, while relevant, do not fully reflect the current and expected business conditions, which have been materially altered by the latest developments in international businesses and financial markets. With the more volatile and increasingly unpredictable conditions, we believe that having a strong understanding and good appreciation of risk management in international finance has become an increasingly important requirement for successful finance managers. The proposed changes should enable graduates to be better prepared to navigate in the challenging conditions in international finance.

Course Change Proposal Form

Schulich School of Business

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

1. Responsible Program:
Schulich MBA Program

2. Responsible Unit:
FINE

3. Subject Code (Rubric) and Course Number:
FINE 6400

4. Credit Value:
3.00

5. Long Course Title: Managing Risks in a Changing Global Environment

6. Short Course Title: Managing Risks in a Changing World

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

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

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

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

9. Rationale:

Please indicate how the proposed change will contribute to the academic objectives of the course/program. Please provide a description of the amended learning outcomes/objectives for the course, if applicable. Additionally, please indicate if the course is presently inactive, active, or retired. Finally, please append the program's existing learning outcomes as a separate document.

The current title, description and content of the course, while relevant, do not fully reflect the current and expected business conditions, which have been materially altered by the latest developments in international businesses and financial markets. With the more volatile and increasingly unpredictable conditions, we believe that having a strong understanding and good appreciation of risk management in international finance has become an increasingly important requirement for successful finance managers. The proposed changes should enable graduates to be better prepared to navigate in the challenging conditions in international finance.

10. Proposed Course Information:

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

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Course Title: International Financial Management</p> <p>Brief Description As financial markets, business corporations and financial services have become increasingly global, investors, bankers and financial managers have increasingly faced complex issues associated with overseas transactions, international investments, fund raising in international capital markets and trade finance. Along with these cross-border activities come both additional opportunities and risks that competent managers would need to manage. This course applies financial and economic theory to the international financing and investment decisions of corporations, financial institutions and individual investors. Risk management and mitigations through use of exchange rate contracts and hedging will be examined. The various methods of transferring liquid assets and their constraints will be considered. Capital budgeting decisions and issues regarding capital structure, where the assets and sources of financing and international trade finance are in different economies, are also studied. International debt and equity markets and various alternatives from the perspective of issuers and investors will be discussed. An extension of the Capital Asset Pricing Model to an integrated world model is considered.</p> <p>Course Learning Outcomes</p> <p>This course aims to extend the key concepts from the fields of corporate finance and investments to an international environment. Firms are looking increasingly to trade and invest internationally in order to exploit profitable market opportunities</p>	<p>Course Title: Managing Risk in a Changing Global Environment</p> <p>Brief Description (60 word limits) Investors and businesses with access to global markets often need to make decisions in response to unpredictable global changes and risks. In this practical course, we will discuss the major risk issues relevant to international markets and explore measures to manage and mitigate them. We will also cover topics such as valuation, trade finance and capital markets in international context.</p> <p>Course Learning Outcomes</p> <p>This course aims to provide a comprehensive discussion, analysis and evaluation of risks areas and issues arising from international business and financial investments. It covers key decision-</p>

and benefit from a growth in market share and economies of scale. With communication technologies and infrastructure improving, there are ever more opportunities for geographic expansion, easier access to overseas product markets and enlarged markets to raise capital internationally. These developments also mean that even domestic companies are not able to operate in isolation and be immune from international competition and issues. International diversification and the prospect of exploiting inefficiencies in less competitive markets are now major factors influencing the decisions of investment managers. The benefits of international trade and investments can, however, be at least partially offset by an increase in risk exposures related to operating in unfamiliar new markets, regulatory framework and foreign exchange risks. In addition, they may find overseas' profit streams subject to international taxation barriers or may not even be able to repatriate funds.

The key objective is to educate students and prepare them to face real life investment, operational and financing decisions involving countries, currencies and business conditions outside the Canadian borders. The skills imparted in this course are an essential element for finance managers involved in international investment decisions and investment analysts trying to optimize its portfolio. They will also understand the various risk factors and return expectation related to such decisions.

The work we do is applied case studies. At the end of this course, students should be able to:

- Appreciate the factors affecting stability of international monetary system and causes of financial crises.
- Understand the foreign exchange markets, how exchange rates are determined and hedging instruments available to reduce exchange risks.
- Understand issues related to managing foreign exchange exposure.
- Appreciate the various international capital markets, including bond, and equity markets,

making needs in the fields of corporate finance and investments in an increasingly unpredictable international environment, taking into consideration recent developments that could affect these decisions. These developments also mean that even domestic companies are not able to operate in isolation and be immune from international competition and issues. International diversification and the importance of avoiding over-dependence on key enablers (supplies, labor and markets for businesses and market liquidity for investors) are now major factors influencing the decisions of business and investment managers. While these international business and investment decisions could by themselves be significant in enhancing their competitiveness and creating value, they come with risks that need to be thoroughly analyzed, adequately understood and effectively mitigated.

The key objective is to educate students and prepare them to understand and give due consideration to risks and mitigants when they face real life investment, operational and financing decisions involving countries, currencies and business conditions beyond the Canadian borders. The skills acquired in this course are essential for investment analysts assessing risks in operating foreign assets and for finance managers involved in international investment decisions.

The topics discussed are practical and based on a combination of financial concepts, evaluation of recent developments and their implications and applied case studies. At the end of this course, students should be able to:

- Appreciate the risks and challenges involved in international business and investment decisions and mitigants available for effective management of these risks.
- Understand the foreign exchange markets, how exchange rates are determined and hedging instruments available to reduce exchange risks.
- Appreciate the complexities of recent developments in international finance and the increasing geopolitical risks and

<p>bank lending and trade finance.</p> <ul style="list-style-type: none"> • Evaluate overseas investment project proposals through international capital budgeting and assessing cost of capital. <p>Topics as per current course outline</p> <ol style="list-style-type: none"> 1. Introduction - Globalization and the Multinational Firm <ul style="list-style-type: none"> - Understand why it is important to study international finance. - Distinguish international finance from domestic finance. 2. International Monetary System and Balance of Payments <ul style="list-style-type: none"> - Introduce the institutional framework within which: <ul style="list-style-type: none"> • International payments are made. • The movement of capital is accommodated. • Exchange rates are determined. - Introduce components of the balance of payments: - Discuss how balance of payments data may be interpreted. 3. Foreign Currency Markets and Exchange Rate <ul style="list-style-type: none"> - Introduce the institutional framework within which exchange rates are determined. <ul style="list-style-type: none"> • Function and Structure of the FX Market • The Spot Market • The Forward Market • Exchange-Traded Currency Funds 4. International Parity Conditions <ul style="list-style-type: none"> - Discuss several key international parity relationships, such as interest rate parity and purchasing power parity. 	<p>unpredictability of the global operating environment.</p> <ul style="list-style-type: none"> • Apply the learning towards specific investment and business decisions such as market expansion, foreign direct investments and M&As. • Apply the above acquired knowledge in the areas of financial forecasting and valuations, international trade finance and international capital markets. <p>Topics to be included in the revised course outline:</p> <ol style="list-style-type: none"> 1. Introduction: What makes Risk Management different in an international context? <ul style="list-style-type: none"> - Changes in value of foreign currencies could affect cash flows and asset value in foreign countries. - Changes in regulations and government interventions can affect the competitive landscape and positions against competitors. - Changes in international relations could create obstacles to investing, divesting, repatriating and exchanging funds. - All the changes mentioned above could be highly unpredictable and happen without warnings. - Hence, risk assessments, mitigation (to the extent feasible) and management are critical in managing business risks and in ensuring adequate risk-adjusted returns for investors. <p>Micro Levels – Hedging Transactions and Asset Values in international Investments</p> <ol style="list-style-type: none"> 2. Foreign Exchange Rates and Markets <ul style="list-style-type: none"> - Foreign exchange spot and forward rate products, processes and market conventions - Understanding currency arbitrages - Introduction to foreign exchange derivatives (options and future markets) 3. Interest Rate Parity and Exchange Rate Forecasting <ul style="list-style-type: none"> - Theories and practices of interest rate parity and purchasing power parity.
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<p>Currency Futures and Options</p> <ul style="list-style-type: none"> - Building blocks of derivatives <ul style="list-style-type: none"> • Futures • Options • Swaps <p>5. The Impact of Exchange Rate variations on the Firm – Transaction Exposure</p> <ul style="list-style-type: none"> - Managing Transaction Exposure to Exchange Rates - Various exposures to currency risk <ul style="list-style-type: none"> • What are Transaction exposures and how are they measured? • Tools available to firms to manage Transaction exposure <p>6. The Impact of Exchange Rate variations on the Firm – Economic Exposure</p> <ul style="list-style-type: none"> - Managing Economic Exposure <ul style="list-style-type: none"> • Measuring economic exposure • Discusses its determinants and presents methods for managing and hedging economic exposure. <p>7. Cost of Capital for International Projects</p> <ul style="list-style-type: none"> - Measuring the Cost of Capital Across Countries <ul style="list-style-type: none"> • Segmented vs. integrated markets. • Cross-border listings of stocks and foreign Equity ownership restrictions <p>8. International Capital Budgeting</p> <ul style="list-style-type: none"> - Evaluating International Capital Budgeting <ul style="list-style-type: none"> • Review of domestic capital budgeting • Adjusted present value approach. - Application of Capital Budgeting by Case Analysis <ul style="list-style-type: none"> • Discussions of typical trade transactions, key players, terms, processes, risks and financing instruments, and how they all work. <p>9. International Bond Markets and International Equity Markets</p>	<ul style="list-style-type: none"> - Law of One Price and Arbitrage Equilibrium. - Understanding interest rate risks, implications on currency and asset values. <p>4. Hedging Transaction Exposure</p> <ul style="list-style-type: none"> - What is transaction exposure? - Hedging with Financial Contracts: Forward, Money Market, and Option Contracts. - Hedging with Operational Techniques. - Exposure Netting techniques. <p>5. Hedging Economic Exposure and Impact to Financial Forecasting</p> <ul style="list-style-type: none"> - Changes in exchange rate could affect fundamental value of a foreign asset or investment in two ways: 1. Change in value of asset/investment by affecting its competitiveness and profit margins. 2. Change in value of the asset/investment when exchanged back to home country's currency. - Managing operating exposure by changing operating strategy - Measuring economic exposure and financial hedging techniques to reduce risk. <p><u>Macro Levels and Impact of Current Affairs</u></p> <p>6. Imbalances and financial crises – Reading from the Tell-Tale Signs</p> <ul style="list-style-type: none"> - Balance of Payments, capital flows, and impact to exchange rates - Exchange rate regimes and policies - Financial bubble building and bursting that lead to financial crises. - Case: Thailand 1995, Managing credit risk at the start of Asian Financial crisis. <p>7. Understanding Developments in International Finance – Globalization at a Crossroad</p> <ul style="list-style-type: none"> - Pre-Financial Crisis Increasing Globalization (1970s to 2009) – Stimulated by 1. Advancements in processing and communication technologies, 2. Expansion of international Financial Markets, 3. Drive for scale economies and cost efficiency, 4. Market Diversification and expansion, and
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<ul style="list-style-type: none"> - Discussion of international capital markets <ul style="list-style-type: none"> • Structure of the bond markets • Primary and secondary equity markets throughout the world. <p>10. International Trade Finance</p> <ul style="list-style-type: none"> - The function, processes and operations of trade finance. - How trade finance helps to facilitate international trade transactions. <p>11. International Portfolio Management</p> <ul style="list-style-type: none"> - Portfolio diversification internationally <ul style="list-style-type: none"> • The effects of fluctuating exchange rates on international portfolio investments. • Benefits from diversification • Reasons for “home bias” in portfolio holdings. <p>12. Foreign Direct Investments (FDI) and Cross-Border Acquisitions</p> <ul style="list-style-type: none"> - Issues associated with FDI by MNCs: <ul style="list-style-type: none"> • Global Trends in FDI • Why Do Firms Invest Overseas? • Cross-Border Mergers and Acquisitions - Political Risk and FDI 	<p>5. Expanding international trade as countries embraced the theory of competitive advantage.</p> <ul style="list-style-type: none"> - Increasing Risk Awareness and Cautiousness (2010-2017) – Driven by 1. U.S. Financial crisis (2008-2009) and European Debt Crisis (2010-2012), 2. Low interest rates resulting from quantitative easing, 3. Increasing bank and financial market regulations and investor protection. - Geopolitical Polarization (2017 – Present) – Resulted from 1. U.S.-China trade dispute, 2. Two competing allied groups emerging (U.S.-led democratic countries vs Russia-China), 3. Increasing aggressiveness between the groups (Ukraine invasion and related sanctions in Europe and Taiwan Strait tension in Asia), 4. Covid-pandemic and resulting disruptions of supply chains and international trade. - What is going to be next? <p>8. Political Risks in Capital Investments and Foreign Direct Investments</p> <ul style="list-style-type: none"> - Government Default Risk - Other Sovereign Risk issues (Expropriation, nationalization, taxation, currency control, obstacles against investment or repatriation) - Legal and Regulatory Risk issues (Risk of Governments changing their rules, their interpretations and/or implementations could hurt foreign investors’ interests, weaken enforceability of contractual rights and intellectual property protections) - Risks of being caught in geopolitical disputes (e.g. McDonalds having to close 800 restaurants in Russia) - Information Risks (Difficulty in obtaining information due to different accounting standards, disclosure requirements and media control) - Business Practice Risks (corruptive business practices, inadequate health, safety and environmental standards, labour and strike risks) and Corruption Perceptions Index by Transparency International.
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	<ul style="list-style-type: none"> - Credit and counterparty risks of local suppliers, customers/debtors and business partners. - Political risk mitigation techniques (Diversification, Exposure management, Insurance Coverage) <p>9. Operating Risks and Reactions by International Investors</p> <ul style="list-style-type: none"> - Disruptions of international exchanges and transactions (e.g. Requirement to comply with sanctions imposed, interruptions of supplies such as gas from Russia to Europe etc., expelling of Russia's access to SWIFT) - Increased inflation and financial market volatility resulting from the impact of the above disruptions. - Increased supply and market diversifications as businesses re-strategize their priorities of security of supplies over cost of supplies - International capital flows reflect that investors are more willing to sacrifice returns to reduce investment risks. <p>10. Specific Topic 1: Financial Forecasting and Enterprise Valuation in International Businesses</p> <ul style="list-style-type: none"> - Factoring exchange and cross-border risks into key operating assumptions (Revenue, Costs, asset value and competitiveness) in forecasting and valuation. - Assessing potential obstacles to access company funds or assets due to restrictive regulations, ESG issues and/or market disruptions. - Factoring the differences in risks of international businesses and of overseas financing into Weighted Average Cost of Capital (WACC) assumptions (e.g. Market Risk Premium, beta and cost of debt etc.) - Scenarios and sensitivity analysis. <p>11. Specific Topic 2: International Trade Finance – Practices and Risks.</p> <ul style="list-style-type: none"> - A Solution to facilitate and manage transaction risks in international trade - Parties involved and processes involved.
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	<ul style="list-style-type: none"> - How can these risks be mitigated? - Creation of short-term money market. <p>12. Specific Topic 3: International Bond and Equity Markets (optional)</p> <ul style="list-style-type: none"> - Overview of International Bond and Equity Markets - Investment products and instruments available. - Risks in international equity market – Market volatility and liquidity (or lack thereof) - Risks in international bond market – Enforceability of lenders' rights, challenges in dispute resolution and reliability of domestic credit ratings.
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11. Enrolment Notes:

The course is not intended to limit to any specific group of students and could be open to MBA, specialized masters (e.g. MFIN) and Exchange Students.

12. Consultation:

Not Applicable.

Originator:

_____ Signature	March 2023 _____ Date
Gregory Pau / Lilian Ng _____ Name	Finance _____ Area or Specialization

Approvals:

V. July 2021

Course Outline
Fall 2023
To be determined

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Formerly SVP, Corporate Ratings at DBRS Ltd., Gregory has credit risk assessment, adjudication and management experience in banks and rating agencies in Hong Kong, Singapore and Canada since graduated with a Schulich MBA in 1989. Gregory is also a member of User Advisory Council of the Canadian Accounting Standards Board. Gregory has been teaching elective courses at Schulich for the past seven years including Corporate Finance Analysis, International Financial Management and Investment Banking.

Brief Description

As financial markets and business corporations have become increasingly global, investors, bankers and corporations' financial managers have faced complex issues associated with cross-border transactions, international investments, fund raising in international capital markets and trade finance. More recently, numerous unexpected events and developments (such as global pandemic, increasing geopolitical tensions and military conflicts in Ukraine) have added significant unpredictability and risks to all participants involved in international finance.

This is a practical course that discusses and analyzes risks involved in international finance and businesses, how these risks could adversely affect value of investments and corporations, and how could investors and business managers manage and mitigate such risks. The course will discuss risk management challenges faced by market participants from both macro and micro levels. On the micro level, the course explores how values of transactions and assets could be affected by exchange rate and interest fluctuations and alternatives to hedge and reduce such risks. On the macro level, the course evaluates the various causes of financial crises and recent developments affecting global operating conditions for businesses and market conditions for investors. With that understanding, the course moves on to discuss various sources of risks facing corporate managers who consider making overseas market expansions, investments and/or acquisitions and hedging alternatives available. The course will also cover some specific topics covering valuation and forecasting, trade finance and capital markets in international context.

Prerequisite for MBA students: FINE 5200 3.00

Contents

Course Learning Outcomes.....	2
Deliverables at a Glance	2

Course Materials	3
Student Preparation for Class and Class Participation: Expectations	3
Class-by-Class Syllabus	4
Quizzes, Group Presentation and Mid-terms: Descriptions	4
Calculation of Course Grade	5
General Academic Policies: Grading, Academic Honesty, Accommodations and Course Works	5
Quick Reference: Summary of Classes, Activities and Deliverables.....	7

Course Learning Outcomes

This course aims to provide a comprehensive discussion, analysis and evaluation of risks areas and issues arising from international business and financial investments. It covers key decision-making needs in the fields of corporate finance and investments in an increasingly unpredictable international environment, taking into consideration recent developments that could affect these decisions. These developments also mean that even domestic companies are not able to operate in isolation and be immune from international competition and issues. International diversification and the importance of avoiding over-dependence on key enablers (supplies, labor and markets for businesses and market liquidity for investors) are now major factors influencing the decisions of business and investment managers. While these international business and investment decisions could by themselves be significant in enhancing their competitiveness and creating value, they come with risks that need to be thoroughly analyzed, adequately understood and effectively mitigated.

The key objective is to educate students and prepare them to understand and give due consideration to risks and mitigants when they face real life investment, operational and financing decisions involving countries, currencies and business conditions beyond the Canadian borders. The skills acquired in this course are essential for investment analysts assessing risks in operating foreign assets and for finance managers involved in international investment decisions.

The topics discussed are practical and based on a combination of financial concepts, evaluation of recent developments and their implications and applied case studies. At the end of this course, students should be able to:

- Appreciate the risks and challenges involved in international business and investment decisions and mitigants available for effective management of these risks.
- Understand the foreign exchange markets, how exchange rates are determined and hedging instruments available to reduce exchange risks.
- Appreciate the complexities of recent developments in international finance and the increasing geopolitical risks and unpredictability of the global operating environment.
- Apply the learning towards specific investment and business decisions such as market expansion, foreign direct investments and M&As.
- Apply the above acquired knowledge in the areas of financial forecasting and valuations, international trade finance and international capital markets.

Deliverables at a Glance

Students are expected to do the reading assignments before class, actively participate in class discussions and complete the following written assignments and quizzes. In the table below, the contribution of each task to your final grade for the course is the “% Weight” column.

Assignment/Task	% Weight	Author
Group Presentation	20	Group
Quizzes (4 x 5% each)	20	Individual
Mid-term 1	30	Individual
Mid-term 2	30	Individual
100%		

For details, see “Quizzes, Group Presentation and Mid-terms: Descriptions” on page 4.

Course Materials

As this is a practical course, course materials are predominantly based on class slide presentation, current news and analysis on international events, risk management and financial market issues. Sources of such information could include (but not limited to) The Economist, Financial Times, Euromoney, and The Wall Street Journal.

A useful reference book, which can provide some useful explanations of concepts and issues would be: Eun, Cheol S., Bruce G. Resnick and Tuugi Chuluun. International Financial Management. Ninth Edition. McGraw-Hill Education, 2020. ISBN 978-1-260-57531-6.

However, the course will NOT follow or be limited to the reference book because, in Risk Management as well as International Finance, a risk management professional’s ability to identify, analyze and assess the implications of international events are often more important than just understanding international financial theories. Other handouts, such as problem sets, cases, class materials, and course slides will be available on the course materials database (Canvas) throughout the course.

Go to <http://www.library.yorku.ca>, click on the “Reserves” tab and type in “FINE 6400” to access these readings. There will be a listing of books on reserve and the readings for the course that can be read online.

Course Materials Database (Canvas)

The Canvas 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.

Course-related guides for FINE 6400 on the library database provide links to selected databases that will be important in completing your assignments.

Student Preparation for Class and Class Participation: Expectations

Preparation: All Students are expected to review the slide presentations for the lectures and be prepared with a list of issues for clarification during class. Since there are lots of materials to cover in each class, students’ pre-class preparation is crucial to maximize their understanding and application of concepts in real-life cases. The required readings before each class are summarized in the “Class-by-Class Syllabus”

and “Quick Reference” sections in this course outline. If for whatever reason you miss any class, it is your responsibility to get review the materials and any announcements that you miss. In addition, you should have a calculator when viewing any of the recorded lectures so that you can participate in working through in-class numerical problems. If the class materials and class discussions were not adequately clarified those issues, you are encouraged to email me to address the issues.

Class Participation: Class participation and contribution during class are important elements of the learning process in this course. Active class discussions during the Sessions often provide more insight into the learning.

Class-by-Class Syllabus

Please refer to the “Quick Reference: Summary of Classes, Activities and Deliverables” section on page 7 for details.

Quizzes, Group Presentation, and Mid-terms: Descriptions

Short Quizzes:

There are four short quizzes, each worth 5% of the total marks, which also offer opportunities for you to receive feedback and monitor your progress. The quizzes are to be done individually. Further details of the accessibility and submission of the quizzes through Canvas will be discussed in the relevant classes.

Due dates and coverage of homework and quizzes are summarized as follows:

Tasks	Durations (minutes)	Quiz Date	Coverage
Short Quiz 1	25	Class 3	Materials in Classes 1 & 2
Short Quiz 2	25	Class 6	Materials in Classes 3-5
Short Quiz 3	25	Class 9	Materials in Classes 6-8
Short Quiz 4	25	Class 11	Materials in Classes 9-10

Mid-term 1
Class 7

Mid-term 1 will cover the first half of the course (all materials covered in classes 1-5) and will count for 30% of total marks. The Test will be a combination of short questions that evaluate your understanding of the concepts discussed, ability to make certain computations discussed in class and to apply them in real-life situation facing finance managers or investment analysts. Formulae sheets will be provided on Canvas. Mid-term 1 will account for 30% of the marks.

Group Presentation
Class 8

Group Presentation: Current News Related to Risk Management in International Finance

Students are asked to form groups of 5 or 6 and to provide a group presentation regarding a current event related to Risk Management in International Finance (due at the beginning of Class 8). In addition, the Group will present findings and conclusions in a 15-minute presentation during Class 8. The Group will work together, and all members will receive the same grade. The presentation will count for 20% of total marks.

Each group will choose one current news event relating to risk management in international finance based on your own research from the Internet or from current periodicals and newspapers. You need to provide the source of your information and prepare a presentation to discuss the following:

- A brief discussion of the event itself
- Identify key international finance-related issues and why they are relevant and significant to risk management of a company or party you represent.
- The Group's interpretation of the impact or consequences of the events to the party (or company) concerned.
- The Group's recommendation on what the company or party affected should do to mitigate or reduce the impact.

Mid-term 2
To be
Determined

Presentation slides will have to be emailed to me at least a day earlier so that they can be posted on the course webpage (Canvas) for viewing.

Mid-term 2 will cover the second half of the course (all materials covered in classes 6-12) and will count for 30% of total marks. The Mid-term 2 will be a combination of short questions that evaluate your understanding of the concepts discussed, ability to make certain computations discussed in class and to apply them in real-life situation facing finance managers or investment analysts. Formulae sheets will be provided on Canvas.

Calculation of Course Grade

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

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

After each assignment or task (as outlined in the "Deliverables At a Glance" section on page 2 of the course outline, each student will receive an Adjusted Numeric Score (out of a total of 100 marks). The adjusted numeric score is calculated from each student's raw number score based on the following formula:

$$\text{Adjusted Numeric Score} = \text{Raw Numeric Score} \times 75 / \text{Class Average Raw Score}$$

Each student will also receive a letter grade for the assignment or task based on the following mapping scheme:

Letter Grade	Adjusted Numeric Score
A+	More than 87.5
A	82.5 – 87.5
A-	77.5 – 82.5
B+	72.5 – 77.5
B	67.5 – 72.5
B-	62.5 – 67.5
C+	57.5 – 62.5
C	52.5 – 57.5
C-	50.0 – 52.5
F	Less than 50.0

At the end of the course, the Final Grade of a student will be based on the weighted average of all Adjusted Numeric Score and the above mapping scheme. Students whose Adjusted Numeric Score is close to the upper end of the range above may be considered for a one-notch upgrade if, in the opinion of the instructor, both the following two criteria are met: (1) the Adjusted Numeric Score is within 0.5 lower than the upper end of the range; and (2) the student's Adjusted Numeric Scores for the Mid-terms (Individual Tasks) are materially higher than those in the other Group Tasks.

General Academic Policies: Grading, Academic Honesty, Accommodations and Course Works

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

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

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

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

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

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

Mid-terms 1 and 2 (Absence from)

Mid-term 1: Any student who fails to take the Mid-term 1 must contact their course instructor within 24 hours and provide the course instructor with documentation substantiating the reason for the absence.

A copy of the documentation must also be submitted to Student Services; it will be placed in the student's file.

Mid-term 2: Any student who fails to submit the Mid-term 2 must contact the Associate Director, Undergraduate Programs Unit at (416) 736-5060 and must also contact their course instructor. Formal and original documentation regarding the reason for missing the Test must be submitted to the Associate Director, Undergraduate Programs Unit (SSB Room W262) within 48 hours of missing the Mid-term 2. Students who fail to submit the Mid-term 2 due to illness must have their doctor complete an "Attending Physician's Statement." For more details, see:

<http://www.registrar.yorku.ca/pdf/attending-physicians-statement.pdf>.

After these two steps are completed, you may take a Make-up Mid-term 2 at a time to be arranged with the instructor.

Quick Reference: Summary of Classes, Activities and Deliverables

Class No., Date and Main Topics	Detailed Topic(s)
1. Introduction: What makes Risk Management different in an international context?	<ul style="list-style-type: none"> - Changes in value of foreign currencies could affect cash flows and asset value in foreign countries. - Changes in regulations and government interventions can affect the competitive landscape and positions against competitors. - Changes in international relations could create obstacles to investing, divesting, repatriating and exchanging funds. - All the changes mentioned above could be highly unpredictable and happen without warnings. - Hence, risk assessments, mitigation (to the extent feasible) and management are critical in managing business risks and in ensuring adequate risk-adjusted returns for investors.
Micro Levels – Hedging Transactions and Asset Values in international Investments	
2. Foreign Exchange Rates and Markets	<ul style="list-style-type: none"> - Foreign exchange spot and forward rate products, processes and market conventions - Understanding currency arbitrages - Introduction to foreign exchange derivatives (options and future markets)
3. Interest Rate Parity and Exchange Rate Forecasting	<ul style="list-style-type: none"> - Theories and practices of interest rate parity and purchasing power parity. - Law of One Price and Arbitrage Equilibrium.

Class No., Date and Main Topics	Detailed Topic(s)
	<ul style="list-style-type: none"> - Understanding interest rate risks, implications on currency and asset values. - Darden Case – Dozier (Case to be reviewed)
4. Hedging Transaction Exposure	<ul style="list-style-type: none"> - What is transaction exposure? - Hedging with Financial Contracts: Forward, Money Market, and Option Contracts. - Hedging with Operational Techniques. - Exposure Netting techniques.
5. Hedging Economic Exposure and Impact to Financial Forecasting	<ul style="list-style-type: none"> - Changes in exchange rate could affect fundamental value of a foreign asset or investment in two ways: 1. Change in value of asset/investment by affecting its competitiveness and profit margins. 2. Change in value of the asset/investment when exchanged back to home country's currency. - Managing operating exposure by changing operating strategy - Measuring economic exposure and financial hedging techniques to reduce risk.
Macro Levels and Impact of Current Affairs	
Imbalances and financial crises – Reading from the Tell-Tale Signs	<ul style="list-style-type: none"> - Balance of Payments, capital flows, and impact to exchange rates - Exchange rate regimes and policies - Financial bubble building and bursting that lead to financial crises. - Case: Thailand 1995, Managing credit risk at the start of Asian Financial crisis.
6. Understanding Developments in International Finance – Globalization at a Crossroad	<ul style="list-style-type: none"> - Pre-Financial Crisis Increasing Globalization (1970s to 2009) – Stimulated by 1. Advancements in processing and communication technologies, 2. Expansion of international Financial Markets, 3. Drive for scale economies and cost efficiency, 4. Market Diversification and expansion, and 5. Expanding international trade as countries embraced the theory of competitive advantage. - Increasing Risk Awareness and Cautiousness (2010-2017) – Driven by 1. U.S. Financial crisis (2008-2009) and European Debt Crisis (2010-2012), 2. Low interest rates resulting from quantitative easing, 3. Increasing bank and financial market regulations and investor protection. - Geopolitical Polarization (2017 – Present) – Resulted from 1. U.S.-China trade dispute, 2. Two competing allied groups emerging (U.S.-

Class No., Date and Main Topics	Detailed Topic(s)
	<p>led democratic countries vs Russia-China), 3. Increasing aggressiveness between the groups (Ukraine invasion and related sanctions in Europe and Taiwan Strait tension in Asia), 4. Covid-pandemic and resulting disruptions of supply chains and international trade.</p> <p>- What is going to be next?</p>
	No Class – Reading Week
7.	Mid-term 1
<p>8.</p> <p>Political Risks in Capital Investments and Foreign Direct Investments</p>	<p>Group Presentation</p> <ul style="list-style-type: none"> - Government Default Risk - Other Sovereign Risk issues (Expropriation, nationalization, taxation, currency control, obstacles against investment or re-patriation) - Legal and Regulatory Risk issues (Risk of Governments changing their rules, their interpretations and/or implementations could hurt foreign investors' interests, weaken enforceability of contractual rights and intellectual property protections) - Risks of being caught in geopolitical disputes (e.g. McDonalds having to close 800 restaurants in Russia) - Information Risks (Difficulty in obtaining information due to different accounting standards, disclosure requirements and media control) - Business Practice Risks (corruptive business practices, inadequate health, safety and environmental standards, labour and strike risks) and Corruption Perceptions Index by Transparency International. - Credit and counterparty risks of local suppliers, customers/debtors and business partners. - Political risk mitigation techniques (Diversification, Exposure management, Insurance Coverage).
<p>9.</p> <p>Operating Risks and Reactions by International Investors</p>	<ul style="list-style-type: none"> - Disruptions of international exchanges and transactions (e.g. Requirement to comply with sanctions imposed, interruptions of supplies such as gas from Russia to Europe etc., expelling of Russia's access to SWIFT) - Increased inflation and financial market volatility resulting from the impact of the above disruptions. - Increased supply and market diversifications as businesses re-strategize their priorities of security of supplies over cost of supplies - International capital flows reflect that investors are more willing to sacrifice returns to reduce investment risks.

Class No., Date and Main Topics	Detailed Topic(s)
<p>10. Specific Topic 1: Financial Forecasting and Enterprise Valuation in International Businesses</p>	<ul style="list-style-type: none"> - Factoring exchange and cross-border risks into key operating assumptions (Revenue, Costs, asset value and competitiveness) in forecasting and valuation. - Assessing potential obstacles to access company funds or assets due to restrictive regulations, ESG issues and/or market disruptions. - Factoring the differences in risks of international businesses and of overseas financing into Weighted Average Cost of Capital (WACC) assumptions (e.g. Market Risk Premium, beta and cost of debt etc.) - Scenarios and sensitivity analysis.
<p>11. Specific Topic 2: International Trade Finance – Practices and Risks</p>	<ul style="list-style-type: none"> - A Solution to facilitate and manage transaction risks in international trade - Parties involved and processes involved. - How can these risks be mitigated? - Creation of short-term money market
<p>12. Specific Topic 3: International Bond and Equity Markets (optional)</p>	<ul style="list-style-type: none"> - Overview of International Bond and Equity Markets - Investment products and instruments available. - Risks in international equity market – Market volatility and liquidity (or lack thereof) - Risks in international bond market – Enforceability of lenders' rights, challenges in dispute resolution and reliability of domestic credit ratings.

Sandra Bell

From: Pauline M P Shum Nolan
Sent: Tuesday, January 24, 2023 11:16 AM
To: Gregory King Yan Pau; Lilian K. Ng
Cc: Sandra Bell
Subject: FINE6400

Hello Greg and Lilian,

Please accept this e-mail as my signature in support of the proposal to revamp FINE6400.

Unless something has changed, I believe we need a full-time faculty member to present the proposal to the MPC. Also, the proposal needs to be submitted with a motion from that full-time faculty member.

Sandy, please check if anything has changed with the new ADA's office.

Best,
Pauline.

Pauline M. Shum Nolan
Professor of Finance / Area Coordinator, Finance
Schulich School of Business, York University
Toronto, Canada

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Joseph Mapa, Program Director, Health Industry Management Program
Date: March 23, 2023
Re: Course Change – HIMP

Motion:

Request course description change and one retirement for the following courses:

- [HIMP 6110 3.00](#) THE BUSINESS OF HEALTHCARE - Retire
- [HIMP 6130 3.00](#) STRATEGY IN HEALTHCARE – description change
- [HIMP 6180 3.00](#) ENTREPRENEURSHIP AND INNOVATION IN HEALTHCARE – description change

Rationale:

In the interest of maintaining a robust and modern curriculum, we have updated and enhanced our courses. The essence and themes for each course have not changed. I am also retiring the HIMP 6110 as there is a clear overlap with other courses and it's now redundant given the enhancements in the other courses. This refresh is consistent with my vision to provide a progressive and insightful course offering. It is also consistent with a need to revisit course outlines on a periodic basis.

Course Change Proposal Form

Schulich School of Business

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

1. Responsible Program:

MBA

2. Responsible Unit:

HIMP

3. Subject Code (Rubric) and Course Number:

HIMP 6110

4. Credit Value:

3.00

5. Long Course Title: THE BUSINESS OF HEALTHCARE

6. Short Course Title: THE BUSINESS OF HEALTHCARE

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

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

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

Fall 2023

Area or Specialization

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

Signature

Date

Joseph Mapa
Name

HIMP
Area or Specialization

Degree Program:

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

Signature

March 24, 2023
Date

Alexandra Campbell
Name of Program Director

MBA
Program

Program Committee:

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

Signature

Date

Kevin Tasa
Name of Committee Chair

MPC
Committee

Delete This section once form is complete.

Required Attachments:

- *For changes in the number of credits, course title or course description, please attach the Schulich course outline (which must conform to program norms; see the Program Assistant for details).*
- *For cross-listed / integrated courses, please include a signed statement of agreement from the director of the other graduate course / other degree program.*

Send to:

Send an electronic copy of all forms and attachments, and forward emails of support from other faculty members to the appropriate program committee secretary.

Course Change Proposal Form

Schulich School of Business

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

1. Responsible Program:

MBA

2. Responsible Unit:

HIMP

3. Subject Code (Rubric) and Course Number:

HIMP 6130

4. Credit Value:

3.00

5. Long Course Title: STRATEGY IN HEALTHCARE

6. Short Course Title: STRATEGY IN HEALTHCARE.

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

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

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

Fall 2023

9. Rationale:

Please see motion and rationale. To reiterate, I have a modernized the course to reflect current literature and future trends. This will be much more dynamic course for our students.

10. Proposed Course Information:

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

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title</p> <p>This course examines the roles played by hospitals, governments, regional authorities, as well as their decision making and accountability structures. The course also examines costs and financing; stakeholders; consolidation and clinical integration; challenges and threats. The course illustrates strategic management concepts in various management and multi-disciplinary settings, changing technologies and methods of health delivery.</p>	<p>Title</p> <p>This course examines the publicly funded healthcare system through the lens of key environmental change drivers (equity, diversity, and inclusivity; aging) and disruptors (e.g., Covid-19) challenging organizations to adopt new strategies. Organizational strategy is predicated on analytical tools (Porter 5 forces etc.) and models. However, with the radical shifts that have rocked health systems on a global scale, a central focal point for strategic positioning is the environmental impact.</p>

11. Enrolment Notes:

For HIMP but also open to other students.

12. Consultation:

Not applicable. Course is health centric.

Originator:

J. Mapa
Signature

April 3, 2023
Date

Joseph Mapa
Name

Health Industry Management
Program
Area or Specialization

Approvals:

Area or Specialization

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

<u>J. Mapa</u> Signature	<u>April 3, 2023</u> Date
<u>Joseph Mapa</u> Name	<u>Health Industry Management Program</u> Area or Specialization

Degree Program:

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

<u>A. Campbell</u> Signature	<u>April 3, 2023</u> Date
<u>Alexandra Campbell</u> Name of Program Director	<u>Director, MBA Program</u> Program

Program Committee:

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

<u>Kevin Tasa</u> Signature	<u>March 30, 2023</u> Date
<u>Kevin Tasa</u> Name of Committee Chair	<u>Masters Program Committee</u> Committee

Delete This section once form is complete.

Required Attachments:

- ☐ *For changes in the number of credits, course title or course description, please attach the Schulich course outline (which must conform to program norms; see the Program Assistant for details).*
- ☐ *For cross-listed / integrated courses, please include a signed statement of agreement from the director of the other graduate course / other degree program.*

Send to:

Send an electronic copy of all forms and attachments, and forward emails of support from other faculty members to the appropriate program committee secretary.



HIMP6130 F2022 CREDITS: 3.00

HIMP 6130 U - STRATEGY IN HEALTHCARE

TUE 19:00-22:00 SSB S124

INSTRUCTOR

Joseph Mapa

jmapa@schulich.yorku.ca

416.736.2100 Ext: 77914

N305P SSB

ADMIN

Clara Kan

ckan@schulich.yorku.ca

416.736.2100 Ext. 77960

N305A SSB

- **Materials & Outcomes**
- **Assignments**
- **Classes**
- **Expectations**
- **Schulich Policies**

BRIEF DESCRIPTION

This course examines the roles played by hospitals, governments, regional authorities, as well as their decisionmaking and accountability structures. The course also examines costs and financing; stakeholders; consolidation and clinical integration; challenges and threats. The course illustrates strategic management concepts in various management and multi-disciplinary settings, changing technologies and methods of health delivery. Pre-requisites: All 5100-series Required Foundations of Management Core Courses or permission of instructor. Co-requisite: SB/SGMT 6000.030

COURSE LEARNING OUTCOMES

This course focuses on and examines the public sector of Canada's healthcare system by delving into the changes, challenges, and particularly the strategies that are redefining the healthcare agenda. A deep look at strategy in healthcare provides a template for learning and understanding the sector's leading providers (e.g. government, hospitals, community agencies etc.) and how they must adapt to a changing industry.

