

FACULTY COUNCIL SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Schulich Faculty Council for the 2024-25 academic year
will be held via Zoom on **Friday, March 7, 2025** from **11:30am – 1:00 pm**.

AGENDA

- | | |
|--|-----|
| 1. Welcome and Chair's Remarks (5 minutes) | |
| 2. UBS, GBC, PhD Student Remarks (10 minutes) | |
| 3. Dean's Remarks (15 minutes) | |
| 4. Faculties of the Future Consultation (60 minutes) (<i>L. Philipps</i>) | 3-9 |
| 5. Other Business | |
| 6. Adjournment | |

Consent Agenda

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

	Page
For Information: Senate Synopsis 2025.01.23	10-12
1. Master Programs Committee (<i>K. Tasa</i>)	
a. Master of Business Administration (<i>M. Valente</i>)	
i) Change to Existing Course	
1. ACTG 5100 Financial Accounting for Managers (<i>ONLN delivery mode, change course description and learning outcomes</i>)	13-17
2. ACTG 5210 Management Accounting (<i>ONLN delivery mode, course description; learning outcomes</i>)	18-22
3. FINE 5200 Managerial Finance (<i>ONLN delivery mode; course description; learning outcomes</i>)	23-26
4. MKTG 5200 Marketing Management (<i>ONLN delivery mode; course description; learning outcomes</i>)	27-30
5. OMIS 5210 Operations Management (<i>ONLN delivery mode; change course description; learning outcomes</i>)	31-35
6. SGMT 6000 Strategic Management (<i>ONLN delivery mode; change course description; learning outcomes</i>)	36-39

7.	SUST 5200 3.00 Business and Sustainability (<i>ONLN delivery mode</i>)	40-44
2.	BBA Committee (<i>B. Eberlein</i>)	
	a) Specialization Changes	
	1. SUST Specialization Changes (<i>G. Kistruck</i>)	45-52
	b) New Course Proposal	
	1. SUST 3000 3.0 Coordinating Sustainability Cross-functionally (<i>G. Kistruck</i>)	53-67
	2. SUST 3100 3.0 Navigating Sustainability Ecosystems (<i>G. Kistruck</i>)	68-84
	c) Change to Existing Course	
3.	1. SUST 4300 3.0 Corporate Social Responsibility in a Global Context (<i>retirement</i>) (<i>G. Kistruck</i>)	85-89
	2. SUST 4400 3.0 Sustainability Reporting for Social Impact (<i>title, description, learning objectives</i>) (<i>C. Cho</i>)	90-101
	Minutes of the Last Meetings: 2025.01.31	102-105

Faculties of the Future

Engagement Session with Schulich School of Business
Faculty Council


March 7, 2025

L. PHILIPPS, SENIOR POLICY ADVISOR TO THE PRESIDENT

YORK 



Faculties of the Future Critical Path

- 
- May 2024: initial presentation to APPRC and University Academic Leadership Forum (chairs, directors, gpd's, associate deans, deans...)
 - June–September 2024: Discussion Paper developed and shared with APPRC for input
 - posted on [York U Forward Action Plan site](#) with data (Project #2)
 - Working Group formed with input from APPRC Technical Subcommittee (membership and mandate are on the website)
 - Engagement underway via group consultations (see website), individual conversations, and comments can be submitted via [Mach Form](#)
 - Target before end of 2024-25 academic year to synthesize input and prepare recommendations for consideration by President, and sharing with APPRC, Provost & VPA

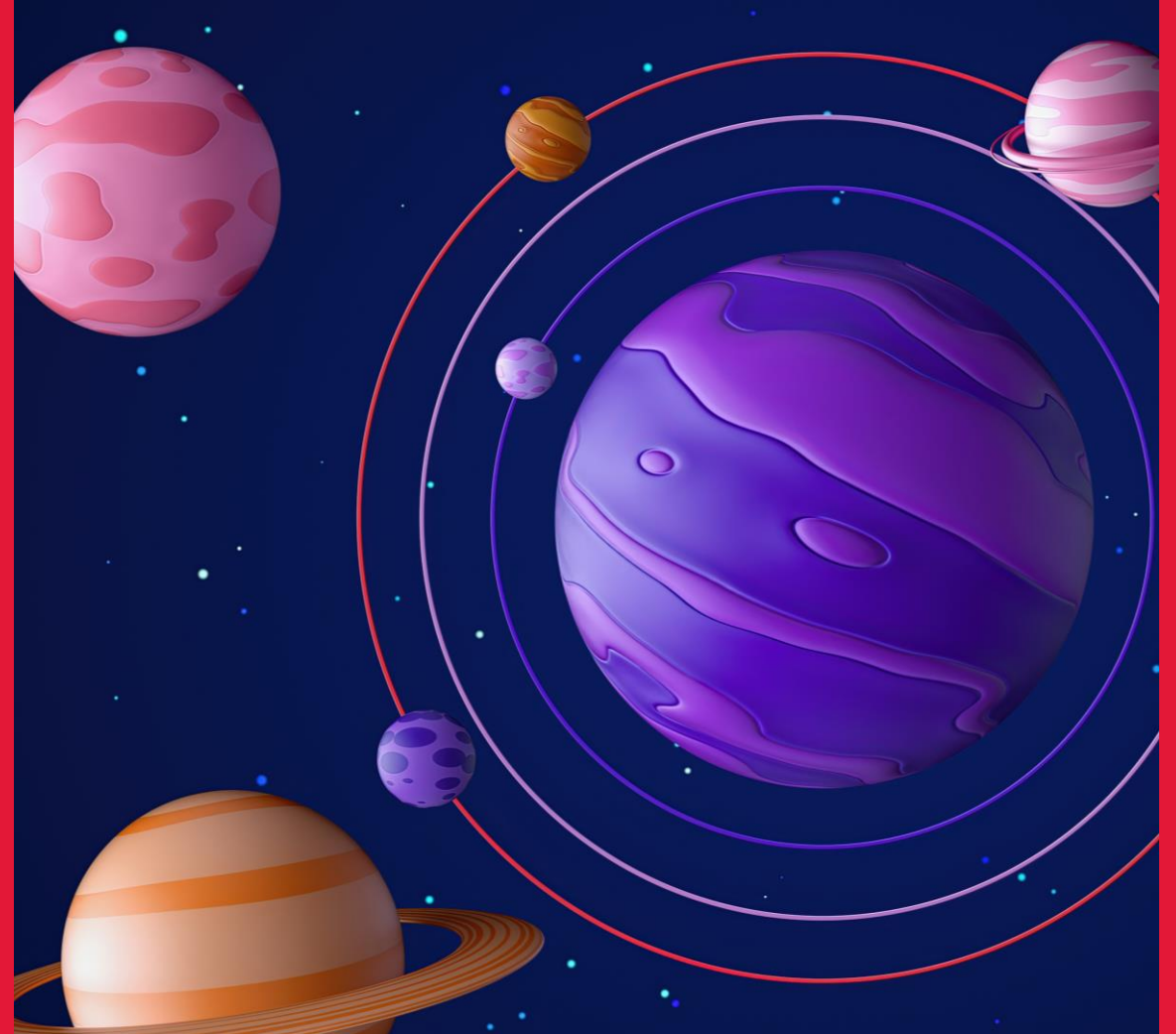
The case for renewing academic unit structures

- “Academic units” includes Faculties (10) and departments (49)
- Discussion paper outlines challenges and risks related to:
 - small scale
 - large scale
 - number of discrete units



Risks related to Small Scale

- heavy service loads for faculty
- reduced capacity for research, teaching, program and pedagogical innovation
- course offerings lack visibility to students outside the unit
- low access to staff support
- lack of back up for faculty/staff absences
- early career and minoritized faculty may be isolated (“only one” in the unit)
- may be structurally dependent on cross-subsidies for sustainability, with less opportunity for program diversification
- vulnerable to rapid growth of deficits when cross-subsidies not available



Risks related to Large Scale

- lack of cohesive shared vision/identity
- Disparate directions among sub-units or areas
- lack of coordination and collaboration in curricular planning, research activities
- high student-faculty ratios, workload implications
- lack of capacity for program, pedagogy, research innovation
- resources devoted to cross-subsidization of other units reduce capacity for investment in quality student experience, innovation



Risks related to Number of Units

- › Fragmented and siloed planning
- › Internal competition, especially in areas of lower/declining enrolment
- › Barriers to student choice, progression, completion impairs student experience (internal)
- › Lack of clear differentiation reduces appeal (external)
- › Course proliferation, duplication
- › Teaching costs grow beyond tenure stream capacity
- › Unplanned course cancellations
- › Administrative overhead costs grow
- › Resource intensity of advising needs to navigate
- › Missed opportunities for community, critical mass
- › Missed opportunities to collaborate on new topics
- › Financial unsustainability



Discussion Questions

- Convincing case for change? What kind of change?
- Right goals and success criteria?
- Data – meaning and gaps?
- Comparative case studies – takeaways?
- Specific ideas for new/combined units?
- Concerns and risks?
- Processes to generate conversation in/among units?

*other questions and comments welcome

The Senate of York University

Meeting Synopsis

The 713th Meeting of Senate held on Thursday, 23 January 2025

Remarks

Chair

The Chair welcomed Senators to the 713th meeting of Senate, with Cheryl Underhill as Acting Secretary of Senate.

President

The President briefed Senators on the continuing significant impact the cap on international student enrolments is having on post-secondary education institutions and the focused advocacy efforts being taken in Ontario to try to influence remediating actions by the government.

An update was provided on the project work progressing under the *Forward Action Plan*, where the immediate focus is on measures to balance the operating budget and enrolment recovery. Highlighted was the decision that Faculties will retain 70% of SHARP revenue, and shared services units to receive 30%, to help Faculties' mitigate the impact of declining enrolments and stimulate streamlining actions in the shared services units over the next three years, beginning with reduced budgeted expenditures of 10% in 2025-2026 for the latter.

Approvals

On recommendation of its Academic Policy, Planning and Research Committee, following a robust debate, Senate *approved, in principle, the establishment of a School of Medicine in the Faculty of Health*, and provided thoughtful advice to inform the continuing plans to develop the new School.

Notice of Statutory Motions

The Senate Executive Committee provided Notice of Statutory Motion to amend the *Rules of Senate* to change the statutory meeting time of Senate. Final approval to be sought at the February meeting of Senate.

Reports

A communication from the Council of Ontario Universities (COU) was received from the Academic Colleague to COU.

York University Senate

Committee Information Items

Executive Committee

Senate Executive reported on the following matters to Senate:

- its response to a request for a new vote on a previously approved motion
- approval of a change to the Faculty Council Rules and Procedures of the Faculty of Environmental and Urban Change introducing revisions to the terms of reference and the composition of its standing Committee on Research.
- continuing plans on the development of a new *APPRC Advisory Sub-committee on Academic Resource Allocations*
- status of the exercise to review the joint Board-Senate *Principles Governing a Presidential Search*
- remaining vacancies to be filled on Senate committees

Academic Standards, Curriculum and Pedagogy (ASCP)

ASCP reported on the following minor modifications to the following programs, effective FW 2025-26:

AMPD: MA and PhD degree programs in Theatre, Dance and Performance Studies; PhD degree program in Visual Arts, Department of Visual Art and Art History; PhD degree program in Art History and Visual Culture, Department of Visual Art and Art History; PhD degree program in Cinema & Media Studies, Department of Cinema and Media Arts; PhD degree program in Digital Media, Department of Computational Arts

LAPS:

- changes to academic calendar for: Specialized Honours option of the Bachelor of Commerce degree program, Management Stream, School of Administrative Studies; Business and the Environment Stream of the BA Business and Society degree program, Department of Social Science; BA Children, Childhood & Youth degree program, Department of Humanities; all options of the BA English degree program, Department of English;
- changes to requirements for the Professional Certificate in Public Policy Analysis program, School of Public Policy and Administration and Specialized Honours, Honours, and Honours Major/Minor options of the Bachelor of Public Administration degree program, School of Public Policy and Administration;
- the addition of the JWST rubric to cross-list existing courses in Humanities, and in Education, which count towards the Graduate Diploma in Jewish Studies and the Graduate Diploma in Advanced Hebrew & Jewish Studies, effective F2025.

Senate Appeals Committee (SAC)

The Appeals Committee filed its annual report on Faculty and Senate adjudications for 2023-2024.

York University Senate

Tenure and Promotions Committee

The T&P Committee provided a corrected version of its 2023-2024 annual report.

Additional Information about this Meeting

Please refer to the full Senate [agenda](#) of **23 January, 2025** for details about the items reported.

Senate's next meeting will be held at **3:00pm on Thursday, 27 February 2025**.

Memorandum

To: Faculty Council
From: Mike Valente
Date: January 25th, 2025
Subject: MBA Core Course Changes

Motion:

That Faculty Council approve the addition of the ONLN (online) delivery mode and changes to the course descriptions and learning outcomes of the following MBA core courses.

ACTG 5100: Financial Accounting for Managers
ACTG 5210: Management Accounting
FINE 5200: Managerial Finance
MKTG 5200: Marketing Management
OMIS 5210: Operations Management
SGMT 6000: Strategic Management
SUST 5200: Business and Sustainability

Rationale:

As part of the MBA Program's efforts to increase flexibility in the delivery mode through which students can pursue a Schulich MBA, this proposal aims to add a remote/online section for the above core courses. The remote sections will encompass a combination of asynchronous and remote synchronous learning with all assessments conducted remotely. That said, the course description and course learning outcomes remain identical to the remaining sections of the course. Any anticipated changes to the assessments (e.g. replacement of a final exam with an alternative assessment) will be made so long as they continue to contribute to the achievement of course learning outcomes and proceed through the proper governance approval process.

Independent of the above change is a need to refine the course description and learning outcomes of the above core courses. This proposal reflects recent efforts to position the Schulich MBA program as a program that better integrates sustainability into its curriculum, something that is now explicit in the MBA Learning Outcomes. To this end, this proposal aims to amend the course description and learning outcomes to reflect this objective. What is more, some of these courses will undergo additional amendments to their course description and learning outcomes to reflect the area's efforts to update and modernize these course components.

Course Change Proposal Form

Schulich School of Business

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

1. Responsible Program:

Schulich MBA Program

2. Responsible Unit:

ACTG

3. Subject Code (Rubric) and Course Number:

ACTG 5100

4. Credit Value:

3.00

5. Long Course Title:

Financial Accounting for Managers

6. Short Course Title:

Financial Accounting for Managers

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)
X	in learning objectives/outcomes (please append the program's existing learning outcomes as a separate document)
	in integration (please provide statement of approval from relevant undergraduate coordinator or Chair)
	in cross-listing (please provide statement of approval from other program)
	in pre/co-requisite
	retire course
X	other - Add ONLN Delivery Mode

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

Fall 2025

9. Rationale:

This course is a core course for the MBA program. The first part of this proposal is the addition of the ONLN delivery mode. As part of the MBA Program's efforts to increase flexibility in the delivery mode through which students can pursue a Schulich MBA, this course is offering a remote section for MBA students. The remote section will encompass a combination of asynchronous and remote synchronous learning with all assessments conducted remotely. That said, the course description and course learning outcomes remain identical to the remaining sections of the course. Any anticipated changes to the assessments (e.g. replacement of a final exam with an alternative assessment) will be made so long as they contribute to the achievement of course learning outcomes and proceed through the proper governance approval process.

