

FACULTY COUNCIL SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Schulich Faculty Council for the 2023-24 academic year
will be held on **Friday, October 6** from **11:30 am - 1:00pm**.

AGENDA

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1. Welcome and Chair's Remarks	
2. Dean's Remarks	
3. PhD/GBC/UBS Introductions	
4. Motion: Transfer of Summer Authority from Executive Committee to Council	
5. Presentation by Nona Robinson, Vice-Provost Students and Yukimi Henry, Executive Director, Community Support & Services	3-25
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.

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1. Communications	
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b) For Information: 2023-24 Faculty Council Meeting Dates	29
2. Master Programs Committee (K. Tasa)	
a) Program Closure Proposal	
i) Graduate Diploma in Nonprofit Management & Leadership (GDML) (G. Kistruck)	30-33
b) Change to Existing Course	
i) HIMP 6150 3.00 (rubric change to MHIA) (A. Mawani)	34-58
ii) HIMP 6180 3.00 (rubric change to MHIA) (A. Mawani)	34-58
iii) SUST 6400 3.00 (course retirement) (G. Kistruck)	59-62
iv) SUST 6151 3.00 (course description change) (G. Kistruck)	63-69
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d) Specialization Changes:	
i) Global Metals and Minerals Management elective list	93-96
ii) Sustainability (SUST)	97-100
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i) EMBA 6135 Managing Sustainability	101-110
b) Change to Existing Course	

c) EMBA 6085 Authentic Leadership Journey	111-133
4. Nominating Committee (A. Joshi)	
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* Division of Students
York University

Faculty Council Meeting

NONA ROBINSON, VICE PROVOST STUDENTS &
YUKIMI HENRY, EXECUTIVE DIRECTOR
COMMUNITY SUPPORTS & SERVICES

YORK 

Agenda

- Issues we're hearing about from faculty
- Responding to students in distress
- Overview of student support services
- Referrals to Community Supports & Services (CSS – OSCR & The Centre)
- Opportunities for student services to support faculty?
- Questions & discussion
- Appendix: Details of student services

Faculty member concerns we're hearing about

- Students' lack of academic preparation
- Students sharing distressing information and not knowing what to say
- Concern about inclusion, challenges from students
- Classroom disruption and behaviour management
- Student mental health
- Understanding and meeting academic accommodations
- Students distracted or disengaged; dealing with other issues
- Academic integrity
- Understanding policies (Student Code, Sexual Violence, Human Rights, Academic Honesty, etc.)

Responding to students in distress

EMERGENCY

Imminent risk to self or others

- Threats of violence
- Substance overdose
- Serious injury
- Seizure

ACTION

Phone 911 and Campus Security emergency line at 416-736-5333

Keep yourself and others as safe as possible

CRISIS

Not life-threatening but urgent

- Thoughts of suicide or death
- Psychosis
- Recent assault or accident

ACTION

During office hours:

Office of Student Community Relations (OSCR) 416-736-5231, oscr@yorku.ca

Centre for Sexual Violence Support at 416-736-5211

Campus Security at

416-650-8000
Counselling Services at
416-736-5297

After office hours:

Campus Security emergency line at 416-736-5333

Keep.meSAFE
1-844-451-9700

www.keepmesafe.org

PERSONAL OR ACADEMIC DISTRESS

Behaviour

- Social withdrawal, agitation
- Changes in appearance
- Disjointed thoughts
- Self-injury
- Acting out/conflict

ACTION

Provide student with service information, such as:

Office of Student Community Relations (OSCR)
<https://oscr.students.yorku.ca/>

Counselling Services at
416-736-5297

Keep.meSAFE
1-844-451-9700
www.keepmesafe.org

Academic stress

- Noticeable decline/risk of failing
- Considering withdrawal
- Personal issue impacting all courses

ACTION

Provide student with service information, such as:

Academic Advising by faculty – listed at
<https://advising.students.yorku.ca/locations>

Learning Skills Services
416-736-5144

Accessibility/inclusion

- Academic accommodation concerns re: learning, mental health, physical or sensory disability
- Discrimination
- Financial stress

ACTION

Provide student with services information, such as:

Student Accessibility Services
416-736-5755

Centre for Equity, Human Rights & Accessibility 416-736-5682

Student Financial Services
416-872-9675

Student support services: students.yorku.ca/services-and-support

Academic

- Faculty Academic Advising Office and departments
- Student Support & Advising
- Learning Skills
- Writing Centre
- Learning Commons

Health & well-being

- Athletics & Recreation
- Student Counselling Health and Wellbeing
 - Keep.meSAFE
 - Virtual Health Clinic
 - Health Education & Promotion

Targeted student supports

- Centre for Indigenous Student Services
- Black Excellence Program
- Student Accessibility Services
- York International

Student life & engagement

- Colleges
- Student Community & Leadership Development
- Career Centre
- Student Organizations and Clubs
- Residence Life
- ACMAPS – support for mature and part-time students

Student financial, housing & food support

- Student Financial Services
- Campus Housing
- Food Services
- York Federation of Students (YFS) Food Bank

Community & additional supports

- Office of Student Community Relations
- Centre for Human Rights Equity & Inclusion
- The Centre for Sexual Violence Response, Support & Education
- Security Services including WalkSAFE

Behaviour response – Community Support & Services

- Code of Student Rights & Responsibilities – promoting accountability; educative and focused on positive community membership; range of approaches including reparative or sanctioned; supported by Office of Student Community Relations (OSCR)
- Policy on Sexual Violence – fostering culture of consent, community education, support for survivors, accountability; supported by Centre for Sexual Violence Response, Support & Education (The Centre)
- Support for other policies/procedures affecting students (e.g. academic honesty, student critical incident response including fatalities, employee sexual misconduct policy)

OSCR

Website: oscr.students.yorku.ca

Referral email: oscr@yorku.ca

Referral phone: 416-736-5231

The Centre

Website: thecentre.yorku.ca

Referral email: thecentre@yorku.ca

Referral phone: 416-736-5211

Community Support & Services

Reach out to us for:

- Proactive education, awareness raising, capacity building
 - Support/coaching in navigating emerging situation
 - Complaints

OFFICE OF STUDENT COMMUNITY RELATIONS

Referral: Refer a student in need of support. Request a direct reach out from an OSCR Care & Support Coordinator to a student in need.

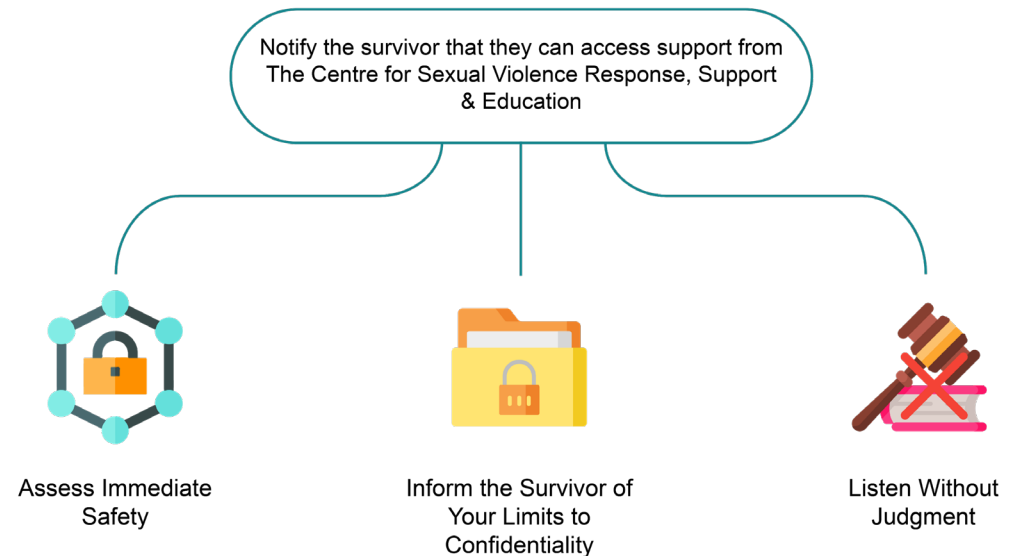
Consultation: Speak with an OSCR team member about the Code, filing a complaint, supports & services.

Complaint: File a complaint regarding a student's conduct through the on-line complaint form.

oscr@yorku.ca

On-line Complaint Form

CENTRE FOR SEXUAL VIOLENCE RESPONSES, SUPPORT & EDUCATION



thecentre@yorku.ca
On-line Complaint Form

When in doubt? Ask SAVY



Who is SAVY?

- A software-based agent designed on the IBM Watson platform.
- Populated with content to help students perform tasks related to their academic journey at York.
- Unlike a web search, SAVY is intended to give a single authoritative response to any request.

What makes SAVY different?

- SAVY knows enough about individual students to provide them with more personalized content including reminders about upcoming deadlines and tasks relating specifically to them.
- Has the capacity to incorporate information from most existing current resources (websites, chatbots, etc.) to become the single point of reference for information for York students.

Accessing SAVY

Do you help students one-on-one?
You can get access to SAVY in order to see what the students see.

<http://go.yorku.ca/savyforstaff>

Username - savytest

password - Savytest1! ('S' is uppercase)

TIP: *If you would like to impersonate a user for a specific faculty, all you need to do is type “test as <faculty name or code>” before you ask your first question. e.g. LAPS – “Test as LAPS”*



Questions?
What can we
support with?

VPSTUDENTS@YORKU.CA

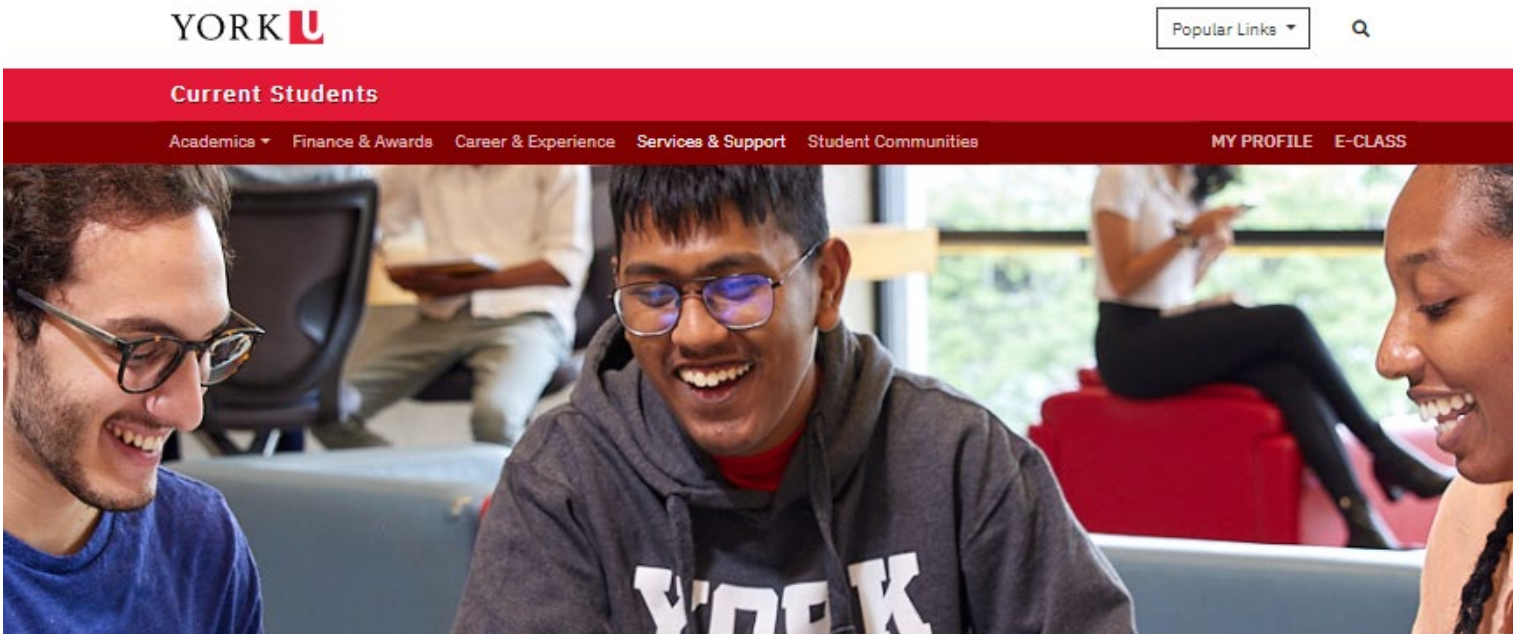
YORK **U**



Appendix: Student Services Information

First place to go: Current Students website

students.yorku.ca/services-and-support



Services & Support

We at York University know that a great education requires a fine balance of academic success, personal well-being, terrific support services and a sense of community. You get all that at York!

- Academic Success
- Accessibility Services
- Community & Safety
- Facilities and Resources
- Health & Well-being

Student Counselling, Health & Well-being

Bennett Centre for Student Services, N110



Comprised of a dynamic team of healthcare professionals, peer health educators, and support staff, Student Counselling, Health and Well-being (SCHW) provides services that foster academic and personal success. Walk-in/same day counselling ensures timely access to psychological care. Ongoing counselling follows a short-term (six to eight session) therapy model. SCHW also offers health education training programs, workshops, and peer-to-peer consultation on topics including:

- Mental health and well-being
- Physical health
- Nutrition
- Sleep
- Sexual health
- Safer alcohol & cannabis use

Websites:

- Counselling: counselling.students.yorku.ca
- Health Promotion: counselling.students.yorku.ca/health-education
- Well-being Strategy: www.yorku.ca/well-being

Email: schw@yorku.ca

Phone: 416-736-5297

How to Access Services

Book Now

The online booking system opens every morning at 8:45 a.m. EST for same-day booking. Please check back in the system throughout the day, as spots may open due to cancellations.



For 24/7 support, all York students have access to **keep.meSAFE**, a free service that offers online resources and phone lines to connect to mental health professionals, in any language. To learn more, visit the [MySSP online portal](#), download the [mobile MySSP app](#) or call the toll-free numbers: 1-844-451-9700 (Canada & USA) or 1-416-380-6578 (international).



Good2Talk is a free, confidential helpline for Ontario post-secondary students, providing professional counselling and information, and referrals for mental health, addictions and well-being. It operates 24 hours every day of the year.
Phone: 1-866-925-5454

Conduct policies

Code of Student Rights & Responsibilities

Purpose: educative and to promote accountability

Application: all students, non-academic conduct on campus or with a real and substantial connection to the University

Rights (entitlements) & **Responsibilities** (obligations)

- Not to disrupt or interfere with University activities
- Not harm or threaten to harm physical or mental well-being.
- Uphold values civility, honesty, equity and respect for others (human rights).
- Respect the perspectives and ideas of others.
- Respect for property.
- Adhere to University policies, procedures or rules.
- Respect for privacy of others.
- Obey public laws.

Policy on Sexual Violence Employee Sexual Misconduct Policy

Purpose: Fostering culture of consent, support for survivors, community education, accountability

Application: All community members (students, employees, contractors etc), conduct on campus, affiliated with the university, on-line. **Policy primacy**

Sexual Assault: Any sexual contact without consent.

Sexual Violence: Any sexual act or *acts targeting a person's sexuality, gender identity or gender expression*, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person's consent.

Includes: stalking, indecent exposure, voyeurism, misogyny, transphobia, gender-based violence

Sexual Harassment: A course of comment or conduct based on an individual's sex or gender that is known, or ought reasonably to be known to be unwelcome.

Community Support & Services

OFFICE OF STUDENT COMMUNITY RELATIONS

Bennett Centre for Student Services, W128

As part of the Community Support & Services cluster, the Office of Student Community Relations (OSCR) provides advice, referrals, training, local adjudication and tribunal services to all students on matters under the Code of Student Rights & Responsibilities. OSCR also provides supports to students affected by critical incidents, facing personal crises, or experiencing multiple complex issues.

OSCR provides consultation and support for staff and faculty in responding to concerns regarding student well-being (e.g. wellness checks, personal crises impacting ability to safely engage in learning environment) and student behavior (as covered by the Code). OSCR also coordinates response to student critical incidents (e.g. student fatalities).

Website: oscr.students.yorku.ca

Referral email: oscr@yorku.ca

Referral phone: 416-736-5231

CENTRE FOR SEXUAL VIOLENCE RESPONSES, SUPPORT & EDUCATION

York Lanes, 301

As part of the Community Support & Services cluster, the Centre for Sexual Violence Response, Support and Education (The Centre) is the recommended first point of contact for any York community member (students, staff, faculty, visitor) who has experienced sexual or gender-based violence. The Centre provides survivor care and complaint resolution support using the H.E.R.E model:

- **Help** Survivors access supports needed
- **Educate** the community about sexual violence and gender-based violence
- **Respond** with care and support
- **Empower** survivors

Website: thecentre.yorku.ca

Referral email: thecentre@yorku.ca

Referral phone: 416-736-5211



WE'RE HERE FOR YOU.

Office of the University Registrar

STUDENT SUPPORT & ADVISING, RECRUITMENT AND ADMISSIONS, STUDENT FINANCIAL SERVICES, STUDENT RECORDS & SCHEDULING, STUDENT SYSTEMS, STRATEGY, PLANNING AND PROJECTS

Bennett Centre for Student Services

The Office of the University Registrar (OUR) provides student-centered services from their first interaction with the University through to graduation. This includes various supports in areas such as recruitment, admissions, scholarships, financial aid, transcripts, student records, student systems, and graduation.

Website: <https://registrar.yorku.ca/>

Student financial, housing & food support

STUDENT FINANCIAL SERVICES

- Scholarships, bursaries, work-study positions
- Students complete a financial profile to become eligible for financial support

Website: <https://sfs.yorku.ca/>, phone 416-872-9675

STUDENT HOUSING SERVICES

- Available for first year, upper year and graduate students
- Both dorm and suite style available

Website: <https://www.yorku.ca/housing/>, phone 416-736-5152

FOOD SERVICES

- Directly runs dining halls and other campus outlets; collaborates with York Lanes & Quad restaurants
- Students in residence have meal plans; most food outlets open to all community members

Website: <https://www.yorku.ca/foodservices/>, phone 416 736 2100

NEW: FOOD ACCESS WEBSITE (FOOD INSECURITY RESPONSE)

- Lists food supports & resources at York including food banks, affordable meal options, financial aid, food initiatives

Website: <https://students.yorku.ca/food>

Student academic success

ATKINSON CENTRE FOR MATURE & PART-TIME STUDENTS

Central Square, 111

As part of the Student Success cluster, the Atkinson Centre for Mature and Part-time Students (ACMAPS) supports mature, part-time, and transfer students with their transition into and through York. ACPAPS provides orientation, first-year experience and peer mentorship programming, and success workshops with a focus on the mature student experience. The unit provides subject matter expertise on committees and towards student inquiries.

Website: acmaps.info.yorku.ca

Referral email: acmaps@yorku.ca

Referral phone: 416-736-5770

LEARNING SKILLS SERVICES

Central Square, 111

As part of the Student Success cluster, Learning Skills Services (LSS) helps all students to develop knowledge, capacity, and confidence in their own learning skills. LSS offers near daily workshops, webinars, peer supports, an online resource library, and a drop-in space in the Learning Commons Hub to help students in achieving their academic goals. LSS collaborates with 30+ campus partners to support specific student populations and courses.

Website: yorku.ca/scld/learning-skills

Referral email: lsp@yorku.ca

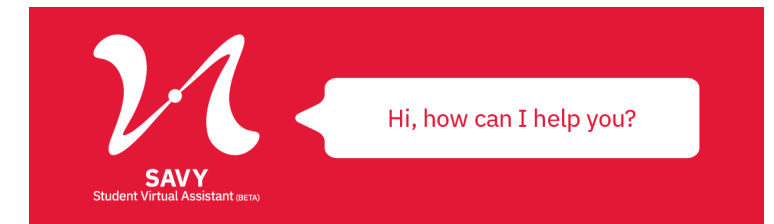
Referral phone: 416-736-5144

STUDENT SUCCESS INITIATIVES

SAVY

York has partnered with IBM Canada, using the Watson platform, to roll out a virtual assistant chatbot. Students can access SAVY from [eClass](#), many York websites, or via direct link. It uses artificial intelligence and data from the Student Information System to provide answers relevant to students' personal context—their program, Faculty, visa status, year level, or other details—so that they get the information they need when they need it.

Website: vp.students.yorku.ca/student-virtual-assistant



YORK U

Athletics & Recreation

Tait McKenzie Centre

Athletics & Recreation is made up of campus recreation, Varsity Athletics, and business development partners who promote students' physical and mental well-being. Athletics & Recreation offers the largest amount of student jobs on campus including lifeguards, fitness instructors, personal trainers, sports officials, client services, and more.

BUSINESS DEVELOPMENT & OPERATIONS

Business development partners support the operation and institutional integrate of the Athletics & Recreation department.

CAMPUS RECREATION & INTRAMURALS

Campus recreation enhances student life through recreational drop-in and intramural sports, aquatics, first aid, sports clubs, and a variety of well-being and leadership programs.

VARSITY ATHLETICS

Varsity Athletics manages and supports varsity athletes with academic and medical support, strength and conditioning, and top-level coaching.



Website: yorkulions.ca

Referral email: taitmck@yorku.ca

Referral phone: 416-736-5185

Student Success

CAREER CENTRE

McLaughlin College, 202

As part of the Student Success cluster, Career Centre supports students and recent alumni in the development of their career self-management skills and in their career, co-op, and experiential learning journey. The Career Centre offers one-on-one career counselling and education, hosts career development workshops and webinars, and provides other online tools and resources. The Career Centre also facilitates connections to employers, alumni, and mentors through employer recruitment information sessions, career fairs, and speaker events, in addition to elevating students' job searching efforts through Experience York, York's primary student and alumni job board and resource platform.

Website: careers.yorku.ca

Social: @yorkucareerctr

Referral email: career@yorku.ca

Referral phone: 416-736-5351

STUDENT ACCESSIBILITY SERVICES

Ross Building, N108



As part of the Student Success cluster, Student Accessibility Services (SAS) ensures equitable access to classroom materials and resources by providing academic accommodation and support services for students with disabilities. SAS liaises with campus partners to support academic inclusion and provides outreach and transition support to incoming students. A wide range of programming is offered, including accommodated tests and exams, peer mentorship, psychoeducational workshops, assistive technology, and exploring disability related financial aid.

Website: accessibility.students.yorku.ca

Referral email: sasinfo@yorku.ca

Referral phone: 416-736-5755

Intake: New students register with Student Accessibility Services via portal: <https://as.students.yorku.ca/ClockWork2/user/intake/login.aspx>

Academic accommodation, consideration, compassion

ACADEMIC ACCOMMODATION FOR STUDENTS' RELIGIOUS OBSERVANCES: SENATE POLICY

“No student should be materially disadvantaged / penalized because of religious observance.”

Forms of accommodation:

- re-schedule the evaluation to an alternative date
- provide an alternative evaluation for satisfying the course requirement (including a common date for the class for all deferred tests / mid-term exams)
- provide an alternative assignment for satisfying the course requirement

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES: SENATE POLICY

Disabilities may be permanent or recurrent, past or present, mental and/or physical conditions; *Ontario Human Rights Code*

Accommodations variations in the manner in which students may receive course instruction, participate in course activities, or be evaluated.

Student register with Student Accessibility Services

Common accommodations:

- Additional time for tests/exams
- Accommodated Test/Exam Centre
- Note-takers

ACADEMIC CONSIDERATION AND COMPASSION

Students who encounter episodic situations, personal losses, child-care issues, illness, or critical incidents

- Relief sought includes extension to a deadline, deferred exam
- Senate currently reviewing replacing physician notes (with limitations) with self-declaration forms
- Contact may come from Counselling, Community Support and Services (Verification of Impairment forms)

ACADEMIC ACCOMMODATION BASED ON GENDER-BASED VIOLENCE: Pursuant to the *Ontario Human Rights Code*, Students who experience sexual violence or other forms of gender-based violence may be entitled to accommodations. Contact will come from the Centre for Sexual Violence Response, Support & Education.

Student Support & Advising, Academic Advising

STUDENT SUPPORT & ADVISING

Bennett Centre for Student Services, W128



Student Support and Advising within the Office of the University Registrar (OUR) acts as the first point of contact for student inquiries related to admissions, the student record, and financial aid. The teams provides in-person, email, and virtual meetings for students and provides knowledge and subject matter expertise for students' inquiries.

Website/Intake: <https://students.yorku.ca/ssa-contact>

Referral email: rscheck@yorku.ca

Referral phone: 416-736-5000

Ways to connect with us

Connect with a Live Agent via Zoom!



