Schulich
School of Business
York University

EXECUTIVE COMMITTEE
SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Executive Committee of Faculty Council for the 2024-25 academic year will be held remotely (via Zoom) on Friday, October 31 at 11:30 am.

AGENDA

		Page
1.	**Welcome & Chair's Remarks**	
2.	**Review of November Faculty Council Agenda and Documentation**	2-71
3.	**Other Business**	

CONSENT AGENDA

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

1.	**Minutes of the last meeting**: 09.26.2025	72

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, November 14, 2025** from **11:30am – 1:00 pm**.

AGENDA

		Page
1.	**Welcome and Chair's Remarks** (5 minutes)	
2.	**UBS, GBC, PhD Student Remarks** (10 minutes)	
3.	**Dean's Remarks** (10 minutes)	
4.	**Question Period with the Dean** (20 minutes)	
5.	**Update on Accreditation and Rankings Activity** (*M. Biehl*) (20 minutes)	2-17
6.	**Other Business**	
7.	**Adjournment**	

Consent Agenda

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

	Page
For Information: Senate Synopsis 2025.10.23	TBA
1. Nominating Committee (*A. Joshi*)	
a. Nominating Committee Slate as of 2025.10.23	18-40
2. BBA Committee (*B. Eberlein*)	
a. Minor Change to Program (1000-level non-business elective credits)	41-44
3. Master Programs Committee (*K. Tasa*)	
a. **Master of Accounting** (*S. Trivedi*)	
i) Minor Change to Program (admission requirements)	45-51
4. EMBA Committee (*K. Tasa*)	
a. **New Course Proposals** (*M. Kipping*)	
i) EMBA 6021 2.00 China in Transition	52-58
ii) EMBA 6026 2.00 International Business in and from China	59-67
5. Minutes of the Last Meetings: 2025.10.10	68-71

Update to FC on Accreditation Activities

September, 2025

Accreditations & Rankings Unit:
- Markus Biehl – Academic Director
- Gloria Sanchez Cuevas – Manager, Academic Strategy (Accred.)
- Simon Lee - Manager, Data & Analytics
- Paul Pivato (Rankings)

Superstructure:
- Kathryn Doyle (Accreditations)
- Yvonne Massop (Rankings)
- Ashwin Joshi (ADP; Accreditations & Rankings)
- Kevin Tasa (ADA, Teaching & Learning, Governance)

ONTARIO UNIVERSITIES
COUNCIL on QUALITY ASSURANCE

AMBA

EFMD
EQUIS
ACCREDITED

AACSB
ACCREDITED

Accreditation History

- "Quality Council" of Ontario – forever-ish
  - University uses YUCAP processes for program approvals, modifications, retirements
  - YU processes governed by Vice Provost Academic (Marcia & Emily)
- AMBA
  - 2011, 2016, 2021, 2026?
  - Focus on MBA (but has other accreditations as well):
    MBA, Accelerated MBA, Dual MBA degrees & exchanges, EMBAs
  - Mostly narrative-based
- EQUIS
- AACSB

Accreditation History

- “Quality Council” of Ontario – forever-ish

- AMBA

- EQUIS
  - 2012, 2017, 2022, 2027?
  - Includes the entire Faculty
  - Holistic view of teaching & research, mostly narrative-based

- AACSB
  - 2027?
  - Includes entire Faculty
  - Need to implement an ISO 9000 quality management system for each program
  - Need to measure learning outcomes, have review committees, yearly measurement and improvement cycles
  - Direct & indirect measurements of outcomes

AACSB Accreditation Journey

- **2017**: Eligibility Application
- **2018**: First iSER; Faculty classification, AoL
- **2019**: First progress report
- **2020**: Second progress report
- **2021**: Pause
- **2022**
- **2023**: Accreditations & Rankings Unit
- **2024**: Formal withdrawal to reset cycle; New Eligibility Application
- **2025**: Feb IAC: Acceptance of EA; Mentor Visit; iSER Submission
- **2026**: Feb IAC: Feedback on SSB's iSER; Possible invitation to apply for a visit; SER Submission
- **2027**: Possible PRT Visit

Reports and Interim Reports

	2024				2025				2026				2027			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
AACSB			Eligibility Application Drafting			Mentor Visit	iSER Development & Submission			SER Dev't & Submission		Progress Report 1		PRT Visit		
EQUIS			Interim Report (dev. & submission)						Datasheet & app. form (dev. & submission)		SAR (dev. & submission- due Q1)			Visit		
AMBA	Interim Report (dev. & submission)						SAR (dev. & submission - due Q2)			Possible Visit						
CPR					Interim Report											End of review period

Philosophy

- Work towards real and meaningful improvements
  - Improve measurements over time
  - Check whether changes were effective
  - Provide comprehensive program reports yearly – admissions, assurance of learning, placement, student satisfaction, rankings – over time

- Keep a very light admin footprint

- Systematize the Work

Philosophy

- Work towards real and meaningful improvements

- Keep a very light admin footprint
  - Work with program directors and select instructors
    - Send program reports & templates out in advance;
    - Very small improvement committees;
    - Short meetings
    - Prepare as much work as possible before going into meetings (bring proposals)
  - Collect data with little interference – you grade as you wish; we pull info through Canvas API, other databases as much as possible and map it onto our scales
  - Write the majority of sections for the accreditation reports – have relevant people check and edit

- Systematize the Work

Philosophy

- Work towards real and meaningful improvements

- Keep a very light admin footprint

- Reduce effort by systematizing the work
  - PowerBI program reports
  - Teamwork / leadership assessment tool for Canvas
    (in parallel: design of scales, policy & guidelines for use - ADA)
  - Restructure yearly activity reports to minimize data collection efforts and make more relevant; capture through survey (machine readable)
  - Faculty Management System to house data and generate reports on teaching, research and faculty, with access by other users (read and/or write)
  - Same process used for all accreditations and other work (e.g., PRME)

Assurance of Learning Structure

Ontario DLEs

1. Depth and Breadth of Knowledge
2. Knowledge of Methodologies/ Research and Scholarship
3. (Level of) Application of Knowledge
4. Communication skills
5. Awareness of Limits and Knowledge
6. Autonomy and Professional Capacity

PLOs

Degree	n of PLOs
BBA	27
MBA*	39
EMBA	39
MMGT	26
MACC	15
MFIN	14
MBAN	11
MMAI	11
MSCM	11
MMKG	8
MREI	7
MHIA	10
PHD	21

Schulich General Learning Goals

1. Core Business Knowledge & Understanding
2. Critical Analysis and Decision-Making
3. Professional Communication
4. Teamwork
5. Responsible Business and EDI
6. Other

Program Learning Outcomes

- Tailored to each program
- Flexible for changes over time
- One or more direct measurement per outcome
- Provide data for CPRs
- Follows AACSB AoL cycles (Assessment >Improvement >Assessment)

ALIGNMENT

* incl. MBA/JD, Tech MBA

Faculty Management System

Faculty Sufficiency

Tool for building qualification rules based on accreditation body to classify faculty

Report on faculty by qualification and area / program

Faculty Research and Activity Reporting

Import data from external databases and consolidate research data

Ability to tag papers and activities to report on societal impact (ESG)

Assurance of Learning

Map Learning Goals to artefacts from Canvas

Generate program-level for improvement and School-level reports for accreditation

What does this mean for you?

- Participating Faculty
  - = any TS faculty member plus any non-TS member who is involved in more than their course(s), e.g., area / program meetings, career advising, student mentoring, etc.
  - Needs to be >= 70% school-wide and should be >= 70% for each area

- Program Staffing
  - “SA” = Scholarly Academic – anyone with a terminal degree (e.g., PhD, LLM, etc.) who publishes in peer-reviewed journals or has a significant leadership role (e.g., program director;
Should be >= 60% for each program but can be lower under certain circumstances (e.g., MAcc)
  - “Additional” = less than Masters degree or no professional updating (publications / professional practice);
Must be <= 10% for each program
  - PDs need to ensure to have SA Faculty in their programs and limit Additionals

What does this mean for you?

- Data collection
  - FT: yearly CV submission & professional activity reports
    Being transitioned to survey-based data collection -> machine readable; largely same information
  - PT: CV submission when hired / rehired + yearly survey
  - Ability to feed this data into FMS-based CVs for your own use, if you wish