The second part of this proposal, independent of the first, reflects recent efforts to position the Schulich MBA program as a program that better integrates sustainability into its curriculum, something that is now explicit in the MBA Learning Outcomes. To this end, this proposal aims to amend the course description and learning outcomes to reflect this objective. The area has also taken this opportunity to update and modernize these course components.

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title ACTG 5100 Financial Accounting for Managers</p> <p>Description: This course examines the assumptions and decision usefulness of financial statements that are prepared for creditors and shareholders. Emphasis is placed on interpretation of financial statements, using examples from several companies. Issues including sustainability and ethics are incorporated in class discussions and cases.</p> <p>Course Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Develop a foundational understanding of the accounting processes that underlie financial statements. 2. Become familiar with the standard forms of financial accounting reports and learn to interpret them critically. 3. Learn the impact that IFRS has had on financial reporting. 4. Understand when, why and how organizations use complementary reports such as environmental, social responsibility and sustainability reports. 5. Learn to select appropriate accounting information from the different reports and use it effectively for decision-making. 	<p>Title ACTG 5100 Financial Accounting for Managers</p> <p>Description: This course examines the assumptions and decision usefulness of financial statements and non-financial information, including MD&A as well as sustainability reports prepared for creditors, shareholders, and stakeholders from society at large. Emphasis is placed on the interpretation of financial statements and the influence of non-financial information, using examples from several companies.</p> <p>Course Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Develop a foundational understanding of the accounting processes that underlie financial statements. 2. Become familiar with the standard forms of financial accounting reports and learn to interpret them critically. 3. Learn the impact that IFRS has had on financial reporting. 4. Understand when, why and how organizations incorporate non-financial information including MD&A and sustainability reports with audited GAAP financial statement information.

6. Develop an ability to write and talk persuasively about financial accounting reports. 7. Understand the benefits and limitations of generally accepted accounting principles (GAAP) as well as of the different reports.	5. Learn to select appropriate accounting information from the different reports and use it effectively for decision-making. 6. Develop an ability to write and talk persuasively about financial accounting reports. 7. Understand the benefits and limitations of generally accepted accounting principles (GAAP) as well as of the different reports
--	---

10. Proposed Course Information:

11. Enrolment Notes:

No change

12. Consultation:

Extensive consultation took place between the accounting area, the MMgt program director and the MBA program director.

Originator:

Cameron Graham

Signature

January 16th, 2025

Date

Cameron Graham

Name

Accounting

Area or Specialization

Approvals:

Area or Specialization

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

Linda Thorne

Signature

January 17th, 2025

Date

Linda Thorne

Name

Accounting

Area or Specialization

Degree Program:

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

Mike Valente

Signature

January 17th, 2025

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

February 6, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs Committee

Committee

Course Change Proposal Form

Schulich School of Business

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

1. Responsible Program:

Schulich MBA Program

2. Responsible Unit:

ACTG

3. Subject Code (Rubric) and Course Number:

ACTG 5210

4. Credit Value:

1.5

5. Long Course Title:

Management Accounting

6. Short Course Title:

Management Accounting

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)
X	in learning objectives/outcomes (please append the program's existing learning outcomes as a separate document)
	in integration (please provide statement of approval from relevant undergraduate coordinator or Chair)
	in cross-listing (please provide statement of approval from other program)
	in pre/co-requisite
	retire course
X	other – Add Delivery Mode

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

Winter 2026

9. Rationale:

This course is a core course for the MBA program. The first part of this proposal is the addition of the ONLN delivery mode. As part of the MBA Program's efforts to increase flexibility in the delivery mode through which students can pursue a Schulich MBA, this course is offering a remote section for MBA students. The remote section will encompass a combination of asynchronous and remote synchronous learning with all assessments conducted remotely. That said, the course description and course learning outcomes remain identical to the remaining sections of the course. Any anticipated changes to the assessments (e.g. replacement of a final exam with an alternative assessment) will be made so long as they contribute to the achievement of course learning outcomes and proceed through the proper governance approval process.

The second part of this proposal, independent of the first, reflects recent efforts to position the Schulich MBA program as a program that better integrates sustainability into its curriculum, something that is now explicit in the MBA Learning Outcomes. To this end, this proposal aims to amend the course description and learning outcomes to reflect this objective. The area has also taken this opportunity to update and modernize these course components.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title ACTG 5210 Management Accounting</p> <p>Description: This course provides an introduction to management accounting techniques that are useful in management decision making situations such as cost management, pricing special orders, determining service levels and performance appraisal. The non-applicability of external reporting figures for most management decisions is reviewed. In arriving at managerial decisions, all stakeholder interests are considered, including socially responsible decision making around key issues. Prerequisite: SB/ACTG 5100 3.00</p> <p>Course Learning Outcomes:</p> <ol style="list-style-type: none"> 1. In supporting senior management in all types of organizations, accounting information is often necessary to facilitate decisions. Managers have the responsibility and authority for making decisions about the use of the firms' resources. To do this effectively, they must identify the alternative actions (strategies) available to them, predict the possible consequences of those actions, and then choose the action that has the most preferred predicted outcome. Management accounting information is useful in predicting the possible consequences of alternative actions, as well as in structuring the description of those consequences. Relevant accounting information can help in management's stewardship role that includes identifying strategic opportunities and maintaining competitive advantage. 2. The applications in this course pertain to the decision-facilitating and decision-influencing role of management accounting information. Various management accounting techniques and applications are explored in case and problem settings. 3. Class discussions of the readings, their applications and limitations as well as numerical problems and cases will consume the bulk of class time. The success of the course depends on the extent we are able to draw upon the diverse background, training, and interest of the participants. 	<p>Title ACTG 5210 Management Accounting</p> <p>Description: This course provides an introduction to management accounting techniques that are useful in management decision making situations such as: cost management, pricing special orders, determining service levels, performance appraisal, and socially responsible practices. It also considers how a variety of stakeholder interests are incorporated into managerial decision-making processes and reporting. Among these, the course considers the influences and information requirements that feed into the internal and external reporting of various ethical and sustainability practices. Prerequisite: SB/ACTG 5100 3.00</p> <p>Course Learning Outcomes:</p> <ol style="list-style-type: none"> 1. In supporting senior management in all types of organizations, accounting information is often necessary to facilitate decisions. Managers have authority for making responsible decisions about the ethical and sustainable use of the firms' resources. To do this effectively, they must identify the alternative actions (strategies) available to them, predict the possible impact on society and the environment (e.g., climate change), and then choose the action that has the most preferred predicted outcome. Management accounting information is useful in predicting the possible consequences of alternative actions, as well as in structuring the description of those consequences. Relevant accounting information can help in management's stewardship role that includes identifying strategic opportunities and maintaining competitive advantage while balancing out the needs and wants of society and the environment. 2. The applications in this course pertain to the decision-facilitating and decision-influencing role of management accounting information for the use in financial and socially responsible decision making. Various management accounting techniques and tools are explored in case and problem settings.

11. Enrolment Notes:

Not applicable

12. Consultation:

Extensive consultation took place between the accounting area, the MBAN program director and the MBA program director.

Originator:

Matt Bamber

Signature

January 25th, 2025

Date

Matt Bamber

Name

Accounting

Area or Specialization

Approvals:

Area or Specialization

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

Linda Thorne

Signature

January 25th, 2025

Date

Linda Thorne

Name

Accounting

Area or Specialization

Degree Program:

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

Mike Valente

Signature

January 25th, 2025

Date

Mike Valente

MBA Program

Name of Program Director

Program

Program Committee:

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

Kevin Tasa

Signature

February 6, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs Committee

Committee

Course Change Proposal Form

Schulich School of Business

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

1. Responsible Program:

Schulich MBA Program

2. Responsible Unit:

FINE

3. Subject Code (Rubric) and Course Number:

FINE 5200

4. Credit Value:

3.00

5. Long Course Title:

Managerial Finance

6. Short Course Title:

Managerial Finance

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

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

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

Fall 2025

9. Rationale:

This course is a core course for the MBA program. The first part of this proposal is the addition of the ONLN delivery mode. As part of the MBA Program's efforts to increase flexibility in the delivery mode through which students can pursue a Schulich MBA, this course is offering a remote section for MBA students. The remote section will encompass a combination of asynchronous and remote synchronous learning with all assessments conducted remotely. That said, the course description and course learning outcomes remain identical to the remaining sections of the course. Any anticipated changes to the assessments (e.g. replacement of a final exam with an alternative assessment) will be made so long as they contribute to the achievement of course learning outcomes and proceed through the proper governance approval process.

The second part of this proposal, independent of the first, reflects recent updates to the MBA Learning Outcomes which now includes, more explicitly, outcomes associated with sustainability and non-financial reporting. The second part of this proposal is to amend the course description and learning outcomes to reflect this update. At the same time, the area conducted some necessary editorial changes to update and modernize the course description and learning outcomes.

10. Proposed Course Information

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title FINE 5200 Managerial Finance</p> <p>Description: An introduction to the use of quantitative methods for business research, analysis, forecasting and decision making. The aim is to convey not only an understanding of methods, but also to give an appreciation of their use in addressing actual business problems</p> <p>Course Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Understand the basic finance concepts, tools and theories required by a well-educated manager, working for any Canadian organization in a globalized economy. 2. Be able to apply basic finance concepts and theories to problems faced by a manager. Acquire experience as a financial decision-maker. 3. Understand the language and description of Canadian financial markets and the implications of these markets for financial managers. 	<p>Title FINE 5200 Managerial Finance</p> <p>Description: Provides an opportunity to learn about investment and financing decisions of managers and individuals. The investment decisions involve asset valuation, capital budgeting, performance assessment, and risk management. The financing decisions include financial planning, the risk-return trade-off, the choice of financial instruments, and cost of capital. Evaluations of long-term sustainable business and personal investment practices in the rapidly evolving world of technology are integrated into the topics.</p> <p>Course Learning Outcomes</p> <ol style="list-style-type: none"> 1. Understand the fundamental concepts, tools, and principles of finance required by a financially literate manager and individual. 2. Apply core concepts and principles of corporate finance to achieve key managerial objectives, including profitability, growth, and financial stability.

	<p>3. Apply core concepts and principles of corporate finance in dynamic business environments to successfully address long existing and newly emerging trends of the business world.</p> <p>4. Apply core concepts and principles of corporate finance to address modern sustainability issues by emphasizing long-term goals and broad stakeholder perspectives.</p> <p>5. Understand the language and description of Canadian financial markets and the implications of these markets for financial managers and individuals.</p>
--	--

11. Enrolment Notes:

Not applicable.

12. Consultation:

Consultation took place with the finance area, the MBAN program director and the MBA Program Director.

Originator:

Lena Larkin

Signature

Date

Lena Yarkin

Name

Finance

Area or Specialization

Approvals:

Area or Specialization

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

Pauline Shum

Signature

Date

Pauline Shum

Name

Finance

Area or Specialization

Degree Program:

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

<u>Mike Valente</u>	_____
Signature	Date

<u>Mike Valente</u>	<u>MBA Program</u>
Name of Program Director	Program

Program Committee:

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

<u>Kevin Tasa</u>	<u>February 6, 2025</u>
Signature	Date

<u>Kevin Tasa</u>	<u>Master Programs Committee</u>
Name of Committee Chair	Committee

Course Change Proposal Form

Schulich School of Business

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

1. Responsible Program:

Schulich MBA Program

2. Responsible Unit:

MKTG

3. Subject Code (Rubric) and Course Number:

MKTG 5200

4. Credit Value:

3.00

5. Long Course Title:

Marketing Management

6. Short Course Title:

Marketing Management

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

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

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

Fall 2025

9. Rationale:

This course is a core course for the MBA program. The first part of this proposal is the addition of the ONLN delivery mode. As part of the MBA Program's efforts to increase flexibility in the delivery mode through which students can pursue a Schulich MBA, this course is offering a remote section for MBA students. The remote section will encompass a combination of asynchronous and remote synchronous learning with all assessments conducted remotely. That said, the course description and course learning outcomes remain identical to the remaining sections of the course. Any anticipated changes to the assessments (e.g. replacement of a final exam with an alternative assessment) will be made so long as they contribute to the achievement of course learning outcomes and proceed through the proper governance approval process.

The second part of this proposal, independent of the first, reflects recent efforts to position the Schulich MBA program as a program that better integrates sustainability into its curriculum, something that is now explicit in the MBA Learning Outcomes. To this end, this proposal aims to amend the course description and learning outcomes to reflect this objective. The area has also taken this opportunity to update and modernize these course components.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title MKTG 5200 Marketing Management</p> <p>Description: This course familiarizes students with major marketing concepts (buyer behaviour, segmentation, targeting, positioning, product/service development and management, pricing, distribution, communication). It applies these concepts to profit, not for-profit, new, mature, service, product-based, domestic and international organizations. It develops specific skills such as problem-solving, verbal presentations, business writing and group work. Marketing ethics and sustainability issue are integrated into the course.</p> <p>Course Learning Outcomes: The purpose of the course is to develop student skills in the processes and activities of marketing management. The specific objectives of this course are:</p> <ol style="list-style-type: none"> 1. To develop knowledge of the elements of the marketing process, the basic components of marketing programs. 	<p>Title MKTG 5200 Marketing Management</p> <p>This course familiarizes students with marketing concepts adapted to today's complex market environment (consumer trends, STP, product life cycle management, pricing, distribution, and promotion). It focuses on marketing consumer products and services across profit and non-profit sectors. Contemporary issues such as marketing ethics, consumer protection, consumer diversity, and sustainability are discussed in the course.</p> <p>Course Learning Outcomes: The purpose of the course is to develop student skills in the processes and activities of marketing management. The specific objectives of this course are:</p> <ol style="list-style-type: none"> 1. To develop knowledge of the elements of the marketing process, the basic components of

<ol style="list-style-type: none"> 2. To understand the elements of the marketing mix (product strategy, pricing, communications, and retail channels) and enhance problem solving and decision – making abilities in these areas. 3. To understand what marketing managers do, to see applications of marketing thought across a range of managerial situations. 4. To develop analytical skills in the marketing context to define problems, identify opportunities, and interpret their implications for decision-making. 5. To develop skills in marketing analysis, planning, and managerial communication (e.g. presentation). 6. To consider ethics and sustainability in marketing actions. 	<ol style="list-style-type: none"> marketing programs (consumer behaviour, targeting, segmentation, and positioning [STP]). 2. To understand the elements of the marketing mix (product strategy, pricing, communication and promotion, and distribution channels), and enhance problem solving and decision-making abilities in these areas. 3. To understand what marketing managers do: to see applications of marketing thought across a range of managerial situations in both the profit and non-profit sectors. 4. To develop analytical skills in the marketing context to define problems, identify opportunities, and interpret their implications for strategic decision-making. 5. To understand and think critically about the role of marketing in society, as well as the ethical and environmental implications of how marketing can shape markets. 6. To develop skills in marketing analysis, planning, and material communication (e.g. verbal presentations, business writing).
--	---

Ela Veresiu

Signature

January 30, 2025

Date

Ela Veresiu

Name

Marketing

Area or Specialization

Degree Program:

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

Mike Valente

Signature

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

February 6, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs Committee

Committee

Course Change Proposal Form

Schulich School of Business

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

1. Responsible Program:

Schulich MBA Program

2. Responsible Unit:

OMIS

3. Subject Code (Rubric) and Course Number:

OMIS 5210

4. Credit Value:

1.50

5. Long Course Title:

Operations Management

6. Short Course Title:

Operations Management

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

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

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

Fall 2025

9. Rationale:

This course is a core course for the MBA program. The first part of this proposal is the addition of the ONLN delivery mode. As part of the MBA Program's efforts to increase flexibility in the delivery mode through which students can pursue a Schulich MBA, this course is offering a remote section for MBA students. The remote section will encompass a combination of asynchronous and remote synchronous learning with all assessments conducted remotely. That said, the course description and course learning outcomes remain identical to the remaining sections of the course. Any anticipated changes to the assessments (e.g. replacement of a final exam with an alternative assessment) will be made so long as they contribute to the achievement of course learning outcomes and proceed through the proper governance approval process.