In-person Services with QLess



By Email



By Phone



Locations vary by Faculty

Academic Advisors help students to make informed and thoughtful decisions about their academic pathways as they progress through their program and degree. They support students across the lifecycle -- from acceptance through to graduation.

Academic Advisors assist new and continuing students with:

- Course selection and enrolment
- Faculty legislation and policies
- Program and degree requirements
- Degree options: major, minor, certificates
- Grade reports and academic standing
- Referrals and program changes
- The academic petition process
- Academic goal setting

Website/Intake: <https://advising.students.yorku.ca>

Student Engagement

RESIDENCE LIFE

Residences: Bethune, Calumet, Founders, Pond, Stong, Tatham Hall, Vanier, Winters

As part of the Student Engagement cluster, Residence Life works to create inclusive, supportive, and thriving communities at eight undergraduate student residences. A curricular model guides community development programming to foster empathy, compassion, and belonging. Live-in professional and paraprofessional crisis response and support is available and referrals are made to on- and off-campus resources. Residence Life provides 90+ student leadership opportunities for those living on- and off-campus.

Website: reslife.yorku.ca

STUDENT COMMUNITY & LEADERSHIP DEVELOPMENT

Ross Building, S172

As part of the Student Engagement cluster, Student Community & Leadership Development (SCLD) enhances the university experience outside of the classroom. SCLD focuses on orientation and first-year transition, overseeing student organizations, and developing student leadership capacity.

Website: yorku.ca/scld

Referral email: sclld@yorku.ca

Referral phone: 416-736-5144



CENTRE FOR INDIGENOUS STUDENT SERVICES

York Lanes, 246

As part of the Student Engagement cluster, the Centre for Indigenous Student Services (CISS) strives to create a sense of belonging and supports academic, spiritual, physical, and emotional well-being for a diverse Indigenous student population. CISS provides writing skills instruction, learning skills workshops, cultural and Indigenous heritage activities, mentoring and community supports. Students have access to the Elder-on-Campus program, Indigenous Sharing Circle, and safe gathering spaces.

Website: aboriginal.info.yorku.ca

Referral email: cissinfo@yorku.ca

Referral phone: 416-736-5571

Targeted student supports

- **York International:** yorkinternational.yorku.ca/
 - Advising support, immigration support, global learning, University Health plan insurance, workshops and programming, orientation and more
- **Centre for Indigenous Student Services:** aboriginal.info.yorku.ca
 - **Academic Support:** Writing skills, learning skills, career supports
 - **Spiritual Support:** Elder on-campus program, advice and referrals
 - **Cultural Support:** Cultural workshops (beading, moccasin, hand drum making), sharing circle (mentoring) program, Skennen'kó:wa Gamig
- **2SLGBTQ+:** rights.info.yorku.ca/lgbtq/
 - Support, resources and guides, student groups and clubs
- **Black excellence:** students.yorku.ca/be-yu
 - **Transition Support:** To maximize the student experience to set them up to thrive
 - **Academic Support:** Academic Advising, Workshops, events, mentoring,
 - **Building Community:** Champion the academic, professional and personal success of Black student community

The Senate of York University

Synopsis

The 697th Meeting of Senate held on Thursday, 29 June 2023 via zoom

Remarks

Editorial correction to the 27 April 2023 minutes, approved by consent at the 25 May 2023 meeting of Senate: the **effective date** for the *establishment of a Specialization in Construction Law* in the Professional LLM program, Osgoode, **is FW2024**, not FW2023 as stated in minutes. Minutes will be amended accordingly.

Reports

Under President's items, President Lenton spoke to the following:

- Acknowledged the attack at University of Waterloo and expressed sympathy and solidarity.
- Expressed thanks for Senators who attended convocation.
- Highlights of achievements to Plan (UAP priorities), including more than 99% achievement for performance metrics in Year 3 of the Strategic Mandate Agreement. In 2023-24, the provincial government will begin to link funding to achievements.

The President's monthly "Kudos" report on the achievements of members of the York community was received.

Approvals

Senate approved the following recommendation of its Executive Committee:

- That nominations be closed for the elections to Senate Committees and other Senate-elected positions.

Senate approved the following recommendations of its Academic Policy, Planning and Research Committee:

- The chartering of the following Organized Research Units for a five-year period, commencing 1 July 2023:
 - the Dahdaleh Institute for Global Health Research
 - the Sensorium Centre for Digital Arts and Technology
- Restructuring of the BA degree program in African Studies, Department of Social Science, LA&PS, effective FW2024.

The Senate of York University Synopsis

Senate Elections

Senate approved a slate of candidates presented by the Executive Committee with the result that several individuals were acclaimed to positions on Senate committees.

Committee Information Reports

Executive Committee

The Vice-Chair, Lauren Sergio, highlighted the following items in the information report:

- Summer Authority coming into effect, after this meeting until Senate convenes in September.
- The planned in-person meeting of Senate in September.

Academic Policy, Planning and Research Committee (APPRC)

The Chair of APPRC, Senator Moir, highlighted the following items in the information report:

- The provost and vice president academic, and the vice-president finance and administration (VPFA) presented in tandem to APPRC on 15 June on the operating budget context for academic planning.

APPRC in turn, facilitated an annual update to Senate on the budget context, presented by the Provost and the VPFA.

Academic Standards, Curriculum and Pedagogy Committee (ASCP)

The Chair of ASCP, Senator Bunch, highlighted the following items in the information report:

- Continuation of revisions to the *draft academic conduct policy*. Revisions are being undertaken by a working group comprising members of ASCP, SAC, and past working groups. The revised draft document will be posted on the ASCP page on the Secretariat's website for community review and comments. It's anticipated that the document will be presented to Senate in the fall.
- University practices related to *attending physician's statement for students* are under review with related draft document to be shared with the community for feedback.
- Minor changes to admissions requirements for graduate degree programs listed in the ASCP report to Senate **were not approved by ASCP and as such will be excised from the report.**

The Senate of York University Synopsis

Awards Committee

The Awards Committee transmitted the 2021-2022 Undergraduate Award Disbursement report, the 2021-2022 Report on Graduate Awards, and the 2022 New Awards report.

Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy

The following reports, included in the document package, were transmitted jointly by APPRC/ASCP:

- Report of the Joint Sub-Committee on Quality Assurance.
- 2021-2022 Annual Non-Degree Studies.

Other Business

Senate approved the following motion:

Considering the unrecognized impact of the recent revisions to the [Senate Policy on Sessional Dates and the Scheduling of Examinations](#) (May 2022), it is recommended that Senate request that the University Registrar in conjunction with the Senate ASCP Committee:

- *make an adjustment to the Winter 2024 term dates to achieve a consistent structure of 12 meets for each course, and*
- *further review and undertake consultations with the Faculties to gather input on the implementation of the Sessional Dates policy to ensure that there is consistency in the number of class meets in the fall and winter terms, and to the extent possible in the summer session terms, for the previously announced sessional dates through to FW 2028-2029.*

Additional Information about this Meeting

Please refer to the full Senate agenda and supplementary material [posted online](#) with the **29 June 2023** meeting for details about these items.

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

Senate's next meeting will be held at **3:00 pm on Thursday, 28 September 2023.**

SCHULICH SCHOOL OF BUSINESS EXECUTIVE COMMITTEE

The following meeting dates are proposed for the Executive Committee and Faculty Council in the 2023-2024 year. All meetings will begin at 11:30am.

Executive Committee	Faculty Council
Friday, September 15, 2023	October 6, 2023
Friday, October 20, 2023	Friday, November 3, 2023
Friday, November 24, 2023	Friday, December 8, 2023
Friday, January 19, 2024	Friday, February 2, 2024
Friday, February 23, 2024	Friday, March 8, 2024
Friday, April 5, 2024	Friday, April 19, 2024
Friday, May 24, 2024	Friday, June 7, 2024

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: August 15, 2023
Re: Retirement of the Graduate Diploma in Nonprofit Management and Leadership

Motion:

That Faculty Council will approve the motion to retire the Graduate Diploma in Nonprofit Management and Leadership (GDML)

Rationale:

There has been a decline in interest for the Graduate Diploma in Nonprofit Management and Leadership (GDML) as evidenced by low and declining enrollments in associated electives over the last few years. Recruiting for the diploma ceased in Fall 2021 and a number of elective courses associated with the diploma were retired due to low enrolment histories. Students already in process of completing the diploma were not affected and could continue to completion.

Closure of an Undergraduate or Graduate Program

I. Program Information

Name and Type of Program	Graduate Diploma in Nonprofit Management & Leadership (GDML) (*a name change for this diploma was reported to FGS Oct 5, 2020, but has not yet been adopted which would have renamed the diploma to the Graduate Diploma in Social Innovation and Impact. This document is a request for closure to include both names.) Type 2 Graduate diploma
Home Academic Unit	Schulich School of Business
Year Program Established	2000

II. Enrolment Data

Insert in the table below the enrolments in the program for the past three academic years.

2019/20	0
2020/21	2
2021/22	2

III. Reasons and Impact

1. Provide the rationale for the closure of the program.

There has been a decline in interest for the Graduate Diploma in Nonprofit Management and Leadership (GDML) as evidenced by low and declining enrollments in associated electives over the last few years.

In consultation with the Dean, the ADA, the ED SSIR and the Director of the Social Sector Management Program, a decision was taken in Feb 2021 to cease advertising and recruiting for the diploma for the Fall 2021 semester in addition a number of elective courses with low enrolments were retired. Students already in process of completing the diploma were not affected and could continue to completion but new students were not taken on.

2. Comment on the alignment between the closure and Faculty and/or University academic plans.

The retirement of the Graduate Diploma in Nonprofit Management and Leadership does not involve a shortfall of content for students interested in this area as some of the course material is covered in courses offered by the Sustainability area, the MBA Sustainability Specialization and the Diploma in Business and the Environment which can be tailored to accommodate students with particular interest in the nonprofit sector. Therefore, the closure of the Graduate Diploma in Nonprofit Management and Leadership will not affect demand for the MBA, nor will it affect the faculty or University academic plans.

3. Does the closure affect other programs / units? If yes, describe the impact of the closure on them.

The closure of the Graduate Diploma in Nonprofit Management and Leadership will not affect other programs/units.

4. Are there courses that were established specifically to support the learning outcomes of the program? If so, describe the status of those courses after the closure of the program.

Specific elective courses in Social Sector Management (SOCM) are not currently being offered due to low enrolment and have been retired.

5. Describe the impact of the closure on students currently enrolled in the program, including an outline of the provisions for students to complete it, the timelines and availability to transfer credits to other programs.

The closure of the Graduate Diploma in Nonprofit Management and Leadership will not affect students currently enrolled in the MBA Program. Courses were phased out to allow students who might still need an elective to complete them before the diploma was put forward to be retired.

6. What is the impact on faculty members affiliated with the program?

The closure of the Graduate Diploma in Nonprofit Management and Leadership will not affect faculty members affiliated with the program. Geoffrey Kistruck the RBC Chair in Social Innovation and the diploma coordinator is now part of the faculty in the Sustainability area, where he currently is the Area Coordinator. He has developed

course materials for the broader Sustainability area that would also appeal to students who might have been interested in the nonprofit diploma and course offerings.

7. What are the general implications for the diversity and availability of academic programming?

The closure of the Graduate Diploma in Nonprofit Management and Leadership will not affect the diversity and availability of academic programming.

Schulich School of Business Memorandum

To: MPC, Schulich School of Business
From: Amin Mawani, Director - MHIA
Date: August 8, 2023
Re: MHIA rubric change for HIMP 6150 & 6180

Motion: That Faculty Council approve the change in rubric of HIMP 6150 3.0 Economics of Healthcare to MHIA 6150 3.0 Economics of Healthcare and HIMP 6180 3.0 Entrepreneurship & Innovations in Healthcare to MHIA 6180 3.0 Entrepreneurship & Innovations in Healthcare

Rationale: In a rush to get the MHIA program approved, two courses were retained with an incorrect rubric. These incorrect rubrics were approved by the Senate.

The changes are necessary to differentiate courses open to MBA students from courses open to MHIA students only. Even though the content is largely similar, the MHIA courses are offered at a slower pace, with lower intensity, and with more background context since most MHIA students do not have any work experience. In contrast, the MBA students have 2 years or more of work experience, allowing them to appreciate deeper insights and proceed at a much faster pace.

| Winter 2024: SB/~~HIMP~~[MHIA](#) 6150 3.0: Economics of Healthcare

| Summer 2024: SB/~~HIMP~~[MHIA](#) 6180 3.0: Entrepreneurship & Innovations in Healthcare

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:

Master of Health Industry Administration

2. Responsible Unit:

Schulich School of Business

3. Subject Code (Rubric) and Course Number:

HIMP 6150 & HIMP 6180

4. Credit Value:

3.00 for each

5. Long Course Title:

HIMP 6150: Economics of Healthcare

HIMP 6180: Entrepreneurship & Innovation in Healthcare

6. Short Course Title:

HIMP 6150: Economics of Healthcare

HIMP 6180: Entrepreneurship & Innov. 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)
	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 another program)
	in pre/co-requisite
	retire course
✓	other (please specify) Rubric Change

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

Winter 2024 for HIMP 6150

Summer 2024 for HIMP 6180

9. Rationale:

In a rush to get the MHIA program approved, two courses were retained with an incorrect rubric. These incorrect rubrics were approved at the Faculty Council and at the York Senate. The changes are necessary to differentiate courses open to MBA students from course open to MHIA students only. Even though the content is largely similar, the MHIA courses are offered at a slower pace, with lower intensity, and with more background context since most MHIA students do not have any work experience. In contrast, the MBA students have 2 years or more of work experience, allowing them to appreciate deeper insights and go at a faster

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title Winter 2024: SB/HIMP 6150 3.0: Economics of Healthcare</p> <p>Summer 2024: SB/HIMP 6180 3.0: Entrepreneurship & Innovation in Healthcare</p>	<p>Title Winter 2024: SB/ MHIA 6150 3.0: Economics of Healthcare</p> <p>Summer 2024: SB/ MHIA 6180 3.0: Entrepreneurship & Innovation in Healthcare</p>

pace. The corrections are presented in tracked changes.

10. Proposed Course Information:

11. 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:

<u>Amin Mawani</u>	<u>August 29, 2023</u>
Signature	Date
<u>Amin Mawani</u>	<u>Master of Health Industry Administration</u>
Name	Area or Specialization

Approvals:**Area or Specialization**

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

<u>Amin Mawani</u>	<u>August 29, 2023</u>
Signature	Date
<u>Amin Mawani</u>	<u>Master of Health Industry Administration</u>
Name	Area or Specialization

Degree Program:

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

<u>Mike Valente</u>	<u>August 29, 2023</u>
Signature	Date
<u>Mike Valente</u>	<u>MBA Director</u>
Name of Program Director	Program

Program Committee:

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

<u>Kevin Tasa</u>	<u>September 7, 2023</u>
Signature	Date
<u>Kevin Tasa</u>	<u>Chair - Master Program Committee</u>
Name of Committee Chair	Committee

Course Outline

Winter 2024 Section X

Wednesdays 11:30 AM – 2:30 PM
Room SSB XXX

Instructor: Neil J. Buckley, PhD

Office: Vari Hall 1140 (Dept. of Economics)

E-mail: nbuckley@yorku.ca

Office hours: By appointment (during a weekday
or Tuesdays 5-7pm before class work well).

Assistant:

Clara Kan

N305A

(416) 736-2100 ext. 77960

ckan@schulich.yorku.ca

About the Course Instructor: Professor Buckley's research and teaching examines efficiency and equity in healthcare, public and private healthcare finance, analysis and evaluation of healthcare data and the determinants of health. He has published research articles on these topics, using methods from behavioural economics and econometric analysis, in many outlets including the *Journal of Health Economics*.

Brief Description

This course examines the demand and utilization of health services; drivers of healthcare costs; measuring output in healthcare; tradeoffs between efficiency, operational effectiveness and equity; realignment of capacity; how healthcare reforms affect demand; utilization and the mix of providers in the healthcare industry.

Pre-requisites: All 5100-series Required Foundations of Management Core Courses or permission of the instructor. No other knowledge of Economics is required.

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Course Learning Outcomes

The purpose of this course is to prepare students for healthcare management by focusing on the economic principles involved in the healthcare industry. The course will both impart an understanding of what health economics is about and what economists bring to the healthcare industry and will also teach students specific skills from the health economics toolbox which allow for direct application to healthcare management. Both of these objectives will train students to be more effective healthcare managers. By the end of this course students will:

- have a sound understanding of methods for quantifying and analyzing the full costs and benefits of healthcare interventions to determine whether investments in healthcare should be made.
- gain the ability to think critically and communicate effectively about many economic and strategic aspects of business and policy issues relevant to providers, governments, industry and consumers in the healthcare sector.
- understand why health care is different from most other economic goods and services and the implications this has for economic analysis
- be able to assess the differences between, and impacts of, various forms of healthcare finance and insurance practices
- be able to understand and predict the strategic impacts that funding mechanisms have on healthcare providers and funders
- understand and explain the key economic principles involved in the delivery of healthcare by physicians, hospitals and pharmaceuticals.
- Understand differences in healthcare outcomes across gender, race and income groups.
- Understand that prevention of chronic illness is cheaper than lifelong treatment.

Course Material

Course material will focus on MHIA 6150 class notes posted on the course website which is part of Schulich's Canvas course management system. This website will contain general information for Schulich students and information and announcements specific to this course. Check it frequently.

Optional Course Textbook: Hurley, Jeremiah E. 2010. *Health Economics*. 1st edition. McGraw-Hill Ryerson.

Optional Reading: Drummond et al. 2015. *Methods for the Economic Evaluation of Health Care Programmes*. 4th edition. Oxford University Press

The above textbook and optional reading will be placed on reserve in Bronfman Business Library for your convenience (search for [MHIA 6150](#), 24-hour check-out availability).

Student Preparation for Class and Class Participation: Expectations

This course focuses on the application of important economic principles related to the funding and financing of healthcare appropriate for students without a background in economics. The value of class sessions depends greatly on student involvement, collegiality, and input. Students

are encouraged to prepare well for every class and during class, to concentrate on making relevant contributions to discussions.

Course Philosophy

- Bring real-world examples and case-studies in healthcare and health policy (e.g., from newspapers and academic journals) into the classroom to pair with specific curriculum and course content.
- Arm students with a strong foundational understanding of common health data analysis strategies and the economic financing and funding relationships spanning government, healthcare providers, and consumers.
- Building student's proficiency so that they can 'communicate intelligently and effectively' about key healthcare policy issues with industry leaders, government officials, healthcare researchers and other stakeholders spanning from front line clinicians to management to Board level.
- Bring healthy debate and provocative perspectives to each class.
- Bringing a theoretical understanding together with industry practice into the classroom.

Preparation and Class Participation: This course does not assume any pre-requisite knowledge of undergraduate or graduate Economics. Discussion questions are meant to serve as preparation for class discussion and course evaluation. Class participation and quality dialogue is a graded component and will significantly enrich your experience and that of your classmates.

Grade weights and breakdown

Learning in this course results to a large degree from in-class discussion and lecture participation. The balance of the learning results from related readings, and from researching your individual term project. Your final grade will be calculated as follows:

Class Participation (indiv.)	15%
Two Term Tests (25% each) (indiv.)	50%
Term Project Proposal (indiv.)	5%
<u>Term Project Final Report (indiv.)</u>	<u>30%</u>
Total	100%

Descriptions of Written Assignments/Projects and Exams

Weekly participation in class discussion will significantly enrich your experience and increase your understanding of the course topics. Class attendance and meaningful participation in these discussions will comprise your participation grade. Please email the instructor before class if you are unable to attend.

Students will perform two written in-class tests throughout the term to show their understanding of course concepts and to prove their ability to communicate effectively about healthcare issues.

Students will be assigned an individual term project involving a written report, including an initial one-page project proposal, analyzing a key issue raised in class using real world data, research papers, technical reports and/or newspaper articles. During the course, we will encounter several issues regarding funding, financing and the demand/production/delivery and distribution of health and healthcare. Project topics are chosen by the students based on parameters given in class and might include conducting or critiquing an economics evaluation of a healthcare intervention, synthesizing the literature on an aspect of healthcare policy or a critical analysis of all details surrounding a topic of health care debate or reform. The specific topic chosen will be decided by each student with input from the professor. Students will submit a one-page proposal containing a description of the topic and a list of resources and articles to be included in the project.

Evaluation of Written Assignments/Projects and Exams

The two closed-book term tests will consist solely of written short answer questions on course topics for which your answers will be graded based on clarity and the relevance of your argument. No mathematics will be involved. If you miss a test for a valid reason get a physician to sign Schulich authorized documentation and provide it to the instructor within 48 hours, in which case the weight of the missing test will be transferred to the other course elements or a make-up test will be offered if both tests are missed.

For the term project, students will have their topic approved by the professor and students will hand in a proposal of their project for feedback and grading (proposal due by Apr. 1st). A final version of the written project report will be due at the end of the term (final project paper due April XX, 2024). Late submissions will incur a 10 percentage point reduction per day late. Projects must be 10-15 pages double-spaced and 11-12 point font. Projects should be emailed to nbuckley@yorku.ca before midnight on the due date (a confirmation receipt email will be provided).

General Academic Policies: Grading, Academic Honesty, Accommodations

Students' marks for participation, term tests, project proposal and term project will be added up out of a final total of 100 percentage points. To keep final grades comparable across courses, Schulich Masters-level elective courses are expected to have a mean grade between 5.2 and 6.2 (grade points). The instructor will curve the class grades up or down to achieve this requirement should the mean grade fall outside of this expected range. Each student's total percentage points in the course will then be converted to letter grades using the grade distribution below.

Grade	Grade Point / Index Value	Percentage Points
A+	9	90-100

A	8	85-89
A-	7	80-84
B+	6	75-79
B	5	70-74
B-	4	65-69
C+	3	60-64
C	2	55-59
C-	1	50-54
F	0	0-49

For more details on the *index, grading policy, and grade point average (GPA) requirements*, see the Graduate Policy Handbook on the Academic Handbooks website:

<http://schulich.yorku.ca/wp-content/uploads/2019/09/2019-2020-Graduate-Policy-Handbook.pdf>

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 academic honesty website:

<https://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 Accessibility Services or see:

<https://accessibility.students.yorku.ca>

Summary of Classes, Activities and Deliverables

Dates below show approximate topic coverage (subject to change). Please make sure to check the Canvas course website for an accurate listing of topic covered each week.

WEEK	DATE	ASSIGNMENT/LECTURE
1		Topic 1: Introduction, course outline, review of the Canadian health care system [Highlights: Cross country comparisons, Canada Health Act]. Readings: Topic 1 in online course notes and Hurley Textbook Ch 1.
2		Topic 2: Efficiency and Equity in Healthcare [Highlights: Technical and Allocative Efficiency, Distributional vs. Procedural Equity]. Readings: Topic 2 in online course notes and Hurley Textbook Ch 2.

