Schulich
School of Business
York University

FACULTY COUNCIL
SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Schulich Faculty Council for the 2026-27 academic year will be held via Zoom on **Friday, October 9, 2026** from **11:30am – 1:00 pm**.

AGENDA

1. **Welcome and Chair's Remarks** (5 minutes)
2. **Motion: Transfer of Summer Authority from the Executive Committee to Council**
3. **GBC, PhD Student Remarks** (10 minutes)
4. **Motion: Major Modification to add Markham Campus to the BBA** (*K. Tasa*)
5. **University Budget Consultation** (40 minutes) (*L. Bay-Cheng & N. Kischinchandani*)
6. **Dean's Remarks & Recruitment Landscape Overview** (20 minutes) (*D. Zwick & L. Pan)*
7. **Other Business** (5 minutes)
8. **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: Schulich Executive Committee and Faculty Council Dates 2026-27	12
1. Master Admissions Committee (*L. Zhu)*	
a. Revision of Committee Terms of Reference (quorum rules)	13
Master Programs Committee/Programs Coordinating Committee (*K. Tasa)*	
a. Master of Business Administration (*M. Valente*)	
i. New Course Proposals	
1. MGMT 6852 1.50 Graduate Work Placement	15
2. MGMT 6853 1.50 Graduate Work Placement	33
3. GBUS 6852 1.50 Global Graduate Work Placement	49
4. GBUS 6853 1.50 Global Graduate Work Placement	66
2. Nominating Committee (*G. Kanagaretnam*)	
a. 2026-27 Nominating Committee Slate as of 2026.09.18	83
3. Minutes of the Last Meetings: 2026.06.05	107

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Kevin Tasa, Associate Dean, Academic
Date: October 9, 2026
Re: Motion to Approve the Major Modification to Add Markham Campus as a Delivery Location for the Bachelor of Business Administration

Motion: that Faculty Council approve the Major Modification to the Bachelor of Business Administration to add Markham Campus as a Delivery Location.

Rationale: The proposed addition of Markham Campus supports York University's objective of expanding enrolment and academic activity at Markham while extending access to Schulich's established BBA program. A Markham-based intake will make the BBA available to a broader population of prospective students, including students for whom Markham is a more accessible location, while preserving the academic standards, curriculum, and student experience associated with the existing program.

Markham Campus provides contemporary teaching, learning, study, and social spaces, together with on-site student services and academic technology. The establishment of a BBA cohort at Markham will make productive use of these facilities and contribute to the development of a larger and more diverse academic community on campus. It will also reduce some growing pressure on instructional space and academic scheduling at Keele Campus.

The proposed structure combines the advantages of a coherent, location-based cohort experience during the first two years with access to the broader range of specializations, electives, activities, and services available at Keele during the final two years. Students will enter a single, established BBA program and will be subject to the same academic requirements and standards regardless of their location of entry.

York University

Major Modifications to Existing Programs – Addition of Markham Campus Location

TEMPLATE

Major Modifications to Existing Programs fall under Section 5 of the York University Quality Assurance Procedures (YUQAP). Under Section 5.1 (Scope), a major modification includes significant changes to a program's delivery, including delivery at a different campus location.

This template has been developed specifically for proposals where the only proposed change is the addition of Markham Campus as a delivery location for an existing program. Because the addition of a new campus location represents a significant change to program delivery, it is reviewed through the major modification process.

The questions below are intended to focus the proposal on the information needed to assess the appropriateness of the new location, including the rationale for the change, impacts on students, sufficiency of resources, and any required consultation or support.

The full YUQAP can be accessed here: https://www.yorku.ca/unit/yuqap/

Major Modifications Proposal

Faculty: Schulich School of Business

Department: Not applicable

Program: Bachelor of Business Administration

Degree Designation: BBA

Type of Modification: Addition of Markham Campus Location

Location: Current campus, Keele; Markham to be added

Effective Date: Fall 2027

Approval Date at Faculty Council:

1. Overview

1.1 Provide a brief summary of the proposed changes to the program.

This major modification proposes to establish Markham Campus as an additional delivery location for York University's existing Bachelor of Business Administration program, offered by the Schulich School of Business, effective Fall 2027.

Beginning in Fall 2027, the School proposes to admit a distinct cohort of up to 125 students to commence the BBA at Markham Campus. Students admitted to the Markham cohort will complete Years 1 and 2 of the program, consisting principally of the BBA core requirements, at Markham Campus. They will then transition to Keele Campus for Years 3 and 4, where they will complete their upper-year degree requirements, including specializations and elective courses.

No new credential, program, stream, or specialization is being created. The proposed modification does not change the BBA's curriculum, total credit requirements, admission requirements, Program Learning Outcomes, modes of delivery, assessment practices, academic regulations, or degree designation. The sole academic modification is the addition of Markham Campus as an approved delivery location for specified portions of the existing program.

1.2 Provide the rationale for the proposed changes.

The proposed addition of Markham Campus supports York University's objective of expanding enrolment and academic activity at Markham while extending access to Schulich's established BBA program. A Markham-based intake will make the BBA available to a broader population of prospective students, including students for whom Markham is a more accessible location, while preserving the academic standards, curriculum, and student experience associated with the existing program.

Markham Campus provides contemporary teaching, learning, study, and social spaces, together with on-site student services and academic technology. The establishment of a BBA cohort at Markham will make productive use of these facilities and contribute to the development of a larger and more diverse academic community on campus. It will also reduce some growing pressure on instructional space and academic scheduling at Keele Campus.

The proposed structure combines the advantages of a coherent, location-based cohort experience during the first two years with access to the broader range of specializations, electives, activities, and services available at Keele during the final two years. Students will enter a single, established BBA program and will be subject to the same academic requirements and standards regardless of their location of entry.

1.3 Comment on the alignment of the program changes with Faculty and/or University academic plans.[1]

The proposed modification advances York University's commitment to accessible, high-quality education across its campuses by extending the BBA program to Markham. It supports responsible enrolment growth, more effective use of University teaching and learning infrastructure, and the development of Markham as a vibrant academic campus.

For the Schulich School of Business, the proposal advances the School's commitment to transformative student learning by providing another point of access to the BBA while maintaining the program's curriculum, shared academic standards, and a coherent program identity. The cohort model will support intellectual and social connection among students in the first two years, after

[1] This can include the 2020-2025 University Academic Plan, the 2023-2028 Strategic Research Plan, the UN Sustainable Development Goals (SDGs), A Framework and Action Plan on Black Inclusion, the Indigenous Framework for York University, and other Faculty plans and frameworks.

which Markham-entry students will join the wider BBA community at Keele for upper-level undergraduate study.

The proposal also contributes to the University's objectives concerning access and inclusion. Offering the first two years of the BBA at Markham has the potential to reduce geographic barriers for students residing in York Region and surrounding communities. The program will continue to operate within York University's established commitments and frameworks relating to equity, diversity, inclusion, Indigenization and decolonization, accessibility, and student success.

In these ways, the proposal to add Markham Campus as a delivery location for Schulich's BBA aligns to the priorities of "forward-looking teaching and learning," "living well together," and "pathways to thriving and success" articulated in the York University Academic Plan, 2026-30.

1.4 Provide a detailed outline of the changes to the program.
Also include an appendix of the side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Academic Calendar. Indicate deletions with strikethrough text and additions with underline in a contrasting colour.

No Changes are being made to the program other than to add Markham campus as a new delivery location.

The anticipated delivery structure is as follows:

Students admitted to the Markham Campus cohort will complete the following program requirements at Markham Campus:

Year 1

SB/BEAP 1000 3.00 MICROECONOMICS FOR MANAGERS

SB/MGMT 1000 3.00 INTRODUCTION TO BUSINESS

SB/ACTG 2010 3.00 INTRODUCTION TO FINANCIAL ACCOUNTING I

SB/MGMT 1035 3.00 GLOBAL BUSINESS - PAST, PRESENT, FUTURE

SB/BEAP 1010 3.00 MACROECONOMICS FOR MANAGERS

SB/OMIS 1050 3.00 MANAGING DATA FOR BUSINESS DECISIONS

SB/ACTG 2011 3.00 INTRODUCTION TO FINANCIAL ACCOUNTING II

SB/MKTG 1030 3.00 MARKETING MANAGEMENT

Plus 6.00 credits of non-Schulich elective courses

Year 2

SB/SUST 2060 3.00 BUSINESS AND SOCIETY

SB/ORGS 2100 3.00 INDIVIDUALS AND GROUPS IN ORGANIZATIONS

SB/FINE 2000 3.00 INTRODUCTION TO FINANCE

SB/OMIS 2050 3.00 ANALYZING DATA FOR BUSINESS DECISIONS

SB/ORGS 2200 3.00 ORGANIZATIONS AND THEIR ENVIRONMENTS

SB/OMIS 2010 3.00 INTRODUCTION TO OPERATIONS AND SUPPLY CHAIN MANAGEMENT

SB/ACTG 2020 3.00 MANAGEMENT ACCOUNTING CONCEPTS

Plus 9.00 credits of non-Schulich elective courses

All BBA students, including those in the Markham cohort, will complete the following program requirements (Years 3 and 4) at Keele Campus:

SB/SGMT 3000 3.00 STRATEGIC MANAGEMENT

Plus 21.00 credits of Schulich electives, 12.00 credits of non-Schulich electives and an additional 24.00 credits of electives of your choice (can be Schulich or non-Schulich)

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

The addition of the Markham campus location will be effective Fall 2027 and will involve newly admitted students. Students currently enrolled in the program at Keele ***will not*** be able to access courses at the Markham location. Both cohorts of students will be advised proactively about where they must access their courses and services.

2. Learning Outcomes and Program Requirements

2.1 List the current and/or updated Program Learning Outcomes for the proposed modified program.[2]

Not applicable. The addition of the new location involves no changes to the program learning outcomes.

2.2 If applicable, describe and/or map how your Program Learning Outcomes map onto Ontario's Degree Level Expectations.
A suggested template for mapping can be found as an attached appendix.

Not applicable. This proposal involves no changes to the program learning outcomes and mapping to the degree-level expectations.

2.3 If applicable, describe and/or map how courses map onto to the Program Learning Outcomes.
A suggested template for curriculum mapping can be found as an attached appendix.

Not applicable. This proposal involves no changes to the program learning outcomes or course requirements.

2.4 If applicable, describe how the proposed modifications will support the achievement of Program Learning Outcomes.

The addition of a new campus will support the achievement of the PLOs in the same manner as for the existing campus location.

Where a course is offered in multiple sections or at both campuses, the School will use its existing course-coordination practices to support consistency in learning objectives, coverage of required material, workload, and academic standards, while preserving appropriate instructor discretion in pedagogy and assessment design.

2.5 If applicable, describe how the achievement of the Program Learning Outcomes will be assessed and how that assessment of the Program Learning Outcomes will be documented.

Not applicable. This proposal involves no changes to the program learning outcomes or assessments.

[2] Ideally, a program would have 8-12 Program Learning Outcomes (PLOs) that reflect the program and demonstrate how the program meets Ontario's Degree Level Expectations. Support for visioning, defining, and mapping your PLOs can be found in the Office of the Vice Provost Academic.

2.6 If applicable, describe changes to any admission requirements and the appropriateness of the revised requirements for the achievement of the Program Learning Outcomes.

Not applicable. This proposal involves no changes to the admission requirements.

3. Teaching and Learning

3.1 If the proposed changes include a revision to mode(s) of delivery, comment on the appropriateness of the revised mode(s) of delivery for the achievement of the Program Learning Outcomes.
Note that when changing the mode of delivery for a program or a significant portion of a program from in person to online, the proposal should demonstrate the consideration of the program objectives[3] *and Program Learning Outcomes, as well as the adequacy of the technological platform and tools, sufficiency of the support services and training for teaching staff, sufficiency and type of support for students in the new learning environment, and access for students in the successful completion of their degree*.

Not applicable. This proposal involves no changes to the mode(s) of delivery.

3.2 If applicable, describe changes to program level assessment and the appropriateness of the revised forms of assessment as related to the Program Learning Outcomes.

Not applicable. This proposal involves no changes to the program learning outcomes or assessments.

4. Resources

4.1 Describe any resource implications the proposed change may have and how they will be addressed. Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources will be required. 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.

Markham Campus has been developed to support contemporary university teaching and learning and provides instructional facilities, academic technology, student study and collaboration spaces, social spaces, and a dedicated student services presence. These resources provide an appropriate foundation for delivering the first two years of the BBA. The University has advised that

[3] See Quality Council's definition of "objectives" on their website.

Markham is prepared to assume the delivery costs and operational responsibilities associated with the expansion of academic activity on campus.

The Schulich School of Business will retain academic responsibility for the BBA. This includes curriculum oversight, course staffing, appointment of appropriately qualified instructors, academic advising and progression decisions, maintenance of academic standards, and inclusion of the Markham offerings in the School's established quality-assurance processes.

Implementation planning will address:

- the availability and scheduling of lecture, tutorial, breakout, examination, and collaborative learning spaces;
- classroom technology and specialized software required by BBA courses;
- staffing of core courses and tutorials;
- local and School-based academic advising;
- accessibility and accommodation services;
- library and learning supports;
- career, experiential learning, and student engagement services;
- examination administration and academic integrity processes;
- transportation and transition supports, particularly as students move from Markham to Keele after Year 2; and
- the administrative arrangements needed to integrate Markham students into Schulich's existing systems and student community.