The second part of this proposal, independent of the first, reflects recent efforts to position the Schulich MBA program as a program that better integrates sustainability into its curriculum, something that is now explicit in the MBA Learning Outcomes. To this end, this proposal aims to amend the course description and learning outcomes to reflect this objective. The area has also taken this opportunity to update and modernize these course components.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title OMIS 5210 Operations Management</p> <p>Description: Operations management in both manufacturing and service organizations involves the coordination of complex and dynamic systems of people, technology and materials to achieve competitive objectives. The impact of alternative strategies for delivering quality products in a cost-effective manner is examined. This includes currently popular inventory management philosophies such as 'Total Quality Management' and 'Just In Time' inventory management. Ethical considerations relating to the development of socio-technical systems and environmental implications of TQM will be highlighted.</p> <p>Course Learning Outcomes: The fundamental managerial task for achieving best practices in operation management is to successfully match the capabilities of administration, manufacturing and service processes to the needs of internal and external customers. As a result, students will be equipped to answer the following questions:</p> <ol style="list-style-type: none"> 1. From the customer's perspective, what are the appropriate choices in designing an effective process? 2. What is quality and how is it measured? 3. How can product and process quality be improved? 4. What is the scope and purpose of supply chain management? 5. How can supply chains be designed to be both effective and responsive? 6. What are the major principles leading to "lean" process improvements? 7. How can projects be planned and managed to use resources efficiently while ensuring customer requirements are satisfied? 8. What ethical considerations affect operations both domestically and globally? 9. How can organizations ensure both customers and workers are safe and happy? 10. How can operations be designed to promote social, environmental and financial sustainability? 	<p>Title OMIS 5210 Operations Management</p> <p>Description: This course explores the role of operational strategies in optimizing efficiency while delivering quality products and services in an environmentally sustainable manner. Total Quality Management (TQM) and Just-In-Time (JIT) inventory systems are analyzed for their effectiveness in promoting cost-efficiency and mitigating ecological sustainability risks by minimizing waste, optimizing resource use, and reducing carbon emissions.</p> <p>Course Learning Outcomes: Operations management in both manufacturing and service sectors involves the strategic integration of people, technology, and materials to drive sustainable competitive advantage, particularly in the face of climate change and other emerging global dynamics. As a result, students will be equipped to answer the following questions:</p> <ol style="list-style-type: none"> 1. From the customer's perspective, what are the appropriate choices in designing an effective process? 2. What is quality and how is it measured? 3. How can product and process quality be improved in a way that is environmentally and socially sustainable? 4. What is the scope and purpose of supply chain management? 5. How can supply chains be designed to be efficient, responsive, and sustainable? 6. What are the major principles leading to "lean" process improvements? 7. How can projects be planned and managed to use resources efficiently, reduce carbon emissions effectively while ensuring customer requirements are satisfied? 8. What ethical considerations affect the development of socio-technical systems that prioritize human well-being and environmental stewardship.? 9. What are the environmental and social dimensions of TQM and other operations principles?

This course utilizes case studies from recognized global organizations and emphasizes the importance of students working with their individual and group experiences to further develop their abilities to think and speak credibly about operations.	<p>10. How can organizations ensure both customers and workers are safe and happy?</p> <p>This course utilizes case studies from recognized global organizations and emphasizes the importance of students working with their individual and group experiences to further develop their abilities to think and speak credibly about operations.</p>
---	---

This

11. Enrolment Notes:

Not applicable

12. Consultation:

Consultation took place within the OMIS area and with the MBA Program Director

Originator:

Henry Kim

Signature

Date

Henry Kim

Name

OMIS

Area or Specialization

Approvals:

Area or Specialization

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

Henry Kim

Signature

Date

Henry Kim

Name

OMIS

Area or Specialization

Degree Program:

Course Change Proposal Form

Schulich School of Business

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

1. Responsible Program:

Schulich MBA Program

2. Responsible Unit:

PLCY

3. Subject Code (Rubric) and Course Number:

SGMT 6000

4. Credit Value:

3.00

5. Long Course Title:

Strategic Management

6. Short Course Title:

Strategic Management

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

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

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

Fall 2025

9. Rationale:

This course is a core course for the MBA program. The first part of this proposal is the addition of the ONLN delivery mode. As part of the MBA Program's efforts to increase flexibility in the delivery mode through which students can pursue a Schulich MBA, this course is offering a remote section for MBA students. The remote section will encompass a combination of asynchronous and remote synchronous learning with all assessments conducted remotely. That said, the course description and course learning outcomes remain identical to the remaining sections of the course. Any anticipated changes to the assessments (e.g. replacement of a final exam with an alternative assessment) will be made so long as they contribute to the achievement of course learning outcomes and proceed through the proper governance approval process.

The second part of this proposal, independent of the first, reflects recent efforts to position the Schulich MBA program as a program that better integrates sustainability into its curriculum, something that is now explicit in the MBA Learning Outcomes. To this end, this proposal aims to amend the course description and learning outcomes to reflect this objective. The area has also taken this opportunity to shorten the course description to the necessary 60 words.

10. Proposed Course Information

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title SGMT 6000 Strategic Management</p> <p>Description: This course examines business and corporate strategy. The focus is on strategic management, the process of choosing and defining purposes and objectives, formulating, and implementing a viable strategy and monitoring strategic performance. It deals with the organization in its totality and demonstrates how and why the various functions of business are interdependent and need to be coordinated for the organization to perform effectively. The course applies the discipline of strategic management to a variety of organizations while addressing issues of ethics, sustainability and corporate social responsibility.</p> <p>Course Credit Exclusions: SB/INTL 6000.030, SB/PUBL 6000.030 Prerequisites: Students are required to complete all 5000-series Required Foundations of Management Core Courses before enrolling in this course.</p>	<p>Title SGMT 6000 Strategic Management</p> <p>This course equips students with the knowledge, analytic capabilities, and judgment necessary to effectively formulate and execute business- and corporate-level strategies. Students adopt the perspective of a general manager, gaining competence in understanding the organization in its totality. The course is applied to a variety of organizations in a wide range of contexts and considers sustainability issues that arise from strategic action.</p> <p>Course Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Using appropriate frameworks and tools, develop the skills needed to perform strategic analyses of firms and industries 2. Develop the skills needed to evaluate strategic opportunities arising from conditions in a firm's ecosystem and factors in the macro environment such as

<p>Course Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Acquire core knowledge bases of strategic management and learn how to apply them to become an effective manager. 2. Develop an informed understanding of the logic behind profits in the modern firm. 3. Develop the skills needed to evaluate opportunities arising from factors in the macro environment such as ESG (environmental, social, and governance) movements. 4. Develop the skills needed to perform strategic analyses of firms and industries. 5. Develop a capacity to formulate and execute sustainable business and corporate level strategies that realize both profits and social responsibility. 6. Develop an understanding of the importance of ethical behavior and decisions in corporate governance. 7. Develop the skills and perspectives required for leadership positions within firms. 8. Develop the written and oral skills needed to be an effective manager in the global economy. 	<p>regulation, market trends, and sustainability</p> <ol style="list-style-type: none"> 3. Develop the capacity to formulate and execute sustainable business- and corporate-level strategies that realize financial (profits) and non-financial performance (social responsibility, sustainability) 4. Develop an informed understanding of the logic behind value creation and profits in the modern firm 5. Understand and reflect on social and economic issues that can arise from aggressive strategic action, specifically the role of market power and monopolistic behaviour. 6. Develop the skills and perspectives required for leadership positions within firms 7. Develop the written and oral skills needed to be an effective manager in the global economy
---	--

11. Enrolment Notes:

Not applicable

12. Consultation:

Consultation took place between faculty from the strategic management area and the MBA Program Director

Originator:

Theo Peridis

Signature

Date

Theo Peridis

Name

Strategy

Area or Specialization

Approvals:

V. July 2021

Course Change Proposal Form

Schulich School of Business

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

1. Responsible Program:

Schulich MBA Program

2. Responsible Unit:

SUST

3. Subject Code (Rubric) and Course Number:

SUST 5200

4. Credit Value:

3.00

5. Long Course Title:

Business and Sustainability

6. Short Course Title:

Business and Sustainability

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

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

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

Fall 2025

9. Rationale:

This course is a core course for the MBA program. This proposal is for the addition of the ONLN delivery mode. As part of the MBA Program's efforts to increase flexibility in the delivery mode through which students can pursue a Schulich MBA, this course is offering a remote section for MBA students. The remote section will encompass a combination of asynchronous and remote synchronous learning with all assessments conducted remotely. That said, the course description and course learning outcomes remain identical to the remaining sections of the course. Any anticipated changes to the assessments (e.g. replacement of a final exam with an alternative assessment) will be made so long as they contribute to the achievement of course learning outcomes and proceed through the proper governance approval process.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title SUST 5200 Business and Sustainability</p> <p>Description: This course explores how organizations respond to increasing expectations to deliver sustainable performance at the economic, social and environmental level. Students grasp different ways in which companies can respond to growing pressures to adopt sustainability and study strategies of how companies can lead the way forward by developing practical solutions to some of society's most challenging problems.</p> <p>Prerequisites/Corequisites/Course Exclusions: Open to MBA students only. No prerequisites required. Note: Students who took SGMT 5800 should not be taking SUST 5200</p> <p>Course Learning Outcomes: By the conclusion of this course, students would have:</p> <ol style="list-style-type: none"> 1. Gained a broad understanding of the sources of tension between traditional business approaches and society and the challenges managers and leaders face as a result. 2. Developed knowledge of different strategic approaches businesses adopt in response to societal needs across a range of industries. 3. Learned how to critically assess a business' performance along non-financial dimensions. 4. Identified, understood and applied the fundamental challenges that inhibit businesses from pursuing progressive responsible business strategies. 	<p>Title Current and new text</p> <p>No Change</p>

Not applicable

With the MBA Program Director

Mike Valente

Signature

Date

Mike Valente

Name

Sustainability

Area or Specialization

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

Geoff Kistruck

Signature

Date

Geoff Kistruck

Name

Sustainability

Area or Specialization

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

V. July 2021

Mike Valente

Signature

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

February 6, 2025

Date _____

Kevin Tasa

Name of Committee Chair

Master Programs Committee

Committee

To: BBA Program Committee, Schulich School of Business
From: Geoffrey Kistruck, Area Coordinator, Sustainability
Date: January 30, 2025
Re: Approve changes to the Responsible Business Specialization

MOTION:

That Faculty Council approve changes to the Responsible Business Specialization including a title change, and new course requirements as outlined in the attached package.

RATIONALE:

After the SUST area group was formed three years ago, initial efforts were put into redesigning the MBA specialization, launching a PhD program, and designing new curricula for one-year Master's programs on the topic of sustainability. The next step in the course of the area group's evolution is to redesign the undergraduate specialization.

The first component in the redesign is a name change of the specialization. The notion of 'responsible business' no longer fits with the current vocabulary in the market. In keeping with both the name of the area group and the name of the specialization, we are proposing a name change to 'sustainability' to better reflect the range of topics falling under this umbrella (DEI, impact investing, climate change, etc.) and across different organizational forms including for-profit, nonprofit, and government bodies.

Secondly, the proposed redesign involves the retirement of the previously sole required course SUST 4300 titled 'Corporate Social Responsibility in a Global Context'. Once again, the language within the market has expanded greatly beyond early notions of CSR, and the content of that course focused primarily on the normative debate as to why corporations should be engaged in social and environmental issues. In today's market, organizations of all types are tasked with specifying 'how' to engage in such activities much more than 'if'.

Accordingly, we are proposing a new set of required courses: two of which are newly proposed courses, and a third which is a minor change of an existing undergraduate course. Furthermore, we are narrowing the previously oversized list of potential electives both within Schulich and across York to ensure the suite of courses better fit the current job demands of an 'analyst' position in a sustainability role. The first newly proposed course is titled 'Coordinating Sustainability Cross-Functionally' (SUST 3000) which explores how sustainability activities are managed internally across the different functions of an organization (eg. marketing, finance, etc.) with associated metrics and KPIs. The second newly proposed course is titled 'Navigating Sustainability Ecosystems' (SUST 3100) which explores how an organization's sustainability initiatives require coordination and negotiation with external stakeholders (e.g. governments, NGOs, associations, etc.) with interests that may be competing or complementary. The modified existing course being promoted to a core course is titled 'Sustainability Reporting for Social Impact' (SUST 4400) which first explores the more technical side of sustainability metrics and subsequently offers students an experiential learning opportunity to apply such knowledge to real-world organizations.

The overall goal of these changes is to update and enhance to core learning outcomes that today's undergraduates need to be successful in sustainability-related careers. Furthermore, we expect such changes to appeal both to those students who elect sustainability as their primary specialization as well as those who select sustainability as a secondary specialization.

Specialization/Stream Change Proposal Form

Schulich School of Business

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

1. Responsible Program:
BBA

2. Responsible Unit:
Sustainability

3. Type of Specialization/Stream Change(s) (indicate all that apply):

X	changes to specialization/stream name
X	changes to list of required credits
X	changes to list of required courses
X	changes to list of elective courses
	retire specialization/stream
	other (please specify)

4. Effective Term/Calendar Year of Proposed Change(s):
Fall 2025

5. Rationale for Change:

After the SUST area group was formed three years ago, initial efforts were put into redesigning the MBA specialization, launching a PhD program, and designing new curricula for one-year Master's programs on the topic of sustainability. The next step in the course of the area group's evolution is to redesign the undergraduate specialization.