The Canadian healthcare system is not a clearly defined world. It is a composite of the public and private sectors in terms of both funding and its service providers and suppliers, all of which define and dictate job creation and job opportunities, including government itself.

The public sector consists of government funding (principally provincial/territorial) for essential hospital and medical services constituting 70% of \$219.1 billion spent on healthcare in 2015 (10.9% of Canada's economy). The public sector is also commonly defined by the range of not-for-profit service providers such as hospitals, some long-term care institutions, some home care, public health units and community agencies.

The private sector's share (about 30% of the \$219.1 billion) consists of private insurer (employer benefit plans and individual insurance) and out of pocket payments for all services not covered by government such as dentistry, physiotherapy, cosmetic surgery, prescription drugs in many cases etc. The private sector is also commonly defined by the for-profit service providers such as private health clinics and competitive market suppliers who deliver goods and products to both sides of the system. Examples of goods and products include pharmaceuticals, medical devices, technology, laboratories and consultancy.

We have a publicly funded system with an integrated presence of the private sector primarily on the supplier side. The ongoing debate is whether government should allow the expansion of private service providers (e.g. private clinics &

hospitals) paid by government, and/or private insurance and/or out of pocket.

The purpose of the course is to prepare students for public and private sector roles in the healthcare industry. In order to be effective within the public (or private) sectors, we need to understand the market environment of the health industry and the positioning strategies that cross the entire sector and its stakeholders.

Whereas in the past, a healthcare organization would think about the development of a strategic plan as a somewhat peripheral activity, in today's complex environment, healthcare organizations see strategy as an imperative framework for improving competitive advantage.

Strategy in Healthcare examines the public health system through the lens of strategic options that leading organizations are implementing to increase their competitive advantage and long-term prosperity relative to the environment. Learning is driven through readings, class discussion and cases representing a wide range of industry sectors including hospitals, long-term care facilities and home care. Each class will be dominated by open discussion and dialogue. Evaluation is based on class discussion, individual papers, and group assignments/presentations.






Upon completion of the course, the student should be able to:

- Understand and describe the organization, main characteristics, stakeholders, issues and opportunities pertaining the delivery of health services in Canada.
- Examine the environmental factors that impact on the health system, including threats and opportunities.
- Assess and communicate the strategic challenges faced by public sector providers including sources of competitive advantage for leading public sector organizations.
- Understand the landscape, strategic adaptations and associated job opportunities.

COURSE MATERIAL


Required readings and access are listed on weekly class session. All readings are accessible online.

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Group Assignment Proposal & Presentation 30%			
Group Assignment Proposal		5%	Tue Oct 18, 2022 at 07:00pm EDT
Group Assignment Presentation		25%	Tue Dec 6, 2022 at 07:00pm EST
Individual Paper 30%			
Individual Paper		30%	Tue Nov 15, 2022 at 07:00pm EST
Final Assignment / Take Home Report 25%			
Final Assignment / Take Home Report		25%	Fri Dec 16, 2022 at 11:59pm EST
Class Participation 15%			
Class Participation		15%	

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Group Assignment Proposal

 **Due Date:** Tue Oct 18, 2022 at 07:00pm EDT

Group Assignment

The final session will involve group presentations based on analysis of key questions pertaining to major strategic agendas facing the public sector. Groups will be formed on the basis of individual preferences for one of the questions (where possible). Group projects will be evaluated on 2 components: proposal (see below) and presentation (see group presentation section).

A proposal outlining the approach to addressing the assigned question (research, benchmarking, etc.) – 2 pages due by class 6 (Oct 18) (5%) – to be e-mailed directly to jmapa@schulich.yorku.ca (<mailto:jmapa@schulich.yorku.ca>)

Assignment questions to be presented and discussed October 4


Your preferred assignment question to be submitted to jmapa@schulich.yorku.ca (<mailto:jmapa@schulich.yorku.ca>) by Friday, October 7

Grouping will be announced the following Tuesday in class

Group research proposal will be due October 18

It is expected that all group members make a meaningful contribution. To this end, please submit a one page document prepared by the group outlining each participant's role/contribution (e.g. research, analysis, presentation etc.). This document to be submitted on the date of the group's presentation.

Group Assignment Presentation

 **Due Date:** Tue Dec 6, 2022 at 07:00pm EST

Group Assignment

The final session will involve group presentations based on analysis of key questions pertaining to major strategic agendas facing the public sector. Groups will be formed on the basis of individual preferences for one of the questions (where possible). Group projects will be evaluated on 2 components: proposal (as described in group proposal section) and presentation (see below).

A presentation of the group's strategic insights and takeaways – 20 min with a 10 min feedback session (25%) in Class 12.

Assignment Questions to be Presented and Discussed October 4

It is expected that all group members make a meaningful contribution. To this end, please submit a one page document prepared by the group outlining each participant's role/contribution (e.g. research, analysis, presentation etc.). This document to be submitted on the date of the group's presentation.

The individual assignment, the take home exam together with your group presentations will be evaluated on the quality of analysis, quality of writing / communication (clarity, coherence, etc.,) well argued-points of view and new

insights. It is expected that you reference benchmarks, provide specific examples, cite best practices and offer insights in your analysis, as applicable.

Individual Paper

 **Due Date:** Tue Nov 15, 2022 at 07:00pm EST

Individual Assignment

The individual assignment will take the form of an “answer” to a question related to one of the strategic issues that we will be covering throughout the course. Students will be provided with the assignment “question” on **Session 4 (October 4th)**. The assignment will be due any time before the beginning of **Session 9 (November 15th)**.

THE ASSIGNMENT IS TO BE 8 PAGES, DOUBLE SPACED, 12 PT FONT. THE ASSIGNMENT, AS WELL AS THE TAKE HOME EXAM (SEE BELOW,) WILL BE MARKED ANONYMOUSLY. THEREFORE, PLEASE E-MAIL YOUR ASSIGNMENT AND TAKE HOME EXAM (PLEASE ONLY PUT DOWN STUDENT NUMBER ON YOUR SUBMISSIONS) TO ckan@schulich.yorku.ca (CLARA KAN, FACULTY SECRETARY) WHO WILL IN-TURN E-MAIL YOUR SUBMISSIONS TO ME WITHOUT YOUR IDENTIFICATION. I WILL IN-TURN E-MAIL YOUR EVALUATION TO CLARA KAN, WHO WILL FORWARD IT BACK TO YOU.

The individual assignment, the take home exam together with your group presentations will be evaluated on the quality of analysis, quality of writing / communication (clarity, coherence, etc.,) well argued-points of view and new insights. It is expected that you reference benchmarks, provide specific examples, cite best practices and offer insights in your analysis, as applicable.

Final Assignment / Take Home Report

 **Due Date:** Fri Dec 16, 2022 at 11:59pm EST

End of Semester Individual Final Assignment / Take-home Report

The take-home report will comprise of an analysis, addressing a “question” based on an overarching theme covered in the course. The analysis is expected to incorporate key course insights and takeaways examined throughout the semester. The final assignment / take-home exam “question” will be provided to students on Week 11. The analysis is to be a maximum of 5 pages, double spaced, 12 pt. font, and must be submitted to Clara Kan (with student number only), by e-mail (ckan@schulich.yorku.ca (<mailto:ckan@schulich.yorku.ca>)), on **Friday, December 16th**.

The individual assignment, the take home report together with your group presentations will be evaluated on the quality of analysis, quality of writing / communication (clarity, coherence, etc.,) well argued-points of view and new insights. It is expected that you reference benchmarks, provide specific examples, cite best practices and offer insights in your analysis, as applicable.

Class Participation

Please refer to "Student Preparation for Class and Class participation: Expectations" Section

WRITTEN ASSIGNMENTS: EVALUATION

The individual assignment, the take home exam (together with your group presentations) will be evaluated on the quality of analysis, quality of writing / communication (clarity, coherence, etc.), well argued-points of view and new insights. It is expected that you reference benchmarks, provide specific examples, cite best practices and offer insights in your analysis, as applicable.

CALCULATING COURSE GRADE

There are four parts to your evaluation-individual assignment (30%), group presentation (30%), take-home exam (25%) and participation (15%). You will be ascribed a grade (e.g. A, B+, B etc.) for each part consistent with Schulich's 9-value index system. The weighted percentage of each of these grades will contribute to your entire mark.

GRADING SCHEME

A+	100%	to	90%
A	< 90%	to	85%
A-	< 85%	to	80%
B+	< 80%	to	75%
B	< 75%	to	70%
B-	< 70%	to	65%
C+	< 65%	to	60%
C	< 60%	to	55%
C-	< 55%	to	50%
F	< 50%	to	0%

CLASS-BY-CLASS SYLLABUS

Class 1 - Canadian Healthcare Sector: Challenges and Perspectives - Part 1

Sep 13/22

Overview: Canadian Healthcare Sector: Challenges and Perspectives - Part 1

health systems framework
issues and trends
sustainability through strategy

Readings:

Marchildon, G. P. (2013). Executive Summary. In **Canada: Health system review** (<https://books-scholarsportal-info.ezproxy.library.yorku.ca/en/read?id=/ebooks/ebooks3/utpress/2013-10-15/1/9781442616417#page=16>) (1st ed., Vol. 15, pp. Xv-Xxii, Rep.). World Health Organization.

Marchildon, G. P. (2016). Regionalization: **What Have We Learned?** (<http://ezproxy.library.yorku.ca/login?url=https://www.longwoods.com/content/24766/healthcarepapers/regionalization-what-have-we-learned->) *HealthcarePapers*, 16(1), 8-14.

Porter, M. E., & Lee, T. H. (2015). **Why Strategy Matters Now** (<http://ezproxy.library.yorku.ca/login?url=https://search.proquest.com/docview/1677402484?accountid=15182>) . *New England Journal of Medicine*, 372(18), 1681-1684.

2017 global health care outlook: Making progress against persistent challenges (<https://www2.deloitte.com/content/dam/Deloitte/global/Documents/Life-Sciences-Health-Care/gx-lshc-2017-health-care-outlook.pdf>) (Rep.). (2017). Deloitte Touche Tohmatsu Limited.

Lorrie goldstein. **Canadian health care - expensive and mediocre** (<http://ezproxy.library.yorku.ca/login?url=https://global.factiva.com/redirect/default.aspx?P=sa&NS=16&AID=9YOR000300&f=g&AN=TORSUN0020190808ef880000a&xsid=S004XJh3WvyMTZyMTAtN9AuMpEmNXmm5DF>)

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Perspectives - Part 2

Sep 20/22

Overview: Canadian Healthcare Sector: Challenges and Perspectives - Part 2

health systems framework
issues and trends
sustainability through strategy

Readings:

Marchildon, G. P. (2013). Executive Summary. **In Canada: Health system review** (<https://books-scholarsportal-info.ezproxy.library.yorku.ca/en/read?id=/ebooks/ebooks3/utpress/2013-10-15/1/9781442616417#page=16>) (1st ed., Vol. 15, pp. Xv-Xxii, Rep.). World Health Organization.

Marchildon, G. P. (2016). Regionalization: **What Have We Learned?** (<http://ezproxy.library.yorku.ca/login?url=https://www.longwoods.com/content/24766/healthcarepapers/regionalization-what-have-we-learned->) *HealthcarePapers*, 16(1), 8-14.

Porter, M. E., & Lee, T. H. (2015). **Why Strategy Matters Now** (<http://ezproxy.library.yorku.ca/login?url=https://search.proquest.com/docview/1677402484?accountid=15182>) . *New England Journal of Medicine*, 372(18), 1681-1684.

2017 global health care outlook: Making progress against persistent challenges (<https://www2.deloitte.com/content/dam/Deloitte/global/Documents/Life-Sciences-Health-Care/gx-lshc-2017-health-care-outlook.pdf>) (Rep.). (2017). Deloitte Touche Tohmatsu Limited.

"System overhaul needed to fix chronically long wait times for health care." (http://ezproxy.library.yorku.ca/login?url=https://link.gale.com/apps/doc/A481519105/CPI?u=yorku_main&sid=CPI&xid=ab812289) *Globe & Mail* [Toronto, Canada], 17 Feb. 2017, p. A11. *Gale OneFile: CPI.Q (Canadian Periodicals)*

Class 3 - Key Dimensions of Strategy in Healthcare : Part 1 -Strategic Thinking

Sep 27/22

Overview: Key Dimensions of Strategy in Healthcare : Part 1 -Strategic Thinking

Strategic Thinking and Strategic Positioning

Readings:

Nina A. Bowman (2016), **4 Ways to Improve Your Strategic Thinking** (<http://researchguides.library.yorku.ca/HBR>) , *Harvard Business Review*. - please search it online or via library source

Henry Mintzberg (2018), **Strategic Thinking as "Seeing"** (<http://www.mintzberg.org/blog/strategic-thinking-as-seeing>) , Sept 14, 218

Johh Ivson: Heathcare is not on life support, despite what premiers looking for handouts say (<http://ezproxy.library.yorku.ca/login?url=https://advance.lexis.com/api/document?collection=news&id=urn:contentItem:60WT-T021-JBKR-G02K-00000-00&context=1516831>) , *National Post*, Sept 22, 2020.

Class 4 - Key

Dimensions of Strategy in Healthcare: Part 2 - Strategic Leadership

Oct 4/22

Overview: Key Dimensions of Strategy in Healthcare: Part 2 - Strategic Leadership

High Performance and Key Prerequisites for Strategic Leadership

Readings:

Erica Volini et al. (2019), **Leadership for the 21st century: The intersection of the traditional and the new 2019 Global Human Capital Trends** (<https://www2.deloitte.com/insights/us/en/focus/human-capital-trends/2019/21st-century-leadership-challenges-and-development.html>) , *Deloitte Insights*, April 11, 2019

Andy Holloway (2018), **Canada's Outstanding CEO of the Year: Linda Hasenfratz** (https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/cicsmu/BM_ePnHcXmWjV3NCslwDO5Bwb-9w3fxprApStXjmOzmxfulbEPBtWPrDvo0PqpJcTt76qFpQpOSJiXpN1MBSW22cb6HKx9Jd4-WT29DPRmgBXaHaKo-rAnEyQVeBPgq0rCd6xs6_JQtwcwYrOf4NNUpOzeTcn6eeNOLQhP62ANeI-omOKIwxAouoljefxgMpOjLXwtsfChihp0NZzFrQA1gmHE6wZh4FQoXKhyYegCH7jXC3PyTV0173XziT0ranmSC3i-01fDg) , *Financial Post*, November 8, 2018

Class 5 - Key Dimensions of Strategy in Healthcare : Part 3 - Strategic Change Management

Oct 11/22

Overview: Key Dimensions of Strategy in Healthcare : Part 3 - Strategic Change Management

Leading Strategic Change in Healthcare Organizations

Readings:

Alasdair Johnston, Frédéric Lefort and Joseph Tesvic (2017). **Secrets of Successful Change Implementation** (<https://www.mckinsey.com>) , *McKinsey & Company*, October 2017- *Link to home page only, please search the title from the page*

Peter Tollman et al. (2017), **Getting Smart about Change Management** (<https://www.bcg.com/publications/2017/change-management-getting-smart-about-change-management.aspx>) , Boston Consulting Group, January 5, 2017

Class 6 - Healthcare Reform: Public Policy as a Disruptive Strategy

Oct 18/22

Overview: Healthcare Reform: Public Policy as a Disruptive Strategy

shifting priorities
health system & funding reform

Readings:

Micieli, A. (2014). **The challenges facing Ontario's health care system moving forward: a health policy perspective** (<https://uottawa.scholarsportal.info/ottawa/index.php/uojm-jmuo/article/view/1038/882>) . *University of Ottawa Journal of Medicine*, 4(1), 38-40.

Dixon, J. A. (2013). **Background: Healthcare Reform in Canada** (https://smith.queensu.ca/centres/monieson/knowledge_articles/backgrounder--healthcare-reform-in-canada.php) (Queen's Health Policy Change Conference Series, pp. 1-11, Rep.). The Monieson Centre for Business Research in Healthcare.

Mackenzie Moir, Alex Whalen. **Massive surgery backlog latest symptom of Ontario's health-care problem**, (<http://ezproxy.library.yorku.ca/login?url=https://advance.lexis.com/api/document?collection=news&id=urn:contentItem:612R-KYCI-JC14-81CF-00000-00&context=1516831>) *Toronto Sun*, Oct 15, 2020.

Reading
Week - No
Class - Oct
25

Class 7 -
Strategic

Options in Healthcare - Part 1: Service Line Differentiation

Nov 1/22

Overview: Strategic Options in Healthcare - Part 1: Service Line Differentiation

the differentiation strategy
service line positioning

Readings:

Baroto, M. B., Bin Abdullah, M. M., & Wan, H. L. (2012). **Hybrid Strategy: A New Strategy for Competitive Advantage** (https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/cdi_crossref_primary_10_5539_ijbm_v7n20p120) . *International Journal of Business and Management*, 7(20), 120-133. (Note: Please click on Free E-Journals and search from "Archives", vol. 7, No. 20 (2012) and download Full Text PDF)

Sciulli, L. M., & Missien, T. L. (2015). **Hospital service-line positioning and brand image: influences on service quality, patient satisfaction, and desired performance** (<https://businessperspectives.org>) . *Innovative Marketing*, 11(2), 20-29. - Link to home page only, please search the title from the page

Why 'Strategic Plans' Are Rarely Strategic—or Effective (<https://ocul-yor.primo.exlibrisgroup.com/perma>

Class 8 - Strategic Options in Healthcare - Part 2: Consolidation & Integrated Care

Nov 8/22

Overview: Strategic Options in Healthcare - Part 2: Consolidation & Integrated Care

horizontal & vertical healthcare models
clinical integration

Readings:

McMonagle, M., & Quincy, L. (2016). **Addressing Consolidation in the Healthcare Industry** (<https://www.healthcarevaluehub.org/advocate-resources/publications/addressing-consolidation-healthcare-industry>) (Rep.). Consumers Union of United States, Inc.

Kizer, K. W., MD, MPH. (2015). **Clinical Integration: A Cornerstone for Population Health Management**. (<http://ezproxy.library.yorku.ca/login?url=https://search.proquest.com/docview/1685997016?accountid=15182>) *Journal of Healthcare Management*, 60(3), 164-168.

Eliasoph, H. (2014). **Integration: Are we there yet?** (<http://ezproxy.library.yorku.ca/login?url=https://journals.sagepub.com/doi/pdf/10.1016/j.hcmf.2014.06.006>) *Healthcare Management Forum*, 27(2), 65-68.

Class 9 - Strategic Options in Healthcare - Part 3: Operational Effectiveness & Cost Optimization

Nov 15/22

Overview: Strategic Options in Healthcare - Part 3: Operational Effectiveness & Cost Optimization

resources management
continuous improvement

Readings:

Vukic, S. (2014, December 11). **How to Obtain Operational Effectiveness in the Health Care Arena** (<http://www.healthcareglobal.com/hospitals/how-obtain-operational-effectiveness-health-care-arena>) .

Broome, B., Grote, K., Scott, J., Sutaria, S., & Urban, P. (2013). **Clinical operations excellence: Unlocking a hospital's true potential** (<https://healthcare.mckinsey.com/%20>) (The post-reform health system: Meeting the challenges ahead, pp. 1-10, Rep.). McKinsey & Company. - *Link to home page only, please search article title on site page*

Nowak, N. A., Rimmasch, H., Kirby, A., & Kellogg, C. (2012). **Right Care, Right Time, Right Place, Every Time.** (<http://ezproxy.library.yorku.ca/login?url=https://search.proquest.com/docview/1010316090?accountid=15182>) *Healthcare Financial Management*, 66(4), 82-88.

"As Ontario faces its 'perfect storm' - COVID, RSV and flu season - here's what doctors are asking the government to do (http://ezproxy.library.yorku.ca/login?url=https://link.gale.com/apps/doc/A725956098/CPI?u=yorku_main&sid=bookmark-CPI&xid=247bcb45) ." *Toronto Star* [Toronto, Ontario], 9 Nov. 2022, p. NA.

Class 10 - Strategic Options in Healthcare - Part 4: Value-Based Quality Delivery

Nov 22/22

Overview: Strategic Options in Healthcare - Part 4: Value-Based Quality Delivery

value proposition
redesigning healthcare

Readings:

Porter, M. E. (2010). **What Is Value in Health Care?** (<http://ezproxy.library.yorku.ca/login?url=https://search.proquest.com/docview/821059531?accountid=15182>) *The New England Journal of Medicine*, 363(26), 2477-2481.

Porter, M. E., & Lee, T. H. (2013, October). **The Strategy That Will Fix Health Care** (<http://researchguides.library.yorku.ca/HBR>) . *Harvard Business Review*.

Porter, M. E., Pabo, E. A., & Lee, T. H. (2013). **Redesigning Primary Care: A Strategic Vision To Improve Value By Organizing Around Patients Needs** (<http://ezproxy.library.yorku.ca/login?url=https://search.proquest.com/docview/1316562056?accountid=15182%20>) . (<http://ezproxy.library.yorku.ca/login?url=https://search.proquest.com/docview/1316562056?accountid=15182%20>) *Health Affairs*, 32(3), 516-525.

Class 11 - Strategic Options in Healthcare - Part 5: Care Anywhere

Nov 29/22

Overview: Strategic Options in Healthcare - Part 5: Care Anywhere

disruptive technology
paradigm shift

Readings:

Kaltenbach, T., Bösch, L., Erharter, M., Fath, S., Hosseini, M., & Magunia, P. (2016). **Digital and Disrupted: All change for healthcare** ([https://www.rolandberger.com/en/Publications/Digital-and-disrupted-All-change-for-healthcare-\(Switzerland\).html](https://www.rolandberger.com/en/Publications/Digital-and-disrupted-All-change-for-healthcare-(Switzerland).html)) (pp. 1-16, Rep.). Roland Berger GMBH.

Kvedar, J., Coye, M. J., & Everett, W. (2014). **Connected Health: A Review Of Technologies And Strategies To Improve Patient Care With Telemedicine And Telehealth.**

(<http://ezproxy.library.yorku.ca/login?url=https://search.proquest.com/docview/1498231601?accountid=15182>) **Class 12 -**
Health Affairs, 33(2), 194-199.
Levina, M. (2016). **Disrupt or Die.** (<http://ezproxy.library.yorku.ca/login?url=https://journals.sagepub.com/doi/full/10.1177/1527476416680451>) *Television & New Media*, 1-17.
"The elimination of regional leadership in Ontario's health system." (<http://ezproxy.library.yorku.ca/login?url=https://www>

Class 12 -
Group

Presentations

Dec 6/22

Overview: Group Presentations

Final Assignment / Take Home Report



Final Assignment / Take Home Report

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

Class participation

Class participation is based on a combination of attendance, class material preparation, enthusiastic participation, shared insight and meaningful contribution. Please e-mail the instructor in the event that you are unable to attend.

Good participation is defined and measured as, "the consistent demonstration of good preparation and sharing of relevant thought pertaining to the theme/topic under discussion. The sharing of experiences relevant to the topics being discussed is also appreciated.

This course relies on a mix of lectures, class discussions and group presentations to enhance the learning experiences of students - to draw out and simulate learning.

Interactive in-class discussions represent a major pedagogical dimension of this course; therefore, quality class participation is expected from each student. It is your responsibility to read the appropriate material (which will be assigned from the recommended reading list) before class. Unless prior arrangements have been made with the instructor, no late assignments will be accepted.

Class Participation (contribution)

Please refer to Student Preparation for Class and Class Participation: Expectations.

GENERAL SCHULICH ACADEMIC POLICIES

Grading

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

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

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

Academic Honesty

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

Accommodations

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

Exams (Absence from)

Midterm

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

Final

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

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

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

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.*

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.

Course Change Proposal Form

Schulich School of Business

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

1. Responsible Program:

MBA

2. Responsible Unit:

HIMP

3. Subject Code (Rubric) and Course Number:

HIMP 6180

4. Credit Value:

3.00

5. Long Course Title: ENTREPRENEURSHIP AND INNOVATION IN HEALTHCARE

6. Short Course Title: ENTREPRENEURSHIP AND INNOVATION IN HEALTHCARE

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

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

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

Winter 2024

9. Rationale:

Please see motion and rationale. To reiterate, we have updated the course to reflect recent literature and more meaningful insight into the role of the private sector. This is particularly important as many students will enter this sector for their career.

10. Proposed Course Information:

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

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title</p> <p>This course examines the entrepreneurial landscape in healthcare (e.g., long-term care and nursing homes), the role of disruptive technologies, innovation, new business models, leveraging public-private partnerships, understanding complex regulatory requirements, and the need for human capital. This course explores value creation through the art and science of business planning to drive investment, innovation and transformation in healthcare.</p>	<p>Title</p> <p>This course examines the role of the private health sector through the lens of businesses providing technology and services (e.g., pharma), and startups across the healthcare continuum as an engine for new products (e.g., digital health solutions) techniques and insights. How has private sector entrepreneurship and innovation contributed to and continues to accelerate efforts towards improving the healthcare system.</p>

11. Enrolment Notes:

For HIMP but also open to other students.

12. Consultation:

Not applicable. Course is health centric.

Originator:

<u>J. Mapa</u>	<u>March 23, 2023</u>
Signature	Date

<u>Joseph Mapa</u>	<u>Health Industry Management</u>
Name	Program
	Area or Specialization

Approvals:

Area or Specialization

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

<u>J. Mapa</u>	<u>March 23, 2023</u>
Signature	Date

<u>Joseph Mapa</u>	<u>Health Industry Management</u>
Name	Program
	Area or Specialization

Degree Program:

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

<u></u>	<u>March 24, 2023</u>
Signature	Date

<u>Alexandra Campbell</u>	<u>MBA</u>
Name of Program Director	Program

Program Committee:

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

Signature

Date

Kevin Tasa

Name of Committee Chair

MPC

Committee

Delete This section once form is complete.

Required Attachments:

- ☐ *For changes in the number of credits, course title or course description, please attach the Schulich course outline (which must conform to program norms; see the Program Assistant for details).*
- ☐ *For cross-listed / integrated courses, please include a signed statement of agreement from the director of the other graduate course / other degree program.*

Send to:

Send an electronic copy of all forms and attachments, and forward emails of support from other faculty members to the appropriate program committee secretary.



HIMP6180 W2023 CREDITS: 3.00

HIMP 6180 X - ENTREPRENEURSHIP & INNOVATION IN HEALTHCARE

🕒 THU 19:00-22:00 🏠 SSB S124

INSTRUCTOR

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Office Hours: By appointment

Saeid Babaei, PhD, EMBA - please use email listed here - Not the Schulich email

President & CEO

Virotek Inc.

saeid@babaeis.com (<mailto:saeid@babaeis.com>)

Office Hours: By appointment

Professional Profile: Aditya Pai

Aditya provides value to his pharmaceutical, biotechnology and academic research center customers by combining his deep experience in business development, subject matter expertise in genomics, multi omics, clinical genetics, artificial intelligence and his passion for role of precision medicine in healthcare.

Aditya's current role is for MedGenome Inc, USA as Vice President for Corporate and Business Development. As a genomic medicine leader, he works with pharmaceutical and biotechnology companies in rare and common diseases and oncology with their drug discovery, drug development and clinical trials pipeline leveraging data from South Asian genomes across various rare and common diseases. He has previously held roles of Head of Sales at Genuity Science (WuXi NextCODE), Global Head of Sales at IBM Watson Health, Associate Partner with IBM Global Business Services in the Healthcare and Life Sciences management consulting practice and Genetic Counselor at Mount Sinai Hospital. At IBM, he was inducted into the prestigious IBM Industry Academy as a recognition of his deep subject expertise in genomics and the health and pharmaceutical/ biotechnology industry.

Aditya has co-designed a unique Health Industry Management course "Entrepreneurship and Innovation in Healthcare" in the MBA program at the Schulich School of Business as well as the

new Masters in Health Industry Administration program where he is part of the adjunct faculty since 2007.

Aditya is a co-author of several health industry thought leadership reports with a focus on precision medicine and genomics and has recently co-authored a fiction story “A Race Called Life” which is available on Amazon Kindle. Aditya has lived in Canada, India, South America, UK, and the US and is a Certified Genetic Counselor and Diplomate of the American Board of Genetic Counseling. His profile can be accessed at <https://www.linkedin.com/in/aditya-pai-aa34462/>

SAEID BABAEI BIOGRAPHY

Dr. Babaei's track record includes over 20 years of academic and corporate experience, during which he has led a number of novel and first-in-class product opportunities to either commercialization or to late-stage development. He brings tremendous business foresight having closed over 15 licensing and strategic alliance transactions, as well as raising over \$50 million in equity and debt financing.

Dr. Babaei is currently the Chairman and CEO of Orpheus Medica, a Canadian biopharmaceutical engaged in R&D and commercialization of cannabinoid-based drugs for “Orphan Diseases”. Prior to Orpheus, he founded AbCelex Technologies that had successfully developed a series of antibody-based products for animal health and food safety.

Prior to AbCelex, Dr. Babaei headed business development and strategic alliance management at the Centre for Drug Research and Development. Prior to that he was the VP of business development at Aptose Biosciences Inc. (formerly known as Lorus Therapeutics), where he was responsible for product and technology in- and out-licensing, strategic planning and corporate finance. During his tenure at Aptose, he successfully out-licensed a Phase III cancer immunotherapy program to a US-based biopharma, which resulted in large upfront and milestone payments as well as high double-digit tiered royalty. Prior to Lorus, Saeid served as Director, corporate and business development for Northern Therapeutics where he negotiated and executed a variety of key deal transactions, which included the out-licensing of an adult stem-based gene therapy program to United Therapeutics, in-licensing of enabling technologies and the establishment of number of key R&D collaborations.

Dr. Babaei holds a PhD and an executive MBA, both from the University of Toronto. He has authored over 50 publications including research papers, conference presentations and patents. Dr. Babaei is currently a Sessional Lecturer in MBA Entrepreneurship program at Schulich Business School, York University. He is former Chairman of the Board of Directors of BriaCell Therapeutics and Vaxil Bio Ltd, both clinical-stage immuno-oncology companies listed on TSX-V.

BRIEF DESCRIPTION

This course examines the entrepreneurial landscape in healthcare (e.g., long-term care and nursing homes), the role of disruptive technologies, innovation, new business models, leveraging public-private partnerships, understanding complex regulatory requirements, and the need for human capital. This course explores value creation through the art and science of business planning to drive investment, innovation and transformation in healthcare.

Pre-requisites: All 5100-series Required Foundations of Management Core Courses or permission of instructor.

COURSE LEARNING OUTCOMES

The course will explore three phases of entrepreneurship and innovation as it pertains to the health industry: 1) Understanding how entrepreneurial opportunities are identified, nurtured and developed 2) How established companies in healthcare / med-tech (e.g. pharma companies) have built sustainable businesses based on this; 3) An understanding of new technologies and how these may transform your new business / venture.

Your role in the course: Entrepreneur in the health industry. You are looking at established and emerging business models to successfully start a new venture in the health industry after graduation.

The following groups of stakeholders will broadly be addressed with their role in the healthcare industry.

- **Payers:** Who pays for health services in Canada? Internationally? How do such payments get made?
- **Providers:** Providers include a focus on the pharmaceutical, life sciences, med tech sectors. This segment also includes academic medical research institutions
- **Technology suppliers:** Includes IT companies that provide healthcare technology services
- **Policy Maker:** Includes policy setters in Canada and internationally as relevant to health industry
- **Patient:** The role of Key Opinion Leaders and their role in the health industry
- **Financiers:** Who funds a new idea? Where do you seek funding?

COURSE MATERIAL

Readings have been identified per the weekly schedule outlined below. Other readings may be added throughout the course.

Course Readings:

Readings included in online course kit. Link will be provided and will be posted when it's available.

Online Course Kit

Hammermesh, Kirin. Syndexa and technology transfer at Harvard University. Harvard business case. 2009. 9-808-073 - CASE 1

Pisano, Weber, Szydlowski. Pfizer's Centres for Therapeutic Innovation. HBR. 2014. 9-615-024 - CASE 2

Horbaczewski, Rothaermel. Merck (in 2009): Open for Innovation? McGraw Education. 2013. MH0009; 0077645065.

Daemmrch. A Managerial Perspective on Clinical Trials. HBR. 2008. 9-709-033

George, Palepu, Knoop. Novartis: Leading a Global Enterprise. HBR. 2014. 9-413-096.

Arthaud-Day, Rothaermel, Zhang. Genentech (in 2011): After the Acquisition by Roche. McGraw Hill Education. MH0014. 0077645065.

Pai. Cipla Global Ltd.: Generics versus Drug Discovery. International Journal of Case Studies Management. 2015. 13(4). HEC116.

Hamermesh, Kind, Knoop. Neurotrack and the Alzheimer's Puzzle. HBR. 2016. 9-816-072

Yemen, Snell. AstraZeneca: Transforming How New Medicines Flow to Patients. 2012. Darden business publishing. University of Virginia. UV 6507.

Steenburgh, Hammaker. Pricing the EpiPen. This is Going to Sting. Darden Business Publishing, University of Virginia. 2016. UV7186.

Quench, Rodriguez. 23andMe: Genetic Testing for Consumers (A). 2014. HBR. 9-514-086 - CASE 3

Recommended Reading of the following book (not included in the course package):

The Innovator's Prescription: A Disruptive Solution to the Healthcare Crisis, By Clayton Christensen


Harvard Business Review Articles - Exception

Exception: Harvard Business Review articles cannot be placed on e-reserve due to licensing restrictions that apply. See here for more information: <http://www.library.yorku.ca/cms/bbl/collections/harvard-business-review/> 
(<http://www.library.yorku.ca/cms/bbl/collections/harvard-business-review/>)








Please go to this web site to find recommended HBR article readings available at the library through subscription e-resources themselves: <http://researchguides.library.yorku.ca/HBR>  (<http://researchguides.library.yorku.ca/HBR>)

Or type in “Harvard Business Review” under “eResources” search and use online access (Business Source Premier) – download pdf file and try printing from there with some exceptions which can only be viewed but not be printed.

To access HBR articles in the library, you can also review the instructions provided on the HIMP 6180 CMD.

York University library website has a listing of journals, books and other resources for Health Industry Management. Students will be expected to review this link to learn more about the resources available for assignments and projects <http://researchguides.library.yorku.ca/healthindustrymanagement> 
(<http://researchguides.library.yorku.ca/healthindustrymanagement>)

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Class Participation 5%			
Class Participation		0.24%	
Roll Call Attendance		4.76%	
3 Case Analyses 40%			
Case Analysis -I Syndexa		13.33%	Thu Feb 9, 2023 at 07:00pm EST
Case Analysis II -Pfizer		13.33%	Thu Mar 2, 2023 at 07:00pm EST
Case Analysis III -23andMe		13.33%	Thu Mar 23, 2023 at 07:00pm EDT
Presentation of Life Sciences company chosen (QUESTIONS PROVIDED) 15%			
Analysis of Medtech/Life sciences company selected		15%	Thu Mar 9, 2023 at 07:00pm EST
Final Project report 40%			
Final Project report		40%	Mon Apr 10, 2023 at 05:00pm EDT

WRITTEN ASSIGNMENTS: DESCRIPTIONS


Class Participation.

10%: Class participation

- Name card required
- Quality not quantity
- Feedback

Roll Call Attendance.


Case Analysis -I Syndexa.

 **Due Date:** Thu Feb 9, 2023 at 07:00pm EST

30%: Mini-Assignments (3 x 10%)

- 3 person team members
- 3 cases assigned
- Each person must be “Project Manager” of group at least once
- Grade counts twice for Project Manager

Case Analysis II -Pfizer.

 **Due Date:** Thu Mar 2, 2023 at 07:00pm EST


30%: Mini-Assignments (3 x 10%)

- 3 person team members
- 3 cases assigned
- Each person must be “Project Manager” of group at least once
- Grade counts twice for Project Manager

2nd CASE ANALYSIS DUE (Associates: 10%; Project Manager: 20%)

Pisano, Weber, Szydlowski. Pfizer's Centres for Therapeutic Innovation. HBR. 2014. 9-615-024 – case (online course kit) - GROUP

Case Analysis III -23andMe.

 **Due Date:** Thu Mar 23, 2023 at 07:00pm EDT


30%: Mini-Assignments (3 x 10%)

- 3 person team members
- 3 cases assigned
- Each person must be “Project Manager” of group at least once
- Grade counts twice for Project Manager

3rd CASE ANALYSIS (Associates: 10%; Project Manager: 20%)

Quench, Rodriguez. 23andMe: Genetic Testing for Consumers (A). 2014. HBR. 9-514-086 (online course kit)


Analysis of Medtech/Life sciences company selected .

 **Due Date:** Thu Mar 9, 2023 at 07:00pm EST

15% **Company Presentation – Executive Pitch**

- 10-minute pitch on the overview of the company, and answers to questions provided
- Maximum 10 slide PowerPoint submission

Final Project report .

 **Due Date:** Mon Apr 10, 2023 at 05:00pm EDT

40%: Final Assignment – DUE 5pm via email to BOTH instructors, ONE WEEK AFTER LAST CLASS

- Take home final
- Maximum 15 pages (including appendices), 11pt font minimum, single spaced (maximum 6 pages for appendices)
- Questions provided

WRITTEN ASSIGNMENTS: EVALUATION

Please complete all papers below in 11-point font, single-spaced, and adhere strictly to page maxima. Submissions will be by email.

For all evaluation, students are required to demonstrate both that they have the evidence to support their claims (veracity) as well as that they have added value by extending the analysis and using creativity (audacity). In addition, communication will be evaluated. Effective communication is key to bringing about change and moving innovations and entrepreneurship into practice, and students will be expected to reflect that in their papers and presentations.

The relative weighting of each assignment in terms of the final grade is laid out above. In the event of late submissions, there will be a 1% penalty for each late day up to a maximum of 7 days and then the assignment will not be accepted.

CALCULATING COURSE GRADE

Assignments will be graded typically as a percentage. Each assignment has a weighting as outlined above. Final course grades will be determined by multiplying the percentages by the weight of the assignment (e.g., 10% for innovation write-up), summing them out of 100 and then translating that percentage into a letter grade as laid out below. In other words, this course will not use the grade point assessment scale. On occasion (e.g., when class-wide performance is low), higher letter grades may be assigned, but the assigned letter grades will never be lower than the grade earned according to the scale.