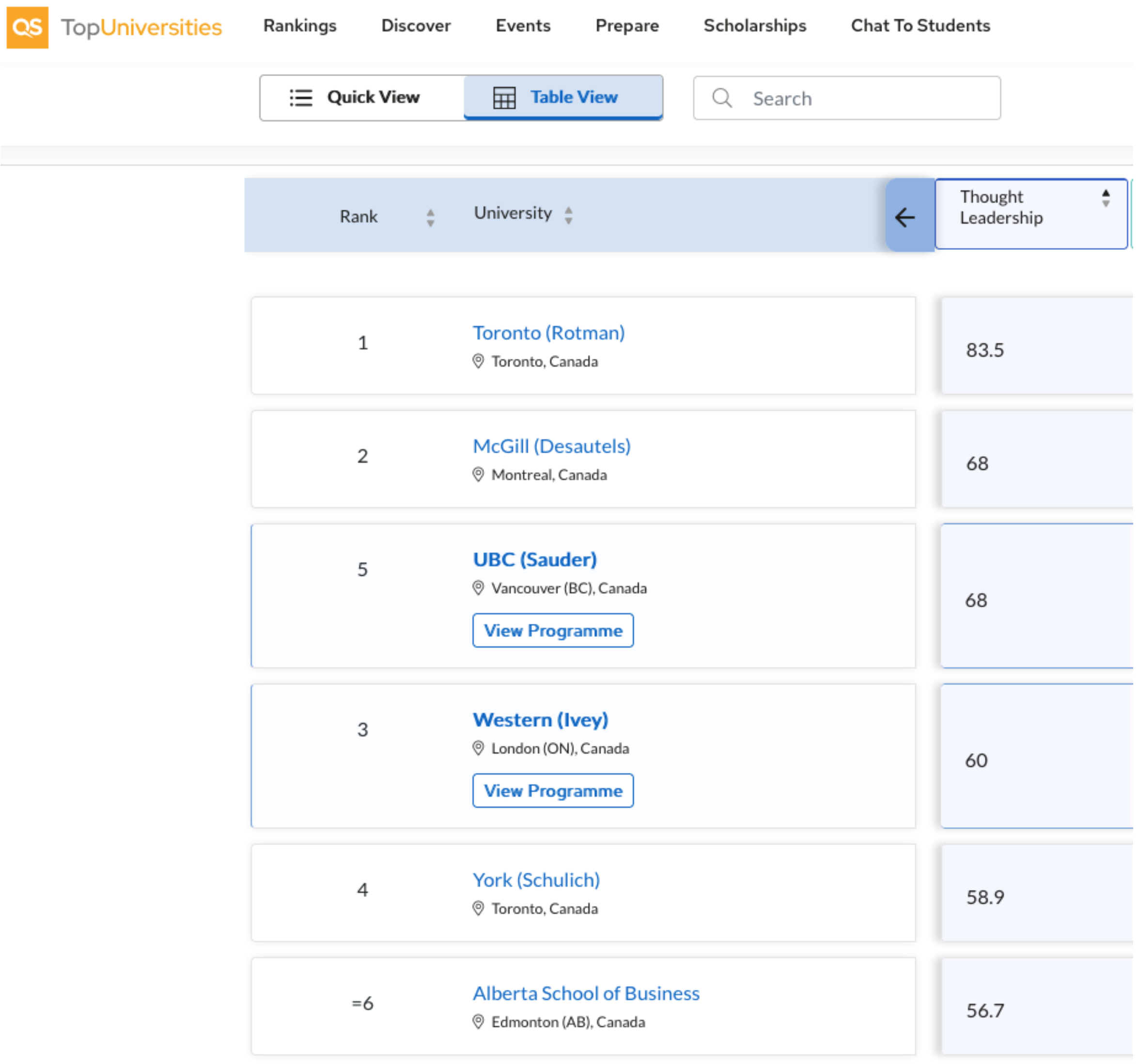
- You may intersect with members of the ARU, on and off
  - Yearly data collection
  - Collection of data to measure learning outcomes
  - Validation of translation scales from grades / scores to LO proficiency scale
  - Improvement committee membership
  - Preparation for mentor visits or site visits
  - Updates to Faculty Council

What does this mean for you?

- ARU also worries about Rankings (with Paul Pivato being the resident expert)

QS Rankings – Thought Leadership (15%)

PhD Faculty:	2.5%
Academic Reputation:	10 %
Research Impact:	2.5%



Rank	University	Thought Leadership
1	Toronto (Rotman) Toronto, Canada	83.5
2	McGill (Desautels) Montreal, Canada	68
5	UBC (Sauder) Vancouver (BC), Canada View Programme	68
3	Western (Ivey) London (ON), Canada View Programme	60
4	York (Schulich) Toronto, Canada	58.9
=6	Alberta School of Business Edmonton (AB), Canada	56.7

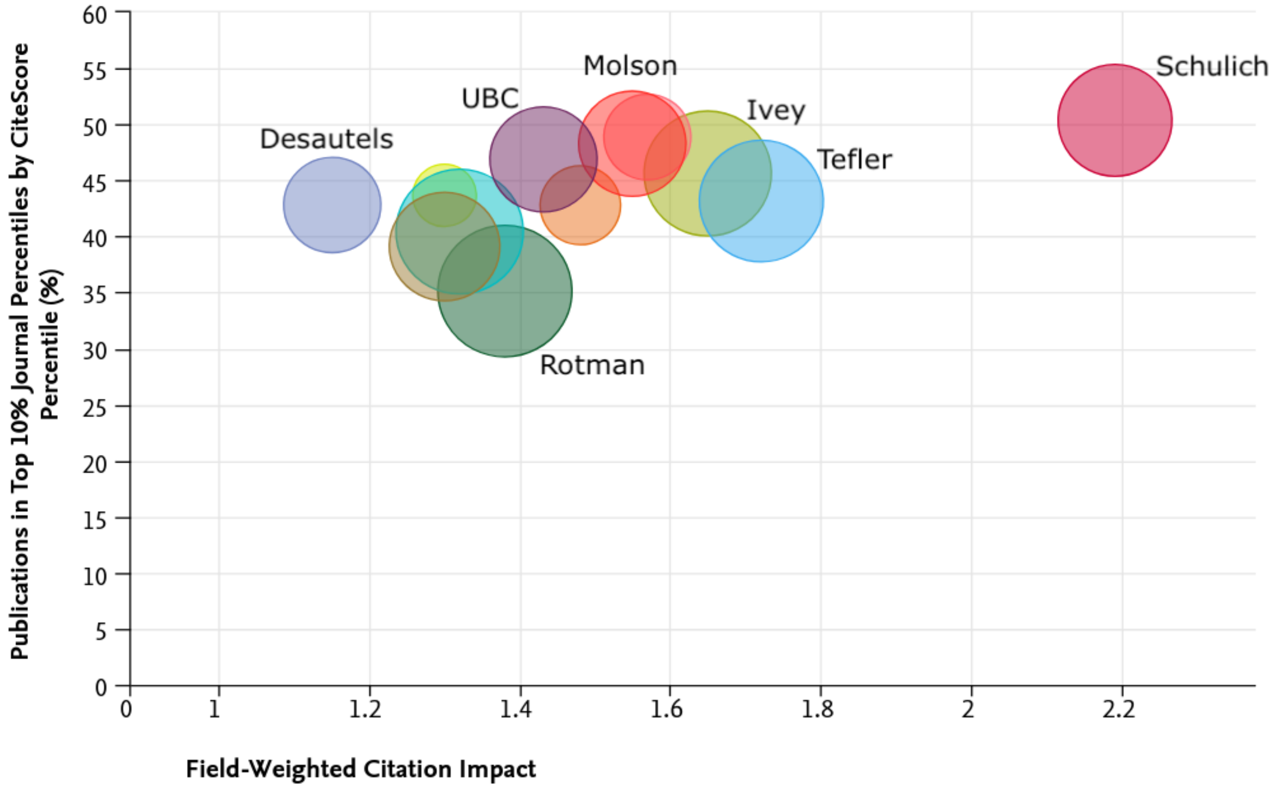
YORK U

What does this mean for you?

- ARU also worries about Rankings (with Paul Pivato being the resident expert)
  - Huge gap between our actual research performance and how we are perceived by our peers
  - Call to interface with colleagues
  - Collection of employer / alumni contacts to complete QS survey

Our Performance – Thought Leadership (15%)

PhD Faculty:	100. %	(2.5%)
Academic Reputation:	38.5%	(10 %)
Research Impact:	92.7%	(2.5%)



What can you do?

- Be proud of YOUR research accomplishments and those of the SCHOOL as a whole. You are a member of a great team.
- Let your co-authors and anyone else know how good we are
  - E.g., put a line onto your presentations and/or email signature that says something like ”#1 Research School in Canada in terms of Quality and Impact”
- Give us permission to send research news to your co-authors
- Give us permission to contact your co-authors to submit their contacts to QS
- Any ideas?

Updates

- AACSB Mentor Visit
  - Purpose: Mentor assess where we are with our AACSB journey
  - Result: Really impressed

- Schulich seen as an exceptional business school in terms of engagement and collegiality

- Rankings: Improvements in QS and Corporate Knights rankings:

  QS: MBA: ~#105 Global, #5 Canada (score 54.5)
  -> # 99 Global, #4 Canada (score 56.1)

  QS: MMKG, MSCM still #1 in Canada

  Corporate Knights: #15 Overall, #5 Large Schools, #3 Canada
  -> #12 Global, #3 Large Schools, #2 Canada

- THIS IS BECAUSE OF WHAT YOU DID

Thank you!