The first component in the redesign is a name change of the specialization. The notion of 'responsible business' no longer fits with the current vocabulary in the market. In keeping with both the name of the area group and the name of the specialization, we are proposing a name change to 'sustainability' to better reflect the range of topics falling under this umbrella (DEI, impact investing, climate change, etc.) and across different organizational forms including for-profit, nonprofit, and government bodies.

Secondly, the proposed redesign involves the retirement of the previously sole required course SUST 4300 titled 'Corporate Social Responsibility in a Global Context'. Once again, the language within the market has expanded greatly beyond early notions of CSR, and the

content of that course focused primarily on the normative debate as to why corporations should be engaged in social and environmental issues. In today's market, organizations of all types are tasked with specifying 'how' to engage in such activities much more than 'if'.

Accordingly, we are proposing a new set of required courses – two of which are newly proposed courses, and a third which is a minor change of an existing undergraduate course. Furthermore, we are narrowing the previously oversized list of potential electives both within Schulich and across York to ensure the suite of courses better fit the current job demands of an 'analyst' position in a sustainability role. The first newly proposed course is titled 'Coordinating Sustainability Cross-Functionally' (SUST 3000) which explores how sustainability activities are managed internally across the different functions of an organization (e.g. marketing, finance, etc.) with associated metrics and KPIs. The second newly proposed course is titled 'Navigating Sustainability Ecosystems' (SUST 3100) which explores how an organization's sustainability initiatives require coordination and negotiation with external stakeholders (e.g. governments, NGOs, associations, etc.) with interests that may be competing or complementary. The modified existing course being promoted to a core course is titled 'Sustainability Reporting for Social Impact' (SUST 4400) which initially explores the more technical side of sustainability metrics and subsequently offers students an experiential learning opportunity to apply such knowledge to real-world organizations.

The overall goal of these changes is to update and enhance to core learning outcomes that today's undergraduates need to be successful in sustainability-related careers. Furthermore, we expect such changes to appeal both to those students who elect sustainability as their primary specialization as well as those who select sustainability as a secondary specialization.

6. Proposed Specialization/Stream Information:

<p>Existing Specialization/Stream Information (Change From):</p> <p>Specialization Title: Responsible Business</p> <p>Requirement To specialize in Responsible Business, enrol in 12.00 credits as outlined below:</p> <ul style="list-style-type: none"> • SB/SUST 4300 3.00 • a minimum of 3.00 credits (to a maximum of 9.00 credits) from the "Recommended Elective Courses" list • a maximum of 6.00 credits from the "Additional Elective Courses" list • a maximum of one course can be taken from the "Approved Non-Schulich Elective Courses" List unless approved by the Director of the Centre of Excellence in Responsible Business <p>Please note: Only 3.00 credits of a 6.00 credits course can be used to satisfy the specialization.</p> <p>Required Courses</p> <ul style="list-style-type: none"> • SUST 4300 3.00 CORPORATE SOCIAL RESPONSIBILITY IN A GLOBAL CONTEXT <p>Recommended Courses</p> <ul style="list-style-type: none"> • ENTR 4800 3.00 SOCIAL ENTREPRENEURSHIP • MGMT 3030 3.00 CREATING GLOBAL CAPITALISM • MGMT 3100 3.00 BUSINESS ADMINISTRATION AND THE LAW • SUST 3200 3.00 MANAGEMENT ISSUES IN NONPROFIT SECTOR • ORGS 4560 3.00 CONFLICT & NEGOTIATION • SUST 4000 3.00 GOVERNMENT AND BUSINESS • SUST 4010 3.00 SUSTAINABILITY IN THE FINANCIAL INDUSTRY • SUST 4100 3.00 RESILIENCE TO CATASTROPHIC FAILURE IN ORGANIZATIONS • SUST 4400 3.00 SUSTAINABILITY ACCOUNTING AND ACCOUNTABILITY 	<p>Proposed Specialization/Stream Information (Change To):</p> <p>Specialization Title: Sustainability</p> <p>Requirement To specialize in Sustainability students must complete 12.00 credits total, consisting of:</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 two (2) from the list:</p> <ul style="list-style-type: none"> • SUST 3000 3.00 COORDINATING SUSTAINABILITY CROSS-FUNCTIONALLY • SUST 3100 3.00 NAVIGATING SUSTAINABILITY ECOSYSTEMS • SUST 4400 3.00 SUSTAINABILITY REPORTING FOR SOCIAL IMPACT <p>Elective Courses:</p> <ul style="list-style-type: none"> • SUST 3200 3.00 MANAGEMENT ISSUES IN NONPROFIT SECTOR • SUST 4000 3.00 GOVERNMENT AND BUSINESS • SUST 4010 3.00 SUSTAINABILITY IN THE FINANCIAL INDUSTRY • SUST 4100 3.00 RESILIENCE TO CATASTROPHIC FAILURE IN ORGANIZATIONS • ENTR 4800 3.00 SOCIAL ENTREPRENEURSHIP • ORGS 4600 3.00 DIVERSITY AND INCLUSION IN ORGANIZATIONS
---	--

Note: SB/SUST 4010 will not be offered until the Fall 2025 term.

-
Additional Electives

- [ECON 4050 3.00](#) BEHAVIOURAL ECONOMICS INSIGHTS: CONSUMERS, BUSINESS AND MARKETS
- [IBUS 4500 3.00](#) MANAGING BUSINESS IN DEVELOPING ECONOMIES
- [MKTG 4400 3.00](#) INTERNATIONAL MARKETING
- [OMIS 4560 3.00](#) SUPPLY CHAIN MANAGEMENT
- [ORGS 4350 3.00](#) MANAGING CHANGE
- [ORGS 4400 3.00](#) MANAGING ACROSS CULTURES

Approved Non-Schulich Electives

Please note: only 3.00 credits of a 6.00 credits course can be used to satisfy the specialization. Additional exclusions may apply. See your program handbook for details.

- ES/ENVS 3130 3.00 Energy and the Environment in Canada
- ES/ENVS 3400 3.00 Introduction to Climate Change Science and Policy
- ES/ENVS 3420 3.00 Environmental Law
- ES/ENVS 4161 3.00 Social Movements, Activism and Social Change
- ES/ENVS 4400 3.00 Principles of Renewable Energy: Theory, Policy and Practice (only open to 4th year students)
- ES/ENVS 4401 3.00 Fundamentals of Energy Efficiency: Theory, Policy & Practice in a Canadian Context (only open to 4th year students)
- ES/ENVS 4430 3.00 Impact Assessment Process & Practice
- ES/ENVS 4442 3.00 Environmental Auditing
- AP/SOSC 3041 6.00 The Social Economy & Alternative Development
- AP/SOSC 3981 3.00 Diversity, Justice and Solidarity at Work
- AP/SOSC 4040 6.00 Issues in Business and Society
- AP/SOSC 4043 6.00 Corporate Governance and Business Law in Comparative Context
- AP/SOSC 4045 6.00 Business, Communications and Society
- AP/SOSC 4046 6.00 Social Economy Practicum
- AP/SOSC 4047 6.00 The Business of Neoliberal Globalization

7. Consultation:

Originator:

Geoffrey Kistruck

Signature

February 6, 2025

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Approvals:

Area or Specialization

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

Geoffrey Kistruck

Signature

February 6, 2025

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.

Burkard Eberlein

Signature

February 21, 2025

Date

Burkard Eberlein

Name of Program Director

BBA/iBBA Programs

Program

Program Committee:

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

Burkard Eberlein

Signature

February 21, 2025

Date

Burkard Eberlein

Name of Committee Chair

BBA/iBBA Program Committee

Committee

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Geoffrey Kistruck, Professor; RBC Chair in Social Innovation & Impact; Area Coordinator, Sustainability
Date: January 22, 2025
Re: Creation of new course SUST 3000 3.0 COORDINATING SUSTAINABILITY CROSS-FUNCTIONALLY

Motion: That Faculty Council approve the new course proposal – SUST 3000 3.0 COORDINATING SUSTAINABILITY CROSS-FUNCTIONALLY

Rationale: The creation of SUST 3000 is part of a larger undertaking of redesigning the undergraduate sustainability specialization. After the SUST area group was formed three years ago, initial efforts were put into redesigning the MBA specialization, launching a PhD program, and designing new curricula for one-year Master's programs on the topic of sustainability. The next step is to redesign the undergraduate specialization which includes the deletion of previous courses, and the addition of new courses that better fit the current job demands of an 'analyst' position in a sustainability role. SUST 3000 specifically is designed to reflect how sustainability is operationalized across different functional areas of an organization (e.g. marketing, finance, etc.) such that undergraduate students entering the job market will be equipped to incorporate sustainability considerations whether it be in a dedicated sustainability department, or an alternative core functional department (e.g. marketing, finance, etc.).



New Course Proposal Form

Schulich School of Business

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

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

1. Responsible Program:

BBA Program

2. Responsible Unit:

SUST

3. Subject Code (Rubric) and Course Number:

SUST 3000

4. Credit Value:

3.00

5. Long Course Title:

COORDINATING SUSTAINABILITY CROSS-FUNCTIONALLY

6. Short Course Title:

COORDINATING SUSTAINABILITY CROSS-FUNCTIONALLY

7. Effective Term/Calendar Year:

Fall 2025

8. Language of Instruction:

English

9. Calendar (Short) Course Description:

This course will explore how sustainability-related issues and opportunities are incorporated within functional areas of a business, as well as the breadth of activities undertaken to support the enablement of sustainability integration and advancement. Students will examine how various sustainability issues manifest within human resources (e.g., DEI), operations (e.g., social procurement), finance (e.g., ESG reporting), and marketing (e.g., responsible advertising).

Open to Schulich undergraduate students with a minimum year 3 academic standing.

10. Expanded Course Description:

This course will explore how sustainability-related issues and opportunities are incorporated within functional areas of a business, as well as the breadth of activities undertaken to support the enablement of sustainability integration and advancement. More specifically, students will examine how various sustainability issues manifest within human resources (e.g., DEI), operations (e.g., social procurement), finance (e.g., ESG reporting), and marketing (e.g., responsible advertising), as functional areas within an organization. Students will be exposed to the realities of sustainability integration and subsequently develop a repertoire of skills and tactics needed to understand the challenges within and across different organizational functions, as well as across different industries where functions may differ substantially. Understanding functional roles and motivations will help students come together to work on sustainability holistically, with application across all functions. Open to Schulich undergraduate students with a minimum year 3 academic standing

11. Course Learning Outcomes:

- *Develop an understanding of how to analyze the complex set of enablers and barriers that affect the integration of sustainability initiatives across different functions.*
- *Develop technical knowledge on how to support managers in developing sustainability metrics and KPIs that are function specific.*
- *Understand how processes and tactics differ for diverse functional managers from different industries in applying sustainability frameworks.*
- *Gain a broad understanding of how sustainability issues, opportunities, and risks pertain to core functions of an organization.*
- *Prepare students for analyst positions in various industries by exposing them to the realities of sustainability challenges.*

12. Rationale:

The creation of SUST 3000 is part of a larger undertaking of redesigning the undergraduate sustainability specialization. After the SUST area group was formed three years ago, initial efforts were put into redesigning the MBA specialization, launching a PhD program, and designing new curricula for one-year Master's programs on the topic of sustainability. The next step is to redesign the undergraduate specialization which includes the deletion of previous courses, and the addition of new courses that better fit the current job demands of an 'analyst' position in a sustainability role. SUST 3000 specifically is designed to reflect how sustainability is operationalized across different functional areas of an organization (e.g. marketing, finance, etc.) such that undergraduate students entering the job market will be equipped to incorporate sustainability considerations whether it be in a dedicated sustainability department, or an alternative core functional department (e.g. marketing, finance, etc.).



13. Evaluation:

A summary of the course deliverables is as follows:

Deliverables	% of Total
Individual Canvas Assignments (2) (video + poster)	30%
Group Based In-Class Simulations (2 Presented, 2 Written Briefs)	40%
Individual Final project	20%
Individual Participation	10%
Total	100%

14. Integrated Courses:

N/A

15. Cross-listed Courses:

N/A

16. Enrolment Notes:

N/A

17. Faculty Resources:

The primary instructor for this course is expected to be Klaudia Watts, Adjunct Faculty, Sustainability Area. However, other full-time faculty members (and instructors) have the capability to effectively teach the class as well. It is anticipated that the course will be offered once per year.

18. Physical Resources:

All of the necessary resources are already available, and no special needs are required.

19. Bibliography and Library Statement:

Attached

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

20. Instructors and Faculty Coordinator

Initial instructor:

Klaudia Watts, Adjunct Faculty SUST

Alternative instructors:

Monica Da Ponte, Adjunct Faculty SUST

Course coordinator:

Geoffrey Kistruck, Area Coordinator SUST

21. Specializations

Primary area or specialization:

Sustainability (formerly Responsible Business)

Secondary areas or specializations:

N/A

22. Student Contact and Enrolment

Contact hours:

12 X 3 hour classes. No Lab.

Maximum enrolment:

45.

Expected enrolment:

35

Evidence for enrolment expectations:

Within the undergraduate program, SUST is often chosen as a 'secondary specialization' in conjunction with a primary functional specialization in marketing, finance, etc. We believe that this course – with its focus on how sustainability operationalizes within and across functions like marketing, finance, etc. will be highly appealing to a wide range of undergraduate students given the increased salience of sustainability within business operations.



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

This course directly contributes to DEI efforts, with specific modules dedicated to diversity, equity, and inclusion, as well as in-class simulations, and the final class project.

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.
SUST 4300 is being deleted as a previous core course for the specialization

b) Provide a convincing case for the proposed course.

Originator:

Geoffrey Kistruck

Signature

February 6, 2025

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Supporting Faculty Members

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

The 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.

Julian Scott Yeomans

OMIS

Brent Lyons

ORGS



Luke Zhu ORGS

Matthias Kipping SGMT

Mike Valente SUST

Olaf Weber SUST

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.

Geoffrey Kistruck February 6, 2025
Signature Date

Geoffrey Kistruck Sustainability
Name of Coordinator or Director Area or Specialization

Degree Program:

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

Burkard Eberlein February 21, 2025
Signature Date

Burkard Eberlein BBA Program
Name of Program Director Program

Program Committee:

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



Schulich
School of Business
York University

Burkard Eberlein
Signature

February 21, 2025
Date

Burkard Eberlein
Name of Committee Chair

BBA/IBBA Program Committee
Committee

SUST 3000 3.0: Coordinating Sustainability Cross-Functionally



Instructor
Klaudia Watts
MB G324
416-736-2100 ext. 55268
kwatts@schulich.yorku.ca

Assistant
Menglin Bai
MB G324
416-736-2100 ext. 55268
mbai@schulich.yorku.ca

Instructor Biography

Klaudia Watts is an award-winning sustainability practitioner and instructor. Completing her MBA with a focus on Business Sustainability at the Schulich School of Business, she has become a trusted source of advice for emerging leaders in the field. Klaudia also works with the Center for Career Design to help students build the skills and experience needed for a meaningful career. Her previous roles in sustainability span across many industries including telecom, consulting, retail and non-profit.