The initial intake ceiling of 125 students reflects the capacity of the principal lecture space identified for the cohort. The School will align admissions targets with confirmed space, instructional capacity, student-service capacity, and anticipated demand. Please see the attached Support Statement from the Anchor Dean confirming support for the resourcing arrangements related to establishing a BBA cohort at Markham Campus.

5. Consultation

5.1 Summarize consultation undertaken with relevant academic units. Include in this summary a commentary on how the proposed changes could impact other programs. Provide individual statements from the relevant program(s) confirming consultation and support as appendices.

The proposal has been discussed within the Schulich School of Business with the BBA Program Director, the School's senior leadership, faculty representatives responsible for the academic areas that contribute to the BBA core, and between the relevant counterpart administrative offices at Markham

Campus and Schulich. These consultations have focused on the academic suitability of the cohort model, instructional staffing, maintenance of equivalent academic standards across locations, course sequencing, coordination of administrative functions and student services, and the transition of students from Markham to Keele after Year 2.

The School has also consulted with the Office of the Provost, the Office of the Vice-Provost Academic, and Markham Campus leadership regarding the proposed location, governance pathway, facilities, services, enrolment planning, and implementation requirements.

Because the proposal does not change the BBA curriculum or introduce new courses, no direct curricular impact on another York program is anticipated. The principal cross-unit considerations concern operational capacity, access to non-business electives, student services, library resources, and the scheduling and availability of any courses supplied by other Faculties. Statements of consultation and support will be appended where appropriate.

Summarize the consultation of the proposed modifications undertaken with current students and/or recent graduates.

The Markham campus location will primarily serve new students admitted as of Fall 2027 and therefore will not directly impact current students or recent graduates.

5.2 Summarize any other internal and/or external consultation that demonstrate alignment of proposed program modifications with best practices and current needs (e.g. consultation with the Office of Institutional Planning and Analysis (OIPA), Office of the Vice Provost Teaching and Learning, industry groups, accrediting bodies, etc.). Include as appendices statements/letters of support from the relevant units/groups confirming consultation and support.

Not applicable.

Schulich
School of Business
York University

SCHULICH SCHOOL OF BUSINESS
EXECUTIVE COMMITTEE

The following meeting dates are proposed for the Executive Committee and Faculty Council in the 2026-2027 year. All meetings will begin at 11:30am.

Executive Committee	Faculty Council
Friday, September 25, 2026	Friday, October 9, 2026
Friday, October 30, 2026	Friday, November 13, 2026
Friday, November 27, 2026	Friday, December 11, 2026
Friday, January 15, 2027	Friday, January 29, 2027
Friday, February 19, 2027	Friday, March 5, 2027
Friday, April 9, 2027	Friday, April 23, 2027
Friday, May 21, 2027	Friday, June 4, 2027

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Luke Zhu, Chair, Master's Admissions Committee
Date: October 9, 2026
Re: Changes to Admissions Committee

Motion:
That Faculty council approve the following changes to the Master's Admissions Committee:

Change 1: Change in Title of Ex Officio Members

CURRENT TEXT	REPLACE WITH
Associate Dean Students (non-voting if the chair) or Assistant Dean Students	Replace "Assistant Dean Students" with Executive Director, Student Services and International Relations

Change 2: Change Quorum Rules

CURRENT TEXT	REPLACE WITH
2 Faculty Voting Representatives and 1 Student Representative	3 Voting Representatives

Rationale:

Rationale for Change 1: The formal title has changed from Assistant Dean Students to Executive Director, Student Services and International Relations. The change to the committee description reflects the formal title change.

Rationale for Change 2: The intent is to increase the efficiency and effectiveness of the admissions committee and reduce the frequency of bottle necks related to the current quorum rules.

York University
Schulich School of Business
MASTER'S ADMISSIONS COMMITTEE

Purpose and Responsibilities

The primary mandate of the Master's Admissions Committee is to review files of applicants to Masters Programs (except for EMBA applicants) who do not meet standard Schulich admission requirements and to decide whether to admit, admit on probation, or reject the applications.

The Committee reviews the files of candidates who, while not meeting all Schulich admission requirements, have filed a petition appealing a rejection, are weak in one area (e.g., low GMAT or low academic GPA) but excel in other areas or are non-degree applicants with exceptional managerial experience (8+ years). Members of the Committee deliberate on whether there are sufficient merits in some areas to overcome the deficiencies in others. It also considers extenuating circumstances (e.g., health or family issues) that may explain certain aspects of the file such as a short-term deterioration in academic performance. For each file, a vote is taken as to whether to admit, admit on probation, or reject the application.

Membership

Voting members' responsibilities for committee participation normally begin in September and run through to the last Faculty Council of the following year.

Chair

- Elected by Faculty Council

Elected Voting Members

- 9 Faculty Members including the Chair

Ex Officio Voting Members

- Associate Dean Students (non-voting if the chair) or Assistant Dean Students and,
- President of the Graduate Business Council (GBC) or representative who must also be a member of GBC

Nonvoting members

- Assistant Director of Admissions

Quorum

2 Faculty voting representatives and 1 Student representative

Meeting Schedule/Typical frequency of meetings

Once a month throughout the year, as required; additional meetings may be added as necessary.

Decision-Making: In general, the Committee seeks consensus in the development of its recommendations. When this is not feasible or when a formal vote is required by school or university policy, motions are carried on the basis of a majority of the Committee's voting members present.

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Minerva Cernea, Director, Centre for Career Design
Date: September 17, 2026
Re: New Courses Proposal: two 1.50 credit elective Graduate Placement Courses and two 1.50 credit elective Global Graduate Placement Courses

Motion: That Faculty Council approves four new courses of 1.5 credits:

- Two Graduate Work Placement courses: MGMT 6852 1.50 and MGMT 6853 1.50
- Two Global Graduate Work Placement GBUS 6852 1.50 and GBUS 6853 1.50

The proposed courses are intended to enhance the employability and career readiness of graduate students by expanding access to meaningful, credit-based work experiences. They address an existing curricular gap by enabling students to receive academic credit for shorter placements ranging from 60 to 239 hours. Currently, graduate placement courses provide 3.00 credits and require a minimum of 240 hours, leaving students who undertake shorter, but still substantive, work experiences without a mechanism to receive academic credit for their learning.

A growing number of shorter-term experiential opportunities are available through platforms such as Riipen, as well as directly through employers, community organizations, international trade missions, and other external partners. These opportunities enable students to engage with authentic organizational challenges and apply knowledge and skills acquired through their graduate studies in professional settings.

Grounded in experiential learning pedagogy, the proposed courses integrate academic application, competency development, reflection, and transfer of learning. Students will apply concepts, frameworks, methods, and knowledge from their graduate studies to workplace situations; develop and demonstrate professional competencies; reflect critically on their experiences; and identify how their learning can be transferred to future professional contexts. Academic credit therefore reflects not only the duration of the placement, but the achievement of defined learning outcomes through workplace experience, academic application, employer feedback, assessment, and structured reflection.

The proposed structure of two 1.50-credit courses in each of the MGMT and GBUS categories was developed following consultations with SSIR and the MBA and Master of Management Program Directors. Offering two distinct courses in each category enables students to receive credit for more than one qualifying placement during their graduate studies, while ensuring that each course may be completed only once.

All four courses will be available to MBA and Master of Management students and may also be available to students in other graduate programs that permit 1.50- or 3.00-credit electives. MGMT 6852 and MGMT 6853 support work-integrated learning in a general organizational context. By contrast, GBUS 6852 and GBUS 6853 are designed for placements with a substantive global or international dimension, enabling students to develop and reflect on competencies associated with working across countries, cultures, markets, or international business environments.

The courses are stackable, allowing students to complete distinct qualifying placements and receive academic credit for each experience. This structure recognizes the educational value of exposure to different organizations, industries, functions, projects, or professional contexts while ensuring that each placement represents a distinct learning experience.

Together, the four proposed 1.50-credit courses and the existing 3.00-credit placement course will create a more flexible continuum of credit-based experiential learning opportunities. The proposed courses address an identified curricular gap while maintaining academic rigor through clearly defined learning outcomes, academic oversight, employer feedback, assessment, and structured reflection, and supporting students' professional development and career readiness.

Schulich
School of Business
York University

New Course Proposal Form

Schulich School of Business

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

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

1. Responsible Program:
   MBA Program

2. Responsible Unit:
   Strategic Management

3. Subject Code (Rubric) and Course Number:
   MGMT 6852

4. Credit Value:
   1.50

5. Long Course Title:
Graduate Work Placement

6. Short Course Title:
Graduate Work Placement

7. Effective Term/Calendar Year:
Winter 2027

8. Language of Instruction:
English

9. Calendar (Short) Course Description:
MGMT 6852 provides students with the opportunity to earn academic credit for a supervised work placement of at least 60 hours up to 239 hours. Students apply knowledge and competencies developed through their graduate studies to a professional setting and engage in structured analysis and reflection to connect workplace experience with academic learning and future professional practice.

Schulich
School of Business
York University

Prerequisites: For the MBA only: At least 15 credits of the 5000 series Required Foundations of Management Core courses. Students may enroll in MGMT 6852 1.50 in either the term when the work placement occurs or in the term following the work placement. As part of the application to a work placement course, students must consult with Academic Advising to determine which term to enroll in MGMT 6852 1.50.

10. Expanded Course Description:

Having an experience does not necessarily result in learning. Learning comes from thinking critically about your experience and reflecting on it. The National Society for Experiential Education emphasizes the importance of reflection to the learning process: "Reflection is the element that transforms a simple experience into a learning experience".

Reflection is about:
(1) Making sense of experience in relation to self, others, and contextual conditions
(2) Reimagining and/or planning future experience for personal and social benefit

One of the forms of Experiential Education (EE) is Work Focused EE, entailing experiences that typically are placements, internships, or co-op opportunities, where students are engaged in hands-on, supervised work in the workplace.

MGMT 6852 is a course-based work placement that integrates supervised professional experience with structured academic analysis and reflection. Students apply concepts, frameworks, methods, and knowledge acquired through their graduate studies to workplace tasks, projects, problems, or organizational situations.

Through the placement and associated academic assessments, students identify and evaluate the professional competencies they apply and develop, critically reflect on their workplace experience, and consider how their learning can be transferred to future professional contexts. The course enables students to connect academic learning with professional practice while building experience relevant to their career goals.

The course requires a minimum of 60 hours up to 239 hours of approved work experience. Academic credit reflects the combination of the supervised workplace experience and the successful completion of the course's academic requirements.

11. Course Learning Outcomes:

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

1. Apply relevant concepts, frameworks, methods, and knowledge acquired through their graduate studies to workplace tasks, projects, or organizational challenges.
2. Demonstrate and critically assess professional competencies developed through the placement, including communication, teamwork, problem-solving, adaptability, stakeholder management, or project management.

3. Reflect critically on workplace experiences to identify learning, areas for continued professional development, and implications for future professional practice.
4. Analyze aspects of equity, diversity, inclusion, and workplace practices encountered during the placement.

12. Rationale:

The proposed course is intended to **enhance the employability and career readiness of graduate students by expanding access to meaningful, credit-based work experiences**. It will address an existing gap in the curriculum by enabling students to receive academic credit for shorter placements beginning at **60 hours up to 239 hours**. Currently, graduate placement courses provide **3.00 credits and require a minimum of 240 hours**, meaning that students who undertake shorter, but still substantive, work experiences have no mechanism to receive academic credit for their learning.

Importantly, the academic credit associated with MGMT 6852 reflects not only the duration of the work placement but also the structured academic learning associated with the experience. Students are required to connect graduate-level academic learning to workplace practice, analyze their application and development of professional competencies, and critically reflect on their experience and its relevance to future professional practice.

A growing number of shorter-term experiential opportunities are available to students through platforms such as **Riipen** (programs like Level UP and Advanced Ontario require 60h/project), as well as directly through employers, community organizations, and other external partners. Additional opportunities may arise through the approximately **60 international trade missions organized annually by MEDJCT**, which can provide students with shorter, globally focused work experiences. Collectively, these opportunities enable students to engage with real organizational challenges while applying knowledge and skills acquired through their academic programs.

Research on experiential education, together with our experience supporting students in work-integrated learning, indicates that **multiple opportunities to apply academic learning in professional settings can strengthen students' career readiness and employability**. Through these experiences, students can develop and demonstrate professional competencies, increase their confidence in articulating their skills and accomplishments during recruitment processes, expand their professional networks, and build experience directly relevant to their post-graduation career goals.

The existing **MGMT 6851 3.00** and the proposed **MGMT 6852 1.50 and MGMT 6853 1.50** will be stackable, allowing students to complete both courses and earn credit for two distinct approved work placement experiences. **Each course may be completed only once.** This structure recognizes that exposure to different organizations, industries, functions, projects, or professional contexts can broaden students' experience and further strengthen their professional development and career readiness.