YORK U

Schulich School of Business
Nominating Slate (2025 – 2026)

Date: October 23, 2025

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Section 1: Committees Based on Area Nominations

Chair of Faculty Council: Winny Shen
Vice Chair of Faculty Council: TBA

All Committee Mandates can be found at:
https://teachingandlearning.schulich.yorku.ca/academic-administrative-governance/

The committees in this section include:

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

Ph.D Program Committee

Chair: Program Director	Peter Darke
Secretary:	TBA
Faculty Representatives:	
ACTG	Gregory Saxton
FINE	Ambrus Kecskés
MKTG	Grant Packard
OMIS	Divinus Oppong-Tawiah
ORGS	Winny Shen
SGMT	Anoop Madhok
SUST	Maxim Voronov
Elected Student Members:	
Ph.D. Rep.	Lucas Busani Xavier
Ex Officio Voting Members:	
Associate Dean Academic	Kevin Tasa
Non-Voting Members:	
Executive Director Student Services and International Relations	Luba Pan

Masters Programs/Programs Coordinating Committee

Chair: Associate Dean Academic	Kevin Tasa
Secretary:	Sheri Hyde
Faculty Representatives:	
ACTG	Viswanath Trivedi
ECON	Irene Henriques
FINE	Yelena Larkin
MKTG	David Rice
OMIS	David Johnston
ORGS	Luke Zhu
SGMT	Theodore Peridis
SUST	Mike Valente

BBA/iBBA	Farrokh Zandi
Elected Student Members:	
1st yr MBA rep.	TBA
2nd yr MBA rep.	Saher Rasul
BBA/iBBA student rep.	Rahul Datta
BBA/iBBA student rep.	Parmida Torkashvand
Student Rep MAcc	Ming Yang Xu
Student Rep MBAN	Annesha Devi
Student Rep MBAt	TBA
Student Rep MFIN	TBA
Student Rep MHIA	TBA
Student Rep MMAI	Zena Nozar Bamboat
Student Rep MMGT	TBA
Student Rep MMKG	TBA
Student Rep MREI	TBA
Student Rep MSCM	TBA
Student Rep Tech MBA	TBA
Ex Officio Voting Members:	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Co-Chairs, Committee for Equity and Community	Ivona Hideg, Charles Cho
Director BBA/iBBA	Burkard Eberlein
Director MAcc	Viswanath Trivedi
Director MBA	Mike Valente
Director MBAN	Julian Scott Yeomans
Director MBAt	Murat Kristal
Director MFIN	Melanie Cao
Director MHIA	Amin Mawani
Director MMAI	Julian Scott Yeomans
Director MMgt	Luke Zhu
Director MMKG	Grant Packard
Director MREI	Jim Clayton
Director MSCM	David Johnston
Director MBA/JD	Peter Macdonald

Director MBA/MA, MBA/MFA	Kenneth Rogers
Director MBA/FNEN	Melanie Cao
Director, Schulich Teaching Innovation Studio	Stephen Friedman
Director Global Relations	Theodore Peridis
Faculty E-Learning and EE Leads	Minerva Cernea
eLearning Lead	Ingo Holzinger
Ex Officio Non-Voting Members:	
MGMT 6100 Coordinator	Ingo Holzinger
Student Services Representative	Luba Pan
Director, IST	Brenn Kha
Executive Director, CCD	TBA
Executive Director, Alumni Relations	Christina Niederwanger
Director, Academic Affairs	Kathryn Doyle

BBA/iBBA Program Committee

Chair: Program Director	Burkard Eberlein
Secretary:	Nikki Jagdeosingh
Faculty Representatives:	
ACTG	Abu Rahaman
ECON	Perry Sadorsky
FINE	Aleksandra Rzeznik
MKTG	Ajay Sirsi
OMIS	Guangrui (Kayla) Li
ORGS	Brent Lyons
SGMT	Majid Majzoubi
SUST	Burkard Eberlein
Elected Student Members:	
1st yr BBA rep.	TBA
2nd yr BBA rep.	Rahul Datta
3rd yr BBA rep.	Parmida Torkashvand

4th yr BBA rep.	Lauren Giordano
iBBA rep.	TBA
Ex Officio Voting Members:	
Associate Dean Academic	Kevin Tasa
Executive Director, Student Services & International Relations	Luba Pan
Assoc. Director, BBA/iBBA	Farrokh Zandi
Co-Chairs, Committee for Equity and Community	Ivona Hideg, Charles Cho
Ex Officio Non-Voting Members:	
Director, Schulich Teaching Innovation Studio	Stephen Friedman
Student Services Rep.	TBA
Centre for Career Design Reps.	Miles Collyer, Shaunna-Marie Kerr
Director, Academic Affairs	Kathryn Doyle

Master's Admissions Committee

Chair:	Kiridaran Kanagaretnam
Secretary:	Heidi Furcha
Faculty Representatives:	
ACTG	Xijiang Su
ECON	Fred Lazar
FINE	Ambrus Kecskés
MKTG	Yigang Pan
OMIS	Raha Imanirad
ORGS	Ruodan Shao
SGMT	Charles McMillan
SUST	Olaf Weber
Ex Officio Voting Members:	
GBC President or member of GBC	Tushar Arora
Non-Voting Members:	
Assistant Director of Recruitment and Admissions	Susan Calahan

Student Affairs Committee

Chair	Sylvia Hsu
Vice-Chair	Yuval Deutsch
Secretary	Elena Maizel
Faculty Representatives:	
ACTG	Sylvia Hsu (Chair)
FINE	Kee-Hong Bae
MKTG	Russell Belk
OMIS	Vibhuti Dhingra
SGMT	Yuval Deutsch
PROP	Lyndsey Rolheiser
Elected Student Members:	
Masters Rep.	Sainath Setti
Masters Rep.	Akash Verghese
Undergrad Rep.	Manasvi Ganiga
Undergrad Rep.	Tavishi Gill
Ex Officio Voting Members:	
Associate Dean Academic	Kevin Tasa
Ex Officio Non-Voting Members:	
Student Services Representative	Luba Pan

Committee for Equity and Community

Co-Chairs	Ivona Hideg, Charles Cho
Secretary	Nikki Jagdeosingh
Faculty Advisor for Equity and Community	TBA
Faculty Representatives:	
ACTG	Matt Bamber
ECON	Atipol Bhanich Supapol
FINE	Pouyan Foroughi
MKTG	Alexandra Campbell

OMIS	Divinus Oppong-Tawiah
ORGS	Ivona Hideg
SGMT	Theodore Peridis
SUST	Charles Cho
Elected Student Members:	
BBA/iBBA	Kriti Malik
Masters	Harman Singh
MBA	TBA
EMBA	TBA
Ph.D.	Jennifer Sedgewick
Ex Officio Non-Voting Member:	
Associate Dean Academic	Kevin Tasa
Office of Strategic Initiatives & Engagement	Yvonne Massop
Staff representative from Student Services and International Relations	TBA
Staff representative from Student & Enrolment Services	TBA
Executive Officer	Jillian Yeung Do
Student Representative	Mehwish Imran (ugrad)
Student Representative	TBA
Student Representative	TBA

Area Affirmative Action Representatives

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

Section 2: Committees Based on Faculty Survey

Chair of Faculty Council: Winny Shen
Vice Chair of Faculty Council: TBA

All Committee Mandates can be found at:
https://teachingandlearning.schulich.yorku.ca/academic-administrative-governance/

The committees in this section include:

Kellogg Schulich Executive MBA Program Committee
Research and Library Committee
Tenure and Promotions Committee
Nominating Committee
Faculty Service Roles
Senators
Senate Committees with Designated Schulich Slots
Other Senate Committee Opportunities

Kellogg-Schulich Executive MBA Program Committee

Chair	Kevin Tasa
Secretary	Frances Sugay
Associate Dean EMBA	Matthias Kipping
Faculty Representatives:	
	Ashley Konson
	Mike Valente
Managing Director, Executive MBA, Kellogg School of Management	Elmer Almachar
Director EMBA Program and Operations	Ardene Harris
Assistant Dean, Kellogg EMBA Global Network	Jon Kaplan
Ex Officio Voting Members:	
Associate Dean Academic	Kevin Tasa
Student Members:	
1st year EMBA rep.	Mayukha Gupta
2nd year EMBA rep.	Theresa Smart

Research and Library Committee

Chair: Assoc. Dean, Research	Eileen Fischer
Secretary:	Farhana Islam
Faculty Representatives:	
	Greg Saxton
	Peter Darke
	Mark Kamstra
Elected Student Members:	
Masters Rep.	Farhan Fuad Orzin
BBA/iBBA Rep.	Jasnam Singh
Ex Officio Voting Members:	
Bronfman Business Librarian	Angie An
Research Officer	Farhana Islam

Ex Officio Non-Voting Members:	
Director IST	Brenn Kha

Tenure and Promotions Committee

Chair	Eileen Fischer
Secretary:	Sabine Friedrich
Core Members Continuing:	
Adam Diamant (June 30, 2026) Moshe Milevsky (June 30, 2027) Eileen Fischer (June 30, 2027)	
Acclaimed Member:	
Anoop Madhok (June 30, 2027)	
Elected Student Members:	
Ph.D. Rep	Agulefo Prosper
Noncore Members:	
ACTG	n/a
ECON	n/a
FINE	Kee Hong Bae Yisong Tian
MKTG	n/a
OMIS	Markus Biehl Henry Kim
ORGS	Ruodan Shao Kiridaran Kanagaretnam Chris Bell Brenty Lyons
PROP	Jim Clayton, TBA
SGMT	Theodore Peridis Preet Aulakh
SUST	n/a

Nominating Committee

Chair	Ashwin Joshi
Secretary	Nikki Jagdeosingh

Faculty Representatives:	
	Justin Tan
	TBA
Elected Non-Voting Student Members:	
GBC Designate	Sherry Du
UBS President	Simone Pimenta
Ex Officio Members:	
Associate Dean Academic	Kevin Tasa

Faculty Service Roles

Schulich Behavioral Research Lab	Peter Darke
Affirmative Action Coordinator	Ashwin Joshi
YUFA Stewards	Sylvia Hsu Markus Biehl

Senators

Dean and 5 Faculty Members	Markus Giesler (June 2028)
	Markus Biehl (June 2028)
	Shanker Trivedi (June 2028)
	Preet Aulakh (June 2026)
	Ruodan Shao (June 2027)
Ex Officio	Detlev Zwick
Student Senators:	
Graduate Student rep.	Tushar Arora (June 2027)
Undergraduate Student rep.	Parina Luthra (June 2027)

Senate Committees with Designated Schulich Slots:

Academic Policy, Planning & Research (APPRC)	Viswanath Trivedi (June 2027)
Executive	Markus Giesler (June 2028)
Honorary Degrees and	Matthias Kipping (June 2027)

Ceremonials Sub-Committee	

Other Senate Committee Opportunities

Senate Executive will issue annual calls for expressions of interest. Information about membership opportunities, criteria and committee meeting times is posted on the Elections page of the Senate website. Faculty to inform the Nominating Committee Chair when a position is accepted.