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

A+	9 grade points	95+	percentage equivalents
A	8	85-94	
A-	7	80-84	
B+	6	77-79	
B	5	74-76	
B-	4	70-73	
C+	3	67-69	
C	2	64-66	
C-	1	60-63	

CLASS-BY-CLASS SYLLABUS

Overview

Overview

Emphasis is placed on the integration of theory and application. To that end, the course is organized as a combination of instructor-led dialogue based on the readings, peer-to-peer engagement in the classroom, guest presentations from outside experts, video clips, case studies and individual student analysis, reflection and demonstrated learning.

The following list of lecture topics and readings indicates the material to be read, reviewed and/or prepared for the various class sessions. Required readings must be covered prior to the class. If any changes in this schedule become necessary, notifications will be posted on Canvas, and where such changes need to be announced between class sessions, an email will be sent to students' email accounts, notifying them of the change. Students are expected to read more scholarly papers and where longer papers have been assigned, the Professor will identify the key pages in advance. Supplementary readings may be provided during the course.

Typically, the teaching of more substantive content elements or a presentation by an outside guest will occur during the first half of class where it is felt that the guest speaker can add a unique perspective based on their work experience. Following a break, students will be engaged in more interactive and small group work.

Class 1 - INTRODUCTION Pharmaceutical and Biotech

Jan 12/23

Overview: INTRODUCTION Pharmaceutical and Biotech - How they innovate and transform the health industry

Class 1

Speaker: Aditya Pai

Material to be covered:

Review of course outline

Review the health industry context and examples of current innovations

Basics of entrepreneurship; why the health industry is ripe for entrepreneurs

Creativity and business ideas in healthcare, pharma, med-tech

Where do innovations occur?

How does the entrepreneur find an idea? When is an idea a qualified opportunity?

Who will fund it?

Who will sustain it?

When do you exit?

Background on basic medical and life sciences terminology

Define such terms as innovation, disruptive innovation [process-based vs technology based, sustaining vs disruptive] transformation, complexity and systems thinking, chronic disease management, acute care, healthcare transformation

The Pharmaceutical value chain: why it takes so many years and close to \$1-1.5 billion to bring a drug to market

The Genomics revolution

Introduce the three phases of the process: identification of an opportunity, analysis and building the business case, and mobilizing support

Differentiate business case development from other types of planning and management processes

Class 2 -

Prep:

Review course outline

Groups will be assigned for the case analysis

Browse through the background resources –and other resources to which you might have access - to get a sense of what is happening with respect to innovation in the health industry in Canada.

Resources and Background Material (For reference)

Genomic Medicine Primer by Aditya Pai (will be provided electronically)

Sources for examples of where innovation is taking place across the sector:

Institute of Clinical Evaluation Studies ➦ (<https://www.ices.on.ca/>) Multiple reports outlining some of the key issues in the health sector

Premiers Council Report on Health Innovation ➦ (<https://www.canadaspremiers.ca/>)

Centre for the Advancement of Health Innovations ➦ (<https://www.conferenceboard.ca/>)

Advisory Panel on Healthcare Innovation ➦ (<https://www.canada.ca/en/health-canada/services/health-care-system/advisory-panel-healthcare-innovation.html>)

Making Care Mobile: <https://www.pwc.com/ca/en.html> ➦ (<https://www.pwc.com/ca/en.html>) - search for "Making Care Mobile" from the main page

Transforming Care for Canadians 2012 Canadian Academy for Health Sciences ➦ (http://ezproxy.library.yorku.ca/login?url=https://books.scholarsportal.info/uri/ebooks/ebooks1/gibson_chrc/2011-03-23/1/10443746)

Canadian Foundation for Healthcare Improvement <http://www.cfhi-fcass.ca/Home.aspx> ➦ (<http://www.cfhi-fcass.ca/Home.aspx>) - mythbusters; what if...a number of interesting and thought provoking sections

UNDERSTANDING THE ENTREPRENEURIAL OPPORTUNITY

Jan 19/23

Overview: UNDERSTANDING THE ENTREPRENEURIAL OPPORTUNITY

Class 2**Speaker: Dr. Saeid Babaei****Topics covered**

How do you commercialize the entrepreneur's idea?

What role does design thinking play in identifying and designing innovations?

What are the tools and structures required to bring an entrepreneurial culture?

What are the tools and structures required by management to introduce and manage entrepreneurship and innovation?

Examples of innovation and the makings of an entrepreneur:

Universities

Start ups

Established companies (pharmaceutical, med-tech, IT)

Does Canada promote and support health entrepreneurs? Examples

Two perspectives:

The path to commercialization from a university / research lab setting (e.g. start up from a university)

The path to commercialization in a publicly traded company (e.g. IBM Watson)

Reading DUE:

Chan Kim W. and Mauborgne R. (2000) **Knowing a Winning Business Idea when you see one**  **Class 3 -**
 (<https://researchguides.library.yorku.ca/HBR>) **Harvard Business Review**. Sep/Oct2000, Vol. 78 Issue
 5, p129-138 (library)
 Sahlman W. A. (1997). **How to write a great business plan** 
 (<https://researchguides.library.yorku.ca/HBR>) . **Harvard Business Review**. Jul/Aug1997, Vol. 75 Issue 4,
 p98-108 (library)

Presentation and Final Assignment guidelines

Select a Biopharma / Biotech / Med-tech company you are really excited about. There should be an innovative and entrepreneurial aspect to the company you choose. It must have a product or a target in development

You will be provided with questions for the presentation to shape your thinking and research of this company. This will help shape the foundation for the final project for which specific questions will be provided in the last class one week before the due date.

Reading Due:

Christensen C. Overview of disruptive innovation at <http://www.claytonchristensen.com/key-concepts/>  (<http://www.claytonchristensen.com/key-concepts/>)

Horbaczewski, Rothaermel. Merck (in 2009): Open for Innovation? McGraw Education. 2013.
 MH0009; 0077645065 (online course kit)

Optional Reading (Reference):

Martin R. (2007) **How Successful Leaders Think**  (<https://researchguides.library.yorku.ca/HBR>) .
Harvard Business Review. Jun2007, Vol. 85 Issue 6, p60-67 (library)

COMMERCIALIZATION IN THE HEALTH INDUSTRY

Jan 26/23

Overview: COMMERCIALIZATION IN THE HEALTH INDUSTRY

Class 3

Speaker: Aditya Pai

The importance of a business plan for your entrepreneurial venture

Topics covered

Why is a business case needed?

What constitutes a good business case: content and structure?

How do you successfully identify the key 'buyer' of your business case, and what it is that will motivate them to act?

How can risk, ambiguity and uncertainty be addressed in a business plan to facilitate decision making?

How is success measured?

Optional Readings (for reference):

The Future of Medicine: Squeezing out the doctor  ([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=6381991630005164&institutionId=5164&customerId=5150)

[operation=resolveService&package_service_id=6381991630005164&institutionId=5164&customerId=5150](https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=6381991630005164&institutionId=5164&customerId=5150)
 . *The Economist* June 2, 2012 (library)

Reference only: Paradis Z J and McGraw D. 2007. Naked **innovation** uncovering a shared approach for creating value http://nakedinnovation.com/wp-content/uploads/2014/01/NakedInnovation_ParadisandMcGaw_v.9.pdf 

(http://nakedinnovation.com/wp-content/uploads/2014/01/NakedInnovation_ParadisandMcGaw_v.9.pdf)

Class 4 - UNDERSTANDING ORGANIZATIONAL CULTURE AND INNOVATION IN LIFE SCIENCES

Feb 2/23

Overview: UNDERSTANDING ORGANIZATIONAL CULTURE AND INNOVATION IN LIFE SCIENCES

Class 4

Speaker: Dr. Saeid Babaei

Importance of teamwork, effective decision making, and conflict resolution

Topics covered

What are the conditions that are likely to give rise to/enable innovation and entrepreneurs in the health industry: a) among professionals, b) in teams, c) in organizations, and d) at the system level? What role might organization culture play?

How do you develop champions for your idea?

Why are some innovations adopted and not others? What are typical barriers to adoption?

Who are other influencers in the use/administration of the technology? **Confirm med tech / biopharmaceutical / life sciences company you will be evaluating -for mid term individual assignment**

Assignment Due:

1st CASE ANALYSIS DUE (Associates: 10%; Project Manager: 20%) - GROUP

Case Study: Syndexa and Technology Transfer at Harvard University. Harvard Business School Case Study by Hamermesh & Kiron, May 28, 2009. 9-808-073 (online course kit)

Class 5 - MOBILIZING THE ENTREPRENEUR FOR SUCCESS

Feb 9/23

Overview: MOBILIZING THE ENTREPRENEUR FOR SUCCESS

Class 5

Speaker: Dr. Saeid Babaei

Guest Speaker: TBA (Tech Transfer speaker)

Topics covered:

Entrepreneurial decision: Make? Buy? License?

Market Assessment – Is it worth it? Preliminary look at ROI

The Global Market and why it's important

Protecting IP

The role of technology transfer offices

Who owns the idea?

Make or Buy; Merge, JV, license?

Come open to new ideas and with the intent of identifying a focus area for your group.

Access to capital – sources of capital

Who do you approach for funding?

How far along does your concept have to be?

What are some different funding agencies?

What does an application look like? (to be expanded upon in next lecture)

What are the requirements and processes

Tech transfer – what is tech transfer? Where are they located? What are their roles, processes and issues?

What is the role of Tech Transfer vs. VC?

Class 6 -
Leandra
Wells
Guest

Bringing a product to market in the Pharmaceutical/life sciences/med tech industry

Feb 16/23

Overview: Bringing a product to market in the Pharmaceutical/life sciences/med tech industry GUEST: DR. LEANDRA WELLS, GSK

Class 6

Guest Speaker: Leandra Wells, PhD, MBA, Senior Director, Sales and Marketing, Emergent Biosolutions

Topics covered:

The Reimbursement Environment in Canada, Pricing & Reimbursement -Who are the payers for life sciences – healthcare- med tech services and products?

Who are the providers of services and products in the life sciences – healthcare- med tech field?

Pharmaceuticals and Life Sciences

Information Technology

Medical Devices

Healthcare

Clinical Development Program – What will it take?

Understanding key drivers for success

Ensuring appropriate clinical trial designs to maximize product launch

The role of regulatory affairs and Health Canada

Commercialization Plan – How do I execute?

Successful Label

Marketing Excellence

Topics covered:

Clinical Trials in Canada

Marketing a Therapeutic Product in Canada

Branding

Manufacturing

Life Cycle Management

Cost to Compete

KSFs in Commercialization

Key factors in developing a successful launch plan

Ensuring internal integration and buy-in for successful launch

Cost Pressures from Payers

M&A in the Industry

Post-marketing Surveillance Programs

Readings:

READING DUE: Please read before class

A Managerial Perspective on Clinical Trials. HBR. 2008. 9-709-033 (online course kit)

Steenburgh, Hammaker. Pricing the EpiPen. This is Going to Sting. Darden Business Publishing, University of Virginia. 2016. UV7186. (online course kit)

Feb 23 - No Class (Reading Week)

Overview: Reading Week - Optional Readings

Optional readings to review (All in online course kit)

George, Palepu, Knoop. Novartis: Leading a Global Enterprise. HBR. 2014. 9-413-096.

Arthaud-Day, Rothaermel, Zhang. Genentech (in 2011): After the Acquisition by Roche. McGraw Hill Education. MH0014. 0077645065.

Yemen, Snell. AstraZeneca: Transforming How New Medicines Flow to Patients. 2012. Darden business publishing. University of Virginia. UV 6507.

Class 7 - HOW LIFE SCIENCES COMPANIES CAN RETHINK PRODUCT DEVELOPMENT STRATEGIES DURING AND POST-COVID-19 PANDEMIC - GUEST: KHADIJA BARMAL - Janssen

Mar 2/23

Overview: HOW LIFE SCIENCES COMPANIES CAN RETHINK PRODUCT DEVELOPMENT STRATEGIES DURING AND POST-COVID-19 PANDEMIC GUEST: KHADIJA BARMAL - Janssen

Class 7

Speaker: Dr. Saeid Babaei

Topics covered

How the COVID-19 pandemic altered the business of Biopharma / MedTech

Supply chain management

Strategic partnerships and M&A in the Industry

ASSIGNMENTS DUE:

Interm Project -analysis of medtech/ life sciences company Due – INDIVIDUAL – questions provided

Class 8 - Company Presentations by students

Mar 9/23

Overview: Project Presentations – 15% of final grade

Class 8

Moderated by: Aditya Pai and Dr. Saeid Babaei

Prep:

Questions pertaining to final project

Final exam due via email to ADI PAI and SAEID BABAEI by 5pm on April 18th, 2023, NO exceptions.

Class 9 - THE IMPORTANCE OF VALUATION FOR YOUR ENTREPRENEURIAL VENTURE

Mar 16/23

Overview: THE IMPORTANCE OF VALUATION FOR YOUR ENTREPRENEURIAL VENTURE

Class 9

Speaker: Dr. Saeid Babaei

How much your innovation and business is worth?**Guest Speaker: Dr. Alex Abyaneh, PhD, MBA (Investment Advisor, RBC Wealth Management)*****Topics covered***

- What is business valuation?
- Common valuation models and metrics

ASSIGNMENTS DUE:**2nd CASE ANALYSIS DUE (Associates: 10%; Project Manager: 20%)*****Pisano, Weber, Szydlowski. Pfizer's Centres for Therapeutic Innovation. HBR. 2014. 9-615-024 – case (online course kit) - GROUP***

Class 10 -
HOW
POLICY
AND
PATIENTS
CAN
IMPACT
THE LIFE
SCIENCES,
MED TECH
INDUSTRY


Mar 23/23

Overview: HOW POLICY AND PATIENTS CAN IMPACT THE LIFE SCIENCES, MED TECH INDUSTRY

Class 10**Speaker: Aditya Pai****Guest Speaker: TBA*****Topics covered***

- Effect of policy, innovation on the entrepreneur
- New Technologies – current and future, ethical, legal, social implications and concerns with new technologies
- The role of policy making – Canadian perspective
- In class debate for a specific problem that will be provided

Reading due

Aspinall & Hamermesh, **Realizing the Promise of Personalized Medicine** 
(<https://researchguides.library.yorku.ca/HBR>) , **Harvard Business Review**. Oct2007, Vol. 85 Issue 10, p108-117 (library)

Policy Statement, American College of Medical Genetics and Genomics 
(<https://www.acmg.net/PDFLibrary/Genomic-Sequencing-Clinical-Application.pdf>) (AMMG) 
(http://www.acmg.net/StaticContent/PPG/Clinical_Application_of_Genomic_Sequencing.pdf)

Assignment Due:**3rd CASE ANALYSIS (Associates: 10%; Project Manager: 20%)*****Quench, Rodriguez. 23andMe: Genetic Testing for Consumers (A). 2014. HBR. 9-514-086 (online course kit)***

Class 11 - TRANSFORMING THE HEALTH INDUSTRY WITH TECHNOLOGY

Mar 30/23

Overview: TRANSFORMING THE HEALTH INDUSTRY WITH TECHNOLOGY

Class 11

Speaker: Aditya Pai**Topics covered:**

Entrepreneurship and technology – what are your skills? What skills does your entrepreneurial venture need? How do you acquire these skills?

Role of VC, angel investors

Emerging Medical Technologies and their impact on health care e.g. Genomics, Imaging, Artificial Intelligence, Personalized / Precision medicine

New Technologies – current and future, ethical, legal, social implications and concerns with new technologies, Modern day molecular medicine: A disruptive innovation?

The role of consulting in shaping the information technology/ information management agenda

Cognitive computing – oncology as an example

Hot topics for entrepreneurial ventures:

- Internet of Things
- Genomics
- Cognitive applications
- Low cost high impact medical devices
- Social media
- Mental Health
- Wellness

HEALTHCARE

Apr 6/23

Overview: TYING BACK TO HEALTHCARE – HOW ENTREPRENEURSHIP, NEW TECHNOLOGIES AND ESTABLISHED COMPANIES IMPACT HEALTHCARE

Class 12**Speaker: Aditya Pai****Topics to be covered:**

- Electronic Health records
- Digitization
- Miniaturization
- Marketing
- Genomics and its practical implications
- Impact on healthcare ecosystem

READING DUE:

Arthaud-Day, Rothaermel, Zhang. Genentech (in 2011): After the Acquisition by Roche. McGraw Hill Education. MH0014. 0077645065. (online course kit)

<http://www.acmg.net/> ➞ (<http://www.acmg.net/>)

Prep:

- Questions pertaining to final project
- Course wrap up

Final Project Report Due

Final Project report

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

This class is highly interactive and is enhanced by student involvement and input. Those who take the opportunity to put their thoughts into words learn far more than those who simply listen passively. Students are encouraged to prepare well for every class and during class, to concentrate on making significant contributions to discussions.

Preparation includes (1) analysis of the readings based on the course themes and key questions, (2) preparation of conceptual and practical questions for all guest speakers, (3) being an active participant in class discussions including conversations that explore issues across the domains, and (4) providing constructive and thoughtful feedback to class members during preparatory dry run presentations. "Significant contributions" are those that add depth and challenge or redirect discussion rather than simply providing factual information.

If you miss a class, you are responsible for arranging with your classmates to get copies of any handouts, and for finding out what was discussed in class. Material distributed in class will be posted on Canvas when copyright allows.

GENERAL SCHULICH ACADEMIC POLICIES


Grading

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


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

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

Academic Honesty

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

Accommodations


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

Exams (Absence from)

Midterm

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

Final

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


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

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



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.*

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: Geoffrey Kistruck, RBC Professor in Social Innovation & Impact and Area Coordinator, Sustainability
Date: March XX, 2023
Re: New Course Proposal: Integrating Sustainability Across Functions (SUST 6250)

Motion:

Approve new Integrating Sustainability Issues Across Functions (SUST 6250) for the Master of Business Administration (MBA) program.

Rationale:

Many MBA students interested in pursuing a career in sustainability will need to coordinate sustainability-related initiatives horizontally across functional departments, and vertically in line with the organization's overall strategic direction. Through a combination of classroom instruction, functional guest speakers from diverse industries, and role-playing exercises, this course will provide students with the skills and knowledge necessary to navigate and communicate sustainability initiatives effectively across the functional areas whose short-term goals may not be perfectly aligned.



New Course Proposal Form

Schulich School of Business

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

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

1. Responsible Program:

MBA

2. Responsible Unit:

Sustainability

3. Subject Code (Rubric) and Course Number:

SUST 6250

4. Credit Value:

3.00

5. Long Course Title:

Integrating Sustainability Across Functions

6. Short Course Title:

Integrating Sustainability Across Functions

7. Effective Term/Calendar Year:

Fall 2023

8. Language of Instruction:

English

9. Calendar (Short) Course Description:

This course will explore how to integrate the diverse set of functional sustainability-related issues across the entire organization. More specifically, students will examine how the various sustainability issues manifested within human resources (e.g., DEI), operations (e.g., social procurement), finance (e.g., ESG reporting), and marketing (e.g., responsible advertising), can present both opportunities and barriers when integrated at the cross-functional level.

Admission to this course requires the successful completion of SUST 5200 as a prerequisite, or special approval of the instructor.

10. Expanded Course Description:

This course will explore how to integrate the diverse set of functional sustainability-related issues across the entire organization. More specifically, students will examine how the various sustainability issues manifested within human resources (e.g., DEI), operations (e.g., social procurement), finance (e.g., ESG reporting), and marketing (e.g., responsible advertising), can present both opportunities and barriers when integrated at the cross-functional level. Students will subsequently develop a repertoire of skills and tactics needed to successfully navigate sustainability challenges within and across different organizational functions, as well as across different industries where functions may differ substantially. Understanding differences and similarities in functional motivations will help students come together to work on sustainability holistically, with application across all functions.

11. Course Learning Outcomes:

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

- Gain a broad understanding of how the range of sustainability issues, opportunities, and risks are operationalized similarly or differently across the core functions of an organization.
- Develop technical knowledge surrounding how function-specific KPIs present opportunities and challenges for cross-functional integration of sustainability initiatives.
- Develop an understanding of how to creatively manage the complex set of enablers and barriers that affect the integration of sustainability initiatives across different functions.
- Understand how diverse functional managers from different industries apply sustainability frameworks to their work while learning to compare and contrast how processes and tactics may differ.
- Garner knowledge surrounding the vertical translation and communication of sustainability issues between the functional areas and an organization's strategic leaders (CEO, board member).

12. Rationale:

Many MBA students interested in pursuing a career in sustainability will need to coordinate sustainability-related initiatives horizontally across functional departments, and vertically in line with the organization's overall strategic direction. Through a combination of classroom instruction, functional guest speakers from diverse industries, and role playing exercises, this course will provide students with the skills and knowledge necessary to navigate and communicate sustainability initiatives effectively across the functional areas whose short-term goals may not be perfectly aligned.

13. Evaluation:

A summary of the course deliverables is as follows:

Deliverables	% of Total
In-Class Participation (Individual)	20%
Reflective Journals (4, Individual)	40%
Integrative Organizational Sustainability Strategy (Group)	40%
Total	100%

14. Integrated Courses:

N/A

15. Cross-listed Courses:

N/A

16. Enrolment Notes:

The course will be open to all Schulich students enrolled within the MBA program who have completed the core SUST 5200 course

17. Faculty Resources:

This one-section course will be delivered annually in the Fall term, and will be taught by one of our long-standing instructors within the Sustainability Area

18. Physical Resources:

The physical resources needed to deliver this course are available at Schulich

19. Bibliography and Library Statement:

Please see attached

New Course Proposal Template

(Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator



Initial instructor:

Klaudia Watts

Alternative instructors:

Geoffrey Kistruck

Course coordinator:

Geoffrey Kistruck

21. Specializations

Primary area or specialization:

Sustainability

Secondary areas or specializations:

N/A

22. Student Contact and Enrolment

Contact hours:

36 hours per term (3 hours per week x 12 weeks)

Maximum enrolment:

45 students

Expected enrolment:

40 students

Evidence for enrolment expectations:

We have just finished a consultation process with current Schulich MBA students, recent graduates, and alumni currently in sustainability-related roles. Our data suggest that the content and pedagogical design of the course will be very attractive to ; (1) students seeking to specialize in sustainability, and; (2) students interested in pursuing other functional specializations but with a strong interest in sustainability.

23. Human Participants Research

N/A

24. Conditions for Approval

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

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

This course will replace on of our current sustainability electives (SUST 6200)

b) Provide a convincing case for the proposed course.

Please see rationale above

Originator:



Signature

March 13, 2023

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Supporting Faculty Members

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

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

David Johnston

Operations

Brent Lyons

Organization Studies

Nicole Mead

Marketing

Charles Cho

Sustainability/Accounting

Avis Devine

Sustainability/Real Estate

Burkard Eberlein

Sustainability/Public Policy

Approvals

Area or Specialization:

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



March XX, 2023

Signature

Date

Geoffrey Kistruck

Sustainability

Name of Coordinator or Director

Area or Specialization

MBA Degree Program:

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

Signature

Date

Name of Program Director

Program

Program Committee:

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

Signature

Date

Name of Committee Chair

Committee

SUST 6250 3.0: Integrating Sustainability Across Functions



Instructor

Klaudia Watts
SSB, 324
416-736-2100 ext. 55268
kwatts@schulich.yorku.ca

Assistant

Menglin Bai
SSB, G324
416-736-5268
mbai@schulich.yorku.ca

Instructor Biography

Klaudia Watts is an award-winning sustainability practitioner and instructor. Completing her MBA with a focus on Business Sustainability at the Schulich School of Business, she has become a trusted source of advice for emerging leaders in the field. Klaudia also works with the Center for Career Design to help students build the skills and experience needed for a meaningful career. Her previous roles in sustainability span across many industries including telecom, consulting, retail and non-profit.

Course Description

This course will explore how to integrate the diverse set of functional sustainability-related issues across the entire organization. More specifically, students will examine how the various sustainability issues manifested within human resources (e.g., DEI), operations (e.g., social procurement), finance (e.g., ESG reporting), and marketing (e.g., responsible advertising), can present both opportunities and barriers when integrated at the cross-functional level. Students will subsequently develop a repertoire of skills and tactics needed to successfully navigate sustainability challenges within and across different organizational functions, as well as across different industries where functions may differ substantially. Understanding differences and similarities in functional motivations will help students come together to work on sustainability holistically, with application across all functions. Admission to this course requires the successful completion of SUST 5200 as a prerequisite, or special approval of the instructor.

Contents

<i>Course Learning Outcomes</i>	<i>2</i>
<i>Deliverables at a Glance</i>	<i>2</i>
<i>Course Material</i>	<i>2</i>
<i>Class-by-Class Syllabus</i>	<i>2</i>
<i>Written Assignments/Projects and Exam[s]: Descriptions</i>	<i>7</i>
<i>General Academic Policies: Grading, Academic Honesty, Accommodations</i>	<i>8</i>

Course Learning Outcomes

You will acquire knowledge and skills related to:

- Gain a broad understanding of how the range of sustainability issues, opportunities, and risks are operationalized similarly or differently across the core functions of an organization.
- Develop technical knowledge surrounding how function-specific KPIs present opportunities and challenges for cross-functional integration of sustainability initiatives.
- Develop an understanding of how to creatively manage the complex set of enablers and barriers that affect the integration of sustainability initiatives across different functions.
- Understand how diverse functional managers from different industries apply sustainability frameworks to their work while learning to compare and contrast how processes and tactics may differ.
- Garner knowledge surrounding the vertical translation and communication of sustainability issues between the functional areas and an organization's strategic leaders (CEO, board member).

Deliverables at a Glance

A summary of the course deliverables is as follows:

Deliverables	% of Total
In-Class Participation (Individual)	20%
Reflective Journals (10% X 4, Individual)	40%
Integrative Organizational Sustainability Strategy Group)	40%
Total	100%

Course Material

A collection of readings has been selected for the course. These readings will all be available on the course Canvas. ***Students are expected to read the required readings ahead of each of the classes.*** Supplementary material or links that are useful for the team project will be shared as appropriate on Canvas.

Class-by-Class Syllabus

The course follows a 2-class approach for each of the four functional modules including HR, Operations, Finance and Marketing. The first class of each functional module will include an overview and contrast of key issues, KPIs and motivations, followed by a guest speaker with functional expertise to provide a functional perspective on cross-functional sustainability initiatives. The second class will include a role play group exercise on a cross-functional case study (highlighting that particular functional perspective), followed by debrief, reflection and application of concepts to diverse functions and industries.

Classes are designed to be hands-on and interactive, comprising a mixture of discussions, group work, presentations, and guest speakers. Topics, readings, and other preparations for every class are listed on the page that follows.

Class 1 Introduction to the Firm as a Functional Ecosystem

Class Content:

- We will discuss firms as ecosystem and how functions live within a broader ecosystem, many times acting in silo's when it comes to sustainability.
- We will discuss the various ways organizations structure their sustainability responsibilities and 'chain of command.'
- A practitioner panel discussion will familiarize students with stakeholder perspectives, motivations, managing relationships and transformation competencies required for sustainability.

Required Readings:

- Banerjee, Subhabrata Bobby. Banerjee, Embedding Sustainability Across the Organization: A Critical Perspective. *Academy of Management Learning & Education*. Dec2011, Vol. 10 Issue 4, p719-731.
- Haugh, H, Talwar, A. How do corporations embed sustainability across the organization? *Academy of Management Learning & Education*. Sep2010, Vol. 9 Issue 3, p384-396. 13p. DOI: 10.5465/amle.9.3.zqr384.

Optional Readings:

- The Challenge Of Chief Sustainability Officers: Creating A New Mindset Throughout An Entire Global Organization, Jan2023, Forbes. [LINK](#)
- Baxter, Debbie. The Rise of the CSO: From Creating Change to Sustaining Change. *Voice of Corporate Citizenship*. Jan2014, p9-9. 1p.

Class 2 The Sustainability Ecosystem from an HR Perspective

Class Content:

- We will explore how the HR function is both a source of sustainability initiatives (e.g. DEI, indigenous perspectives), and how those initiatives are aligned with (or misaligned with) KPIs in other functions, and the overarching goals of the organization
- A guest speaker will provide examples of navigating sustainability issues across functional boundaries from an HR perspective

Required Readings:

- The Importance of Human Resource Management in Strategic Sustainability: An Art and Science Perspective. *Journal of Environmental Sustainability*, Vol. 2 Issue 2, pg. 75-82
- Harris, Candice; Tregidga, Helen. HR managers and environmental sustainability: strategic leaders or passive observers? *International Journal of Human Resource Management*. Jan2012, Vol. 23 Issue 2, p236-254.

Class 3 The Sustainability Ecosystem from a Human Resources Perspective

Class Content:

- Students will apply the content and learnings from the previous class by

participating in a group-based simulation. The simulation will challenge them to explore the application of sustainability from an HR perspective and contrast that with other perspectives within an organization.

- The role play simulation will require students to represent different functions within an organization coming together to agree on a particular scenario involving new *travel guidelines for employees within the tourism industry*.
- We will debrief on the learnings as a class, explore the opportunities for alignment on HR topics firm-wide and apply learnings to a variety of industries.

Required Readings:

- <https://sustainabletravel.org/how-to-reduce-travel-carbon-footprint/>
- https://wtcc.org/Portals/0/Documents/Reports/2021/WTTC_Net_Zero_Roadmap.pdf

Class 4 The Sustainability Ecosystem from an Operations Perspective

Class Content:

- We will explore how the Operations function is both a source of sustainability initiatives (e.g. life cycle analysis, sustainable infrastructure), and how those initiatives are aligned with (or misaligned with) KPIs in other functions, and overarching goals of the organization
- A guest speaker will provide examples of navigating sustainability issues across functional boundaries from an Operations perspective.

Required Readings:

- Villena, Verónica H.; Gioia, Dennis A. A more Sustainable Supply Chain. *Harvard Business Review*. Mar/Apr2020, Vol. 98 Issue 2, p84-93

Optional Reading:

- Sustainability Activation Tool Kit, Consumer Goods Forum, 2017, <https://www.theconsumergoodsforum.com/wp-content/uploads/2017/10/sustainability-activation-toolkit.pdf>

Watch:

- The Story of Stuff: <https://www.youtube.com/watch?v=9GorqroigqM>
- The Story of Solutions: <https://www.youtube.com/watch?v=cpkRvc-sOKk&t=58s>

Class 5 The Sustainability Ecosystem from an Operations Perspective

Class Content:

- Students will apply the content and learnings from the previous class by participating in a group-based simulation. The simulation will challenge them to explore the application of sustainability from an Operations perspective and contrast that with other perspectives within an organization.
- The role play simulation will require students to represent different functions within an organization coming together to agree on a particular scenario involving a new *social procurement initiative within the construction industry*.

- We will debrief on the learnings as a class, explore the opportunities for alignment on Operations topics firm-wide and apply learnings to a variety of industries.

Required Readings:

- https://www.buysocialcanada.com/wp-content/uploads/Construction-Guide-to-Social-Procurement_Version-1.1-April-2021.pdf
- <https://sewfonline.com/wp-content/uploads/2021/09/supply-change-social-procurement-in-construction.pdf>

Class 6 The Sustainability Ecosystem from a Finance Perspective

Class Content:

- We will explore how the Finance function is both a source of sustainability initiatives (e.g. ESG, Impact Investing), and how those initiatives are aligned with (or misaligned with) KPIs in other functions, and overarching goals of the organization
- A guest speaker will provide examples of navigating sustainability issues across functional boundaries from a Finance perspective.

Required Reading:

- The Role of the Finance Function in Sustainability (E&Y);
https://www.ey.com/en_uk/consulting/the-role-of-the-finance-function-in-sustainability

Class 7 The Sustainability Ecosystem from a Finance Perspective

Class Content:

- Students will apply the content and learnings from the previous class by participating in a group-based simulation. The simulation will challenge them to explore the application of sustainability from a Finance perspective and contrast that with other perspectives within an organization.
- The role play simulation will require students to represent different functions within an organization coming together to agree on a particular scenario involving proposed changes to the ***employee stock option plan within the oil and gas industry***.
- We will debrief on the learnings as a class, explore the opportunities for alignment on Finance topics firm-wide and apply learnings to a variety of industries.

Required Reading:

- <https://taxscape.deloitte.com/insights/article/fair-share--can-employee-equity-plans-deliver-the-s--in-esg-.aspx>

Class 8 The Sustainability Ecosystem from a Marketing Perspective

Class Content:

- We will explore how the Marketing function is both a source of sustainability initiatives (e.g. inclusive advertising, sustainable marketing), and how those initiatives are aligned with (or misaligned with) KPIs in other functions, and overarching goals of the organization

- A guest speaker will provide examples of navigating sustainability issues across functional boundaries from a Marketing perspective.

Required Reading:

- NBS 'What is Sustainable Marketing?' Oct 2021: <https://nbs.net/what-is-sustainable-marketing/>
- Reinhardt, Forest L. Environmental Product Differentiation: Implications for Corporate Strategy. California Management Review. Summer98, Vol. 40 Issue 4, p43-73. 31p. DOI: 10.2307/41165964.

Class 9 The Sustainability Ecosystem from a Marketing Perspective

Class Content:

- Students will apply the content and learnings from the previous class by participating in a group-based simulation. The simulation will challenge them to explore the application of sustainability from a marketing perspective and contrast that with other perspectives within an organization.
- The role play simulation will require students to represent different functions within an organization coming together to agree on a particular scenario involving a new *initiative for eliminating planned obsolescence in the consumer electronics industry*
- We will debrief on the learnings as a class, explore the opportunities for alignment on marketing topics firm-wide and apply learnings to a variety of industries.

Required Readings:

- <https://www.bbc.com/future/article/20160612-heres-the-truth-about-the-planned-obsolescence-of-tech>
- <https://www.cbc.ca/news/science/planned-obsolescence-1.5847168>

Class 10 The Sustainability Ecosystem from a C-Suite Perspective

Class Content:

- We will focus on identifying the tools available to organizational executives to facilitate organization-wide sustainability initiatives (setting KPIs, changing structures, modifying incentives, etc.)
- We will discuss the role of the board of directors and regulatory bodies in shaping the adoption of sustainability initiatives.

Required Readings:

- McNulty, Eric J.; Davis, Rupert; Graf, Peter; Kent, Muhtar. Should the C-Suite have a Green Seat? Harvard Business Review. Dec2010, Vol. 88 Issue 12.
- Whelan, Tensie; Douglas, Elyse. How to Talk to Your CFO about Sustainability. Harvard Business Review, January-February 2020

Class 11/12 In-Class Group Presentations

- Group presentations of Integrative Organizational Sustainability Strategies

Written Assignments/Projects and Exam[s]: Descriptions

In Class Participation (Individual) – 20%

Participation is a critical aspect of this course. Students will be evaluated on their overall participation in the course including attendance, contribution to reflections and debriefs, online participation as well as ongoing participation in discussion of course material. Students will also be evaluated on their performance during the four in-class group simulations that take place in the second part of each functional module.

Participation Breakdown:

- 5% Attendance
- 5% Online Discussion Board – students engage in ongoing discussion relevant to course material, sharing articles and enhancing peer learning via the Canvas discussion board
- 10% Participation in In-Class Simulations & Debrief – each functional topic will include an in-class simulation. Students take on the role of a functional unit working on a specific sustainability assignment. Following the simulation, the class will engage in a debrief consisting of in-class debrief questions. Students will be asked to share their reflections with the class, to engage in group discussion and to partake in reflection exercises. I score your level of engagement in the simulation and the debrief by reflecting on the quality of your contributions including their applicability to course material and readings, your teamwork and leadership skills in small group settings as well as your written debrief submissions.

Reflective Journals (Individual) - 40%

Students will be asked to write four short reflective journals throughout the course, (worth 10% each) from each of the four functional perspectives. Each of the journals will be due a week after part 1 of the functional module, in advance of part 2. Students are encouraged to come to class to share their reflections. Each journal is broken up into two parts and requires students to reflect on course material while choosing one industry to focus on for each journal. Students will (1) identifying ‘clashes of interest’ within an organization (of a particular industry) based on functional priorities (2) opportunities for alignment and integration. Such reflections are meant to delve deeper into key sustainability-related issues across functions – to identify and reflect upon inherent tensions, critical aspects, or complementarities that they see within the complex phenomenon of integrating sustainability strategy across organizations. All journal entries are not to exceed a total of 600 words. Students will be evaluated on their ability to summarize content efficiently and effectively, using course learnings, readings and external examples to support their work.

Integrative Organizational Sustainability Strategy (Group) – 40%

The final project for the course involves groups of approximately 4-6 students creating an integrated organizational sustainability strategy. Each of the groups will be assigned to one of the companies that our panel and/or guest speakers come from. Students will be put into groups and

assigned their company (related speaker) in Class 1. This will allow groups to prepare any questions that they may have for their speaker, related to the project. For this project, students will take on the role of a consultant working cross-functionally to create an integrative sustainability strategy for that company. They will first outline the current strategy, sources of tension, priorities and KPIs across varying functions and evaluate the company's overall effectiveness. Consultants are ultimately assigned to enhance the organizations sustainability strategy by integrating functional priorities and outlining practical ways that the functional units will play a role in delivering on the strategy. Students will have some, limited, interaction with their company lead/speaker to ask questions and inquire about current practices. Students will present their findings to the class in module 11 and 12.

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, elective courses are expected to have a mean grade between 5.2 and 6.2.

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

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

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

SUBJECT: Library Statement for SUST 6250: Integrating Sustainability Across Functions
FROM: Angie An, Teaching & Learning Librarian / Business Liaison Librarian
DATE: March 20, 2023

SUST 6250 : Integrating Sustainability Across Functions

York University Libraries (YUL) will be able to support the proposed graduate course, SUST 6250: Integrating Sustainability Across Functions. This course explores how to integrate diverse set of functional sustainability-related issues across the entire organization. YUL has a strong collection of electronic and print periodicals, books, and databases that will help students conduct secondary research for this course.

All the course materials can be accessed through the YUL's Omni search interface. It is recommended to place the textbooks and readings on reserve via the [online reserves request form](#). YUL has an extensive collection of print and eBooks on the course topics.

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.

Students will have access to key business databases such as *Mergent Intellect*; *Mergent Online*; *Passport*; *Statista*; *IBISworld*; and *Marketline Advantage*. A complete list of YUL's business databases can be viewed at [Business Resources A-Z](#). Additional information on relevant article databases can be located on YUL's [Business Articles guide](#).

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.

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](#).