Schulich
School of Business
York University

The academic credit awarded through MGMT 6852 reflects not only the duration of the work placement, but also the structured academic learning associated with the experience. Students are required to analyze the placement context, explicitly connect their graduate learning to workplace practice, demonstrate professional competency development, and critically reflect on their experience and future application of learning.

13. Evaluation:

Assignment/Task	Quantity	%Weight	Total%	*Author*
Applied Learning & Competency Analysis	1	50%	50%	*Individual*
Reflection Paper	1	50%	100%	*Individual*
Work Supervisor Evaluation	1	Required	Required	*Individual*
			100%	

14. Integrated Courses:
n/a

15. Cross-listed Courses:
This course will also be offered to the students from the Master of Management.

16. Enrolment Notes:
n/a

17. Faculty Resources:
All tenure stream faculty members are qualified to supervise placements. Placements that are part of a program would typically be supervised by the program director.

18. Physical Resources:
n/a

19. Bibliography and Library Statement:
n/a

Schulich
School of Business
York University

New Course Proposal Template

(Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor:
Luke Zhu

Alternative instructors:
Ashwin Joshi
Minerva Cernea

Course coordinator:
Minerva Cernea

21. Specializations

Primary area or specialization:
n/a

Secondary areas or specializations:
n/a

22. Student Contact and Enrolment

Contact hours:
n/a

Maximum enrolment:
45 students (elective course)

Expected enrolment:
45 students (elective course)

Evidence for enrolment expectations:
Demand is expected to be strong given the growing availability of shorter-term work-integrated learning opportunities that currently fall below the 240-hour minimum required for MGMT 6851. These include project-based opportunities available through platforms such as Riipen, as well as placements and projects sourced directly through employers,

community organizations, international initiatives, and other external partners. The course will provide an academic pathway for students undertaking these shorter but substantive professional experiences.

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

The course offers the students the opportunity to apply the EDI knowledge acquired in their graduate program. This graduate work placement course has as the 4th learning objective: Reflect on how Equity, Diversity and Inclusion is applied in the workplace. The students are evaluated based on a Reflection Paper that explicitly requires to address aspects of equity, diversity, and inclusion as they relate to the student's placement

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) Provide a convincing case for the proposed course.

The proposed MGMT 6852 (1.50 credits) addresses a gap in the graduate curriculum by providing academic credit for meaningful work experiences between 60 hours and 239 hours, complementing the existing MGMT 6851 (3.00 credits), which requires a minimum of 240 hours. The course responds to the growing availability of shorter experiential opportunities, including 60-hour Riipen projects, employer and community-based placements, and potential opportunities associated with international trade missions. These experiences enhance career readiness and employability by enabling students to apply academic knowledge in professional settings, develop competencies, expand their networks, and build relevant experience. MGMT 6851, MGMT 6852 and MGMT 6853 will be stackable, providing students with greater flexibility to undertake multiple experiences across different organizations, industries, functions, or professional contexts.

Originator:

Minerva Cernea	September 2, 2026
Signature	Date
Minerva Cernea	Director, Centre for Career Design
Name	Area or Specialization

Schulich
School of Business
York University

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.

Ashwin Joshi	*Marketing*
Theodore Noseworthy	*Marketing*
Murat Kristal	*OMIS*
Grant Packard	*Marketing*
David Elsner	*OMIS*
Luke Zhu	*ORGS*

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.

Preet Aulakh	Sept. 14, 2026
Signature	Date
Preet Aulakh	Strategic Management
Name of Coordinator or Director	Area or Specialization

Schulich
School of Business
York University

Degree Program:
I support the addition of the course to the SSB curriculum.

Mike Valente	Sept. 7, 2026
Signature	Date
Mike Valente	MBA
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.

Kevin Tasa	*September 17, 2026*
Signature	Date
Kevin Tasa	Master Programs Committee
Name of Committee Chair	Committee

MGMT 6852 1.50: Graduate Work Placement

Course Outline
Fall, Winter and Summer

This is a 1.50 credit pass/fail Schulich elective course.

Instructor
Luke Zhu
lukezhu@schulich.yorku.ca
Office hours: By Appointment

Ashwin Joshi
Phone: (647) 409-7302
E-mail: ajoshi@yorku.ca
Office hours: By Appointment

Minerva Cernea
Phone : (416) 843 7701
Schulich School of Business, office N202D
mcernea@schulich.yorku.ca
Office hours: By Appointment

Assistant
Nisha Jani
(416) 736-2100 extension 55942
McEwen Building, office G221
njani@schulich.yorku.ca

Dr. Luke Zhu is the Associate Dean, Programs, Program Director of the Master of Management, and Associate Professor of Organization Studies at the Schulich School of Business, York University. He has taught undergraduate- and graduate-level courses in organizational behavior, negotiation, and conflict management. His research examines business ethics, diversity, and artificial intelligence in the workplace, and he currently serves as an Associate Editor of Organizational Behavior and Human Decision Processes.

Prof. Ashwin Joshi - born in Bangalore, India, Ashwin moved to Canada in 1984 to attend Lester B. Pearson College where he completed his international baccalaureate. Following his undergraduate degree at Trent University, Ashwin secured his Ph.D. at Queen's University in 1993. Ashwin is married with two children, and is blessed with Lola, the family dog.
Ashwin is an Associate Professor of Marketing at the Schulich School of Business, York University, where he is also Associate Dean, Programs. Previously, Ashwin served as MBA Program Director over 2 decades and was also the founding director of the MBA Program in India.
Ashwin has taught since 1993. He joined Schulich in 1999 and since that time has taught in the BBA, MBA, EMBA, and Ph.D. programs at the School. He has received the Seymour Schulich Teaching Excellence Award at both the BBA and MBA levels. Ashwin has also taught in the Kellogg-Recanati EMBA Program for several years.
For the first 20 years of his career, Ashwin provided consulting advice in the areas of product innovation and salesforce management. Over the past decade, however, his consulting work has primarily been focused upon devising entry strategies for Canadian companies into India. Clients include banks, manufacturing, and mining companies.

Dr. Minerva Cernea is the Director of the Schulich Center for Career Design (CCD). Prior, she was the Associate Director and the Head of the Professional Development & Experiential Education (PD&EE) Office. Since July 1, 2025, the PD&EE Office is integrated in CCD.
Dr. Cernea has over ten years of experience in teaching and coaching IMBA, MBA and Tech MBA students at the Schulich School of Business.
Dr. Cernea has extensive leadership experience locally and internationally, directly managing organizations as well as selecting leaders/managers for different companies around the world. Conducting executive search assignments for over 18 years, Dr. Cernea completed more than 450 senior-level assignments across the Industrial, Technology, Financial, and Consumer Goods sectors, in 18 countries, from North America, Europe, Asia, Africa, and the Middle East. Prior to Executive Search Dr. Cernea worked as Marketing Manager Romania for Apple Computer and prior to that she worked in research engineering. Dr. Cernea has a Master of Science degree in Electronics and Telecommunications Engineering, an International Executive MBA with General Management specialization, and a PhD degree in International Psychology / Organizations and Systems with focus on cross-cultural leadership effectiveness. She is fluent in English, French, and Romanian.

Brief Description

The purpose of this Graduate Work Placement is for students to gain relevant business work experience and reflect on the learnings facilitated by this experience, and thus increase the students' employability. To be approved for this Graduate Work Placement course, the students must complete a minimum of 60 hours in the work placement.

This Graduate Work Placement is important for the understanding of business norms and practices. Through their Graduate Work Placement experience, students build upon and practice key learnings from their graduate courses, reflect on them, and build an experience relevant for the job after graduation.

Prerequisites/Corequisites/Course Exclusions:
At least 15 credits of the 5000 series Required Foundations of Management Core Courses (applicable to MBA Students only). Students may enroll in MGMT 6852 1.50 in either the term when the work placement occurs or in the term following the work placement. As part of the application to a work placement course, students must consult with Student Services and International Relations to determine which term to enroll in MGMT 6852.

It is highly recommended that students with limited work experience complete, prior to securing the work placement, the 3-credit course: Professional Development for Managers, MGMT 6350.

Contents

Course Learning Outcomes 3
Deliverables at a Glance 3
Course Material 3
Student Preparation for Class and Class Participation: Expectations 3
Class-by-Class Syllabus ..... Error! Bookmark not defined.
Written Assignments/Projects: Descriptions 4
Evaluation of Written Assignments/Projects 6
Calculation of Course Grade 7
General Academic Policies: Grading, Academic Honesty, Accommodations 8
Quick Reference: Summary of Classes, Activities and Deliverables ..... Error! Bookmark not defined.

Course Learning Outcomes

1. Apply relevant concepts, frameworks, methods, and knowledge acquired through their graduate studies to workplace tasks, projects, or organizational challenges.
2. Demonstrate and critically assess professional competencies developed through the placement, including communication, teamwork, problem-solving, adaptability, stakeholder management, or project management.
3. Reflect critically on workplace experiences to identify learning, areas for continued professional development, and implications for future professional practice.
4. Analyze aspects of equity, diversity, inclusion, and workplace practices encountered during the placement.

Deliverables at a Glance

Assignment/Task	Quantity	% Weight	Total %	Author
Applied Learning & Competency Analysis	1	50%	50%	Individual
Reflection Paper	1	50%	100%	Individual
Supervisor Evaluation	1	Required	Required	Individual
			100%	

For details, see "Written Assignments/Projects: Descriptions" (p. 11) and "Evaluation …" (p. 12).

Course Material

This course will not have in-class handouts, all materials and recommended readings will be posted on *Canvas.*

Canvas: Canvas is the digital course portal and functions as a digital course outline. You will find the weekly readings/viewings, detailed descriptions and due dates for all assignments, a course calendar, course updates, various course materials and resources, news items, and resources.

Every week, you should check the Session-by-Session Syllabus below for readings.

All articles are easily accessible using York University Library Electronic Resources. Articles from the Harvard Business Review can be accessed through the library. Please see http://researchguides.library.yorku.ca/HBR for instructions.

Student Preparation for Class and Class Participation: Expectations

The Work Placement Position

The position must be professional in nature, allowing you to apply the concepts and theories learnt in your graduate program. Your Placement must:

- Directly benefit the host company and yourself
- Challenge you and utilize your management training

Organization of the Course

The following criteria must be considered when students negotiate their Placement with potential organizations:

Duration Minimum min 60 hours

Timing It can be taken after successful completion of at least 15 credits of the 5000 series Required Foundations of Management Core Courses (applicable to MBA Students only).

Students may enroll in MGMT 6852 in either the term when the work placement occurs or in the term following the work placement. As part of the application to a work placement course, students must consult with Student Services and International Relations (SSIR) to determine which term to enroll in MGMT 6852.

Approval of the Work Placement

The Schulich Director of the Center for Career Design (CCD) will approve the Placement, ensuring that meets the following criteria:

- A project that will benefit the employer and provide relevant work experience to the student
- An opportunity for the student to apply management skills and techniques while performing meaningful work and reflect upon management concepts studied in graduate program.

To be approved you must submit to the Director of CCD a Placement Approval Form. The template for the Placement Approval Form is uploaded on Canvas, under the Eligibility and Approval Process for MGMT 6852 course. To have access to this course, please email at ssb-ee@schulich.yorku.ca asking to be added to the Eligibility and Approval Process for MGMT 6852 course.

You MUST receive approval from SSIR and the Director of CCD to be allowed to be enrolled in MGMT 6852.

In cases where the Director of CCD does not approve a work term, the student may appeal this decision. The student should submit a 1-page narrative outlining a compelling case for why the work term should have been approved, plus relevant supporting documents to the ADA office: ada@schulich.yorku.ca. This appeal must be submitted to the ADA office within 14 days of the Director of CCD 's decision.

Towards the end of the Placement, you MUST ask your site supervisor the evaluation of your performance, using the link available on the MGMT 6852 Canvas course. This evaluation is a mandatory to Pass this course.

Here is some advice to help you make the most of your Work Term:

- Be prepared to start. Make sure you arrive on time your first day, are suitably dressed, and have agreed upon the tasks and accompanying deadlines for your Placement.
- Do not be afraid to talk to your co-workers. People are sometimes too busy to roll out the red carpet for an intern so you have to make the first move to talk with them.
- Take it seriously and complete all tasks to the best of your ability. Your Placement is a full-time job and you need to act accordingly; this is a great time to learn new tasks and demonstrate your work ethic. To land more challenging tasks, be proactive and write a proposal to your boss suggesting and

outlining additional projects you could work on. This is less vague than simply asking, "Is there anything else I can do?" and thus has a better chance of achieving results.