HPRC (subcommittee of APPRC)	Robert Phillips (June 2026) Sylvia Hsu (June 2026)
Joint Sub-Committee on Quality Assurance	Theodore Peridis
Academic Standards, Curriculum and Pedagogy (ASCP)	
Appeals Committee	Pouyan Foroughi (June 2028)
Senate Awards Committee	Elizer Prisman (June 2028)
Tenure and Promotions Committee	

Section 3: Administrative Committees and Roles

Chair of Faculty Council: Winny Shen
Vice Chair of Faculty Council: TBA

All Committee Mandates can be found at:
https://teachingandlearning.schulich.yorku.ca/academic-administrative-governance/

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

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

Executive Committee

Chair:	Winny Shen
Secretary	Kathryn Doyle
Ex Officio Voting Members:	
Dean	Detlev Zwick
Vice-Chair Faculty Council	TBA
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Associate Dean Research	Eileen Fischer
Associate Dean External Relations	Theodore Noseworthy
Associate Dean EMBA	Matthias Kipping
Executive Officer	Jillian Yeung Do
Chairs of Faculty Council Standing Committees:	
Masters Admissions	Kiridaran Kanagaretnam
Research and Library	Eileen Fischer
Nominating Committee	Ashwin Joshi
Student Affairs	Sylvia Hsu
Tenure and Promotion	Eileen Fischer
Equity and Community	Ivona Hideg, Charles Cho
BBA/iBBA Program Committee	Burkard Eberlein
EMBA Program Committee	Kevin Tasa
Ph.D. Program Committee	Peter Darke
Masters Programs/Programs Coordinating Committee	Kevin Tasa
Program Directors:	
BBA/iBBA	Burkard Eberlein

MBA	Mike Valente
EMBA	Matthias Kipping
Ph.D.	Peter Darke
MAcc	Viswanath Trivedi
MSCM	David Johnston
MMkg	Grant Packard
MF	Melanie Cao
MREI	Jim Clayton
MMgt	Luke Zhu
MBAN	Julian Scott Yeomans
MBAt	Murat Kristal
MHIA	Amin Mawani
MMAI	Julian Scott Yeomans
GBC President	Tushar Arora
UBS President	Simone Pimenta
Ph.D. President	Lucas Busani Xavier

Operating Committee

Chair:	Dean Detlev Zwick
Secretary	Jaime Naperi
Ex Officio Members:	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Associate Dean Research	Eileen Fischer
Associate Dean External Relations	Theodore Noseworthy
Executive Officer	Jillian Yeung Do
Director, Office of Strategic Initiatives & Engagement	Yvonne Massop
Program Directors:	
BBA/iBBA	Burkard Eberlein
MBA	Mike Valente
EMBA	Matthias Kipping

Ph.D.	Peter Darke
MREI	Jim Clayton
Area Coordinators:	
ACTG	Linda Thorne
ECON	Irene Henriques
FINE	Ming Dong,(Dec. 31, 2025) Pauline Shum Nolan (Jun. 30, 2026)
MKTG	David Rice (Dec. 31, 2025) Ella Veresiu (Jun. 30, 2026)
OMIS	Adam Diamant
ORGS	Ruodan Shao
SGMT	Preet Aulakh
SUST	Geoffrey Kistruck

Management Committee

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

Faculty Of Graduate Studies Council

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

MFIN	Melanie Cao
MHIA	Amin Mawani
MMKG	Grant Packard
MMgt	Luke Zhu
MMAI	Julian Scott Yeomans
MSCM	David Johnston
MREI	Jim Clayton
Diploma Directors:	
Advanced Accounting	Viswanath Trivedi
Art, Media & Entertainment Management	Kenneth Rogers
Business and the Environment	Geoffrey Kistruck
Financial Engineering (Concurrent and Stand Alone)	Melanie Cao
Health Industry Management	Joseph Mapa
Post-MBA Diploma in Advanced Management	Mike Valente
Student Representatives:	
GSA Chief Councillor	TBA

Schulich Academic Administrators

Associate Deans:	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Associate Dean Research	Eileen Fischer
Associate Dean External Relations	Theodore Noseworthy
Associate Dean EMBA	Matthias Kipping
Program Directors:	
BBA/iBBA	Burkard Eberlein
EMBA	Matthias Kipping

MBA	Mike Valente
MAcc	Viswanath Trivedi
MBAN	Julian Scott Yeomans
MBAt	Murat Kristal
MMKG	Grant Packard
MFIN	Melanie Cao
MHIA	Amin Mawani
MMAI	Julian Scott Yeomans
MMgt	Luke Zhu
MREI	Jim Clayton
MSCM	David Johnston
Ph.D.	Peter Darke
Diploma Directors: (source: ADA Office, website to be updated)	
Advanced Accounting	Viswanath Trivedi
Art, Media & Entertainment Management	Kenneth Rogers
Business and the Environment	Geoffrey Kistruck
Financial Engineering (Concurrent and Stand Alone)	Melanie Cao
Health Industry Management	Joseph Mapa
Nonprofit Management and Leadership	Geoffrey Kistruck
Post-MBA Diploma in Advanced Management	Mike Valente
Undergraduate Specialization Directors: (source: Undergraduate Academic handbook)	
Accounting	Linda Thorne
Business Analytics	Henry Kim
Economics	Irene Henriques
Entrepreneurial & Family Business Studies	Chris Carder
Finance	Pauline Shum Nolan
Global Business	Farrokh Zandi

Marketing	David Rice, Ella Veresiu
Operations & Supply Management	Adam Diamant
Organization Studies	Ruodan Shao
Responsible Business	Geoffrey Kistruck
Strategic Management	Preet Aulakh
Graduate Specialization Directors: (source: Graduate Academic Handbook)	
Accounting	Linda Thorne
Arts, Media & Entertainment Management	Kenneth Rogers
Business Consulting	Mike Valente
Digital Transformation	Adam Diamant
Entrepreneurship & Innovation	Chris Carder
Finance	Pauline Shum Nolan
Fintech	Mike Valente
Global Business	Farrokh Zandi
Health Industry Management	Joseph Mapa
Leading People & Organizations	Ruodan Shao
Real Estate & Infrastructure	Jim Clayton
Strategic Management	Preet Aulakh
Strategic Marketing	David Rice, Ela Veresiu
Supply Chain Management	Adam Diamant
Sustainability	Geoffrey Kistruck
Certificate Directors:	
Certificate in International Management (CIM)	Bernie Wolf
Area Coordinators:	
ACTG	Linda Thorne
ECON	Irene Henriques

FINE	Ming Dong (Dec. 25, 2025) Pauline Shum Nolan (Jun. 30, 2026)
MKTG	David Rice (Dec. 25, 2025) Ella Veresiu (Jun 30, 2026)
ORGS	Ruodan Shao
OMIS	Adam Diamant
SGMT	Preet Aulakh
SUST	Geoffrey Kistruck
Other Schulich Administrative Roles: (source: Dean's Office)	
Director, Schulich Teaching Innovation Studio	Stephen Friedman
Senior Advisor, Accreditations	Markus Biehl
MGMT 6100 Coordinator	Ingo Holzinger
Director YCG	Kostas Tsambourlianos
Director Global Relations	Theodore Peridis
Director Professional Development and Experiential Education	Minerva Cernea
Centre for Customer Centricity	Ajay Sirsi
Krembil Centre for Health Management and Leadership	Joseph Mapa
George Weston Ltd. Centre for Sustainable Supply Chains	David Johnston
Other University Administrative Roles:	
York University Pension Plan	Pauline Shum Nolan

To: Faculty Council, Schulich School of Business
From: Burkard Eberlein, BBA/iBBA Program Director
Date: September 29, 2025
Re: Increase the 1000-level, non-business credits for Year 1 and Year 2 from 12.00 credits 15.00 credits

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MOTION:

That Faculty Council approves the increase to the 1000-level, non-business credits for Year 1 and Year 2 from 12.00 credits to 15.00 credits.

RATIONALE:

A Year 2 core course was removed from the program, resulting in a reduction of 3.00 required credits. These 3.00 credits were shifted to the elective credit count increasing the amount of allowed non-business electives in the early part of the program. Increasing the 1000-level non-business elective credit cap from 12.00 credits to 15.00 will provide students with more flexibility.

Minor Modification to Program/ Diploma/Certificate Academic Requirements Proposal Form
Schulich School of Business

Program: BBA

Degree Designation Undergraduate Degree

Type of Modification: Increase to 1000-level non-business credits for Year 1 and Year 2 from 12.00 credits to 15.00 credits.

Location: n/a

Effective Date: Fall 2025

Approval Date at Faculty Council:

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1. Describe the proposed modifications to the program.

   The current policy allows Year 1 and Year 2 students to take up to 12.00 credits of 1000-level non-business elective courses to satisfy their non-business requirements in the first 60.00 credits of their degree. The proposed change will increase this requirement from 12.00 credits to 15.00 credits.
   This change will not affect the existing progression requirements for upper-year electives.

2. Provide a rationale for the proposed modifications.

   A Year 2 core course was removed from the program, resulting in a reduction of 3.00 required credits. These 3.00 credits were shifted to the elective credit count increasing the amount of allowed non-business electives in the early part of the program. Increasing the 1000-level non-business elective credit cap from 12.00 credits to 15.00 will provide students with more flexibility.

3. How will the proposed modification support the achievement of Program Learning Outcomes?

   This change will not affect the Program Learning Outcomes.

4. Describe how students currently enrolled in the program will be accommodated.

First-year students who begin their studies in Fall 2025 will follow the revised requirements which allow up to 15.00 credits of 1000 - level non-business electives in the first 60.00 credits of the program.