Fwd: New Course Proposal

Geoff Kistruck <kistrugm@gmail.com>

Tue 2023-03-14 11:25 AM

To: Nancy Sutherland <nsutherland@schulich.yorku.ca>

One of six support emails for SUST 6250

Geoffrey M. Kistruck, PhD
RBC Professor in Social Innovation & Impact
Area Coordinator, Sustainability
Schulich School of Business, York University
4700 Keele Street
Toronto, ON
Canada M3J 1P3
T: [416-736-2100](tel:416-736-2100) ext 20247
F: [416-736-5687](tel:416-736-5687)
E: gkistruck@schulich.yorku.ca

----- Forwarded message -----

From: **David Alan Johnston** <djohnston@schulich.yorku.ca>

Date: Tue, Mar 14, 2023 at 9:14 AM

Subject: RE: New Course Proposal

To: Geoff Kistruck <kistrugm@gmail.com>

Cc: Nancy Sutherland <nsutherland@schulich.yorku.ca>

Hi Geoff,

I am good with what you are proposing. As we discussed, this is more of a starting point rather than the end destination but the overall structure makes sense and it should be actionable given the SUST expertise and access to manpower.

David A. Johnston Ph.D.

George Weston Limited Chair for Sustainable Supply Chains

Centre Director, George Weston Ltd Centre for Sustainable Supply Chains | www.schulich.yorku.ca/faculty-research/george-weston

Program Director, Master of Supply Chain Management | www.schulich.yorku.ca/programs/mscm

Schulich School of Business | York University | 4700 Keele Street , Toronto, Canada

E- Mail: djohnston@schulich.yorku.ca

George Weston Ltd Centre
for Sustainable Supply Chains



From: Geoff Kistruck <kistrugm@gmail.com>
Sent: Monday, March 13, 2023 7:22 PM
To: David Alan Johnston <djohnston@schulich.yorku.ca>
Cc: Nancy Sutherland <nsutherland@schulich.yorku.ca>
Subject: New Course Proposal

Hi David - it was great communicating with you about the new course proposal for SUST 6250 - Integrating Sustainability Across Functions. As mentioned in my earlier email, please find attached the formal documentation with respect to; (1) Form A & B; (2) Motion and Rationale, and; (3) draft course syllabus.

If you are in support of the proposed course, please indicate by stating as such in your reply to this email. Of course, happy to talk if you have any further comments on the course.

Geoff

Geoffrey M. Kistruck, PhD
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E: gkistruck@schulich.yorku.ca

Fwd: New Course Proposal

Geoff Kistruck <kistrugm@gmail.com>

Tue 2023-03-14 11:24 AM

To: Nancy Sutherland <nsutherland@schulich.yorku.ca>

One of six support emails for SUST 6250

Geoffrey M. Kistruck, PhD
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----- Forwarded message -----

From: **Avis Devine** <adevine@schulich.yorku.ca>

Date: Tue, Mar 14, 2023 at 2:08 AM

Subject: RE: New Course Proposal

To: Geoff Kistruck <kistrugm@gmail.com>

I am in support of this course proposal.

Avis Devine

From: Geoff Kistruck <kistrugm@gmail.com>

Sent: Monday, March 13, 2023 7:28 PM

To: Avis Devine <adevine@schulich.yorku.ca>

Subject: New Course Proposal

Hi Avis - it was great communicating with you about the new course proposal for SUST 6250 - Integrating Sustainability Across Functions. As mentioned in my earlier email, please find attached the formal documentation with respect to; (1) Form A & B; (2) Motion and Rationale, and; (3) draft course syllabus.

If you are in support of the proposed course, please indicate by stating as such in your reply to this email. Of course, happy to talk if you have any further comments on the course.

Geoff

Geoffrey M. Kistruck, PhD

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Fwd: New Course Proposal

Geoff Kistruck <kistrugm@gmail.com>

Tue 2023-03-14 11:23 AM

To: Nancy Sutherland <nsutherland@schulich.yorku.ca>

One of six support emails for SUST 6250

Geoffrey M. Kistruck, PhD
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----- Forwarded message -----

From: **Charles H. Cho** <ccho@schulich.yorku.ca>

Date: Mon, Mar 13, 2023 at 10:48 PM

Subject: RE: New Course Proposal

To: Geoff Kistruck <kistrugm@gmail.com>

Hi Geoff,

The new course looks great and **I fully support it.**

Cheers!

Charles

Charles H. Cho, PhD, CPA

Professor of Sustainability Accounting

Erivan K. Haub Chair in Business & Sustainability

Schulich School of Business | York University

Tel: +1 (416) 736-2100 ext. 33677

E-mail: ccho@schulich.yorku.ca

LinkedIn: <https://www.linkedin.com/in/charlescho7705>

Twitter: [@charlescho7705](https://twitter.com/charlescho7705)

View my bio and research:

<http://schulich.yorku.ca/faculty/charles-cho>

[Google Scholar Profile](#)

Editor, [Accounting Forum](#)

Section Co-Editor, [Journal of Business Ethics](#)

Associate Editor, [Business & Society](#)

Co-Founder of [Accounting for Impact](#)

Member of the [CSEAR Executive Council](#)

From: Geoff Kistruck <kistrugm@gmail.com>

Sent: Monday, March 13, 2023 7:26 PM

To: Charles H. Cho <ccho@schulich.yorku.ca>

Subject: New Course Proposal

Hi Charles - it was great communicating with you about the new course proposal for SUST 6250 - Integrating Sustainability Across Functions. As mentioned in my earlier email, please find attached the formal documentation with respect to; (1) Form A & B; (2) Motion and Rationale, and; (3) draft course syllabus.

If you are in support of the proposed course, please indicate by stating as such in your reply to this email. Of course, happy to talk if you have any further comments on the course.

Geoff

Geoffrey M. Kistruck, PhD

RBC Professor in Social Innovation & Impact

Area Coordinator, Sustainability

Schulich School of Business, York University

4700 Keele Street

Toronto, ON

Canada M3J 1P3

T: [416-736-2100](tel:416-736-2100) ext 20247

F: [416-736-5687](tel:416-736-5687)

E: gkistruck@schulich.yorku.ca

Fwd: New Course Proposal

Geoff Kistruck <kistrugm@gmail.com>

Tue 2023-03-14 11:23 AM

To: Nancy Sutherland <nsutherland@schulich.yorku.ca>

One of six support emails for SUST 6250

Geoffrey M. Kistruck, PhD
RBC Professor in Social Innovation & Impact
Area Coordinator, Sustainability
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----- Forwarded message -----

From: **Burkard Eberlein** <beberlein@schulich.yorku.ca>

Date: Mon, Mar 13, 2023 at 10:11 PM

Subject: Re: New Course Proposal

To: Geoff Kistruck <kistrugm@gmail.com>

Hi Geoff,

Thank you for reaching out.

I have reviewed this new course proposal for SUST 6250 – Integrating Sustainability Across Functions. I think it would be a fantastic addition to a new suite of courses in the broader sustainability field.

You have my enthusiastic support for the course proposal.

Best,

Burkard

Dr. Burkard Eberlein

Professor, Public Policy and Sustainability

Schulich School of Business, York University, Toronto, Canada

eberlein@yorku.ca

[LinkedIn](#)

[Twitter](#)

From: Geoff Kistruck <kistrugm@gmail.com>
Date: Monday, March 13, 2023 at 7:33 PM
To: Burkard Eberlein <beberlein@schulich.yorku.ca>
Subject: New Course Proposal

Hi Burkard - it was great communicating with you about the new course proposal for SUST 6250 - Integrating Sustainability Across Functions. As mentioned in my earlier email, please find attached the formal documentation with respect to; (1) Form A & B; (2) Motion and Rationale, and; (3) draft course syllabus.

If you are in support of the proposed course, please indicate by stating as such in your reply to this email. Of course, happy to talk if you have any further comments on the course.

Geoff

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E: gkistruck@schulich.yorku.ca

Fwd: New Course Proposal

Geoff Kistruck <kistrugm@gmail.com>

Tue 2023-03-14 11:23 AM

To: Nancy Sutherland <nsutherland@schulich.yorku.ca>

One of six support emails for SUST 6250

Geoffrey M. Kistruck, PhD
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E: gkistruck@schulich.yorku.ca

----- Forwarded message -----

From: **Brent Lyons** <blyons@schulich.yorku.ca>

Date: Mon, Mar 13, 2023 at 10:00 PM

Subject: Re: New Course Proposal

To: Geoff Kistruck <kistrugm@gmail.com>

Hi Geoff,

I am in support of the proposed course.

Thank you!

Brent

Brent J. Lyons, Ph.D. (he/him/his)
York Research Chair in Stigmatization and Social Identity
Associate Professor of Organization Studies
Schulich School of Business, York University



campuses are located that precede its establishment. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. York university acknowledges the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

From: Geoff Kistruck <kistrugm@gmail.com>

Sent: Monday, March 13, 2023 7:23 PM

To: Brent Lyons <blyons@schulich.yorku.ca>

Subject: New Course Proposal

Hi Brent - it was great communicating with you about the new course proposal for SUST 6250 - Integrating Sustainability Across Functions. As mentioned in my earlier email, please find attached the formal documentation with respect to; (1) Form A & B; (2) Motion and Rationale, and; (3) draft course syllabus.

If you are in support of the proposed course, please indicate by stating as such in your reply to this email. Of course, happy to talk if you have any further comments on the course.

Geoff

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Fwd: New Course Proposal

Geoff Kistruck <kistrugm@gmail.com>

Thu 2023-03-16 10:41 AM

To: Nancy Sutherland <nsutherland@schulich.yorku.ca>

The last of the six supporters needed for SUST 6250.

That means all signatures should be in for 6250 and 6350

Geoffrey M. Kistruck, PhD
RBC Professor in Social Innovation & Impact
Area Coordinator, Sustainability
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E: gkistruck@schulich.yorku.ca

----- Forwarded message -----

From: **Nicole Mead** <nmead@schulich.yorku.ca>

Date: Thu, Mar 16, 2023 at 10:38 AM

Subject: Re: New Course Proposal

To: Geoff Kistruck <kistrugm@gmail.com>

Hi Geoff,

Thank you for creating and sharing this exciting course proposal. You have my wholehearted support — no reservations here!

Best,

Nicole Mead, PhD
Associate Professor, Marketing
Schulich School of Business
York University

Director, Well-Being Research Laboratory (WiRL)
wellbeingresearchlab.com

On Mar 13, 2023, at 7:24 PM, Geoff Kistruck <kistrugm@gmail.com> wrote:

Hi Nicole - it was great communicating with you about the new course proposal for SUST 6250 - Integrating Sustainability Across Functions. As mentioned in my earlier email, please find attached the formal documentation with respect to; (1) Form A & B; (2) Motion and Rationale, and; (3) draft course syllabus.

If you are in support of the proposed course, please indicate by stating as such in your reply to this email. Of course, happy to talk if you have any further comments on the course.

Geoff

Geoffrey M. Kistruck, PhD
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E: gkistruck@schulich.yorku.ca
<SUST 6250 Form A & B - Integrating Sustainability Across Functions.docx> <Motion-and-Rationale-Template - Integrating Sustainability Across Functions.docx> <SUST 6250 Syllabus - Draft GK.docx>

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Geoffrey Kistruck, RBC Professor in Social Innovation & Impact and Area Coordinator, Sustainability
Date: March XX, 2023
Re: New Course Proposal: Sustainability Reporting & Disclosure (SUST 6450)

Motion:

Approve new Sustainability Reporting & Disclosure course (SUST 6450) for the Master of Business Administration (MBA) program.

Rationale:

A recent consultation process with Schulich MBA alumni in sustainability-related roles suggested that one of the most important skill required for Schulich sustainability graduates is the ability to undertake the increasingly complex set of sustainability reporting and disclosure requirements. Using a mixture of up-front classroom training in the processual and technical skills required for such activities, and experiential learning in applying such skills by conducting a materiality assessment for a partner organization, our graduates will have both the requisite skills and experience to immediately undertake what will likely be one of their primary organizational tasks.

New Course Proposal Form

Schulich School of Business

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

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

1. Responsible Program:

MBA

2. Responsible Unit:

Sustainability

3. Subject Code (Rubric) and Course Number:

SUST 6450

4. Credit Value:

3.00

5. Long Course Title:

Sustainability Reporting & Disclosure

6. Short Course Title:

Sustainability Reporting & Disclosure

7. Effective Term/Calendar Year:

Winter 2024

8. Language of Instruction:

English

9. Calendar (Short) Course Description:

This course will focus on the skills associated with compiling, analyzing, and disclosing sustainability data using the following three modules: (1) the initial 5 weeks with students familiarizing themselves with the range of mandatory and voluntary reporting requirements; (2) the next 5 weeks engaging in completing a materiality assessment for a partner organization, and; (3) the final 2 weeks contrasting peer experiences. Admission to this course requires the successful completion of SUST 5200 as a prerequisite, or special approval of the instructor.

10. Expanded Course Description:

This course will focus on the skills associated with compiling, analyzing, and disclosing sustainability data. Using a modular design, the students will spend the first module (5 weeks) familiarizing themselves with the range of mandatory and voluntary reporting requirements, and developing technical expertise in calculating a range of industry-spanning sustainability metrics. In the second module (5 weeks), students will engage in hands-on learning with a partner organization in working to engage key stakeholders, complete a materiality assessment, and design a company-specific reporting and disclosure plan. Finally, in the third module (2 weeks), students will engage in peer-to-peer learning by contrasting their respective recommendations with other students, and identifying key differences (e.g., size, growth stage, industry) that shaped the specifics of their recommendation.

11. Course Learning Outcomes:

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

- develop an understanding of the technical knowledge and skills required to fulfill reporting frameworks, mandatory standards, and rating systems in environmental and social performance.
- acquire expertise in the collection and analysis of reliable sustainability-related data that allows for effective internal and external benchmarking.
- apply the technical and processual skills in an intensive experiential learning opportunity that involves conducting a materiality assessment with a Canadian organization.
- identify ways of influencing and shaping how sustainability goals and metrics can be aligned with core business strategies.
- understand how different methods, tools, and choices of metrics vary by industry, growth stage, and jurisdiction governing the organization.
- effectively work in groups/teams;
- produce a clear and effective written report and present findings to peers.

12. Rationale:

A recent consultation process with Schulich MBA alumni in sustainability-related roles suggested that one of the most important skill required for Schulich sustainability graduates is the ability to undertake the increasingly complex set of sustainability reporting and disclosure requirements. Using a mixture of up-front classroom training in the processual and technical skills required for such activities, and experiential learning in applying such skills by conducting a materiality assessment for a partner

organization, our graduates will have both the requisite skills and experience to immediately undertake what will likely be one of their primary organizational tasks.

13. Evaluation:

Deliverable	Weight	Format
Class Participation/Activities	10%	Individual
Reflection Essay	20%	Individual
Materiality Assessment Project (including critique from project client)	40%	Group
Final Presentation (including critique from project client)	20%	Group
Peer Evaluation	10%	Individual
	<u>100%</u>	

14. Integrated Courses:

N/A

15. Cross-listed Courses:

N/A

16. Enrolment Notes:

The course will be open to all Schulich students enrolled within the MBA program who have completed the core SUST 5200 course

17. Faculty Resources:

This one-section course will be delivered annually in the Winter term, and will be taught by a full-time faculty member within the Sustainability Area

18. Physical Resources:

The physical resources needed to deliver this course are available at Schulich

19. Bibliography and Library Statement:

Please see attached

New Course Proposal Template

(Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor:

Charles Cho

Alternative instructors:

Geoffrey Kistruck

Course coordinator:

Charles Cho

21. Specializations

Primary area or specialization:

Sustainability

Secondary areas or specializations:

N/A

22. Student Contact and Enrolment

Contact hours:

36 hours per term (3 hours per week x 7 weeks in class + 3 hours per week x 5 weeks in field with partner)

Maximum enrolment:

45 students

Expected enrolment:

40 students

Evidence for enrolment expectations:

We have just finished a consultation process with current Schulich MBA students, recent graduates, and alumni currently in sustainability-related roles. Our data suggest that the content and pedagogical design of the course will be very attractive to; (1) students seeking to specialize in sustainability, and; (2) students interested in pursuing a specialization in accounting with a secondary interest in sustainability

23. Human Participants Research

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

24. Conditions for Approval

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

a) The Area is deleting courses with at least the same total number of credits.
This course will replace one of our current sustainability electives (SUST 600)

b) Provide a convincing case for the proposed course.
Please see rationale above

Originator:



Signature

March 15, 2023

Date

Geoffrey Kistruck
Name

Sustainability
Area or Specialization

Supporting Faculty Members

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

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

Cameron Graham Accounting

Dean Neu Accounting

Gregory Saxton Accounting



Burkard Eberlein Sustainability

Rob Phillips Sustainability

Mike Valente Sustainability

Approvals

Area or Specialization:

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

March 15, 2023

Signature

Date

Geoffrey Kistruck

Sustainability

Name of Coordinator or Director

Area or Specialization

MBA Degree Program:

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

Signature

Date

Name of Program Director

Program

Program Committee:

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



Schulich
School of Business
York University

Signature

Date

Name of Committee Chair

Committee

Course Outline

Winter 2024

Class day and time: Wednesday 7:00-10:00 PM in **MB-G10x**, beginning **January xx, 2024**.

Instructor

Charles H. Cho, PhD, CPA
(416) 736-2100 extension 33677
McEwen Building – G322
ccho@schulich.yorku.ca

Assistant

Menglin (Mary) Bai
(416) 736-5268
McEwen Building – G324
mbai@schulich.yorku.ca

Office hours:

By appointment

Instructor Biography

Dr. Charles H. Cho is Professor of Sustainability Accounting and the Erivan K. Haub Chair in Business & Sustainability at the Schulich School of Business, York University. His research interests include Sustainability, Corporate Social Responsibility (CSR), Social and Environmental Accounting and Accounting for the Public Interest. He has designed and taught a number of CSR/sustainability courses at both the undergraduate and graduate (MBA, MSc, PhD) levels as well as in executive programs for corporate managers.

Brief Description

This course will focus on the skills associated with compiling, analyzing, and disclosing sustainability data. Using a modular design, students will spend the first module (5 weeks – “*Developing in-class technical reporting and disclosure skills*”) familiarizing themselves with the range of mandatory and voluntary reporting requirements, and developing technical expertise in calculating a range of industry-specific sustainability metrics.

In the second module (5 weeks – “*Conduct on-site materiality assessment with partner organization*”), students will engage in hands-on learning with a partner organization in working to engage key stakeholders, complete a materiality assessment, and design a company-specific reporting and disclosure plan. Finally, in the third module (2 weeks – “*In-class group presentations*”), students will engage in peer-to-peer learning by contrasting their respective recommendations with other students, and identifying key differences (e.g., size, growth stage, industry) that shaped the specifics of their recommendation. Admission to this course requires the successful completion of SUST 5200 as a prerequisite, or special approval of the instructor.

Contents

Course Learning Outcomes.....	2
Deliverables at a Glance	2
Course Material.....	2
Student Preparation for Class and Class Participation: Expectations	3-4
Written Assignments/Projects: Description and Evaluation	5
Calculation of Course Grade	6
General Schulich Academic Policies	6
Quick Reference: Summary of Classes, Activities and Deliverables	7

Course Learning Outcomes

The course is designed to provide students with a theoretical and hands-on, practical understanding of the growing field of **sustainability reporting**. At the conclusion of this course, it is expected that students should be able to:

- develop an understanding of the technical knowledge and skills required to fulfill reporting frameworks, mandatory standards, and rating systems in environmental and social performance.
- acquire expertise in the collection and analysis of reliable sustainability-related data that allows for effective internal and external benchmarking.
- apply the technical and processual skills in an intensive experiential learning opportunity that involves conducting a materiality assessment with a Canadian organization.
- identify ways of influencing and shaping how sustainability goals and metrics can be aligned with core business strategies.
- understand how different methods, tools, and choices of metrics vary by industry, growth stage, and jurisdiction governing the organization.
- effectively work in groups/teams;
- produce a clear and effective written report and present findings to peers.

Deliverables at a Glance

Deliverable	Weight	Format
Class Participation/Activities	10%	Individual
Reflection Essay	20%	Individual
Materiality Assessment Project (including critique from project client)	40%	Group
Final Presentation (including critique from project client)	20%	Group
Peer Evaluation	10%	Individual
	<u>100%</u>	

For details, see “*Written Assignments/Projects: Description and Evaluation*” (p. 4)

Course Material

Required reading for this course includes the following:

1. Articles

Required articles are available at <https://www.library.yorku.ca/> (Passport York ID required).

2. Cases

Required cases for the course are available for purchase at the links below. Please note that you will need to create an account on both sites (if you don't already have one) and download the files onto your computer. Importantly, **this material is for your personal use only and is not to be shared or distributed in any form.**

De Beers Canada and Diamond Developers: <https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c00000F1yIEEAR/bsus-6300-x-winter-2022-course-kit>

Nestlé: <https://www.thecasecentre.org/course/registerForCourse?ucc=C%2D4353%2D286544%2DSTU>

Student Preparation for Class and Class Participation: Expectations

Method of Instruction

This course is designed around a variety of pedagogical tools—interactive lectures, class discussions, presentations, simulations/role-playing, case studies and individual/group projects. It will adopt a largely interactive style as lectures are designed to open a dialogue between the instructor and the students. Class time will be used to clarify and expand upon points from the readings to reinforce the most significant points. There will also be a number of guest speakers (to the extent of availabilities) throughout the semester who will present their experience in various topics.

Student Preparation

A key pedagogical assumption of this course is that students are co-creators of the learning experience. Students help create learning for themselves and others through active participation. This means both listening to others carefully and contributing respectfully. Past students who performed well in this course not only attended classes faithfully, but came fully prepared to participate in discussions. Class discussions are an important opportunity to practice communicating about concepts and information. Therefore, and given the method of instruction described above, students are strongly encouraged to ask questions and actively participate during class.

In addition, students are expected to have read all assigned materials and made an honest effort to think critically (“outside the box”) prior to each class meeting in order to be prepared to discuss them in class. Given that one of the key transferable skills engendered by the course is the development of an informed view on the role that corporations play within society, students will be expected to express their opinions on the subject matter and to debate the issues covered.

This course demands hard work and dedication. A minimum of 6 to 8 hours of work outside class (keeping up with readings, preparing assignments, and so on) is required each week. Additional time is required to prepare for presentations, projects and exams. If you do not understand something, ask questions in class. If necessary, e-mail the instructor for an appointment. The instructor is here to help you learn.

Group Work

The In-Class Exercises/Activities and the Social Audit Project will involve group formation (to be done by Instructor) and work. Group sizes will depend on the number of students enrolled.

Group work is where you learn managerial skills. This is integral to your education. If you experience frustration with coordinating group meetings, or with the way others in your group participate (or fail to participate!), consider it an opportunity to develop your interpersonal skills. Every group will experience some problems during the term due to miscommunication and the life circumstances of group members. It is expected that you will address these situations professionally. Remember, successful managers are those who bring the best out of those around them, who help others succeed, who take responsibility for failure and share credit for success.

Attendance, Etiquette and Courtesy

Students are expected to attend all classes. If absent, students are still responsible for all contents, assignments and information covered in class.

During class, please focus on the lesson at hand. Please refrain from private discussions with your classmates as this may be distracting to those around you. Share your insights and thoughts with the whole class.

In the business world, punctuality is one of key factors of success and good ethics. Therefore, students are expected to come to class on time to avoid disturbing the instructor and the rest of the class. It is understandable that extenuating circumstances may arise. If you are unavoidably late,

please be considerate and enter the class discretely. Use the rear door if one is available.

Students are also expected to turn off any cell phone, beeper and/or other electronic device during class time. This is also part of business ethics and to avoid/reduce disturbing the instructor and the rest of the class.

Overall, please conduct yourselves with the professionalism, respectfulness and courtesy expected of students at the Schulich School of Business. This is an important part of developing yourself as a human being.

Contacting the Instructor

The best way to reach the instructor is via e-mail.

Disclaimer

The instructor reserves the right to make changes to some of the topics covered. These changes, if any, will be announced in class. Students are responsible to catch up with classmates for any announcements even (or especially) if absent from class.

Written Assignments/Projects: Description and Evaluation

Class Participation/Activities (10% -- Individual)

Class participation is essential for the effectiveness of this course, as outlined above.

Students will be evaluated primarily for demonstration of having **prepared** for the class, and for their efforts and the quality of their **contributions** during class discussions (including case discussions and interactions with speakers). Each student will receive a baseline grade, which will be increased depending on such efforts and contributions.

Reflection Essay (20% -- Individual)

Students will be required to write an **individual** reflection essay (1500 words all inclusive) on a specifically assigned class topic (between classes 2 and 5, TBD). Essays must be submitted via Canvas. Late submissions will be penalized. The essay should not consist of merely summarizing the class but provide an analysis, critique and deep reflection on what was discussed during that class session.

Essays will be assessed on the basis of the **quality** and **comprehensiveness** of the analysis and the reflection (as well as timeliness, writing and conciseness).

Materiality Assessment Project (40% -- Group)

The Materiality Assessment Project is to be completed in groups (TBD and announced during Class 3) and will be due via Canvas at the beginning of Class 11. Each group will work with a **partner organization** to conduct a materiality assessment **on-site** via rigorous stakeholder engagement and provide reporting recommendations. The final deliverable is a written report, which will be graded for quality of analysis, analytical ability and critical thinking, not just for technical competence. It will also be graded for presentation, organization of thoughts, and understanding of context. Further details will be provided at the beginning of the semester.

Final Presentation (20% -- Group)

A slidedeck (maximum 30 slides) will be expected to accompany a formal group presentation to the class and the project client. The presentation and slidedeck will be graded for organization, delivery, and communication of key ideas. All students in each group will receive the same mark, which will then be weighted by a peer evaluation factor.

Calculation of Course Grade

In this class, final course grades will be determined by the following process:

Numerical grades for each evaluation component will be converted to an overall percentage grade for the course using a weighted average calculation as outlined in the “*Deliverables at a Glance*” section above. The resulting percentage grade will then be converted to a letter grade as follows:

Grade	Grade Point / Index	Percentage Points	Description
A+	9	100% to 89.5%	Exceptional
A	8	< 89.5% to 84.5%	Excellent
A-	7	< 84.5% to 79.5%	Very Good
B+	6	< 79.5% to 74.5%	Good
B	5	< 74.5% to 69.5%	Competent
B-	4	< 69.5% to 64.5%	Fairly Competent
C+	3	< 64.5% to 59.5%	Passing
C	2	< 59.5% to 54.5%	Barely Passing
C-	1	< 54.5% to 49.5%	Marginally Failing
F	0	< 49.5% to 0%	Failing

General Schulich Academic Policies

Grading

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

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

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

Academic Honesty

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

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/>

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](#). 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>). 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>. 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 [here](#).

Quick Reference: Summary of Classes, Activities and Deliverables

The following list of lecture topics and readings indicate the material to be read, reviewed and/or prepared for the various class sessions. If any changes in this schedule become necessary, notifications will be posted on Canvas.

Session Date	Topic and Assigned Readings/Cases
Class 1 January 10	<p>Class Introduction and Setting the Context</p> <p><u>Topic:</u> Sustainability Reporting – An Overview</p> <ul style="list-style-type: none"> Laine, M., Tregidga, H. and Unerman, J. (2021). Sustainability reporting: History, frameworks and regulation. In <i>Sustainability Accounting and Accountability</i> (pp. 83-100), Routledge, UK. Cho, C.H., Bohr, K., Choi, T.J., Partridge, K. Shah, J.M. and Swierszcz, A. (2020). Advancing sustainability reporting in Canada: 2019 Report on Progress. <i>Accounting Perspectives</i>, 19(3), 181-204. ABC (company TBD) Sustainability Report 2021 <p><u>Optional</u></p> <ul style="list-style-type: none"> Cho, C.H., Kajüter, P. and Stacchezzini, R. (2022). The future of corporate reporting. <i>Accounting in Europe</i>, 19(1), 1-6. Cho, C.H., Laine, M., Roberts, R.W. and Rodrigue, M. The frontstage and backstage of corporate sustainability reporting: Evidence from the Arctic National Wildlife Refuge Bill. (2018). <i>Journal of Business Ethics</i>, 152(3), 865-886.
Class 2 January 17	<p><u>Topic:</u> Stakeholder Engagement and Materiality</p> <ul style="list-style-type: none"> Torelli, R., Balluchi, F. and Furlotti, K. (2020). The materiality assessment and stakeholder engagement: A content analysis of sustainability reports. <i>Corporate Social Responsibility and Environmental Management</i>, 27(2), 470-484. Cho, C.H., Laine, M., Roberts, R.W. and Rodrigue, M. (2015). Organized hypocrisy, organizational façades, and sustainability reporting. <i>Accounting, Organizations and Society</i>, 40(1), 78-94. <p><u>Guest speaker:</u> (someone w/ experience in materiality assessment) – TBD</p>

<p>Class 3 January 24</p>	<p><u>Topic:</u> Sustainability Reporting Standards</p> <ul style="list-style-type: none"> EY. (2021). The future of sustainability reporting standards – The policy evolution and the actions companies can take today. Available at: https://assets.ey.com/content/dam/ey-sites/ey-com/en_gl/topics/sustainability/ey-the-future-of-sustainability-reporting-standards-june-2021.pdf IFRS Foundation. (2020). Consultation Paper on Sustainability Reporting https://www.ifrs.org/content/dam/ifrs/project/sustainability-reporting/consultation-paper-on-sustainability-reporting.pdf <p><u>Optional</u></p> <ul style="list-style-type: none"> Adams, C. and Abhayawansa, S. (2022). Connecting the COVID-19 pandemic, environmental, social and governance (ESG) investing and calls for 'harmonisation' of sustainability reporting. <i>Critical Perspectives on Accounting</i>, 82, 102309. <p><u>Guest speaker:</u> (someone w/ experience in sustainability standard setting) – TBD</p>
<p>Class 4 January 31</p>	<p><u>Topic:</u> Sustainability Accounting, Assurance and Carbon Emissions</p> <ul style="list-style-type: none"> Brown, J. and Fraser, M. (2006). Approaches and perspectives in social and environmental accounting: An overview of the conceptual landscape. <i>Business Strategy and the Environment</i>, 15(2), 103-117. O'Dwyer, B., Owen, D., and Unerman, J. (2011). Seeking legitimacy for new assurance forms: The case of assurance on sustainability reporting. <i>Accounting, Organizations and Society</i>, 36(1), 31-52. <p><u>Exercise to prepare:</u> TBD</p> <p><u>Guest speaker:</u> (someone w/ experience in sustainability assurance, e.g., Big 4) – TBD</p>
<p>Class 5 February 7</p>	<p><u>Topic:</u> Measurement Issues and Key Performance Indicators</p> <ul style="list-style-type: none"> Chatterji, A. K., Durand, R., Levine, D., and S. Touboul. (2016). Do ratings of firms converge? Implications for managers, investors and strategy researchers. <i>Strategic Management Journal</i>, 37(8), 1597-1614. <p><u>Case to read and prepare:</u> <i>Diamond Developers: Measuring Sustainability</i></p> <p><u>Guest speaker:</u> (someone from Sustainalytics or MSCI) – TBD</p>
<p>Classes 6-10 February 14 to March 20</p>	<p><u>Field work:</u> On-site materiality assessment project with partner organization</p> <p>Check-in meetings with instructor and progress reports required.</p>
<p>Classes 11-12 March 27 and April 3</p>	<p>Group presentations to class and to project client.</p>

SUBJECT: Library Statement for SUST 6450: Sustainability Reporting & Disclosure
FROM: Angie An, Teaching & Learning Librarian / Business Liaison Librarian
DATE: March 20, 2023

SUST 6450: Sustainability Reporting & Disclosure

York University Libraries (YUL) will be able to support the proposed graduate course, SUST 6450: Sustainability Reporting & Disclosure. This course focuses on the skills associated with compiling, analyzing, and disclosing sustainability data. YUL has a strong collection of electronic and print periodicals, books, and databases that will help students conduct secondary research for this course.

All the course materials can be accessed through the YUL's Omni search interface. It is recommended to place the textbooks and readings on reserve via the [online reserves request form](#). YUL has an extensive collection of print and eBooks on the course topics.

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.

Students will have access to key business databases such as *Mergent Intellect*; *Mergent Online*; *Passport*; *Statista*; *IBISworld*; and *Marketline Advantage*. A complete list of YUL's business databases can be viewed at [Business Resources A-Z](#). Additional information on relevant article databases can be located on YUL's [Business Articles guide](#).

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.

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](#).

Fwd: New Course Proposal

Geoff Kistruck <kistrugm@gmail.com>

Thu 2023-03-16 10:30 AM

To: Nancy Sutherland <nsutherland@schulich.yorku.ca>

One of six supporters for SUST 6450

Geoffrey M. Kistruck, PhD
RBC Professor in Social Innovation & Impact
Area Coordinator, Sustainability
Schulich School of Business, York University
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F: [416-736-5687](tel:416-736-5687)
E: gkistruck@schulich.yorku.ca

----- Forwarded message -----

From: **Robert A Phillips** <rphillips@schulich.yorku.ca>

Date: Thu, Mar 16, 2023 at 10:29 AM

Subject: Re: New Course Proposal

To: Geoff Kistruck <kistrugm@gmail.com>

Hi Geoff,

The proposed course has my support.

Best,

[Robert Phillips](#)

[George R. Gardiner Professor in Business Ethics](#)

[Director - Centre of Excellence in Responsible Business](#)

[Schulich School of Business](#)

[York University](#)

From: Geoff Kistruck <kistrugm@gmail.com>

Sent: Thursday, March 16, 2023 10:24 AM

To: Robert A Phillips <rphillips@schulich.yorku.ca>

Subject: New Course Proposal

Hi Rob - it was great communicating with you about the new course proposal for SUST 4250 - Sustainability Reporting & Disclosure. As mentioned in my earlier email, please find attached the formal documentation with respect to; (1) Form A & B; (2) Motion and Rationale, and; (3) draft

course syllabus.

If you are in support of the proposed course, please indicate by stating as such in your reply to this email. Of course, happy to talk if you have any further comments on the course.

Geoff

Geoffrey M. Kistruck, PhD
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Fwd: New Course Proposal

Geoff Kistruck <kistrugm@gmail.com>

Thu 2023-03-16 1:03 PM

To: Nancy Sutherland <nsutherland@schulich.yorku.ca>

One of six supporters for 6450

----- Forwarded message -----

From: **Gregory Saxton** <gdsaxton@gmail.com>

Date: Thu, Mar 16, 2023, 12:23 p.m.

Subject: Re: New Course Proposal

To: Geoff Kistruck <kistrugm@gmail.com>

Hi Geoff,

You're welcome and I support the proposed course.

Best,

Greg

Gregory Saxton, PhD, CGMA

Professor of Accounting

Schulich Research Excellence Fellow

Schulich School of Business

York University

Website: <http://social-metrics.org>

ResearchGate: https://www.researchgate.net/profile/Gregory_Saxton

SSRN: <http://ssrn.com/author=1100547>

Twitter: @gregorysaxton

On Mar 16, 2023 at 10:22:31 AM, Geoff Kistruck <kistrugm@gmail.com> wrote:

Hi Greg - it was great communicating with you about the new course proposal for SUST 4250 - Sustainability Reporting & Disclosure. As mentioned in my earlier email, please find attached the formal documentation with respect to; (1) Form A & B; (2) Motion and Rationale, and; (3) draft course syllabus.

If you are in support of the proposed course, please indicate by stating as such in your reply to this email. Of course, happy to talk if you have any further comments on the course.

Geoff

Geoffrey M. Kistruck, PhD

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E: gkistruck@schulich.yorku.ca

Fwd: New Course Proposal

Geoff Kistruck <kistrugm@gmail.com>

Thu 2023-03-16 1:03 PM

To: Nancy Sutherland <nsutherland@schulich.yorku.ca>

One out of six supporters for 6450

----- Forwarded message -----

From: **Burkard Eberlein** <beberlein@schulich.yorku.ca>

Date: Thu, Mar 16, 2023, 12:00 p.m.

Subject: Re: New Course Proposal

To: Geoff Kistruck <kistrugm@gmail.com>

Hi Geoff,

Thank you for reaching out.

I have reviewed this new course proposal SUST 4250 –Sustainability Reporting & Disclosure. I think it would be a fantastic addition to a new suite of courses in the broader sustainability field.

You have my enthusiastic support for the course proposal.

Best,

Burkard

Dr. Burkard Eberlein

Professor, Public Policy and Sustainability

Schulich School of Business, York University, Toronto, Canada

eberlein@yorku.ca

[LinkedIn](#)

[Twitter](#)

From: Geoff Kistruck <kistrugm@gmail.com>

Date: Thursday, March 16, 2023 at 10:23 AM

To: Burkard Eberlein <beberlein@schulich.yorku.ca>

Subject: New Course Proposal

Hi Burkard - it was great communicating with you about the new course proposal for SUST 4250 - Sustainability Reporting & Disclosure. As mentioned in my earlier email, please find attached the formal documentation with respect to; (1) Form A & B; (2) Motion and Rationale, and; (3) draft course syllabus.

If you are in support of the proposed course, please indicate by stating as such in your reply to this email. Of course, happy to talk if you have any further comments on the course.

Geoff

Geoffrey M. Kistruck, PhD

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Fwd: New Course Proposal

Geoff Kistruck <kistrugm@gmail.com>

Thu 2023-03-16 11:23 AM

To: Nancy Sutherland <nsutherland@schulich.yorku.ca>

One of six supporters for 6450

Geoffrey M. Kistruck, PhD
RBC Professor in Social Innovation & Impact
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----- Forwarded message -----

From: **Cameron J Graham** <cgraham@schulich.yorku.ca>

Date: Thu, Mar 16, 2023 at 11:06 AM

Subject: RE: New Course Proposal

To: Geoff Kistruck <kistrugm@gmail.com>

This looks great, Geoff. I am very happy to throw my support behind it. The syllabus is well designed and incorporates a nice balance of academic research and practical application. In addition, Charles Cho is the ideal person to help our sustainability students grow their skills and knowledge.

Cam



Cameron Graham, PhD

Professor of Accounting, Schulich School of Business

Associate Editor, [Critical Perspectives on Accounting](#)



[@camerongraham](#)



[FearfulAsymmetry.ca](#)



[PodcastOrPerish.ca](#)

From: Geoff Kistruck <kistrugm@gmail.com>
Sent: Thursday, March 16, 2023 10:21 AM
To: Cameron J Graham <cgraham@schulich.yorku.ca>
Subject: New Course Proposal

Hi Cam - it was great communicating with you about the new course proposal for SUST 4250 - Sustainability Reporting & Disclosure. As mentioned in my earlier email, please find attached the formal documentation with respect to; (1) Form A & B; (2) Motion and Rationale, and; (3) draft course syllabus.

If you are in support of the proposed course, please indicate by stating as such in your reply to this email. Of course, happy to talk if you have any further comments on the course.

Geoff

Geoffrey M. Kistruck, PhD
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E: gkistruck@schulich.yorku.ca

Fwd: New Course Proposal

Geoff Kistruck <kistrugm@gmail.com>

Fri 2023-03-17 9:06 AM

To: Nancy Sutherland <nsutherland@schulich.yorku.ca>

One of six supporters for 6450

----- Forwarded message -----

From: **Dean Neu** <dneu@schulich.yorku.ca>

Date: Fri, Mar 17, 2023, 8:57 a.m.