- Be willing to learn something new every day.
- Build a portfolio and keep a journal of your work. Do not let the work you did be forgotten by keeping records of relevant projects you worked on during your Placement. This will also help you to write your final papers at the end of your Placement. You may have to ask for permission to have a copy of your work for your portfolio if it is proprietary work. A portfolio is very useful in your full-time job search, especially for jobs that require previous experience.
- Ask the right questions. Keep track of the information that has already been given to you to make sure you are asking the right questions. There will be a lot of new information coming at you and you might find it helpful to write down the information given to you during your first days and/or orientation. If the company gives you a handout about company policies or procedures, be sure to read it and familiarize yourself with it.
- Ask to attend meetings and events. This will help you learn how things really get done and by whom.
- Try to fit in with the corporate culture. This requires watching how people are interacting around you: how people dress, how they communicate, what hours they work, whether they lunch together or not, whether initiative or hierarchy is valued, etc.
- Ask for feedback about your performance (though only if the culture is one that provides feedback). It is better to learn earlier than later where your strengths and weaknesses lie.
- Find a mentor or someone you can learn from during your time there. Try to learn from the people who are the superstar performers and/or the most respected individuals in the office.
- Learn all you can about the industry.
- Be positive about all your projects. As an intern, you may be asked to do some unglamorous projects. It is better to do these with a positive attitude and ask for more responsibilities in addition to them rather than complaining about what you consider to be beneath you.
- Develop a network of contacts. Build strong relationships by listening to and learning from everyone you meet. Not everyone has the power to hire you, but each person you meet is a potential contact and resource on the road to a new job.
- Talk to your coworkers about your future plans. If you are working for a large company, talk to HR throughout your Placement and at the end of it, make sure to let them know what your future plans are.
- Find out where and how positions are posted internally if you would like to work for the company in the future.

It is important to reflect on your Placement experience once it ends, to draw conclusions about what you have learned, and to examine your career options while the experience is fresh in your mind. Consider doing the following:

Obtain References

Ask for a reference from your supervisor(s) for your personal use. You can make the process easier for the writer by giving him/her a list of points that might be included in the letter, such as your basic job duties, what you learned, and how you excelled. Note: Letters of reference are not used as frequently anymore as they can quickly become dated. Instead, ask if your supervisor would be willing to provide a verbal reference when/if needed at some time in the future. Also, ask if he/she would be willing to provide a recommendation via LinkedIn.

(The reference letter is separate from the Supervisor's Evaluation required to pass MGMT 6852 course. The latter is for internal use only).

Send Thank You letters

Be sure to send thank you letters as soon as possible to your immediate supervisor and/or anyone else who might have contributed to your experience and learning. Thank them for helping to make your

Placement experience a valuable one and tell them what you learned, or let them know how the experience has helped you in your career development.
You might also write to any key, top-level people in the organization with whom you may have interacted briefly, even if you did not work closely with them. They could be valuable contacts in the future.
Think about what you learned about your career options and preferences:

- Would you like to do the type of job you did during your Placement?
- Would you like to work in that industry upon graduation?
- Would you like to do the job you observed your supervisor or someone else doing?

Think about what you learned about yourself during this placement:

- Did you learn anything about your professional skills and abilities? What do you do well? What areas do you still need to improve in?
- Did you learn anything about what does or does not interest you?
- What did you learn about your personality as you dealt with co-workers, supervisors, clients and/or customers?

Update your resume in preparation for your full-time job search:

- Write down everything you did during your Placement, all your duties and responsibilities/achievements, and choose the most relevant responsibilities/achievements to include in your resume. Be sure to use the active verb +what you did +result (quantitative or qualitative) approach when describing your accomplishments.
- Make note of job functions or areas of expertise you experienced, even if you did not do those things yourself

Look for ways to continue gaining experience in your area of interest:

- Set up networking meetings with alumni in the field
- Join relevant professional associations as a student
- Keep in touch with the people whom you worked with at the Placement site; and
- Start searching and/or applying for your full-time job in that field!!

Written Assignments/Projects and Exam[s]: Descriptions

Students' grade for this course is based on three components:

(1) Applied Learning & Competency Analysis
(2) Reflection Paper
(3) Supervisor's Evaluation. The Supervisor's Evaluation work placement form must be filled out and signed by your direct supervisor.

Your 3 deliverables must be received within one week of the completion date of placement, but no later than BEFORE the next academic term starts, otherwise you will receive a grade F.

Evaluation of Assignments/Projects and Exams

You will submit the Applied Learning & Competency Analysis and the Reflection Paper, written in size 12, Times Roman font, double-spaced, with one-inch margins.

Applied Learning & Competency Analysis
A short assignment in which you identify a meaningful task, project, problem, or professional situation encountered during the placement and analyze how you applied knowledge and competencies developed through your graduate studies.

You could address:

- Context: Briefly describe the task, project, problem, or situation.
- Application of academic learning: Identify one or two concepts, frameworks, methods, or areas of knowledge from your graduate program that were relevant and explain how they were applied.
- Competency development: Identify two professional competencies you used or developed—for example, communication, teamwork, problem-solving, analytical thinking, adaptability, stakeholder management, or project management.
- Evidence: Provide specific examples demonstrating these competencies.
- Future application: Explain how this learning could be transferred to a future professional role.

Word limit: 1000 words (+/- 10%)

Reflection Paper
The Reflection Paper provides an opportunity to reflect on your overall placement experience and consider how it has contributed to your personal and professional development. Unlike the Applied Learning & Competency Analysis, which focuses on the application of academic knowledge and professional competencies to a specific workplace situation, this paper should focus on your overall experience, self-awareness, and future development.

Using Ryan's 5Rs Model of Reflection (information about the model will be provided on Canvas), reflect on the following:

1. Expectations and experience: What did you expect to gain from the placement? To what extent were your expectations met or changed through the experience?
2. Personal and professional insights: What did you learn about yourself as a professional? What aspects of the experience were most valuable or challenging? Did anything about your strengths, areas for development, interests, or preferred ways of working surprise you?
3. Challenge or critical experience: Describe one challenge, disappointment, unexpected situation, or particularly meaningful experience and reflect on how you responded and what you learned from it.
4. Workplace environment and inclusion: What did you observe or learn about the workplace environment, including aspects of equity, diversity, inclusion, collaboration, or organizational culture that were relevant to your experience?
5. Looking forward: How has the placement influenced your career thinking and professional development? What will you do differently or continue doing as a result of this experience?

The Reflection Paper should draw on your overall placement experience rather than repeat the analysis presented in your Applied Learning & Competency Analysis.

Word limit: 1000 words (+/- 10%).

The Supervisor's Evaluation is mandatory to receive a Pass for this course. You will have to make sure the Supervisor send the Evaluation in time.

Calculation of Course Grade

You will be assigned a Pass or Fail grade in this course. In this manner, a letter grade for each of the three components mentioned above will be assigned. Your course grade, as suggested on page 2, will then be calculated by weighted averaging of these components' grades. The resulting numeric grade will be converted to a Pass/ or Fail grade according to the following scale:

9	A+	90 - 100	Exceptional
8	A	85 - 89	Excellent
7	A-	80 - 84	Very Good
6	B+	75 - 79	Good
5	B	70 - 74	Competent
4	B-	65 - 69	Fairly Comp.
3	C+	60 - 64	Passing
2	C	55 - 59	Barely Pass.
1	C-	50 - 54	Failing

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

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

https://schulich.yorku.ca/current-students/graduate-students/

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/.

Schulich
School of Business
York University

New Course Proposal Form

Schulich School of Business

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

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

1. Responsible Program:
   MBA Program

2. Responsible Unit:
   Strategic Management

3. Subject Code (Rubric) and Course Number:
   MGMT 6853

4. Credit Value:
   1.50

5. Long Course Title:
Graduate Work Placement

6. Short Course Title:
Graduate Work Placement

7. Effective Term/Calendar Year:
Winter 2027

8. Language of Instruction:
English

9. Calendar (Short) Course Description:
MGMT 6853 provides students with the opportunity to earn academic credit for a supervised work placement of at least 60 hours up to 239 hours. Students apply knowledge and competencies developed through their graduate studies to a professional setting and engage in structured analysis and reflection to connect workplace experience with academic learning and future professional practice.

Schulich
School of Business
York University

Prerequisites: For the MBA only: At least 15 credits of the 5000 series Required Foundations of Management Core courses. Students may enroll in MGMT 6853 1.50 in either the term when the work placement occurs or in the term following the work placement. As part of the application to a work placement course, students must consult with Academic Advising to determine which term to enroll in MGMT 6853 1.50.

10. Expanded Course Description:

Having an experience does not necessarily result in learning. Learning comes from thinking critically about your experience and reflecting on it. The National Society for Experiential Education emphasizes the importance of reflection to the learning process: "Reflection is the element that transforms a simple experience into a learning experience".

Reflection is about:
(1) Making sense of experience in relation to self, others, and contextual conditions
(2) Reimagining and/or planning future experience for personal and social benefit

One of the forms of Experiential Education (EE) is Work Focused EE, entailing experiences that typically are placements, internships, or co-op opportunities, where students are engaged in hands-on, supervised work in the workplace.

MGMT 6853 is a course-based work placement that integrates supervised professional experience with structured academic analysis and reflection. Students apply concepts, frameworks, methods, and knowledge acquired through their graduate studies to workplace tasks, projects, problems, or organizational situations.

Through the placement and associated academic assessments, students identify and evaluate the professional competencies they apply and develop, critically reflect on their workplace experience, and consider how their learning can be transferred to future professional contexts. The course enables students to connect academic learning with professional practice while building experience relevant to their career goals.

The course requires a minimum of 60 hours up to 239 hours of approved work experience. Academic credit reflects the combination of the supervised workplace experience and the successful completion of the course's academic requirements.

11. Course Learning Outcomes:

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

1. Apply relevant concepts, frameworks, methods, and knowledge acquired through their graduate studies to workplace tasks, projects, or organizational challenges.
2. Demonstrate and critically assess professional competencies developed through the placement, including communication, teamwork, problem-solving, adaptability, stakeholder management, or project management.

3. Reflect critically on workplace experiences to identify learning, areas for continued professional development, and implications for future professional practice.
4. Analyze aspects of equity, diversity, inclusion, and workplace practices encountered during the placement.

12. Rationale:

The proposed course is intended to **enhance the employability and career readiness of graduate students by expanding access to meaningful, credit-based work experiences**. It will address an existing gap in the curriculum by enabling students to receive academic credit for shorter placements beginning at **60 hours up to 239 hours**. Currently, graduate placement courses provide **3.00 credits and require a minimum of 240 hours**, meaning that students who undertake shorter, but still substantive, work experiences have no mechanism to receive academic credit for their learning.

Importantly, the academic credit associated with MGMT 6853 reflects not only the duration of the work placement but also the structured academic learning associated with the experience. Students are required to connect graduate-level academic learning to workplace practice, analyze their application and development of professional competencies, and critically reflect on their experience and its relevance to future professional practice.

A growing number of shorter-term experiential opportunities are available to students through platforms such as **Riipen** (programs like Level UP and Advanced Ontario require 60h/project), as well as directly through employers, community organizations, and other external partners. Additional opportunities may arise through the approximately **60 international trade missions organized annually by MEDJCT**, which can provide students with shorter, globally focused work experiences. Collectively, these opportunities enable students to engage with real organizational challenges while applying knowledge and skills acquired through their academic programs.

Research on experiential education, together with our experience supporting students in work-integrated learning, indicates that **multiple opportunities to apply academic learning in professional settings can strengthen students' career readiness and employability**. Through these experiences, students can develop and demonstrate professional competencies, increase their confidence in articulating their skills and accomplishments during recruitment processes, expand their professional networks, and build experience directly relevant to their post-graduation career goals.

The existing **MGMT 6851 3.00** and the proposed **MGMT 6852 1.50 and MGMT 6953 1.50** will be stackable, allowing students to complete these courses and earn credit for distinct approved work placement experiences. **Each course may be completed only once.** This structure recognizes that exposure to different organizations, industries, functions, projects, or professional contexts can broaden students' experience and further strengthen their professional development and career readiness.

Schulich
School of Business
York University

The academic credit awarded through MGMT 6853 reflects not only the duration of the work placement, but also the structured academic learning associated with the experience. Students are required to analyze the placement context, explicitly connect their graduate learning to workplace practice, demonstrate professional competency development, and critically reflect on their experience and future application of learning.

13. Evaluation:

Assignment/Task	Quantity	%Weight	Total%	*Author*
Applied Learning & Competency Analysis	1	50%	50%	*Individual*
Reflection Paper	1	50%	100%	*Individual*
Work Supervisor Evaluation	1	Required	Required	*Individual*
			100%	

14. Integrated Courses:
n/a

15. Cross-listed Courses:
This course will also be offered to the students from the Master of Management.

16. Enrolment Notes:
n/a

17. Faculty Resources:
All tenure stream faculty members are qualified to supervise placements. Placements that are part of a program would typically be supervised by the program director.

18. Physical Resources:
n/a

19. Bibliography and Library Statement:
n/a

Schulich
School of Business
York University

New Course Proposal Template

(Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor:
Luke Zhu

Alternative instructors:
Ashwin Joshi
Minerva Cernea

Course coordinator:
Minerva Cernea

21. Specializations

Primary area or specialization:
n/a

Secondary areas or specializations:
n/a

22. Student Contact and Enrolment

Contact hours:
n/a

Maximum enrolment:
45 students (elective course)

Expected enrolment:
45 students (elective course)

Evidence for enrolment expectations:
Demand is expected to be strong given the growing availability of shorter-term work-integrated learning opportunities that currently fall below the 240-hour minimum required for MGMT 6851. These include project-based opportunities available through platforms such as Riipen, as well as placements and projects sourced directly through employers,

community organizations, international initiatives, and other external partners. The course will provide an academic pathway for students undertaking these shorter but substantive professional experiences.