Second-year students admitted in Fall 2024 (or earlier) will be given the choice to either follow the revised requirements OR continue under the program requirements pertaining to the maximum elective credits at the 1000-level that were in effect at the time of their admission. This "legacy rights" approach ensures that students complete their degrees without disruption to academic planning or risk of delayed graduation.

5. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

   There are no resource implications with this change.

6. If relevant, summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.

   In collaboration with the Academic Advisors, we have discussed the proposed increase in the number of electives. After these consultations, we have reached an agreement in support of this change. We believe that increasing the number of electives will give our students greater flexibility to tailor their learning experiences according to their academic and career goals.

APPENDIX

Attach a Side-by-Side Academic Calendar Copy Comparison

Ensure that deletions are indicated with strikethrough (e.g., ~~strikethrough~~) text and additions are made in a contrasting colour (e.g., MGMT 1000)

Existing Program/ Diploma/Certificate Information (Change From):	Proposed Program/ Diploma/Certificate Information (Change To):
Non-Business Electives	Non-Business Electives

(Revised: December 17, 2024)

Schulich School of Business
York University

Students select non-business elective courses to broaden their education. Required Year-Level of Non-Business Elective Courses 1. Year 1 and Year 2 students may pursue their electives at any year-level (provided that they meet the prerequisite requirement) to satisfy their non-business requirements in the first 60.00 credits of their degree to a maximum of 12.00 credits in the 1000-level. 2. Students must pursue their electives at a minimum 2000-level to satisfy their non-business requirements between 60.00 and 90.00 credits of their degree. 3. Students must pursue their electives at a minimum 3000-level to satisfy their non-business requirements between 90.00 and 120.00 credits of their degree.	Students select non-business elective courses to broaden their education. Required Year-Level of Non-Business Elective Courses 1. Year 1 and Year 2 students may pursue their electives at any year-level (provided that they meet the prerequisite requirement) to satisfy their non-business requirements in the first 60.00 credits of their degree to a maximum of ~~12.00~~ 15.00 credits in the 1000-level. 2. Students must pursue their electives at a minimum 2000-level to satisfy their non-business requirements between 60.00 and 90.00 credits of their degree. 3. Students must pursue their electives at a minimum 3000-level to satisfy their non-business requirements between 90.00 and 120.00 credits of their degree.

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Viswanath (Shanker) Trivedi, Program Director MAcc Program
Date: July 24, 2025
Re: Change in Admission Standards

Motion:

That Faculty Council approves the proposal to change the admission standards applicable to non-Schulich students admitted to the MAcc program from a minimum B average in the last two full years (or equivalent) of academic work to a minimum B+ average in the last two full years (or equivalent) of academic work and other minor housekeeping changes to align the calendar copy of the admissions requirements with those set out on Schulich's admissions website for the MAcc program.

Rationale:

Historically, non-Schulich students admitted to the MAcc program have fared poorly in the program and on the Common Final Exam (CFE) of Chartered Professional Accountants (CPA) of Ontario as compared to Schulich BBA students in the program. This has not posed any problems so far since 1) Schulich MAcc has traditionally had a very high overall pass rate on the CFE, 2) students with non-Schulich undergraduate degrees constituted a relatively minor proportion of MAcc students, and 3) CPA Ontario did not have an explicitly stated minimum pass rate that programs accredited by it had to meet. Going forward, however, and based on admission trends during the past two academic years, we expect students with non-Schulich undergraduate degrees to constitute a higher proportion of MAcc students. Furthermore, while the overall pass rate of Schulich MAcc students on the CFE continues to be relatively high, in line with the decline in the overall pass rate of students across Ontario and Canada, the pass rate of Schulich MAcc students has also declined in 2024, mainly because of the relatively poor performance of the non-Schulich students admitted to the MAcc program. Finally, CPA Ontario is proposing to institute a minimum pass rate, based on the Ontario pass rate, that accredited programs should meet/have. Therefore, there has now arisen the need to maintain/improve the overall pass rate of Schulich MAcc students on the CFE, and an important component to achieve this goal will be to improve the quality of the incoming students with non-Schulich degrees.

We expect the number of Schulich BBA students who will choose to join the Schulich MAcc program after their graduation to increase in the future in step with the gradual increase in the number of students admitted to the Schulich BBA program. This development will help maintain/improve the overall pass rate of the Schulich MAcc students on the CFE. At first blush, this development would therefore suggest that going forward the Schulich MAcc program will have greater room to admit a higher number of relatively weaker non-Schulich students into the program while still maintaining a relatively high overall pass rate on the CFE. However, this view assumes that the superior performance *of the Schulich BBA students in the MAcc program will be enough to outweigh the relatively weak performance of students with non-Schulich undergraduate degrees in the program. More importantly, we also do not want the quality differential between students with Schulich undergraduate degrees versus non-Schulich undergraduate degrees to remain high in the future. Such a differential can have a detrimental impact on the reputation of the Schulich MAcc program, thereby potentially negatively impacting the ability of the program to attract top quality students. The proposed change to the admission requirements applicable to students with non-Schulich undergraduate degrees should achieve this objective.*

Minor Modification Proposal

Faculty: Schulich School of Business

Department: Accounting Area

Program: Master of Accounting

Degree Designation: MAcc

Type of Modification: Minor change to degree or admission requirements

Location *(current campus and, if applicable, proposed)*: Keele Campus

Effective Date: Summer Term of the MAcc program 2026

Approval Date at Faculty Council:

1. Describe the proposed modifications to the program.

A change to the admission standards applicable to non-Schulich students from a minimum B average in the last two full years (or equivalent) of academic work to a minimum B+ average in the last two full years (or equivalent) of academic work.

Other minor housekeeping changes are also proposed to align the calendar copy of the admissions requirements with those set out on Schulich's admissions website for the MAcc program.

2. Provide a rationale for the proposed modifications.

Historically, non-Schulich students admitted to the MAcc program have fared poorly in the program and on the Common Final Exam (CFE) of Chartered Professional Accountants (CPA) of Ontario as compared to Schulich BBA students in the program. This has not posed any problems so far since 1) Schulich MAcc has traditionally had a very high overall pass rate on the CFE, 2) students with non-Schulich undergraduate degrees constituted a relatively minor proportion of MAcc students, and 3) CPA Ontario did not have an explicitly stated minimum pass rate that programs accredited by it had to meet. Going forward, however, and based on admission trends during the past two academic years, we expect students with non-Schulich undergraduate degrees to constitute a higher proportion of MAcc students. Furthermore, while the overall pass rate of Schulich MAcc students on the CFE continues to be relatively high, in line with

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the decline in the overall pass rate of students across Ontario and Canada, the pass rate of Schulich MAcc students has also declined in 2024, mainly because of the relatively poor performance of the non-Schulich students admitted to the MAcc program. Finally, CPA Ontario is proposing to institute a minimum pass rate, based on the Ontario pass rate, that accredited programs should meet/have. Therefore, there has now arisen the need to maintain/improve the overall pass rate of Schulich MAcc students on the CFE, and an important component to achieve this goal will be to improve the quality of the incoming students with non-Schulich degrees.

We expect the number of Schulich BBA students who will choose to join the Schulich MAcc program after their graduation to increase in the future in step with the gradual increase in the number of students admitted to the Schulich BBA program. This development will help maintain/improve the overall pass rate of the Schulich MAcc students on the CFE. At first blush, this development would therefore suggest that going forward the Schulich MAcc program will have greater room to admit a higher number of relatively weaker non-Schulich students into the program while still maintaining a relatively high overall pass rate on the CFE. However, this view assumes that the superior performance of the Schulich BBA students in the MAcc program will be enough to outweigh the relatively weak performance of students with non-Schulich undergraduate degrees in the program. More importantly, we also do not want the quality differential between students with Schulich undergraduate degrees versus non-Schulich undergraduate degrees to remain high in the future. Such a differential can have a detrimental impact on the reputation of the Schulich MAcc program, thereby potentially negatively impacting the ability of the program to attract top quality students. The proposed change to the admission requirements applicable to students with non-Schulich undergraduate degrees should achieve this objective.

3. How will the proposed modification support the achievement of Program Learning Outcomes?

An improvement in the overall quality of students admitted to the program will mean that a higher proportion of such admitted students will master the required Program Learning Outcomes.

4. Describe how students currently enrolled in the program will be accommodated.

Students currently enrolled will not be impacted by the proposed change and thus there is no need to accommodate them.

5. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

The proposed change will have no additional resource implications since the admissions team now in place within SSIR will evaluate students making use of the new admission requirements as they have been doing with the existing admission requirements. If at all, the admissions team will, going forward, have to more completely evaluate a relatively fewer number of students who will meet the relatively more stringent proposed admission requirements.

6. If relevant, summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.

Consultation was undertaken with the Student Services and International Relations (SSIR) department of Schulich. Since other programs within Schulich will not be impacted by the proposed change, no consultation was undertaken with such programs.