3		<p>Topic 3: Market principles and Analysis of Healthcare data [Highlights: Market Failure, Externalities, How to interpret statistical results, Health Econometrics] Readings: Topic 3 in online course notes and Hurley Textbook Ch 3.</p>
4		<p>Topic 4: Economic Evaluation in Healthcare [Highlights: Cost-effectiveness and Cost-Utility (QALY) Analysis]. Readings: Topic 4 in online course notes and Hurley Textbook Ch 4. Optional texts: (basic): Jefferson, Tom. (2000) "Elementary economic evaluation in health care". (advanced): Drummond et al. (2015) "<i>Methods for the Economic Evaluation of Health Care Programmes</i>". Both available in <i>Bronfman Business Library course reserve</i></p>
5		<p>Topic 5: Determinants of, and Demand for, Health [Highlights: Economic Evidence of Determinants of Health, Causal vs. Spurious Correlation, Grossman Model of Demand for Health]. Readings: Topic 5 in online course notes and Hurley Text. Ch 5&6.</p>
6		<p><i>First Term Test in Class (starts at 7pm) [Covering Topics 1, 2, 3, 4 and 5. Make sure to see practice sample tests on the Canvas website]</i> Second half of class I will hold a Health Econometrics workshop focusing on ODESI database website.</p>
		SCHULICH MASTERS READING WEEK (NO CLASS)
7		<p>Topic 6: Healthcare as an Economic Commodity [Highlights: Informational asymmetry, Agency relationship, Demand vs. Need vs. Utilization, Supplier-Induced Demand]. Readings: Topic 6 in online course notes and Hurley Textbook Ch 7&8.</p>
8		<p>Topic 7: Fundamentals of Healthcare Insurance [Highlights: Risk aversion, Actuarially Fair Insurance, Moral Hazard, Adverse Selection]. Readings: Topic 7 in online course notes and Hurley Textbook Ch 9&10.</p>
9		<p>Topic 8: Healthcare Financing [Highlights: Financing Privately vs. Publicly vs. Social Insurance Contributions, Supplemental vs. Substitutive Parallel Finance, Technical and Allocative Efficiency of Finance]. Readings: Topic 8 in online course notes and Hurley Text Ch 11.</p>

10		<p><i>Second Term Test in Class (starts at 7pm) [Covering Topics 6, 7 and 8. Make sure to see practice sample tests on the Canvas website]</i></p> <p>Second half of class I will hold a Behavioural Economics workshop.</p>
11		<p>Topic 9: Healthcare Funding [Highlights: Case/Diagnosis-based payments vs. Capitation vs Fee-for-service, Efficiency vs. Strategic Selection Incentives, Case study of Ontario Physician Payment Systems]. Readings: Topic 9 in online course notes (CMD) and Hurley Textbook Ch 12. <i>[Term Project Proposal Due at the start of class]</i></p>
12		<p>Topic 10: Delivery of Healthcare (Pharmaceuticals, Hospitals and Physicians) [Highlights: Patent Protection, Wait times, Target Income Hypothesis]. Readings: Topic 10 online course notes and Hurley Text Ch 13-15.</p>
		<p><i>Individual Term Project Final Report due April Xth 2024 midnight</i></p>

Summer 2024

Thursdays 7 – 10 PM

In person at Schulich School of Business

Instructors

Aditya Pai
VP Corporate and Business Development
MedGenome Inc.
416-452-1656
Email: adipai@gmail.com
Office Hours: By appointment

Saeid Babaei, PhD, EMBA
President & CEO
AiVie Inc., Virotek
saeid@babaeis.com
Office Hours: By appointment

Admin Support

Clara Kan
Room N305a
ckan@schulich.yorku.ca
416 736-2100 x77960

Brief Description

This course examines the entrepreneurial landscape in biopharmaceutical and healthcare industries, 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.

Prerequisites/Corequisites/Course Exclusions:

All 5000-series Required Foundations of Management Core Courses
MHIA 6110 or MHIA 6130 or with the permission of the Instructor.

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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?

Deliverables at a Glance

Summary of the assignments and grading by due date follows:

	<i>GRADE</i>		<i>Due Date</i>	<i>AUTHOR</i>
<i>Class Participation</i>	10%			Individual
<i>3 Case analyses</i>	3x10%	Cases	TBC	Group
<i>Project - analysis of a MedTech/ Life Sciences company chosen</i>	10%	Project	TBC	Individual
<i>Final Project Presentation</i>	15%	Project	TBC	Individual
<i>Final Project report (questions provided on April 8)</i>	35%	Project	TBC	Individual
	100%			

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 on CMD when it's available.

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

Hammermesh, Kirin. Syndexa and technology transfer at Harvard University. Harvard business case. 2009. 9-808-073 - CASE 1 (included in online kit)

Pisano, Weber, Szydlowski. Pfizer's Centres for Therapeutic Innovation. HBR. 2014. 9-615-024 - CASE 2 (included in online kit)

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 (included in online kit)

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/>

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>

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 MHIA 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>

Each section of a Schulich-based course has a Course Materials Database (‘CMD’) created within Lotus Notes. Every CMD includes some important general information for Schulich students.

Student Preparation for Class and Class Participation: Expectations

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 usually be posted to the CMD when copyright allows.

Class-by-Class Syllabus

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 in the course CMD, 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 smaller group work.

Week 1: INTRODUCTION

Pharmaceutical and Biotech - How they innovate and transform the health industry

Date TBC

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?
 - Innovations catering to gender, race and low-income groups
 - 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

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 <http://www.ices.on.ca/> Multiple reports outlining some of the key issues in the health sector
 - Premiers Council Report on Health Innovation http://www.councilofthefederation.ca/phocadownload/publications/health_innovation_report-e-web.pdf
 - Centre for the Advancement of Health Innovations <http://www.conferenceboard.ca/networks/cahi/default.aspx>
 - Advisory Panel on Healthcare Innovation <http://www.hc-sc.gc.ca/hcs-sss/innovation/index-eng.php>
 - Making Care Mobile: <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://www.caahs-acss.ca/wp-content/uploads/2011/09/cdm-final-English.pdf>
 - Canadian Foundation for Healthcare Improvement <http://www.cfhi-fcass.ca/Home.aspx> - mythbusters; what if...a number of interesting and thought provoking sections

Weeks 2: UNDERSTANDING THE ENTREPRENEURIAL OPPORTUNITY

Date TBC

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:

1. Chan Kim W. and Mauborgne R. (2000) Knowing a Winning Business Idea when you see one ***Harvard Business Review***. Sep/Oct2000, Vol. 78 Issue 5, p129-138 (library)

2. Sahlman W. A. (1997). How to write a great business plan. *Harvard Business Review*. Jul/Aug1997, Vol. 75 Issue 4, p98-108 (library)

3.

▪ **Final Assignment guidelines**

- Pick a Biopharma / Biotech / Med-tech company you group are really excited about. There should be an innovative and entrepreneurial aspect to the company you choose.
- You will be provided with questions for the mid- term assignment 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 on April 8 which are due as an individual final report on April 22

Reading Due:

4. Christensen C. Overview of disruptive innovation at <http://www.claytonchristensen.com/key-concepts/>
5. Horbaczewski, Rothaermel. Merck (in 2009): Open for Innovation? McGraw Education. 2013. MH0009; 0077645065 (online course kit)

6.

Optional Reading (Reference):

7. Martin R. (2007) How Successful Leaders Think. *Harvard Business Review*. Jun2007, Vol. 85 Issue 6, p60-67 (library)

8.

Weeks 3 – COMMERCIALIZATION IN THE HEALTH INDUSTRY

Date TBC

Speaker: Dr. Saeid Babaei

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):

9. The Future of Medicine: Squeezing out the doctor. *The Economist* June 2, 2012 (library) <https://www.economist.com/briefing/2012/06/02/squeezing-out-the-doctor>
- 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

Week 4: UNDERSTANDING ORGANIZATIONAL CULTURE AND INNOVATION IN LIFE SCIENCES

Date TBC

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 midterm 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)

Week 5: MOBILIZING THE ENTREPRENEUR FOR SUCCESS

Date TBC

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?

Week 6: Bringing a product to market in the Pharmaceutical / life sciences/ med tech industry

Date TBC

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

- Daemmrigh. A Managerial Perspective on Clinical Trials. HBR. 2008. 9-709-033 (online course kit)
- Steenburgh, Hamaker. Pricing the EpiPen. This is Going to Sting. Darden Business Publishing, University of Virginia. 2016. UV7186. (online course kit)

*******READING WEEK*******

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.

**

Week 7: THE IMPORTANCE OF VALUATION FOR YOUR ENTREPRENEURIAL VENTURE

Date TBC

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

Assignment Due:

ASSIGNMENTS DUE:

1. **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

Week 8: TRANSFORMING THE HEALTH SYSTEM WITH TECHNOLOGY

Date TBC

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
- The role of technology in identifying chronic illness prevention potential
- 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

Week 9: HOE LIFE SCIENCES COMPANIES CAN RETHINK PRODUCT DEVELOPMENT STRATEGIES DURING AND POST-COVID-19 PANDEMIC

Date TBC

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:

1. [Interim Project -analysis of MedTech/ life sciences company Due – INDIVIDUAL – questions provided](#)

Week 10: HOW POLICY AND PATIENTS CAN IMPACT THE LIFE SCIENCES, MED TECH INDUSTRY

Date TBC

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., *Harvard Business Review*. Oct2007, Vol. 85 Issue 10, p108-117 (library)

Policy Statement, American College of Medical Genetics and Genomics (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)

Week 11: TYING BACK TO HEALTHCARE – HOW ENTREPRENEURSHIP, NEW TECHNOLOGIES AND ESTABLISHED COMPANIES IMPACT HEALTHCARE

Date TBC

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/>

Prep:

- Questions pertaining to final project
- Course wrap up

Week 12: Final Project Presentation – Executive Pitch

Date TBC

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 XX, 2024, NO exceptions.**

Written Assignments/Projects: Descriptions

Please complete all papers below in 11-point font, single-spaced, and adhere strictly to page maxima. Preference is for hard copy to be handed in during class, but submissions can also be emailed

Details for each grading component

10%: Class participation

- Name card required
- Quality not quantity
- Feedback

30%: Mini-Assignments (3 x 10%) (Individual)

- 3 person partnerships
- 3 cases assigned
- Each person must be “Project Manager” of group at least once
- Grade counts twice for Project Manager

10%: Analysis of MedTech/ Life sciences company selected – specific questions provided

- Situational analysis of a pharma/biotech company of your choice
- Written report - Maximum 6 pages (front & back), 11pt font minimum, single spaced

15%: *Project Presentation – Executive Pitch*

- 10-minute pitch on the overview of the company, the innovation you are recommendation and business case
- PowerPoint submission

35%: Final Assignment – DUE 5pm via email to BOTH instructors, Date TBC

- Take home final
- Maximum 25 pages, 11pt font minimum, single spaced (maximum 10 pages for appendices)
- Details are described under Weeks 2, Final Assignment section.

Questions provided on **Date TBC**

Evaluation of Written Assignments/Projects

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.

Calculation of 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	
	F	0		

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

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is 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, consults 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/>.

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Geoffrey Kistruck, Area Coordinator, Sustainability
Date: July 6, 2023
Re: Retirement of SUST 6400 Sustainability Accounting and Accountability

Motion: That Faculty Council approve the retirement of SUST 6400 Sustainability Accounting and Accountability

Rationale: With the redesign of the Sustainability specialization and the development of a new course offering SUST 6450 *Sustainability Reporting and Disclosure* an existing course SUST 6400 *Sustainability Accounting and Accountability* is no longer needed as there is overlap in teaching content and materials between the two courses.

This course is administered by the Sustainability area and is also taught as an undergraduate course SUST 4400 *Sustainability Accounting and Accountability*. At the undergraduate level this course will remain in place.

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 Program

2. Responsible Unit:

SUST

3. Subject Code (Rubric) and Course Number:

SUST 6400

4. Credit Value:

3.00

5. Long Course Title:

Sustainability Accounting and Accountability

6. Short Course Title:

Sustainability Accounting and Accountability

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

9. Rationale:

With the redesign of the Sustainability specialization and the development of a new course offering SUST 6450 *Sustainability Reporting and Disclosure* an existing course SUST 6400 *Sustainability Accounting and Accountability* is no longer needed as there is overlap in teaching content and materials between the two courses. The course has not been active in several years.

The undergraduate course SUST 4400 *Sustainability Accounting and Accountability* will remain in place.

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title: Sustainability Accounting and Accountability</p> <p>This course situates corporate activity within the wider context of Sustainability. In particular, emphasis is placed upon the information that corporations produce in order to inform society about its social and environmental impacts, assessing whether such reporting is relevant and/or credible. The course also helps understand the interactions between stakeholders and the inherent issues related to their conflicting demands.</p> <p>Note: Open to MES students.</p>	<p>Title N/A</p>

10. Proposed Course Information:

11. Enrolment Notes:

n/a

12. Consultation:

n/a.

Originator:Charles H. Cho

Signature

July 6, 2023

Date

Charles H. Cho

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

July 6, 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.

Mike Valente (email approval)

Signature

July 6, 2023

Date

Mike Valente

Name of Program Director

MBA Program

Program

Program Committee:

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

Kevin Tasa

Signature

September 7, 2023

Date

Kevin Tasa

Name of Committee Chair

Master Program Committee Chair

Committee

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Geoffrey Kistruck, Area Coordinator, Sustainability
Date: July 7, 2023
Re: SUST 6151 course description change

Motion: That Faculty Council approve the course description change for SUST 6151 Innovating for Sustainable Impact

Rationale: Changes to the course description were necessary to reflect a change in the local country partner within Costa Rica and their associated target population.

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 Program

2. Responsible Unit:

SUST

3. Subject Code (Rubric) and Course Number:

SUST 6151

4. Credit Value:

3.00

5. Long Course Title:

Innovating for Sustainable Impact

6. Short Course Title:

Innovating for Sustainable Impact

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:

Changes to the course description were necessary to reflect a change in the local country partner within Costa Rica and their associated target population.

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title: Innovating for Sustainable Impact</p> <p>The purpose of this course is to explore how social innovation can be used to build more sustainable and impactful solutions to social and environmental challenges. Despite the incredible progress in the overall level of human development over the past century, and more recent efforts to address growing ecological threats, a number of significant global challenges persist in both developed and developing countries, including generational poverty, discrimination, corruption, and climate change. This is primarily a project-based course with a focus on working on-site with a large social enterprise in Costa Rica to help identify improvements to their existing business model in order to generate greater environmental and social impact.</p>	<p>Title: Innovating for Sustainable Impact</p> <p>The purpose of this course is to explore how social innovation can be used to build more sustainable and impactful solutions to pressing environmental and social challenges. Despite the incredible progress in the overall level of human development over the past century, a number of significant global challenges persist in both developed and developing countries, including generational poverty, discrimination, corruption, and climate change. This is primarily a project-based course with a focus on working directly with disadvantaged populations in Costa Rica to collectively identify innovative business models that are capable of providing meaningful work to such individuals.</p>

10. Proposed Course Information:**11. Enrolment Notes:**

n/a

12. Consultation:

n/a.

Originator:Geoffrey Kistruck

Signature

August 25, 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

August 25, 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.

Mike Valente

Signature

August 28, 2023

Date

Mike Valente

Name of Program Director

MBA Program

Program

Program Committee:

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

Kevin Tasa

Signature

September 7, 2023

Date

Kevin Tasa

Name of Committee Chair

Master Program Committee - Chair

Committee

SUST 6151 3.0: Innovating for Sustainable Impact



Instructor

Dr. Geoff Kistruck
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Assistant

Menglin Bai
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Instructor Biography

Geoff Kistruck is Professor, RBC Chair in Social Innovation, Area Coordinator of Sustainability, and Director of the Social Innovation Research Lab at the Schulich School of Business. His primary research interests involve social innovation and entrepreneurship on the part of for-profit and non-profit enterprises, principally within the context of least-developed markets. Prior to entering academe, Geoff served in a number of managerial positions within the venture capital and financial services industry.

Course Description

The purpose of this course is to explore how social innovation can be used to build more sustainable and impactful solutions to pressing environmental and social challenges. Despite the incredible progress in the overall level of human development over the past century, a number of significant global challenges persist in both developed and developing countries, including generational poverty, discrimination, corruption, and climate change. This is primarily a project-based course with a focus on working directly with disadvantaged populations in Costa Rica to collectively identify innovative business models that are capable of providing meaningful work to such individuals.

The introductory part of this course will involve two brief classroom training sessions at Schulich. For 2023-2024, these two classroom sessions will take place from 2:30-5:30 on March 20th and March 27rd, 2024. The sessions will focus on: (1) what is 'social' innovation and 'social' impact, and (2) how the social business model canvas can be used as a tool for understanding the different ways of innovating for social impact. For 2023-2024, the main part of the course will take place in Costa Rica over a one-week period from April 19th – 27th, 2024. While in the field, students will be expected to: (1) collect primary and secondary data to help understand the root causes of the social challenge; (2) ideate and brainstorm potential innovations that address such failings; and (3) present specific alternatives that can help achieve significant social impact for the disadvantaged population in the Perez Zeledon region of Costa Rica.

All in-country Costa-Rica costs associated with the course (e.g. lodging, food, transportation) will be covered by the program. Thus students ultimately enrolled in the course will only be expected to pay the cost of return-airfare to Costa Rica. Admission to the class will take place through an application process that gives preference to: (1) MBA students pursuing the sustainability specialization; (2) MES students pursuing the joint SSB/EUC Diploma on Business and the Environment, and; (3) MMgt students with a strong interest in sustainability as a theme for their Enterprise Consulting Project (MSTM 6000 which is cross-listed). However, where space exists, the course will also be made available to other students in the MBA, MES, and MMgt programs at York University.

Contents

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Course Learning Outcomes

You will acquire knowledge and skills related to:

- Understanding the unique challenges and opportunities associated with social innovation and impact
- Designing alternative business models for generating and scaling social impact by also implementing experientially the theories, skills, and tools that you have learned in other management courses.
- Identifying comprehensive alternative solutions that are able to balance social and economic tensions using critical and creative thinking.
- Presenting detailed argumentation with respect to why and how your recommended alternative for achieving significant social impact will be implemented.

Deliverables at a Glance

A summary of the course deliverables is as follows:

Deliverables	% of Total
Reflective Journal (individual)	20%
Field Project (group)	
A) Initial Presentation	30%
B) Project Report	50%
Subtotal	80%
Total	100%

Course Material

A collection of readings has been selected for the introductory sessions on March 20th and March 27th, 2024. These readings will all be available on the course Canvas. ***Students are expected to read the required readings ahead of the introductory classes.*** Further material or links that are useful for the team project will be shared as appropriate on Canvas.

Class-by-Class Syllabus

This initial part of this course consists of two in-class sessions. Classes are designed to be hands-on and interactive, comprising a mixture of discussions, group work, presentations, and guest speakers. Topics, readings, and other preparations for every class are listed below.

Class 1	<u>Understanding Social Innovation & Impact</u>
Wednesday	<i>Class Content:</i>
March 20 th	• We will discuss what is different about the goals and objectives related to ‘social’
2:30-5:30pm	impact as opposed to simply the pursuit of profit.

- We will identify the different types of 'social' innovation that exist, and discuss their relative applicability in various contexts via examples.
- We will hear from a panel of social entrepreneurs regarding their motivations and unique challenges regarding their efforts to achieve social change.

Required Readings:

- Phillips Jr., Deiglmeier, & Miller (2008). Rediscovering Social Innovation. *Stanford Social Innovation Review*, 6(4): 34-43.
- Brown, T. & Wyatt, J. (2010). Design Thinking for Social Innovation. *Stanford Social Innovation Review*, 8(1): 31-35.
- Mulgan, G (2010). Measuring Social Value. *Stanford Social Innovation Review*, 8(3): 38-43.

Class 2

Wednesday

March 27th

2:30-5:30pm

Using the Social Business Model Canvas to Generate Innovations

Class Content:

- We will discuss the different components of the social business model canvas and illustrate with a series of examples.
- We will emphasize a data-driven approach to validating and adjusting potential innovations for social impact.
- We will be undertaking in-class group exercises to familiarize students with how the social business model canvas can be used as a guide for their field project with respect to data collection and idea generation.

Required Readings:

- Burkett, I. (2016) *Using the Business Model Canvas for Social Enterprise Design*. Knode. 1-30
- The Impact BMC
(https://stanford.edu/dept/gsb-ds/Inkling/The_Impact_BMC/index.html)

Written Assignments/Projects and Exam[s]: Descriptions

Reflective Journal (20%):

Students will be asked to journal their reflections throughout the course. This includes their reflections on; (1) content and exercises associated with each of the two in-class sessions, and; (2) activities, interactions, and experiences associated with their project work in Costa Rica or Canada. Such reflections are meant to delve deeper into key social-related issues – to identify and reflect upon inherent tensions, critical aspects, or complementarities that they see within the complex phenomenon of innovating for social impact. For all students (both Costa Rica and Canada project groups), the reflective journal will be due by May 24th **before 5:00pm** and is not to exceed a total of 5000 words.

Field Project

The field project part of the course involves working in randomly assigned groups of approximately 4-5 students to design social business models capable of delivering significant social impact for disadvantaged populations within Costa Rica. Each group will be expected to engage in an intensive collection and analysis of both primary and secondary data. The collection of primary data include conducting interviews, focus groups, and surveys with disadvantaged populations and their key stakeholders. The collection of secondary data involves the compiling of research papers, existing datasets, and other information already collected by a third party. The primary data collection process will take place over a single week in Costa Rica from April 19th – 27th, 2024. Secondary data collection will take place over a more extended

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Murat Kristal – Director, Master of Business Administration Technology
Date: April 14, 2023
Re: Product Management and Marketing for Schulich Tech MBA Program

Motion:

The approval of Product Management Course for the MBA in Technology Leadership Program

Rationale:

The existing Tech MBA program currently lacks a dedicated course on product management and marketing, despite the growing significance of product development and management within the tech sector, especially in areas such as software and the burgeoning field of software as a service (SaaS). To ensure a comprehensive understanding of the technology business landscape, it is imperative to incorporate a robust product management course into the program's curriculum.

New Course Proposal Form

Schulich School of Business

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

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

1. Responsible Program:

Schulich Tech MBA

2. Responsible Unit:

MBA in Technology Leadership

3. Subject Code (Rubric) and Course Number:

MKTG 6120

4. Credit Value:

3.00

5. Long Course Title:

The Fundamentals of Product Management and Marketing of SaaS/Tech Products

6. Short Course Title:

The Fundamentals of Product Management and Marketing of SaaS/Tech Products

7. Effective Term/Calendar Year:

Fall 2024

8. Language of Instruction:

English

9. Calendar (Short) Course Description:

The project-based Product Management and Marketing course emphasizes practical learning and a personalized case-study method to acquire essential product management and marketing abilities. This course facilitates grasping one's operating markets and their alignment with the

product. By course end, students will adeptly initiate product launches, devise effective go-to-market strategies, and demonstrate skills crucial for securing product management roles, ideally within the tech industry.

10. Expanded Course Description:

The Product Management and Marketing course is a hands-on experience that embraces practical learning through a personalized case-study approach. It instills core product management and marketing skills. Through this course, students gain insights into their operational markets and how to align them with their products. Upon completing the course, students will possess the ability to effectively launch products, develop winning go-to-market strategies, and demonstrate the essential skills needed to secure product management roles, especially within the technology sector.

Participants assess user needs, define functional requirements, and formulate business go-to-market plans for new products. Weekly sessions feature skill-enhancing exercises led by external experts and offer opportunities for peer feedback on ongoing projects. Students should become adept at defending their ideas, execution plans, designs, and go-to-market strategies, as frequent presentations are a core aspect of the class.

What Constitutes Product Management?

Product Managers (PMs) wield significant influence over a technology company's performance. They delineate a product's functional requisites and collaborate with a diverse array of stakeholders, spanning engineering to marketing, to shepherd the product from development to the market. In this course, we delve into Product Management and Marketing to address the following queries:

- What defines a PM? Why are they indispensable within companies and where should their reporting lines reside?
- What are the roles of PMs and their collaborations at different phases of the product lifecycle? What traits characterize successful PMs?
- What methodologies do PMs employ to grasp customer needs and validate product demand?
- What knowledge should PMs possess about user experience design?
- How does the approach differ between waterfall and agile product development, and when is each preferred?
- What technical insights must PMs have, such as model-view-controller architecture, APIs, and databases?
- How is a viable business case developed for a product?
- What's the key to achieving a successful product launch in the market?

11. Course Learning Outcomes:

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

1. Understand the fundamentals of product creation and execution, comprehending the intricate interplay between technology, design, user experience, and market demands.
2. Identify and create buyer personas, leveraging data-driven techniques to define target customer segments and tailor product features to meet their distinct needs.
3. Scope and plan product related market research, devising methodologies to gather, analyze, and interpret market data, enabling informed decision-making throughout the product lifecycle.
4. Create a go-to-market strategy, integrating pricing strategies, distribution channels, and marketing tactics to ensure successful product launches in competitive technology markets.
5. Successfully launch a product, orchestrating all aspects of product launch, from planning and execution to monitoring post-launch performance and iterating based on user feedback.
6. Strategic Technology Alignment: Analyze how technology products align with organizational strategies and objectives, considering market trends and competitive landscapes specific to the technology industry.
7. Market Insights and Opportunity Identification: Apply advanced market research techniques to identify emerging technological trends, customer needs, and potential market gaps, enabling the formulation of innovative product concepts.
8. Effective Product Planning: Develop comprehensive product roadmaps that integrate technological advancements, customer feedback, and market demands, fostering sustainable growth strategies within technology-driven environments.
9. Cross-functional Collaboration: Cultivate the ability to collaborate seamlessly across multifunctional teams, bridging technical and non-technical disciplines to guide products from ideation to successful implementation.
10. Agile Product Development: Differentiate between agile and traditional product development methodologies, and critically evaluate their applicability in dynamic technology contexts to accelerate time-to-market while ensuring quality.
11. User-Centric Design Thinking: Employ user-centric design principles to create technology products that prioritize user experience, incorporating usability testing and iterative design cycles into the product development process.
12. Ethical and Regulatory Considerations: Evaluate the ethical and regulatory challenges unique to technology products, navigating issues related to data privacy, security, intellectual property, and compliance.