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

The course offers the students the opportunity to apply the EDI knowledge acquired in their graduate program. This graduate work placement course has as the 4th learning objective: Reflect on how Equity, Diversity and Inclusion is applied in the workplace. The students are evaluated based on a Reflection Paper that explicitly requires to address aspects of equity, diversity, and inclusion as they relate to the student's placement

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) Provide a convincing case for the proposed course.

The proposed MGMT 6853 (1.50 credits) addresses a gap in the graduate curriculum by providing academic credit for meaningful work experiences between 60 hours and 239 hours, complementing the existing MGMT 6851 (3.00 credits), which requires a minimum of 240 hours. The course responds to the growing availability of shorter experiential opportunities, including 60-hour Riipen projects, employer and community-based placements, and potential opportunities associated with international trade missions. These experiences enhance career readiness and employability by enabling students to apply academic knowledge in professional settings, develop competencies, expand their networks, and build relevant experience. MGMT 6852, MGMT 6852 and MGMT 6853 will be stackable, providing students with greater flexibility to undertake multiple experiences across different organizations, industries, functions, or professional contexts.

Originator:

Minerva Cernea	September 2, 2026
Signature	Date
Minerva Cernea	Director, Centre for Career Design
Name	Area or Specialization

Schulich
School of Business
York University

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.

Ashwin Joshi	*Marketing*
Theodore Noseworthy	*Marketing*
Murat Kristal	*OMIS*
Grant Packard	*Marketing*
David Elsner	*OMIS*
Luke Zhu	*ORGS*

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.

Preet Aulakh	Sept. 14, 2026
Signature	Date
Preet Aulakh	Strategic Management
Name of Coordinator or Director	Area or Specialization

Schulich
School of Business
York University

Degree Program:
I support the addition of the course to the SSB curriculum.

Mike Valente	Sept. 7, 2026
Signature	Date
Mike Valente	MBA
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.

Kevin Tasa	*September 17, 2026*
Signature	Date
Kevin Tasa	Master Programs Committee
Name of Committee Chair	Committee

MGMT 6853 1.50: Graduate Work Placement

Course Outline
Fall, Winter and Summer

This is a 1.50 credit pass/fail Schulich elective course.

Instructor
Luke Zhu
lukezhu@schulich.yorku.ca
Office hours: By Appointment

Ashwin Joshi
Phone: (647) 409-7302
E-mail: ajoshi@yorku.ca
Office hours: By Appointment

Minerva Cernea
Phone : (416) 843 7701
Schulich School of Business, office N202D
mcernea@schulich.yorku.ca
Office hours: By Appointment

Assistant
Nisha Jani
(416) 736-2100 extension 55942
McEwen Building, office G221
njani@schulich.yorku.ca

Dr. Luke Zhu is the Associate Dean, Programs, Program Director of the Master of Management, and Associate Professor of Organization Studies at the Schulich School of Business, York University. He has taught undergraduate- and graduate-level courses in organizational behavior, negotiation, and conflict management. His research examines business ethics, diversity, and artificial intelligence in the workplace, and he currently serves as an Associate Editor of Organizational Behavior and Human Decision Processes.

Prof. Ashwin Joshi - born in Bangalore, India, Ashwin moved to Canada in 1984 to attend Lester B. Pearson College where he completed his international baccalaureate. Following his undergraduate degree at Trent University, Ashwin secured his Ph.D. at Queen's University in 1993. Ashwin is married with two children, and is blessed with Lola, the family dog.
Ashwin is an Associate Professor of Marketing at the Schulich School of Business, York University, where he is also Associate Dean, Programs. Previously, Ashwin served as MBA Program Director over 2 decades and was also the founding director of the MBA Program in India.
Ashwin has taught since 1993. He joined Schulich in 1999 and since that time has taught in the BBA, MBA, EMBA, and Ph.D. programs at the School. He has received the Seymour Schulich Teaching Excellence Award at both the BBA and MBA levels. Ashwin has also taught in the Kellogg-Recanati EMBA Program for several years.
For the first 20 years of his career, Ashwin provided consulting advice in the areas of product innovation and salesforce management. Over the past decade, however, his consulting work has primarily been focused upon devising entry strategies for Canadian companies into India. Clients include banks, manufacturing, and mining companies.

Dr. Minerva Cernea is the Director of the Schulich Center for Career Design (CCD). Prior, she was the Associate Director and the Head of the Professional Development & Experiential Education (PD&EE) Office. Since July 1, 2025, the PD&EE Office is integrated in CCD.
Dr. Cernea has over ten years of experience in teaching and coaching IMBA, MBA and Tech MBA students at the Schulich School of Business.
Dr. Cernea has extensive leadership experience locally and internationally, directly managing organizations as well as selecting leaders/managers for different companies around the world. Conducting executive search assignments for over 18 years, Dr. Cernea completed more than 450 senior-level assignments across the Industrial, Technology, Financial, and Consumer Goods sectors, in 18 countries, from North America, Europe, Asia, Africa, and the Middle East. Prior to Executive Search Dr. Cernea worked as Marketing Manager Romania for Apple Computer and prior to that she worked in research engineering. Dr. Cernea has a Master of Science degree in Electronics and Telecommunications Engineering, an International Executive MBA with General Management specialization, and a PhD degree in International Psychology / Organizations and Systems with focus on cross-cultural leadership effectiveness. She is fluent in English, French, and Romanian.

Brief Description

The purpose of this Graduate Work Placement is for students to gain relevant business work experience and reflect on the learnings facilitated by this experience, and thus increase the students' employability. To be approved for this Graduate Work Placement course, the students must complete a minimum of 60 hours in the work placement.

This Graduate Work Placement is important for the understanding of business norms and practices. Through their Graduate Work Placement experience, students build upon and practice key learnings from their graduate courses, reflect on them, and build an experience relevant for the job after graduation.

Prerequisites/Corequisites/Course Exclusions:
At least 15 credits of the 5000 series Required Foundations of Management Core Courses (applicable to MBA Students only). Students may enroll in MGMT 6853 1.50 in either the term when the work placement occurs or in the term following the work placement. As part of the application to a work placement course, students must consult with Student Services and International Relations to determine which term to enroll in MGMT 6853.

It is highly recommended that students with limited work experience complete, prior to securing the work placement, the 3-credit course: Professional Development for Managers, MGMT 6350.

Contents

Course Learning Outcomes 3
Deliverables at a Glance 3
Course Material 3
Student Preparation for Class and Class Participation: Expectations 3
Class-by-Class Syllabus ..... Error! Bookmark not defined.
Written Assignments/Projects: Descriptions 4
Evaluation of Written Assignments/Projects 6
Calculation of Course Grade 8
General Academic Policies: Grading, Academic Honesty, Accommodations 8
Quick Reference: Summary of Classes, Activities and Deliverables ..... Error! Bookmark not defined.

Course Learning Outcomes

1. Apply relevant concepts, frameworks, methods, and knowledge acquired through their graduate studies to workplace tasks, projects, or organizational challenges.
2. Demonstrate and critically assess professional competencies developed through the placement, including communication, teamwork, problem-solving, adaptability, stakeholder management, or project management.
3. Reflect critically on workplace experiences to identify learning, areas for continued professional development, and implications for future professional practice.
4. Analyze aspects of equity, diversity, inclusion, and workplace practices encountered during the placement.

Deliverables at a Glance

Assignment/Task	Quantity	% Weight	Total %	Author
Applied Learning & Competency Analysis	1	50%	50%	Individual
Reflection Paper	1	50%	100%	Individual
Supervisor Evaluation	1	Required	Required	Individual
			100%	

For details, see "Written Assignments/Projects: Descriptions" (p. 11) and "Evaluation …" (p. 12).

Course Material

This course will not have in-class handouts, all materials and recommended readings will be posted on *Canvas.*

Canvas: Canvas is the digital course portal and functions as a digital course outline. You will find the weekly readings/viewings, detailed descriptions and due dates for all assignments, a course calendar, course updates, various course materials and resources, news items, and resources.

Every week, you should check the Session-by-Session Syllabus below for readings.

All articles are easily accessible using York University Library Electronic Resources. Articles from the Harvard Business Review can be accessed through the library. Please see http://researchguides.library.yorku.ca/HBR for instructions.

Student Preparation for Class and Class Participation: Expectations

The Work Placement Position
The position must be professional in nature, allowing you to apply the concepts and theories learnt in your graduate program. Your Placement must:

- Directly benefit the host company and yourself
- Challenge you and utilize your management training

Organization of the Course

The following criteria must be considered when students negotiate their Placement with potential organizations:

Duration Minimum min 60 hours

Timing It can be taken after successful completion of at least 15 credits of the 5000 series Required Foundations of Management Core Courses (applicable to MBA Students only).

Students may enroll in MGMT 6853 in either the term when the work placement occurs or in the term following the work placement. As part of the application to a work placement course, students must consult with Student Services and International Relations (SSIR) to determine which term to enroll in MGMT 6853.

Approval of the Work Placement

The Schulich Director of the Center for Career Design (CCD) will approve the Placement, ensuring that meets the following criteria:

- A project that will benefit the employer and provide relevant work experience to the student
- An opportunity for the student to apply management skills and techniques while performing meaningful work and reflect upon management concepts studied in graduate program.

To be approved you must submit to the Director of CCD a Placement Approval Form. The template for the Placement Approval Form is uploaded on Canvas, under the Eligibility and Approval Process for MGMT 6853 course. To have access to this course, please email at ssb-ee@schulich.yorku.ca asking to be added to the Eligibility and Approval Process for MGMT 6853 course.

You MUST receive approval from SSIR and the Director of CCD to be allowed to be enrolled in MGMT 6853.

In cases where the Director of CCD does not approve a work term, the student may appeal this decision. The student should submit a 1-page narrative outlining a compelling case for why the work term should have been approved, plus relevant supporting documents to the ADA office: ada@schulich.yorku.ca. This appeal must be submitted to the ADA office within 14 days of the Director of CCD 's decision.

Towards the end of the Placement, you MUST ask your site supervisor the evaluation of your performance, using the link available on the MGMT 6853 Canvas course. This evaluation is a mandatory to Pass this course.

Here is some advice to help you make the most of your Work Term:

- Be prepared to start. Make sure you arrive on time your first day, are suitably dressed, and have agreed upon the tasks and accompanying deadlines for your Placement.
- Do not be afraid to talk to your co-workers. People are sometimes too busy to roll out the red carpet for an intern so you have to make the first move to talk with them.

- Take it seriously and complete all tasks to the best of your ability. Your Placement is a full-time job and you need to act accordingly; this is a great time to learn new tasks and demonstrate your work ethic. To land more challenging tasks, be proactive and write a proposal to your boss suggesting and outlining additional projects you could work on. This is less vague than simply asking, "Is there anything else I can do?" and thus has a better chance of achieving results.
- Be willing to learn something new every day.
- Build a portfolio and keep a journal of your work. Do not let the work you did be forgotten by keeping records of relevant projects you worked on during your Placement. This will also help you to write your final papers at the end of your Placement. You may have to ask for permission to have a copy of your work for your portfolio if it is proprietary work. A portfolio is very useful in your full-time job search, especially for jobs that require previous experience.
- Ask the right questions. Keep track of the information that has already been given to you to make sure you are asking the right questions. There will be a lot of new information coming at you and you might find it helpful to write down the information given to you during your first days and/or orientation. If the company gives you a handout about company policies or procedures, be sure to read it and familiarize yourself with it.
- Ask to attend meetings and events. This will help you learn how things really get done and by whom.
- Try to fit in with the corporate culture. This requires watching how people are interacting around you: how people dress, how they communicate, what hours they work, whether they lunch together or not, whether initiative or hierarchy is valued, etc.
- Ask for feedback about your performance (though only if the culture is one that provides feedback). It is better to learn earlier than later where your strengths and weaknesses lie.
- Find a mentor or someone you can learn from during your time there. Try to learn from the people who are the superstar performers and/or the most respected individuals in the office.
- Learn all you can about the industry.
- Be positive about all your projects. As an intern, you may be asked to do some unglamorous projects. It is better to do these with a positive attitude and ask for more responsibilities in addition to them rather than complaining about what you consider to be beneath you.
- Develop a network of contacts. Build strong relationships by listening to and learning from everyone you meet. Not everyone has the power to hire you, but each person you meet <u>is</u> a potential contact and resource on the road to a new job.
- Talk to your coworkers about your future plans. If you are working for a large company, talk to HR throughout your Placement and at the end of it, make sure to let them know what your future plans are.
- Find out where and how positions are posted internally if you would like to work for the company in the future.

It is important to reflect on your Placement experience once it ends, to draw conclusions about what you have learned, and to examine your career options while the experience is fresh in your mind. Consider doing the following:

Obtain References

Ask for a reference from your supervisor(s) for your <u>personal use</u>. You can make the process easier for the writer by giving him/her a list of points that might be included in the letter, such as your basic job duties, what you learned, and how you excelled. Note: Letters of reference are not used as frequently anymore as they can quickly become dated. Instead, ask if your supervisor would be willing to provide a verbal reference when/if needed at some time in the future. Also, ask if he/she would be willing to provide a recommendation via LinkedIn.

(The reference letter is separate from the Supervisor's Evaluation required to pass MGMT 6853 course. The latter is for internal use only).