APPENDIX

Attach a Side-by-Side Academic Calendar Copy Comparison

Ensure that deletions are indicated with strikethrough (e.g., ~~strikethrough~~) text and additions are made in a contrasting colour (e.g., KINE 1000)

Existing Program/ Diploma/Certificate Information (Change From):	**Proposed Program/ Diploma/Certificate Information (Change To):**

Admission Requirements **Master of Accounting** • Applicants with a non-Canadian or non-business degree will be admitted to Term 1 of the MAcc. Terms 1 and 2 bring internationally educated and non-business students up to speed on accounting principles and tax practices and prepare them for later terms of the MAcc. • Applicants with CPA accredited business degrees from Canadian institutions, Schulich BBA students/graduates with non-accounting specializations, registered CPA students who have completed Core 1 of the PEP may be eligible for admission to Term 2 of the MAcc. • Schulich BBA students/graduates with an accounting specialization, applicants with an accounting specialization from CPA accredited business programs, registered CPA students who have completed CPA-accredited Core 2 of the PEP may be eligible for admission to Term 3 of the MAcc. • ~~All applicants other than those with eligible three-year degrees from India who are admitted to Term 1 of the MAcc program at either the Schulich campus in India or at the Keele campus, or those with eligible three-year degrees from other foreign countries assessed by WES as having degrees that are equivalent to four-year degrees from Canadian universities and who are admitted to Term 1 of the MAcc program at the Keele campus should possess a four-year undergraduate degree from a recognized university with a minimum B average in the last two full years (or equivalent) of~~	**Admission Requirements** **Master of Accounting** • Applicants with a non-Canadian or non-business degree will be admitted to Term 1 of the MAcc. Terms 1 and 2 bring internationally educated and non-business students up to speed on accounting principles and tax practices and prepare them for later terms of the MAcc. • Applicants with CPA accredited business degrees from Canadian institutions, Schulich BBA students/graduates with non-accounting specializations, registered CPA students who have completed Core 1 of the PEP may be eligible for admission to Term 2 of the MAcc. • Schulich BBA students/graduates with an accounting specialization, applicants with an accounting specialization from CPA accredited business programs, registered CPA students who have completed CPA-accredited Core 2 of the PEP may be eligible for admission to Term 3 of the MAcc. • All applicants with a three-year degree from a non-Canadian institution are required to be assessed by **World Education Services (**WES**)** as equivalent to a four-year degree from a Canadian institution with a minimum B**+** average in the last two full years (or equivalent) of academic work. • **While graduates from Canadian undergraduate programs other than Schulich should have a minimum B+ (7.0),** Schulich students should have a minimum B (6.0) average **in the last two full years (or equivalent) of academic work** and in all CPA courses **based on**

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~~academic work. Candidates are also required to have completed prerequisite courses at the undergraduate level. Schulich students should also have a minimum B (6.0) average in all CPA courses.~~ • Post-graduate work experience is recommended but not required. • ~~Applicants are required to submit essays, résumé, references, and take the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE) with acceptable scores on all measures thereof.~~ These requirements will be waived if the applicant graduated from Schulich within the last five years. • Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component scores of 6.5.	**York University's undergraduate 9.0 grading scale**. Candidates are also required to have completed prerequisite courses at the undergraduate level. • Post-graduate work experience is recommended but not required. • Applicants are required to submit essays, résumé, and references, and take the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE) with acceptable scores on all measures thereof. These requirements will be waived if the applicant graduated from Schulich within the last five years. • **Graduates from Canadian undergraduate programs other than the Schulich BBA program will have the GMAT and GRE requirement waived if they graduated in the last five years achieving a B+ or better GPA during the last two years of their undergraduate studies.** • Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component scores of 6.5. **Applicants who have completed at least two years of full-time study at an accredited university in a country (or institution) where English is the official language of instruction are not required to submit an English proficiency test.**

Graduate Studies, Office of the Dean
York University

230 York Lanes - 4700 Keele Street
Toronto, ON, Canada M3J 1P3

Tel: (416) 736-5521
gradstudies.yorku.ca

EMBA 6021 2.0 China in Transition

1. **Program:** Kellogg-Schulich Executive MBA

2. **Course Number:** EMBA 6021

3. **Credit Value:** 2.0

4. **Long Course Title:** China in Transition

5. **Short Course Title:** China in Transition

6. **Effective Session:** Fall 2025

7. **Calendar (Short) Course Description:**
   This course explores key aspects of the transition of the Chinese economy from a high to medium-to-high growth. Building on economic theories, frontier research, and policy analysis, it aims to provide a comprehensive understanding of Chinese economic policies, business environments, and growth dynamics, in the context of changing domestic and international conditions. It involves lectures, case discussions and individual assignments.

8. **Expanded Course Description:**
   This course explores key aspects of transition of the Chinese economy from a high-growth economy to one characterized by medium-to-high growth rate. Building on economic theories, frontier research, and policy analysis, it aims to provide a comprehensive understanding of Chinese economic policies, business environments, and growth dynamics, in the context of changing domestic and international conditions. It discusses long-, medium- and short-term develops, respectively China's fiscal system and fiscal policy, major policy roll-outs and retrenchments (among others in real estate, carbon policy and the platform economy), and the changing global economy. It also looks at business challenges and opportunities in an aging society following the end of the country's demographic dividend.

9. **Course Learning Outcomes:**
   Upon completion of the course, students will be able to:
   - Understand the confluence of policies, existing trends and changes in China.
   - Situate Chinese economic development in a world facing profound changes unseen in a century.

10. **Rationale:**
    Over the past decade, the Chinese economy has experienced a transition from a high-growth economy to one characterized by medium-to-high growth rate. Trade tensions, the Covid-19 pandemic, regional conflicts have profoundly reshaped the world. Given the rising importance of China as a global economic power, learning more about the opportunities and challenges presented to and by Chinese business should be of interest to those among our students operating in a global environment.

11. **Evaluation:**
    Since attendance is crucial in the learning process, instructors have to be notified by email for any missed class. The final grade for the course will be based on class participation

(20%) and an individual final assignment about a topic selected by one of the instructors at the end of the course (80%).

12. Integrated Courses:
NOT integrated

13. Crosslisted Courses:
NOT crosslisted

14. Faculty Resources:
This course is being offered as a global elective over one week during the Fall term at the Shanghai campus by our partner within the Kellogg EMBA Global Network, the Guanghua School of Management at Peking University. It will be taught by Professors Yao Tang and Hui Wang. Both hold PhDs in Economics from Canada (respectively, the University of British Columbia and the University of Toronto) and are Associate Professors in the Department of Applied Economics at Guanghua.

15. Physical Resources:
Classes for this course will be held over 5 intensive days at the Shanghai campus of Guanghua, which will provide all the necessary physical resources.

16. Bibliography and Library Statement:
All required course material will be made available to participating students through Guanghua's Learning Management System to which they will be given access before, during and after the course, as needed. If necessary, our students can access additional relevant material via the York University Library, as per the attached Library Statement.

MEMORANDUM

York University Libraries

To: Matthias Kipping

From: Angie Liann, Teaching and Learning Librarian, Student Learning & Academic Success Department

Date: October 10, 2025

Subject: Library Statement of Support - Kellogg | Schulich EMBA: China in Transition

Summary

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

Collections

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

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

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

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

Selection of Business Databases:

- Mergent Intellect
- Marketline Advantage
- Statista
- Complete listing of databases available on Business Databases A-Z webpage

Business Articles & Newspaper Collections:

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

eBook Platforms:

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

Services

Library Instruction

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

Research Guides & eLearning Modules of Interest:

- EMBA Program: Self-Paced Library Research Module
- Company Research Guide

- Industry Research Guide
- Market Research Guide
- Country & International Business Information

Research Help

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

Accessibility Services

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

Course Syllabus

China in Transition

Instructor: Yao Tang/Hui Wang **Program: Guanghua-Kellogg EMBA**

Semester: Fall 2025 **Date: November 21-23, 2025**

Credit Hour: 15 **Credits: 1**

Prerequisite: N/A **Location: Shanghai**

Contact Information:
Prof. Yao Tang
Tel: 86-10- 62756281, Email: ytang@gsm.pku.edu.cn
Prof. Hui Wang,
Tel: 86-10-62747570, Email: jackie.wang@gsm.pku.edu.cn
Office Hours: by appointment only

Brief Course Description

Over the past eight years, the Chinese economy has experienced a transition from a high-growth economy to one characterized by medium-to-high growth rate. Trade tensions, the Covid-19 pandemic, regional conflicts have profoundly reshaped the world. This course explores key aspects of transition of the Chinese economy. Building on economic theories, frontier research, and policy analysis, it aims to provide a comprehensive understanding of Chinese economic policies, business environments, and growth dynamics, in the context of changing domestic and international conditions.

Course Objectives

To enhance students' understanding of the confluence of policies, existing trends and changes in China, and stimulate the thinking and discussion about Chinese economic development in a world facing profound changes unseen in a century.

Detailed Course Plan

1, A long-term fundamental: the fiscal system and fiscal policy of China
-- Understand the central role played by the fiscal system in China's economic model
-- What are the current challenges in the fiscal area?

2, Medium-term policy cycle since 2021: major policy rollouts and retrenchment
-- Real estate, carbon goals, platform economy, tutoring industry, regional

development, and common prosperity
-- Overarching themes in the 20th CPC National Congress

3, Short-term policy outlook: balancing economic security and demand policy
-- How does China respond to Trump 2.0 and changing global economy?
-- How does China intend to balance economic security and internal demand?

4, The end of demographic dividend in China
-- What are the main causes of the current low fertility rate and the aging trend?

5, Business challenges and opportunities in an aging society
-- What challenges does demographic transition propose to Chinese economy? What are the possible solutions? What are the business opportunities?

Teaching Methods

This course will involve lectures, case discussion and individual assignments. Each student is expected to contribute regularly to classroom discussion.

IT tools to be used in the classroom (if any)

None

Textbooks (if any)

References and Readings

Relevant materials will be handed out in class

Videos, CD-ROMs and other adjunct learning resources used

Video clips will be used when appropriate.

Mandatory Rules

Attendance is crucial in the learning process. Email notification to the instructor has to be given for any class you are going to miss.