12. Rationale:

Integrating a product management course into the Tech MBA Program is not just beneficial but

imperative for preparing future technology leaders. The rationale for offering such a course lies in the strategic alignment with the evolving demands of the technology sector and the specific needs of aspiring technology managers.

Here's why a product management course should be a cornerstone of the Tech MBA curriculum:

- **Industry Relevance:** The technology sector is characterized by rapid innovation, and product management is at the heart of this dynamism. A dedicated course equips students with the skills required to navigate this landscape, ensuring they are prepared to tackle real-world challenges and opportunities.
- **Holistic Skillset:** Product management encompasses a wide array of skills, from understanding user needs and market trends to designing compelling user experiences and orchestrating successful product launches. This course cultivates a well-rounded skillset essential for effective technology management.
- **Strategic Decision-Making:** Developing and managing successful technology products requires informed decision-making. The course empowers students to make strategic choices based on market research, customer insights, and data-driven analysis, aligning products with business goals.
- **Cross-Functional Collaboration:** Product management involves collaboration across departments, from engineering and design to marketing and sales. Students learn to bridge these disciplines, fostering effective communication and teamwork in technology-driven projects.
- **Market-Centric Approach:** The course's focus on buyer personas, market research, and go-to-market strategies equips students to tailor products to specific customer segments and respond to market dynamics, resulting in higher chances of product success.
- **Innovation and Adaptability:** The tech landscape demands constant adaptation. Students gain exposure to agile methodologies and design thinking, essential for innovating and iterating in response to changing user preferences and competitive pressures.
- **Leadership Preparation:** A strong foundation in product management enhances leadership capabilities. Graduates are well-equipped to lead technology teams, align strategies, and guide projects to fruition, ensuring they thrive in managerial roles.
- **Ethical and Regulatory Understanding:** As technology products increasingly navigate complex ethical and regulatory considerations, the course equips students to navigate issues related to data privacy, security, and compliance.
- **Career Advancement:** The skills acquired in the product management course enhance students' marketability in the tech industry. Graduates are better positioned to secure sought-after roles in product management, technology leadership, and innovation-focused positions.

In conclusion, a product management course within the Tech MBA Program is not just a valuable addition but a strategic necessity. It equips future technology leaders with the skills, knowledge, and mindset required to navigate the complexities of the technology sector, innovate effectively, and lead teams in an industry characterized by rapid change and innovation.

13. Evaluation:

1. *Persona Creation (3 total from any of buyer, influencer, user) (15%)*
2. *Annotated Product Wireframes (15%)*
3. *Product Requirements Document (15%)*
4. *Go To Market & Launch Plan Presentation (20% + 5% peer review)*
5. *Post-mortem Discussion Paper (30%)*

14. Integrated Courses:

N/A

15. Cross-listed Courses:

N/A

16. Enrolment Notes:

This course will be specifically offered to MBA in Technology Management Program students.

17. Faculty Resources:

This course will be taught once a year, for the Tech MBA Program. The inaugural instructor for this course is Zena Applebaum. VP Product Marketing Thomson Reuters Inc.

18. Physical Resources:

No additional physical resources are necessary for this course.

19. Bibliography and Library Statement:

Please see attached...

New Course Proposal Template

(Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor:

Zena Applebaum. VP Product Marketing Thomson Reuters Inc.

Alternative instructors:

N/A

Course coordinator:

Murat Kristal

21. Specializations

Primary area or specialization:

MBA in Technology Leadership

Secondary areas or specializations:

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

22. Student Contact and Enrolment

Contact hours:

36 hours

Maximum enrolment:

45

Expected enrolment:

15

Evidence for enrolment expectations:

We believe most of the Tech MBA students will choose this elective course.

23. Equity, Diversity, Inclusion, Decolonization, and Indigenization Action Plan

A Product Management and Marketing course has the potential to significantly contribute to understanding the intersection of business strategy, customer needs, and market dynamics. This course equips students with the skills and knowledge needed to create, launch, and manage successful products in the market.

Additionally, when approached thoughtfully, the course can integrate principles of equity, diversity, and inclusion (EDI), as well as perspectives of decolonization and Indigenization, in both its content and delivery:

Content Integration:

- **Equity, Diversity, and Inclusion (EDI):** This course will incorporate examples and case studies that highlight the importance of understanding diverse customer segments and their unique needs. This can involve discussing how products and marketing strategies might vary based on cultural backgrounds, gender, age, socioeconomic status, and more. Case studies can showcase companies that have succeeded or faced challenges due to their approach to EDI in product development and marketing.
- **Decolonization and Indigenization:** The course will explore how historical colonial influences have shaped consumer behaviors and market dynamics. This might involve discussing how products and marketing strategies have been tailored to specific cultural contexts, or how indigenous knowledge and practices have been integrated into modern product management and marketing approaches.
- **Inclusive Learning Environment:** This course will ensure that everyone feels included and valued. This involves promoting a respectful and open environment where diverse perspectives are welcomed, and discussions are conducted with sensitivity. Instructors can encourage students to share their viewpoints, experiences, and cultural insights, fostering an atmosphere of mutual learning.
- **Diverse Examples and Perspectives:** Throughout the course, we will actively use diverse examples and perspectives throughout lectures, discussions, and assignments. This might mean showcasing case studies from different regions, cultures, and demographics to help students understand the importance of tailoring products and marketing strategies to a wide range of audiences.
- **Guest Speakers:** Inviting guest speakers from diverse backgrounds and industries can bring real-world perspectives to the course. These speakers can share their experiences in product management and marketing, emphasizing the value of embracing diverse viewpoints in these fields.

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.

A course in Product Management and Marketing bridges the gap between technological innovation and successful market integration. In the ever-evolving landscape of technology-driven businesses, a profound understanding of product management and marketing strategies is paramount. This course equips Tech MBA students with the skills to transform cutting-edge ideas into tangible products that meet customer needs and align with market demands. By delving into the intricacies of product development, launch, and lifecycle management, students gain insights into how technology can be harnessed to create meaningful solutions. Moreover, the course empowers students to strategically position these products in the competitive marketplace through effective marketing and communication strategies. In an era where technological advancements are constant, a nuanced understanding of product management and marketing not only drives innovation but also ensures its successful adoption. As such, this course serves as a pivotal component of the Tech MBA Program, shaping graduates who are adept at navigating the dynamic intersection of technology, business, and consumer preferences.

Originator:

Murat Kristal

Signature

August 22, 2023

Date

Murat Kristal

Name

Director, Master of Business

Administration Technology (MBat)

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.

David Rice Area or Specialization

Theodore Noseworthy Area or Specialization

Isik Bicer Area or Specialization

Divinus Oppong-Tawiah Area or Specialization

Ashwin Joshi Area or Specialization

Adam Diamant Area or Specialization

Raha Imanirad Area or Specialization

Henry Kim 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.

Murat Kristal August 22, 2023
Signature Date

Murat Kristal MBat
Name of Coordinator or Director Area or Specialization

Degree Program:

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

Mike Valente
Signature

September 7, 2023
Date

Mike Valente
Name of Program Director

Director of MBA
Program

Program Committee:

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

Kevin Tase
Signature

September 7, 2023
Date

Kevin Tasa
Name of Committee Chair

MPC chair
Committee

The Fundamentals of Product Management and Marketing 3.00

MMKTG 6120 3.0



Course Outline

Summer 2024

Instructor

Zena Applebaum

<Office location (e.g., N100, Seymour Schulich Building)>

<Phone (use Area or support staff number)>

<E-mail>

Office hours: <Day[s], Time[s]>, <whether an appointment is required>

<Brief bio/interests of instructor (max 3 lines suggested)>

Assistant

<Name>

<Office>

<Phone>

<E-mail>

Brief Description

The Fundamentals of Product Management and Marketing of SaaS/Tech Products

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Course Learning Outcomes

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

1. *Understand the fundamentals of product creation and execution.*
2. *Identify and create buyer personas.*
3. *Scope and plan product related market research*
4. *Create a go-to-market strategy.*
5. *Successfully launch a product*

Deliverables at a Glance

<Comment on course requirements contributing to final evaluation. Indicate whether the work is to be done by a group or each student individually.> 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
Persona Creation	3	15	15	Individual
Annotated Product Wireframes	1	15	30	Individual
Product Requirements Doc	1	15	45	Group
Go to Market & Launch Plan Presentation	1	25	70	Group
Final essay – Post Mortem Discussion	1	30	<u>100</u>	Individual
			100%	

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

Course Material

Reading material for the course will be in the textbook or provided during class. The text will not be needed for each class. Every week, you should check The Session-by-Session Syllabus below for readings and the appropriate page numbers.

Required reading for this course includes the following book[s]. It is (They are) available for purchase from the York University Bookstore (<http://bookstore.blog.yorku.ca>):

Text: [Advanced Agile Product Management: The Stances of the Product Owner, 1st edition. Published by Addison-Wesley Professional \(February 22nd 2023\) - Copyright © 2023 Chris Lukassen, Robbin Schuurman](#)

Optional Text: [The Practical Guide to Competitive Intelligence, 1st edition. Published by Special Libraries Association \(November 2022\) Edited by Zena Applebaum, Phil Britton and Alysse Knockles](#)

Student Preparation for Class and Class Participation: Expectations

Preparation. Students should come to class with an idea about a product they would like to see launched or a product that has launched that they use every day and could use an example in this course.

Class Participation (contribution). Students are expected to come to class ready to learn and participate in the class discussions and share their ideas and concepts with their peers. The evaluation will be based on assignments but also on class participation and peer review of ideas and engagement with in the class.

Class-by-Class Syllabus

For the most part, the class will begin with an opening lecture, followed by discussion, group work and presentations.

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

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

Session	Session Name	Session Description	Assignment
1	Introduction	Discussion: Course Overview Introduction to Product Management Group selection Product idea overviews	Consider what product your group will want to build and why.

Session	Session Name	Session Description	Assignment
		Readings: https://www.mckinsey.com/featured-insights/sustainable-inclusive-growth/chart-of-the-day/the-download-on-product-management Text - Part II: Chapter 3 - Pages 37 43	
2	Product Ownership	What is a product and who owns it? Why do you want to develop this product? Discussion: Product builds, customer types, personas Readings: Text - Part I: Chapter 1 - Pages 1-9 Chapter 2 - Optional	
3	Designing for Real Customers and Problems	Good design is aesthetic and functional. This class will teach the basics of design, how to match up user stories with product features and impact. Discussion: Personas – buyer, influencer, user Readings: Text - Part II: Chapter 4 – 7, Pages 49- 68	Build out your own personas (3-5 max)
4	Customer Research	We will show how to find and interview customers or prospects. You will present on your created user personas and role play through a design sprint session with a user to get actionable feedback and develop the voice of the customer. Discussion: Build out wire frames in class and present, keeping your personas in mind Readings: Text - Part III: Chapter 8-10, Pages 77- 100	Wireframe build out for product with UX/UI annotation.
5	Roadmaps and MVPs	How to build out wire frames with stakeholders. We will review different roadmaps, use cases and how to develop and MVP for customer engagement and testing. Readings: Text - Part III: Chapter 11, Pages 113-128	
6	The PRD & Agile Software Development	The most important doc you can create for your engineers, marketers, comms, PR, sales, and other product folks. The Product	Develop a Product Requirements

Session	Session Name	Session Description	Assignment
		<p>Requirements Doc. We will walk through examples in detail and showcase the necessity of building a great PRD.</p> <p>Readings: https://www.reforge.com/blog/evolving-product-requirement-documents? </p>	Document
7	Usability Testing & Product Development Models (agile, waterfall, scrum etc.)	<p>Rarely are products perfect with the first wireframes. This class will review various techniques for usability testing and product development models.</p> <p>Discussion: Feedback on wireframes</p> <p>Readings:</p>	
8	Product Governance and Advisory Pricing & Packaging	<p>This class will explore the intersection of product development with other stakeholders. We will review ownership prompts, strategic positioning in the context of pricing and packaging your product.</p> <p>Discussion: How will you price/package your product. Why? How did you arrive at this decision. How will it play into your Go To Market plans?</p> <p>Readings: Text - Part III: Chapter 13, Pages 151-153</p>	
9	Go To Market Strategy	<p>Taking your product to market. What is the plan? To whom will you sell and how? What are the product value propositions? How will you message those?</p> <p>Readings: https://www.productmarketingalliance.com/your-guide-to-go-to-market-strategies/ </p>	Create a Go To Market Plan including: Key Messaging, Pricing, Position and Launch plan to be presented on week 11
10	Competitive Intelligence	<p>How does your product compare to others in the market? What are your unique selling points? How far are you willing to go to win?</p> <p>Guest Panel: Competitive Intelligence Fellows</p>	

Session	Session Name	Session Description	Assignment
11	Product Evolution	Final Student Presentations & Peer Evaluations	
12	Postmortem Review	Product Manager - Job Description Review Final Discussion & Essay Submission	Final Essay Submission

Written Assignments/Projects and Exam[s]: Descriptions

<Submission instructions, e.g., Please complete all papers below in 12-point font, single-spaced, and adhere strictly to page maxima.>

Due Date

<Due Date> Assignment #1 Persona Creation

Using the template provided, please create a total of three personas for your products. Personas can be either a buyer, an influencer or a user of the product. Please include as much relevant details as possible.

Max length: 3 ppt slides

Value: 15%

<Due Date> Assignment #2 Wireframe build out for product with UX/UI annotation.

Sketch out an example of your product and how it will work with a sense of what you would want to see from a design and user experience perspective and why as well

Max length: 3 ppt slides or hand drawn pages

Value: 15%

<Due Date> Assignment #3 Draft a Product Requirements Document

Using the template provided, draft a product requirements document in line with your proposed go to market strategy

Max length: 2 pages, single spaced 12 pt font

Value: 15%

<Due Date> Assignment #4 Create a Go To Market Plan including: Key Messaging, Pricing, Position and Launch plan to be presented on week 11

Max length: 10 minute pitch/presentation, 6 ppt slides

Value: 25% (15 in class presentation, 10 peer review of presentation)

<Due Date> Assignment #5 – Final Essay, Post Mortem

Every good product launch includes a post mortem discussion. This first person discussion paper should include what you learned doing the project, what worked and didn't work in your Go To Market plan. You will want to reflect on what you could have done differently, and what you did well as well as highlighting any limitations of the market research you could have done leading up to your product launch.

Max length: 4 pages, single spaced 12 point font

Value: 30%

Evaluation of Written Assignments/Projects and Exams

The first three assignments will build on one another leading to assignment #4. All must be completed to continue to the next module in the class with your group. The final assignment is a reflection of what you have learned and should be completed independently. The final assignment along with the group presentation will constitute 55% of the grade.

Calculation of Course Grade

In this class, final course grades will be determined by adding up the grades on each of the assignments as well as a 20% allocation for class participation. Students are expected to come to class each week ready to discuss the week's readings as well as engage in conversation around product development, management and marketing.

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

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

Quick Reference: Summary of Classes, Activities and Deliverables

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation
Introduction	Course Overview Introduction to Product Management Group selection	https://www.mckinsey.com/featured-insights/sustainable-inclusive-growth/chart-of-	

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation
	Product idea overviews	the-day/the-download-on-product-management Text - Part II: Chapter 3 - Pages 37-43	
Product Ownership	What is a product and who owns it? Why do you want to develop this product? Discussion: Product build presentations	Text - Part I: Chapter 1 - Pages 1-9 Chapter 2 - Optional	
Designing for Real Customers and Problems	Good design is aesthetic and functional. This class will teach the basics of design, how to match up user stories with product features and impact. Discussion: Personas – buyer, influencer, user	Text - Part II: Chapter 4 – 7, Pages 49- 68	
Customer Research	We will show how to find and interview customers or prospects. You will present on your created user personas and role play through a design sprint session with a user to get actionable feedback and develop the voice of the customer. Discussion: Build out wire frames in class and present, keeping your personas in mind	Readings: Text - Part III: Chapter 8-10, Pages 77- 100	Personas from Assignment #1
Roadmaps and MVPs	How to build out wire frames with stakeholders. We will review different roadmaps, use cases	Readings: Text - Part III: Chapter 11, Pages 113- 128	

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation
	and how to develop and MVP for customer engagement and testing.		
The PRD & Agile Software Development	The most important doc you can create for your engineers, marketers, comms, PR, sales, and other product folks. The Product Requirements Doc. We will walk through examples in detail and showcase the necessity of building a great PRD.	Readings: https://www.reforge.com/blog/evolving-product-requirement-documents/	
	<i>NO CLASS (Reading Week)</i>		
Usability Testing & Product Development Models (agile, waterfall, scrum etc.)	This class will review various techniques for usability testing and product development models. Discussion: Feedback on wireframes		
Product Governance and Advisory Pricing & Packaging	This class will explore the intersection of product development with other stakeholders. Discussion: How will you price/package your product. Why? How did you arrive at this decision. How will it play into your Go To Market plans?	Text - Part III: Chapter 13, Pages 151-153	
Go To Market Strategy	Taking your product to market. What is the plan? To whom will you sell and how? What are the product value propositions? How will you message those?	https://www.productmarketinalliance.com/your-guide-to-go-to-market-strategies/	

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation
Competitive Intelligence	Review your product's competitive position and understand to bring a unique value proposition to market	Guest Lecture: Competitive Intelligence Fellow Optional Reading: Practical Guide To Competitive Intelligence	
Product Evolution	Final Student Presentations & Peer Evaluations		
Postmortem Review	Product Manager - Job Description Review Final Discussion & Essay Submission		Bring one example of a product management job description to class.

MEMORANDUM

York University Libraries

To: Murat Kristal, Director, MBA in Technology Leadership, Schulich School of Business

From: Sophie Bury, Teaching & Learning Librarian, Student Learning & Academic Success

Date: August 22, 2023

Subject: Library Statement of Support – The Fundamentals of Product Management and Marketing of SaaS/Tech Products (~~MBAT-5700~~) (MKTG 6120)

Summary

York University Libraries (YUL) is well positioned to support the proposed course. Faculty and students can make use of an array of library resources and services to complete the assignments in this course, such as the Go To Market Plan. This statement highlights offerings related to the major themes of the course, such as product ownership, design, and development, customer research and competitive intelligence. It also brings attention to collections of interest from connected fields such as computer science.

Collections

The Libraries' collections echo the curricular and research priorities of students and faculty. Care is given to select materials that reflect new courses taught at York, as well as research and publishing trends. Library personnel review reading lists supplied for proposed courses to address any potential gaps. Tailored purchasing profiles ensure new materials are regularly purchased on subjects such as:

- Product Management, New Products, Marketing, Market Strategy, Consumer Behavior, Consumer Research, Product Design, Design Thinking, Business Intelligence, Competition, Agile Software Development, Usability Testing.

Historically, textbook publishers have not made their electronic content available for purchase by libraries. This remains an ongoing challenge. Library personnel can assist with locating Open Access alternatives. Furthermore, the Libraries' Open Scholarship department offers [support to researchers on digital publishing](#), open repositories, and Creative Commons licensing.

The Omni single-search interface provides students with access to a wide range of materials, including books, book chapters, articles, dissertations, streaming media, etc. Library users may also request items from partner

libraries through Omni. A selection of electronic collections of particular interest are highlighted below. The [A-Z list](#) on the Libraries' website provides a complete register of electronic offerings.

Core Market & Industry Research Databases:

- Passport: includes market data including company & brand share data for over 100 countries
- Marketline Advantage: includes market data & industry reports
- IBISworld: includes niche industry reports for Canada, the U.S., & China
- SimplyAnalytics: Canada & U.S. subscriptions for demographics, consumer habits & business data
- Dapresy: provides access to quarterly data from Vividata's Study of the Canadian Consumer (a nationally representative survey sample)
- World Advertising Research Center: includes advertising / marketing cases & articles

Core Company Research Databases:

- Mergent Online: includes publicly-traded company financials & analyst reports
- Marketline Advantage: includes company reports
- Mergent Intellect: covers publicly traded and private companies across the globe

Business Scholarly & Trade Publication Databases:

- Proquest Business Complete
- Business Source Complete

Computer Science Databases:

Note: These will be relevant to topics covered in this course like agile software development or usability testing.

- ACM Digital Library
- IEEE Xplore
- Computer Science (Gale OneFile)

Newspaper/ Magazine Databases:

- Factiva
- Nexis Uni
- Press Reader

eBook Platforms:

- De Gruyter eBooks
- Oxford Scholarship Online
- Cambridge Core
- Taylor & Francis eBooks
- ProQuest eBook Central
- Scholars Portal Books

Services

Library Instruction

Librarians and archivists help students build research skills and digital fluencies through [workshops](#), online [research guides](#), and individual research assistance. Instructors can [arrange a research skills workshop](#) (or seminar) geared to a specific assignment, course, or competency.

Research Guides of Interest:

- [Market Research Guide](#)
- [Business Citation Guide](#)
- [Computer Science Guide](#)

Research Help

Online [research assistance](#) is available in both English and French via chat and email. In addition, students and faculty can book [one-hour research consultations](#) with a specialist librarian.

Accessibility Services

[Library Accessibility Services](#) (LAS) provides alternative content formats, as well as adaptive technologies and spaces. With a referral, York University faculty and students can request transcription services or reserve an accessibility lab workstation. Contact lashelp@yorku.ca with questions.

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Claudia Mueller, Program Director - Academic, Global Metals and Minerals Management

Date: August 31, 2023

Re: Changes to the Electives in the Global Metals and Minerals Management Specialization

Motion:

To approve changes to the electives in the Global Metals and Minerals (GMM) Specialization by adding SUST 6250 3.0, SUST 6350 3.0, and SUST 6450 3.0.

Rationale:

The proposed changes reflect the changes recently approved for courses in the Sustainability Specialization. These changes saw the previously recommended sustainability electives in the GMM changed or retired. In cooperation with Geoff Geoffrey Kistruck, Area Coordinator, Sustainability, we reviewed the course outlines for the suggested elective courses. Based on their content, it is recommended to add these to the electives list for the GMM.