Send Thank You letters

Be sure to send thank you letters as soon as possible to your immediate supervisor and/or anyone else who might have contributed to your experience and learning. Thank them for helping to make your Placement experience a valuable one and tell them what you learned, or let them know how the experience has helped you in your career development.

You might also write to any key, top-level people in the organization with whom you may have interacted briefly, even if you did not work closely with them. They could be valuable contacts in the future.

Think about what you learned about your career options and preferences:

- Would you like to do the type of job you did during your Placement?
- Would you like to work in that industry upon graduation?
- Would you like to do the job you observed your supervisor or someone else doing?

Think about what you learned about yourself during this placement:

- Did you learn anything about your professional skills and abilities? What do you do well? What areas do you still need to improve in?
- Did you learn anything about what does or does not interest you?
- What did you learn about your personality as you dealt with co-workers, supervisors, clients and/or customers?

Update your resume in preparation for your full-time job search:

- Write down everything you did during your Placement, all your duties and responsibilities/achievements, and choose the most relevant responsibilities/achievements to include in your resume. Be sure to use the active verb +what you did +result (quantitative or qualitative) approach when describing your accomplishments.
- Make note of job functions or areas of expertise you experienced, even if you did not do those things yourself

Look for ways to continue gaining experience in your area of interest:

- Set up networking meetings with alumni in the field
- Join relevant professional associations as a student
- Keep in touch with the people whom you worked with at the Placement site; and
- Start searching and/or applying for your full-time job in that field!!

Written Assignments/Projects and Exam[s]: Descriptions

Students' grade for this course is based on three components:

(1) Applied Learning & Competency Analysis
(2) Reflection Paper
(3) Supervisor's Evaluation. The Supervisor's Evaluation work placement form must be filled out and signed by your direct supervisor.

Your 3 deliverables must be received within one week of the completion date of placement, but no later than BEFORE the next academic term starts, otherwise you will receive a grade F.

Evaluation of Assignments/Projects and Exams

You will submit the Applied Learning & Competency Analysis and the Reflection Paper, written in size 12, Times Roman font, double-spaced, with one-inch margins.

Applied Learning & Competency Analysis
A short assignment in which you identify a meaningful task, project, problem, or professional situation encountered during the placement and analyze how you applied knowledge and competencies developed through your graduate studies.

You could address:

- Context: Briefly describe the task, project, problem, or situation.
- Application of academic learning: Identify one or two concepts, frameworks, methods, or areas of knowledge from your graduate program that were relevant and explain how they were applied.
- Competency development: Identify two professional competencies you used or developed—for example, communication, teamwork, problem-solving, analytical thinking, adaptability, stakeholder management, or project management.
- Evidence: Provide specific examples demonstrating these competencies.
- Future application: Explain how this learning could be transferred to a future professional role.

Word limit: 1000 words (+/- 10%)

Reflection Paper
The Reflection Paper provides an opportunity to reflect on your overall placement experience and consider how it has contributed to your personal and professional development. Unlike the Applied Learning & Competency Analysis, which focuses on the application of academic knowledge and professional competencies to a specific workplace situation, this paper should focus on your overall experience, self-awareness, and future development.

Using Ryan's 5Rs Model of Reflection (information about the model will be provided on Canvas), reflect on the following:

1. Expectations and experience: What did you expect to gain from the placement? To what extent were your expectations met or changed through the experience?
2. Personal and professional insights: What did you learn about yourself as a professional? What aspects of the experience were most valuable or challenging? Did anything about your strengths, areas for development, interests, or preferred ways of working surprise you?
3. Challenge or critical experience: Describe one challenge, disappointment, unexpected situation, or particularly meaningful experience and reflect on how you responded and what you learned from it.
4. Workplace environment and inclusion: What did you observe or learn about the workplace environment, including aspects of equity, diversity, inclusion, collaboration, or organizational culture that were relevant to your experience?
5. Looking forward: How has the placement influenced your career thinking and professional development? What will you do differently or continue doing as a result of this experience?

The Reflection Paper should draw on your overall placement experience rather than repeat the analysis presented in your Applied Learning & Competency Analysis.

Word limit: 1000 words (+/- 10%).

The Supervisor's Evaluation is mandatory to receive a Pass for this course. You will have to make sure the Supervisor send the Evaluation in time.

Calculation of Course Grade

You will be assigned a Pass or Fail grade in this course. In this manner, a letter grade for each of the three components mentioned above will be assigned. Your course grade, as suggested on page 2, will then be calculated by weighted averaging of these components' grades. The resulting numeric grade will be converted to a Pass/ or Fail grade according to the following scale:

9	A+	90 - 100	Exceptional
8	A	85 - 89	Excellent
7	A-	80 - 84	Very Good
6	B+	75 - 79	Good
5	B	70 - 74	Competent
4	B-	65 - 69	Fairly Comp.
3	C+	60 - 64	Passing
2	C	55 - 59	Barely Pass.
1	C-	50 - 54	Failing

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

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

https://schulich.yorku.ca/current-students/graduate-students/

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/.

Schulich
School of Business
York University

New Course Proposal Form

Schulich School of Business

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

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

1. Responsible Program:
   MBA Program- Global Business Specialization

2. Responsible Unit:
   Strategic Management

3. Subject Code (Rubric) and Course Number:
   SB/GBUS 6852 1.50

4. Credit Value:
   1.50

5. Long Course Title:
Global Graduate Work Placement

6. Short Course Title:
Global Graduate Work Placement

7. Effective Term/Calendar Year:
Winter 2027

8. Language of Instruction:
English

9. Calendar (Short) Course Description:
GBUS 6852 1.50 provides students with the opportunity to earn academic credit for a supervised global work placement of at least 60 hours up to 239 hours. Students apply global business knowledge and competencies developed through their graduate studies to a professional setting and engage in structured analysis and reflection to connect workplace experience with academic learning and future professional practice.

Schulich
School of Business
York University

Prerequisites: For the MBA only: At least 15 credits of the 5000 series Required Foundations of Management Core courses. Students may enroll in GBUS 6852 1.50 in either the term when the work placement occurs or in the term following the work placement. As part of the application to a work placement course, students must consult with Academic Advising to determine which term to enroll in GBUS 6852 1.50.

10. Expanded Course Description:

Having an experience does not necessarily result in learning. Learning comes from thinking critically about your experience and reflecting on it. The National Society for Experiential Education emphasizes the importance of reflection to the learning process: “Reflection is the element that transforms a simple experience into a learning experience”.

Reflection is about:
(1) Making sense of experience in relation to self, others, and contextual conditions
(2) Reimagining and/or planning future experience for personal and social benefit

One of the forms of Experiential Education (EE) is Work Focused EE, entailing experiences that typically are placements, internships, or co-op opportunities, where students are engaged in hands-on, supervised work in the workplace.

GBUS 6852 is a course-based global work placement that integrates supervised professional experience with structured academic analysis and reflection for a globally focused type of work. Students apply concepts, frameworks, methods, knowledge, as well as using their cultural and language skills acquired through their graduate studies to workplace tasks, projects, problems, or organizational situations.

Through this global work placement and associated academic assessments, students identify and evaluate the professional competencies they apply and develop, critically reflect on their workplace experience, and consider how their learning can be transferred to future professional contexts. The course enables students to connect academic learning with professional practice while building experience relevant to their career goals.

The course requires a minimum of 60 hours up to 239 hours of approved work experience. Academic credit reflects the combination of the supervised workplace experience and the successful completion of the course's academic requirements.

Through this course, students will obtain an immersive experience by directly working for an organization abroad or with a globally operating organization in Canada under the supervision of an experienced manager, assigned to specific tasks within a department or division of a large organization or across multiple parts of a smaller organization or start up.

Schulich
School of Business
York University

11. Course Learning Outcomes:

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

1. Apply relevant concepts, frameworks, methods, and knowledge acquired through their graduate studies to workplace tasks, projects, or organizational challenges.
2. Demonstrate and critically assess professional competencies developed through the placement, including communication, teamwork, problem-solving, adaptability, stakeholder management, or project management.
3. Reflect critically on workplace experiences to identify learning, areas for continued professional development, and implications for future professional practice.
4. Analyze aspects of equity, diversity, inclusion, and workplace practices encountered during the placement.
5. Develop a "global mindset" that supports decision-making and managerial effectiveness in leading change in global contexts.

12. Rationale:

The proposed course is intended to enhance the employability and career readiness of graduate students by expanding access to meaningful, credit-based work experiences. It will address an existing gap in the curriculum by enabling students to receive academic credit for shorter placements beginning at 60 hours up to 239 hours. Currently, the GBUS 6851 3.00 global graduate placement course provides 3.00 credits and require a minimum of 240 hours, meaning that students who undertake shorter, but still substantive, work experiences have no mechanism to receive academic credit for their learning.

Importantly, the academic credit associated with GBUS 6852 1.50 reflects not only the duration of the work placement but also the structured academic learning associated with the experience. Students are required to connect graduate-level academic learning to workplace practice, analyze their application and development of professional competencies, and critically reflect on their experience and its relevance to future professional practice.

A growing number of shorter-term experiential opportunities are available to students through platforms such as Upwork, as well as directly through employers, community organizations, and other external partners. Additional opportunities may arise through the approximately 60 international trade missions organized annually by MEDJCT, which can provide students with shorter, globally focused work experiences. Collectively, these opportunities enable students to engage with real global organizational challenges while applying knowledge and skills acquired through their academic programs.

Research on experiential education, together with our experience supporting students in work-integrated learning, indicates that multiple opportunities to apply academic

learning in professional settings can strengthen students' career readiness and employability. Through these experiences, students can develop and demonstrate professional competencies, increase their confidence in articulating their skills and accomplishments during recruitment processes, expand their professional networks, and build experience directly relevant to their post-graduation career goals.

The existing GBUS 6851 3.00 and the proposed GBUS 6852 1.50 and GBUS 6853 1.50 will be stackable, allowing students to complete courses and earn credit for distinct approved work placement experiences. Each course may be completed only once. This structure recognizes that exposure to different organizations, industries, functions, projects, or professional contexts can broaden students' experience and further strengthen their professional development and career readiness.

The academic credit awarded through GBUS 6852 1.50 reflects not only the duration of the work placement, but also the structured academic learning associated with the experience. Students are required to analyze the placement context, explicitly connect their graduate learning to workplace practice, demonstrate professional competency development, and critically reflect on their experience and future application of learning.

13. Evaluation:

Assignment/Task	Quantity	%Weight	Total%	*Author*
Applied Learning & Competency Analysis	1	50%	50%	*Individual*
Reflection Paper	1	50%	100%	*Individual*
Work Supervisor Evaluation	1	Required	Required	*Individual*
			100%	

14. Integrated Courses:
n/a

15. Cross-listed Courses:
This course will also be offered to the students from the Master of Management.

16. Enrolment Notes:
n/a

17. Faculty Resources:
All tenure stream faculty members are qualified to supervise placements. Placements that are part of a program would typically be supervised by the program director.

Schulich
School of Business
York University

18. Physical Resources:
n/a

19. Bibliography and Library Statement:
n/a

Schulich
School of Business
York University

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

20. Instructors and Faculty Coordinator

Initial instructor:
Farrokh Zandi

Alternative instructors:

Course coordinator:
Minerva Cernea

21. Specializations

Primary area or specialization:
This course will be listed as a Global Business Specialization elective course of the MBA program.

Secondary areas or specializations:
n/a

22. Student Contact and Enrolment

Contact hours:
n/a

Maximum enrolment:
45 students (elective course)

Expected enrolment:
45 students (elective course)

Evidence for enrolment expectations:
Demand is expected to be strong given the growing availability of shorter-term work-integrated learning opportunities that currently fall below the 240-hour minimum required for GBUS 6851. These include project-based opportunities available through platforms such as Upwork, as well as placements and projects sourced directly through employers, community organizations, international initiatives, and other external partners, like the

Schulich School of Business York University

MEDJCT international trade mission short internships. The course will provide an academic pathway for students undertaking these shorter but substantive professional experiences.

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

The course offers the students the opportunity to apply the EDI knowledge acquired in their graduate program. This graduate work placement course has as the 4th learning objective: Reflect on how Equity, Diversity and Inclusion is applied in the workplace. The students are evaluated based on a Reflection Paper that explicitly requires to address aspects of equity, diversity, and inclusion as they relate to the student's placement

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) Provide a convincing case for the proposed course.

The proposed GBUS 6852 1.50 addresses a gap in the graduate curriculum by providing academic credit for meaningful work experiences between 60 hours and 239 hours, complementing the existing GBUS 6851 3.00, which requires a minimum of 240 hours. The course responds to the growing availability of shorter experiential opportunities, employer and community-based placements, and potential opportunities associated with international trade missions. These experiences enhance career readiness and employability by enabling students to apply academic knowledge in global professional settings, develop competencies, expand their networks, and build relevant experience. GBUS 6851 3.00, GBUS 6852 1.50 and GBUS 6853 1.50 will be stackable, providing students with greater flexibility to undertake multiple global experiences across different organizations, industries, functions, or professional contexts.

Originator:

Minerva Cernea	September 2, 2026
Signature	Date
Minerva Cernea	Director, Centre for Career Design
Name	Area or Specialization

Schulich
School of Business
York University

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.