Subject: RE: New Course Proposal

To: Geoff Kistruck <kistrugm@gmail.com>

Hi Geoff,

I have reviewed the materials (course rationale and course outline) that you sent me, and I am strongly supportive of this new course!...cheers dean

Dr. Dean Neu, PhD CPA

Professor of Accounting

Schulich School of Business, York University

Toronto, Canada

https://en.wikipedia.org/wiki/Dean_Neu

From: Geoff Kistruck <kistrugm@gmail.com>

Sent: March 16, 2023 10:22 AM

To: Dean Neu <dneu@schulich.yorku.ca>

Subject: New Course Proposal

Hi Dean - it was great communicating with you about the new course proposal for SUST 4250 - Sustainability Reporting & Disclosure. As mentioned in my earlier email, please find attached the formal documentation with respect to; (1) Form A & B; (2) Motion and Rationale, and; (3) draft

course syllabus.

If you are in support of the proposed course, please indicate by stating as such in your reply to this email. Of course, happy to talk if you have any further comments on the course.

Geoff

Geoffrey M. Kistruck, PhD

RBC Professor in Social Innovation & Impact

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Fwd: New Course Proposal

Geoff Kistruck <kistrugm@gmail.com>

Fri 2023-03-17 2:53 PM

To: Nancy Sutherland <nsutherland@schulich.yorku.ca>

 3 attachments (1 MB)

SUST 6450 Form A & B - Sustainability Reporting & Disclosure.docx; Motion-and-Rationale-Template - Sustainability Reporting & Disclosure.docx; SUST 6450 Syllabus Draft .docx;

And that should be the last signature...

Geoffrey M. Kistruck, PhD
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----- Forwarded message -----

From: **Mike S. Valente** <mvalente@schulich.yorku.ca>
Date: Fri, Mar 17, 2023 at 2:50 PM
Subject: Re: New Course Proposal
To: Geoff Kistruck <kistrugm@gmail.com>

Hi Geoff

I'm in support of this proposed course.

Mike

On Mar 16, 2023, at 10:25 AM, Geoff Kistruck <kistrugm@gmail.com> wrote:

Hi Mike - it was great communicating with you about the new course proposal for SUST 4250 -

Sustainability Reporting & Disclosure. As mentioned in my earlier email, please find attached the formal documentation with respect to; (1) Form A & B; (2) Motion and Rationale, and; (3) draft course syllabus.

If you are in support of the proposed course, please indicate by stating as such in your reply to this email. Of course, happy to talk if you have any further comments on the course.

Geoff

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E: gkistruck@schulich.yorku.ca

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Geoffrey Kistruck, RBC Professor in Social Innovation & Impact and Area Coordinator, Sustainability
Date: March XX, 2023
Re: New Course Proposal: Orchestrating Sustainability Initiatives (SUST 6350)

Motion:

Approve new Orchestrating Sustainability Initiatives course (SUST 6350) for the Master of Business Administration (MBA) program.

Rationale:

Many MBA students interested in careers in sustainability (especially international students) will be seeking out jobs within the Canadian context. As a result, they must develop deep historical knowledge of salient sustainability-related issues within Canada, as well as a plan for acquiring ongoing credible knowledge. Additionally, a recent consultation process with Schulich MBA graduates in sustainability-related roles suggested that possessing the 'soft skills' necessary to persuade and debate with key stakeholders is an important part of their role. This course will use a combination of classroom instruction and a series of intensive role-playing debating and negotiation exercises to achieve such goals.

New Course Proposal Form

Schulich School of Business

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

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

1. Responsible Program:

MBA

2. Responsible Unit:

Sustainability

3. Subject Code (Rubric) and Course Number:

SUST 6350

4. Credit Value:

3.00

5. Long Course Title:

Orchestrating Sustainability Initiatives

6. Short Course Title:

Orchestrating Sustainability Initiatives

7. Effective Term/Calendar Year:

Fall 2023

8. Language of Instruction:

English

9. Calendar (Short) Course Description:

This purpose of this course is to ensure students develop the skills necessary to successfully design and implement sustainability initiatives in collaboration with key stakeholders. Students will learn to source credible information from a diverse range of stakeholders with commensurate/competing perspectives, and to effectively communicate and engage with various stakeholders to mobilize systemic change. Admission to this course requires the successful completion of SUST 5200 as a prerequisite, or special approval of the instructor.

10. Expanded Course Description:

This purpose of this course is to ensure students develop the skills necessary to successfully design and implement sustainability initiatives in collaboration with key stakeholders. This begins with developing a well-grounded historical understanding of the most salient sustainability issues within the Canadian context (e.g. climate crisis, DEI, indigenous reconciliation, inequality/poverty, labour automation). Complementing this is students developing their own suite of credible information sources (e.g., podcasts, periodicals, events) to ensure they are fully ‘wired in’ for their future careers in sustainability. Equipped with such knowledge, students will then learn how to map key stakeholders for each issue (e.g. government, NGO, affected population), and to identify competing and commensurate perspectives amongst such stakeholders. Students will then design how best to orchestrate sustainability initiatives given the set of enablers and barriers that exist from a processual perspective (e.g. strategically approaching different stakeholders in certain sequences). Finally, students will repeatedly practice how best to communicate and engage with different types of stakeholders in order to successfully mobilize systemic change.

11. Course Learning Outcomes:

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

- acquire the historical reasons underpinning the most salient present-day sustainability issues within the Canadian context, and how such issues are expected to evolve in the future.
- develop processual skills related to continuously seeking out and listening to diverse perspectives as a means to building and maintaining inclusive stakeholder engagement.
- effectively identify which stakeholders present friction to sustainability initiatives, and how to design external and internal governance structures to address potential frictions.
- develop the ‘soft’ skills and language needed to persuade (and debate) stakeholders to work collectively to tackle sustainability issues.
- evaluate the extent to which sustainability initiatives are successful, and to pay particular attention to potential unintended consequences.

12. Rationale:

Many MBA students interested in careers in sustainability (especially international students) will be seeking out jobs within the Canadian context. As a result, they must develop deep historical knowledge of salient sustainability-related issues within Canada, as well as a plan for acquiring ongoing credible knowledge. Additionally, a recent consultation process with Schulich MBA graduates in sustainability-related roles suggested that possessing the ‘soft skills’ necessary to persuade and debate with key stakeholders is an important part of their role. This course will use a combination of

classroom instruction and a series of intensive role-playing debating and negotiation exercises to achieve such goals.

13. Evaluation:

A summary of the course deliverables is as follows:

Deliverables	% of Total
Participation in class simulations (instructor and peer)	40%
Reflective Journal	30%
Final project	30%
Total	100%

14. Integrated Courses:

N/A

15. Cross-listed Courses:

N/A

16. Enrolment Notes:

The course will be open to all Schulich students enrolled within the MBA program who have completed the core SUST 5200 course

17. Faculty Resources:

This one-section course will be delivered annually in the Fall term, and will be taught by one of our long-standing instructors within the Sustainability Area

18. Physical Resources:

The physical resources needed to deliver this course are available at Schulich

19. Bibliography and Library Statement:

Please see attached

New Course Proposal Template

(Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator



Initial instructor:

Monica Da Ponte

Alternative instructors:

Geoffrey Kistruck

Course coordinator:

Geoffrey Kistruck

21. Specializations

Primary area or specialization:

Sustainability

Secondary areas or specializations:

N/A

22. Student Contact and Enrolment

Contact hours:

36 hours per term (3 hours per week x 12 weeks)

Maximum enrolment:

45 students

Expected enrolment:

40 students

Evidence for enrolment expectations:

We have just finished a consultation process with current Schulich MBA students, recent graduates, and alumni currently in sustainability-related roles. Our data suggest that the content and pedagogical design of the course will be very attractive to students seeking to specialize in sustainability.

23. Human Participants Research

N/A

24. Conditions for Approval

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

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

This course will replace on of our current sustainability electives (SUST 6300)

b) Provide a convincing case for the proposed course.

Please see rationale above

Originator:



Signature

March 14, 2023

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Supporting Faculty Members

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

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

Winnie Shen

Organization Studies

Luke Zhu

Organization Studies

Avis Devine

Sustainability

Rob Phillips

Sustainability

Mike Valente

Sustainability

Maxim Voronov

Sustainability

Approvals

Area or Specialization:

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



March 14, 2023

Signature

Date

Geoffrey Kistruck

Sustainability

Name of Coordinator or Director

Area or Specialization

MBA Degree Program:

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

Signature

Date

Name of Program Director

Program

Program Committee:

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

Signature

Date

Name of Committee Chair

Committee

Instructor

Monica Da Ponte
SSB, G321
416-736-2100
mdaponte@schulich.yorku.ca

Assistant

Menglin Bai
SSB, G324
416-736-5268
mbai@schulich.yorku.ca

Instructor Biography

Monica is a strategic leader with 20 years of progressive management experience in the profit and not-for-profit sectors. Her work focuses on responsible business and helping organizations drive positive economic, social and environmental impact. She has a particular interest in the process of large-scale systems change.

Course Description

This purpose of this course is to ensure students develop the skills necessary to successfully design and implement sustainability initiatives in collaboration with key stakeholders. This begins with developing a well-grounded historical understanding of the most salient sustainability issues within the Canadian context (e.g. climate crisis, DEI, indigenous reconciliation, inequality/poverty, labour automation). Complementing this is students developing their own suite of credible information sources (e.g., podcasts, periodicals, events) to ensure they are fully ‘wired in’ for their future careers in sustainability. Equipped with such knowledge, students will then learn how to map key stakeholders for each issue (e.g. government, NGO, affected population), and to identify competing and commensurate perspectives amongst such stakeholders. Students will then design how best to orchestrate sustainability initiatives given the set of enablers and barriers that exist from a processual perspective (e.g. strategically approaching different stakeholders in certain sequences). Finally, students will repeatedly practice how best to communicate and engage with different types of stakeholders in order to successfully mobilize systemic change. Admission to this course requires the successful completion of SUST 5200 as a prerequisite, or special approval of the instructor.

Contents

<i>Course Learning Outcomes</i>	2
<i>Deliverables at a Glance</i>	2
<i>Course Material</i>	2
<i>Class-by-Class Syllabus</i>	2
<i>Written Assignments/Projects and Exam[s]: Descriptions</i>	9
<i>General Academic Policies: Grading, Academic Honesty, Accommodations</i>	10

Course Learning Outcomes

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

- acquire the historical reasons underpinning the most salient present-day sustainability issues within the Canadian context, and how such issues are expected to evolve in the future.
- develop processual skills related to continuously seeking out and listening to diverse perspectives as a means to building and maintaining inclusive stakeholder engagement.
- effectively identify which stakeholders present friction to sustainability initiatives, and how to design external and internal governance structures to address potential frictions.
- develop the ‘soft’ skills and language needed to persuade (and debate) stakeholders to work collectively to tackle sustainability issues.
- evaluate the extent to which sustainability initiatives are successful, and to pay particular attention to potential unintended consequences.

Deliverables at a Glance

A summary of the course deliverables is as follows:

Deliverables	% of Total
Participation (individual)	20%
Simulation Preparation (individual)	20%
Reflective Journal (individual)	30%
Final project (Group)	30%
Total	100%

Course Material

A collection of readings has been selected for the course. These readings will all be available on the course Canvas. ***Students are expected to read the required readings ahead of each of the classes.*** Supplementary material or links that are useful for the team project will be shared as appropriate on Canvas.

Class-by-Class Syllabus

The course follows a 2-class modular approach for each of the five sustainability issues. The first class of each module will include an overview of the sustainability issue and its historical roots, followed by students being assigned to stakeholder roles and planning for a simulation. The second class will include a group simulation exercise focused on negotiating with various stakeholder groups, followed by debrief, reflection on key learnings.

Class 1 Exploring systems change as a frame for advancing sustainability

Class Content:

- In this class, students will be introduced to the connections between history and today's sustainability issues, as well as systems change as a frame for envisioning outcome-oriented pathways to sustainability

Required Readings:

- Senge, Peter M; Lichtenstein, Benyamin B; Kaeufer, Katrin; Bradbury, Hilary; Carroll, John. Collaborating for systemic change. *MIT Sloan management review*, 2007.
- Katherine Milligan, Juanita Zerda & John Kania. The relational work of systems change. *Stanford Social Innovation Review*. 2022.

Optional Readings:

- Westley, Frances R. ; McGowan, Katharine A. ; Antadze, Nino ; Blacklock, Jaclyn ; Tjornbo, Ola. How game changers catalyzed, disrupted and incentivized social innovation: three historical cases of nature conservation, assimilation and women's rights. *Ecology and society*. 2016.

Class 2 Exploring the Issue of Climate Change

Class Content:

- In the first part of the class, we explore the evolution of climate change thinking, the ecosystem of actors, their strengths, limitations and responses
 - We discuss stakeholder engagement for cooperation and collaboration on climate issues and consider the role of associations, committees, advocacy and research in enabling meaningful engagement.
- In the second part of the class, students are presented with the following climate change initiative scenario;
 - A Chief Sustainability Officer from an Oil & Gas company will be presenting their net zero plan to external stakeholders at the Annual General Meeting next week. S/he has a mandate to secure consensus from key stakeholder groups on the plan.
 - Students, are then assigned in groups to a specific stakeholder identity (Chief Sustainability Officer, Institutional Investor, Union Representative, Indigenous community, Environmental NGO) and instructed to begin preparing for next week as follows;
 - Researching the perspectives of their stakeholder identity
 - Identifying specific concerns and interests
 - Drafting their vision of the sustainability plan
 - Being prepared to advocate for their interests to the collective stakeholder group

Required Readings:

- Wamsler, Christine; Schöpke, Niko; Fraude, Carolin; Stasiak, Dorota; Bruhn, Thomas; Lawrence, Mark; Schroeder, Heike; Mundaca, Luis. Enabling new mindsets and transformative skills for negotiating and activating climate action: Lessons from UNFCCC conferences of the parties. *Environmental Science & Policy*. 2020

- Richard Grove. Climactic Fears: Colonialism and the history of environmentalism. *Harvard International Review*. 2002.
- Zahid Torres Rahman, Jane Nelso & Tara Shine. A Framework for Business Action on Climate Justice. *Stanford Social Innovation Review*. 2022.

Optional Readings:

- Sarah Troup and Zia Khan. Convening by Design. *Stanford Social Innovation Review*. 2022.
- Bergquist, A., Cole, S., Ehrenfeld, J., King, A., & Schendler, A. (2019). Understanding and Overcoming Roadblocks to Environmental Sustainability: Past Roads and Future Prospects. *Business History Review*
- Hillary Cottam. Participatory Systems: Moving Beyond 20th Century Institutions. *Harvard International Review*. 2012.

Class 3 Pursuing a New Climate Initiative

Class Content:

- The AGM simulation begins with a formal presentation by the group representing the CSO role, and subsequently seeks out support from each stakeholder groups present. This involves potential debate and negotiation in the event of objections on the part of certain stakeholders, and ultimately ends with a vote on the proposed plan
- The class then debriefs on the specific interests and roles of each stakeholder group, how they presented their support or objection to the new initiative (and information sources they drew upon), the dynamics of the overall group, and the degree of satisfaction with the overall outcome and potential unintended consequences.

Class 4 Exploring the Issue of Diversity, Equity, and Inclusion

Class Content:

- In the first part of this class, we explore the history of racism, the journey towards equality and the systemic nature of inequities and marginalization
 - We discuss the various roles businesses and other ecosystem actors have played in racism and the journey towards equality
 - We explore building relationships and collaboration across sectors. Exploration can include but is not limited to considering how power structures may influence relationships, how access to financial resources may impact the influence of specific stakeholder groups, as well as strategies for creating collective value and mechanisms for assessing impact as it relates to DEI.
- In the second part of the class, students are presented with the following DEI initiative scenario;
 - A Chief People Officer from a waste management company is presenting their diversity plan and recommendations on the fulfilment of three senior roles that recently became open to the Board. S/he has a mandate to secure consensus on the plan.
 - Students are then assigned in groups to a stakeholder identity (CEO, senior management, front line employees, community organizations

advocating for equity and diversity, government) and tasked with:

- Researching the perspectives of their stakeholder identity
- Identifying specific concerns and interests
- Drafting their vision of the sustainability plan
- Being prepared to present and advocate for their interests to the collective group

Required Readings:

- Top of Form White, James D. How to build an anti-racist company. *Harvard Business Review*. 2022.
- Ely, Robin J ; Thomas, David A. Getting serious about diversity: Enough already with the business case. *Harvard Business Review*. 2020.
- Dobbin, Frank ; Kalev, Alexandra. Why diversity programs fail and what works better. *Harvard Business Review*. 2016.

Optional Readings:

- Nicholson, Natasha. The missing DEI Strategy: Cultivating Inclusive Leadership. *Harvard Business Review*. 2022
- Cosgrove, Emma. Papa John's cooks up a supplier diversity program from scratch. *Supply Chain Dive*. 2020.
- Swope, Carolyn B. ; Hernández, Diana ; Cushing, Lara J. The relationship of historical redlining with present-day neighbourhood environmental and health outcomes: A scoping review and conceptual model. *Journal of Urban Health*, 2022.

Class 5

Pursuing a New DEI Initiative

Class Content:

- The Board Meeting simulation begins with a formal presentation by the group representing the CPO role, and subsequently seeks out support from each stakeholder groups present. This involves potential debate and negotiation in the event of objections on the part of certain stakeholders, and ultimately ends with a vote on the proposed initiative
- The class then debriefs on the specific interests and roles of each stakeholder group, how they presented their support or objection to the new initiative (and information sources they drew upon), the dynamics of the overall group, and the degree of satisfaction with the overall outcome and potential unintended consequences.

Class 6 Exploring the Issue of Decolonization and Indigenization (field trip)

Class Content:

- *Field trip to an Indigenous Friendship Centre
- In this class we empathetically explore the history of indigenous peoples in Canada and the breath of generational systemic implications associated with colonization

Class 7 Exploring the Issue of Decolonization and Indigenization (in class)

Class Content:

- In the first part of this class, we explore the various roles businesses and other ecosystem actors have and can play in reconciliation.
 - We also consider the friction that may exist across stakeholder groups and explore establishing and securing support for outcome-oriented sustainability goals
- In the second part of the class, students are presented with the following decolonization and indigenization initiative scenario;
 - A Chief Sustainability Officer of a mining company is presenting their sustainability plan with a priority focus on enabling indigenous reconciliation to communities and stakeholders. S/he has a mandate to secure consensus on the plan.
 - Students are then assigned in groups to a stakeholder identity (Indigenous communities, CEO, senior management, employees, NGOs, governments) in the previous class and tasked with:
 - Researching the perspectives of their stakeholder identity
 - Clarifying the historical relationship and frictions between their stakeholder group and other stakeholder groups
 - Identifying specific concerns and interests
 - Drafting their vision of the sustainability plan
 - Being prepared to present and advocate for their interests to the collective group

Required Readings:

- Top of Form Mbeki, Thabo. Haunted by History: Race and National Reconciliation in South Africa. *Harvard Business Review*. 1999.
- Canadian Council on Aboriginal Business. *Business Reconciliation in Canada*.
- Harrell, Eben. Persuasion and Resistance. *Harvard Business Review*. 2019.

Optional Readings:

- Stuek, Wendy. Hydro One to offer Equity Stakes to First Nations in transmission projects worth more than \$100 million. *Globe and Mail*. 2022.
- Garvin, David A.; Roberto, Michael A. Change through Persuasion. *Harvard Business Review*. 2005.

Class 8 Pursuing a New Decolonization and Indigenization Initiative

Class Content:

- The company meeting simulation begins with a formal presentation by the

group representing the CSO role, and subsequently seeks out support from each stakeholder group present. This involves potential debate and negotiation in the event of objections on the part of certain stakeholders, and ultimately ends with a vote on the proposed initiative.

- The class then debriefs on the specific interests and roles of each stakeholder group, how they presented their support or objection to the new initiative (and information sources they drew upon), the dynamics of the overall group, and the degree of satisfaction with the overall outcome and potential unintended consequences.

Class 9 Exploring the Issue of Poverty & Inequality

Class Content:

- In the first half of this class, we discuss the systemic nature of poverty and inequality.
 - We explore the various roles businesses and other ecosystem actors have and can play in addressing these issues.
 - We consider how businesses can establish goals and measure success against these issues
- In the second part of the class, students are presented with the following poverty and inequality initiative scenario;
 - A Chief Sustainability Officer of a pay-day loan company is presenting their sustainability plan with a priority focus on addressing poverty reduction. S/he has a mandate to secure consensus on the plan.
 - Students are then assigned in groups to a stakeholder identity (CEO, senior management, employees, NGOs, current client groups struggling with access to financing, governments) in the previous class and tasked with:
 - Researching the perspectives of their stakeholder identity
 - Identifying specific concerns and interests
 - Drafting their vision of the sustainability plan
 - Being prepared to present and advocate for their interests to the collective group

Required Readings:

- Top of FormLoch, Christoph H.; Sting, Fabian J.; Huchzermeier, Arnd; Decker, Christiane. Finding the profit in fairness. *Harvard Business Review*. 2012.
- Kaplan, Robert S.; Serafeim, George; Tugendhat, Eduardo. Inclusive Growth: Profitable strategies for tackling poverty and inequality. *Harvard Business Review*. 2018
- Joshi, Natasha. Plotting impact beyond simple metrics. *Stanford Social Innovation Review*. 2022.

Optional Readings:

- Wilkinson, Richard. How economic inequality harms society. *Ted Talk*. 2011.
- Ruff, Kate; Olsen, Sara. The next frontier in social impact measurement isn't

measurement at all. *Stanford Social Innovation Review*. 2016.

- Mulgan, Geoff. Measuring Social Value. *Stanford Social Innovation Review*.

Class 10 Pursuing a New Poverty & Inequality Initiative

Class Content:

- The company meeting simulation begins with a formal presentation by the group representing the CSO role, and subsequently seeks out support from each stakeholder group present. This involves potential debate and negotiation in the event of objections on the part of certain stakeholders, and ultimately ends with a vote on the proposed initiative.
- The class then debriefs on the specific interests and roles of each stakeholder group, how they presented their support or objection to the new initiative (and information sources they drew upon), the dynamics of the overall group, and the degree of satisfaction with the overall outcome and potential unintended consequences.

Class 11 The Issue of Labour Automation

Class Content:

- In the first part of this class, we discuss the potentially transformative role of technology
 - We explore the various impact areas for business, communities and ecosystem actors We discuss how businesses can consider and take into consideration multiple and possible competing priorities
- In the second part of the class, students are presented with the following labour automation initiative scenario
 - A Chief Operating Officer of a manufacturing company is presenting their operational plan to company senior management. This operational plan considers an opportunity to automate the factory, reducing the need for employees at the facility by 50%. S/he has a mandate to secure consensus on the plan across all departments and secure the support of local communities.
 - Students are then assigned in groups to a stakeholder identity (senior management, employees, NGOs, governments) in the previous class and tasked with:
 - Researching the perspectives of their stakeholder identity
 - Identifying specific concerns and interests
 - Drafting their vision of the sustainability plan
 - Being prepared to present and advocate for their interests to the collective group

Required Readings:

- Winston, Andrew. S. Tackling the world's challenges with technology. *MIT Sloan Management Review*. 2016.
- Zhang, Ying. Human intelligence, artificial intelligence and humanity. *Harvard Business Review*. 2020.

Optional Readings:

- Bughin, Jaques. Why AI isn't the death of jobs. *MIT Sloan Management Review*. 2018.

- Johnson, Courtney; Tyson, Alec. People globally offer mixed views of the impact of artificial intelligence, job automation on society. *Pew Research*

Class 12 Pursuing a New Labour Automation Initiative

Class Content:

- The company meeting simulation begins with a formal presentation by the group representing the COO role, and subsequently seeks out support from each stakeholder group present. This involves potential debate and negotiation in the event of objections on the part of certain stakeholders, and ultimately ends with a vote on the proposed initiative.
- The class then debriefs on the specific interests and roles of each stakeholder group, how they presented their support or objection to the new initiative (and information sources they drew upon), the dynamics of the overall group, and the degree of satisfaction with the overall outcome and potential unintended consequences.

Written Assignments/Projects and Exam[s]: Descriptions

Participation (20%):

Participation in this course takes several forms. First, this course has an attendance policy that is strictly enforced, subject only to matters of accommodation. This strict attendance policy is based on the fact that all of the negotiation exercises involve student partners and, consequently, your classmates rely on your attendance for their educational experience. If you must miss an exercise, it is your responsibility to contact the instructor **by email** at least 24 hours before the class session because the instructor must arrange logistics and pairings in advance. The penalty for failure to provide adequate advance notice is a drop of one letter grade increment (e.g., A- to B+). If you miss a class in which a role assignment is distributed, *you must make your own arrangements to promptly obtain a copy of the role materials from the instructor*. Secondly, students are expected to come to class having completed all the readings and to be able to meaningfully and constructively participate in class discussions as well as small break out groups. Finally, students have the opportunity to participate in the Canvas online discussion by posting their reflections on the class, relevant articles and or responding to commentary posted by the instructor and fellow students.

Students will receive a grade out of 4 for each class. Attendance will secure 2 of the 4 points. The remaining points will be allocated based on the level and quality of in class and online participation.

Simulation preparation (20%):

Students are expected to be fully prepared for all classroom simulations. They can demonstrate their preparedness in a number of ways. Firstly, the thoughtfulness and comprehensiveness of their effort as a stakeholder representative will be considered. Second, their contribution to their stakeholder groups will be considered. Peer feedback will be taken into consideration for every simulation class. Finally, students are required to prepare a planning document that will be provided in advance of each simulation. Planning documents, which will be submitted in

advance of class are mandatory but will not be graded. Their comprehensiveness will contribute to the student's overall preparation score for the specific simulation.

Students will receive a grade out of 4 for each simulation. The grade will take into consideration all three elements outlined above.

Reflective Journal (30%):

Students will be asked to journal their reflections at the end of week 5. Their overall reflections should include consideration of their understanding and perspectives on explored issues, their ability to understand the viewpoints and empathize with various stakeholder groups, their capacity to orchestrate sustainability initiatives that can have meaningful impact, as well as their skill and comfort in selling and advocating for specific recommendations. Each student's reflective journal will be due on XXXX, and all journal entries are not to exceed a total of 2000 words.

Final Project (30%)

The final project for the course involves groups of approximately 4-6 students selecting a firm and providing sustainability-oriented recommendations as a collective of external stakeholders. Students will be tasked with researching 3 material social and environmental issues to the firm, the interests and challenges of key stakeholders and putting forth recommendations that they believe provide economic value for the company and in parallel work to address the identified issues. The recommendations should be put forth as a collective from key stakeholder groups, providing perspective on their specific interests as well as the rationale for supporting the recommendation. Recommendations should include financial considerations as well as short- and long-term implications to stakeholder groups and to addressing the identified issues.

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, elective courses are expected to have a mean grade between 5.2 and 6.2.

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

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

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

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

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

SUBJECT: Library Statement for SUST 6350: Orchestrating Sustainability Initiatives
FROM: Angie An, Teaching & Learning Librarian / Business Liaison Librarian
DATE: March 20, 2023

SUST 6350: Orchestrating Sustainability Initiatives

York University Libraries (YUL) will be able to support the proposed graduate course, SUST 6350: Orchestrating Sustainability Initiatives. This course ensures students develop the skills necessary to successfully design and implement sustainability initiatives in collaboration with key stakeholders. YUL has a strong collection of electronic and print periodicals, books, and databases that will help students conduct secondary research for this course.

All the course materials can be accessed through the YUL's Omni search interface. It is recommended to place the textbooks and readings on reserve via the [online reserves request form](#). YUL has an extensive collection of print and eBooks on the course topics.

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.

Students will have access to key business databases such as *Mergent Intellect*; *Mergent Online*; *Passport*; *Statista*; *IBISworld*; and *Marketline Advantage*. A complete list of YUL's business databases can be viewed at [Business Resources A-Z](#). Additional information on relevant article databases can be located on YUL's [Business Articles guide](#).

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.

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](#).

Fwd: New Course Proposal

Geoff Kistruck <kistrugm@gmail.com>

Tue 2023-03-14 4:53 PM

To: Nancy Sutherland <nsutherland@schulich.yorku.ca>

One out of six signatures for 6350

Geoffrey M. Kistruck, PhD
RBC Professor in Social Innovation & Impact
Area Coordinator, Sustainability
Schulich School of Business, York University
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F: [416-736-5687](tel:416-736-5687)
E: gkistruck@schulich.yorku.ca

----- Forwarded message -----

From: **Robert A Phillips** <rphillips@schulich.yorku.ca>

Date: Tue, Mar 14, 2023 at 4:24 PM

Subject: Re: New Course Proposal

To: Geoff Kistruck <kistrugm@gmail.com>

Hi Geoff,

I support this proposed course.

Best,

[Robert Phillips](#)

[George R. Gardiner Professor in Business Ethics](#)

[Director - Centre of Excellence in Responsible Business](#)

[Schulich School of Business](#)

[York University](#)

From: Geoff Kistruck <kistrugm@gmail.com>

Sent: Tuesday, March 14, 2023 4:21 PM

To: Robert A Phillips <rphillips@schulich.yorku.ca>

Subject: New Course Proposal

Hi Rob - it was great communicating with you about the new course proposal for SUST 6350 - Orchestrating Sustainability Initiatives. As mentioned in my earlier email, please find attached the formal documentation with respect to; (1) Form A & B; (2) Motion and Rationale, and; (3) draft

course syllabus.

If you are in support of the proposed course, please indicate by stating as such in your reply to this email. Of course, happy to talk if you have any further comments on the course.

Geoff

Geoffrey M. Kistruck, PhD
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Fwd: New Course Proposal

Geoff Kistruck <kistrugm@gmail.com>

Tue 2023-03-14 5:05 PM

To: Nancy Sutherland <nsutherland@schulich.yorku.ca>

One of six supporters for SUST 6350

Geoffrey M. Kistruck, PhD
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----- Forwarded message -----

From: **Luke Zhu** <lukezhu@schulich.yorku.ca>

Date: Tue, Mar 14, 2023 at 5:03 PM

Subject: Re: New Course Proposal

To: Geoff Kistruck <kistrugm@gmail.com>

Hi Geoff,

Thank you! Please accept this email as my support for the new course proposal.

Best,

Luke

From: Geoff Kistruck <kistrugm@gmail.com>

Date: Tuesday, March 14, 2023 at 16:20

To: Luke Zhu <lukezhu@schulich.yorku.ca>

Subject: New Course Proposal

Hi Luke - it was great communicating with you about the new course proposal for SUST 6350 -

Orchestrating Sustainability Initiatives. As mentioned in my earlier email, please find attached the formal documentation with respect to; (1) Form A & B; (2) Motion and Rationale, and; (3) draft course syllabus.

If you are in support of the proposed course, please indicate by stating as such in your reply to this email. Of course, happy to talk if you have any further comments on the course.

Geoff

Geoffrey M. Kistruck, PhD

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E: gkistruck@schulich.yorku.ca

Fwd: New Course Proposal

Geoff Kistruck <kistrugm@gmail.com>

Tue 2023-03-14 6:57 PM

To: Nancy Sutherland <nsutherland@schulich.yorku.ca>

One out of six supporters for 6350

Geoffrey M. Kistruck, PhD
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----- Forwarded message -----

From: **Maxim Voronov** <mvoronov@schulich.yorku.ca>

Date: Tue, Mar 14, 2023 at 6:28 PM

Subject: Re: New Course Proposal

To: Geoff Kistruck <kistrugm@gmail.com>

Hi Geoff,

I enthusiastically support this course. I think it will be an important addition to our curriculum.

Best, Maxim

Sent from [Outlook for Android](#)

From: Geoff Kistruck <kistrugm@gmail.com>

Sent: Tuesday, March 14, 2023 8:23:59 PM

To: Maxim Voronov <mvoronov@schulich.yorku.ca>

Subject: New Course Proposal

Hi Maxim - it was great communicating with you about the new course proposal for SUST 6350 - Orchestrating Sustainability Initiatives. As mentioned in my earlier email, please find attached the formal documentation with respect to; (1) Form A & B; (2) Motion and Rationale, and; (3) draft course syllabus.

If you are in support of the proposed course, please indicate by stating as such in your reply to this email. Of course, happy to talk if you have any further comments on the course.

Geoff

Geoffrey M. Kistruck, PhD
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E: gkistruck@schulich.yorku.ca

Fwd: New Course Proposal

Geoff Kistruck <kistrugm@gmail.com>

Tue 2023-03-14 5:57 PM

To: Nancy Sutherland <nsutherland@schulich.yorku.ca>

One out of six supporters for 6350

Geoffrey M. Kistruck, PhD
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----- Forwarded message -----

From: **Winnie Shen** <wshen88@schulich.yorku.ca>

Date: Tue, Mar 14, 2023 at 5:38 PM

Subject: Re: New Course Proposal

To: Geoff Kistruck <kistrugm@gmail.com>

Dear Geoff,

I am writing to indicate my support of the proposed course, SUST 6350 - Orchestrating Sustainability Initiatives. I have reviewed the materials and believe it will be a valuable addition to the curriculum.

Sincerely,
Winnie Shen

Winnie Shen

Associate Professor of Organization Studies
Schulich School of Business, York University
Email: wshen88@schulich.yorku.ca

From: Geoff Kistruck <kistrugm@gmail.com>

Sent: Tuesday, March 14, 2023 4:18 PM

To: Winnie Shen <wshen88@schulich.yorku.ca>

Subject: New Course Proposal

Hi Winnie - it was great communicating with you about the new course proposal for SUST 6350 -

Orchestrating Sustainability Initiatives. As mentioned in my earlier email, please find attached the formal documentation with respect to; (1) Form A & B; (2) Motion and Rationale, and; (3) draft course syllabus.

If you are in support of the proposed course, please indicate by stating as such in your reply to this email. Of course, happy to talk if you have any further comments on the course.

Geoff

Geoffrey M. Kistruck, PhD
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E: gkistruck@schulich.yorku.ca

Fwd: New Course Proposal

Geoff Kistruck <kistrugm@gmail.com>

Wed 2023-03-15 10:40 AM

To: Nancy Sutherland <nsutherland@schulich.yorku.ca>

one of six supporters for 6350

Geoffrey M. Kistruck, PhD
RBC Professor in Social Innovation & Impact
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----- Forwarded message -----

From: **Avis Devine** <adevine@schulich.yorku.ca>

Date: Wed, Mar 15, 2023 at 4:20 AM

Subject: RE: New Course Proposal

To: Geoff Kistruck <kistrugm@gmail.com>

I support this course recommendation.

Avis Devine

From: Geoff Kistruck <kistrugm@gmail.com>

Sent: Tuesday, March 14, 2023 4:20 PM

To: Avis Devine <adevine@schulich.yorku.ca>

Subject: New Course Proposal

Hi Avis - it was great communicating with you about the new course proposal for SUST 6350 - Orchestrating Sustainability Initiatives. As mentioned in my earlier email, please find attached the formal documentation with respect to; (1) Form A & B; (2) Motion and Rationale, and; (3) draft course syllabus.

If you are in support of the proposed course, please indicate by stating as such in your reply to this email. Of course, happy to talk if you have any further comments on the course.

Geoff

Geoffrey M. Kistruck, PhD

RBC Professor in Social Innovation & Impact

Area Coordinator, Sustainability

Schulich School of Business, York University

4700 Keele Street

Toronto, ON

Canada M3J 1P3

T: [416-736-2100](tel:416-736-2100) ext 20247

F: [416-736-5687](tel:416-736-5687)

E: gkistruck@schulich.yorku.ca

Fwd: New Course Proposal

Geoff Kistruck <kistrugm@gmail.com>

Wed 2023-03-15 12:01 PM

To: Nancy Sutherland <nsutherland@schulich.yorku.ca>

One of six supporters for 6350

----- Forwarded message -----

From: **Mike S. Valente** <mvalente@schulich.yorku.ca>

Date: Wed, Mar 15, 2023, 11:21 a.m.

Subject: RE: New Course Proposal

To: Geoff Kistruck <kistrugm@gmail.com>

Hi Geoff

I am in support of this new course.

Mike

From: Geoff Kistruck <kistrugm@gmail.com>

Sent: Tuesday, March 14, 2023 4:22 PM

To: Mike S. Valente <mvalente@schulich.yorku.ca>

Subject: New Course Proposal

Hi Mike - it was great communicating with you about the new course proposal for SUST 6350 - Orchestrating Sustainability Initiatives. As mentioned in my earlier email, please find attached the formal documentation with respect to; (1) Form A & B; (2) Motion and Rationale, and; (3) draft course syllabus.

If you are in support of the proposed course, please indicate by stating as such in your reply to this email. Of course, happy to talk if you have any further comments on the course.

Geoff

Geoffrey M. Kistruck, PhD

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E: gkistruck@schulich.yorku.ca

**To: Faculty Council, Schulich School of
Business**

From: Moren Levesque

Date: March 20, 2023

Re: ENTR 6500 – New Course Proposal

MOTION:

Approve ENTR 6500 – Startup Lab: The Together Mission

RATIONAL (PROPOSED):

Learning by doing represents a key strategy for impactful entrepreneurial education.

ENTR 6500 is a Work Integrated Learning (WIL) experience that combines in-class instruction with an opportunity for MBA students to serve as leaders, advisors and global citizens as part of Schulich's 'Together' Program.

It also gives them the unique chance to interact remotely in small team-settings with Mentors, Industry & Venture Capital Leaders, Startup Founders and Other Students.

(When taken by MBA In India Students it provides them with invaluable network connections, before they move to Toronto for the next phase of their academic and professional careers).

This course has been developed with the input and creativity of a number of senior Schulich full-time professors, alumni (founders and VC leaders), business community leaders, and the additional market feedback acquired by our partnership with Startup India and other leading Innovation Hubs throughout India and Canada.

While also making a powerful impact on their personal network, these work-integrated learning experiences will directly prepare and support the students through acquired skills/insights that will relate directly to future careers in the Canadian Innovation Ecosystem.

It is further moved that MGMT 6905 (the code used to trial the course under decanal authority) be retired.

Proposal

New Course Proposal Form

Schulich School of Business

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

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

1. Responsible Program:

This course will be offered to students in the MBA in India Program as a First-Year Course.

This course will also be offered to MBA Students (Keele Campus) as a 2nd Year Elective.

2. Responsible Unit:

ENTR

3. Subject Code (Rubric) and Course Number:

ENTR 6500

4. Credit Value:

3.0

5. Long Course Title:

ENTR 6500: Startup Lab: The Together Mission

6. Short Course Title:

ENTR 6500: Startup Lab: The Together Mission

7. Effective Term/Calendar Year:

W24. Course ran on decanal authority in W23.

8. Language of Instruction:

English

9. Calendar (Short) Course Description:

This course offers a hands-on Work Integrated Learning opportunity for MBA students to learn startup and venture capital strategies, software/hardware product design and planning and mentor/mentee relationship frameworks.