Brief Description

This course will explore how sustainability-related issues and opportunities are incorporated within functional areas of a business, as well as the breadth of activities undertaken to support the enablement of sustainability integration and advancement. Students will examine how various sustainability issues manifest within human resources (e.g., DEI), operations (e.g., social procurement), finance (e.g., ESG reporting), and marketing (e.g., responsible advertising).

Open to Schulich undergraduate students with a minimum year 3 academic standing.

Contents

Course Learning Outcomes.....	1
Deliverables at a Glance	2
Course Material.....	2
Class-by-Class Syllabus.....	2
Written Assignments/Projects and Exam[s]: Descriptions	4
General Academic Policies: Grading, Academic Honesty, Accommodations and Exams.....	6

Course Learning Outcomes

You will acquire knowledge and skills related to:

- Develop an understanding of how to analyze the complex set of enablers and barriers that affect the integration of sustainability initiatives across different functions.
- Develop technical knowledge on how to support managers in developing sustainability metrics and KPIs that are function specific.
- Understand how processes and tactics differ for diverse functional managers from different industries in applying sustainability frameworks.

- Gain a broad understanding of how sustainability issues, opportunities, and risks pertain to core functions of an organization.
- Prepare students for analyst positions in various industries by exposing them to the realities of sustainability challenges.

Deliverables at a Glance

A summary of the course deliverables is as follows:

Deliverables	% of Total
Individual Canvas Assignments (2) (video + poster)	30%
Group Based In-Class Simulations (2 Presented, 2 Written Briefs)	40%
Individual Final project	20%
Individual Participation	10%
Total	100%

Course Material

A collection of readings has been selected for the course. These readings will all be available on the course Canvas. *Students are expected to read the required readings ahead of each of the classes.* Supplementary material or links that are useful for the team project will be shared as appropriate on Canvas.

Class-by-Class Syllabus

The course follows a 2-class approach for each of the four functional modules including Finance, HR, Operations and Marketing. The first class of each functional module will include an overview of key issues, KPIs and motivations and an in-class activity. Class two will include a guest speaker with functional expertise to provide perspective and examples followed by a debrief, reflection and application of concepts to diverse industries.

Classes are designed to be hands-on and interactive, comprising a mixture of discussions, group work, presentations, and guest speakers. Topics, readings, and other preparations for every class are listed on the page that follows.

Class/ Date	Topic	In Class Activity	Pre - Class Required Work & Reading	Assignments Due
Class 1	Introduction to the Firm as a Functional Ecosystem	Group Formations & Student 'Self Pitches'	Students will learn about the importance of networking and relationship building in sustainability with stakeholders from various functional backgrounds. Students will then get the opportunity to network amongst themselves, ultimately forming groups for the remainder of the semester.	

Class 2	The role of sustainability within the ecosystem of the firm		<p>A History of How Modern ESG Came to Be</p> <p>https://blog.blackbaud.com/esghistory/</p>	
Class 3	Sustainability Applications in Finance	In Class Simulation – Business Case for Sustainability	<p>TO DO & WATCH: In class 3, you will be using the Sustainability Advantage Simulator to apply to your case. You need to be familiar with what it is and how it works.</p> <p>Explore this website on the Business Case for Sustainability: LINK</p> <p>Make sure to watch, at minimum, the following videos:</p> <ul style="list-style-type: none"> Business Case Presentation: (on the webpage) LINK Start at 6:00 to the end of the video (21:00) NSA Worksheet – How to Use. LINK 	In Class Simulation for those presenting or Simulation Reflection
Class 4	Sustainability Applications in Finance	Guest Speaker- Finance	<p>READ: McKinsey.com, “Why ESG is here to stay,” May 26, 2020, (Podcast) LINK</p>	
Class 5	Sustainability Applications in HR	In Class Simulation- Bonuses in bad times	<p>READ: The Role of Human Resource Management in Corporate Social Responsibility, Government of Canada, Industry. LINK</p> <p>READ: The Instructions for the In Class Role Play – Bonuses in Bad Times</p>	In Class Simulation for those presenting or Simulation Reflection
Class 6	Sustainability Applications in HR	Guest Speaker	<p>WATCH: TED Talk: How to Get Serious About Diversity and Inclusion in the Workplace LINK</p> <p>READ: Why diversity programs fail: and what works better. Dobbin, Frank; Kalev, Alexandra. Harvard Business Review, 2016. Vol 94 (7-8), p.52-60. Access via the York U Library. LINK</p>	Individual Assignment 1 Due (DEI Flyer)
Reading Week				
Class 7	Sustainability Applications in Operations	In class simulation- Seventh Generation, Supply Chain	<p>READ: Villena, Verónica H.; Gioia, Dennis A. A more Sustainable Supply Chain. Harvard Business Review. Mar/Apr2020, Vol. 98 Issue 2, p84-93 Available in the York U Library LINK</p> <p>READ: Read the Case: “Seventh Generation: Balancing Customer Expectations with Supply Chain Realities” Daniel R Goldstein and Michael V. Russo. LINK & Answer the questions in Canvas as part of your assignment 4.</p>	In class simulation or simulation reflection
Class 8	Sustainability Applications in Operations	Guest Speaker – Operations	<p>READ: Engaging Supply Chains on the Decarbonization Journey Version 1.0 A guide to developing and achieving scope 3 supplier engagement targets. LINK</p>	Individual Assignment 2 (Sustainability Operations)
Class 9	Sustainability Applications in Marketing	In class simulation – Sustainability at SPARK	<p>READ: Blog The dangers of marketing’s lack of green knowledge LINK</p> <p>WATCH: Authentic or Virtue Signally? LINK</p> <p>READ: The Instructions – Sustainability at SPARK in class activity</p>	In class simulation or simulation reflection
Class 10	Sustainability Applications in Marketing	Guest Speaker- Marketing	<p>READ: How to SHIFT Consumer Behaviors to be More Sustainable: A Literature Review and Guiding Framework.</p>	

			Katherine White, Rishad Habib, and David J. Hardisty. Found in the Journal of Marketing in the York U Library LINK	
Class 11	Summary & the Future of Sustainability Integration (half of class) Final Project Presentations (half of class)			In class lecture+ presentations
Class 12	Final Project Presentations			In class presentations

Written Assignments/Projects and Exam[s]: Descriptions

Evaluation Components:

Individual Participation (10%): Students will be evaluated based on a. their attendance and b. their overall contributions to class discussions and engagement. I score your level of engagement by reflecting on your comments made in class and assessing your level of participation in small group settings.

A/A+: Strong participation in classes through active and strong contribution to the discussion, consistent participation in live exercises, and a strong contributor in small group discussions. Contributes by analyzing/applying course material within a class and by applying relevant concepts from previous classes and is willing to take risks in attempting to answer difficult questions. Overall, the student's participation significantly improves the learning of their peers.

A-/B+: Good participation in classes through moderate and good contribution to the discussion, consistent participation in live exercises, and a good contributor to small group discussions. Contributes with answers to the questions posed in class and/or builds on or challenges comments made in class and in small groups in ways that elicit student learning. Overall, the student's participation is important in helping move the discussion along.

B/C+: Minimal participation in classes with some contribution to the discussion, good participation in other live exercises, and basic contribution to small group discussions. Contributes to discussion, but at a basic level – e.g. provides topical information, factual information from the reading/case, summarizes facts and asks basic questions for clarification.

C/C+: Attends classes but generally does not participate in the discussion with partial participation in live exercises, and little contribution in breakout groups.

D/F: Absent from class with no contribution.

In Class Group Simulations (40%). This course requires students to work on group-based simulations throughout the semester. The evaluation for each activity will be outlined before the activity. Generally, this will include overall preparedness, thoughtfulness of responses, technical and course application and level of engagement. Each group will present their solutions to 2 in class simulations (each worth 10%) to the class. For the 2 simulations in which the group is not presenting, the team will submit a simulation brief with outlining their thought process and solutions.

- *In Class Simulation 1 – the Business Case for Sustainability*
Understanding the financial benefits and risks of sustainability projects is an important aspect of integration. Students will use the opensource worksheet tool: [The New Sustainability Advantage](#) to learn about the different sustainability levers that directly relate to sustainability costs and cost savings. Students will apply the tool to an assigned company and present their analysis to the class.
- *In Class Simulation 2- Bonuses in Bad Times*
Students will learn about a real-life case study in which a supermarket executive needs to make a decision as to whether or not to allocate bonuses to employees amidst a tough economic market. The case explores the perspectives of 5 different employees in the company regarding the upcoming decision and takes into account issues of HR and sustainability. Student groups will be split up to represent each of the five characters in the case and given time to prepare to partake in a role play discussing the various perspectives.
- *In Class Simulation 3- Seventh Generation*
The Seventh-Generation case outlines an operational issue within a company that has embedded sustainability throughout their supply chain. Within the case, functional leaders outline their perspective on how to solve the operational challenge. Student groups will be divided to represent functional backgrounds and partake in a role play to solve the operational challenge in a way that meets sustainability and functional goals for the Seventh-Generation company.
- *In Class Simulation 4- Sustainability at SPARK*
Challenges arise when a new employee within the sustainability department at SPARK faces pressures to take part in greenwashing tactics. Student groups will explore and recommend solutions for the new employee and learn about the potential conflicts and risks that can arise. Students will ultimately present their advice to the new employee on how to proceed within the parameters of the case.

Individual Canvas Exercises (30%). There are two unique exercises that each student must work on individually and submit on Canvas. Each exercise is worth 15% of your final grade. They are to be completed independently and submitted on Canvas before the assigned due date. Late assignments will face a penalty of 5% per day. See Canvas for assignment instructions.

- *Individual Canvas Exercise 1- Internal Communications of DEI Initiatives*
The objective of this assignment is to design a compelling and informative flyer that promotes diversity and inclusion within a company of the students' choice. By creating this flyer (or poster), students will demonstrate their understanding of the importance of diversity and inclusion in the workplace and their ability to effectively communicate these values to employees. Students will also draw on your creative marketing skills to ensure the flyer is effective knowing the company has a busy workforce.
- *Individual Canvas Exercise 2 – Supply Chain 'Pitch' Video*
Supply chain emissions are on average 11.4 times larger than direct emissions from operations. Activating wide-scale decarbonization efforts across supply chains is one of the most critical, effective pathways to reach global net-zero. Students will learn how companies engage their suppliers to achieve targets. Subsequently, students will create a 5-minute pitch video to the suppliers of a chosen company to outline the benefits, plans and support available to them to participate in the initiatives.

Individual Final Project (20%). For the final project, groups of students will be assigned to study an organization that embodies sustainability. Many of these companies do not report on the details of their sustainability efforts outside of their general strategic vision. Students within each group will be divided into functional areas. Each student will apply course material to imagine and recommend functional level plans and related KPIs that align with the overall sustainability vision. Students will deliver a 5 min presentation each on their functional area related to their assigned company and submit their presentation slides which link back to course material for evaluation.

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

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

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

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

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

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

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

SUBJECT: Library Statement for SUST 3000: Coordinating Sustainability Cross-Functionally
FROM: Angie Liann, Teaching & Learning Librarian / Business Liaison Librarian
DATE: February 5, 2025

SUST 3000: Coordinating Sustainability Cross-Functionally

York University Libraries (YUL) will be able to support the proposed course, SUST 3000: Coordinating Sustainability Cross-Functionally. The course explores how sustainability-related issues and opportunities are incorporated within functional areas of a business, as well as the breadth of activities undertaken to support the enablement of sustainability integration and advancement. YUL has a strong collection of electronic and print periodicals, books, and databases that will help students conduct secondary research for this course.

All the course materials can be accessed through the YUL's Omni search interface. It is recommended to place the textbooks and readings on reserve via the [online reserves request form](#). YUL has an extensive collection of print and eBooks on the course topics.

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

Students will have access to key business databases such as *Morningstar Sustainalytics*; *Mergent Intellect*; *Mergent Online*; *Passport*; *Statista*; *IBISworld*; and *Marketline Advantage*. A complete list of YUL's business databases can be viewed at [Business Resources A-Z](#). Additional information on relevant article databases can be located on YUL's [Business Articles guide](#).

Students are encouraged to learn more about various databases the library subscribes to by consulting [YUL's well-developed and curated research guides](#) and [Step-by-Step Business Research Tutorials](#). These guides and tutorials list librarians' recommended resources for most asked research tasks.

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

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Geoffrey Kistruck, Professor; RBC Chair in Social Innovation & Impact; Area Coordinator, Sustainability
Date: February 6, 2025
Re: Creation of new course SUST 3100 3.0 NAVIGATING SUSTAINABILITY ECOSYSTEMS

Motion: That Faculty Council approve the new course proposal – SUST 3100 3.0 NAVIGATING SUSTAINABILITY ECOSYSTEMS

Rationale: The creation of SUST 3100 is part of a larger undertaking of redesigning the undergraduate sustainability specialization. After the SUST area group was formed three years ago, initial efforts were put into redesigning the MBA specialization, launching a PhD program, and designing new curricula for one-year Master's programs on the topic of sustainability. The next step is to redesign the undergraduate specialization which includes the deletion of previous courses, and the addition of new courses that better fit the current job demands of an 'analyst' position in a sustainability role. SUST 3100 specifically is designed to; (1) provide historical and present day accounts of today's most salient sustainability issues (e.g. DEI, indigenous reconciliation, climate change), and; (2) to explore how an organization must coordinate and negotiate with external stakeholders (e.g. governments, NGOs, associations, etc.) in undertaking sustainability initiatives – paying particular attention to reconciling diverse stakeholder interests that may be competing or complementary.

New Course Proposal Form

Schulich School of Business

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

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

1. Responsible Program:

BBA

2. Responsible Unit:

SUST

3. Subject Code (Rubric) and Course Number:

SUST 3100

4. Credit Value:

3.00

5. Long Course Title:

NAVIGATING SUSTAINABILITY ECOSYSTEMS

6. Short Course Title:

NAVIGATING SUSTAINABILITY ECOSYSTEMS

7. Effective Term/Calendar Year:

Fall 2025

8. Language of Instruction:

English

9. Calendar (Short) Course Description:

This course develops the skills necessary to successfully navigate and negotiate external sustainability collaborations. This begins with obtaining a deep understanding of salient sustainability issues (e.g. indigenous reconciliation, climate crisis, DEI, inequality/poverty), and subsequently engaging in a series of issue-based simulations where students assume the roles of different stakeholder groups (e.g. business, government, nonprofit, etc.) in working to reconcile competing objectives. Open to Schulich undergraduate students with a minimum year 3 academic standing.