Ashwin Joshi	*Marketing*
Theodore Noseworthy	*Marketing*
Murat Kristal	*OMIS*
Grant Packard	*Marketing*
David Elsner	*OMIS*
Luke Zhu	*ORGS*

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.

Preet Aulakh	Sept. 14, 2026
Signature	Date
Preet Aulakh	Strategic Management
Name of Coordinator or Director	Area or Specialization

V. October 2022

Schulich
School of Business
York University

Degree Program:
I support the addition of the course to the SSB curriculum.

Mike Valente	Sept. 7, 2026
Signature	Date
Mike Valente	MBA
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.

Kevin Tasa	*September 17, 2026*
Signature	Date
Kevin Tasa	Master Programs Committee
Name of Committee Chair	Committee

GBUS 6852 1.50: Global Graduate Work Placement

Course Outline
Fall, Winter and Summer

This is a 1.50 credit pass/fail Schulich elective course.

Instructor
Dr. Farrokh Zandi
SSB N205H
Tel: 416-736-2100, ext. 77959
fzandi@schulich.yorku.ca

Assistant
Nisha Jani
(416) 736-2100 extension 55942
McEwen Building, office G221
njani@schulich.yorku.ca

Professor Farrokh Zandi is a faculty member in the Business Economics & Policy Area, specialized in International Economics and Macroeconomics, and Associate Director of Undergraduate Programs at Schulich. He has taught at Schulich since 1991.

Brief Description

The purpose of this Global Graduate Work Placement is for students to gain relevant business work experience and reflect on the learnings facilitated by this experience, and thus increase the students' employability. To be approved for this Graduate Work Placement course, the students must complete a minimum of 60 hours in the work placement.

This Global Graduate Work Placement is important for the understanding of global business norms and practices. Through their Global Graduate Work Placement experience, students build upon and practice key learnings from their graduate courses, reflect on them, and build an experience relevant for the job after graduation.

Prerequisites/Corequisites/Course Exclusions:
At least 15 credits of the 5000 series Required Foundations of Management Core Courses (applicable to MBA Students only). Students may enroll in GBUS 6852 1.50 in either the term when the work placement occurs or in the term following the work placement. As part of the application to a work placement course, students must consult with Student Services and International Relations to determine which term to enroll in GBUS 6852 1.50.

It is highly recommended that students with limited work experience complete, prior to securing the work placement, the 3-credit course: Professional Development for Managers, MGMT 6350.

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 and Exam[s]: Descriptions 6
Evaluation of Assignments/Projects and Exams 6
Calculation of Course Grade 7
General Academic Policies: Grading, Academic Honesty, Accommodations and Exams 8

Course Learning Outcomes

1. Apply relevant concepts, frameworks, methods, and knowledge acquired through their graduate studies to workplace tasks, projects, or organizational challenges.
2. Demonstrate and critically assess professional competencies developed through the placement, including communication, teamwork, problem-solving, adaptability, stakeholder management, or project management.
3. Reflect critically on workplace experiences to identify learning, areas for continued professional development, and implications for future professional practice.
4. Analyze aspects of equity, diversity, inclusion, and workplace practices encountered during the placement.
5. Identify how markets, incentives, and constraints operate differently across countries.
6. Apply concepts from core management courses to real organizational problems in a foreign institutional setting.

Deliverables at a Glance

Assignment/Task	Quantity	% Weight	Total %	Author
Applied Learning & Competency Analysis	1	50%	50%	Individual
Reflection Paper	1	50%	100%	Individual
Supervisor Evaluation	1	Required	Required	Individual
			100%	

For details, see “Written Assignments/Projects: Descriptions” (p. 11) and “Evaluation …” (p. 12).

Course Material

This course will not have in-class handouts, all materials and recommended readings will be posted on *Canvas.*

Canvas: Canvas is the digital course portal and functions as a digital course outline. You will find the weekly readings/viewings, detailed descriptions and due dates for all assignments, a course calendar, course updates, various course materials and resources, news items, and resources.

Every week, you should check the Session-by-Session Syllabus below for readings.

All articles are easily accessible using York University Library Electronic Resources. Articles from the Harvard Business Review can be accessed through the library. Please see http://researchguides.library.yorku.ca/HBR for instructions.

Student Preparation for Class and Class Participation: Expectations

The Global Work Placement Position
The position must be professional in nature, with a global company or project, allowing you to apply the concepts and theories learnt in your graduate program. Your Global Placement must:

- Be with a global company or project
- Directly benefit the host company and yourself
- Challenge you and utilize your management training
- Allow you to apply your cultural and language knowledge and skills.

Organization of the Course

The following criteria must be considered when students negotiate their Global Placement with potential organizations:

Duration	Minimum min 60 hours up to 239 hours
Timing	It can be taken after successful completion of at least 15 credits of the 5000 series Required Foundations of Management Core Courses (applicable to MBA Students only).

Students may enroll in GBUS 6852 1.50 in either the term when the work placement occurs or in the term following the work placement. As part of the application to a work placement course, students must consult with Student Services and International Relations (SSIR) to determine which term to enroll in GBUS 6852 1.50.

Approval of the Global Work Placement
The Director of Global Business will approve the Global Placement, ensuring that meets the following criteria:

- The host organization is (a) located outside Canada, or (b) located inside Canada as long as the work experience has a substantial global learning component.
- The required work has an international focus that will benefit the employer and provide relevant work experience to the student
- An opportunity for the student to apply global management skills and techniques while performing meaningful work and reflect upon management concepts studied in graduate program.

To be approved you must submit to a Placement Approval Form you can download HERE. You MUST receive approval from SSIR and Prof. Farrokh Zandi, the Director of Global Business, to be allowed to be enrolled in GBUS 6852 1.50.

The Placement Approval Form will ask for a formal letter of placement offer from a qualified organization along with a TWO–PAGE proposal in support of their placement application. This proposal will contain:

1. Site description

2. Description of work placement responsibilities and duties as specified in the offer letter
3. Students' academic goals (expected learning outcome) for this experience,
4. The list of skills, experiences and reflections the student expects to gain from this experience, and how these skills are expected to meet their goals through the assigned tasks.

In cases where the Prof. Farrokh Zandi does not approve a work term, the student may appeal this decision. The student should submit a 1-page narrative outlining a compelling case for why the work term should have been approved, plus relevant supporting documents to the ADA office: ada@schulich.yorku.ca. This appeal must be submitted to the ADA office within 14 days of Prof Farrokh Zandi 's decision.

Towards the end of the Global Placement, you MUST ask your site supervisor the evaluation of your performance, using the link available on the GBUS 6852 1.50 Canvas course. This evaluation is a mandatory to Pass this course.

Here is some advice to help you make the most of your Work Term:

- Be prepared to start. Make sure you arrive on time your first day, are suitably dressed, and have agreed upon the tasks and accompanying deadlines for your Placement.
- Do not be afraid to talk to your co-workers. People are sometimes too busy to roll out the red carpet for an intern so you have to make the first move to talk with them.
- Take it seriously and complete all tasks to the best of your ability. Your Placement is a full-time job and you need to act accordingly; this is a great time to learn new tasks and demonstrate your work ethic. To land more challenging tasks, be proactive and write a proposal to your boss suggesting and outlining additional projects you could work on. This is less vague than simply asking, "Is there anything else I can do?" and thus has a better chance of achieving results.
- Be willing to learn something new every day.
- Build a portfolio and keep a journal of your work. Do not let the work you did be forgotten by keeping records of relevant projects you worked on during your Placement. This will also help you to write your final papers at the end of your Placement. You may have to ask for permission to have a copy of your work for your portfolio if it is proprietary work. A portfolio is very useful in your full-time job search, especially for jobs that require previous experience.
- Ask the right questions. Keep track of the information that has already been given to you to make sure you are asking the right questions. There will be a lot of new information coming at you and you might find it helpful to write down the information given to you during your first days and/or orientation. If the company gives you a handout about company policies or procedures, be sure to read it and familiarize yourself with it.
- Ask to attend meetings and events. This will help you learn how things really get done and by whom.
- Try to fit in with the corporate culture. This requires watching how people are interacting around you: how people dress, how they communicate, what hours they work, whether they lunch together or not, whether initiative or hierarchy is valued, etc.
- Ask for feedback about your performance (though only if the culture is one that provides feedback). It is better to learn earlier than later where your strengths and weaknesses lie.
- Find a mentor or someone you can learn from during your time there. Try to learn from the people who are the superstar performers and/or the most respected individuals in the office.
- Learn all you can about the industry.
- Be positive about all your projects. As an intern, you may be asked to do some unglamorous projects. It is better to do these with a positive attitude and ask for more responsibilities in addition to them rather than complaining about what you consider to be beneath you.

- Develop a network of contacts. Build strong relationships by listening to and learning from everyone you meet. Not everyone has the power to hire you, but each person you meet is a potential contact and resource on the road to a new job.
- Talk to your coworkers about your future plans. If you are working for a large company, talk to HR throughout your Placement and at the end of it, make sure to let them know what your future plans are.
- Find out where and how positions are posted internally if you would like to work for the company in the future.

It is important to reflect on your Placement experience once it ends, to draw conclusions about what you have learned, and to examine your career options while the experience is fresh in your mind. Consider doing the following:

Obtain References

Ask for a reference from your supervisor(s) for your personal use. You can make the process easier for the writer by giving him/her a list of points that might be included in the letter, such as your basic job duties, what you learned, and how you excelled. Note: Letters of reference are not used as frequently anymore as they can quickly become dated. Instead, ask if your supervisor would be willing to provide a verbal reference when/if needed at some time in the future. Also, ask if he/she would be willing to provide a recommendation via LinkedIn.

(The reference letter is separate from the Supervisor's Evaluation required to pass GBUS 6852 course. The latter is for internal use only).

Send Thank You letters

Be sure to send thank you letters as soon as possible to your immediate supervisor and/or anyone else who might have contributed to your experience and learning. Thank them for helping to make your Placement experience a valuable one and tell them what you learned, or let them know how the experience has helped you in your career development.

You might also write to any key, top-level people in the organization with whom you may have interacted briefly, even if you did not work closely with them. They could be valuable contacts in the future.

Think about what you learned about your career options and preferences:

- Would you like to do the type of job you did during your Placement?
- Would you like to work in that industry upon graduation?
- Would you like to do the job you observed your supervisor or someone else doing?

Think about what you learned about yourself during this placement:

- Did you learn anything about your professional skills and abilities? What do you do well? What areas do you still need to improve in?
- Did you learn anything about what does or does not interest you?
- What did you learn about your personality as you dealt with co-workers, supervisors, clients and/or customers?

Update your resume in preparation for your full-time job search:

- Write down everything you did during your Placement, all your duties and responsibilities/achievements, and choose the most relevant responsibilities/achievements to include in your resume. Be sure to use the active verb +what you did +result (quantitative or qualitative) approach when describing your accomplishments.
- Make note of job functions or areas of expertise you experienced, even if you did not do those things yourself

Look for ways to continue gaining experience in your area of interest:

- Set up networking meetings with alumni in the field
- Join relevant professional associations as a student

- Keep in touch with the people whom you worked with at the Placement site; and
- Start searching and/or applying for your full-time job in that field!!

Written Assignments/Projects and Exam[s]: Descriptions

Students' grade for this course is based on three components:

(1) Applied Learning & Competency Analysis
(2) Reflection Paper
(3) Supervisor's Evaluation. The Supervisor's Evaluation work placement form must be filled out and signed by your direct supervisor.

Your 3 deliverables must be received within one week of the completion date of placement, but no later than BEFORE the next academic term starts, otherwise you will receive a grade F.

Evaluation of Assignments/Projects and Exams

You will submit the Applied Learning & Competency Analysis and the Reflection Paper, written in size 12, Times Roman font, double-spaced, with one-inch margins.

Applied Learning & Competency Analysis
A short assignment in which you identify a meaningful task, project, problem, or professional situation encountered during the placement and analyze how you applied knowledge and competencies developed through your graduate studies.

You could address:

- Context: Briefly describe the task, project, problem, or situation.
- Application of academic learning: Identify one or two concepts, frameworks, methods, or areas of knowledge from your graduate program that were relevant and explain how they were applied.
- Competency development: Identify two professional competencies you used or developed—for example, communication, teamwork, problem-solving, analytical thinking, adaptability, stakeholder management, or project management.
- Evidence: Provide specific examples demonstrating these competencies.
- Future application: Explain how this learning could be transferred to a future professional role.

Word limit: 1000 words (+/- 10%)

Reflection Paper
The Reflection Paper provides an opportunity to reflect on your overall placement experience and consider how it has contributed to your personal and professional development. Unlike the Applied Learning & Competency Analysis, which focuses on the application of academic knowledge and professional competencies to a specific workplace situation, this paper should focus on your overall experience, self-awareness, and future development.