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title</p> <p>SUST 6300 3.00 Management Practices for Sustainable Business (retired)</p> <p>SUST 6400 3.00 Sustainability Accounting and Accountability</p> <p>SUST 6500 3.00 Business Strategy for Sustainability (retired)</p>	<p>Title</p> <p>SUST 6400 3.00 Sustainability Accounting and Accountability</p> <p>SUST 6250 3.0 Integrating Sustainability Across Functions (add)</p> <p>SUST 6350 3.0 Orchestrating Sustainability Initiatives (add)</p> <p>SUST 6450 3.0 Sustainability Reporting and Disclosure (add)</p>

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Requirements</p> <p>12.00 credits total:</p> <ul style="list-style-type: none"> • 6.00 credits of required courses • 3.00 - 6.00 credits of elective courses • up to 6.00 credits of additional courses <p>(with permission of the Program Director, students may take courses in the Faculty of Environmental Studies and Osgoode Hall Law School not listed in this publication)</p> <p>Required Courses choose 2 of 3 required courses</p> <ul style="list-style-type: none"> • SUST 6200 3.00 Managing Ethics and Social Responsibility • SUST 6300 3.00 Management Practices for Sustainable Business • SUST 6500 3.00 Business Strategies for Sustainability <p>Electives</p> <p>School of Business (Recommended Electives):</p> <p>SUST 5200 3.00 Business and Sustainability</p> <p>SUST 6200 3.00 Managing Ethics & Social Responsibility</p> <p>SUST 6300 3.00 Management Practices for Sustainable Business</p> <p>SUST 6400 3.00 Sustainability Accounting and Accountability</p> <p>SUST 6500 3.00 Business Strategies for Sustainability</p> <p>SUST 6950 1.50 Ethics and Finance</p> <p>ECON 6170 3.00 Environmental Economics for Business</p> <p>ENTR 6655 3.00 Social Entrepreneurship</p> <p>FINE 6880 3.00 Sustainable Finance and Impact Investing</p> <p>MGMT 6200 3.00 Business Administration and the Law</p> <p>GMMM 6100 3.00 Strategies for Wealth Creation in the Metals & Minerals Industry</p> <p>GMMM 6300 3.00 Stakeholder Collaboration for Responsible Mineral Development & Use</p> <p>MKTG 6480 3.00 Nonprofit Marketing and Resource Development</p> <p>ORGS 6350 3.00 Managing Change</p> <p>ORGS 6400 3.00 Power and Politics in Organizations</p> <p>ORGS 6420 3.00 Crisis Management</p> <p>ORGS 6560 3.00 Negotiations</p>	<p>Requirements</p> <p>Students must complete 12.00 credits total, consisting of the following Required and Elective courses, specifically:</p> <ul style="list-style-type: none"> • A minimum of 6.00 credits of Required courses (minimum of 2 of 3 required courses) • Remaining 6.00 credits of Elective courses (a third Required course may also be taken) <p>Required courses choose 2 of 3 required courses</p> <ul style="list-style-type: none"> • SUST 6250 3.0 Integrating Sustainability Across Functions • SUST 6350 3.0 Orchestrating Sustainability Initiatives • SUST 6450 3.0 Sustainability Reporting and Disclosure <p>Electives</p> <p>School of Business (Recommended Electives):</p> <ul style="list-style-type: none"> • ENTR 6655 3.00 Social Entrepreneurship • FINE 6880 3.00 Sustainable Finance and Impact Investing • ORGS 6600 3.0 Diversity & Inclusion in Organizations • PROP 6550 3.00 Sustainable Cities: Urbanization, Infrastructure, and Strategic Choices • SUST 6150 3.00 Innovating for Sustainable Impact • SUST 6900 1.5 or 3.0 Independent Study • SUST 6950 1.50 Ethics and Finance

<p>PROP 6550 3.00 Sustainable Cities: Urbanization, Infrastructure, and Strategic Choices</p> <p>Other Electives:</p> <p>Faculty of Environmental Studies</p> <p>ENVS 6115 3.00 Ecological Economics</p> <p>ENVS 6148 3.00 Environmental Negotiation and Mediation</p> <p>ENVS 6164 3.00 Environmental Law</p> <p>ENVS 6179 3.00 Climate Change: Science and Policy</p> <p>ENVS 6186 3.00 Impact Assessment</p> <p>Osgoode Hall Law School:</p> <p>LW 2880 3.00 Environmental Law</p> <p>LW 3490 3.00 Resource Management</p> <p>LW 3590 3.00 Transnational Corporations and Human Rights</p> <p>LW 3830 3.00 Climate Change Law</p> <p>LW 4880 3.00 International Environmental Law: Protection of the Global Environment</p> <p>LW 5170 3.00 Corporate Governance</p>	
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Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Geoffrey Kistruck, Area Coordinator, Sustainability
Date: July 10, 2023
Re: Changes to the Sustainability Specialization

Motion:

To approve changes to the Sustainability specialization at the Schulich School of Business

Rationale:

The proposed changes to the Sustainability Specialization come as a result of the recent approval of new SUST courses and the retirement of other courses as well as the recent changes that have been made to the Graduate Diploma in Business and the Environment. The total number of credits needed to complete the specialization remains the same as does the number of required courses but required and elective course options have been updated to reflect current course offerings. See table for details on the changes made.

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Requirements</p> <p>12.00 credits total:</p> <ul style="list-style-type: none"> • 6.00 credits of required courses • 3.00 - 6.00 credits of elective courses • up to 6.00 credits of additional courses <p>(with permission of the Program Director, students may take courses in the Faculty of Environmental Studies and Osgoode Hall Law School not listed in this publication)</p> <p>Required Courses choose 2 of 3 required courses</p> <ul style="list-style-type: none"> • SUST 6200 3.00 Managing Ethics and Social Responsibility • SUST 6300 3.00 Management Practices for Sustainable Business • SUST 6500 3.00 Business Strategies for Sustainability <p>Electives</p> <p>School of Business (Recommended Electives):</p> <p>SUST 5200 3.00 Business and Sustainability</p> <p>SUST 6200 3.00 Managing Ethics & Social Responsibility</p> <p>SUST 6300 3.00 Management Practices for Sustainable Business</p> <p>SUST 6400 3.00 Sustainability Accounting and Accountability</p> <p>SUST 6500 3.00 Business Strategies for Sustainability</p> <p>SUST 6950 1.50 Ethics and Finance</p> <p>ECON 6170 3.00 Environmental Economics for Business</p> <p>ENTR 6655 3.00 Social Entrepreneurship</p> <p>FINE 6880 3.00 Sustainable Finance and Impact Investing</p> <p>MGMT 6200 3.00 Business Administration and the Law</p> <p>GMMM 6100 3.00 Strategies for Wealth Creation in the Metals & Minerals Industry</p> <p>GMMM 6300 3.00 Stakeholder Collaboration for Responsible Mineral Development & Use</p> <p>MKTG 6480 3.00 Nonprofit Marketing and Resource Development</p> <p>ORGS 6350 3.00 Managing Change</p> <p>ORGS 6400 3.00 Power and Politics in Organizations</p> <p>ORGS 6420 3.00 Crisis Management</p> <p>ORGS 6560 3.00 Negotiations</p>	<p>Requirements</p> <p>Students must complete 12.00 credits total, consisting of the following Required and Elective courses, specifically:</p> <ul style="list-style-type: none"> • A minimum of 6.00 credits of Required courses (minimum of 2 of 3 required courses) • Remaining 6.00 credits of Elective courses (a third Required course may also be taken) <p>Required courses choose 2 of 3 required courses</p> <ul style="list-style-type: none"> • SUST 6250 3.0 Integrating Sustainability Across Functions • SUST 6350 3.0 Orchestrating Sustainability Initiatives • SUST 6450 3.0 Sustainability Reporting and Disclosure <p>Electives</p> <p>School of Business (Recommended Electives):</p> <ul style="list-style-type: none"> • ENTR 6655 3.00 Social Entrepreneurship • FINE 6880 3.00 Sustainable Finance and Impact Investing • ORGS 6600 3.0 Diversity & Inclusion in Organizations • PROP 6550 3.00 Sustainable Cities: Urbanization, Infrastructure, and Strategic Choices • SUST 6150 3.00 Innovating for Sustainable Impact • SUST 6900 1.5 or 3.0 Independent Study • SUST 6950 1.50 Ethics and Finance

<p>PROP 6550 3.00 Sustainable Cities: Urbanization, Infrastructure, and Strategic Choices</p> <p>Other Electives:</p> <p>Faculty of Environmental Studies</p> <p>ENVS 6115 3.00 Ecological Economics</p> <p>ENVS 6148 3.00 Environmental Negotiation and Mediation</p> <p>ENVS 6164 3.00 Environmental Law</p> <p>ENVS 6179 3.00 Climate Change: Science and Policy</p> <p>ENVS 6186 3.00 Impact Assessment</p> <p>Osgoode Hall Law School:</p> <p>LW 2880 3.00 Environmental Law</p> <p>LW 3490 3.00 Resource Management</p> <p>LW 3590 3.00 Transnational Corporations and Human Rights</p> <p>LW 3830 3.00 Climate Change Law</p> <p>LW 4880 3.00 International Environmental Law: Protection of the Global Environment</p> <p>LW 5170 3.00 Corporate Governance</p>	
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Sustainability **Specialization** (NEW) Handbook Version

SUSTAINABILITY SPECIALIZATION REQUIREMENTS

Requirements

Students must complete 12.00 credits consisting of the following Required and Elective courses, specifically:

- A minimum of 6.00 credits of Required courses (minimum of 2 of 3 required courses)
- Remaining 6.00 credits of Elective courses (a third Required course may also be taken)

Required courses (choose minimum of 2 of 3 required courses)	<ul style="list-style-type: none">• SUST 6250 3.0 Integrating Sustainability Across Functions
	<ul style="list-style-type: none">• SUST 6350 3.0 Orchestrating Sustainability Initiatives
	<ul style="list-style-type: none">• SUST 6450 3.0 Sustainability Reporting and Disclosure

Elective Courses	<ul style="list-style-type: none">• ENTR 6655 3.0 Social Entrepreneurship
	<ul style="list-style-type: none">• FINE 6880 3.0 Sustainable Finance and Impact Investing
	<ul style="list-style-type: none">• ORGS 6600 3.0 Diversity & Inclusion in Organizations
	<ul style="list-style-type: none">• PROP 6550 3.0 Sustainable Cities: Urbanization, Infrastructure, and Strategic Choices
	<ul style="list-style-type: none">• SUST 6151 3.0 Innovating for Sustainable Impact
	<ul style="list-style-type: none">• SUST 6900 Independent Study
	<ul style="list-style-type: none">• SUST 6950 1.5 Ethics and Finance

EMBA 6135 2.0 Managing Sustainability

1. **Program:** Kellogg-Schulich Executive MBA
2. **Course Number:** EMBA 6135
3. **Credit Value:** 2.0
4. **Long Course Title:** Managing Sustainability
5. **Short Course Title:** Managing Sustainability
6. **Effective Session:** Fall 2023

7. **Calendar (Short) Course Description:**

This course will equip students with an understanding of how companies are transforming themselves for a low carbon economy. Participants will explore (a) key drivers and enablers, including policy, financial markets, and consumers, (b) the role of technologies such as cloud, AI, blockchain and automation, and (c) the importance of culture, governance, and people in building the sustainable enterprise.

8. **Expanded Course Description:**

Today, for a business to be future ready, business must provide goods and services with durability for the low-carbon economy, operate sustainably within its own four walls and in its upstream and downstream value chain, and provide full visibility into its ESG data via credible public reporting and engagement with the consumers and financial markets. This course will equip students with an understanding in this on-going transformation and help them to develop their own capacity to follow global and national events, as well as corporate efforts, that impacts sustainability and climate change. It will explore how companies today are transforming themselves to achieve this vision. Participants will explore key drivers and enablers, including policy, financial markets (including ESG and carbon markets), and consumers, as well as the role of technologies such as cloud, AI, blockchain and automation. Lastly, it will explore the role of culture, governance and people in building the new, sustainable enterprise.

9. **Course Learning Outcomes:**

Upon completion of the course, students will be able to:

- Understand in the on-going transformation towards a low-carbon, sustainable economy and the crucial role of business in this process.
- Identify key drivers and enablers in this process and how businesses can respond to and use them successfully.
- Develop data and tools that enable businesses to provide full visibility of its efforts and engage with consumers and other external stakeholders.

10. **Rationale:**

Sustainability and climate change issues have become prominent and urgent in the world of business and finance, as policy, financial markets, and consumers reshape what it means to be a successful business now and for the future low-carbon economy. Countries and companies around the world are making environmental and social commitments, setting

targets, and moving towards implementation, albeit at different rates of change. There are increasing regulatory requirements and investor expectations, as well as scrutiny over real efforts versus greenwashing. Investors are now clear about the need to mobilize capital for climate and sustainability, their only question is how to change years of embedded habits. Lastly, consumers have articulated new demands around “green and good” for companies, supported by the rise of technologies – and platforms -- that allow consumers full insight into everyday goods and services. The sustainability transformation and climate transition require credible data to reflect risks and opportunities, which is a major part of the challenge since it demands the ability to understand what science is informing us about planetary changes to understand risks, and then to price the risks in ways that informs capital flows. Our students have received a solid foundation regarding ESG in their core course on Responsible Business Leadership. This elective course allows some of them to solidify and expand this basis by focusing on the role of business in sustainability and climate change.

11. Evaluation:

Assessment will be based, at the individual level, on active class participation (40%) during the course, an in-class debate on the final day (15%), and a short, written op-ed / proposal submitted after the course (20%); and, at the team-level, on a group presentation/narrative on Day 3 (25%).

12. Integrated Courses:

NOT integrated

13. Crosslisted Courses:

NOT crosslisted

14. Faculty Resources:

This course is being offered as a global elective over one week during the Fall term by our partner within the Kellogg EMBA Global Network, the Business School at the Hong Kong University of Science and Technology (HKUST). It will be taught by Christine Loh, Chief Development Strategist of the Institute for the Environment at HKUST and Pamela Mar, Managing Director, Digital Standards Initiative at the International Chamber of Commerce in Singapore.

15. Physical Resources:

Classes for this course will be held over 5 intensive days at the Hong Kong University of Science and Technology (HKUST), which will provide all the necessary physical resources.

16. Bibliography and Library Statement:

Participants are asked to prepare for the course by completing all the readings listed in the detailed course outline. These will be provided to all participating students through the HKUST Learning Management System to which they will be given access before, during and after the course, as needed. If necessary, our students can access additional relevant material via the York University Library, as per the attached Library Statement.

MEMORANDUM

York University Libraries

To: Matthias Kipping

From: Angie An, Teaching and Learning Librarian, Student Learning & Academic Success department

Date: May 19, 2023

Subject: Library Statement of Support - Kellogg HKUST EMBA Module 8: Managing Sustainability - Operationalizing Sustainability: From Purpose to Practice (and Profit)

Summary

York University Libraries (YUL) is well positioned to support the proposed course. EMBA students can make use of an array of remote library resources and services to meet their research and learning needs. This statement highlights offerings that can be used in the research paper assignment.

Collections

The Libraries' collections echo the curricular and research priorities of students and faculty. Care is given to select materials that reflect new courses taught at York, as well as research and publishing trends. Library personnel review reading lists supplied for proposed courses to address any potential gaps. Tailored purchasing profiles ensure new materials are regularly purchased on subjects such as:

- Sustainability, ESG3, Corporate Social Responsibility, Entrepreneurship, Technological Innovations, Artificial Intelligence, Mobile Computing, & Cloud Computing

This course is part of the Schulich Executive Management of Business Administration (EMBA) program; therefore, the students will be provided with the course learning materials at the beginning of the course. The cost of the materials is included in their course fees.

However, the Omni single-search interface provides students with access to a wide range of remote materials, including eBooks, book chapters, articles, dissertations, streaming media, etc. that students may wish to consult, especially when completing the major research paper assignment for the course. Library users may also request items from partner libraries through Omni.

A selection of electronic collections of particular interest are highlighted below.

Selection of Business Databases:

- Sustainalytics
- Gartner Intraweb
- Mergent Online
- Marketline Advantage
- Statista
- Complete listing of databases available on [Business Databases A-Z webpage](#)

Business Articles & Newspaper Collections:

- Business Source Complete
- Proquest Business Databases
- Factiva
- Nexis Uni

eBook Platforms:

- De Gruyter eBooks
- Oxford Scholarship Online
- Cambridge Core
- Taylor & Francis eBooks
- ProQuest eBook Central
- Scholars Portal Books

Services

Library Instruction

Librarians and archivists help students build research skills and digital fluencies through [workshops](#), online [research guides](#), and individual research assistance. Instructors can [arrange](#)

[a research skills workshop](#) (or seminar) geared to a specific assignment, course, or competency.

Research Guides & eLearning Modules of Interest:

- [EMBA Program: Self-Paced Library Research Module](#)
- [Company Research Guide](#)
- [Industry Research Guide](#)
- [Market Research Guide](#)

Research Help

Online [research assistance](#) is available in both English and French via chat and email. In addition, students and faculty can book [one-hour research consultations](#) with a specialist librarian.

Accessibility Services

[Library Accessibility Services](#) (LAS) provides alternative content formats, as well as adaptive technologies and spaces. With a referral, York University faculty and students can request transcription services or reserve an accessibility lab workstation. Contact lashelp@yorku.ca with questions.

Kellogg HKUST EMBA Module 8: Managing Sustainability

Operationalizing Sustainability : From Purpose to Practice (and Profit)

December 1-5, 2023

Instructors:

Christine Loh, Chief Development Strategist, Institute for the Environment, HKUST

Pamela Mar, Managing Director, Digital Standards Initiative, Intl Chamber of Commerce, Singapore

Course description

Sustainability and climate change issues have become prominent and urgent in the world of business and finance, as policy, financial markets, and consumers reshape what it means to be a successful business now and for the future low-carbon economy. Countries and companies around the world are making environmental and social commitments, setting targets, and moving towards implementation, albeit at different rates of change. There are increasing regulatory requirements and investor expectations, as well as scrutiny over real efforts versus greenwashing. Investors are now clear about the need to mobilize capital for climate and sustainability, their only question is how to change years of embedded habits. Lastly, consumers have articulated new demands around “green and good” for companies, supported by the rise of technologies – and platforms -- that allow consumers full insight into everyday goods and services. The sustainability transformation and climate transition require credible data to reflect risks and opportunities, which is a major part of the challenge since it demands the ability to understand what science is informing us about planetary changes to understand risks, and then to price the risks in ways that informs capital flows. The rise of ESG is evidence that not only environmental and social considerations are moving money – a clear inflection point. Sustainability and climate change are the ultimate multidisciplinary topics that professionals must grapple with for years to come.

Today, for a business to be future ready, it must provide goods and services with durability for the low-carbon economy, operate sustainably within its own four walls and in its upstream and downstream value chain, and provide full visibility into its ESG data via credible public reporting and engagement with the consumers and financial markets.

This module will equip participants with an understanding in the on-going transformation and help them to develop their own capacity to follow global and national events, as well as corporate efforts, that impacts sustainability and climate change. It will then explore how companies today are transforming themselves to achieve this vision. Participants will explore key drivers and enablers, including policy, financial markets (including ESG and carbon markets), and consumers, as well as the role of technologies such as cloud, AI, blockchain and automation. Lastly, it will explore the role of culture, governance and people in building the new, sustainable enterprise.

Course expectation

Participants are expected to do pre-class readings so that much of the time in class could be spent on discussion and learning through articulation of thoughts and questions that relate to their own industry and areas of interest.

Course Rundown / Agenda

Part A: Making sense of Sustainability and its impact on Business and Finance

1 December 2023

Day 1: Part 1 – How Sustainability Relates to Business & Finance (80 mins)

- Science: Planetary Boundaries
- Multilateral Arrangements: COPs, Paris Agreement, Biodiversity, and UNSDGs

In class, we will discuss how environmental and climate science relate to the business world in determining risks and valuations, the role of regulations in shaping corporate action, and the impact on ESG disclosure and investing. After absorbing the Reading materials, come to class and be ready to discuss (a) what you think might be the impacts of the changing climate to your company/industry i.e. what are the risks; and (b) what relevance you consider UN treaties might have on your company/industry.

READING:

- Johan Rockstrom, *A safe and just future with planetary boundaries* (introduction prior to the presentation explains who Rockstrom is), https://www.youtube.com/watch?v=kmtk-tD_B-g.
- Lombard Odier, *Planetary Boundaries: the safe operating limits of humanity*, 16 December 2022, (read text and watch video), <https://www.lombardodier.com/contents/corporate-news/ft-rethink/2022/december/planetary-boundaries-the-safe-op.html>.
- 3 Degrees world, Economist, <https://www.youtube.com/watch?v=uynhvHZUOOo>.
- UNSDGs (have a general look at website) <https://sdgs.un.org/goals>.
- IPCC, AR6, Summary for Policymakers, 2023
https://report.ipcc.ch/ar6syr/pdf/IPCC_AR6_SYR_SPM.pdf.

Break: 10 mins

Day 1: Part 2 – Net Zero and Decarbonization (70 mins)

- Energy: The Long Goodbye to Fossil Fuels
- Geopolitics: A major Non-Market Risk

This segment of the course introduces two types of nonmarket risks to global business – climate change, and geopolitics. In class, we will discuss the relationship between energy and decarbonization which should lie at the heart of corporate climate plans. The class will also discuss how geopolitics may be shaping de/re-globalization and the risks and opportunities therein. Participants can share how they think their companies/industries are dealing with decarbonization and geopolitics.

READING

- Vaclav Smil, *Beyond Magical Thinking: Time to Get Real on Climate Change*, Yale Environment, 19 May 2022, <https://e360.yale.edu/features/beyond-magical-thinking-time-to-get-real-about-climate-change>.
- Impact of Ukraine: <https://www.weforum.org/agenda/2023/03/ukraine-crisis-food-energy-poverty/>.

2 December 2023

Day 2 – Sustainability in Action (total time 180 mins with 15 mins break)

- Climate commitments by countries: Their impacts on corporate planning.
- Sustainability commitments by companies: Who is doing what?

This segment of the course is designed to help participants have a deeper look at corporate sustainability undertakings. In class, we will firstly discuss China's climate plan as an example of how national plans impact corporate activities before looking at number of corporate sustainability reports, to bring the issues relating to sustainability and climate 'alive'.

READING

- China's policy, http://us.china-embassy.gov.cn/eng/zt/climatechange/202111/t20211117_10449121.htm.
- Rio Tinto - check out website and its Climate Change Report 2022, file:///C:/Users/chris/Downloads/rt-climate-report_2022.pdf.
- How to read an ESG report from an investor's perspective, <https://www.bdo.com.hk/en-gb/insights/articles/how-to-read-an-esg-report-from-investors-perspective>.

3 December 2023

Day 3: Part 1 – Group Presentations (total time 90 mins)

This segment of the course is for the class to present their understanding of corporate sustainability commitments through examining sustainability/CSR/ESG reports. Participants should organize themselves into 5 groups of approximately equal numbers to present their observations in 15 mins on comparing two companies in the same industry. The presentation will then be written up in a succinct narrative for final grading within 7 days.

Suggested Companies for the Group Presentation (participants may choose others)

1. **HSBC vs. Standard Chartered**
2. **CalPERS vs. European Investment Fund or Temasek**
3. **China Mobile vs. Bharti Airtel**
4. **Maersk vs. Evergreen Marine**
5. **Cathay Pacific vs. Singapore Airlines**
6. **Swire Properties vs. Link REIT**

Part B: Operationalizing Sustainability : From Purpose to Practice (and Profit)

Day 3: Part 2 – Operationalizing Sustainability: Governance, Strategy, Pilot and Practice (90 min)

This module looks at how companies take the first steps to transform their operations, revamp their governance and incentive structures, and apply new technologies, incentives, and innovation practices to achieve lasting change. The session will look at applying the strategy cascade to sustainability and how to address the trade-offs that may arise between present / legacy business lines that are less likely to survive in the low-carbon economy, and new business lines requiring investment today.

The session will also explore how companies are identifying new business opportunities – as well as new risks -- related to the rise of climate change and the move towards a low-carbon economy.

4 December 2023

Day 4 – The Sustainable, Resilient Supply Chain: Trust, technology and traceability (180 min)

Two thirds of global trade takes place within supply chains run by multinational companies –and up to half of global emissions could be traced back to these same supply chains -- so it is not surprising that creating sustainable supply chains has become a key priority for companies today.

This segment examines how sustainability needs – amidst a simultaneous rise in geopolitical tensions – are driving changes in how companies are designing and managing supply chains. Participants will discuss the convergence of digital transformation with sustainability –and look at the role of digital technologies in delivering the auditable, traceable, sustainable, resilient supply chain. We will look at new models for managing, transacting, and securing data related to ESG and supply chain, as well as new ways to manage suppliers relations and align purpose with action.

5 December 2023

Day 5: Part 1 – Sustainable Finance, ESG, and Reporting and Disclosure (120 min)

The growth of sustainable finance and the rise of ESG reflect new priorities in capital markets which will ultimately see financial flows account for climate risk, and flow towards “climate-proof” projects and enterprises. This module will examine how investors are grappling with climate risk and imposing new priorities on companies, who are devoting increasing resources to ESG reporting, disclosure, and engagement. We will examine sustainable finance as a new asset class and the role of carbon markets in enabling the low-carbon transition.

Day 5: Part 2 – An in class debate: (60 min)

Participants will be divided into four teams to take part in an in-class debate on sustainability in business. The debate will be graded. More information available closer to the date of the debate.

Assessment

40% class participation

25% group presentation/narrative on Day 3

15% in-class debate on the final day

20% written submission – a short op-ed / proposal

Course Change Proposal – Authentic Leadership Journey

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

Kellogg-Schulich Executive MBA Program

2. Course Number and Credit Value

EMBA 6085 2.00

3. Course Title

a) Long Course Title

Authentic Leadership Journey

b) Short Course Title

Authentic Leadership Journey

4. Existing Pre-requisites/Co-Requisites

EMBA 6075 Intro to the Authentic Leadership Journey

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

<input type="checkbox"/>	in course number
<input type="checkbox"/>	in credit value (provide course outline)
<input type="checkbox"/>	in course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
<input type="checkbox"/>	in course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
<input type="checkbox"/>	in learning objectives/outcomes (please append the program's existing learning outcomes as a separate document)
<input type="checkbox"/>	in integration (provide statement of approval from other program)
<input type="checkbox"/>	in cross-listing (provide statement of approval from other program)
<input type="checkbox"/>	in pre/co-requisite
<input type="checkbox"/>	expire course
<input checked="" type="checkbox"/>	other (please specify) Merge 2 courses, EMBA 6075 & EMBA 6085

6. Effective Session of Proposed Change(s)

Winter 2024

7. Academic Rationale

When the Authentic Leadership Journey was originally created, we were asked to separate it into two courses, because the first session took place during Launch Week in Year 1 of the KS EMBA program and the final session in June of Year 2. Apparently, the enrolment system could only handle courses of up to 3 consecutive terms. With the change in the timing of the final session to October of Year 1, they are now held over 3 consecutive terms (Winter, Summer and Fall of Year 1). EMBA 6075 was a non-credit bearing course with a pass/fail evaluation. Its content will now be added to EMBA 6085 2.0, which remains a graded course. We consulted Luba Pan regarding this change, and she answered the following: "I don't have issues with this proposal. There seems to be no negative effects on enrolment and other components."