10. Expanded Course Description:

This purpose of this course is to ensure students develop the skills necessary to successfully navigate, guide, support, collaborate and advocate to advance meaningful sustainability efforts. This begins with considering business efforts, interventions, and approaches for a sustainable socially just world. Students will build a well-grounded historical and current understanding of the most salient sustainability issues within the Canadian context - indigenous reconciliation, climate crisis, DEI, inequality/poverty, and technology. Equipped with such knowledge, students will build a deep understanding of specific sustainability issues and opportunities, consider impacted stakeholders, their needs and priorities and explore the process of developing value and impact generating business recommendations. Students will participate in 4 issue- oriented class simulations that will enable them to take the perspective of unique stakeholder groups. Through these simulations, students will repeatedly practice how to design, refine and advocate for sustainability recommendations that create business value and contribute to building a sustainable socially just society. Open to Schulich undergraduate students with a minimum year 3 academic standing

11. Course Learning Outcomes

- *To develop and practice the skills required to navigate, guide, support, collaborate and advocate for effective sustainability initiatives*
- *To be able to empathize with diverse stakeholder groups and build the capability to partner in order to drive sustainability outcomes and business value*
- *To develop a strong understanding of systems thinking and how this lens can be used in the process of designing and implementing effective sustainability initiatives*
- *To acquire the historical reasons underpinning the most salient present-day sustainability issues within the Canadian context, and how such issues are expected to evolve in the future*
- *To develop the 'soft' skills and language needed to effectively advocate for and enable cross-functional and cross-sectoral stakeholder collaboration in tackling sustainability issues*

12. Rationale:

The creation of SUST 3100 is part of a larger undertaking of redesigning the undergraduate sustainability specialization. After the SUST area group was formed three years ago, initial efforts were put into redesigning the MBA specialization, launching a PhD program, and designing new curricula for one-year Master's programs on the topic of sustainability. The next step is to redesign the undergraduate specialization which includes the deletion of previous courses, and the addition of new courses that better fit the current job demands of an 'analyst' position in a sustainability role. SUST 3100

specifically is designed to; (1) provide historical and present day accounts of today's most salient sustainability issues (e.g. DEI, indigenous reconciliation, climate change), and; (2) to explore how an organization must coordinate and negotiate with external stakeholders (e.g. governments, NGOs, associations, etc.) in undertaking sustainability initiatives – paying particular attention to reconciling diverse stakeholder interests that may be competing or complementary.

13. Evaluation:

A summary of the course deliverables is as follows:

Deliverables	% of Total
Participation - Individual	10%
Simulation preparation (4) - Group	40%
Midterm Quiz - Individual	20%
Final Exam - Individual	30%
Total	100%

14. Integrated Courses:

n/a

15. Cross-listed Courses:

n/a

16. Enrolment Notes:

n/a

17. Faculty Resources:

The primary instructor for this course is expected to be Monica Da Ponte, Adjunct Faculty, Sustainability Area. However, other full-time faculty members (and instructors) have the capability to effectively teach the class as well. It is anticipated that the course will be offered once per year.

18. Physical Resources:

All of the necessary resources are already available, and no special needs are required.

19. Bibliography and Library Statement:

Attached



Schulich
School of Business
York University

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

20. Instructors and Faculty Coordinator

Initial instructor:

Monica Da Ponte, Adjunct Faculty SUST

Alternative instructors:

Klaudia Watts, Adjunct Faculty SUST

Course coordinator:

Geoffrey Kistruck, Area Coordinator SUST

21. Specializations

Primary area or specialization:

Sustainability (formerly Responsible Business)

Secondary areas or specializations:

n/a

22. Student Contact and Enrolment

Contact hours:

12 X 3 hour classes. No Lab.

Maximum enrolment:

45.

Expected enrolment:

35

Evidence for enrolment expectations:

Within the undergraduate program, SUST is often chosen as a 'secondary specialization' in conjunction with a primary functional specialization in marketing, finance, etc. Given sustainability initiatives at a functional level often involve engagement with external stakeholders (e.g. integrating new actors into supply chains, undertaking marketing co-sponsorships, etc.), and given that there is a significant 'negotiation' component to this

course (which is often a popular skill to learn), we believe it will appeal to a broad range of Schulich undergraduate students.

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

This course directly contributes to DEI efforts, with specific modules dedicated to diversity, equity, and inclusion, as well as in-class simulations, and the final class project.

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.

b) Provide a convincing case for the proposed course.

While previously the core required course (SUST 4300) took a combined internal/external perspective on sustainability issues, today's market demands a more complex set of skills for cross-functional (internal) vs. cross-stakeholder (external) coordination. Thus, this newly proposed course (SUST 3100) is the externally-focused complement to the other newly proposed internally-focused course (SUST 3000)

Originator:

Geoffrey Kistruck

Signature

February 6, 2025

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Supporting Faculty Members

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

The 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.



Julian Scott Yeomans OMIS

Brent Lyons ORGS

Luke Zhu ORGS

Matthias Kipping SGMT

Mike Valente SUST

Olaf Weber SUST

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.

Geoffrey Kistruck February 6, 2025
Signature Date

Geoffrey Kistruck Sustainability
Name of Coordinator or Director Area or Specialization

Degree Program:

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

Burkard Eberlein February 21, 2025
Signature Date

Burkard Eberlein BBA/ iBBA Program
Name of Program Director Program

Program Committee:

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

Burkard Eberlein
Signature

February 21, 2025
Date

Burkard Eberlein
Name of Committee Chair

BBA/iBBA Program Committee
Committee

SUST 3100 3.0: Navigating Sustainability Ecosystems



Instructor
Monica Da Ponte
SSB, G321
416-736-2100
mdaponte@schulich.yorku.ca

Assistant
Menglin Bai
SSB, G324
416-736-5268
mbai@schulich.yorku.ca

Instructor Biography

Monica is a strategic leader with 20 years of progressive management experience in the profit and not for profit sectors. Her work focuses on responsible business and helping organizations drive positive economic, social and environmental impact. She has a particular interest in the process of large-scale systems change.

Course Description

This course develops the skills necessary to successfully navigate and negotiate external sustainability collaborations. This begins with obtaining a deep understanding of salient sustainability issues (e.g. indigenous reconciliation, climate crisis, DEI, inequality/poverty), and subsequently engaging in a series of issue-based simulations where students assume the roles of different stakeholder groups (e.g. business, government, nonprofit, etc.) in working to reconcile competing objectives. Open to Schulich undergraduate students with a minimum year 3 academic standing.

Contents

<i>Course Learning Outcomes</i>	1
<i>Deliverables at a Glance</i>	1
<i>Course Material</i>	2
<i>Class-by-Class Syllabus</i>	2
<i>Written Assignments/Projects and Exam[s]: Descriptions</i>	3
<i>General Academic Policies: Grading, Academic Honesty, Accommodations</i>	8

Course Learning Outcomes

You will acquire knowledge and skills related to:

- To develop and practice the skills required to navigate, guide, support, collaborate and advocate for effective sustainability initiatives
- To be able to empathize with diverse stakeholder groups and build the capability to partner in order to drive sustainability outcomes and business value
- To develop a strong understanding of systems thinking and how this lens can be used in the process of designing and implementing effective sustainability initiatives
- To acquire the historical reasons underpinning the most salient present-day sustainability issues within the Canadian context, and how such issues are expected to evolve in the future
- To develop the 'soft' skills and language needed to effectively advocate for and enable cross-functional and cross-sectoral stakeholder collaboration in tackling sustainability issues

Deliverables at a Glance

A summary of the course deliverables is as follows:

Deliverables	% of Total
Participation -Individual	10%
Simulation preparation (4) - Group	40%
Midterm Quiz - Individual	20%
Final Exam - Individual	30%
Total	100%

For details, see "*Written Assignments/Projects and Exam[s]: Descriptions*" (p. 7)

Course Material

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 course kicks off with 2 grounding classes focused on considering business efforts, interventions and approaches for a sustainable, socially just world and building a strong understanding of systems change. These two classes are followed by 4 issue-oriented modules consisting of 2 classes each, one of which includes a simulation. In class 11, we discuss the breadth of pathways for systems change and business success. Class 12 includes the final quiz and a collective reflection on the course learning and the sustainability journey.

Classes are designed to be hands-on and interactive, comprising a mixture of discussions, group work, and presentations. Topics, readings, and other preparations for every class are listed below.

Class 1
XX

Considering business efforts, interventions, and approaches for a sustainable socially just world

In this class, students will explore the evolution of sustainability roles and the process of learning. They will explore what is needed of businesses for the building of a sustainable, socially just future. Students will consider the role of the firm in complex systems that are experiencing accelerated and extreme shifts.

Required Readings:

- Robert G. Eccles, Alison Taylor. [The evolving role of Chief Sustainability Officers](#). Harvard Business Review.
- Ranjay Gulati, Alison Beard. [The UnitedHealthcare CEO shooting should be a turning point for corporate America](#). Harvard Business Review.

- Joanna Macy, [The great turning](#). Center for Ecoliteracy.

Class 2
XX

Exploring systems and the work of sustainability professionals

In this class, students will explore the concept of systems change and delve into the work and systemic interventions by global leaders in sustainability. They will consider key skills for sustainability and be introduced to the briefing document templates that will be the foundation for the group simulation preparation submissions.

Required Readings:

- Robert Strand. [Global sustainability frontrunners: Lessons from the Nordics](#). Haas School of Business. University of California Berkley.
- Donella Meadows. [Leverage points: Places to intervene in a system](#). Academy for systems change.
- Catherine Cote. [8 Sustainability skills for working professionals](#). Harvard Business School.

Class 3
XX

Exploring the process of business in reconciliation

In this class, we discuss the history of Indigenous relations in Canada. We explore the various roles businesses and other ecosystem actors have and can play in reconciliation. We consider the friction that may exist across stakeholder groups and explore the process of being an effective change agent.

Required Readings:

- Bob Joseph. 21 things you may not know about the Indian act – Appendix 2 Indian Residential Schools: A Chronology p. 115 – 129
- Fjalar J. de Haan, Jan Rotmans. A proposed theoretical framework for actors in transformative change. https://journals-scholarsportal-info.ezproxy.library.yorku.ca/pdf/00401625/v128icomplete/275_aptfaitc.xml_en
- Canadian Council for Aboriginal Business. [Business Reconciliation in Canada Guidebook](#). Pages 4-19 and 26-31.

Class 4
XX

Exploring the process of business in reconciliation

*Simulation Preparation 1 Due

In this class students engage in a case driven simulation to develop a better understanding of the process of designing interventions being a change agent. At the beginning of the term, students will be divided into groups of 4-6 students and assigned a different stakeholder for each simulation. Each group will represent their key stakeholder and collectively prepare a briefing document with recommendations for the firm. This briefing document will be submitted before class. During the class, students will take on different roles and will be involved in presenting their recommendations to

the firm's Board.

Required Materials:

- Paul W. Beamish, Alexander Brown, Elena Simpson. [Membertou First Nation: Possible acquisition of Clearwater Seafoods](#). Ivey Publishing

Class 5
XX

Exploring the role of business in unlocking of the climate crisis

Class Content:

In this class, students will build an understanding of the evolution of climate change efforts and our learnings from these efforts including from the United Nations Framework Convention on Climate Change. We explore various leverage points for systems change and the process for understanding root issues.

Required Readings:

- Donella Meadows. [Leverage points: Places to intervene in a system](#). Academy for systems change.
- Wamsler, Christine ; Schöpke, Niko ; Fraude, Carolin ; Stasiak, Dorota ; Bruhn, Thomas ; Lawrence, Mark ; Schroeder, Heike ; Mundaca, Luis. [Enabling new mindsets and transformative skills for negotiating and activating climate action: Lessons from UNFCCC conferences of the parties](#). Environmental science & policy. 202

Class 6
XX

Exploring the role of business in unlocking of the climate crisis

*Simulation Preparation 2 Due

*Midterm Quiz

In this class students engage in a case driven simulation to develop a better understanding of the process of designing interventions being a change agent. At the beginning of the term, students will be divided into groups of 4-6 students and assigned a different stakeholder for each simulation. Each group will represent their key stakeholder and collectively prepare a briefing document with recommendations for the firm. This briefing document will be submitted before class. During the class, students will take on different roles and will be involved in presenting their recommendations to the firm's Board.

Required Readings:

- George Serafeim, Shivaram Rajgopal, David Freiberg. [ExxonMobil Business as Usual](#)
[A](#)

Class 7
XX

Exploring the role of business in building a diverse, inclusive, thriving and socially just society

In this class we explore the history of racism, the journey towards equity, current levels of poverty and inequality as well as the systemic nature of inequities and marginalization. We explore power structures and how they influence relationships and the work of systems change. We also consider the role of empathy in building a diverse, inclusive, thriving and socially just society.

Required Readings:

- Sven Beckert. [How the west got rich and modern capitalism was born](#). PBS. February 2015.
- Adi Ignatius. [Former Jamba Juice CEO James D. White: Empathy is a skill that can be taught](#). Harvard Business Review. December 2022
- Wilkinson, Richard. [How economic inequality harms society](#). Ted Talk. 2011.
- Erinch Sahan. [How to: Redesign your business model with Erinch Sahan](#). Doughnut Economics Action Lab. 2024.

Class 8
xx

Exploring the role of business in building a diverse, inclusive, thriving and socially just society

*Simulation Preparation 3 Due

In this class students engage in a case driven simulation to develop a better understanding of the process of designing interventions being a change agent. At the beginning of the term, students will be divided into groups of 4-6 students and assigned a different stakeholder for each simulation. Each group will represent their key stakeholder and collectively prepare a briefing document with recommendations for the firm. This briefing document will be submitted before class. During the class, students will take on different roles and will be involved in presenting their recommendations to the firm's Board.

Required Readings:

- Poonam Zantye, Carolyn Yoon. [How can shoppers market create an inclusive environment for women of color?](#) Harvard Business Review.

Class 9
XX

Exploring the role of technology as an enabler / barrier to sustainability

In this class we discuss the potentially transformative role of technology. We explore the various impact areas for business, communities, and ecosystem actors. We consider how technology can be an enabler of and or barrier to sustainability. From a processual perspective, students will build an understanding of scenario planning.

Required Readings:

- Niklas Sundberg. [Tackling AI's Climate Change problem](#). MIT Sloan Management Review.
- Karen Hao, Andrea Paola Hernandez. [How the AI industry profits from catastrophe. MIT Technology Review](#). April 2022.

- Mike Rosenberg. [Imagining the great unknowns. Using scenarios to plan for tomorrow.](#) IESE Business School of Navarra.

Class 10
XX

Exploring the role of technology as an enabler / barrier to sustainability

*Simulation Preparation 4 Due

In this class students engage in a case driven simulation to develop a better understanding of the process of designing interventions being a change agent. At the beginning of the term, students will be divided into groups of 4-6 students and assigned a different stakeholder for each simulation. Each group will represent their key stakeholder and collectively prepare a briefing document with recommendations for the firm. This briefing document will be submitted before class. During the class, students will take on different roles and will be involved in presenting their recommendations to the firm's Board.

Required Readings:

- Kannan Ramaswamy, William E Youngdahl. [The strategic transformation of John Deere: Precision agriculture, AI, and the internet of things.](#) Arizona State University.

Class 11
XX

Preparing for businesses role in building a sustainable socially just future

In this class we discuss the breadth of pathways for systems change and business success. We discuss the process of accepting transformational change and preparation for a sustainable socially just future.