Course Assessment

Final grade for the course will be based on several components:

- Class Participation (20%)
- Individual Assignment (80%)

Each student will write an individual final assignment about a topic selected by one of the instructors at the end of the course.

EMBA 6026 2.0 International Business with Chinese Opportunities and Challenges

1. **Program:** Kellogg-Schulich Executive MBA

2. **Course Number:** EMBA 6026

3. **Credit Value:** 2.0

4. **Long Course Title:** International Business with Chinese Opportunities and Challenges

5. **Short Course Title:** International Business in and from China

6. **Effective Session:** Fall 2025

7. **Calendar (Short) Course Description:**
This course aims to familiarize students with issues resulting from the integration of China into the global economy. In particular, it helps them understand how foreign companies can make the most of opportunities in China, working with local business partners or investing there, and/or deal with the challenges resulting from Chinese companies going global.

8. **Expanded Course Description:**
This course aims to help students understand how to conduct international business in China, with China, or dealing with challenges relevant to China. The course covers a focused spectrum of international business topics relevant to foreign companies dealing with Chinese opportunities and challenges. Specifically, the topics it will cover include (1) engaging with local partners, (2) negotiating a joint venture, (3) managing your foreign subsidiary company in China, (4) understanding Chinese companies going global, and (5) responding to Chinese companies going global. The ultimate goal of the course is to equip students with the necessary knowledge and tools to succeed with Chinese opportunities and challenges. In addition, this course is also targeted to help students understand global business issues with open-mindedness. It will involve lectures, case discussions and on-site learning. Each student is expected to contribute actively to the class discussion.

9. **Course Learning Outcomes:**
Upon completion of the course, students will be able to:
   - Understand how global business works and approach the resulting issues based on a set of analytical tools.
   - Identify the opportunities open to their companies in the Chinese market and the best ways to take advantage of these.
   - Analyze the challenges emanating from Chinse companies going global and develop appropriate responses.

10. **Rationale:**
As the second largest global economy, China is both an important market and a strong competitor for many companies. It is also an important trendsetter in many aspects, including e-commerce, technologically advanced products and sustainable business practices. For companies wanting to expand beyond their home market it can be an

important market as well as supplier. At the same time, Chinese companies have become formidable competitors in many industries elsewhere in the world. This means that our students will need to consider expanding to China to sell their products or have all or part of their products made there They will also encounter more and more Chinese companies operating in their own or third markets. Learning about international business in China or from China should therefore be of significant interest to many of them.

11. Evaluation:
Assessment will be based on active class participation, focussing on the quality of contributions (20%), a group assignment regarding a specific case, with results to be presented in the final class (30%), and an individual essay (50%) EITHER examining the marketing practices of a Chinese brand going global or of a foreign brand in China OR analysing the marketing trends in China for an industry that is relevant for their company and discuss the possible impact on the company's marketing strategy in China.

12. Integrated Courses:
NOT integrated

13. Crosslisted Courses:
NOT crosslisted

14. Faculty Resources:
This course is being offered as a global elective over one week during the Fall term by our partner within the Kellogg EMBA Global Network, the Guanghua School of Management at Peking University. It will be taught by Professor Li Ma, who obtained his PhD at Washington University in St. Louis and is currently a professor in Guanghua's Department of Organization and Strategic Management.

15. Physical Resources:
Classes for this course will be held over 5 intensive days at the Shanghai campus of Guanghua, which will provide all the necessary physical resources.

16. Bibliography and Library Statement:
All required course material will be made available to participating students through Guanghua's Learning Management System to which they will be given access before, during and after the course, as needed. If necessary, our students can access additional relevant material via the York University Library, as per the attached Library Statement.

MEMORANDUM

York University Libraries

To: Matthias Kipping

From: Angie Liann, Teaching and Learning Librarian, Student Learning & Academic Success Department

Date: October 10, 2025

Subject: Library Statement of Support - Kellogg | Schulich EMBA: International Business with Chinese Opportunities and Challenges

Summary

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

Collections

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

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

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

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

Selection of Business Databases:

- Mergent Intellect
- Marketline Advantage
- Statista
- Complete listing of databases available on Business Databases A-Z webpage

Business Articles & Newspaper Collections:

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

eBook Platforms:

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

Services

Library Instruction

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

Research Guides & eLearning Modules of Interest:

- EMBA Program: Self-Paced Library Research Module
- Company Research Guide

- Industry Research Guide
- Market Research Guide
- Country & International Business Information

Research Help

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

Accessibility Services

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

Kellogg-Guanghua EMBA Global Elective

International Business with Chinese Opportunities and Challenges
November 2025

Course Overview

This course aims to help students understand how to conduct international business in China, with China, or dealing with challenges relevant to China.

The course covers a focused spectrum of international business topics relevant to foreign companies dealing with Chinese opportunities and challenges. Specifically, the topics will cover (1) engaging with local partner, (2) negotiating a joint venture, (3) managing your foreign subsidiary company in China, (4) understanding Chinese companies going global, and (5) responding to Chinese companies going global.

The ultimate goal the of course is to equip students with the necessary knowledge and tools to succeed with the Chinese opportunities and challenges. In addition, this course is also targeted to help students understand global business issues with open-mindedness.

Instructors

Prof. Li Ma
Office: Building 2, Room 353
Tel: 10-62747074
Email: lima@gsm.pku.edu.cn

Teaching Assistant/Course Manager:

Ms. Mingrong Zhang, zmr@gsm.pku.edu.cn

Course Syllabus
Course Plan

Session 1: Doing Business in China: The role of *guanxi*? (Wed., Nov. 13, 13:30-16:45) 【时间都待修改】
- Topics: Does guanxi matter, specifically in promoting sales and in finding a job?
- Case analysis: Cotte, J., & Yang, A. W. 2002. Worldwide Equipment (China) Ltd.: A sales performance dilemma. *Ivey School of Business case* (902A28). https://hbsp.harvard.edu/tu/b717dcf9 【案例链接待修改】

Session 2: Engaging your local partners (Thu., Nov. 14, 09:00-12:15)
- Topics: What are challenges to negotiate a complex deal with Chinese partners, such as in a joint-venture deal?
- Case analysis: Sebenius, J. K., & Qian, C. J. 2008. Wyoff and China-LuQuan: Negotiating a joint venture (A). *Harvard Business School Case* (9-908-046). https://hbsp.harvard.edu/tu/c86ca7a2

Session 3: Managing foreign companies in China (Thu., Nov. 14, 09:00-12:15)
- Topics: When managing a foreign company in China, shall the company use the headquarter's ways, the local Chinese ways, or something else?
- Case analysis: Chen, A.-H., Ma, L., & Zhang, Z.-X. 2022. Kawamura (China) Electronics. *Guanghua teaching case*.

Session 4: Chinese companies going global (Thu., Nov. 14, 09:00-12:15)
- Topics: How to understand the Chinese companies going global? Are there any opportunities and challenges for foreign companies?
- Case analysis: Zhang, Y., & Alvaro-Moya, A. 2017. Huayi Compressor Barcelona: Post-acquisition challenges. *Ivey School of Business case* (W17210). https://hbsp.harvard.edu/tu/21a6b59b

Session 5: Global companies responding to Chinese global initiative (Thu., Nov. 14, 09:00-12:15)
- Topics: When managing a foreign company in China, shall the company use the headquarter's ways, the local Chinese ways, or something else?
- Case analysis: Petersen, B., Ueta, T., Knauf, M. S., & Lauritsen, A. B. 2022. Maersk's non-market strategy towards state-owned Chinese rivals. *Ivey School of Business case* (W25258). https://hbsp.harvard.edu/tu/5e789812

Teaching Methods
This course will involve lectures, case discussion and on-site learning. Each student is expected to contribute actively to the class discussion.

Course Syllabus

Course Assessment

1. Class participation 20%
2. Group assignment 30%
3. Individual assignment 50%

Class participation (20%)

Every session will involve interactions in the form of class discussion. It is important to note, however, that the participation grade is not solely based on the amount of time a student speaks in class. Instead, we assess the quality of the contributions made to class discussions, the insights shared, and the ability to engage with peers in a meaningful way. We expect you to read the assigned materials (including the articles and cases distributed before class) ahead of time and prepare for the class discussion of each session.

Group assignment (30%)

Students will work in groups to analyze cases and present their analysis results in the last session of this class. The assignment is designed to foster collaborative learning and encourage diverse perspectives. It is evaluated based on your analytical depth on the topics, the critical thinking represented in your analyses as well as necessary update representing your understanding of the course content. Upon finalization of the class roster, groups will be assigned and group members need to work online a few times to prepare for the tasks.

Below are the specific requirements for the group presentation:

Time: Session 5 of this course (Thu., Nov. 14, 09:00-12:15)

Length: Each group will have 5 minutes to present to the class. Use your time wisely—longer presentation will lead to a lower grade.

Role: Upon finalization of the roster, the students can be divided into 10 groups. Five of them represent the China Luquan role, and the other 5 represent the Wyoff role.

Questions to prepare before the course session: Representing my group's role (Luquan or Wyoff), (1) what are the most important issues for our side to stick to our positions and we need to push the other side to concede, and what are the issues that we shall concede to the other side? (2) Given the business environment development in the past 2 decades, what kinds of our side's needs and interests may change? (3) How can we create a win-win relationship with the other side? (4) Given the past experience negotiating with the other side, what tactics we need to prepare for the current negotiation?

During the session, students will first be randomly paired to negotiate with another group. That is, we will have 5 pairs of group negotiation. You will have 50 minutes to negotiate. Negotiation must end even if you have no agreement reached.