Students then apply those learnings by advising 20 + top Indian Student Startups through the Schulich ‘Together Program’ (in partnership with Startup India and the Government of India).

- 1. Part I: Seven Class Sessions**
- 2. Part II: Work Integrated Learning Program with Startup India**

10. Expanded Course Description:

This course offers a hands-on Work Integrated Learning opportunity for MBA students to learn startup and venture capital strategies, software/hardware product design and planning and mentor/mentee relationship frameworks. Students then apply those learnings by advising 20 + top Indian Student Startups through the Schulich ‘Together Program’ (in partnership with Startup India and the Government of India).

- 1. Part I: Seven Class Sessions**
- 2. Part II: Work Integrated Learning Program with Startup India**

(‘Together’ is a globally recognized initiative where Schulich Students and Canadian/India Mentors/Leaders work with a top-20 group of Indian Student Startups; a program designed by Schulich’s Office of Innovation & Entrepreneurship). (Background: [Together 2022 Impact Report](#)).

The course includes a combination of the following elements:

- Formal Class Curriculum**
- Guest Lectures from India/Canada**
- One-on-One Instructor Sessions**
- Dedicated Project Guidance from Canadian/Indian Mentors**
- Work Integrated Learning – Advising an Indian Student Startup**
- Field trip(s) to local innovation hubs**

11. Course Learning Outcomes:

Whether you decide to join a corporation, become an intrapreneur or decide to

join/build a startup/VC - the mentality mindset, resilience and product design/planning principles students learn in this course will serve them very well to create paths in uncharted territories.

In this course, students will:

- 1. Learn how to advise and support the startups in the 'Together Program' and how to present this product/platform to the Together Judging Panel.**
- 2. Learn the value of the 'innovation bridge' between Canada and India**
- 3. Understand the mentality mindset of a startup**
 - Learn about the unique challenges, obstacles faced by underrepresented Founders**
- 4. Learn key frameworks for providing/receiving Mentorship**
- 5. Understand startup and VC fundamentals**
- 6. Understand methods of Designing and Building a Product from 0 to 1**
- 7. Understand and apply key Product/Platform Design, Management and 'Roadmap' Theories, Frameworks and Tools in a 'real world' competition; as part of the 'Together' Program with 25 top Indian Student Startups.**
 - Learn about the imperative to include DEI concepts into Product Design best practices to ensure inclusive design practices**
- 8. Utilize many of their strategic, marketing and leadership theories and techniques learned throughout year-one of their MBA.**

12. Rationale:

This Course will introduce MBA students to key Innovation Ecosystem and Product Design/Planning concepts that will grow their ability to:

- Think 'outside of the box' in future corporate/innovation environments.**
- Build communication skills interacting with Mentors/Industry Leaders.**
- Grow their leadership skills by serving as 'Together' Advisors.**

In also serving as a core first-year course for the MBA in India Program, this Course will also specifically:

- Build their Canadian business networks, before moving to Toronto.**
- Unlock strategies for entering the Canadian Innovation Economy.**

13. Evaluation:

The deliverables for this course are explained in the accompanying syllabus.

14. Integrated Courses:

It is not anticipated that this course will be integrated into other programs.

15. Cross-listed Courses:

This course will not be cross-listed.

16. Enrolment Notes:

This is a mandatory year-1 course for students enrolled in the MBA in India Program.

It is anticipated this course will also be offered in the future to MBA Students (Keele Campus) as a 2nd Year Elective (a request from the Director of the MBA Program).

17. Faculty Resources:

Schulich's Executive Director of the Office of Innovation & Entrepreneurship, Chris Carder, will co-teach this course in collaboration with an industry expert who may vary from year-to-year.

Current Co-Instructors (F/W 23)

Chris Carder is the Co-Director of Entrepreneurial Studies and Executive Director of the Office of Innovation and Entrepreneurship at the Schulich School of Business. He is a Serial Entrepreneur with more than 20 years of experience in the Digital/Technology Sector and a sought-after Startup Advisor, Investor and Advisory Board Member. He holds a broad network of senior relationships throughout the Innovation/Startup and Venture Capital Sectors.

Linkedin Profile: <https://www.linkedin.com/in/cwcarder/>

Shray Kumar Bhatnagar is the Director of B2B Growth and Strategy at Venngage Inc and Co-Instructor for ENTR 6500 (in 2023). He has been part of 'Schulich Startups' Team from inception and supported key projects, including: Schulich Startup Night, Dream Team, Digital Main Street and the creation of ENTR 6960 (The Mentorship Match). He has both technical and business acumen and has helped both corporates such as Adobe and startups such as Tulip, ContactMonkey and Venngage transform their business through building product, sales and customer success teams.

Linkedin Profile: <https://www.linkedin.com/in/shraybhatnagar/>

Practitioner Instructors Qualified to Instruct this Course with deep Innovation Sector Networks and Product Strategy Expertise required, who are part of the ENTR team:

- Cherry Rose Ran (Schulich Entrepreneur in Residence, Tech Founder, Venture Capital Leader, ENTR Social Entrepreneurship Instructor)
- Snita Balsara (Venture Capital Leader, Innovation Community Leader, ENTR Private Equity & Venture Capital Instructor) * joining ENTR, Summer 2022.

18. Physical Resources:

For the MBA In India, this course will be fully online (fully virtual with synchronous and asynchronous components) as a delivery mode option for this course.

For the MBA Program (Keele Campus), this course requires a classroom equipped with hi-flex technology to curate a seamless experience with guest speakers from India and other global locations.

19. Bibliography and Library Statement:

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

ENTR 6500 : Startup Lab: The Together Mission

York University Libraries (YUL) will be able to support the proposed graduate course, ***ENTR6500: Startup Lab: The Together Mission***. This course offers a hands-on Work Integrated Learning opportunity for MBA students to learn about entrepreneurship, startup mindset, communication with investors, startup and VC fundamentals and then apply those learnings in a practical environment; as part of Schulich's 'Together 2023' Program with Startup India. YUL has a strong collection of electronic and print periodicals, books, and business databases that will help students conduct secondary research for this course.

Searching the library's catalogue using ***Entrepreneurship*** 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 business databases such as *Mergent Intellect*; *Mergent Online*; *Passport*; *Statista*; *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 [Business Plans](#) 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](#).

Here is the list of the assigned readings (week-wise) that must be read to complete this course successfully.

1. (I-PA) Tran, Gary 2019, What Investors Look For in Startup Founders from Former YC Partner, Joma Tech YouTube Channel
<https://youtu.be/4cDCl4cS5xY>
2. (I-PA) Ralston, Geoff 2018, Fundraising Fundamentals By Geoff Ralston, Y Combinator YouTube Channel
https://www.youtube.com/watch?v=gcevHkNGrWQ&ab_channel=YCombinator
3. (I-PA) Catherine, Docherty 2017, Perspectives on Design Thinking for Social Innovation, The Design Journal (Omni Database, York) , https://resolver-scholarsportal-info.ezproxy.library.yorku.ca/resolve/14606925/v20i0006/719_podtfsi.xml
4. (I-PA) N. Vedachalam, 2021, India's Innovation Ecosystem: Mapping the Trends, *ORF Issue Brief No. 442*, Observer Research Foundation,
<https://www.orfonline.org/research/indias-innovation-ecosystem-mapping-the-trends/>
5. (I-PA) Ashok Prasad & Mathew J. Manimala, 2018, Circular Social Innovation in India, Stanford Social Innovation Review,
https://ssir.org/articles/entry/circular_social_innovation_in_india
6. (I-PA) Seibel, Michael 2019, Michael Seibel - How to Plan an MVP, Y Combinator YouTube Channel
https://www.youtube.com/watch?v=1hHMwLxN6EM&ab_channel=YCombinator

7. (I-PA) Freidman, Jared 2022, How to Get Startup Ideas, Y Combinator YouTube Channel https://www.youtube.com/watch?v=uvw-u99yj8w&ab_channel=YCombinator
8. (I-PA) Martell, Dan 2022, How To Launch A Successful MVP (Minimum Viable Product), Dan Martell YouTube Channel https://www.youtube.com/watch?v=0GI5bYZ3UWo&ab_channel=DanMartell
9. (I-PA) Verboncouer, Andrew 2020, Starting a Tech Startup with a No-Code MVP - Startup Week 2020, Headway YouTube Channel https://www.youtube.com/watch?v=7BBO3_IILss&ab_channel=Headway
10. (I-PA) Hale, Kevin 2019, How to Evaluate Startup Ideas, Y Combinator YouTube Channel <https://www.youtube.com/watch?v=DOtCI5PU8F0>
11. (I-PA) Martell, Dan 2019, How to Evaluate Startup Ideas, Y Combinator YouTube Channel https://www.youtube.com/watch?v=Ka-YhPJSLc&ab_channel=DanMartell
12. (I-PA) Hoffman, Reid 2018, Reid Hoffman On How To Hack Your First 100 Users, Entrepreneur First YouTube Channel https://www.youtube.com/watch?v=w2nrXTy47Gc&ab_channel=EntrepreneurFirst
13. (I-PA) Rusenko, David 2018, David Rusenko - How To Find Product Market Fit, YCombinator YouTube Channel https://www.youtube.com/watch?v=0LNQxT9LvM0&ab_channel=YCombinator

New Course Proposal Template

(Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial Instructor:

Chris Carder

Initial Co-Instructor:

Shray Kumar Bhatnagar

Alternative instructors:

Cherry Rose Tan

Snita Balsara

Course Coordinator:
Chris Carder

21. Specializations

Primary area or specialization:

This course will be listed as a course in the ENTR area.

Secondary areas or specializations:

None for the initial offering.

22. Student Contact and Enrolment

Contact hours:

126 Hours, with 7 (3 hours each) class lectures.

The remainder of the course hours will be covered by the Work Integrated Learning activities:

- 1. Program Launch Event**
- 2. Weekend Bootcamp**
- 3. Team Meetings with the matched Indian Entrepreneur**
- 4. Private Coaching with Trainers**
- 5. Championship Round Presentations**

Maximum enrolment:

Mandatory course in year-one of MBA in India (average class 50-55 students)

Expected enrolment:

MBA In India: 50-55 Students

MBA Program: 20-25 Students

Evidence for enrolment expectations:

As this is a mandatory course for the MBA In India, it is expected that the course enrollment will equal the maximum enrollment for the program for the MBA In India.

In prior years, MBA Program Student Volunteers (Keele Campus) equalled 25-40 Students.

23. Human Participants Research

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

24. Conditions for Approval

NA - This is a mandatory course for the MBA in India.

Originator:

<u>Chris Carder</u>	<u>March 17, 2023</u>
Signature	Date
<u>Chris Carder</u>	<u>ENTR</u>
Name	Area or Specialization

Supporting Faculty Members

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

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

NAME OF FACULTY MEMBER	AREA OR SPECIALIZATION
Eileen Fischer	ENTR
Alexandra J Campbell	MKTG

Ashley Konson	MKTG
Moren Levesque	ENTR
Theo Noseworthy	MKTG
Yuval Deutsch	ENTR
Geoffrey M. Kistruck	ENTR
Kiridaran Kanagaretnam	ACTG

Approvals

Area or Specialization:

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

<u>Chris Carder</u>	<u>March 17, 2023</u>
Signature	Date
 Chris Carder and Moren Levesque	 ENTR
Name of (Co)Directors	Area or Specialization

Degree Program:

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

<u>Alexandra Campbell</u>	<u>MBA</u>
Signature	Program
	<u> </u>
	Date

Name of Program Director

Program - MBA

Ashwin Joshi

MBA in India

Program

Signature

Date

Name of Program Director

Program - MBA in India

Program Committee:

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

Kevin Tasa

March 21, 2023

Signature

Date

Kevin Tasa

MPC

Name of Committee Chair

Committee

ENTR 6500: Startup Lab: The Together Mission (Work Integrated Learning Course)

Course Outline - Fall 2023 (MBA India)

Instructor	Co-Instructor
Chris Carder Adjunct Professor Virtual/Zoom Tel: 416-275-3647 ccarder@schulich.yorku.ca Virtual Office hours: By Appointment	Shray Kumar Bhatnagar Co-Instructor Virtual/Zoom Tel: 647 616 5003 shrayfac@yorku.ca Virtual Office Hours - By Appointment Mandatory Appointment - Details Below

Chris Carder (Adjunct Professor) - Chris Carder is the Co-Director of Entrepreneurial Studies and Executive Director of the Office of Innovation and Entrepreneurship at the Schulich School of Business. He is a Serial Entrepreneur with more than 20 years of experience in the Digital/Technology Sector and a sought-after Startup Advisor, Investor and Advisory Board Member. He holds a broad network of senior relationships throughout the Innovation/Startup and Venture Capital Sectors. LinkedIn Profile: <https://www.linkedin.com/in/cwcarder/>

Shray Kumar Bhatnagar (Co-Instructor) - Shray is the Director of B2B Growth and Strategy at Venngage Inc and Co-Instructor for ENTR 6500. He has been part of 'Schulich Startups' Team from inception and supported key projects, including: Schulich Startup Night, Dream Team, Digital Main Street and the creation of ENTR 6960 (The Mentorship Match). He has both technical and business acumen and has helped both corporates such as Adobe and startups such as Tulip, ContactMonkey and Venngage transform their business through building product, sales and customer success teams. LinkedIn Profile: <https://www.linkedin.com/in/shraybhatnagar/>

This course consists of two parts -

1. Seven Remote Class sessions + Special Events
2. Work Integrated Program with Together 2024 initiative

*Read more about details in the course outline.

Brief Work Integrated Learning Course Description

This course offers a hands-on Work Integrated Learning opportunity for MBA students to learn about entrepreneurship, startup mindset, communication with investors, startup and VC fundamentals and then apply those learnings in a practical environment; as part of Schulich's 'Together 2023' Program with Startup India.

The course includes a combination of the following elements:

- Formal Class Curriculum/Training
- One-on-One Coaching
- Special Guests from India/Canada
- Working with Mentors from India/Canada
- Work Integrated Learning – advising an Indian Startup in ‘Together 2024’

Together 2024 is a cross-country initiative to empower strong ties and foster the entrepreneurial spirit among students. This is a collaboration with Startup India and Schulich Startups.

Please read in detail: [Together 2022 Impact Report](#)

Please follow the Together 2024 program on social media handles - [LinkedIn](#), [Instagram](#)

And please also visit: <https://schulich.yorku.ca/together/>

Office Hours (NOTE: Mandatory Check-in)

There is a mandatory office check-in with each student taking this course.

What to discuss during Office Hours?

Here are some of the optional topics:

1. Questions about the Course and Assignments
2. Preparations and Strategy for Together 2024
3. Understanding Toronto's innovation ecosystem and work-culture
4. Personal LinkedIn Audit
5. Innovation - Startup/VC career discussions

Course Learning Outcomes

Whether you decide to join a corporation, become an intrapreneur or decide to join/build a startup/VC - the startup mentality mindset, resilience and grit you learn in this course will serve you very well to create paths in uncharted territories.

In this course, students will:

- 1. Learn how to advise and support the startups in Together 2024**
- 2. Learn the value of the ‘innovation bridge’ between Canada and India**
- 3. Understand the mentality mindset of a startup**
- 4. Learn how to pitch, pivot and develop startups concepts from Mentors**
- 5. Understand startup and VC fundamentals**
- 6. Understand methods of Designing and Building an idea from 0 to 1**
- 7. How to present their MVP prototype to investors and other stakeholders**

Course Material

There are no required textbooks for this course.

Key course materials and documents can be found on Canvas (including general information for students and information and materials specific to this course).

Check it frequently.

Here is the list of the assigned readings (week-wise) that must be read to complete this course successfully.

1. (I-PA) Tran, Gary 2019, What Investors Look For in Startup Founders from Former YC Partner, Joma Tech YouTube Channel <https://youtu.be/4cDCI4cS5xY>
2. (I-PA) Ralston, Geoff 2018, Fundraising Fundamentals By Geoff Ralston, Y Combinator YouTube Channel https://www.youtube.com/watch?v=gcevHkNGrWQ&ab_channel=YCombinator
3. (I-PA) Catherine, Docherty 2017, Perspectives on Design Thinking for Social Innovation, The Design Journal (Omni Database, York) , https://resolver-scholarsportal-info.ezproxy.library.yorku.ca/resolve/14606925/v20i0006/719_podtfsi.xml
4. (I-PA) N. Vedachalam, 2021, India's Innovation Ecosystem: Mapping the Trends, *ORF Issue Brief No. 442*, Observer Research Foundation, <https://www.orfonline.org/research/indias-innovation-ecosystem-mapping-the-trends/>
5. (I-PA) Ashok Prasad & Mathew J. Manimala, 2018, Circular Social Innovation in India, Stanford Social Innovation Review, https://ssir.org/articles/entry/circular_social_innovation_in_india
6. (I-PA) Seibel, Michael 2019, Michael Seibel - How to Plan an MVP, Y Combinator YouTube Channel https://www.youtube.com/watch?v=1hHMwLxN6EM&ab_channel=YCombinator
7. (I-PA) Freidman, Jared 2022, How to Get Startup Ideas, Y Combinator YouTube Channel https://www.youtube.com/watch?v=uvw-u99yj8w&ab_channel=YCombinator
8. (I-PA) Martell, Dan 2022, How To Launch A Successful MVP (Minimum Viable Product), Dan Martell YouTube Channel https://www.youtube.com/watch?v=0GI5bYZ3UWo&ab_channel=DanMartell
9. (I-PA) Verboncouer, Andrew 2020, Starting a Tech Startup with a No-Code MVP - Startup Week 2020, Headway YouTube Channel https://www.youtube.com/watch?v=7BBO3_IILss&ab_channel=Headway
10. (I-PA) Hale, Kevin 2019, How to Evaluate Startup Ideas, Y Combinator YouTube Channel <https://www.youtube.com/watch?v=DOtCI5PU8F0>
11. (I-PA) Martell, Dan 2019, How to Evaluate Startup Ideas, Y Combinator YouTube Channel https://www.youtube.com/watch?v=Ka-YhPJSLc&ab_channel=DanMartell

12. (I-PA) Hoffman, Reid 2018, Reid Hoffman On How To Hack Your First 100 Users, Entrepreneur First YouTube Channel

https://www.youtube.com/watch?v=w2nrXTy47Gc&ab_channel=EntrepreneurFirst

13. (I-PA) Rusenko, David 2018, David Rusenko - How To Find Product Market Fit, YCombinator YouTube Channel

https://www.youtube.com/watch?v=0LNQxT9LvM0&ab_channel=YCombinator

Additional Supporting Resources (Optional Reading):

1. MindFrame Connect Videos

Mentee videos - <https://www.mindframeconnect.com/videos#mentee>

2. The Art of Founder Storytelling - E-Book (Raymond Luk, Course Guest Lecturer)

Please subscribe to Raymond's website - www.raymondluk.co Links to an external site. Once you have subscribed to the website as a welcome newsletter - you will receive a free e-book of Raymond Luk,

Deliverables at a Glance

In the table below, the impact of each task on your final grade for the course is indicated in the “% weight” column. For details, see “Written Assignments/Projects and Presentations: Descriptions” and “Evaluation of Written Assignments/Projects and Presentations” below.

Assignment/Task	Quantity	Weight (%)	Total (%)	Author
Student Participation* (Read more in Assignment breakdown)	All the time	15 %	15 %	Individual
Assignment 1 - Rank Top 3 and Why ?	1	5 %	5 %	Individual
Assignment 2 - Pick 1 Winner and Why ?	1	5 %	5 %	Individual
Public Reflections (1 Linkedin Article)	1	7.5 %	7.5 %	Individual
Presentation - MVP Launch	1	27.5 %	27.5 %	Team
Together 2024 Report	1	40 %	40 %	Individual
		TOTAL	100 %	

Student Preparation for Class and Class Participation: Expectations

You are expected to be in class and participate in the discussions. You must show that you have prepared yourself for class by having seriously thought about the materials and subject matter and read the bios of guest speakers, prepared questions for guest lecturers, and made any other recommended preparations based on the course outline.

You should be prepared to make contributions from your own background. The innovative nature of this course requires that you be creative and think outside the box.

An individual's class participation grade will be the instructor's evaluation of the quality and quantity of your individual contributions to class discussions both verbally and through the chat. The class participation grade will be significantly lower for those who repeatedly show up late to class or do not attend. Active participation through commenting and replying on Canvas and LinkedIn posts related to this class will also contribute to participation grades.

The mentor evaluation grade will be a combined evaluation from both team mentors on the quality and quantity of your individual contributions to the team meetings with each mentor.

Class-by-Class Syllabus

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

Please check on Canvas each week for updates and reading materials.

Note: If any changes in this schedule become necessary or changes need to be announced between classes, a message will be sent to the students notifying them of the changes.

Week 1	<p>Course Orientation & Introduction to Together 2024 Program</p> <p>Students are introduced to the instructor and given an overview of the course and assignments. They are also introduced to the Together 2024 program and theme.</p> <ul style="list-style-type: none"> • Introduction to instructors (Chris & Shray) & student introductions 45 mins • Overview of course outline & course goals - Chris & Shray 15 minutes • The 'Together' Experience - Chris 30 minutes <ul style="list-style-type: none"> ◦ Introduction to Together Program - Past 2 Years • Break 10 minutes • Significance of this topic in India's innovation ecosystem 30 minutes Guest Speaker: Shivangi Jain, AVP, Startup India • Deep dive into the Together 2023 experience 45 minutes Guest Speaker: Vito Giovannetti, CEO Treasured • AMA with Chris 5 minutes <p>Student Class Prep :</p> <ol style="list-style-type: none"> 1. Connect with Schulich Startups Team on LinkedIn - Chris Carder, Cherry Rose Tan, Chelsea Gray, Vito Giovannetti, Swathi Alagaraj, Flora Xue 2. Follow Schulich Startups Social Media Handles - IG, LinkedIn 3. Sign up for Schulich Startups newsletter. Sign up here 4. Download OneSchulich App. Join and follow Schulich Startups. 5. Check out the Schulich Startups website - Link 6. Please read in detail: Together 2022 Impact Report 7. Please follow the Together 2024 program on social media handles - LinkedIn, Instagram 8. Schedule your mandatory 1 on 1 Check-in with Shray. Book time here 9. Prepare questions for the AMA session based on the content and readings. 10. Watch video of Sultan Akif on Social Purpose and Entrepreneurship <p>Assignments : None</p> <p>Together 2024 Assignment :None</p> <p>Mandatory Readings</p> <ol style="list-style-type: none"> 1. (I-PA) N. Vedachalam, 2021, India's Innovation Ecosystem: Mapping the Trends, <i>ORF Issue Brief No. 442</i>, Observer Research Foundation, https://www.orfonline.org/research/indias-innovation-ecosystem-mapping-the-trends/ 	
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Week 2	<p>Mentality Mindset of a Startup</p> <p>Students are introduced to the concepts of the mentality in a startup environment. This mindset will serve well in any sphere of life - as we learn and discuss startup business fundamentals.</p> <ul style="list-style-type: none"> • Entrepreneurial mindset moments & lessons from my life - Chris 60 minutes • Guest Lecture - Session & Q&A Arunabh Dastidar, CEO, RealSage, Schulich MBA 2019 50 minutes • Break 10 minutes • What do investors look for in a startup? - Chris 20 minutes • Product Manager Story + Lifecycle of a Startup - Shray 35 minutes • AMA with Shray 5 minutes <p>Student Class Prep</p> <ol style="list-style-type: none"> 1. Prepare questions for the AMA session based on the content and readings. <p>Assignments</p> <p>This is an individual graded assignment.</p> <ol style="list-style-type: none"> 1. Watch Past videos of Together Championships. <ol style="list-style-type: none"> a. You will be assigned 1 Together Championship year between 2021 and 2022 by the instructor. b. Watch all the 6 videos of the assigned Together Championship year. c. Update Scorecard template for the all 6 videos from your selected Together past Championship year. 2. Rank Top 3 from the 6 videos and share your "Why rationale?" (300 - 400 words) <p>Assignment Due Date : TBD</p> <p>Together 2024 Assignment: None</p>	
Week 3	<p>Pitching , Pivoting & Mentorship</p> <p>Students will learn how to effectively pitch their idea, product or venture to varying audiences. They will also learn about the importance of mentorship, flexibility in their ideas and business planning, as well as how to pivot their ideas and plans effectively.</p> <ul style="list-style-type: none"> • Guest lecture on pitching, Q & A Session 75 minutes Guest : Raymond Luk, Founder Hockeystick • Break 15 minutes • Importance of mentorship for entrepreneurs 60 minutes Guest : Meghann Coleman, Director, Mindframe Connect 	

	<ul style="list-style-type: none"> • AMA with Chris 30 minutes <p>Student Class Prep</p> <ol style="list-style-type: none"> 1. Prepare questions for the guest speaker and AMA sessions based on the content, readings, and background of the guest speaker. 2. Mandatory Reading <ul style="list-style-type: none"> • Mentee Videos https://www.mindframeconnect.com/videos#mentee • Pitching - E-book of Raymond Luk. Please subscribe to Raymond's website - www.raymondluk.co Links to an external site. Once you have subscribed to the website as a welcome newsletter - you will receive a free e-book of Raymond Luk, amongst other welcome goodies. <p>Optional Reading</p> <ul style="list-style-type: none"> • Mentor Videos https://www.mindframeconnect.com/videos#mentor Links to an external site. <p>Assignments: This is an individual graded assignment.</p> <p>Based on your learnings so far in the course -</p> <p>Pick 1 'personal winner' from your 6 videos of your assigned Together Championship year, and explain why? By personal winner, this means you can disagree with the judge's decision. "</p> <p>Read in more detail in the Assignments section.</p> <p>Assignment Due Date : TBD</p> <p>Together 2024 Assignment: None</p> <p>Optional Readings:</p> <ol style="list-style-type: none"> 1. (I-PA) Ashok Prasad & Mathew J. Manimala, 2018, Circular Social Innovation in India, Stanford Social Innovation Review, https://ssir.org/articles/entry/circular_social_innovation_in_india 	
Week 4	<p>Communicating with Investors</p> <p>Students will learn about Venture Capital & how to effectively communicate with investors, mentors etc. We will also take a deep dive in the inner workings of the VC world. This will also help you prepare to support your assigned 'Together 2023' Startup.</p> <ul style="list-style-type: none"> • VC Overview - Types of VCs, VC terminology & funding rounds 40 minutes • Guest lecture - What are investors looking for in a startup? Guest - Mohan Markandaier, GP, Good News Ventures 60 minutes 	

	<ul style="list-style-type: none"> • Break 10 minutes • Guest Lecture - Inside the mind of a Startup Judge Guest - Naman Budhdeo, GP, Antler , Ex Founder, Startup Judge 30 mins • Guest Lecture - Together Champion Experience with Investors Guest - Kartik Vij, CEO, Too Decimal 30 minutes • AMA with Chris 10 minutes <p>Student Class Prep</p> <ol style="list-style-type: none"> 1. Prepare questions for the guest speaker and AMA sessions based on the content, readings, and background of the guest speaker. <p>Optional Readings</p> <ol style="list-style-type: none"> 1. (I-PA) Tran, Gary 2019, What Investors Look For in Startup Founders from Former YC Partner, Joma Tech YouTube Channel https://youtu.be/4cDCI4cS5xY 2. (I-PA) Ralston, Geoff 2018, Fundraising Fundamentals By Geoff Ralston,Y Combinator YouTube Channel https://www.youtube.com/watch?v=gcevHkNGrWQ&ab_channel=YCombinator <p>Assignments: None</p> <p>Together 2024 Assignment: None</p>	
Week 5	<p>Part 1 - Discovery, Define & Design</p> <p>In these 2-part sessions, students will learn on how to design and launch an MVP from 0 to 1.</p> <p>In Part 1, students will learn on how to shortlist a business idea, define a MVP and design a solution.</p> <ol style="list-style-type: none"> 1. Discovery - Inspiration & Ideation - Shray 60 minutes 2. Opportunity Evaluation & Idea Validation - Shray 30 minutes 3. Break 10 minutes 4. Define & Design the MVP - Shray 50 minutes 5. Prototyping Tools - Shray 20 minutes 6. AMA with Chris 10 minutes <p>Student Class Prep</p> <ol style="list-style-type: none"> 7. Prepare questions for the guest speaker and AMA sessions based on the content, readings, and background of the guest speaker. <p>Mandatory Readings</p> <ol style="list-style-type: none"> 1. (I-PA) Seibel, Michael 2019, Michael Seibel - How to Plan an MVP, Y Combinator YouTube Channel 	

https://www.youtube.com/watch?v=1hHMwLxN6EM&ab_channel=YCombinator

2. (I-PA) Catherine, Docherty 2017, Perspectives on Design Thinking for Social Innovation, The Design Journal (Omni Database, York) , https://resolver-scholarsportal-info.ezproxy.library.yorku.ca/resolve/14606925/v20i0006/719_podtfsi.xml

Optional Readings

1. (I-PA) Freidman, Jared 2022, How to Get Startup Ideas, Y Combinator YouTube Channel https://www.youtube.com/watch?v=uvw-u99yj8w&ab_channel=YCombinator
2. (I-PA) Martell, Dan 2022, How To Launch A Successful MVP (Minimum Viable Product), Dan Martell YouTube Channel https://www.youtube.com/watch?v=0GI5bYZ3UWo&ab_channel=DanMartell
3. (I-PA) Verboncouer, Andrew 2020, Starting a Tech Startup with a No-Code MVP - Startup Week 2020, Headway YouTube Channel https://www.youtube.com/watch?v=7BBO3_lLss&ab_channel=Headway
4. (I-PA) Hale, Kevin 2019, How to Evaluate Startup Ideas, Y Combinator YouTube Channel <https://www.youtube.com/watch?v=DOtCI5PU8F0>

Assignments

Assignment - Group Presentation - MVP Launch - 20%

This is a group-graded assignment. (13 Groups will be formed by the instructor in Week 5)

Each group will be assigned 1 idea from one of the Final 6 videos of past Together Championships.

Based on the course learnings, the team will present and build on the idea submitted in Together Championship - 2023.

Sample presentation will be shared in Week 5 with the groups to help teams cover all bases in their final presentation.

Key focus areas to include -

- *Opportunity and Idea Validation*
- *Define and Design - MVP 2.0*
- *Define GTM Strategy*

Read in more detail in the Assignments Section.

Week 5	<p>Part 2 - Validate, Launch and Scale (On Campus)</p> <p>In Part 2, students will learn on how to validate the MVP idea, find initial customers, launch and scale the idea.</p> <ul style="list-style-type: none"> • Validate your MVP - Shray 60 minutes • How to find customers? - Shray 30 minutes • Break 10 minutes • Product Market fit - Shray 30 minutes • GTM strategy - Shray 20 minutes • The “BIG” Launch - Shray 20 minutes • Assignment - Final presentation debrief 5 minutes • AMA with Chris 5 minutes <p>Student Class Prep :</p> <ol style="list-style-type: none"> 1. Prepare questions for the guest speaker and AMA sessions based on the content, readings, and background of the guest speaker. <p>Optional Readings</p> <ol style="list-style-type: none"> 1. (I-PA) Hoffman, Reid 2018, Reid Hoffman On How To Hack Your First 100 Users, Entrepreneur First YouTube Channel https://www.youtube.com/watch?v=w2nrXTy47Gc&ab_channel=EntrepreneurFirst 2. (I-PA) Rusenko, David 2018, David Rusenko - How To Find Product Market Fit, Y Combinator YouTube Channel https://www.youtube.com/watch?v=0LNQxT9LvM0&ab_channel=YCombinator <p>Assignments: None</p> <p>Together 2024 Assignment : None</p>	
Week 6	<p>Introductory meetings with Indian team + mentors</p> <p>Students will be introduced to their respective Indian Teams for the Together 2024 initiative & additional Canadian Team Members. They will also be paired with mentors both from India and Canada. Mentors are there to help teams sail through the challenges and prepare through the Together 2024 Championship.</p> <p>Students are expected to coordinate at least 1 meeting session with the team to understand more about the business and group dynamics.</p> <p>Minimum time commitment by student - 3 hours</p>	

Week 6	<p>Student Presentation - 0 to 1 MVP Launch & Together 2024 Brief</p> <p>Students will present their final presentation on the ideas using the course learnings.</p> <ul style="list-style-type: none"> • Student Final Presentations - 8 groups (10 mins each) 90 minutes • Break 10 minutes • Student Final Presentations - 5 groups (10 mins each) 50 minutes • Together 2024 Program De-brief + What happens next 20 minutes • AMA with Chris 10 minutes <p>Student Class Prep : 1. Prepare questions for the guest speaker and AMA sessions based on the content, readings, and background of the guest speaker.</p> <p>Assignments: None</p> <p>Together 2024 Assignment : None</p>	
Week 7	<p>READING WEEK - TOGETHER VENTURE COMPETITION</p> <p>DAY 1 - Opening Ceremony - Venture Bootcamp (Online)</p> <p>This is the opening ceremony for the Venture Bootcamp.</p> <ul style="list-style-type: none"> • Opening Ceremony 90 minutes <p>Student Class Prep : None Assignments: None Together 2024 Assignment : None</p> <p>*MANDATORY ATTENDANCE FOR ALL STUDENTS + Top 20 team's members</p> <p>+</p> <p>Venture Bootcamp + Team Meeting (Online)</p> <p>Students with their teams will learn from trainers and get deep dive into building products, GTM strategy, VC Communication and pitch training.</p> <ul style="list-style-type: none"> • Venture Bootcamp - Path to Product Market Fit Trainer - Michael Ho, EIR, Graphite Ventures 60 minutes • Venture Bootcamp - GTM Strategy Trainer - Roshni Wijayasinha, CEO, Prosh Marketing 60 minutes <p>Team Meeting Students are expected to schedule a de-brief meeting with their matched team on same day or days to follow.</p> <p>Minimum time commitment = 2 hours</p>	

DAY 2 - Venture Bootcamp + Team Meeting (Online)

Students with their teams will learn from trainers and get deep dive into building products, GTM strategy, VC Communication and pitch training.

- Venture Bootcamp - Presenting to VCs
Trainer - [Chevonaé Walcott](#), Corporate Manager, Shopify 60 minutes
- Venture Bootcamp - Pitch Training
Trainer - [Ben Stacey](#), Founder - Pitchverk /
[Raymond Luk](#), Founder - Hockeystick 60 minutes

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Mentorship session + TeamWork Sessions (Online)

This week is dedicated for student to work closely with their matched teamthe team and meet the mentors from India and Canada.

- Team Meeting with Mentors from India and Canada 45 minutes

With mentor's feedback, students are expected to work with your team in team work sessions based on the mentorship advice.

- Team Work Sessions Minimum 4 hours

*You can manage your work sessions in chunks of hours to work on the advice and the pitch.

DAY 3 - Team Work Sessions (Online)

With mentor's feedback, students are expected to work with your team in team work sessions based on the mentorship advice.

- Team Work Sessions Minimum 6 hours

*You can manage your work sessions in chunks of hours to work on the advice and the pitch.

DAY 4 - Mentorship session + TeamWork Sessions (Online)

This week is dedicated for student to work closely with their matched teamthe team and meet the mentors from India and Canada.

- Team Meeting with Mentors from India and Canada 45 minutes

With mentor's feedback, students are expected to work with your team in team work sessions based on the mentorship advice.

- Team Work Sessions Minimum 2 hours

*You can manage your work sessions in chunks of hours to work on the advice and

the pitch.

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Pitch Deck and Video Submission Prep - Semi Finals (Online)

Students are required to support the Indian founders (your matched team) with their knowledge from the course, guest speakers, past Together videos on positioning their idea/startup in the best light.

- Fine tune the pick deck presentation & video submission Minimum 3 hours

*Students will work closely with their team but should dedicatedly block time to help in finessing the final deliverables.

Deadline to submit the Semi-Final Pitch Deck (Online)

Students along with matched team founders need to make sure the following -

1. Together submission has gone through with best quality
2. The founders are feeling well supported

DAY 5 - Top 6 Teams Announcement (Online)

If the team is selected in Top 6 teams, students should

- Students to schedule debrief team meeting for final submission 3 hours

If your matched team is not announced in Top 6 teams, students should

- Students to schedule Retrospective De-brief team meeting 2 hours

*The above allocated hours are minimum and mandatory time commitment from the students. We encourage you to work closely with your team to succeed in Final 6.

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Together 2024 : Final 6 Teams Mentorship Session + Team Work Session (Online)

Final 6 teams will receive special 1 on 1 mentorship session from our mentors to help them prepare for the final championship day.

- Team Meeting with Mentors from India and Canada 45 minutes

This will be the last mentorship session to the team. We expect you to work closely with the team to work on the mentorship advice.

With mentor's feedback, students are expected to work with your team in team work sessions based on the mentorship advice for the final presentation.

- Team Work Sessions Minimum 2 hours

*Students of the final 6 teams will be expected to be there to support their selected team for the Together Championship.