8. Proposed Course Information

Existing Course Information (Change from)	Proposed Course Information (Change to)
EMBA 6075 non-credit bearing course with pass/fail	Merge EMBA 6075 & EMBA 6085 2.0

9. Consultation

N/A

Originator

Pamela Laycock

Signature

May 23, 2023

Date

Pamela Laycock

Name

Kellogg-Schulich Executive MBA

Area or Specialization

Approvals:

Area or Specialization

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

Matthias Kipping

Signature

May 23, 2023

Date

Matthias Kipping

Name

Kellogg-Schulich Executive MBA

Area or Specialization

Degree Program

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

Matthias Kipping

Signature

May 23, 2023

Date

Matthias Kipping

Name of Program Director

Kellogg-Schulich Executive MBA

Program

Program Committee

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

Kevin Tasa

Signature

May 23, 2023

Date

Kevin Tasa

Name of Committee Chair

Kellogg-Schulich Executive MBA

Committee

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.



EXECUTIVE MBA GLOBAL NETWORK

KS22 MODULE

Winter 2023

EMBA 6075

Introduction to Authentic Leadership Journey

Instructor

Pam Laycock

Pam1989@yorku.ca

Assistant

EMBA Office

Phone: (416) 736 5486

E-mail: embaoffice@schulich.yorku.ca

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Instructor Biography

Pam Laycock has been growing as a leader for over 30 years in a wide variety of organizations. She is Senior Vice President, Strategy & Chief of Staff at Torstar Corporation. She has led through the dotcom bubble, bust and digital resurgence in Canadian, American and UK business environments. She has led from inside organizations and as a board director overseeing organizations. Pam has her MBA from the Schulich School of Business (1989); she is President of the Schulich Global Alumni Network; and she is an Executive-in-Residence at the School.

Course Description

Effective leadership is the “soft skill” fuel that powers “hard skill” success. You may have come to the Kellogg Schulich program to strengthen your business hard skills such as finance, marketing or operations. Yet developing a strong sense of who you are and what is important to you as a leader will amplify your ability to get strong ROI from the program as a whole.

This course, entitled *Introduction to **Authentic Leadership Journey (6075)***, is offered in Launch Week, January 2022 and is the precursor to **ALJ 6085**, which will extend from February to October.

6075 introduces the students to some of the ways great leaders understand their own leadership styles, their impacts and how they continue to evolve. Students will also begin to understand that leadership is not a constant but a never-ending journey of development and growth.

In addition, students will start to think about what is important to themselves as leaders, through the presentation of their leadership mementos.

Finally, students will get a taste of the capstone project within the **6085** course, the development of their own leadership credo.

Course Learning Outcomes

The goals for the course are for the student to:

1. Introduction to how leaders evolve and grow.
2. Start to think about what is important to themselves as leaders
3. Share with the class their experience with leadership, utilizing an artefact as a vehicle to reflect and share. The artifact can be a memento, object, image, article of clothing etc.
4. Understand structure and approach for follow up course – **EMBA 6085, Authentic Leadership Journey**, which runs from February to October 2022

Deliverables at a Glance

Assignment/Task	Quantity	Weight %	Total %	Author/ (individual/ Group etc)	Due
Presentation to class on the student's experience with leadership using memento as vehicle for presentation	1	100%	100%	Individual	Jan 13, 2023 IN CLASS
			100%		

For details, see "Assignments and Exam[s]: Description and Evaluation" (p. 4).

Course Material and Class-by-Class Syllabus

Materials to Review in advance of the session:

- **Authentic Leadership** – Bill George, *HBR Ideacast Podcast Episode #43* (podcast and transcript available) <https://hbr.org/podcast/2007/05/harvard-business-ideacast-43-a>
- **Leadership That Gets Results** – Daniel Goleman, *Harvard Business Review*, Mar-Apr 2000 <https://hbr.org/2000/03/leadership-that-gets-results>

- **OPTIONAL LISTENING: Four Ways to Win Now (from What Got You Here Won't Get You There)** – Dr. Marshall Goldsmith, *EntreLeadership Podcast Episode #241 (to minute 37)* <https://www.entreleadership.com/blog/podcasts/dr-marshall-goldsmith-4-ways-win-now>
- **OPTIONAL READING: Crucibles of Leadership** – Warren G. Bennis and Robert J. Thomas, *Harvard Business Review*, Sept 2002 <https://hbr.org/2002/09/crucibles-of-leadership>

Class 1 (January 13, 2023) – Introduction to Authentic Leadership Journey Part 1 (2 hours)

Preparation:

- Bring an artifact to class that represents your experience with leadership
 - The artifact can be a memento, object, image, article of clothing etc.
 - Be prepared to discuss your artifact with the class for 30 seconds to a minute
- Review materials above

Assignment Due: January 13, 2023

Class 2 (January 17, 2023) – Introduction to Authentic Leadership Journey Part 2 (1.5 hour)

Preparation:

- Review Course syllabus for **EMBA 6085** – Authentic Leadership Journey (Feb-Oct 2023)

Class Preparation and Participation

Preparation.

For class, students should bring with them an artifact representing their own view, philosophy or experience with leadership, and be prepared to discuss it with the class. The artifact can be a memento, object, image, article of clothing etc.

Review reference materials above.

Class Participation (contribution).

Artifact presentation of experience with leadership (100% of overall grade)

The students will present their experience with leadership through discussing an artifact. The artifact can be a memento, object, image, article of clothing etc. The time available to discuss it with the class will be a **maximum of one minute per student**.

Evaluation: Students should formulate a thoughtful and analytical view of their experience with leadership utilizing an artifact. Grading will be on a **Pass/Fail** basis.

Assignments and Exams: Description and Evaluation

Artifact presentation of experience with leadership (100% of overall grade)

Max length: **1 minute per student**

Due Date: **January 13, 2023**

Submission Method: live presentation in class.

Evaluation: Students will be graded on the level of thought put into their short presentation. It takes more preparation to cogently express one's message in **one minute** than it does to express it in 10 minutes.

Assignments and Exams: General Rules

Late Submissions

Please contact the instructor a reasonable time before the submission deadline if, for any reason, you require an extension for any assignment. Please note that a few hours prior to the deadline is not considered reasonable.

Assignments received late without an approved extension will receive the standard EMBA penalty – i.e. one letter grade applied each week (or fraction thereof) that the assignment is late. For details see the *EMBA Guideline on Assignment Submission*.

Academic Honesty is fundamental to the integrity of university education and any degree program and applies in every course offered at Schulich and within the Kellogg EMBA Global Network. This particular course is subject to the rules mandated by York University and the Kellogg Honor Code, which you signed at the outset of the program. For details please refer to your Student Guide and the following website:

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

Accommodations might be sought due to religious reasons, unavoidable absences or disabilities. In these cases, please contact the EMBA office (with copies to the instructor and the academic director).

Calculation of Course Grade

In this class, grading is on a Pass/Fail basis.



EXECUTIVE MBA GLOBAL NETWORK

KS22 MODULE
Winter 2023
EMBA 6085
Authentic Leadership Journey

Instructor

Pam Laycock
Pam1989@yorku.ca

Assistant

EMBA Office
Phone: (416) 736 5486
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Instructor Biography

Pam Laycock has been growing as a leader for over 30 years in a wide variety of organizations. She is a digital leader and experienced board director who guides and advises leadership teams through business transformation, brings wisdom to new challenges, and helps leaders turn vision into results. She has led through the dotcom bubble, bust and digital resurgence in Canadian, American and UK business environments. Pam is Senior Vice President, Strategy & Chief of Staff at Torstar Corporation. She also currently sits on the board of Directors of Girl Guides of Canada. Pam has her MBA from the Schulich School of Business (1989); she is President of the Schulich Global Alumni Network; and she is an Executive-in-Residence at the School.

Course Description

Effective leadership is the “**soft skill**” fuel that **powers** “hard skill” success. You may have come to the *Kellogg Schulich* program to strengthen your business hard skills such as finance, marketing, or operations. Yet developing a strong sense of who you are and **what is important to you as a leader** will amplify your ability to get **strong ROI from the program as a whole**.

This course, entitled **Authentic Leadership Journey (6085)**, builds on the **Introduction to the Authentic Leadership Journey (6075)**, the prerequisite course offered in January 2023.

The underlying theme of both 6075 and 6085 is that **leadership** is not a constant but a **never-ending journey** of development and growth.

Truly effective leaders leverage tools to guide them along that journey:

- continuous consumption of the best of leadership thinking,
- direct exposure to other leaders that one can learn from,
- and sharpening and evolving one’s approach based on experience across a variety of situations.

The hallmarks of great leaders are **strong self-awareness, connection to purpose, unquenchable curiosity**, and dedication to **continuous improvement**.

This course draws on these themes and ultimately challenges students to reflect on a question that will be present throughout the journey of their careers: “***What kind of leader do I want to be?***”.

To hone this reflection – essentially one’s **leadership credo**, students will engage as a group with leaders during class sessions, in one-on-one interviews with leaders outside of class, and through reading world-leading perspectives.

The reflection, the main deliverable for the course, will be a dynamic and evolving personal leadership credo, a personal north star that can guide students as they continue on their journey of leadership.

The course will span the from January to October 2023. The course will consist of six units, comprising four in-class meetings and two periods of independent work.

- **Units 1-3** will comprise three in-class panel discussions with leaders from private, public and not-for-profit sectors.
- **Unit 4**, outside of class, will require students to select and read a leader’s autobiography, and then write a book report.
- **Unit 5**, outside of class, will require the student to arrange and conduct a personal interview with a leader of their choice.
- Finally, **Unit 6** will be an in-class wrap-up session where students will each present their personal leadership credos, developed through reflection on their learnings throughout the course.

Course Learning Outcomes and Expectations

OUTCOMES - The goals for the course are for the student to:

1. **Grow Self-awareness** – Understand where they are and to what they want to aspire as a leader, utilizing interactions with leaders as a means of stimulating self-reflection
2. **Experience the Power of Purpose and Vision** – Having the curiosity to find one's own purpose, and harnessing the power of purpose for the team and organization that one leads
3. **Frame their approach to Continuous Improvement** – Recognize that the definition of effective leadership continues to evolve and so must our leadership capabilities. The leadership journey requires a growth mindset. More than ever before it requires empathy, openness to vulnerability, and kindness (not words we would have used to describe effective leaders 10 years ago) while still driving for results. It's about willingness to change and to make space for others to do the same.
4. **Develop Personal Leadership Credo** – Reflect on models for leadership and leadership styles to help students set their own intention for how they want to leave their mark as a leader

EXPECTATIONS – you get out of this course what you put into it. To get that **Soft Skill ROI**, students are expected to:

- Review the prep materials in advance of class, tie the learnings to your own experiences
- Bring your own authentic experiences to the class discussion – we learn from each other
- Submit assignments by the deadline – don't shortchange your leadership development
- Commit to the work of self-reflection – again, you get out of this course what you put into it

Deliverables at a Glance

Assignment/Task	Quantity	Weight %	Total %	Author (individual/Group)	Class Date	Assignment Due
Key takeaways from in-class panel discussions	3	10%	30%	Individual	Mar 3 May 5 June 9	Mar 13, 2023 May 15, 2023 June 19, 2023
Autobiography book report	1	15%	15%	Individual	n/a	July 24, 2023
Key takeaways from 1-1 leader interview	1	15%	15%	Individual	n/a	Aug 28, 2023
Personal Credo – that answers the question “what kind of leader do I want to be?”	1	40%	40%	Individual	Oct 14*	Sep 29, 2023* *(ass't due before class)
TOTAL			100%			

For details, see “Assignments: Description and Evaluation” (p. 8).

Class-by-Class Syllabus and Course Material

Unit 1 (March 3, 2023)

Self-Awareness – Understanding where you are and to what you want to aspire as a leader. This is the journey to *Level 5* leadership.

This class will feature leaders from the private sector in a panel discussion. Panelists will be identified closer to the date of the class.

Preparation:

- Research the backgrounds of the panelists and their organizations
- Formulate several questions you might consider asking the leaders during the panel discussion
- Review reference materials below

Materials to Review:

- **Level 5 Leadership, The Triumph of Humility and Fierce Resolve** – Jim Collins, *Harvard Business Review*, July-Aug 2005
- **The Way to Be More Self Aware** – Tasha Eurich, *Coaching For Leaders Podcast* Episode #442 [Podcast](#)

Assignment: Key Takeaways - 400 words, due Mar 13

See also Class Preparation and Participation (pg 7) and Assignment Evaluation (pg 8)

Unit 2 (May 5, 2023)

The Power of Purpose – having the curiosity to find your own purpose and harnessing the power of purpose for the team and organization that you lead.

This class will feature leaders across multiple sectors, who are purpose-focused, in a panel discussion. Panelists will be identified closer to the date of the class.

Preparation:

- Research the backgrounds of the panelists and their organizations
- Formulate several questions you might consider asking the leaders during the panel discussion
- Review reference materials below

Materials to Review:

- **Leading from Purpose Podcast – Interview with Tswelo Kodisang, Group Chief People Officer at Discovery Limited**, March 2021. LINK: [Spotify](#) [Apple](#)
- **How Great Leaders Inspire Action** – Simon Sinek, *Ted Talk* 2012 LINK: [TED](#)

Assignment: Key Takeaways - 400 words, due May 15

See also Class Preparation and Participation (pg 7) and Assignment Evaluation (pg 8)

Unit 3 (June 9, 2023)

Dedication to Continuous Improvement – The definition of effective leadership continues to evolve and so must our leadership capabilities. The leadership journey requires a growth mindset. More than ever before it requires empathy, openness to vulnerability, and kindness (not words we would have used to describe effective leaders 10 years ago) while still driving for results. It's about willingness to change and to make space for others to do the same.

This class will feature growth-minded leaders across multiple sectors, in a panel discussion. Panelists will be identified closer to the date of the class.

Preparation:

- Research the backgrounds of the panelists and their organizations
- Formulate several questions you might consider asking the leaders during the panel discussion
- Review reference materials below

Materials to Review:

- **The Power of Vulnerability** – Brene Brown, *TED Talk* LINK: [TED video](#)
- **Number One in Formula One** – Anita Elberse, *Harvard Business Review* Nov-Dec 2022 [LINK](#) (start with the video, if you have time the article is great too)
- **The Future of Leadership is Kindness** – Carina Parisella, *Bluenotes ANZ* Mar 2022 [LINK](#)

Assignment: Key Takeaways - 400 words, due June 19

See also Class Preparation and Participation (pg 7) and Assignment Evaluation (pg 8)

Unit 4 (July 2023) – Leader's Autobiography

Each student will read an autobiography of a Leader and write a report. The book report is due **July 24, 2023**

Preparation:

- Select an autobiography of a leader you find to be interesting. It does not have to be a business leader, nor does it have to be a figure you admire, just someone you find interesting
- Write an essay on the leader, sharing your observations on their leadership style and motivations
- The length of the essay should be within the range of 600 words (about 3-5 double spaced pages, excluding tables and appendices)
- Review reference materials below

Materials to Review:

- **Five Reasons to Read More Biographies** – Kevin Eikenberry. LINK: [Article](#)

Assignment: Book Report 600 words, due July 24

See also Class Preparation and Participation (pg 7) and Assignment Evaluation (pg 10)

Unit 5 (Aug 2023) – Leader Interview

Each student will conduct individual interviews with one Leader of their choosing.

Preparation:

- Using your own network, the Alumni office or online resources such as LinkedIn, find a Leader to interview
- Formulate questions on leadership style and related issues based on your observations during the in-class panels of leaders
- Interview the Leader either in person, virtually or on the phone, asking questions about leadership style you have formulated
- Review reference materials below

Materials to Review:

- **The Way to Get People Talking** – Andrew Warner, Coaching for Leaders Podcast, episode 560. LINK: [Podcast](#)
- **How to Ask Good Questions** – Anne-Laure Le Cunff, NessLabs. LINK [Article](#)

Assignment: Key Takeaways - 600 words, due Aug 28

See also Class Preparation and Participation (pg 7) and Assignment Evaluation (pg 11)

Unit 6 (Oct 14, 2023) – Developing Your Leadership Credo

There are many models for leadership and many leadership styles. Now it is time to set your own intention for how you want to leave your mark as a leader. What impact will you have?

Unit 6 will be an in-class wrap-up session where students will each present their personal leadership credos, developed through reflection on their learnings throughout the course.

Preparation:

- Review reference materials below (to be done prior to finalizing your reflection)
- Write a 1,200-word Leadership Statement – Credo + Reflection (to be submitted in advance of class)
- Prepare a 2-minute summary of your Credo to be presented in the final class (2-page presentation – one page Credo summary, one page Reflection summary)
- **NOTE: ASSIGNMENT IS DUE TWO WEEKS BEFORE CLASS**

Materials to Review:

- **The Power of the Leadership Credo** – Bruce Craven – Columbia Senior Executive Program Dec 2012. LINK: [YouTube](#)
- **To Lead, You Need a Personal Leadership Philosophy. It's Not Optional Anymore** – Deb Calvert, Jan 2017 LINK: [Article](#)

Assignment: 1200 words, due Sep 29

See also Class Preparation and Participation (pg 7) and Assignment Evaluation (pg 13)

Class Preparation and Participation

Units 1-3 – Leader Panels

For the classes where leaders are joining us to share their experiences, students should **prepare beforehand** by reviewing the assigned prep materials and doing an online search on the leaders and their organizations. We want to take full advantage of the leaders taking the time to meet with us, focusing on higher order questions and thus should avoid questions of straightforward background or common knowledge about who they are and what their organizations do.

Following each of the panel discussions with leaders from public sector, non-governmental organizations, and private sector, students will submit a 400-word summary of ‘**Key Takeaways**’ on the panel, reflecting, among others, on which insights derived from the panel challenged or changed their own prior expectations on these particular leaders or leadership in general.

Unit 4 – Autobiography Book Report

The Autobiography Book Report involves the selection of an autobiography of a leader the student finds interesting. The author need not be a business person, and there may even be some advantage to selecting a leader from outside the business realm.

The Book Report will address the challenges the author was trying to address, the student’s view of whether the challenges were addressed completely, whether there might have been better alternatives than what the author claims to have done, and any reflections on how the leader’s story might influence the development of the student’s own leadership credo. Book report length 600 words.

Unit 5 – Leader Interview

For the individual interviews of leaders, students will use their own personal networks, the Kellogg-Schulich network and online tools such as LinkedIn, to identify leaders of interest, arrange to interview them, and then ask them revealing questions about their leadership style.

The onus is on the student to conduct outreach and make the interview arrangements. Individual interviews will be conducted with one leader, and students will submit a 600-word summary of ‘Key Takeaways’ from that interview.

Unit 6 – Personal Leadership Credo

The Personal Leadership Credo involves students looking into a figurative mirror; that mirror may reflect comments and thoughts gleaned from the various leaders interacted with and interviewed by the end of the course, and how this journey since Launch Week has influenced and modified their own view of leadership.

Students will project themselves onto that mirror, see what image of themselves comes back, and then write a statement about ***“what kind of leader do I want to be?”***.

The prep materials are selected to provide background, ideas, frameworks and a vocabulary to inform reflections on leadership ambition but are **not** meant to be regurgitated comprehensively as part of the Personal Reflection.

The **written assignment** consists of **two parts**. The personal credo (300-500 words) and summary reflection that informed that credo (700-900 words). The **combined submission** should **not exceed 1,200 words**.

Students will prepare a **2-page presentation** version of their credo to share with the class. One page outlining their leadership credo, the second page highlighting the reflections.

Assignments: Description and Evaluation

Key Takeaways from In-Class Panel Discussions

(10% each x 3 panels, 30% of overall grade)

Following each one of the three in-class panel discussions with leaders across NGOs, private sector companies, and public sector organizations, write your Key Takeaways based on what you observed (three Key Takeaway documents in total, one for each panel discussion, NOT one per panelist).

With respect to comments of the leaders, Key Takeaways might identify:

- Things you found surprising or unexpected
- What you might have found interesting or impressive about the leadership styles of the panelists
- Anything you disagreed with or found objectionable in the comments of the panelists
- What you took away from the discussion that might inform the development of your personal leadership credo

Maximum length: the reflections on in-class panel discussion can be in a font and style of the student's choosing. Indicate the number of words at the end of each reflection, within the range of 400 words per reflection (one reflection per panel). Exclude the title page, tables, appendices, and references from the word count.

Due Dates: March 13, May 15, June 19, 2023.

Submission Method: Please submit your work via Canvas. If you encounter any problems with the online submission, please send by email, before the due date and time, to embaoffice@schulich.yorku.ca

Evaluation: For Key Takeaways, students should present observations on what they believe matters most from the panelists and why.

Grading Rubric:

A+	An exceptional piece of work that that is authentic and creative in its conception and execution. It will demonstrate excellent knowledge of the complexity of leadership and how to apply the learnings. It integrates many of the learnings from the course to date as well as from the student's own experience. It lays foundational elements for the development of the leadership credo. It will also have no errors in understanding or applying knowledge, will accurately define all its key terms, and will be very well written.
A	An excellent piece of work that that is highly competent in its conception and execution. It will demonstrate excellent knowledge of the complexity of leadership and how to apply the learnings. It integrates learnings from the course to date as well as from the student's own experience. It lays foundational elements for the development of the leadership credo. It will also have only minor errors in understanding or applying knowledge, will accurately define all its key terms, and will be very well written.
A-	A very good piece of work that that is competent in its conception and execution. It will demonstrate very good knowledge of the complexity of leadership. It integrates learnings from the course to date or from the student's own experience. It will also have very few errors in understanding or applying knowledge, will accurately define most of its key terms, and will be well written.
B+	An above average piece of work that that is competent in its identification of Key Takeaways and discussion of their importance. It will demonstrate good knowledge of the complexity of leadership. It will also have some errors in understanding or applying knowledge, will accurately define only some of its key terms and will be reasonably well written.
B	An average piece of work that that is adequate in its identification of Key Takeaways and discussion of their importance. It will demonstrate adequate knowledge of the complexity of leadership. It will also have some errors in understanding or applying knowledge, will accurately define only some of its key terms and will be adequately written.
B-	A below average piece of work that that is adequate in its identification of Key Takeaways and discussion of their importance. It will demonstrate below average knowledge of the complexity of leadership. It will also have a number of errors in understanding or applying knowledge, will accurately define only few of its key terms, and will be adequately written.
C+	A below average piece of work that that is poor in its identification of Key Takeaways and discussion of their importance. It will demonstrate below average knowledge of the complexity of leadership. It will also have a considerable number of errors in understanding or applying knowledge, will accurately define only few if any of its key terms, and will be poorly written.
C	A poor piece of work that that is poor in its identification of Key Takeaways and discussion of their importance. It will demonstrate poor knowledge of the complexity of leadership. It will also have a considerable number of errors in understanding or applying knowledge, will accurately define only few if any of its key terms and will be poorly written.
C-	A very poor piece of work that that is very poor in its identification of Key Takeaways and discussion of their importance. It will demonstrate very poor knowledge of the complexity of leadership. It will also have many errors in understanding or applying knowledge, will accurately define only few if any of its key terms and will be very poorly written.

Autobiography Book Report (15% of overall grade)

The Autobiography Book Report presents an opportunity to delve deeply into the life story and achievements of a leader the student finds interesting. The leader does not need be a leading figure in the business world, and there might be some advantage in selecting a non-business leader from, among other areas, the realms of politics and government, humanitarian activities, military leaders, sports figures, and even criminals and others not remembered well by history.

The Autobiography Book Report should address questions including but not limited to:

- What problem was the leader challenged to solve?
- How did the leader present themselves as rising to the occasion and solving the problem?
- With the benefit of hindsight, what should the leader have done differently? What would you have done differently in their shoes?
- Taking a more critical view, is there real value in autobiographies, or is there a narcissism and irrelevancy in dwelling on anecdotes that cannot be generalized from?
- What do you take away from the leader's experience that might inform the development of your leadership credo?