Questions to report after negotiation (5 minutes each group): (1) How did we prepare for this negotiation? (2) What is our deal with our partner group? Or, no deal? Are our group members satisfied with the outcome? (3) How did our negotiation proceed with the partner went through just now? (4) How were the negotiation process and outcomes different from our preparation? (5) What did we learn from this simulation? Obviously, some parts of the 5-minute presentation can be prepared before the session, but you have to have some update after the simulation.

Individual assignment (50%)

Choose one of the two topics below and write an essay.

(1) A mini-case study of a Chinese brand going global or a foreign brand in China. Analyze its marketing practices that have led to success or failure so far.
(2) Analyze the marketing trends in China, with special focus on the industry(ies) relevant to your company, and discuss how these trends may affect your company's marketing strategy in China.

Format requirement: 2-4 pages (single-spaced, 12pt) in total length, excluding figures or tables if applicable. Either APA or MLA format is acceptable. Due Nov. 30 by email.

Rules students must follow

Attendance is crucial in the learning process. Email notification to the instructor has to be given for any class you are going to miss. Academic integrity requirement is, by default, at the highest level.

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, October 10, 2025** from **11:30am – 1:00 pm**.

MINUTES

<u>In Attendance:</u>

Chair: W. Shen

Vice-Chair: vacant

Secretary: K. Doyle

Assistant: S. Hyde

Voting Members of Faculty Council Present:

Senior Admin	D. Zwick, K. Tasa, A. Joshi,
ACTG	M. Annisette, S. Hsu, A. Mawani, A. Rahaman, A. Rzeznik, G. Saxton, X. Su, L. Thorne, V. Trivedi
ARTM	K. Rogers
ECON	A. Bhanich-Supapol
ENTR	
FINE	M. Dong, P. Foroughi, M. Kamstra, Y. Larkin, M. Milevsky, Y. Tian
MKTG	A. Joshi, T. Noseworthy, M. Veresiu, D. Zwick
MREI	L. Rolheiser
ORGS	I. Hideg, R. Shao, W. Shen, K. Tasa, L. Zhu
OMIS	M. Biehl, A. Diamant, H. Kim, G. Li, D. Oppong-Tawiah
PLCY	P. Aulakh, M. Kipping, A. Madhok, M. Majzoubi, T. Peridis, W. Sheremata, O. Weber, S. Weiss
PROP	
SUST	B. Eberlein, G. Kistruck, M. Valente
Voting CPM's & Director of 601	I. Holzinger
Student Reps	S. Pimenta (UBS), R. Nguyen (UBS)

Voting Members of Faculty Council Absent:

E. Auster	Y. Deutsch	M. Kristal	L. Pan	J. Zemans (ret.)
K-H. Bae	A. Devine	P. Laycock (Alum)	Y. Pan	
M. Bamber	D. Dimick (ret.)	F. Lazar	R. Phillips	
T. Beechy (ret.)	J. Everett	M. Levesque	E. Prisman	
R. Belk	E. Fischer	A. Liann (Lib. Rep.)	H. Rosin (ret.)	
C. Bell	B. Gainer	B. Lyons	P. Sadorsky	
I. Bicer	M. Giesler	I. Macdonald (ret.)	P. Shum-Nolan	

A. Campbell	C. Graham	D. Matten	A.J. Sirsi	
M. Cao	I. Henriques	J. McKellar	D. Sikri (UBS)	
C. Cho	D. Horvath (ret.)	R. McLean	J. Tan	
M. Chowdhury (UBS)	C. Huang (PH.D)	N. Mead	M. Voronov	
J. Clayton	R. Imanirad	P. Mehra (GBC)	T. Wesson (ret.)	
W. Cook (ret.)	R. Irving (ret.)	G. Morgan (ret.)	E. Westney (ret.)	
A. Coutts	D. Johnston	D. Neu	B. Wolf (ret.)	
P. Darke	K. Kanagaretnam	L. Ng	L. Wright (ret.)	
J. Darroch	R. Karambayya (ret.)	C. Oliver (ret.)	J.S. Yeomans	
A. DeCarufel (ret.)	A. Kecskes	G. Packard	J. Yeung Do	

Leaves and Sabbaticals:

	M. Farjoun	J. Rungtusanatham		

Non-Voting Members of Faculty Council Present

M. Collyer	B. Kha	G. Milavsky	F. Zandi
K. Doyle	L. Lakats	C. Niederwanger	M. Zelver
A. Ferreira	P. Macdonald	N. Sutherland	
I. Holzinger	Y. Massop		

Non-Voting Members of Faculty Council Absent:

B. Abtan	D. Elsner	A. Konson	G. Pau	A. Visram
W. Al-Hussaini	J. Fayt	H. Koren-Cohen	S. Penwarden	A. Volodina
N. Alexandrian	A. Fisher	L. Lee	J. Pinto	P. Walker
S. Babra	S. Friedman	D. Lennox	P. Pivato	M. Waxman
D. Barret	B. Gallagher	R. Lynn	J. Pokrajac	A. Welsh
M. Bhutani	A. Garber	N. Machado	S. Pulver	D. Woticky
S. Browne	S. Gargaro	J. Mapa	C. Sachs	R. Young
K. Butzek-Morris	T. Gosse	D. Mak	G. Sanchez Cuevas	W. Zhang
S. Calahan	C. Gray	R. Mayer	V. Shanmuganathan	C. Zhuang
C. Carder	J. Guo	T. McQueen	C. Sicoli	
M. Cernea	C. Hardman	T. Medcof	H. Sinker	
J.M. Clark	A. Harris	M. Morriello	A. Sriharan	

M. De Luca	B. Hrehoruk	C. Mueller	T. Stubbs	
L. De Wilde	C. Hui	K.R. Na	S. Thomas	
G. Deans	S. Hussain	Z. Necas	A. Thomson	
P. Dillon	V. Ivankine	L. Pan	T. Tolias	
K. Elliot	S. Kerr	C. Partland	H. Turesson	
K. Ellis	K. Kim	B. Pasquali	K. Vandezande	

1. **Welcome and Chair's Remarks** (5 minutes)

   The chair called the meeting to order and read the Indigenous Land Acknowledgement.

2. **Transfer of Summer Authority from Executive Committee** (2 minutes)

   Motion to transfer summer authority from the Executive Committee to Faculty Council for the 2025-26 academic year. m: A. Joshi | s: M. Biehl

   The motion carries.

3. **UBS, GBC, PhD Student Remarks** (5 minutes)

   The UBS President introduced herself briefly and updated Council about the activities of the UBS to begin the academic year.

4. **Dean's Remarks** (5 minutes)

   The Dean updated Council on various initiatives since the last meeting in June 2025 and gave an overview of some upcoming events, including the School's 60th anniversary, alumni events, and the recent gift from the Hennick family to the JD/MBA.

5. **York University Office of Research Ethics Presentation** (*P. Asci*) (20 minutes)

   The ORE staff presented some procedural updates to the process of ethics clearance for research with human participants. Slides are available by contacting the ORE.

6. **Complex Communities Road Show** (A. Watters-Westbrook) (30 minutes)

   The Manager, Complex Communities presented updates on the University's approach to managing complex safety issues, such as the increase in visibly unhoused people on campus and in building.

7. Other Business

None.

8. Adjournment

The meeting was adjourned at 12:36 pm.

EXECUTIVE COMMITTEE
SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Executive Committee of Faculty Council for the 2024-25 academic year was held remotely (via Zoom) on Friday, September 26 at 11:30 am.

MINUTES

In Attendance:

Chair: W. Shen

Vice-Chair: TBD

Secretary: K. Doyle

Assistant: S. Hyde

Members of Executive Committee Present:

X. L. Busani (President, PhD)	**S. Pimenta** (President, UBS)
B. Eberlein (Director, BBA/iBBA; Chair, BBA/iBBA Committee)	**V. Trivedi** (Director, MAcc)
D. Johnston (Director, MSCM)	**J. Yeung Do** (Executive Officer)
A. Joshi (Associate Dean Programs, Nominating Committee)	**L. Zhu** (Chair, Community and Equity Committee; Director, MMgt)

Members of Executive Committee Absent/Regrets:

T. Arora (President, GBC)	**A. Mawani** (Director, MHIA)
M. Cao (Director, MF)	**T. Noseworthy** (Associate Dean External Relations)
J. Clayton (Director, MREI)	**G. Packard** (Director, MMKG)
P. Darke (PhD Program; Chair, PhD Committee)	**K. Tasa** (Associate Dean Academic; Chair, Master Programs Committee & Programs Coordinating Committee & EMBA Committee)
E. Fischer (Chair, Tenure & Promotions Committee) (Associate Dean Research; Chair, Research & Library Committee)	**M. Valente** (Director, MBA)
S. Hsu (Chair, Student Affairs Committee)	**J. Yeomans** (Director, MBAN and MMAI)
K. Kanagaretnam (Associate Dean Students; Chair, Masters Admissions Committee)	**D. Zwick** (Dean)
M. Kipping (Associate Dean, EMBA; Director, EMBA)	
M. Kristal (Director, MBAt)	

1. **Welcome & Chair's Remarks**

   Chair calls meeting to order at 11:31 am.

2. **Review of October Faculty Council Agenda and Documentation**
   Committee approves the agenda and documentation by consensus, noting a small edit to be made to the Nominating Committee Slate.

3. **Student Appeal #2956**
   Minutes pertaining to the student appeals are filed separately to preserve confidentiality.

4. **Student Appeal #3303**

5. **Student Appeal #4787**

6. **Student Appeal #8482**

7. **Other Business**
   Motion to extend the meeting by 15 minutes. m: A Joshi | s: M. Valente
   Motion carries.

8. **Adjournment**
   Meeting adjourns at 1:15pm