	<p>DAY 6 Top 6 Teams - Pitch Training + Team Work Session (Online)</p> <p>The Final 6 teams will be given pitch training with our in-house pitching experts.</p> <ul style="list-style-type: none"> Pitch Training Session - 1 on 1 with the Team 45 minutes <p>*Students of Top Final 6 are expected to work closely with their team members and matched startup team to help in implementing the suggestions from our Pitch Trainers.</p> <ul style="list-style-type: none"> Team Work Sessions Minimum 4 hours <p>DAY 7 - Championship Round & Closing Ceremony</p> <p>This is the Championship round where top 6 finalists will pitch and present their idea. We will be declaring the winner of the Championship Round, followed by the closing ceremony of Together 2024.</p> <ul style="list-style-type: none"> Opening Remarks 20 minutes Championship Round 150 minutes Closing Remarks 50 minutes Winners Announcement 15 minutes Final Remarks + Event closeout 30 minutes <p>*MANDATORY ATTENDANCE - ALL STUDENTS OF ALL GROUPS</p>	
	<p>Together 2024 : Final Deliverables Deadline</p> <p>Public Reflections Students will create and publish 1 LinkedIn post (300 words) about their experience with Together 2024. These can be posted earlier in the term, but this is the final deadline.</p> <p>Together 2024 Report Due - Date/Time TBD</p> <p><i>*Read more on Assignments in below assignment table.</i></p>	

Written Assignments/Projects and Presentations: Descriptions

Due Date	Assignment Topics + Projects + Presentations
Course Duration	<p>Student Participation - 15% This is an individual participation score. A combination of class attendance and participation, online engagement with course content, and</p>

	<p>attendance at mandatory Together 2024 sessions.</p> <p>Students will be evaluated on frequency and quality of -</p> <ul style="list-style-type: none"> • Class Participation & Engagement • Class and event Attendance • Mandatory Check in with Instructor - Shray • One LinkedIn Post about learnings from ENTR 6500 - tag instructors, tag classmates, tag guest speakers with your learnings from the class. Tag the course #ENTR6500 on LinkedIn. • Events participation - Guest Lecture Interactions, Together event engagements, Opening & Closing ceremony <p>Value: 15%</p>
	<p>Assignment 1 - Scoring & Ranking the Past Champions - 5 %</p> <p>This is an individual graded assignment.</p> <ol style="list-style-type: none"> 1. Watch Past videos of Together Championships. <ol style="list-style-type: none"> a. Faculty to assign 1 Together Championship year between 2022 and 2023. b. Watch all the 6 videos of the assigned Together Championship year. c. Update Scorecard template for the all 6 videos from your selected Together past Championship year. 2. Rank Top 3 from the 6 videos and share your "Why rationale?" <p>Working time: 1 week</p> <p>Value: 5%</p> <p>Single spaced, Arial Font, Font size 11. (300 - 400 words)</p>
	<p>Assignment 2 - Select Your Personal Winner and Explain Why - 5 %</p> <p>This is an individual graded assignment.</p> <p>Based on your learnings so far in the course -</p> <p>Pick 1 'personal winner' from your 6 videos of your assigned Together Championship year, and explain why? By personal winner this means you can disagree with the judges decision.</p> <p>Working time: 1 week</p> <p>Value: 5%</p> <p>Single spaced, Arial Font, Font size 11. (300 - 400 words)</p>
	<p>Presentation - MVP Launch - 27.5%</p> <p>This is a group graded assignment. 13 Groups will be formed by the instructor in Week 5.</p> <p>Each group will be assigned 1 idea from one of the Final 6 videos of past Together Championships. (2 Groups to 1 Idea ratio)</p>

	<p>Based on the course learnings, the team will present and build on the idea submitted in Together Championship - 2022.</p> <p>Sample presentation will be shared in Week 5 with the groups to help teams cover all bases in their final presentation.</p> <p>Key focus areas to include -</p> <ol style="list-style-type: none"> 1. Opportunity and Idea Validation 2. Define and Design - MVP 2.0 3. Define GTM Strategy <p>Final Presentation Format Max length 9 mins for each group + 5 mins Q & A= 14 mins</p> <p>All groups are required to share their final presentation 24 hours before TBD. Value - 27.5 %</p>
	<p>Public Reflections - Together 2024 - LinkedIn Article - 7.5% This is an individual graded assignment.</p> <p>Students will create and publish 1 LinkedIn article (300 words) about their experience with Together 2024. Students can tag photos, speakers, mentors, teams etc. in their LinkedIn Post.</p> <p>Examples of relevant posts are:</p> <ul style="list-style-type: none"> • A thank you to one of the team mentors • A description or update on the venture and team they are matched with • A congratulatory note to the finalist and/or winning teams • A spotlight on a Together 2024 related event that they attended • A brief analysis of a Together 2024 recording • An insight gained during a class lecture <p>Value: 7.5% LinkedIn Post word count = Minimum 300 words</p>
	<p>Together 2024 Report - 40% This is an individual graded assignment.</p> <p>Student will write a report on the venture they supported through the Together 2024 program.</p> <p>Reports should include:</p> <ol style="list-style-type: none"> 1. Self Reflection Component (10%) <ul style="list-style-type: none"> • What class concepts the students used in advising their matched team • What the student learned from the experience 2. Venture Report (30%) <ul style="list-style-type: none"> ○ Important pivots and milestones throughout the process ○ Analysis of the venture final pitch (irrespective of the round) ○ Recommendations for the future of the venture - if you owned the venture?

	Value: 40 % Single spaced, Arial Font, Font size 11. (800-1,200 words)
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Evaluation of Written Assignments/Projects and Presentations

Additional details will be provided in advance of each assignment. There will be a detailed walkthrough, including time for students to ask clarifying questions, during the class that each assignment is given.

Calculation of Course Grade

In this class, final course grades will be determined by the following process:

Grade	Grade Point	Percent Range
A+	9	90 – 100
A	8	85 – 89
A–	7	80 – 84
B+	6	75 – 79
B	5	70 – 74
B–	4	65 – 69
C+	3	60 – 64
C	2	55 – 59
C–	1	50 – 54
F	0	0 – 49

General Academic Policies: Grading, Academic Honesty and Accommodations

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

The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the instructor. For more details on the index, grading policy, and grade point average (GPA) requirements, consult your student handbook.

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

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

Human participants' research, if conducted, must be done ethically. Please refer to the York Senate Policies on Ethics Review website:

<http://secretariat-policies.info.yorku.ca/policies/ethics-review-process-for-research-involving-human-participants-policy/>

SUBJECT: Library Statement for ENTR 6500: Startup Lab: The Together Mission
FROM: Angie An, Teaching & Learning Librarian / Business Liaison Librarian
DATE: March 22, 2023

ENTR6500 : Startup Lab: The Together Mission

York University Libraries (YUL) will be able to support the proposed graduate course, *ENTR6500: Startup Lab: The Together Mission*. This course offers a hands-on Work Integrated Learning opportunity for MBA students to learn about entrepreneurship, startup mindset, communication with investors, startup and VC fundamentals and then apply those learnings in a practical environment; as part of Schulich's 'Together 2023' Program with Startup India. YUL has a strong collection of electronic and print periodicals, books, and business databases that will help students conduct secondary research for this course.

Searching the library's catalogue using *Entrepreneurship* 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 business databases such as *Mergent Intellect*; *Mergent Online*; *Passport*; *Statista*; *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 [Business Plans](#) 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](#).

Date: November 9, 2022

Ref. #: W23 CSS-CAN889

SB/ENTR 6500 3.0 Winter 2023

Dear Professor Carder

You have identified that the materials in your course will be distributed by York University password protected Learning Management System (eClass). This report is organized according to the type of permission associated with each item. Please review the **'Type of permission with Abbreviation'** and notes associated with each item listed in the course outline/reading list to ensure all items have been captured.

Copyright review results are reflected in your course outline/reading list as indicated with the abbreviations. For details on the copyright issues (*Permission Not Obtained*) refer to our earlier email correspondence.

Supplemental Readings have not been included in this copyright review and assessment. If you would like us to review this content, please let us know.

Example of a copyright review result:

(LR) Drummond, Jennifer D., and Shari Brotman. 2014. Intersecting and embodied identities: a queer woman's experience of disability and sexuality. *Sexuality and Disability* 32, no. 4: 533-549.
http://ezproxy.library.yorku.ca/login?url=http://resolver.scholarsportal.info/resolve/01461044/v32i0004/533_iaeiaqweodas.xml

Type of permission with Abbreviation:

Internet – Public Access: (I-PA)

Items available publicly over the internet: (I-PA)

The following items are available publicly over the internet. There are no visible notices on the site prohibiting use of the content for educational or training purposes, and there is no digital lock preventing access or copying. As a result, you are permitted to provide students with a link to these items, as long as you provide proper attribution (author, source, URL) along with the link. For more information on the use of materials on your Learning Management System, review the York University [Fair Dealing Guidelines](#).

Please read the terms and conditions/terms of use of the websites for additional restrictions (e.g. hyperlinks, download, copy, print, etc).

Provide proper attribution (author, full source information, URL) along with the link when posting content to eClass.

SB/ENTR 6500 3.00 Winter 2023

Startup Lab: The Together Mission

Chris Carder

Selections

1. **(I-PA)** Tran, Gary 2019, What Investors Look For in Startup Founders from Former YC Partner, Joma Tech YouTube Channel <https://youtu.be/4cDCI4cS5xY>
2. **(I-PA)** Ralston, Geoff 2018, Fundraising Fundamentals By Geoff Ralston, Y Combinator YouTube Channel https://www.youtube.com/watch?v=gcevHkNGrWQ&ab_channel=YCombinator
3. **(I-PA)** Seibel, Michael 2019, Michael Seibel - How to Plan an MVP, Y Combinator YouTube Channel https://www.youtube.com/watch?v=1hHMwLxN6EM&ab_channel=YCombinator
4. **(I-PA)** Freidman, Jared 2022, How to Get Startup Ideas, Y Combinator YouTube Channel https://www.youtube.com/watch?v=uvw-u99yj8w&ab_channel=YCombinator
5. **(I-PA)** Martell, Dan 2022, How To Launch A Successful MVP (Minimum Viable Product), Dan Martell YouTube Channel https://www.youtube.com/watch?v=0GI5bYZ3UWo&ab_channel=DanMartell
6. **(I-PA)** Verboncouer, Andrew 2020, Starting a Tech Startup with a No-Code MVP - Startup Week 2020, Headway YouTube Channel https://www.youtube.com/watch?v=7BBO3_IILss&ab_channel=Headway
7. **(I-PA)** Hale, Kevin 2019, How to Evaluate Startup Ideas, Y Combinator YouTube Channel <https://www.youtube.com/watch?v=DOtCI5PU8F0>
8. **(I-PA)** Martell, Dan 2019, How to Evaluate Startup Ideas, Y Combinator YouTube Channel https://www.youtube.com/watch?v=Ka-YhPJSLc&ab_channel=DanMartell
9. **(I-PA)** Hoffman, Reid 2018, Reid Hoffman On How To Hack Your First 100 Users, Entrepreneur First YouTube Channel https://www.youtube.com/watch?v=w2nrXTy47Gc&ab_channel=EntrepreneurFirst
10. **(I-PA)** Rusenko, David 2018, David Rusenko - How To Find Product Market Fit, Y Combinator YouTube Channel https://www.youtube.com/watch?v=0LNQxT9LvM0&ab_channel=YCombinator

ENTR 6500 Faculty Reviews and Endorsements

Submitted: March 20, 2023

Kevin Tasa - Associate Dean, Academic, Schulich School of Business

Sent: Tuesday, January 24, 2023 10:43 AM

I spent the morning going through your course proposal and documents carefully. Now that I have had time to do this and think it through I am happy to say I fully support the course.

Kevin Tasa, PhD

Associate Dean, Academic

Schulich School of Business, York University

Alexandra J Campbell - Associate Professor of Marketing; Director of MBA, Schulich School of Business

Sent: Saturday, December 31, 2022 10:06 AM

Hi Chris, This proposal looks amazing!

Alex

Eileen Mary Fischer - Professor of Marketing; Associate Dean, Research, Schulich School of Business

Sent: Saturday, December 17, 2022 8:49 AM

So I am fully supportive of this course, and I don't see any ways in which it needs to be changed.

Eileen

Kiridaran (Giri) Kanagaretnam - Professor of Accounting; Associate Dean, Students;, Schulich School of Business

Sent: Saturday, December 17, 2022 3:40 AM

Have heard a lot of positive feedback on this course. You have my full support.

Thanks,

Giri

Ashley Konson - Adjunct Professor of Marketing, Schulich School of Business

Sent: Friday, December 16, 2022 1:06 PM

I have reviewed the syllabus, pedagogical approach and supporting materials (videos and readings) for this course proposal

The course looks outstanding and has my complete support.

Ashley
Adjunct Professor of Marketing
Associate Director, Master of
Marketing Program

Theodore J. Noseworthy- Associate Dean External Relations, Schulich School of Business

Sent: Wednesday, December 14, 2022 3:26 PM

Very cool and timely! You have my support.

Theodore J. Noseworthy

Grant Packard - Program Director, Master of Marketing; Associate Professor of Marketing, Schulich School of Business

Sent: Thursday, December 15, 2022 7:57 PM

Overall, I think this is an exciting experientially-focused offering for the Schulich MBA in India. Well done. Please accept this email as indication of my support for this course proposal.

Grant Packard
Associate Professor, Marketing
Director, Master of Marketing Program

Yuval Deutsch - Professor of Entrepreneurship and Strategic Management, Schulich School of Business

Sent: Thursday, December 15, 2022 12:55 PM

Hi Chris,

It looks like a very well-designed course that will add value to our students.

Yuval

**Geoffrey M. Kistruck, - Professor; RBC Chair in Social Innovation & Impact;
Area Coordinator, Sustainability, Schulich School of Business**

Sent: Thursday, December 15, 2022 1:35 PM

Hi Chris - I think the course looks really well thought out, and am in complete support.

Geoff

Geoffrey M. Kistruck, PhD
RBC Professor in Social Innovation & Impact
Area Coordinator, Sustainability

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Luke Zhu, Program Director, Master of Management
Date: March 2, 2023
Re: ENTR specialization course requirement

Motion: That Faculty Council approve to change the credit requirement for the ENTR specialization to 6 credits (from 9).

Rationale:

The rationale for changing the requirement of the ENTR specialization from 9 credits to 6 credits is based on student feedback and the need to attract more students to enroll in the program. The current requirement of 9 credits means that students must take all three electives in the ENTR specialization, leaving little room for them to explore other electives outside of the specialization. By reducing the requirement to 6 credits, students will still have the option to take at least two courses in the ENTR specialization, while also being able to explore other elective courses that may interest them. This change will provide students with greater flexibility in designing their academic plans, allowing them to pursue their interests and career aspirations more effectively.

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Gregory Saxton, Professor of Accounting, Accounting Area Rep. for PhD in Administration

Date: February 22, 2023

Re: Minor Program Change Proposal: PhD in Administration (major field in accounting)

Motion:

Approve minor program changes for the PhD in Administration with a major in accounting.

1. Change requirements from a list of four specific accounting PhD seminars students must take to a more general requirement that students take four out of six listed accounting PhD seminars.
2. Change language noting a specific list of 600-level courses that students without an adequate background may be required to take to more general language.

Rationale:

The reasons for the proposed changes stem from two broad factors; first, changes within the accounting area, including faculty retirements on the horizon and faculty movement to new areas; and, second, changes in the theoretical and methodological interests of accounting faculty and students. More broadly, the rationale for the proposed change is practical: Our operating policies, which have been in use for years as listed on the Schulich website, are not fully reflected in the official FGS policy. We therefore aim to bring the official FGS policies in line with our operating policy. The proposed changes will help to ensure that the theoretical and methodological coverage of the PhD program is aligned with student interests and the expertise of current accounting faculty. Overall, these changes seek to bring the official FGS policies in line with our operating policy. The proposed changes do not substantively impact the area's learning outcomes or objectives.

Change to Program/ Diploma/Certificate Academic Requirements Proposal Form

Schulich School of Business

The following information is required for all proposals involving a minor modification to undergraduate and graduate program/ diploma/certificate 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. Program/ Diploma/Certificate:

PhD in Administration: Major Field in Accounting (ACTG)

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

Fall 2023

3. Proposed Change(s) and Rationale:

The description of and rationale for the proposed modification(s) should provide information with respect to each of the following points:

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

The reasons for the proposed changes stem from two broad factors; first, changes within the accounting area, including faculty retirements on the horizon and faculty movement to new areas; and, second, changes in the theoretical and methodological interests of accounting faculty and students. More broadly, the rationale for the proposed change is practical: Our operating policies, which have been in use for years as listed on the Schulich website, are not fully reflected in our program information on the FGS website.

The proposed change will help to ensure that the theoretical and methodological coverage of the PhD program is aligned with student interests and the expertise of current accounting faculty.

b. An outline of the changes to requirements and the associated learning outcomes/objectives, including how the proposed requirements will support the achievement of program/ diploma/certificate learning objectives.

Additionally, please append the program's existing learning outcomes as a separate document.

Overall, these changes merely seek to align FGS and Schulich sources of information about our graduate programs. . The proposed changes do not substantively impact the area's learning outcomes or objectives.

In updating the policies from the FGS version to the current website version, the key change is that, rather than specifying four accounting PhD seminars that students must take (ACTG 7010, ACTG 7020, ACTG 7030, and ACTG 7040), we would add two additional potential courses (ACTG 7050 and ACTG 7950) and allow students to choose four out of the six ACTG PhD seminars.

In practice, ACTG 7950 is rarely offered, and ACTG 7030 is taught sporadically whenever an experiment-focused student is in the program. Relevant to this point, the main impact of the proposed change will be on students' exposure to experimental research. The area currently has a single faculty member, Dr. Linda Thorne, who has expertise in this area, and with her currently supervising four PhD students the area has insufficient depth to take in additional experimental students over the foreseeable future.

Without hiring an additional 1-2 experiment-focused accounting faculty member, the area will not be able to support experimentalist dissertations in the near future. Instead, the area will concentrate on the other two main paradigms of accounting research – qualitative and archival/quantitative – for which there is ample supervisory support available.

New accounting PhD students would be highly encouraged to pursue a qualitative or archival/quantitative thesis. Those students who are interested in experimentalist approaches would need to take a directed study and/or lean on the expertise in other areas (e.g., marketing) of the business school.

The updated policy also includes several minor changes in specific courses for "Students who lack relevant background in accounting." This rarely applies to our students and the proposed changes merely omit two courses (ACTG 6450 and ACTG 6700) that were retired in Winter 2015 and replaces them with five other MBA courses that the area offers. In brief, instead of five possible courses, there are eight in the proposed changes. There is no change in the general requirement, which states that the students without a relevant accounting background "are required to take one or more" from the list of courses.

c. An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/ diplomas/certificates.

Where and as appropriate, the proposal must include statements from the relevant program/ diplomas/certificates confirming consultation/support.

The proposed changes should have no impact on any of the other Major Fields in the Schulich doctoral program. The proposed changes should have no impact on the

(Revised: February 20, 2023)

frequencies with which the accounting PhD seminars are offered. In brief, our operational policies, including current course rotations, would remain unchanged.

The one potential minor impact on other areas is that every few years an accounting PhD student may wish to take an experimentalist-focused course in one of the other areas.

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

Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources are required. If new/additional resources are required, the proposal must include a statement from the relevant Dean(s)/Principal.

The proposed changes should have no resource implications. There would be no changes to current operational policies or course offerings.

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

No accommodation would be needed. The proposed change is more flexible than the official FGS policy. Consequently, any student who followed the FGS policy would at the same time fulfill the proposed policy.

4. Calendar Copy:

Using the following two-column format, provide a copy of the relevant undergraduate, graduate program/diploma/certificate requirements as they will appear in the Schulich Undergraduate and Graduate Academic Handbooks.

*Please note: Senate requires that **FULL** Calendar copy be provided. Please include the entire program/ diploma/certificate section, not just text that is being revised. Please clearly and visibly indicate how the information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).*

Existing Program/ Diploma/Certificate Information (Change From):	Proposed Program/ Diploma/Certificate Information (Change To):
<p>Candidates for the Accounting field PhD degree must fulfil the following minimum requirements:</p> <p>1. Courses Students must successfully complete the following course requirements:</p>	<p>Candidates for the Accounting field PhD degree must fulfil the following minimum requirements:</p> <p>1. Courses Students must successfully complete the following course requirements:</p>

<p>Required Courses</p> <p>Doctoral Course in Administrative Studies 7060 3.0: Introduction to Applied Statistics</p> <p>Doctoral Course in Administrative Studies 7100 3.0: Logics of Social Research</p> <p>Doctoral Course in Administrative Studies 7250 3.0: Research Design</p> <p>Doctoral Course in Administrative Studies 7400 3.0: Qualitative Research Methods</p> <p>Accounting 7010 3.0: Overview of Accounting Research</p> <p>Accounting 7020 3.0: Empirical Methods in Accounting Research</p> <p>Accounting 7030 3.0: Judgment & Decision in Accounting Research</p> <p>Accounting 7040 3.0: Advanced Topics in Accounting Research</p> <p>Two Elective Courses</p> <p>These two courses are selected with the assistance of the Accounting PhD program director and will be from disciplines that are foundational to Accounting such as Economics, Finance and Organizational studies.</p> <p>Additional course requirements for students with limited relevant backgrounds:</p> <p>Students who have no master's degree are normally required to take two additional graduate level courses to improve their methodological training; these courses could be, for example, in statistics, econometrics, and psychometrics.</p> <p>Students who lack relevant background in accounting are required to take one or more of the following:</p> <ul style="list-style-type: none"> Accounting 6600 3.0: Auditing Standards & Applications Accounting 6200 3.0: Contemporary Issues in Accounting Accounting 6400 3.0: Strategic Management Accounting & Analysis 	<p>Required DCAD Courses</p> <p>Doctoral Course in Administrative Studies 7060 3.0: Introduction to Applied Statistics</p> <p>Doctoral Course in Administrative Studies 7100 3.0: Logics of Social Research</p> <p>Doctoral Course in Administrative Studies 7250 3.0: Research Design</p> <p>Doctoral Course in Administrative Studies 7400 3.0: Qualitative Research Methods</p> <p>Accounting Core and Elective Courses</p> <p>You will also be required to take four of the following doctoral accounting courses</p> <p>Accounting 7010 3.0: Overview of Accounting Research</p> <p>Accounting 7020 3.0: Empirical Methods in Accounting Research</p> <p>Accounting 7030 3.0: Judgment & Decision in Accounting Research</p> <p>Accounting 7040 3.0: Advanced Topics in Accounting Research</p> <p>Accounting 7050 3.0: Advanced Topics in Financial Accounting Research</p> <p>Accounting 7950 3.00 Special Topics in Accounting Research</p> <p>Two Elective Courses</p> <p>These two courses are selected with the assistance of the Accounting PhD program director and will be from disciplines that are foundational to Accounting such as Economics, Finance and Organizational studies.</p> <p>Additional course requirements for students with limited relevant backgrounds:</p> <p>Students who have no master's degree are normally required to take two additional graduate level courses to improve their methodological training; these courses could be, for example, in statistics, econometrics, and psychometrics.</p>
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- ~~Accounting 6450 3.0: Management Accounting & Control Systems~~
- ~~Accounting 6700 3.0: Managerial Aspects of Taxation~~

2. Comprehensive Examinations

Students undergo a comprehensive examination after successfully completing all coursework. This examination is designed to demonstrate knowledge of the accounting field, the chosen foundation field, and research methodologies. The comprehensive examination is set and administered by Accounting Area faculty members. It is normally administered within 24 months of entry into the PhD program. A second and final attempt at this examination is allowed (within six months of the first examination) if the student is unsuccessful in the first attempt.

The program regards the comprehensive examination as a pivotal point for deciding whether students should be allowed to proceed with their studies or be encouraged to withdraw from the program.

3. Dissertation Proposal and Oral Defence

Candidates must prepare a written proposal to conduct original dissertation research carried out under the supervision of a supervisory committee, and must defend this to the satisfaction of the thesis supervisor and members of the supervisory committee.

4. Dissertation and Oral Examination

Candidates must prepare a dissertation based on original research carried out under the supervision of a supervisory committee and submit the results in appropriate dissertation form. After the formal submission of the dissertation, an oral examination is held. It is expected that all or part of the dissertation will be published following professional or scientific review.

Students who lack relevant background in accounting **may be** required to take one or more **600-level accounting courses**.

2. Comprehensive Examinations

Students undergo a comprehensive examination after successfully completing all coursework. This examination is designed to demonstrate knowledge of the accounting field, the chosen foundation field, and research methodologies. The comprehensive examination is set and administered by Accounting Area faculty members. It is normally administered within 24 months of entry into the PhD program. A second and final attempt at this examination is allowed (within six months of the first examination) if the student is unsuccessful in the first attempt.

The program regards the comprehensive examination as a pivotal point for deciding whether students should be allowed to proceed with their studies or be encouraged to withdraw from the program.

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4. Dissertation and Oral Examination

Candidates must prepare a dissertation based on original research carried out under the supervision of a supervisory committee and submit the results in appropriate dissertation form. After the formal submission of the dissertation, an oral examination is held. It is expected that all or part of the dissertation will be published following professional or scientific review.

ACTG PhD Curriculum Map

Learning Objectives 1 – Depth and Breadth of Knowledge
 Learning Objectives 2 – Knowledge of Methodologies
 Learning Objectives 3 – Level of Application of Knowledge
 Learning Objectives 4 – Awareness of Limits of Knowledge
 Learning Objectives 5 – Level of Communication Skills
 Learning Objectives 6 – Autonomy and Professional Capacity

	Learning Objectives					
	1	2	3	4	5	6
YEARS 1 AND 2						
Schulich DCAD Courses						
DCAD 7060 - Introduction to Applied Statistics		X		X		
DCAD 7100 - Logics of Social Research		X		X		
DCAD 7250 - Research Design		X		X		
DCAD 7400 - Qualitative Research Methods		X		X		
ACTG PhD Seminar Courses (proposal/current operating policy is students choose 4 of 6; official FGS policy is students take first 4)						
ACTG 7010 - Overview of Accounting Research	X				X	
ACTG 7020 - Empirical Methods in Accounting Research	X	X			X	
ACTG 7030 - Judgment & Decision in Accounting Research	X	X			X	
ACTG 7040 - Advanced Topics in Accounting Research	X	X			X	
ACTG 7050 - Advanced Topics in Financial Accounting Research	X	X			X	
ACTG 7950 - Special Topics in Accounting Research	X				X	

Foundational Elective Courses (Theory or Methods; at Schulich or other York Faculties or outside of York)						
Elective Course #1	X	X			X	
Elective Course #2	X	X			X	
YEARS 3 AND 4						
Comprehensive Exam	X	X	X	X	X	X
Dissertation Proposal	X	X	X	X	X	X
Dissertation	X	X	X	X	X	X

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Eileen Fischer, Marketing Area PhD Program Coordinator
Date: March 19 2023
Re: Relaunching MKTG 7982

Motion:

Be it moved that the course MKTG 7982.030, Marketing Strategy: Developing Consumer Research Contributions, be (re)introduced as a mandatory course for Marketing Area Ph.D. Students.

Rationale:

Historically, the Marketing Area had four core Ph.D. courses, one of which was Marketing Strategy. Owing to an administrative oversight that occurred when the FGS calendar was being updated approximately five years ago, this course was inadvertently omitted from the schedule. Note that it was never formally withdrawn as a course, but rather fell off the calendar by accident. The course has not been offered since then.

The Marketing Area strongly believes that our students will benefit from reintroducing Marketing Strategy as a mandatory core course. The attached outline is a new version of the course designed to reflect the area's unique configuration as a department that admits students into one of two streams of concentration, either consumer research or consumer culture theory.

Note that this course will be taught every other year, like the other three core PhD courses in marketing.



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:

Ph.D. Program in Administration

2. Responsible Unit:

Marketing

3. Subject Code (Rubric) and Course Number:

MKTG 7982

4. Credit Value:

3.00

5. Long Course Title:

Marketing Strategy: Developing Consumer Research Contributions

6. Short Course Title:

Marketing Strategy

7. Effective Term/Calendar Year:

Fall 2023

8. Language of Instruction:

English

9. Calendar (Short) Course Description:.

This course focuses on the design of relevant consumer-behavior oriented contributions to key debates in strategically oriented marketing research.

10. Expanded Course Description:

This course covers current topics in the marketing strategy literature, particularly those to which consumer research and consumer culture theorists are making major contributions. This course will facilitate on the design of relevant consumer-behavior oriented research programs that will be relevant to key debates in strategically oriented marketing research.

11. Course Learning Outcomes:

Schulich Ph.D. students who take this course will

- *Learn how to translate their consumer research and consumer culture theory ideas into mainstream, strategy focused, theoretical marketing conversations.*
- *Develop a basic understanding of core constructs in marketing strategy.*
- *Develop consumer research with marketing strategy implications for leading outlets such as the Journal of Marketing, the Journal of Marketing Research, and the Journal of Consumer Research.*

12. Rationale:

This will facilitate the achievement of the learning objectives of the PhD program through developing doctoral students' research knowledge and skills and their research related professional skills (e.g., writing and presentation skills).

13. Evaluation:

Assignment 1 (30%): Theoretical Conversation Presentation DUE: in assigned weeks

Every week, we will use published research articles to examine a key theoretical conversation in marketing strategy. The first article of each week will serve as the focal article. It will be a mandatory read, and will be scrutinized in greater depth, in most cases with one of the article's authors in (virtual) attendance. The rest of the articles on the list will serve as contextualizing materials and will be summarized and represented in class by a student. At the beginning of the course, weeks will be assigned to students. For the week (or weeks) that they have been assigned to, students will write a two-page summary of the focal theoretical conversation using the readings provided in the syllabus as well as additional readings unearthed via self-directed library research.

Assignment 2 (20%): Paper Topic Identification and Presentation DUE: Week 6 + Weeks 11/12

The key deliverable in our course will be a written strategy-focused empirical or conceptual paper submitted for program inclusion to the American Marketing Association Winter Academic Conference (or an alternative conference of similar quality, e.g., ACR, TCR, SCP, etc.).



Towards this end, students will hand in a two-page paper summary by Week 6 for feedback, including: 1) motivation and research question, 2) theoretical background, 3) description of data sources and analysis, 4) expected findings/figures. An enriched and refined version of this project proposal will be presented to the class in weeks 11 and 12.

Assignment 3 (50%): Research Paper DUE: Week 12

Building on assignment 2 and group and instructor feedback, students will submit a written strategy-focused conceptual paper (20 pages maximum incl. abstract and references, 12-point font, double-spaced) that contributes to one or more key debates in marketing strategy

14. Integrated Courses:

n/a

15. Cross-listed Courses:

n/a

16. Enrolment Notes:

17. Faculty Resources:

- *This course could be taught by Markus Giesler or Grant Packard.*
- *It will be offered every other year.*
- *It will not require any new faculty resources..*

18. Physical Resources:

- *The Faculty has adequate physical resources to support this course.*

19. Bibliography and Library Statement:

New Course Proposal Template

(Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor:

Markus Giesler

Alternative instructors:

Grant Packard

Course coordinator:

n/a

21. Specializations

Primary area or specialization:

MKTG

Secondary areas or specializations:

n/a?

22. Student Contact and Enrolment

Contact hours:

36.

Maximum enrolment:

20

Expected enrolment:

4

Evidence for enrolment expectations:

Ideally, the marketing area admits 2 new doctoral students each year. Since this course is offered in alternating years, 4 students would enrol each time it was offered. .

23. Equity, Diversity, Inclusion, Decolonization and Indigenization Action Plan



This course's decolonization action plan is twofold. First, we will critically discuss how the existence of colonialist subtext in the course readings has shaped (and constrained) dominant definitions of disciplinary truth. Specifically, in adopting an epistemic object perspective that renders scholarship as a polysemic and open object (Knorr-Centina 2010), we will explore the processes and actors of colonizing knowledge work and how knowledge is represented and constructed in ways that render (and sustain privilege of colonizing groups over) the colonized other. For instance, we will explore how definitions of quality control and peer blindness in the scholarly review process sustain colonialist biases and privileges.

Our second approach to decolonizing strives to identify specific areas for inquiry and contribution that promote the voices and interests of previously colonized groups of social and market actors. For instance, we will flesh out the epistemic hegemony of Western (Northern) knowledge systems in marketing strategy and contrast them with non-Western (Southern) ontological, epistemological, and methodological alternatives. For instance, we will explore how current definitions of marketing strategy depoliticize ethnic tensions through reference to emotions and how such definitions could be theoretically and practically challenged using alternative (currently oppressed and/or sidelined) theorizations.

24. Human Participants Research

N/A

25. Conditions for Approval

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

- a) The Area is deleting courses with at least the same total number of credits.**
Specify the course or courses being deleted.
- b) Provide a convincing case for the proposed course.**
State the reason the program needs this new course and provide evidence that the Area has no elective with student enrolments low enough to warrant deletion. Approval from the ADA will be required.

Originator:

Markus Giesler

Signature

March 1, 2023

Date



Name

Area or Specialization

Supporting Faculty Members

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

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

Name of faculty member Area or Specialization

Name of faculty member Area or Specialization

Name of faculty member Area or Specialization

Name of faculty member Area or Specialization

Name of faculty member Area or Specialization

Name of faculty member Area or Specialization

Approvals

Area or Specialization:

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

Signature

Date

Eileen Fischer

MKTG

Name of Coordinator or Director

Area or Specialization

Degree Program:

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

Signature

Date

Name of Program Director

Program

Program Committee:

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

Signature

Date

Name of Committee Chair

Committee

MKTG 7982

Marketing Strategy: Consumer Research Contributions.

Brief Description

This course focuses on the design of relevant consumer-behavior oriented contributions to key debates in strategically oriented marketing research. This course positions consumer behavior, a current area of strength within the Schulich School of Business marketing group, as one among many important contributing fields to questions and problems in marketing strategy.

Learning Outcomes

Schulich Ph.D. students who take this course will

- Learn how to translate their consumer research and consumer culture theory ideas into mainstream, strategy focused, theoretical marketing conversations.
- Develop a basic understanding of core constructs in marketing strategy.
- Develop consumer research with marketing strategy implications for leading outlets such as the *Journal of Marketing*, the *Journal of Marketing Research*, and the *Journal of Consumer Research*.

ASSIGNMENT SUMMARY

Task	Group/Individual	Total % of Final Grade	Due
1.Theoretical conversation presentation	Individual	30%	Assigned week(s)
2.Paper topic identification	Individual	20%	Week 6
3. Presentation of submission of written paper	Individual	50%	Weeks 11-12

Assignment Details

Assignment 1 (30%): Theoretical Conversation Presentation DUE: in assigned weeks

Every week, we will use published research articles to examine how an author or team of authors has carved out a distinct contribution to our understanding marketing strategy, by adding to one

or more research conversations, by disrupting existing conversations and going counter to established theoretical understandings, or by undertaking a more specific mix of both extremes. The first article of each week will serve as the focal article. It will be a mandatory read, and will be scrutinized in greater depth, in most cases with one of the article's authors in (virtual) attendance. The rest of the articles on the list will serve as contextualizing materials and will be summarized and represented in class by a student. At the beginning of the course, weeks will be assigned to students. For the week (or weeks) that they have been assigned to, students will write a two-page summary of the focal theoretical conversation using the readings provided in the syllabus as well as additional readings unearthed via self-directed library research.

Assignment 2 (20%): Paper Topic Identification and Presentation DUE: Week 6

The key deliverable in our course will be a written strategy-focused empirical or conceptual paper submitted for program inclusion to the American Marketing Association Winter Academic Conference (or an alternative conference of similar quality, e.g., ACR, TCR, SCP, etc.).

Towards this end, students will hand in a two-page paper summary by Week 6 for feedback, including: 1) motivation and research question, 2) theoretical background, 3) description of data sources and analysis, 4) expected findings/figures. An enriched and refined version of this project proposal will be presented to the class in weeks 11 and 12.

Assignment 3 (50%): Research Paper DUE: Week 12

Building on assignment 2 and group and instructor feedback, students will submit a written strategy-focused empirical or conceptual paper (20 pages maximum incl. abstract and references, 12-point font, double-spaced) that contributes to one or more key debates in marketing strategy.

Week-by-Week Readings

Week 1: Course Overview and Analytical Approach

Germann, Frank, Peter Ebbes, and Rajdeep Grewal (2015). "The Chief Marketing Officer Matters!" *Journal of Marketing* 79.3: 1-22.

Deborah J. MacInnis, Vicki G. Morwitz, Simona Botti, Donna L. Hoffman, Robert V. Kozinets, Donald R. Lehmann, John G. Lynch, Jr., and Cornelia Pechmann (2020), "Creating Boundary-Breaking, Marketing-Relevant Consumer Research: Ways to Broaden Impact," *Journal of Marketing*, 84 (2), 1-23.

Huber, Joel (2008), "The Value of Sticky Articles," *Journal of Marketing Research*, 45 (June), 257-260.

Tellis, Gerard J. (2017), "Interesting and Impactful Research: On Phenomena, Theory, and Writing," *Journal of the Academy of Marketing Science*, 45, 1-6.

Giesler, Markus and Eileen Fischer (2016), "Market System Dynamics," *Marketing Theory*, 17(1) 3–8.

Bernd H Schmitt, June Cotte, Markus Giesler, Andrew T Stephen, Stacy Wood, Relevance—Reloaded and Recoded, *Journal of Consumer Research*, Volume 48, Issue 5, February 2022, Pages 753–755.

Week 2: Market Orientation

Humphreys, A., & Carpenter, G. S. (2018). Status Games: Market Driving through Social Influence in the U.S. Wine Industry. *Journal of Marketing*, 82(5), 141–159.

Kohli, Ajay and Bernard J. Jaworski (1990), "Market Orientation: The Construct, Research Propositions, and Managerial Implications," *Journal of Marketing*, 54 (April), 1-18.

Narver, John C. and Stanley F. Slater (1990), "The Effect of a Market Orientation on Business Profitability," *Journal of Marketing*, 54 (October), 20-35.

Kirca, Ahmet H., Satish Jayachandran, and William O. Bearden (2005), "Market Orientation: A Meta- Analytic Review and Assessment of Its Antecedents and Impact on Performance," *Journal of Marketing*, 69 (April), 24-41.

Jaworski, Bernard J. and Ajay Kohli (1993), "Market Orientation: Antecedents and Consequences," *Journal of Marketing*, 57 (July), 53-70.

Gebhardt, Gary F., Gregory S. Carpenter, and John F. Sherry, Jr. (2006), "Creating a Market Orientation: A Longitudinal, Multifirm, Grounded Analysis of Cultural Transformation," *Journal of Marketing*, 70 (October), 37-55.

Week 3: New Products/ Radical Innovation

Aimee Dinnin Huff, Ashlee Humphreys, Sarah J.S. Wilner, The Politicization of Objects: Meaning and Materiality in The U.S. Cannabis Market, *Journal of Consumer Research*, Volume 48, Issue 1, June 2021, Pages 22–50.

"New product adoption and diffusion", Everett M. Rogers, *Journal of Consumer Research*, Vol. 2, March 1976.

Chandy, Rajesh and Gerard J. Tellis (1998), "Organizing for Radical Product Innovation," *Journal of Marketing Research*, 35 (November), 474-487.

Gaia Rubera & Ahmet H. Kirca (2012), Firm Innovativeness and Its Performance Outcomes: A Meta-Analytic Review and Theoretical Integration, *Journal of Marketing*, 76 (3), 130-147.

Giesler, Markus (2012), How Doppelgänger Brand Images Influence the Market Creation Process: Longitudinal Insights from the Rise of Botox Cosmetic. *Journal of Marketing*, 76(6), 55–68.

Mehta, R, Dahl, DW. Creativity: Past, present, and future. *Consum Psychol Rev.* 2019; 2: 30–49.

Patrick, Vanessa M. and Candice Hollenbeck (2021), “Designing for All: Consumer Response to Inclusive Design,” *Journal of Consumer Psychology*, 31(2), 360-381.

Week 4: Brands and Branding

Parmentier, M.-A., & Fischer, E. (2021). Working It: Managing Professional Brands in Prestigious Posts. *Journal of Marketing*, 85(2), 110–128.

Fournier, Susan (1998), “Consumers and Their Brands: Developing Relationship Theory in Consumer Research,” *Journal of Consumer Research*, 24(4), 343-53.

Diamond, Nina & Sherry, John & Muñiz, Jr, Albert & Mcgrath, Mary & Kozinets, Robert & Borghini, Stefania. (2009). American Girl and the Brand Gestalt: Closing the Loop on Sociocultural Branding Research, *Journal of Marketing*, 73. 118-134.