Maximum length: The Autobiography Book Report can be in a font and style of the student's choosing. Indicate the number of words at the end of the Report, within the range of 600 words. Exclude the title page, tables, appendices, and references from the word count.

Due Date: July 24, 2023.

Submission Method: Please submit your work via Canvas. If you encounter any problems with the online submission, please send by email, before the due date and time, to embaoffice@schulich.yorku.ca

Evaluation: The Autobiography Book Report is an opportunity to examine a leader's story in greater depth. Students should formulate a thoughtful and analytical view of leadership. Depending on the leader studied, some reports may even take a critical view of the autobiography chosen for analysis.

Grading Rubric:

A+	An exceptional piece of work that that is authentic and creative in its conception and execution. It will demonstrate excellent knowledge of the complexity of leadership and how to apply the learnings. It integrates many of the learnings from the course to date as well as from the student's own experience. It lays foundational elements for the development of the leadership credo. It will also have no errors in understanding or applying knowledge, will accurately define all its key terms, and will be very well written.
A	An excellent piece of work that that is highly competent in its conception and execution. It will demonstrate excellent knowledge of the complexity of leadership and how to apply the learnings. It integrates learnings from the course to date as well as from the student's own experience. It lays foundational elements for the development of the leadership credo. It will also have only minor errors in understanding or applying knowledge, will accurately define all its key terms, and will be very well written.
	A very good piece of work that that is competent in its conception and execution. It will

A-	demonstrate very good knowledge of the complexity of leadership. It integrates learnings from the course to date or from the student's own experience. It will also have very few errors in understanding or applying knowledge, will accurately define most of its key terms, and will be well written.
B+	An above average piece of work that that is competent in its conception and execution. It will demonstrate good knowledge of the complexity of leadership. It will also have some errors in understanding or applying knowledge, will accurately define only some of its key terms, and will be reasonably well written.
B	An average piece of work that that is adequate in its conception and execution. It will demonstrate adequate knowledge of the complexity of leadership. It will also have some errors in understanding or applying knowledge, will accurately define only some of its key terms, and will be adequately written.
B-	A below average piece of work that that is adequate in conception and execution. It will demonstrate below average knowledge of the complexity of leadership. It will also have a number of errors in understanding or applying knowledge, will accurately define only few of its key terms, and will be adequately written.
C+	A below average piece of work that that is poor in its conception and execution. It will demonstrate below average knowledge of the complexity of leadership. It will also have a considerable number of errors in understanding or applying knowledge, will accurately define only few if any of its key terms and will be poorly written.
C	A poor piece of work that that is poor in its identification of Key Takeaways and discussion of their importance. It will demonstrate poor knowledge of the complexity of leadership. It will also have a considerable number of errors in understanding or applying knowledge, will accurately define only few if any of its key terms and will be poorly written.
C-	A very poor piece of work that that is very poor in its conception and execution. It will demonstrate very poor knowledge of the complexity of leadership. It will also have many errors in understanding or applying knowledge, will accurately define only few if any of its key terms, and will be very poorly written.

Key Takeaways from 1-on-1 Interview with Leaders (15% of overall grade)

Following the leader interview, write points representing 3-5 Key Takeaways based on what you observed.

With respect to comments of the leader you interviewed, Key Takeaways might identify, among others:

- Things you found surprising or unexpected
- What you might have found interesting or impressive about the leadership styles of the interviewee
- Anything you disagreed with or found objectionable in the comments of the interviewee
- What you took away from the discussion that might inform the development of your personal leadership credo

Maximum length: the reflections on the individual leader interviewed can be in a font and style of the student's choosing. Indicate the number of words at the end of the reflection, within the range of 600 words. Exclude the title page, tables, appendices, and references from the word count.

Due Date: Aug 28, 2023

Submission Method: Please submit your work via Canvas. If you encounter any problems with the online submission, please send by email, before the due date and time, to embaoffice@schulich.yorku.ca

Evaluation: For Key Takeaways, students should present observations on what they believe matters most from the leaders they interviewed and why.

Grading Rubric:

A+	An exceptional piece of work that that is authentic and creative in its conception and execution. It will demonstrate excellent knowledge of the complexity of leadership and how to apply the learnings. It integrates many of the learnings from the course to date as well as from the student's own experience. It lays foundational elements for the development of the leadership credo. It will also have no errors in understanding or applying knowledge, will accurately define all its key terms, and will be very well written.
A	An excellent piece of work that that is highly competent in its conception and execution. It will demonstrate excellent knowledge of the complexity of leadership and how to apply the learnings. It integrates learnings from the course to date as well as from the student's own experience. It lays foundational elements for the development of the leadership credo. It will also have only minor errors in understanding or applying knowledge, will accurately define all its key terms, and will be very well written.
A-	A very good piece of work that that is competent in its conception and execution. It will demonstrate very good knowledge of the complexity of leadership. It integrates learnings from the course to date or from the student's own experience. It will also have very few errors in understanding or applying knowledge, will accurately define most of its key terms, and will be well written.
B+	An above average piece of work that that is competent in its identification of Key Takeaways and discussion of their importance. It will demonstrate good knowledge of the complexity of leadership. It will also have some errors in understanding or applying knowledge, will accurately define only some of its key terms and will be reasonably well written.
B	An average piece of work that that is adequate in its identification of Key Takeaways and discussion of their importance. It will demonstrate adequate knowledge of the complexity of leadership. It will also have some errors in understanding or applying knowledge, will accurately define only some of its key terms and will be adequately written.
B-	A below average piece of work that that is adequate in its identification of Key Takeaways and discussion of their importance. It will demonstrate below average knowledge of the complexity of leadership. It will also have a number of errors in understanding or applying knowledge, will accurately define only few of its key terms, and will be adequately written.
C+	A below average piece of work that that is poor in its identification of Key Takeaways and discussion of their importance. It will demonstrate below average knowledge of the complexity of leadership. It will also have a considerable number of errors in understanding or applying knowledge, will accurately define only few if any of its key terms, and will be poorly written.
C	A poor piece of work that that is poor in its identification of Key Takeaways and discussion of their importance. It will demonstrate poor knowledge of the complexity of leadership. It will also have a considerable number of errors in understanding or applying knowledge, will accurately define only few if any of its key terms and will be poorly written.

C-	A very poor piece of work that is very poor in its identification of Key Takeaways and discussion of their importance. It will demonstrate very poor knowledge of the complexity of leadership. It will also have many errors in understanding or applying knowledge, will accurately define only few if any of its key terms and will be very poorly written.
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Personal Reflection or Credo, “What Kind of Leader Do I Want to Be?” (40% of overall grade)

This course challenges the student to reflect on a recurring question that will present itself during their careers: “*what kind of leader do I want to be?*” To hone this reflection, students will engage as a group with leaders during class sessions, and individually in one-on-one interviews with leaders.

The Personal Reflection provides an opportunity to look into a figurative mirror; that mirror may reflect comments and thoughts gleaned from the various leaders that students will have interacted with and interviewed by the end of the course. Students will project themselves onto that mirror and see what image comes back.

The Personal Reflection will be in two parts:

Part I – **Leadership Statement or Credo** (300-500 words). Set out a well-formed statement of “*what kind of leader do I want to be?*” and why. Do not make any reference to the readings or what may have been observed and learned from leaders encountered, inside or outside the course. Just set out very clearly the leader “you hope to become” and why.

Part II – **Leadership Reflection** (700-900 words). In this section, share reflections on anything and everything that influenced the formulation of the Leadership Statement. Make reference to comments from leaders encountered during the course, anything read (recommended prep materials or otherwise), and other experiences with leadership during or prior to the EMBA program.

Be prepared to **present a short summary** of your personal reflection in the **final class** (2 minutes). Prepare a 2-page presentation that encapsulates the assignment – one page that summarizes your leadership credo and one page that summarizes the key reflections.

Maximum length: The Personal Reflection can be in a font and style of the student’s choosing. Indicate the number of words at the end of each section, with the total not exceeding 1,200 words in total. Exclude the title page, tables, appendices, and references from the word count.

Due Date: Sep 29, 2023.

Submission Method: Please submit your work via Canvas. If you encounter any problems with the online submission, please send by email, before the due date and time, to embaoffice@schulich.yorku.ca

Evaluation: The Personal Reflection on leadership is but one step in a lifelong journey of personal growth and self-awareness as students progress through their careers. Attempting to evaluate let alone compare reflections would be difficult, and lack meaning. Thus, evaluating course performance will centre on the following rubric:

Part I – How coherent, and logical is the Leadership Credo Statement? Is it simply a collection of motivational goals and feel good statements ('I want to be the best leader I can be') or is there a focus on actionable behaviours ('I work well on teams as collaborator, so I want improve on bringing out the best my carefully chosen senior management team has to offer by doing XYZ').

Part II – The Leadership Reflection is an opportunity to show the antecedents of how the Leadership Credo Statement was formulated. Specifically, how well connected is the Leadership Credo Statement to the discussions that have emerged during the course, and the five Key Takeaways (panels, autobiography, interview) you have submitted? The instructor will be evaluating the linkage of the Leadership Statement to the course discussions and the Key Takeaways. Reflections connected to other aspects of the student's life and career journey are also valid. However, if the Leadership Statement reads like it could have been written without the course content, this would be a sign of incomplete engagement with the task at hand.

Grading Rubric:

A+	An exceptional piece of work that that is authentic and creative in its conception and execution of the Leadership Statement, and which draws on fully integrated and substantial reflection on course content and Key Takeaways as set out in the Leadership Reflection. It will demonstrate excellent knowledge of the complexity of leadership and how to apply the learnings. It will also have no errors in understanding or applying knowledge, will accurately define all its key terms, and will be very well written.
A	An excellent piece of work that that is highly competent in conception and execution of the Leadership Statement, and which draws on a very good amount of integrated reflection on course content and Key Takeaways as set out in the Leadership Reflection. It will demonstrate excellent knowledge of the complexity of leadership and how to apply the learnings. It will also have only minor errors in understanding or applying knowledge, will accurately define all its key terms, and will be very well written.
A-	A very good piece of work that that is competent in its identification of conception and execution of the Leadership Statement, and which draws on a very good amount of reflection on course content and Key Takeaways as set out in the Leadership Reflection. It will demonstrate very good knowledge of the complexity of leadership. It will also have very few errors in understanding or applying knowledge, will accurately define most of its key terms, and will be well written.
B+	An above average piece of work that that is competent in its conception and execution of the Leadership Statement, and which draws on reasonable reflection on course content and Key Takeaways as set out in the Leadership Reflection. It will also have some errors in understanding or applying knowledge, will accurately define only some of its key terms, and will be reasonably well written.
B	An average piece of work that that is adequate in its identification of Key Takeaways and discussion of their importance. It will demonstrate adequate knowledge of the complexity of leadership. It will also have some errors in understanding or applying knowledge, will accurately define only some of its key terms and will be adequately written.
B-	A below average piece of work that that is adequate in its conception and execution of the Leadership Statement, and which draws on a limited amount of reflection on course content and Key Takeaways as set out in the Leadership Reflection. It will demonstrate below average knowledge of the complexity of leadership. It will also have a number of errors in understanding or applying knowledge, will accurately define only few of its key terms, and will be adequately written.

C+	A below average piece of work that that is poor in its conception and execution of the Leadership Statement, and which draws on a limited or no amount reflection on course content and Key Takeaways as set out in the Leadership Reflection. It will also have a considerable number of errors in understanding or applying knowledge, will accurately define only few if any of its key terms, and will be poorly written.
C	A poor piece of work that that is poor in conception and execution of the Leadership Statement, and which draws on a limited or no amount of reflection on course content and Key Takeaways as set out in the Leadership Reflection. It will demonstrate poor knowledge of the complexity of leadership. It will also have a considerable number of errors in understanding or applying knowledge, will accurately define only few if any of its key terms and will be poorly written.
C-	A very poor piece of work that that is very poor in its conception and execution of the Leadership Statement, and which draws on no amount of reflection on course content and Key Takeaways as set out in the Leadership Reflection. It will demonstrate very poor knowledge of the complexity of leadership. It will also have many errors in understanding or applying knowledge, will accurately define only few if any of its key terms, and will be very poorly written.

Assignments and Exams: General Rules

Late Submissions

- Please contact the instructor a reasonable time before the submission deadline if, for any reason, you require an extension for any assignment. Please note that a few hours prior to the deadline is not considered reasonable.
- Assignments received late without an approved extension will receive the standard EMBA penalty – i.e. one letter grade applied each week (or fraction thereof) that the assignment is late. For details see the *EMBA Guideline on Assignment Submission*.

Academic Honesty is fundamental to the integrity of university education and any degree program, and applies in every course offered at Schulich and within the Kellogg EMBA Global Network. This particular course is subject to the rules mandated by York University and the Kellogg Honor Code, which you signed at the outset of the program. For details please refer to your Student Guide and the following website: [Academic Honesty](#)

Accommodations might be sought due to religious reasons, unavoidable absences or disabilities. In these cases, please contact the EMBA office (with copies to the instructor and the academic director).

Calculation of Course Grade

In this class, final course grades will be determined by the following process: All assignments and projects will be marked using the letter grades from A+ through F. To calculate the final grade, these letter grades for each assignment will be translated into grade points using the conversion scheme detailed below. These are then added using the percentage weight of each assignment and rounded up or down to the nearest full grade point, which is finally translated back into the corresponding letter grade.

Letter Grade	A+	A	A-	B+	B	B-	C+	C	C-	F
Grade Points	9	8	7	6	5	4	3	2	1	0

Schulich School of Business Nominating Slate (2023 – 2024)

Date: September 7, 2023

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Section 1: Committees Based on Area Nominations

Chair of Faculty Council: Cameron Graham

Vice Chair of Faculty Council: Winny Shen

All Committee Mandates can be found at:

<https://teachingandlearning.schulich.yorku.ca/academic-administrative-governance/>

The committees in this section include:

PhD Program Committee
Masters Programs/Programs Coordinating Committee
BBA/iBBA Program Committee
Master's Admissions Committee
Student Affairs Committee
Committee for Equity and Diversity
Area Affirmative Action Representatives

Ph.D Program Committee

Chair: Program Director	Peter Darke
Secretary:	Stephanie Allen
Faculty Representatives:	
ACTG	Gregory Saxton
FINE	Lilian Ng
MKTG	Nicole Mead
OMIS	Isik Bicer
ORGS	Winny Shen
SGMT	Moshe Farjoun (Jul. 1 - Dec. 31, 2023) Anoop Madhok (Jan. 1 – Jun. 30, 2024)
SUST	Maxim Voronov
Elected Student Members:	
Ph.D. Rep.	Charlie Huang
Ex Officio Voting Members:	
Associate Dean Academic	Kevin Tasa
Associate Dean Students	Kiridaran Kanagaretnam
Non-Voting Members:	
Executive Director Student Services and International Relations	Lindsay Hillcoat

Masters Programs/Programs Coordinating Committee

Chair: Associate Dean Academic	Kevin Tasa
Secretary:	Beverly Kelbert
Faculty Representatives:	
ACTG	Viswanath Trivedi
ECON	Farrokh Zandi
FINE	Yelena Larkin
MKTG	TBA
OMIS	David Johnston
ORGS	Luke Zhu

SGMT	Willow Sheremata
SUST	Robert Phillips
BBA/iBBA	Farrokh Zandi
Elected Student Members:	
1 st yr MBA rep.	TBA
2 nd yr MBA rep.	TBA
BBA/iBBA student rep.	Nabiha Alvi
BBA/iBBA student rep.	Nikita Roudakov
Student Rep MAcc	TBA
Student Rep MBAN	TBA
Student Rep MBAt	TBA
Student Rep MFIN	TBA
Student Rep MHIA	TBA
Student Rep MMAI	TBA
Student Rep MMGT	TBA
Student Rep MMKG	TBA
Student Rep MREI	TBA
Student Rep MSCM	TBA
Ex Officio Voting Members:	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Associate Dean Students	Kiridaran Kanagaretnam
Chair, Committee for Equity and Community	Luke Zhu
Director BBA/iBBA	Burkard Eberlein
Director MAcc	Viswanath Trivedi
Director MBA	Mike Valente
Director MBAN	Julian Scott Yeomans
Director MBAt	Murat Kristal
Director MFIN	Melanie Cao
Director MHIA	Amin Mawani
Director MMAI	Julian Scott Yeomans
Director MMgt	Luke Zhu
Director MMKG	Grant Packard
Director MREI	Jim Clayton

Director MSCM	David Johnston
Director MBA/JD	Peter Macdonald
Director MBA/MA, MBA/MFA	Kenneth Rogers
Director SCTE	Tom Medcof
Director Global Relations	Theodore Peridis
Faculty E-Learning and EE Leads	Minerva Cernea
eLearning Lead	Ingo Holzinger
Ex Officio Non-Voting Members:	
MGMT 6100 Coordinator	Ingo Holzinger
Student Services Representative	TBA
Director, IST	Brenn Kha
Executive Director, CCD	Hollis Sinker
Executive Director, Alumni Relations	Christina Niederwanger
Director, Academic Affairs	Kathryn Doyle

BBA/iBBA Program Committee

Chair: Program Director	Burkard Eberlein
Secretary:	Nikki Jagdeosingh
Faculty Representatives:	
ACTG	Abu Rahaman
ECON	Perry Sadorsky
FINE	Ming Dong
MKTG	Ajay Sirsi
OMIS	Guangrui (Kayla) Li
ORGS	Brent Lyons
SGMT	Majid Majzoubi
SUST	Burkard Eberlein
Elected Student Members:	
1st yr BBA rep.	TBA
2nd yr BBA rep.	Harshit Jaiswal
3rd yr BBA rep.	Armaan Bata
4th yr BBA rep.	Nabiha Alvi
iBBA rep.	Nikita Roudakov

Ex Officio Voting Members:	
Associate Dean Academic	Kevin Tasa
Associate Dean Students	Kiridaran Kanagaretnam
Assoc. Director, BBA/iBBA	Farrokh Zandi
Chair, Committee for Equity and Community	Luke Zhu
Ex Officio Non-Voting Members:	
Director SCTE	Tom Medcof
Student Services Rep.	Luba Pan
Centre for Career Design Reps.	Minoo Bhutani, Miles Collyer
Director, Academic Affairs	Kathryn Doyle

Master's Admissions Committee

Chair:	Kiridaran Kanagaretnam
Secretary:	Heidi Furcha
Faculty Representatives:	
ACTG	Jeffery Everett
ECON	Fred Lazar
FINE	Ambrus Kesckes
MKTG	Yigang Pan
OMIS	Adam Diamant
ORGS	Ruodan Shao
SGMT	Charles McMillan (Jan. 1 – Jun. 30, 2024)
SUST	Dirk Matten
Ex Officio Voting Members:	
Associate Dean Students	Kiridaran Kanagaretnam
GBC President or member of GBC	Niyati Rajkumar Choudhary
Non-Voting Members:	
Assistant Director of Recruitment and Admissions	Susan Calahan

Student Affairs Committee

Chair	Avis Devine
Vice-Chair	Markus Giesler
Secretary	Elena Maizel
Faculty Representatives:	
ACTG	Sylvia Hsu
ECON	Atipol Bhanich-Supapol
FINE	Pouyan Foroughi
MKTG	Markus Giesler (Vice Chair)
OMIS	Vibhuti Dhingra
OMIS	Raha Imanirad
SGMT	Yuval Deutsch
SUST	Avis Devine (Chair)
Elected Student Members:	
Masters Rep.	TBA
Masters Rep.	TBA
Undergrad Rep.	Mubeen Kukaswadia
Undergrad Rep.	Wasima Anwar
Ex Officio Voting Members:	
Associate Dean Academic	Kevin Tasa
Ex Officio Non-Voting Members:	
Associate Dean Students	Kiridaran Kanagaretnam
Student Services Representative	TBA

Committee for Equity and Community

Chair	Luke Zhu
Secretary	Nikki Jagdeosingh
Faculty Advisor for Equity and Community	
ACTG	Xijiang Su
ECON	Alexander Coutts
FINE	Kee-Hong Bae
MKTG	TBA

OMIS	Henry Kim
ORGS	Luke Zhu
SGMT	Theodore Peridis
SUST	Charles Cho
Elected Student Members:	
BBA/iBBA	Armaan Bata
Masters	TBA
MBA	TBA
EMBA	Cecilia Gibbons
PhD	Nudrat Mahmood
Ex Officio Non-Voting Member:	
Associate Dean Academic	Kevin Tasa
Office of Strategic Initiatives & Engagement	Yvonne Massop, Jean-Jacques Rousseau
Staff representative from Student Services and International Relations	TBA
Staff representative from Student & Enrolment Services	Luba Pan
Executive Officer	Jillian Yeung Do
Student Representative	Arooj Shamim
Student Representative	TBA
Student Representative	TBA

Area Affirmative Action Representatives

ACTG	n/a
ECON	n/a
FINE	n/a
MKTG	n/a
ORGS	n/a
OMIS	n/a
SGMT	n/a
SUST	n/a

Section 2: Committees Based on Faculty Survey

Chair of Faculty Council: Cameron Graham

Vice Chair of Faculty Council: Winny Shen

All Committee Mandates can be found at:

<https://teachingandlearning.schulich.yorku.ca/academic-administrative-governance/>

The committees in this section include:

Kellogg Schulich Executive MBA Program Committee
Research and Library Committee
Tenure and Promotions Committee
Tenure and Promotions Appeals Committee
Nominating Committee
Faculty Service Roles
Senators
Senate Committees

Kellogg-Schulich Executive MBA Program Committee

Chair	Kevin Tasa
Secretary	Ardene Harris
Associate Dean EMBA	Matthias Kipping
Faculty Representatives:	
	Ashley Konson
	Mike Valente
Kellogg Nominated Representative 1 of 2	Chris Bray
Kellogg Nominated Representative 2 of 2	Greg Haniffee
Assistant Dean EMBA Programs	Su-Lan Tenn
Ex Officio Voting Members:	
Associate Dean Academic	Kevin Tasa
Student Members:	
1 st year EMBA rep.	Umair Anjum
2 nd year EMBA rep.	Nejia Ansari

Research and Library Committee

Chair: Assoc. Dean, Research	Eileen Fischer
Secretary:	Farhana Islam
Faculty Representatives:	
	Ruodan Shao
	Divinus Oppong-Tawiah
	Brent Lyons
Elected Student Members:	
Masters Rep.	TBA
BBA/iBBA Rep.	Nikita Roudakov
Ex Officio Voting Members:	
Bronfman Business Librarian	Angie An
Research Officer	Farhana Islam
Ex Officio Non-Voting Members:	
Director IST	Brenn Kha

Tenure and Promotions Committee

Chair	TBA
Secretary:	Sabine Friedrich
Core Members Continuing:	
	Charles Cho
Acclaimed Members:	
	Brent Lyons, Moshe Milevsky, Eileen Fischer
Ph.D. Rep	Mohammadreza Nafissi
Noncore Members:	
ACTG	n/a
ECON	n/a
FINE	Yisong Tian, Kee-Hong Bae
MKTG	n/a
OMIS	n/a
ORGS	Kiridaran Kanagaretnam, Chris Bell, Luke Zhu
SGMT	Preet Aulakh, Theodoros Peridis
SUST	n/a
<i>Note: Areas that have candidates going forward for T&P should identify non-core members and inform nominating committee.</i>	

Tenure and Promotions Appeals Committee

	Chris Bell
	Fred Lazar
	Yigang Pan

Nominating Committee

Chair	Ashwin Joshi
Secretary	Nikki Jagdeosingh
Faculty Representatives:	

	Divinus Oppong-Tawiah
	Aleksandra Rzeznik
Elected Non-Voting Student Members:	
GBC President	Niyati Choudhary
UBS President	Marko Samardziya
Ex Officio Members:	
Associate Dean Academic	Kevin Tasa

SSHRC Explore & Exchange Grants

1 Schulich Faculty (2-year term)	Moren Lévesque (Jun. 30, 2025)
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Faculty Service Roles

Schulich Behavioral Research Lab	Nicole Mead
Affirmative Action Coordinator	Ashwin Joshi
YUFA Stewards	Jeff Everett Markus Biehl

Senators

6 Faculty including the Dean	Kevin Tasa (June 2025)
	Markus Biehl (June 2025)
	Dirk Matten (June 2025)
	TBA
	Preet Aulakh (June 2026)
Ex Officio	Detlev Zwick
Student Senators:	
Graduate Student rep.	TBA
Undergraduate Student rep.	Ayush Chhetri (June 2025)

Senate Committees:

(* = designated Schulich slots)

Academic Policy, Planning & Research (APPRC)*	Burkard Eberlein (June 2024)
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HPRC (subcommittee of APPRC)	Brent Lyons (June 2025)
Tenure & Promotions	Russell Belk (June 2025)
Executive*	Kevin Tasa (June 2025)
Sub-Committee on Honorary Degrees*	Matthias Kipping (June 2024)
Academic Standards, Curriculum and Pedagogy (ASCP)	Fred Lazar (June 2026)

Section 3: Administrative Committees and Roles

Chair of Faculty Council: Cameron Graham

Vice Chair of Faculty Council: Winny Shen

All Committee Mandates can be found at:

<https://teachingandlearning.schulich.yorku.ca/academic-administrative-governance/>

These committees and roles in this section are constituted by decanal authority. The slate reflects the public announcements from the Dean's office. As and when new announcements are made, the slate will be modified.