Required Readings:

- Donella Meadows. [Dancing with systems.](#) Academy for Systems Change.
- Gesturing towards decolonial futures. [Preparing for the end of the world as we know it.](#)

Class 12
XX

Reflecting on navigating sustainability ecosystems

Students will undertake a comprehensive reflection on the course learning and sustainability journey as individuals and practitioners.

Written Assignments/Projects and Exam[s]: Descriptions

Participation – Individual (10%):

Participation in this course takes several forms. First, attendance is mandatory. Secondly, students are expected to come to class having completed all the readings and to be able to meaningfully and constructively participate in class discussions, simulation presentations, and small breakout groups. Finally, students have the opportunity to participate in the Canvas online discussion by posting their

reflections on the class, relevant articles and or responding to commentary posted by the instructor and fellow students. In-class and online participation are weighted equally.

Students will receive a grade out of 2 for each class. Attendance will secure 1 of the 2 points. The remaining point will be allocated based on the level and quality of in class and Canvas discussion participation.

Simulation preparation – Group (40%):

Students will be assigned groups and a unique stakeholder for each of the four simulations. Students are expected to work as a group to prepare 4 briefing documents, 1 for each simulation. Each briefing document will be prepared from the perspective of a unique stakeholder and will not exceed 2,000 words.

Each briefing document will have a weight of 10% of the student's grade. The rubric for the briefing document is below:

Criteria

1. Stakeholder understanding (30%): Students are expected to demonstrate a deep understanding of their stakeholder's concerns, priorities, challenges and needs. This will require referencing not only the case but additional research that reflects an understanding of the historical experiences of the stakeholder and supports the stakeholder's perspective in the briefing document.
2. Understanding of the context and meaningful opportunities for impact (30%): Students are expected to demonstrate a strong understanding of the specific sustainability issue context and the possible interventions that will enable meaningful impact. Here students are expected to leverage the learnings on systems change from Module 2. Students can complement this with external research that includes perspectives on the priorities of key stakeholder groups.
3. Recommendations (30%): Students are expected to put forth recommendations that address the systemic nature of the issue and provide business value for the firm. These recommendations should include KPI's, perspective on business implications including financial impacts, as well as consideration of the potential impact on the issue.
4. Presentation (10%): Students are expected to demonstrate a strong ability to think critically, and communicate effectively and professionally in writing. Submissions will be assessed for integration of class content, critical thinking, spelling, grammar, structure and submission flow.

Each student will be asked to complete a peer evaluation upon submission of the briefing document. The evaluation document will ask students to allocate 100 points among all team members including themselves. The allocation of points is to reflect the contribution of each team member to the briefing document. The instructor will utilize this peer evaluation to ensure that individual grades are reflective of individual contributions to the assignment.

Midterm Quiz – Individual (20%):

Students will be tested on their understanding of and ability to apply course content. The midterm quiz will be held during Class 6 and cover classes 1- 5. The quiz will be composed of multiple choice, short answer and essay type questions that will test students understanding of course content and ability to apply course material.

Final Exam - Individual (30%):

Students will be tested on their understanding of and ability to apply course content. The final exam will cover classes 6 - 11 and will be held during the exam period. The exam will be composed of multiple choice, short answer and essay type questions that will test students understanding of course content and ability to apply course material.

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

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

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

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

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

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

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

SUBJECT: Library Statement for SUST 3100: Navigating Sustainability Ecosystems
FROM: Angie Liann, Teaching & Learning Librarian / Business Liaison Librarian
DATE: February 5, 2025

SUST 3100: Navigating Sustainability Ecosystems

York University Libraries (YUL) will be able to support the proposed course, SUST 3100: Navigating Sustainability Ecosystems. The purpose of this course is to ensure students develop the skills necessary to successfully navigate, guide, support, collaborate and advocate to advance meaningful sustainability efforts. YUL has a strong collection of electronic and print periodicals, books, and databases that will help students conduct secondary research for this course.

All the course materials can be accessed through the YUL's Omni search interface. It is recommended to place the textbooks and readings on reserve via the [online reserves request form](#). YUL has an extensive collection of print and eBooks on the course topics.

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

Students will have access to key business databases such as *Morningstar Sustainalytics*; *Mergent Intellect*; *Mergent Online*; *Passport*; *Statista*; *IBISworld*; and *Marketline Advantage*. A complete list of YUL's business databases can be viewed at [Business Resources A-Z](#). Additional information on relevant article databases can be located on YUL's [Business Articles guide](#).

Students are encouraged to learn more about various databases the library subscribes to by consulting [YUL's well-developed and curated research guides](#) and [Step-by-Step Business Research Tutorials](#). These guides and tutorials list librarians' recommended resources for most asked research tasks.

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

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Geoffrey Kistruck, Professor; RBC Chair in Social Innovation & Impact; Area Coordinator, Sustainability
Date: January 22, 2025
Re: Retirement of SUST 4300 3.0 CORPORATE SOCIAL RESPONSIBILITY IN A GLOBAL CONTEXT

Motion: That Faculty Council approve the course retirement of SUST 4300 3.0 CORPORATE SOCIAL RESPONSIBILITY IN A GLOBAL CONTEXT

Rationale: The retirement of SUST 4300 is part of a larger undertaking of redesigning the undergraduate sustainability specialization. After the SUST area group was formed three years ago, initial efforts were put into redesigning the MBA specialization, launching a PhD program, and designing new curricula for one-year Master's programs on the topic of sustainability. The next step is to redesign the undergraduate specialization which includes the deletion of SUST 4300 as the previous core course, the modification of SUST 4400, and the addition of SUST 3000 and 3100 to better fit the current job demands of an 'analyst' position in a sustainability role.

Course Change Proposal Form

Schulich School of Business

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

1. Responsible Program:
BBA Program

2. Responsible Unit:
SUST

3. Subject Code (Rubric) and Course Number:
SUST 4300

4. Credit Value:
3.00

5. Long Course Title:
CORPORATE SOCIAL RESPONSIBILITY IN A GLOBAL CONTEXT

6. Short Course Title:
CORPORATE SOCIAL RESPONSIBILITY IN A GLOBAL CONTEXT

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

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

8. Effective Term/Calendar Year of Proposed Change(s):
Fall 2025

Rationale:

The retirement of SUST 4300 is part of a larger undertaking of redesigning the undergraduate sustainability specialization. After the SUST area group was formed three years ago, initial efforts were put into redesigning the MBA specialization, launching a PhD program, and designing new curricula for one-year Master's programs on the topic of sustainability. The next step is to redesign the undergraduate specialization which includes the deletion of SUST 4300 as the previous core course, the modification of SUST 4400, and the addition of SUST 3000 and 3100 to better fit the current job demands of an 'analyst' position in a sustainability role.

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title</p> <p>CORPORATE SOCIAL RESPONSIBILITY IN A GLOBAL CONTEXT</p> <p>Provides an advanced understanding of CSR by taking a distinctly global focus through readings and case analysis. The global focus not only reflects the main themes and issues raised in CSR debates, but also enables the student to appreciate the topic from the perspective of various regional settings. The emphasis is on providing a conceptual understanding of why CSR has become so important and a basic overview of how corporations have responded to this challenge.</p> <p>Prerequisites: BBA: SB/SUST 2060 3.00 (formerly SB/MGMT 2060 3.00 or SB/MGMT 2040 3.00 or SB/MGMT 1040 3.00)</p> <p>Prerequisites: iBBA: SB/INTL 1400 3.00 (previously offered as SB/INTL 3400 1.50 and INTL 3500 3.00)</p>	<p>Title</p> <p>n/a</p>

9. Proposed Course Information:

10. Enrolment Notes:
n/a

11. Consultation:
n/a

Originator:

Geoffrey Kistruck
Signature

January 24, 2025
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

January 24, 2025
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.

Burkard Eberlein
Signature

February 21, 2025
Date

Burkard Eberlein
Name of Program Director

BBA/iBBA Programs
Program

Program Committee:

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

Burkard Eberlein

Signature

February 21, 2025

Date

Burkard Eberlein

Name of Committee Chair

BBA/iBBA Program Committee

Committee

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Geoffrey Kistruck, Professor; RBC Chair in Social Innovation & Impact; Area Coordinator, Sustainability
Date: February 6, 2025
Re: Minor course changes to SUST 4400 3.0

Motion: That Faculty Council approve changes to the course title, description and learning objectives of SUST 4400 3.0 – Sustainability Accounting and Accountability

Rationale: The changes to SUST 4400 are part of a larger undertaking of redesigning the undergraduate sustainability specialization. We are slightly modifying and elevating this previous elective course to a core course in order to fit with employer demands that Schulich graduates possess technical expertise and experience in generating sustainability reports. It is one of the primary responsibilities they will be given at the analyst level in a sustainability-related role.

Course Change Proposal Form

Schulich School of Business

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

1. Responsible Program:
BBA

2. Responsible Unit:
SUST

3. Subject Code (Rubric) and Course Number:
SUST 4400

4. Credit Value:
3.00

5. Long Course Title:
SUSTAINABILITY REPORTING FOR SOCIAL IMPACT

6. Short Course Title:
SUSTAINABILITY REPORTING FOR SOCIAL IMPACT

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

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

8. Effective Term/Calendar Year of Proposed Change(s):
Fall 2025

9. Rationale:

The changes to SUST 4400 are part of a larger undertaking of redesigning the undergraduate sustainability specialization. We are slightly modifying and elevating this previous elective course to a core course in order to fit with employer demands that Schulich graduates possess technical expertise and experience in generating sustainability reports. It is one of the primary responsibilities they will be given at the analyst level in a sustainability-related role.

10. Proposed Course Information:

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>Prerequisites: SB/ACTG 2011 3.00 and SB/ACTG 2020 3.00</p>	<p>Title: SUSTAINABILITY REPORTING FOR IMPACT</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 us understand the interactions between stakeholders and the inherent issues related to their conflicting demands.</p> <p>Open to Schulich undergraduate students with a minimum year 3 academic standing.</p>

11. Enrolment Notes:
n/a

12. Consultation:
n/a

Originator:

Charles Cho

Signature

February 6, 2025

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

February 6, 2025

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.

Burkard Eberlein

Signature

February 21, 2025

Date

Burkard Eberlein

Name of Program Director

BBA/iBBA Programs

Program

Program Committee:

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

Burkard Eberlein

Signature

February 21, 2025

Date

Burkard Eberlein
Name of Committee Chair

BBA/iBBA Program Committee
Committee

Course Outline

Winter 2026

Class day and time: TBD in TBD, beginning xxx

Instructor

Charles H. Cho, PhD, CPA
McEwen Building – G322
ccho@schulich.yorku.ca

Assistant

Menglin (Mary) Bai
McEwen Building – G324
mbai@schulich.yorku.ca

Office hours

By appointment

Dr. Charles H. Cho is Professor of Sustainability Accounting and the Erivan K. Haub Chair in Business & Sustainability at the Schulich School of Business, York University. His research interests include Sustainability, Corporate Social Responsibility (CSR), Social and Environmental Accounting and Accounting for the Public Interest. He has designed and taught a number of CSR/sustainability courses at both the undergraduate and graduate (MBA, MSc, PhD) levels as well as in executive programs for corporate managers. Professor Cho is also a member of the GRI's Global Sustainability Standards Board.

Brief Description

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 and how they address these issues, assessing whether such reporting is relevant and/or credible. The course also helps us understand the interactions between stakeholders and the inherent issues related to their conflicting demands.

Open to Schulich undergraduate students with a minimum year 3 academic standing.

Contents

Course Learning Outcomes.....	2
Deliverables at a Glance	2
Course Material.....	2
Student Preparation for Class and Class Participation: Expectations.....	3
Written Assignments/Projects: Description and Evaluation	4
Calculation of Course Grade	6
General Academic Policies: Grading, Academic Honesty, Accommodations and Exams.....	7
Quick Reference: Summary of Classes, Activities and Deliverables.....	8

Course Learning Outcomes

The course is designed to provide students with a theoretical and practical understanding of the growing field of sustainability accounting and reporting. At the conclusion of this course, it is expected that students should be able to:

- understand the various perspectives on sustainability;
- explain the limitations, definitions and possibilities of sustainability reporting;
- locate corporate sustainability reporting within a wider political and economic context;
- apply the technical and processual skills in an intensive **experiential learning opportunity** that involves an in-depth evaluation of an organization's sustainability report via rigorous stakeholder engagement;
- critically assess current developments, approaches and regulatory issues relating to the sphere of sustainability reporting;
- critically and independently read, interpret and evaluate the sustainability information produced by corporations, and compare/contrast it with information produced by third parties;
- effectively work in groups/teams;
- produce a clear and effective written report and present findings to peers.

Deliverables at a Glance

Deliverable	Weight	Format
Class Participation/Activities	15%	Individual
Sustainability Report Evaluation Project	40%	Group
Final Presentation	20%	Group
Cumulative Learning Report	25%	Individual
	100%	

For details, see “*Written Assignments/Projects and Exam[s]: Descriptions*” (p. 4) and “*Evaluation of Written Assignments/Projects and Exams*” (p. 5).

Course Material

Required reading for this course includes the following:

1. Articles

Required articles are available at <https://www.library.yorku.ca/> (Passport York ID required).

2. Cases

Required cases for the course are available for purchase at www.iveycases.com. Instructions will be sent via e-mail.

Student Preparation for Class and Class Participation: Expectations

Method of Instruction

This course is designed around a variety of pedagogical tools—experiential learning, interactive lectures, class discussions, presentations, case studies and individual/group projects. It will adopt a largely interactive style as lectures are designed to open a dialogue between the instructor and the students. Class time will be used to clarify and expand upon points from the readings to reinforce the most significant points. There will also be a number of guest speakers (to the extent possible) throughout the semester who will present their experience in various topics. The experiential learning component will consist of contacting and engaging with the identified (mostly outside) stakeholders of the organization to get insights on the information stated in its sustainability report.

Student Preparation

A key pedagogical assumption of this course is that students are co-creators of the learning experience. Students help create learning for themselves and others through active participation. This means both listening to others carefully and contributing respectfully. Past students who performed well in this course not only attended classes faithfully, but came fully prepared to participate in discussions. Class discussions are an important opportunity to practice communicating about concepts and information. Therefore, and given the method of instruction described above, students are strongly encouraged to ask questions and actively participate during class.

In addition, students are expected to have read all assigned materials and made an honest effort to think critically (“outside the box”) prior to each class meeting in order to be prepared to discuss them in class. Given that one of the key transferable skills engendered by the course is the development of an informed view on the role that corporations play within society, students will be expected to express their opinions on the subject matter and to debate the issues covered.

This course demands hard work and dedication. A fair amount of preparatory work outside class (keeping up with readings, preparing assignments, and so on) is required each week. Additional time is required to prepare for presentations, projects and exams. If you do not understand something, ask questions in class. If necessary, e-mail the instructor for an appointment. The instructor is here to help you learn.

Group Work

The In-Class Exercises/Activities and the Sustainability Report Evaluation Project will involve group formation (to be done by Instructor) and work. Group sizes will depend on the number of students enrolled.