Kähr, A., Nyffenegger, B., Krohmer, H., & Hoyer, W. D. (2016). When Hostile Consumers Wreak Havoc on Your Brand: The Phenomenon of Consumer Brand Sabotage. *Journal of Marketing*, 80(3), 25–41.

Thompson, C. J., Rindfleisch, A., & Arsel, Z. (2006). Emotional Branding and the Strategic Value of the Doppelgänger Brand Image. *Journal of Marketing*, 70(1), 50–64.

Brunk, Katja H., Markus Giesler, and Benjamin J. Hartmann (2018), “Creating a Consumable Past: How Memory Making Shapes Marketization,” *Journal of Consumer Research*, 44 (April), 1325-1342.

Batra, R., Ahuvia, A., & Bagozzi, R. P. (2012). Brand Love. *Journal of Marketing*, 76(2), 1–16.

Margaret C Campbell, Linda L Price, Three Themes for the Future of Brands in a Changing Consumer Marketplace, *Journal of Consumer Research*, Volume 48, Issue 4, December 2021, Pages 517–526.

Week 5: Theory of Marketing

Stephen Vargo and Robert F. Lusch (2004), “Evolving to a New Dominant Logic for Marketing,” *Journal of Marketing* (January): 117.

Moorman, Christine and Roland T. Rust, (1999), "The Role of Marketing," *Journal of Marketing*, JM/MSI Special Issue on Fundamental Issues in Marketing, 63 (Special Issue), 180-197.

Philip Kotler and Sidney J. Levy (1969), "Broadening the Concept of Marketing" *Journal of Marketing* (January): 10-15.

Hunt, Shelby D. (1971), "The Morphology of Theory and the General Theory of Marketing," *Journal of Marketing*, 35 (2): 65-68.

Bagozzi, R. P. (1975). Marketing as Exchange. *Journal of Marketing*, 39(4), 32–39.

Sidney J. Levy (1959), "Symbols for Sale" *Harvard Business Review* (July-August): 117-124.

Week 6: Halftime Review and Paper Workshop

This week, we will examine and discuss each other's two-page paper summaries and gather feedback for the final paper submission.

Week 7: Customer Value

Schau, H. J., Muñiz, A. M., & Arnould, E. J. (2009). How Brand Community Practices Create Value. *Journal of Marketing*, 73(5), 30–51.

Robert W. Palmatier (2008), Interfirm Relational Drivers of Customer Value, *Journal of Marketing*, 72(4): 76-89.

Donald Lehmann, Sunil Gupta, Jennifer Stuart (2004), Valuing Customers, *Journal of Marketing Research*.

Holbrook, Morris B. (1994), "The Nature of Customer Value: An Axiology of Services in the Consumption Experience," in Roland T. Rust and Richard L. Oliver (ed.) *Service Quality: New Directions in Theory and Practice* (Thousand Oaks, CA: Sage), pp. 21-71.

Week 8: Market Creation/Evolution

Dolbec, P.-Y., Arsel, Z., & Aboelenien, A. (2022). A Practice Perspective on Market Evolution: How Craft and Commercial Coffee Firms Expand Practices and Develop Markets. *Journal of Marketing*, 86(6), 50–69.

Daiane Scaraboto, Eileen Fischer, Frustrated Fashionistas: An Institutional Theory Perspective on Consumer Quests for Greater Choice in Mainstream Markets, *Journal of Consumer Research*, Volume 39, Issue 6, 1 April 2013, Pages 1234–1257.

Giesler, Markus and Ela Veresiu (2014), “Creating the Responsible Consumer: Moralistic Governance Regimes and Consumer Subjectivity,” *Journal of Consumer Research*, 41 (October), 840-857.

Giesler, Markus (2008), “Conflict and Compromise: Drama in Marketplace Evolution,” *Journal of Consumer Research*, 34 (April), 739-753.

Humphreys, A. (2010). Megamarketing: The Creation of Markets as a Social Process. *Journal of Marketing*, 74(2), 1–19.

Week 9: Customer Experience

Siebert, A., Gopaldas, A., Lindridge, A., & Simões, C. (2020). Customer Experience Journeys: Loyalty Loops Versus Involvement Spirals. *Journal of Marketing*, 84(4), 45–66.

De Keyser Arne, Lemon Katherine N., Keiningham Timothy, Klaus Philipp (2015), “A Framework for Understanding and Managing the Customer Experience,” **MSI Working Paper Series**, Report No. 15-121. Cambridge, MA: Marketing Science Institute.

Bolton Ruth N., Gustafsson Anders, McColl-Kennedy Janet, Sirianni Nancy J., Tse David K. (2014), “Small Details That Make Big Differences: A Radical Approach to Consumption Experience as a Firm’s Differentiating Strategy,” **Journal of Service Management**, 25 (2), 253–74.

Lemon Katherine N., Verhoef Peter C. (2016), “Understanding Customer Experience Throughout the Customer Journey,” *Journal of Marketing*, 80 (6), 69–96.

Dhruv Grewal, Anne L. Roggeveen, Understanding Retail Experiences and Customer Journey Management, *Journal of Retailing*, Volume 96, Issue 1, 2020, Pages 3-8.

Week 10: Technology and AI

Puntoni, S, Reczek, R W, Giesler, M and Botti, S (2021), “Consumers and Artificial Intelligence: An Experiential Perspective,” *Journal of Marketing*, 85 (1). pp. 131-151.

Rebecca Walker Naylor, Cait Poynor Lamberton, Patricia M. West (2012), Beyond the “Like” Button: The Impact of Mere Virtual Presence on Brand Evaluations and Purchase Intentions in Social Media Settings, *Journal of Marketing*, Nov 2012, Vol. 76, No. 6, pp. 105-120.

Andrew T. Stephen, Jeff Galak (2012), The Effects of Traditional and Social Earned Media on Sales: A Study of a Microlending Marketplace, *Journal of Marketing Research*, Oct 2012, Vol. 49, No. 5, pp. 624-639.

Robert V. Kozinets, Kristine de Valck, Andrea C. Wojnicki, Sarah J.S. Wilner (2010), Networked Narratives: Understanding Word-of-Mouth Marketing in Online Communities, *Journal of Marketing*, Mar 2010, Vol. 74, No. 2, pp. 71-89.

Robert V Kozinets, Daniela Abrantes Ferreira, Paula Chimenti, How Do Platforms Empower Consumers? Insights from the Affordances and Constraints of Reclame Aqui, **Journal of Consumer Research**, Volume 48, Issue 3, October 2021, Pages 428–455.

Weeks 11 and 12: Paper Presentations and Wrap-up

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Eileen Fischer, Marketing Area PhD Program Coordinator
Date: March??
Re: Revising and renaming MKTG 7986

Motion:

Be it moved that the name of the course MKTG 7986.030 be changed to “Crafting High Impact Consumer Research” and that the content of the course be revised (see attached document)

Rationale:

The proposed changes have been designed to increase the impact of the course on student’s ability to execute research methods in an effective manner. Rather than being essentially an independent study without formal content, the course will have readings and assignments geared to increasing student skills as they work on the paper formed in MKTG 7895 0.00, a non-credit course that requires students to develop a paper.

Course Change Proposal Form

Schulich School of Business

1. Responsible Program:

Ph.D. in Administration

2. Responsible Unit:

Marketing

3. Subject Code (Rubric) and Course Number:

MKTG 7986

4. Credit Value:

3.00

5. Long Course Title:

Applied Research Methods

6. Short Course Title:

Applied Research Methods

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

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

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

Fall 2023

9. Rationale:

The proposed changes have been designed to increase the impact of the course on students' ability to execute research methods in an effective manner. Rather than being

essentially an independent study without formal content, the course will have readings and assignments geared to increasing students' skills.

This will facilitate the achievement of the learning objectives of the PhD program through developing doctoral students' research knowledge and skills and their research related professional skills (e.g., writing and presentation skills).

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title Applied Research Methods</p> <p>This course builds on MKTG 7985 (Research Paper Formation), which is a prerequisite. It requires the student, working under the supervision of a specific faculty member, to collect and analyse data and to produce a scholarly manuscript suitable for submission to a top tier journal, or to fully develop conceptual paper suitable for the same purpose.</p>	<p>Title Crafting High Impact Consumer Research</p> <p>This course complements MKTG 7985: Research Paper Formation. It exposes students to the process of creating research papers with the potential for high impact. Students learn elements of the craft such as: the importance of engaging storytelling; identifying compelling gaps in theoretical conversations and/or starting an altogether new research conversation; designing a paper's empirical logic; factoring in managerial and policy implications; and navigating review processes.</p>

11. Enrolment Notes:

MKTG 7986 may be taken prior to, concurrently with, or after MKTG 7985.

12. Consultation:

None required

Originator:

Ela Veresiu, Theo Noseworthy, Nicole
Mead

January 18, 2023

Signature

Date

Marketing

Name

Area or Specialization

Approvals:

Area or Specialization

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

Eileen Fischer

Signature

January 18, 2023

Date

Name

Area or Specialization

Degree Program:

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

Signature

Date

Name of Program Director

Program

Program Committee:

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

Signature

Date

Name of Committee Chair

Committee

ATTACHMENT: UPDATED COURSE OUTLINE

MKTG 7986: Crafting High Impact Research

Instructors: Ela Veresiu, Theo Noseworthy, and Nicole Mead

BRIEF DESCRIPTION

This course complements MKTG 7985: Research Paper Formation. It exposes students to the process of creating research papers with the potential for high impact. Students will learn elements of the craft such as the importance of: engaging research storytelling; identifying compelling gaps in theoretical conversations and/or starting an altogether new research conversation; designing a paper's empirical logic; factoring in managerial and policy implications; and navigating the review process.

COURSE LEARNING OUTCOMES

Students who take this course will

- Develop skills in selecting research projects
- Further develop skills in conducting research
- Further develop skills in writing up research
- Further develop skills in presenting research
- Further develop skills in responding to reviews

COURSE MATERIAL

Assigned readings are available online through the York University Library. Note that in most classes both “topic” and “target” readings are assigned. The latter are empirical articles that can be assessed relative to the topic readings.

ASSIGNMENT SUMMARY

Task	Group/Individual	Total % of Final Grade	Due
1. Pitch a novel phenomenon	Individual	10 %	Week 2 during class
2. Identify a gap in the literature/start a new conversation	Individual	10 %	Week 4 during class
3. Preliminary draft of proposal	Individual	10 %	Week 9 during class

4. Review of others' proposals	Individual	10 %	Week 11 during class
5. Oral and written presentation of revised proposal	Individual	60 %	Week 12 during class

ASSIGNMENT DETAILS

1. Pitch a novel phenomenon. Identify a phenomenon that you think is novel. Write the beginnings of an introduction where you pitch the importance of this phenomenon both theoretically and substantively. Remember, there is journalistic liberty in an introduction to "sell" the concept -- a benefit which you are not afforded once you hit the conceptual development.

2. Identify a gap in the literature/start a new conversation. Building on the bones of your previous introduction, go one step further and either 1) identify/develop the gap within the literature or 2) start a new/original theoretical conversation that the exploration of this phenomenon has the potential to address. This gap should clearly articulate the full potential of the theoretical contribution of this work and the magnitude of the insight (e.g., whether a novel boundary to a well-known theory, a challenged assumption within an established theory, an avenue for a theory to exist where once thought impossible, critique of what is wrong with an established theory and instead provide a disruptive alternative that goes counter and/or beyond an existing theory, etc.).

Note: A gap is not important because no one ever cared to look, especially with respect to conceptual applications of theory (i.e., testing whether a general theory is indeed general by applying it to a novel context isn't much of a test). Rather a gap is something that, should someone have taken the time to look, may change what we know about the underlying theory going forward. Be sure that if you say you are the first to explore this insight that you have done your due-diligence both on the theory-side AND on the phenomenon, and be confident standing by this claim. If the phenomenon is novel but the theory is well predicted, this may be construed as a novel antecedent to a known effect. While not worthless, the contribution may be far narrower than you believe.

Likewise, a unique or previously understudied context (e.g., a particular geographical location, a group of consumers, etc.) is not an adequate gap in an existing consumer research conversation.

Lastly, carefully consider whether you aspire to make an incrementalism (gap filling) versus a radical (jump to new spaces/levels) theorization contribution.

3. Preliminary draft of proposal. Develop prior assignments 1 & 2 into one cohesive document that forms a research proposal, similar to what one might submit to SSHRC for a grant. Aim for 3000 words. Present it in one voice with a clear logic and guided structure throughout, ending with a detailed discussion of the potential for the incremental or radical contribution.

4. Review of others' proposals. Write constructive reviews of one or more of the proposals written by other students in the course.

5. Oral and written presentation of own revised proposal. Incorporating feedback received from fellow students and the course director, revise your proposal and present it to the Marketing faculty and Ph.D. students. Prepare revisions notes showing how you addressed the reviews you received.

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Week by Week Schedule for MKTG 7985: Crafting High Impact Research

Week 1: Introduction – Research as Storytelling

Topic Readings

1. Pollock, T. G., & Bono, J. E. (2013). Being Scheherazade: The importance of storytelling in academic writing. *Academy of Management Journal*, 56, 629-634.
2. Barley, S. R. (2006). When I write my masterpiece: Thoughts on what makes a paper interesting. *Academy of Management Journal*, 49, 16-20.
3. McCloskey, D. N. (1983). The Rhetoric of Economics. *Journal of Economic Literature*, 21, 481-517.

Target Reading(s)¹

1. Batt, R. J., & Terwiesch, C. (2015). Waiting patiently: An empirical study of queue abandonment in an emergency department. *Management Science*, 61, 39–59.
2. Kozinets, R. V. (2002). Can consumers escape the market? Emancipatory illuminations from burning man. *Journal of Consumer research*, 29(1), 20-38.

Week 2: Choosing and Pitching the Focal Phenomenon

Topic Readings

1. Lynch, J., Alba, J. W., Krishna, A., Morwitz, V. G., & Gurhan-Canli, Z. (2014). Knowledge creation in consumer research: Multiple routes, multiple criteria. *Journal of Consumer Psychology*, 22(4), 473-485.
2. Deighton, John, Carl F. Mela, and Christine Moorman (2020), “Editorial: Marketing Thinking and Doing,” *Journal of Marketing*, December 2020
3. Alvesson, M., & Kärreman, D. (2007). Constructing mystery: Empirical matters in theory development. *Academy of Management Review*, 32(4),

Target Reading(s)

1. Simona Botti, Kristina Orfali, Sheena S. Iyengar, Tragic Choices: Autonomy and Emotional Responses to Medical Decisions, *Journal of Consumer Research*, Volume 36, Issue 3, October 2009, Pages 337–352,
2. Susan Fournier, Consumers and Their Brands: Developing Relationship Theory in Consumer Research, *Journal of Consumer Research*, Volume 24, Issue 4, March 1998, Pages 343–373.

Assignment 1 due.

¹ Note that the target readings listings on this syllabus are illustrative of those that could be chosen. In practice, the target readings selected will be updated each time the course is taught and will be chosen by the course instructor to meet the needs and interests of the cohort of students taking the class in a given year.

Week 3: Problematization: Conceptualizing “Gaps”, Moving Beyond “Gaps”, and Research Questions

Topic Readings

1. Belk, R., & Sobh, R. (2019). No assemblage required: On pursuing original consumer culture theory. *Marketing Theory*, 19(4), 489–507.
2. Dolbec, P.-Y., Fischer, E., & Canniford, R. (2021). Something old, something new: Enabled theory building in qualitative marketing research. *Marketing Theory*, 21(4), 443–461.
3. Alba, J. W. (2012). In Defense of Bumbling. *Journal of Consumer Research*, 38 (6), 981-987.
4. Alvesson, M., & Sandberg, J. (2011). Generating Research Questions through Problematization. *Academy of Management Review*, 36, 247-271.
<http://dx.doi.org/10.5465/AMR.2011.59330882>
5. Chatterjee, S. and Davison, R.M. (2021), The need for compelling problematisation in research: The prevalence of the gap-spotting approach and its limitations. *Inf Syst J*, 31: 227-230. <https://doi.org/10.1111/isj.12316>

Target Reading(s)

1. Chiara Longoni, Andrea Bonezzi, Carey K Morewedge, Resistance to Medical Artificial Intelligence, *Journal of Consumer Research*, Volume 46, Issue 4, December 2019, Pages 629–650.
2. David Crockett, Paths to Respectability: Consumption and Stigma Management in the Contemporary Black Middle Class, *Journal of Consumer Research*, Volume 44, Issue 3, October 2017, Pages 554–581.

Week 4: Positioning Within Theoretical Conversations

Topic Readings

1. Sutton, Robert and Barry M. Staw, 1995, What Theory is Not, *Administrative Science Quarterly*: 371-384.
- * DiMaggio, P.J. (1995). Comments on "What Theory is Not," *Administrative Science Quarterly*, 40(3), 391-397. 1265–1281.
2. Gray, Kurt (2017). How to Map Theory: Reliable Methods Are Fruitless Without Rigorous Theory. *Perspectives on Psychological Science*, 12, 5, 731-741.
3. Fisch, C., & Block, J. (2018). Six tips for your (systematic) literature review in business and management research. *Management Review Quarterly*, 68(2), 103-106.
4. Webster, J., & Watson, R. T. (2002). Analyzing the past to prepare for the future: Writing a literature review. *MIS quarterly*, xiii-xxiii.
5. Baumeister, R. F., & Leary, M. R. (1997). Writing narrative literature reviews. *Review of general psychology*, 1(3), 311-320.

Target Reading(s)

1. Jordan Etkin, The Hidden Cost of Personal Quantification, *Journal of Consumer Research*, Volume 42, Issue 6, April 2016, Pages 967–984

Assignment 2 due.

Week 5: Reading Week

Week 6: Developing Conceptual Logic

Topic Readings

1. MacInnis, Deborah J. 2011. A framework for conceptual contributions in marketing." *Journal of Marketing* 75.4 (2011): 136-154.
2. Deshpande, R. (1983). "Paradigms lost": On theory and method in research in marketing. *Journal of marketing*, 47(4), 101-110.
3. Heun, R. (2018). How to write a scientific paper: A hypothesis-based approach. *Global Psychiatry*, 1(1), 3-6.

Target Reading(s)

1. Sundar Aparna, Noseworthy Theodore J. (2016), "Too Exciting to Fail, Too Sincere to Succeed: The Effects of Brand Personality on Sensory Disconfirmation," *Journal of Consumer Research*, 43 (1), 44–67.
2. Robinson, Thomas Derek, Ela Veresiu, and Ana Babić Rosario (2022), "Consumer timework," *Journal of Consumer Research*, 49, (1), 96-111.

Week 7: Designing the Empirical Logics

Note: Selected readings will be chosen for students depending on whether they are doing experimental or qualitative research.

Topic Readings

1. Jick, T. (1979). Mixing qualitative and quantitative methods: Triangulation in action. *Administrative Science Quarterly*, 24, 602-611.
2. Veresiu, Ela (2023), "Consumer Culture," in *Handbook of Consumer Psychology 2nd Edition*, ed. Cait Lamberton, Derek Rucker, and Stephen Spiller, forthcoming.
3. Brewer, M.B. (2000). Research design and issues of validity. In Reis, H.T. & Judd, C.M. (Eds). *Handbook of research methods in social and personality psychology*, Cambridge University Press, p. 3-16.
4. Chapter 2. Statistical conclusion validity and internal validity. In Shadish, W.R., Cook, T.D., and Campbell, D.T. (2002). *Experimental and Quasi-Experimental Designs for Generalized Casual Inference*. Houghton Mifflin: Boston pp. 33- 63.

5. Chapter 3. Construct validity and external validity. In Shadish, W.R., Cook, T.D., and Campbell, D.T. (2002). *Experimental and Quasi-Experimental Designs for Generalized Casual Inference*. Houghton Mifflin: Boston pp. 64-102.
6. Schwenk, C.R. (1982). Why sacrifice rigour for relevance? A proposal for combining laboratory and field research in strategic management. *Strategic Management Journal*, 3(3), 213-225.
7. Gneezy, A. (2017). Field experimentation in marketing research. *Journal of Marketing Research*, 54(2), 140-143.

Supplementary Reading(s)

1. Sakaluk J. K. (2016). Exploring small, confirming big: An alternative system to the new statistics for advancing cumulative and replicable psychological research. *Journal of Experimental Social Psychology*, 66, 47-54.
2. Scandura, T.A. and Williams, E.A. (2000). Research methodology in management: Current practices, trends, and implications for future research. *The Academy of Management Journal*, 43(6), 1248-1264.
3. Zhao, X., Lynch, J.G.Jr., Chen, Q. (2010). Reconsidering Baron and Kenny: myths and truths about mediation analysis. *Journal of Consumer Research*, 37, 197-206.

Target Reading(s)

1. Hingston, Sean T. and Theodore J. Noseworthy (2018), "Why Consumers Don't See the Benefits of Genetically Modified Foods, and What Marketers Can Do About it," *Journal of Marketing*, 82 (September), 125 – 140.
2. Noseworthy, Theodore J., Fabrizio Di Muro, and Kyle B. Murray (2014), "The Role of Arousal in Congruity-Based Product Evaluation," *Journal of Consumer Research*, 41 (December), 1108 – 1126.
3. Garbinsky, Emily, Nicole L. Mead, and Daniel Gregg (2021), "Popping the Positive Illusion of Financial Responsibility Can Increase Personal Savings: Applications in Emerging and Western Markets," *Journal of Marketing* (Special Issue: Better Marketing for a Better World), 85(3), 97-112
4. Varman, R., Sreekumar, H., & Belk, R. W. (2022). Money, Sacrificial Work, and Poor Consumers. *Journal of Consumer Research*, 49(4), 657-677.

Week 8: Developing Discussions Sections that Reciprocate

Topic Readings

1. Gopaldas, Ahir (2016), "A front-to-back guide to writing a qualitative research article" *Qualitative Market Research: An International Journal*, 19 (1): 115-121.
2. Bajde, Domen and Ahir Gopaldas (2019), "What makes a good paper? Analytic and continental ideals in consumer culture theory," *Qualitative Market Research: An International Journal*, 22(3), 270-277.

3. LaPlaca, Peter, Adam Lindgreen, and Joëlle Vanhamme (2018), "How to write really good articles for premier academic journals." *Industrial Marketing Management*, 68: 202-209.
4. <https://plos.org/resource/how-to-write-conclusions/>

Target Reading(s)

1. Packard, Grant and Jonah Berger. (2017). How language shapes word of mouth's impact. *Journal of Marketing Research*, 54(4), 572-588.
2. Veresiu, Ela, and Markus Giesler (2018), "Beyond acculturation: Multiculturalism and the institutional shaping of an ethnic consumer subject," *Journal of Consumer Research*, 45 (3): 553-570.

Week 9: Writing for Impact

Topic Readings

1. Bem, D. J. (1987). Writing the empirical journal article. In M. P. Zanna & J. M. Darley (Eds.), *The compleat academic: A practical guide for the beginning social scientist* (pp. 171-201). New York: Random House.
2. Provost, Gary (2019). *100 Ways to Improve your Writing*. Penquin.
3. Lamott, Anne (1994). *Bird by Bird. Some Instructions on Writing and Life*. Random House.
4. Warren, Nooshin L., Matthew Farmer, Tianyu Gu, and Caleb Warren. "Marketing ideas: How to write research articles that readers understand and cite." *Journal of Marketing* 85, no. 5 (2021): 42-57.
5. Ragins, B. R. (2012). Reflections on the craft of clear writing. *Academy of Management Review*, 37, 493-501

Assignment 3 due

Week 10: Navigating the Review Process

Topic Readings

1. Lamont, M. (2009). How professors think: Inside the curious world of academic judgment. Cambridge, Mass.: Harvard University Press. pgs. 1-21
2. Lynch Jr., J. G. (1998). Presidential Address: Reviewing, *Advances in Consumer Research*, 25, 1-6.
3. Hyman, R. (1995). How to critique a published article, *Psychological Bulletin*, 118 (2), 178-182.
4. Bagchi, R., Block, L., Hamilton, R. W., & Ozanne, J. L. (2017). A Field Guide for the Review Process: Writing and Responding to Peer Reviews. *Journal of Consumer Research*, 43(5), 860-872.
5. Editors' Forum on the Review Process (2006). *Academy of Management Journal*, 49(2), 189-214.

Assignment 4 due

Week 11: Workshopping Proposals

Real-time Rewrites

Based in part on review feedback received in week 10, students identify and submit to the professor (on Powerpoint slides) the three (3) consecutive paragraphs from their proposal that are in greatest need of improvement / development (due 2 hours before week 11 class start). The paragraphs will be put up on the screen, and authors will take control of the keyboard as seminar participants work together to help authors see opportunities to improve their proposal writing in real time based on class learnings and group ideation.

Week 12: Proposal Submission and Presentations

Change to Program/ Diploma/Certificate Academic Requirements Proposal Form

Schulich School of Business

The following information is required for all proposals involving a minor modification to undergraduate and graduate program/ diploma/certificate 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. Program/ Diploma/Certificate:

Ph.D. in Administration: Major Field in Marketing (MKTG)

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

Fall 2023

3. Proposed Change(s) and Rationale:

The description of and rationale for the proposed modification(s) should provide information with respect to each of the following points:

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

The proposed changes entail re-introducing a core course in Marketing Strategy that was inadvertently dropped from the curriculum, and revising a core course geared to crafting high impact research contributions.

The rationale is to ensure our students get a better and broader grounding in the marketing literature, and more hands-on training in crafting their research programs.

b. An outline of the changes to requirements and the associated learning outcomes/objectives, including how the proposed requirements will support the achievement of program/ diploma/certificate learning objectives.

Additionally, please append the program's existing learning outcomes as a separate document.

The proposed changes add back one seminar to the core courses in marketing; this restores the curriculum to the size it was when the doctoral program's learning outcomes and objectives were created, i.e. four formal seminars. The impact of the proposal will be to better support the achievement of all the program's learning objectives, which are the following:

Learning Objective 1 – Depth and Breadth of Knowledge
 Learning Objective 2 – Knowledge of Methodologies
 Learning Objective 3 – Level of Application of Knowledge
 Learning Objective 4 – Awareness of Limits of Knowledge
 Learning Objective 5 – Level of Communication Skills
 Learning Objective 6 – Autonomy and Professional Capacity

c. An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/ diplomas/certificates.

Where and as appropriate, the proposal must include statements from the relevant program/ diplomas/certificates confirming consultation/support.

The proposed changes will have no impact on any of the other Major Fields in the Schulich Doctoral Program, or any other program in the school or university.

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

Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources are required. If new/additional resources are required, the proposal must include a statement from the relevant Dean(s)/Principal.

No new resources are required to implement the proposed changes.

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

The proposed courses will be optional for those currently enrolled.

4. Calendar Copy:

Using the following two-column format, provide a copy of the relevant undergraduate, graduate program/diploma/certificate requirements as they will appear in the Schulich Undergraduate and Graduate Academic Handbooks.

*Please note: Senate requires that **FULL** Calendar copy be provided. Please include the entire program/ diploma/certificate section, not just text that is being revised. Please clearly and visibly indicate how the information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).*

Existing Program/ Diploma/Certificate Information (Change From):	Proposed Program/ Diploma/Certificate Information (Change To):
Title	Title

<p>DEGREE REQUIREMENTS Candidates for the Marketing field PhD degree must fulfil the following minimum requirements:</p> <p>1. Courses Students must successfully complete the following course requirements:</p> <p>Required Courses</p> <ol style="list-style-type: none"> 1. Marketing 7980 3.0: Consumer Research A 2. Marketing 7981 3.0: Consumer Research B 3. Marketing 7985 0.0: Research Paper Formation 4. Marketing 7986 3.0: Applied Research Methods 5. Doctoral Course in Administrative Studies 7060 3.0: Introduction to Applied Statistics 6. Doctoral Course in Administrative Studies 7100 3.0: Logics of Social Research 7. Doctoral Course in Administrative Studies 7250 3.0: Research Design 8. Doctoral Course in Administrative Studies 7400 3.0: Qualitative Research Methods <p>Elective Courses (2) These will be chosen, in consultation with the Marketing Area PhD Program Representative or from among the doctoral level courses offered within the program</p>	<p>DEGREE REQUIREMENTS Candidates for the Marketing field PhD degree must fulfil the following minimum requirements:</p> <p>1. Courses Students must successfully complete the following course requirements:</p> <p>Required Courses</p> <ol style="list-style-type: none"> 1. Marketing 7980 3.0: Consumer Research A 2. Marketing 7981 3.0: Consumer Research B 3. Marketing 7982 3.0: Marketing Strategy: Developing Consumer Research Contributions 4. Marketing 7985 0.0: Research Paper Formation 5. Marketing 7986 3.0: Crafting High Impact Consumer Research 6. Doctoral Course in Administrative Studies 7060 3.0: Introduction to Applied Statistics 7. Doctoral Course in Administrative Studies 7100 3.0: Logics of Social Research 8. Doctoral Course in Administrative Studies 7250 3.0: Research Design 8. Doctoral Course in Administrative Studies 7400 3.0: Qualitative Research Methods
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MKTG PhD Curriculum Map

Learning Objective 1 – Depth and Breadth of Knowledge

Learning Objective 2 – Knowledge of Methodologies

Learning Objective 3 – Level of Application of Knowledge

Learning Objective 4 – Awareness of Limits of Knowledge

Learning Objective 5 – Level of Communication Skills

	Learning Objectives					
	1	2	3	4	5	6
Schulich DCAD Courses						
7060 3.0: Introduction to Applied Statistics		X		X		
7100 3.0: Logics of Social Research		X		X		
7250 3.0: Research Design		X		X		
7400 3.0: Qualitative Research Methods		x		X		
Marketing Core Courses						
7980 3.0: Consumer Research A	X				x	x
7981 3.0: Consumer Research B	X				x	x
7982 3.0: Marketing Strategy: Developing Consumer Research Contributions	X		x		x	x
7985 0.0: Research Paper Formation		x	x		x	x
7986 3.0: Crafting High Impact Research		x	x		x	x
Elective Courses						

(Revised: October 20, 2022)

Elective Course 1	x		x		x	x
Elective Course 2	x		x		x	x
Comprehensive Exam	x	x	x	x	x	x
Dissertation Proposal	x	x	x	x	x	x
Dissertation	x	x	x	x	x	x

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
Friday, March 10, 2023, from 11:30am - 1:00 pm.

In Attendance:

Chair: C. Graham

Secretary: K. Doyle

Assistant: B. Kelbert

Voting Members of Faculty Council Present:

Senior Admin	D. Zwick, K. Tasa, A. Joshi, K. Kanagaretnam,
ACTG	S. Hsu, A. Mawani, G. Saxton, L. Thorne, V. Trivedi
ARTM	K. Rogers
ECON	B. Wolf (ret.)
ENTR	
FINE	K.-H. Bae, M. Cao, P. Foroughi, M. Kamstra, Y. Larkin, L. Ng, Y. Tian
MKTG	A. Campbell, P. Darke, E. Fischer, G. Packard,
ORGS	I. Hideg, B. Lyons, R. Shao, L. Zhu (Co-Chair),
OMIS	M. Biehl, V. Dhingra, D. Oppong-Tawiah,
PLCY	M. Kipping, M. Majzoubi, C. McMillan, T. Peridis, W. Sheremata,
PROP	J. McKellar (sab),
SUST	C Cho, B. Eberlein, G. Kistruck, D. Matten, M. Valente
	OTHER: S. Quail (lib)
Voting CPM's & Director of 601	L. Hillcoat, J. Yeung Do, M. Bhutani, I. Holzinger,
Student Reps	P. Malik (GBC), J. Choong (GBC), M. Nafissi (PhD guest)

Voting Members of Faculty Council Absent/Regrets:

M. Annisette (sab)	J. Darroch	D. Johnston	M. Milevsky (sab)	W. Shen
T. Anand (UBS)	Y. Deutsch	R. Karambayya (ret.)	N. Nasser (UBS)	P. Shum Nolan
P. Aulakh	A. Devine (regrets)	A. Kecskes	D. Neu	A.J. Sirsi (sab)
E. Auster	A. Diamant (sab)	H. Kim	T. Noseworthy,	J. Tan
M. Bamber,	D. Dimick (ret.)	M. Kristal,	Y. Pan	E. Tabatabaei (PhD)
T. Beechy (ret.)	M. Dong	P. Laycock (Alumni)	J. Patel (UBS)	E. Veresiu
R. Belk	J. Everett (sab)	F. Lazar	R. Phillips	M. Voronov (sab)
C. Bell	M. Farjoun	M. Levesque	E. Prisman	S. Weiss (sab)
A. Bhanich-Supapol	M. Giesler	G. Li	M. Rice	T. Wesson (regret)
I. Bicer	I. Henriques (regrets)	Z. Li	M.J. Rungtusanatham	L. Wright (ret.)
J. Clayton	D. Horváth	I. Macdonald (ret.)	A. Rzeznik	S. Yeomans
W. Cook (ret.)	R. Imanirad	A. Madhok (regrets)	P. Sadorsky	J. Zemans (ret.)
A. Coutts (regrets)	R. Irving (ret.)	N. Mead (Sab)		H. Zhu (GBC)

Non-Voting Members of Faculty Council Present:

S. Babra	N. Machado	G. Milavsky	N. Sutherland	Guests
J. Fayt	Y. Massop	C. Mueller	D. Woticky	A. Asif (VP Research)
A. Ferreira	C. Niederwanger	C Partland	F. Zandi	B. Edwards (Research)
B. Kha	T. Medcof	J. Pinto	W. Al-Hussaini	J. Steeves (Research)
				K. Ninh (Research)
				J. Obar
				E. Yuen
				R. Nag

Non-Voting Members of Faculty Council Absent:

N. Alexandrian	K. Elliot	C. Hui	R. Moy	S. Sigel (Ex in Res)
D. Barret	K. Ellis	G. Klar	K.R. Na	H. Sinker
P. Barter	D. Elsner	A. Konson	A. Narbe	V. Shanmuganathan
S. Browne	E. Farrell	H. Koren-Cohen	Z. Necas	C. Sullivan
S. Calahan	A. Fisher (regrets)	L. Lakats	L. Pan (regrets)	T. Stubbs
C. Carder (regrets)	S. Friedman	D. Lennox (regrets)	B. Pasquali	S. Tenn
M. Cernea	B. Gallagher	R. Lynn	G. Pau	A. Thomson (regrets)
J-M. Clark	A. Garber	P. Macdonald (regrets)	P. Pivato	T. Tolia
M. Collyer	L. Ginsberg	J. Mapa (regrets)	J. Pokrajac	H. Turesson
M. De Luca	T. Gosse	R. Mayer	S. Pulver	K. Vandezande
L. De Wilde	P. Grant	T. McQueen	E. Roman (Ex in Res)	A. Visram (regrets)
G. Deans	A. Harris	J. Morgan	R. Ross (Ex in Res)	A. Welsh
P. Dillon	M. Hastings	M. Morriello	C. Sachs	R. Young
			C. Sicoli	C. Zhuang

Minutes

1. Welcome and Chair's Remarks (5 minutes)

Chair calls the meeting to order at 11:31 am and read the land acknowledgement. Provides an overview of the agenda and timing of the meeting items.

2. Dean's Remarks (5 minutes)

Almost three years to the day is when we closed campus at the start of the pandemic. The time since then has included fundamental transformations in research, teaching, learning, operations. Congratulations and thank you to everyone for all your hard work and adaptation.

An update on academic searches: the school has two successful Accounting hires, starting July 1. Tentatively positive news on the other two searches.

3. PhD/GBC/UBS Updates (5 minutes)

P.Malik: request for Dean's Cup finale. Intrashool case competition- four rounds, this is the last one. RBC is the sponsor for the last one. 30 people have received internships or offers because of competition. We have sent out an email and will be following up individually about encouraging students to join in because of a tendency towards low turnout.

J.Choong: The GBC is also have the last coffee chat for the term on March 23 at 5 pm.

4. Synopsis of Schulich Forum on AI Implications for Research (*E. Fischer*)

E.Fischer: T.Noseworthy and others are the experts on this and can speak to the ways that ChatGPT is a useful tool at particular steps throughout the research process, especially in research about consumer choices. David Rice runs a research institution- Future of Marketing Institute- engaged in a knowledge translation function with students around marketing topics. They're using ChatGPT to write drafts of what they're trying to craft to speed along dissemination. Mike Valente was also vocal about paying attention to equity and access issues surrounding the use of AI tools in research—who gets to access these things and what types of research do they primarily benefit? Irene Henriques is also using AI in her research. The plan going forward will be to keep current on this technology as it evolves and to be responsive to the relevance and interest of this topic across the Faculty.

Chair: was there any discussion about the effects on teaching and learning?

E. Fischer: there definitely was interest in this but we decided to focus on the research implications, noting that the University also recently hosted a virtual session in implications for academic integrity.

W.Sheremata and M. Valente provide a synopsis of topics and perspectives shared during the virtual session offered by York's Office of Academic Integrity.

G. Saxton: one of our PhD students just graduated and I wrote him a congratulatory note, I decided to see if ChatGPT could write an excellent letter of congratulations and it did. It was heartwarming.

M.Kamstra: We must be cautious of our confidence that ChatGPT will not be able to personalize statements going forward. It is possible to do this with refined directions.

5. York University Strategic Research Plan Presentation (A. Asif) (30 minutes)

See the slide deck posted to the Faculty Council website.

C.Graham: I'm curious about the process to decide what to exclude from the SRP. Were there any conversations that involved decisions about not pursuing an area?

A.Asif: Universities are good at proposing new initiatives, but not so good at retiring focal points that are no longer most pressing or significant. We discuss with deans that the topics capture the strengths and interests of the Faculties' research agendas and expertise after identifying themes and priorities that align to the University's strategic and academic plans.

M.Kamstra: The key to driving faculty research is low teaching loads. Schulich has a good model that is not funded by the University centrally. It would be useful for VPRI to consider replicating and supporting so that the Schulich Dean doesn't have to syphon funds from other areas to shore up every year.

T. Peridis: I would like to see some of the funding structures that go along with this plan. And milestones or metrics to know if the plan is working and we are following it effectively.

A.Asif: In the last call, we focused on the SDGs. This round, we are investing in FinTech, Indigenous initiatives, and Black scholarship. ORUs that were approved are in areas that align to the SRP priorities. Disaster and Emergency Management. AI in Society—some Schulich researchers involved in that one. Focusing on application of AI in society—health, fintech, etc. One that focuses on entrepreneurship and innovation. We will be monitoring KPIs and metrics in case a change of direction is needed.

The Chair thanks A.Asif and attendees from VPRI for attending and presenting the SRP.

6. Presentation eCV Management Software (*J. Steeves*) (30 minutes)

Chair introduces J.Steeves to speak to the eCV initiative.

See the slide deck included in the Agenda Package on the Faculty Council website.

7. Other Business

none

8. Adjournment

A.Joshi moves to adjourn the meeting. The Chair adjourns the meeting at 12:52 pm.