Executive Committee
Operating Committee
Management Committee
Faculty of Graduate Studies
Other Schulich Academic Administrative Roles
Other University Administrative Roles

Executive Committee

Chair:	Cameron Graham
Secretary	Kathryn Doyle
Ex Officio Voting Members:	
Dean	Detlev Zwick
Vice-Chair Faculty Council	Winny Shen
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Associate Dean Research	Eileen Fischer
Associate Dean Students	Kiridaran Kanagaretnam
Associate Dean External Relations	Theodore Noseworthy
Associate Dean EMBA	Matthias Kipping
Executive Officer	Jillian Yeung Do
Chairs of Faculty Council Standing Committees:	
Masters Admissions	Kiridaran Kanagaretnam
Research and Library	Eileen Fischer
Nominating Committee	Ashwin Joshi
Student Affairs	Avis Devine
Tenure and Promotion	TBA
Equity and Community	Luke Zhu
BBA/iBBA Program Committee	Burkard Eberlein
EMBA Program Committee	Kevin Tasa
PhD Program Committee	Peter Darke
Masters Programs/Programs Coordinating Committee	Kevin Tasa
Program Directors:	
BBA/iBBA	Burkard Eberlein
MBA	Mike Valente
EMBA	Matthias Kipping
PhD	Peter Darke
MAcc	Viswanath Trivedi
MSCM	David Johnston
MMkg	Grant Packard

MF	Melanie Cao
MREI	Jim Clayton
MMgt	Luke Zhu
MBAN	Julian Scott Yeomans
MBA _t	Murat Kristal
MHIA	Amin Mawani
MMAI	Julian Scott Yeomans
GBC President	Niyati Choudhary
UBS President	Marko Samardziya
PhD President	Charlie Huang

Operating Committee

Chair:	Dean Detlev Zwick
Secretary	Jaime Naperi
Ex Officio Members:	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Associate Dean Research	Eileen Fischer
Associate Dean Students	Kiridaran Kanagaretnam
Associate Dean External Relations	Theodore Noseworthy
Executive Officer	Jillian Yeung Do
Director, Office of Strategic Initiatives & Engagement	Yvonne Massop
Program Directors:	
BBA/iBBA	Burkard Eberlein
MBA	Mike Valente
EMBA	Matthias Kipping
PhD	Peter Darke
MREI	Jim Clayton
Area Coordinators:	
ACTG	Linda Thorne
ECON	Irene Henriques
FINE	Pauline Shum Nolan
MKTG	David Rice
OMIS	Henry Kim

ORGS	Ruodan Shao
SGMT	Willow Sheremata
SUST	Geoffrey Kistruck

Management Committee

Chair:	Dean Detlev Zwick
Secretary	Jaime Naperi
Ex Officio Members:	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Associate Dean Research	Eileen Fischer
Associate Dean Students	Kiridaran Kanagaretnam
Associate Dean External Relations	Theodore Noseworthy
Executive Officer	Jillian Yeung Do
Executive Director, SSIR	Lindsay Hillcoat
Executive Director, CCD	Hollis Sinker
Executive Director, SEEC	Rami Mayer
Executive Director, AAE	Christina Niederwanger
Director, IST	Brenn Kha
Director, OSIE	Yvonne Massop

Faculty Of Graduate Studies Council

Ex Officio	Dean Detlev Zwick
Program Directors and Representatives:	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Ph.D.	Peter Darke
EMBA	Matthias Kipping
MAcc	Viswanath Trivedi
MBA	Mike Valente
MBAN	Julian Scott Yeomans
MBAt	Murat Kristal
MFIN	Melanie Cao
MHIA	Amin Mawani
MMKG	Grant Packard

MMgt	Luke Zhu
MMAI	Julian Scott Yeomans
MSCM	David Johnston
MREI	Jim Clayton
Diploma Directors:	
Advanced Accounting	Viswanath Trivedi
Art, Media & Entertainment Management	Kenneth Rogers
Business and the Environment	Geoffrey Kistruck
Communication, Culture & Leadership	Ashwin Joshi
Financial Engineering (Concurrent and Stand Alone)	Melanie Cao
Health Industry Management	Joseph Mapa
Nonprofit Management and Leadership	Geoffrey Kistruck
Post-MBA Diploma in Advanced Management	Mike Valente
Student Representatives:	
PhD	Parisa Sharif Esfahani
EMBA	TBA
IMBA	TBA
MBA	TBA
MBAN	TBA
MBAt	TBA
MAcc	TBA
MFIN	TBA
MHIA	TBA
MMAI	TBA
MMGT	TBA
MMKG	TBA
MREI	TBA
MSCM	TBA
GBC President	Niyati Choudhary

Schulich Academic Administrators

Associate Deans:	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Associate Dean Students	Kiridaran Kanagaretnam
Associate Dean Research	Eileen Fischer
Associate Dean External Relations	Theodore Noseworthy
Associate Dean EMBA	Matthias Kipping
Program Directors:	
BBA/iBBA	Burkard Eberlein
EMBA	Matthias Kipping
MBA	Mike Valente
MAcc	Viswanath Trivedi
MBAN	Julian Scott Yeomans
MBA _t	Murat Kristal
MMKG	Grant Packard
MFIN	Melanie Cao
MHIA	Amin Mawani
MMAI	Julian Scott Yeomans
MMgt	Luke Zhu
MREI	Jim Clayton
MSCM	David Johnston
PhD	Peter Darke
Diploma Directors:	
(source: ADA Office, website to be updated)	
Advanced Accounting	Viswanath Trivedi
Art, Media & Entertainment Management	Kenneth Rogers
Business and the Environment	Geoffrey Kistruck
Communication, Culture & Leadership	Ashwin Joshi
Financial Engineering (Concurrent and Stand Alone)	Melanie Cao

Health Industry Management	Joseph Mapa
Nonprofit Management and Leadership	Geoffrey Kistruck
Post-MBA Diploma in Advanced Management	Mike Valente
Specialization Directors: (source: Graduate Academic Handbook and Undergraduate Academic handbook)	
Accounting	Linda Thorne
Arts, Media & Entertainment Management	Kenneth Rogers
Business & Sustainability	Geoffrey Kistruck
Business Consulting	TBA
Digital Transformation	TBA
Leading Equitable, Diverse, and Inclusive Organizations	Ruodan Shao
Economics	Irene Henriques
Entrepreneurial Studies	Moren Lévesque, Chris Carder
Entrepreneurial & Family Business Studies	Moren Lévesque, Chris Carder
Finance	Pauline Shum Nolan
Global Metals and Minerals Management	Richard Ross
Global Retail Management	Markus Giesler
Health Industry Management	Joseph Mapa
International Business	Farrokh Zandi
Marketing	David Rice
Operations Management & Information Systems	TBA
Organization Studies	Ruodan Shao
Real Property	Jim Clayton
Responsible Business	Geoffrey Kistruck
Strategic Management	Willow Sheremata
Certificate Directors:	

Certificate in International Management (CIM)	Bernie Wolf
Area Coordinators:	
ACTG	Linda Thorne
ECON	Irene Henriques
FINE	Pauline Shum Nolan
MKTG	David Rice
ORGS	Ruodan Shao
OMIS	Henry Kim
SGMT	Willow Sheremata
SUST	Geoffrey Kistruck
Other Schulich Administrative Roles: (source: Dean's Office)	
Academic Director, Centre for Innovation and Teaching Excellence (CITE)	Tom Medcof
Senior Advisor, Accreditations	Markus Biehl
MGMT 6100 Coordinator	Ingo Holzinger
Director YCG	Kostas Tsambourlianos
Director Global Relations	Theodore Peridis
Centre for Customer Centricity	Ajay Sirsi
Director, Hennick Centre	Peter Macdonald
Krembil Centre for Health Management and Leadership	Joseph Mapa
George Weston Ltd. Centre for Sustainable Supply Chains	David Johnston
Other University Administrative Roles:	
York University Pension Plan	Pauline Shum Nolan
Executive Director, York Change	Ellen Auster
Joint Sub-Committee on Quality Assurance	Theodoros Peridis

Human Participant Research Committee	Robert Phillips (June 2026) Sylvia Hsu (June 2026)
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Memo

From: Burkard Eberlein, Director of Undergraduate Programs

To: Faculty Council

Re: Undergraduate Programs Committee Work Plan for 2023-2024

Date: August 24 , 2023

1. Seek Faculty Council and Senate approval for redesigned Program Learning Outcomes
 2. Continue and monitor the transitioning of core courses from the standard 55 student sections to larger lecture style class sizes
 3. Create a Global Business Specialization, including a required Global Business course for all BBA students, as the iBBA has been discontinued
 4. Develop a 2nd year core Professional Development Skills course
 5. Continue to explore partnerships with York faculties to enhance innovative offerings
 6. Continue to explore area interest and administrative feasibility associated with allowing a limited number of York students into Schulich electives
 7. Review new course proposals as well as change proposals for existing courses
 8. Review of academic policies and guidelines, as appropriate
 9. Meet with the Undergraduate Business Society on a regular basis
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Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Luke Zhu, Chair of Committee for Equity and Community
Date: September 7, 2023
Re: Committee for Equity and Community Work Plan for 2023-2024

1. Collaborate with Program Directors to conduct a program-specific review of DEDI within the curriculum of all Schulich academic programs, tailoring DEDI initiatives and improvements to the unique needs and characteristics of each program.
2. Provide feedback to the faculty council regarding the newly added DEDI questions in course evaluations, ensuring that these questions effectively measure DEDI within each academic program.
3. Collaborate with program directors and faculties to define DEDI learning outcomes for all academic programs.
4. Propose events aimed at enhancing knowledge and awareness of DEDI issues among faculties and students, such as DEDI training workshops and seminars.
5. Promote indigenous involvement on the committee by connecting with members from indigenous communities and organizations.
6. Collaborate with experts to advocate for the decolonization of the curriculum by promoting the incorporation of diverse perspectives and decolonized content into academic curricula.
7. Expand the availability of EDI courses to a wider range of students.

Memo

From: Ashwin Joshi, Chair, Nominating Committee

To: Faculty Council

Re: Nominating Committee Work-plan 2023-2024

Date: September 8, 2023

The Nominating Committee will bring forth for approval a slate of names to serve on the various committees of the Faculty Council and Senate. The slates will be presented in a timely manner to ensure a smooth succession. The Committee will also make adjustments as needed to comply with any changes with the Faculty's various committees during the year.

Memo

From: Kevin Tasa, Associate Dean, Academic

To: Faculty Council

Re: MPC-PCC Committee Work-plan

Date: September 7, 2023

MREI, Jim Clayton - Program Director

MBA/MA, MBA/MFA, Kenneth Rogers - Program Director

MF, Melanie Cao - Program Director

The Master of Finance (MFIN) and FinEng Programs have the following plan for 2023-2024:

- Propose one minor change to the MF admission requirement:

Change 1: Require B+ for calculus, statistics and one course in Economics or Finance, remove GMAT requirement.
- Organize two annual events to enhance the MF/FinEng alumni network. One event will be scheduled in early October and the other in July the following year.
- Creating resume books to promote our students to financial companies.

MBA, Mike Valente - Program Director

1. Finalize and approve new MBA Program Learning Outcomes
2. Support and finalize the MBA cyclical program review
3. Continue work to “declutter” and update the MBA program core, with specific consideration of experiential education and professional development
4. Hold regular meetings/interactions with GBC
5. Finalize competitor analysis
6. Meet with area coordinators bi-annually
7. Build strong relationships with CCD, SSIR, and Alumni Relations
8. Finalize MBA specialization data and ensure healthy specialization slate
9. Initiate and institutionalize annual program director – core course coordinator meetings

10. Institutionalize the integration of core course assessment due dates.
11. Work to ensure we have admission standards that are equitable, enforceable and effective
12. Understand market conditions and identify optimal domestic/international student ratio, recognizing the need to diversity our international student body
13. Learn from newly created launch week and work with SSIR to plan 24/25 launch week
14. Continue conversations with key Schulich stakeholders about the strategic positioning of the MBA program
15. Review new course proposals as well as change proposals for existing MBA courses
16. Review of academic policies and guidelines, as appropriate

MBA/JD, Peter MacDonald - Program Director

Build upon successes of 2022-2023 Work Plan by continuing to:

- bolster Program recruitment following implementation of GMAT waiver for MBA/JD applicants who have been admitted to Osgoode's JD Program.
- encourage ongoing, active alumni involvement in Program through Mgmt 5500 guest-speaking engagements, participation in Annual MBA/JD Conference and attendance at other student/alumni events (including new student/alumni networking-mentorship event scheduled for Winter 2024).
- assist MBA/JD Student Association with planning and implementation of internal and external events with leading businesses and law firms throughout the year.
- provide comprehensive course-selection and career-planning guidance for upper-year MBA/JD students each Spring.
- host Year-End Turnover Dinner with two Deans and representatives of MBA/JD Student Association to reflect upon current-year accomplishments and plan for Program improvements in the ensuing academic year; and
- maintain outstanding Program reputation through high quality MBA/JD course delivery and other Program-related extra-curricular activities.

MAcc, Viswanath Trivedi – Program Director

Working Plan for DIAC / MAcc & GDAN:

- Change the enrolment capacity of ACTG 6601 3.0, ACTG 6501 3.0, ACTG 6401 3.0, ACTG 6801 3.0 from 55 to 35. These courses are in Term 3 of the MAcc/DIAC program and are heavily case based requiring relatively more focus on one-on-one interaction between the instructors and students. These courses are crucial for adequately preparing students for the CFE of the CPA institute.
- Integrate the three different streams of students in the current DIAC semesters—Term 0 India, Term 0 Toronto, and Term 1 direct entry Toronto, into a seamless single cohort.
- Understand the special needs of and give special attention to the various cohorts, including support for the Term 0 India students in their recruitment

efforts. New initiatives have been undertaken for mentorship programs through the alumni office and the Career Centre for Design.

- Build on the experience of successfully launching the first cohort of DIAC Term 0 at the Hyderabad campus to ensure an increase in both the quantity and quality of students entering in the summer of 2024.
- Maintain or improve the rate of conversion of Schulich undergraduate BBA to MAcc students. Introduction of scholarships for 4th year BBA and Term 0 DIAC students.
- Continue to assess the impact of the Competency Map 2.0 of the CPA Canada on our BBA, DIAC, and MAcc programs, which may be significant, and start making appropriate changes to the structure of these individual programs.
- Improve the pass rate of the DIAC students on the CPA Canada's Common Final Exam (CFE). Maintain the high pass rates of our BBA/MAcc graduates on the CFE. As part of the continuous improvements, we are now providing case marking support to our CFE writers to help increase pass rates.
- Collaborate with CPA Ontario on the implementation of Data Analytics and Information Systems (DAIS) in the DIAC / MAcc.
- Become an anchor school supporting the Accounting for Sustainability (A4S) Case Competition and provide requisite support to student groups interested in participating in the competition.
- Successfully launch the GDAN program in 2024.

MBAN, Julian Scott Yeomans – Program Director

1) Assess the content, delivery, and ongoing practicality of the specific subset of courses which have become shared with the MMAI program. Update as required.

2) Establish appropriate guidelines for the delivery of key common skills that are necessary for starting consulting projects (Technical – Python, R, SQL; Delivery – project management, presentation & communication; Other needs identified.).

3) Continuous reviewing & updating of all course curriculum, pedagogy, and content to reflect the rapidly shifting analytical landscapes.

4) Convene an external advisory panel of established industry players to identify key analytical trends that the programs need to prepare for in the future. (i.e., Assess how rapidly we should transition into Julia).

5) Introduce new courses, foci, skills, and directions that capture needs/trends in the analytical fields as identified. (i.e., Julia, Exo, ChatGPT 4.0+, etc.).

6) Improve the overall host company management process for the experiential consulting projects.

7) Foster interactions and collaborations with a variety of industry partners to enable students to network, receive mentorship & guidance, and develop supplementary proficiencies.

8) Assess and manage the nature, practicalities, and changing dynamics of various relationships with external parties.

MMAI, Julian Scott Yeomans – Program Director

1) Assess any ongoing need for the specific courses currently taken in common with the MBAN program.

2) Establish appropriate essential AI skills to be acquired prior (i.e., Term1) to the starting consulting projects in Term 2 (Technical – Python, R, SQL; Delivery – project management, presentation & communication skills; etc.).

3) Continuous reviewing & updating of all course curriculum, pedagogy, and content to accommodate the fluctuating AI landscape.

4) Assemble an external advisory panel of industry experts to identify key AI strategic trends for the future.

5) Introduce requisite updates that capture needs/trends in AI. (Especially Julia, Exo, ChatGPT 4.0+, etc.).

6) Formalize the overall host company solicitation process for the AI consulting projects.

7) Initiate more linkages with AI industry partners to establish more student networking and mentorships.

MSCM, David Johnston – Program Director

For the upcoming year we will continue to develop four capabilities.

1. Refine the mix of in-person delivery of courses and on-line delivery as part of a blended learning approach. This includes the evaluation of student learning.
2. Systematically improve the onboarding of client process and project management process to deliver experiential learning better in capstone supply chain consulting projects (i.e., OMIS 6400).
3. Standardize student career development activities in partnership with the Centre for Career Design (i.e., resumes and coaching). Collaboration with industry partners to develop extra-curricular opportunities for students to learn and network. (i.e., career talks, optional internships)

4. Develop a plan to adjust the curriculum and structure of the program to better accommodate a future expansion of the domestic part time student program.

Specific new activities for 2023 /2024:

1. Introduce more content into courses focused on environmental and social sustainability issues as it` pertains to supply chain management in partnership with the George Weston Ltd. Centre for Sustainable Supply Chains initiatives.
2. Involve members of the Schulich Supply Chain Management Alumni Association to mentor current MSCM students for employability
3. Review the viability of a quick start workshop for MSCM students in the first term of the program (i.e., Summer 2024)

MMKG, Grant Packard – Program Director

- Manage unplanned 48% expansion in program size due to 46% increase in admission offers.
 - Added core and elective sections.
 - Enhanced CCD supports, English Language supports.
 - Re-assess event designs, spaces.
- Implement marketing and curriculum changes for approved major program changes.
 - Viewbook, Website, print collateral.
 - Instructors lined up, syllabi refined for three new core courses (MGMT 5190 and MGMT 5290 Professional Dev. Hives, MKTG 6820 Marketing Dynamics)
- Program Experiential Events Continuous Improvement (w/ Assoc PD Ashley Konson)
 - October “MMKG Alumni Download” panel and networking (NEW)
 - March “MMKG Exclusive Networking” employer and networking (EXPANDED)
 - July “MMKG Term End” current cohort awards celebration and incoming admit marketing event (EXPANDED)
 - January-February “MMKG Case Competition” concept dev (FOR 2024/25)
- Work Placement Program Continuous Improvement (w/ Assoc PD Ashley Konson)
 - Achieve 40% student participation rate (vs. 28% in 2022, 50% in 2023)
 - Acquire three-year commitments from three blue chip employers (w/ CCD & EE)
 - Streamline application and approval process (w/ EE)

MMgt, Luke Zhu – Program Director

Here are the objectives for MMgt for the 23-24 academic year.

- Develop proposal for program changes that encompass the following items and seek approval for implementation.
 - Reduced total program credit requirement (from 45 to 39 credits) to focus more effectively on learning outcome achievement, to reflect findings of a review of comparable programs, and to respond to student and alumni focus group feedback.
 - Remove MSTM 5000 Business Communications & Team Dynamics 3.00 (previously core).
 - Remove MSTM 3000 Strategic Thinking 3.00 (previously core).
 - Reduce the total number of elective course credits from 9.00 to 6.00.
 - Introduce MGMT 5190/5290 Professional Development Hives 3.00 as a new core course to be offered in the Fall and Winter semesters.
 - Offer MSTM 5030 (Macro Economics) in the Winter semester (previously offered in the Fall semester).
 - Offer ORGS5100 (Organizational Behavior) in the Fall semester (previously offered in the Winter semester).
 - Students have the option to fulfill the program's requirement of one elective course during the summer semester by participating in an international experience program, provided that the timeframe aligns with the requirements of the Master of Management program.
- Develop program-specific initiatives to enhance the focus on Equity, Diversity, and Inclusion (EDI) within the program.
- Strengthen ties with industry partners to offer more experiential learning opportunities for students.
- Develop a comprehensive alumni engagement program to foster a strong network and facilitate mentorship opportunities for current students.

MBA_{At}, Murat Kristal – Program Director

Below are the items for the Tech MBA for the 2023 – 2024 AY:

1. Expansion of the Mentorship Program
 - Enhancing and enlarging our mentorship program to provide students with valuable guidance and industry insights.
 - Strengthening connections between students and experienced professionals to foster personal and career growth.
2. Collaboration with CCD (Center for Career Development)
 - Forging a strategic partnership with CCD to offer students tailored career development resources.
 - Leveraging CCD's expertise to connect our graduates with exciting job opportunities in the tech industry.
3. New Course Development: Product Management and Marketing

- Enriching the curriculum with a cutting-edge course focused on Product Management and Marketing.
 - Empowering students with the skills and knowledge to excel in product-oriented roles.
4. New Course Development: Design Thinking
 - Adding a dynamic course on Design Thinking to nurture creative problem-solving and innovation.
 - Equipping students with the ability to tackle complex challenges in tech with a human-centered approach.
 5. Specialized Industry Days
 - Introducing dedicated "Industry Days" to address crucial tech topics such as Cybersecurity, Cloud Computing, and more.
 - Providing students with in-depth exposure to emerging trends and critical areas of expertise demanded by the tech industry.

MHIA, Amin Mawani – Program Director

1. MHIA achieved strong enrolment of almost 50 students in the first year of program despite extremely late approval and very limited advertising, and despite advertising a higher than actual tuition fees. Our recruitment office (particularly Alyson Fisher) is to be congratulated.
2. Keep abreast of competing programs that will undoubtedly arise once our competitors find out how strong the demand is.
3. Continue considering new courses such as eHealth and AI in Healthcare.
4. Continue looking for *specialized* instructors from the healthcare industry for the very targeted courses. (This may be challenging if teaching stipends don't go up with inflation or with large class sizes).
5. Monitor to ensure MHIA courses deliver on the advertised Course Titles and Brief Descriptions with sufficiently high substantive content. (We don't want this degree to be known as a fluff degree).
6. Changing the prefix of the following two courses that were inadvertently named as HIMP courses.
 Winter 2024: SB/~~HIMP~~MHIA 6150 3.0: Economics of Healthcare
 Summer 2024: SB/~~HIMP~~MHIA 6180 3.0: Entrepreneurship & Innovations in Healthcare
7. Update / refine MHIA Course Outlines as necessary and submit change proposals to MPC as necessary.

8. Ensure the Experiential Learning disseminated via our 601 Strategy Consulting remains strong. A cohort of 50 students will require about 8 – 10 healthcare client sites per year. Anticipated growth in enrolment will require more sites and a stronger 601-advisory team / faculty.
9. Ensure all MHIA students are aware of the student liaison for the healthcare industry (currently Judy Chong) of the Centre for Career Design (CCD). Ensure student liaison is present at all health industry mixers organized by CCD so s/he can adequately represent our MHIA students and advance their cause.
10. Create resume books to present our MHIA graduates to industry employers.
11. Consider enlisting the help of Professor Minerva Cernea to offer internships for all 50-plus MHIA students within 3 years.
12. In the medium term, consider offering a part-time version of the MHIA that can be completed in 20 months. The market demand for a part-time program is expected to be strong.
13. In the short-to-medium term, formalize a policy that MHIA graduates with 2 (or more) years of full-time work experience can be eligible to get a fast-track admission into an accelerated (8-month) MBA at Schulich.