Group work is where you learn managerial skills. This is integral to your education. If you experience frustration with coordinating group meetings, or with the way others in your group participate (or fail to participate!), consider it an opportunity to develop your interpersonal skills. Every group will experience some problems during the term due to miscommunication and the life circumstances of group members. It is expected that you will address these situations professionally. Remember, successful managers are those who bring the best out of those around them, who help others succeed, who take responsibility for failure and share credit for success.

Attendance, Etiquette and Courtesy

Students are expected to attend all classes. If absent, students are still responsible for all contents, assignments and information covered in class.

During class, please focus on the lesson at hand. Please refrain from private discussions with your classmates as this may be distracting to those around you. Share your insights and thoughts with the whole class.

In the business world, punctuality is one of key factors of success and good ethics. Therefore, students are expected to come to class on time to avoid disturbing the instructor and the rest of

the class. It is understandable that extenuating circumstances may arise. If you are unavoidably late, please be considerate and enter the class discretely. Use the rear door if one is available.

Students are also expected to turn off any cell phone, beeper and/or other electronic device during class time. This is also part of business ethics and to avoid/reduce disturbing the instructor and the rest of the class.

Overall, please conduct yourselves with the professionalism, respectfulness and courtesy expected of students at the Schulich School of Business. This is an important part of developing yourself as a human being.

Contacting the Instructor

The best way to reach the instructor is via e-mail.

Disclaimer

The instructor reserves the right to make changes to some of the topics covered. These changes, if any, will be announced in class. Students are responsible to catch up with classmates for any announcements even (or especially) if absent from class.

Written Assignments/Projects: Description and Evaluation

Class Participation/Activities (15% -- Individual)

Class participation is essential for the effectiveness of this course, as outlined above.

Students will be evaluated primarily for demonstration of having prepared for the class, and for their efforts and the quality of their contributions during class discussions (including case discussions and interactions with speakers). Each student will receive a baseline grade, which will be increased depending on such efforts and contributions. Class participation grades will be assigned shortly after the conclusion of Week 6, after which time the course format shifts to experiential learning.

Sustainability Report Evaluation Project (40% - Group)

The Sustainability Report Evaluation Project is an experiential learning project to be completed in groups (TBD) and will be due via Canvas at the beginning of Class 11. Each group will work on a **selected organization's** sustainability report to conduct its evaluation. The project will require students to rigorously engage (identify, contact, meet, etc.) with various stakeholders to ultimately document findings, raise issues and provide conclusions, implications and recommendations. The final deliverable is a written report, which will be graded for quality of analysis, analytical ability and critical thinking, not just for technical competence. It will also be graded for presentation, organization of thoughts, and understanding of context. Further details will be provided at the beginning of the semester.

Final Presentation (20% -- Group)

A slidedeck (maximum 30 slides) will be expected to accompany a formal group presentation to the class and the project client. The presentation and slidedeck will be graded for organization, delivery, and communication of key ideas. All students in each group will receive the same mark, which will then be weighted by a peer evaluation factor.

Cumulative Learning Report (25% -- Individual)

Students will be required to write an **individual** cumulative learning report (1000 words all inclusive) that will cover and reflect on all the final group project presentations as well as topics covered in class (including guest speakers) – learnings, insights, key take aways and future applicable plans ('cheat sheet'). Reports must be submitted via Canvas by the due date (1 week after the last class session). Late submissions will be penalized. The report should not consist of merely summarizing sessions but provide an analysis, critique and deep reflection on what was learned during the course..

Reports will be assessed on the basis of the **quality** and **comprehensiveness** of the analysis, critique, and reflection (as well as timeliness, writing and conciseness).

Calculation of Course Grade

In this class, *final course grades* will be determined by the following process:

Numerical grades for each evaluation component will be converted to an overall percentage grade for the course using a weighted average calculation as outlined in the “*Deliverables at a Glance*” section above. The resulting percentage grade will then be converted to a letter grade as follows:

Grade	Grade Point / Index Value	Percent Range	Description
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Barely Passing
E	1	(marginally below 50%)	Marginally Failing
F	0	(below 50%)	Failing

These letter grades correspond to the Schulich’s 9- value index system as discussed below.

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

Grading

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

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

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

Academic Honesty

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

Accommodations

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

Student Rights and Responsibilities

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

The Schulich School of Business strongly supports and adheres to the [Code of Student Rights and Responsibilities](#). All students have rights and responsibilities as outlined in this document and are expected to uphold the identified values for the benefit of the entire community.

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

Take time to fully review the Code of Student Rights and Responsibilities [here](#).

Quick Reference: Summary of Classes, Activities and Deliverables

The following list of lecture topics and readings indicate the material to be read, reviewed and/or prepared for the various class sessions. If any changes in this schedule become necessary, notifications will be posted on Canvas.

Session Date	Topic and Assigned Readings/Cases
Class 1 Jan. xx	Class Introduction, Overview and Setting the Context <u>Topic:</u> Sustainability ‘Refresher’ – Planetary Issues and Ecological Footprint <ul style="list-style-type: none">2024 Living Planet Report: https://www.worldwildlife.org/publications/2024-living-planet-reportGlobal Footprint Network: https://www.footprintnetwork.org/ <u>Case to read and prepare:</u> <i>Hopworks Urban Brewery: A case of sustainable beer</i>
Class 2 Jan. xx	<u>Topic:</u> Sustainability Accounting <ul style="list-style-type: none">Sustainability Accounting and Accountability – Chapters 1 and 2 <u>Case to read and prepare:</u> <i>Environmental, social and governance (ESG) metrics in executive compensation plans</i>
Class 3 Jan. xx	<u>Topic:</u> Sustainability Reporting Standards <ul style="list-style-type: none">The future of sustainability reporting standards – The policy evolution and the actions companies can take today.How stakeholder perspectives are shaping Canada's emerging sustainability reporting standards. <u>Case to read and prepare:</u> IFRS Foundation. (2020). Consultation Paper on Sustainability Reporting

Class 4 Jan. xx	<p><u>Topic:</u> Stakeholder Engagement and Management</p> <ul style="list-style-type: none"> • Cho, C.H., Laine, M., Roberts, R.W. and Rodrigue, M. (2015). Organized Hypocrisy, Organizational Façades, and Sustainability Reporting. <i>Accounting, Organizations and Society</i>, 40(1), 78-94. <p><u>Case to read and prepare:</u> <i>Materiality assessment in the beauty industry</i></p>
Class 5 Feb. xx	<p><u>Topic:</u> Sustainability Assurance</p> <ul style="list-style-type: none"> • Sustainability assurance alert: Third-party assurance over sustainability information • Rivière-Giordano, G., Giordano-Spring, S., and Cho, C.H. (2018). Does the Level of Assurance Statement on Environmental Disclosure Affect Investor Assessment? An Experimental Study. <i>Sustainability Accounting, Management and Policy Journal</i>, 9(3), 336-360. <p><u>Case to read and prepare:</u> <i>Sustainability assurance</i> (TBD)</p>
Class 6 Feb. xx	<p><u>Topic:</u> Measurement Issues – Ratings, Carbon and Greenhouse Gas</p> <ul style="list-style-type: none"> • Chatterji, A. K., Durand, R., Levine, D., and S. Touboul. (2016). Do Ratings of Firms Converge? Implications for Managers, Investors and Strategy Researchers. <i>Strategic Management Journal</i>, 37(8), 1597-1614. <p><u>Case to read and prepare:</u> <i>Carbon emissions accounting</i> (TBD)</p>
Class 7 Feb. xx	<p><u>Field work:</u> On-site sustainability report evaluation project with stakeholders</p> <p><i>Identification of stakeholders due</i></p> <p>*Class Participation Grades Released</p>
Class 8 March xx	<p><u>Field work:</u> On-site sustainability report evaluation project with stakeholders</p> <p>Progress report 1 due</p>
Class 9 March xx	<p><u>Field work:</u> On-site sustainability report evaluation project with stakeholders</p> <p>Check-in meeting via Zoom with instructor</p>
Class 10 March xx	<p><u>Field work:</u> On-site sustainability report evaluation project with stakeholders</p> <p>Progress report 2 due</p>
Classes 11-12 March xx and April xx	<p>Project <u>due at the beginning of Class 11</u> (March xx)</p> <p>Group presentations (order TBD):</p> <ul style="list-style-type: none"> • Class 11 (March xx) • Class 12 (April xx)

FACULTY COUNCIL SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Schulich Faculty Council for the 2024-25 academic year
was held via Zoom on **Friday, January 31, 2025** from **11:30am – 1:00 pm**.

MINUTES

In Attendance:

Chair: W. Shen

Vice-Chair: vacant

Secretary: K. Doyle

Assistant: S. Hyde

Voting Members of Faculty Council Present:

Senior Admin	D. Zwick, K. Tasa, K. Kanagaretnam		
ACTG	M. Bamber, S. Hsu, K. Kanagaretnam, A. Mawani, A. Rahaman, G. Saxton, L. Thorne, V. Trivedi		
ARTM			
ECON	I. Henriques, B. Wolf (ret.)		
ENTR			
FINE	P. Foroughi, M. Kamstra, Y. Larkin, M. Milevsky, L. Ng, A. Rzeznik, P. Shum-Nolan, Y. Tian		
MKTG	P. Darke, E. Fischer, M. Giesler, T. Noseworthy, G. Packard, E. Veresiu, D. Zwick		
MREI	J. Clayton, L. Rolheiser		
ORGS	C. Bell, B. Lyons, R. Shao, W. Shen, K. Tasa, L. Zhu		
OMIS	M. Biehl, A. Diamant, R. Imanirad, H. Kim, D. Oppong-Tawiah		
PLCY	M. Kipping, C. McMillan, T. Peridis, O. Weber		
PROP			
SUST	C. Cho, B. Eberlein, G. Kistruck, M. Valente	OTHER:	
Voting CPM's & Director of 601	L. Hillcoat, J. Yeung Do, I. Holzinger, H. Sinkler, A. Liann		
Student Reps	H. Telluja		

Voting Members of Faculty Council Absent:

P. Aulakh	Y. Deutsch	R. Karambayya (ret.)	G. Morgan (ret.)	A. Utsav (UBS)
E. Auster	A. Devine	A. Kecskes	D. Neu	M. Voronov
K-H. Bae	V. Dhingra	M. Kristal	C. Oliver (ret.)	S. Weiss (ret.)
T. Beechy (ret.)	D. Dimick (ret.)	P. Laycock (Alum)	Y. Pan	T. Wesson (ret.)
R. Belk	M. Dong	F. Lazar	R. Phillips	E. Westney (ret.)
A. Bhanich-Supapol	J. Everett	M. Levesque	E. Prisman	L. Wright (ret.)
I. Bicer	B. Gainer	G. Li	M. Rice	J.S. Yeomans

A. Campbell	C. Graham	I. Macdonald (ret.)	H. Rosin (ret.)	J. Zemans (ret.)
M. Cao	I. Hideg	A. Madhok	K. Rogers	
M. Chowdhury (UBS)	D. Horvath (ret.)	A. Majzoubi	P. Sadorsky	
W. Cook (ret.)	C. Huang (PH.D)	D. Matten	W. Sheremata	
A. Coutts	R. Irving (ret.)	R. McLean (ret.)	A.J. Sirsi	
J. Darroch	D. Johnston	N. Mead	X. Su	
A. DeCarufel (ret.)	A. Joshi	P. Mehra (GBC)	J. Tan	

Leaves and Sabbaticals:

M. Annisette	M. Farjoun	J. Rungtusanatham		
--------------	------------	-------------------	--	--

Non-Voting Members of Faculty Council Present

W. Al-Hussaini	C. Hardman	T. Medcof	
C. Carder	A. Harris	C. Niederwanger	
M. Collyer	I. Holzinger	L. Pan	
K. Doyle	S. Kerr	N. Sutherland	
J. Fayt	B. Kha	A. Welsh	
A. Ferreira	A. Konson	M. Zelter	
B. Gallagher	Y. Massop	C. Zhuang	

Non-Voting Members of Faculty Council Absent:

B. Abtan	S. Friedman	N. Machado	C. Sachs	W. Zhang
N. Alexandrian	A. Garber	J. Mapa	G. Sanchez Cuevas	
S. Babra	S. Gargaro	D. Mak	V. Shanmuganathan	
D. Barret	T. Gosse	R. Mayer	C. Sicoli	
M. Bhutani	C. Gray	T. McQueen	A. Sriharan	
S. Browne	J. Guo	G. Milavsky	T. Stubbs	
K. Butzek-Morris	M. Hastings	M. Morriello	S. Thomas	
S. Calahan	B. Hrehoruk	C. Mueller	A. Thomson	
M. Cernea	C. Hui	K.R. Na	T. Tolias	
J.M. Clark	S. Hussain	Z. Necas	H. Turesson	
M. De Luca	V. Ivankine	C. Partland	K. Vandezande	
L. De Wilde	K. Kim	B. Pasquali	A. Visram	

G. Deans	H. Koren-Cohen	G. Pau	A. Volodina	
P. Dillon	L. Lakats	S. Penwarden	P. Walker	
K. Elliot	L. Lee	J. Pinto	M. Waxman	
K. Ellis	D. Lennox	P. Pivato	D. Woticky	
D. Elsner	R. Lynn	J. Pokrajac	R. Young	
A. Fisher	P. Macdonald	S. Pulver	F. Zandi	

1. Welcome and Chair's Remarks (2 minutes)

The Chair calls the meeting to order at 11:31 am and reads the Land Acknowledgement.

2. Budget Consultation (D. Peters, N. Kishinchandani) (60 minutes)

D. Peters presents the budget consultation slides included in the agenda package. N. Kishinchandani presents information about Markham Campus. Councilors ask questions about cashflow runway, what happens if the budget does not balance in 3 years, expansion of the central administration and its effect on the budget, the voluntary exit programs, the possibility of layoffs, student mix, ratio of Schulich employees to Schulich student enrolment growth over the last five years, the level of detail in the recruitment and enrolment strategy (i.e. the narrative hinging on trying harder), expansion of experiential education and co-op, Article 24 of the YUFA agreement re: layoffs for reason of financial necessity,

3. Recent IRCC Policy Changes: International Students and Implications for SSB (25 minutes) (G. Kanagarethnam, L. Hillcoat, A. Welsh)

L. Hillcoat and A. Welsh provide an overview of IRCC changes and their effects on Schulich's context. Councilors ask questions about the processing timelines in light of the increased refusals of study permits, layoffs at IRCC, possibility of doing student and alumni testimonials through new media.

Motion to extend the meeting by 15 minutes M. Biehl/B.Eberlein. motion carries.

Dean Zwick provides some additional context about the impact of the changes on Schulich and in terms of the input required by the SSIR team as well as program directors, area coordinators, and instructors in program initiatives such as establishing part-time options and the redesign of the MBA.

G.Kanagaretnam thanks the SSIR team as well as the program directors and faculty who are involved with program innovation and assures Council that the current context does not mean we are lowering our admission standards for our programs.

4. PhD/GBC/UBS Updates (3 minutes)

None

5. Other Business

None

6. Adjournment

Meeting adjourns at 1:16 pm.