Using Ryan's 5Rs Model of Reflection (information about the model will be provided on Canvas), reflect on the following:

1. Expectations and experience: What did you expect to gain from the placement? To what extent were your expectations met or changed through the experience?
2. Personal and professional insights: What did you learn about yourself as a professional? What aspects of the experience were most valuable or challenging? Did anything about your strengths, areas for development, interests, or preferred ways of working surprise you?
3. Challenge or critical experience: Describe one challenge, disappointment, unexpected situation, or particularly meaningful experience and reflect on how you responded and what you learned from it.
4. Workplace environment and inclusion: What did you observe or learn about the workplace environment, including aspects of equity, diversity, inclusion, collaboration, or organizational culture that were relevant to your experience?
5. Looking forward: How has the placement influenced your career thinking and professional development? What will you do differently or continue doing as a result of this experience?

The Reflection Paper should draw on your overall placement experience rather than repeat the analysis presented in your Applied Learning & Competency Analysis.

Word limit: 1000 words (+/- 10%).

The Supervisor's Evaluation is mandatory to receive a Pass for this course. You will have to make sure the Supervisor send the Evaluation in time.

Calculation of Course Grade

You will be assigned a Pass or Fail grade in this course. In this manner, a letter grade for each of the three components mentioned above will be assigned. Your course grade, as suggested on page 2, will then be calculated by weighted averaging of these components' grades. The resulting numeric grade will be converted to a Pass/ or Fail grade according to the following scale:

9	A+	90 - 100	Exceptional
8	A	85 - 89	Excellent
7	A-	80 - 84	Very Good
6	B+	75 - 79	Good
5	B	70 - 74	Competent
4	B-	65 - 69	Fairly Comp.
3	C+	60 - 64	Passing
2	C	55 - 59	Barely Pass.
1	C-	50 - 54	Failing

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

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

https://schulich.yorku.ca/current-students/graduate-students/

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/.

Schulich
School of Business
York University

New Course Proposal Form

Schulich School of Business

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

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

1. Responsible Program:
   MBA Program- Global Business Specialization

2. Responsible Unit:
   Strategic Management

3. Subject Code (Rubric) and Course Number:
   SB/GBUS 6853 1.50

4. Credit Value:
   1.50

5. Long Course Title:
Global Graduate Work Placement

6. Short Course Title:
Global Graduate Work Placement

7. Effective Term/Calendar Year:
Winter 2027

8. Language of Instruction:
English

9. Calendar (Short) Course Description:
GBUS 6853 1.50 provides students with the opportunity to earn academic credit for a supervised global work placement of at least 60 hours up to 239 hours. Students apply global business knowledge and competencies developed through their graduate studies to a professional setting and engage in structured analysis and reflection to connect workplace experience with academic learning and future professional practice.

Schulich
School of Business
York University

Prerequisites: For the MBA only: At least 15 credits of the 5000 series Required Foundations of Management Core courses. Students may enroll in GBUS 6853 1.50 in either the term when the work placement occurs or in the term following the work placement. As part of the application to a work placement course, students must consult with Academic Advising to determine which term to enroll in GBUS 6853 1.50.

10. Expanded Course Description:

Having an experience does not necessarily result in learning. Learning comes from thinking critically about your experience and reflecting on it. The National Society for Experiential Education emphasizes the importance of reflection to the learning process: "Reflection is the element that transforms a simple experience into a learning experience".

Reflection is about:
(1) Making sense of experience in relation to self, others, and contextual conditions
(2) Reimagining and/or planning future experience for personal and social benefit

One of the forms of Experiential Education (EE) is Work Focused EE, entailing experiences that typically are placements, internships, or co-op opportunities, where students are engaged in hands-on, supervised work in the workplace.

GBUS 6853 is a course-based global work placement that integrates supervised professional experience with structured academic analysis and reflection for a globally focused type of work. Students apply concepts, frameworks, methods, knowledge, as well as using their cultural and language skills acquired through their graduate studies to workplace tasks, projects, problems, or organizational situations.

Through this global work placement and associated academic assessments, students identify and evaluate the professional competencies they apply and develop, critically reflect on their workplace experience, and consider how their learning can be transferred to future professional contexts. The course enables students to connect academic learning with professional practice while building experience relevant to their career goals.

The course requires a minimum of 60 hours up to 239 hours of approved work experience. Academic credit reflects the combination of the supervised workplace experience and the successful completion of the course's academic requirements.

Through this course, students will obtain an immersive experience by directly working for an organization abroad or with a globally operating organization in Canada under the supervision of an experienced manager, assigned to specific tasks within a department or division of a large organization or across multiple parts of a smaller organization or start up.

11. Course Learning Outcomes:

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

1. Apply relevant concepts, frameworks, methods, and knowledge acquired through their graduate studies to workplace tasks, projects, or organizational challenges.
2. Demonstrate and critically assess professional competencies developed through the placement, including communication, teamwork, problem-solving, adaptability, stakeholder management, or project management.
3. Reflect critically on workplace experiences to identify learning, areas for continued professional development, and implications for future professional practice.
4. Analyze aspects of equity, diversity, inclusion, and workplace practices encountered during the placement.
5. Develop a "global mindset" that supports decision-making and managerial effectiveness in leading change in global contexts.

12. Rationale:

The proposed course is intended to enhance the employability and career readiness of graduate students by expanding access to meaningful, credit-based work experiences. It will address an existing gap in the curriculum by enabling students to receive academic credit for shorter placements beginning at 60 hours up to 239 hours. Currently, the GBUS 6851 3.00 global graduate placement course provides 3.00 credits and require a minimum of 240 hours, meaning that students who undertake shorter, but still substantive, work experiences have no mechanism to receive academic credit for their learning.

Importantly, the academic credit associated with GBUS 6853 1.50 reflects not only the duration of the work placement but also the structured academic learning associated with the experience. Students are required to connect graduate-level academic learning to workplace practice, analyze their application and development of professional competencies, and critically reflect on their experience and its relevance to future professional practice.

A growing number of shorter-term experiential opportunities are available to students through platforms such as Upwork, as well as directly through employers, community organizations, and other external partners. Additional opportunities may arise through the approximately 60 international trade missions organized annually by MEDJCT, which can provide students with shorter, globally focused work experiences. Collectively, these opportunities enable students to engage with real global organizational challenges while applying knowledge and skills acquired through their academic programs.

Research on experiential education, together with our experience supporting students in work-integrated learning, indicates that multiple opportunities to apply academic

learning in professional settings can strengthen students' career readiness and employability. Through these experiences, students can develop and demonstrate professional competencies, increase their confidence in articulating their skills and accomplishments during recruitment processes, expand their professional networks, and build experience directly relevant to their post-graduation career goals.

The existing GBUS 6851 3.00 and the proposed GBUS 6852 1.50 and GBUS 6853 1.50 will be stackable, allowing students to complete courses and earn credit for distinct approved work placement experiences. Each course may be completed only once. This structure recognizes that exposure to different organizations, industries, functions, projects, or professional contexts can broaden students' experience and further strengthen their professional development and career readiness.

The academic credit awarded through GBUS 6853 1.50 reflects not only the duration of the work placement, but also the structured academic learning associated with the experience. Students are required to analyze the placement context, explicitly connect their graduate learning to workplace practice, demonstrate professional competency development, and critically reflect on their experience and future application of learning.

13. Evaluation:

Assignment/Task	Quantity	%Weight	Total%	*Author*
Applied Learning & Competency Analysis	1	50%	50%	*Individual*
Reflection Paper	1	50%	100%	*Individual*
Work Supervisor Evaluation	1	Required	Required	*Individual*
			100%	

14. Integrated Courses:
n/a

15. Cross-listed Courses:
This course will also be offered to the students from the Master of Management.

16. Enrolment Notes:
n/a

17. Faculty Resources:
All tenure stream faculty members are qualified to supervise placements. Placements that

are part of a program would typically be supervised by the program director.

18. Physical Resources:
n/a

19. Bibliography and Library Statement:
n/a

Schulich
School of Business
York University

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

20. Instructors and Faculty Coordinator

Initial instructor:
Farrokh Zandi

Alternative instructors:

Course coordinator:
Minerva Cernea

21. Specializations

Primary area or specialization:
This course will be listed as a Global Business Specialization elective course of the MBA program.

Secondary areas or specializations:
n/a

22. Student Contact and Enrolment

Contact hours:
n/a

Maximum enrolment:
45 students (elective course)

Expected enrolment:
45 students (elective course)

Evidence for enrolment expectations:
Demand is expected to be strong given the growing availability of shorter-term work-integrated learning opportunities that currently fall below the 240-hour minimum required for GBUS 6851. These include project-based opportunities available through platforms such as Upwork, as well as placements and projects sourced directly through employers, community organizations, international initiatives, and other external partners, like the

MEDJCT international trade mission short internships. The course will provide an academic pathway for students undertaking these shorter but substantive professional experiences.

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

The course offers the students the opportunity to apply the EDI knowledge acquired in their graduate program. This graduate work placement course has as the 4th learning objective: Reflect on how Equity, Diversity and Inclusion is applied in the workplace. The students are evaluated based on a Reflection Paper that explicitly requires to address aspects of equity, diversity, and inclusion as they relate to the student's placement

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) Provide a convincing case for the proposed course.

The proposed GBUS 6852 1.50 addresses a gap in the graduate curriculum by providing academic credit for meaningful work experiences between 60 hours and 239 hours, complementing the existing GBUS 6851 3.00, which requires a minimum of 240 hours. The course responds to the growing availability of shorter experiential opportunities, employer and community-based placements, and potential opportunities associated with international trade missions. These experiences enhance career readiness and employability by enabling students to apply academic knowledge in global professional settings, develop competencies, expand their networks, and build relevant experience. GBUS 6851 3.00, GBUS 6852 1.50 and GBUS 6853 1.50 will be stackable, providing students with greater flexibility to undertake multiple global experiences across different organizations, industries, functions, or professional contexts.

Originator:

Minerva Cernea	September 2, 2026
Signature	Date
Minerva Cernea	Director, Centre for Career Design
Name	Area or Specialization

Schulich
School of Business
York University

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.

Ashwin Joshi	*Marketing*
Theodore Noseworthy	*Marketing*
Murat Kristal	*OMIS*
Grant Packard	*Marketing*
David Elsner	*OMIS*
Luke Zhu	*ORGS*

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.

Preet Aulakh	Sept. 14, 2026
Signature	Date
Preet Aulakh	Strategic Management
Name of Coordinator or Director	Area or Specialization

Schulich
School of Business
York University

Degree Program:
I support the addition of the course to the SSB curriculum.

Mike Valente	Sept. 7, 2026
Signature	Date
Mike Valente	MBA
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.

Kevin Tasa	*September 17, 2026*
Signature	Date
Kevin Tasa	Master Programs Committee
Name of Committee Chair	Committee

GBUS 6853 1.50: Global Graduate Work Placement

Course Outline
Fall, Winter and Summer

This is a 1.50 credit pass/fail Schulich elective course.

Instructor
Dr. Farrokh Zandi
SSB N205H
Tel: 416-736-2100, ext. 77959
fzandi@schulich.yorku.ca

Assistant
Nisha Jani
(416) 736-2100 extension 55942
McEwen Building, office G221
njani@schulich.yorku.ca

Professor Farrokh Zandi is a faculty member in the Business Economics & Policy Area, specialized in International Economics and Macroeconomics, and Associate Director of Undergraduate Programs at Schulich. He has taught at Schulich since 1991.

Brief Description

The purpose of this Global Graduate Work Placement is for students to gain relevant business work experience and reflect on the learnings facilitated by this experience, and thus increase the students' employability. To be approved for this Graduate Work Placement course, the students must complete a minimum of 60 hours in the work placement.

This Global Graduate Work Placement is important for the understanding of global business norms and practices. Through their Global Graduate Work Placement experience, students build upon and practice key learnings from their graduate courses, reflect on them, and build an experience relevant for the job after graduation.

Prerequisites/Corequisites/Course Exclusions:
At least 15 credits of the 5000 series Required Foundations of Management Core Courses (applicable to MBA Students only). Students may enroll in GBUS 6853 1.50 in either the term when the work placement occurs or in the term following the work placement. As part of the application to a work placement course, students must consult with Student Services and International Relations to determine which term to enroll in GBUS 6853 1.50.

It is highly recommended that students with limited work experience complete, prior to securing the work placement, the 3-credit course: Professional Development for Managers, MGMT 6350.

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 and Exam[s]: Descriptions 6
Evaluation of Assignments/Projects and Exams 6
Calculation of Course Grade 7
General Academic Policies: Grading, Academic Honesty, Accommodations and Exams 8

Course Learning Outcomes

1. Apply relevant concepts, frameworks, methods, and knowledge acquired through their graduate studies to workplace tasks, projects, or organizational challenges.
2. Demonstrate and critically assess professional competencies developed through the placement, including communication, teamwork, problem-solving, adaptability, stakeholder management, or project management.
3. Reflect critically on workplace experiences to identify learning, areas for continued professional development, and implications for future professional practice.
4. Analyze aspects of equity, diversity, inclusion, and workplace practices encountered during the placement.
5. Identify how markets, incentives, and constraints operate differently across countries.
6. Apply concepts from core management courses to real organizational problems in a foreign institutional setting.

Deliverables at a Glance

Assignment/Task	Quantity	% Weight	Total %	Author
Applied Learning & Competency Analysis	1	50%	50%	Individual
Reflection Paper	1	50%	100%	Individual
Supervisor Evaluation	1	Required	Required	Individual
			100%	

For details, see “Written Assignments/Projects: Descriptions” (p. 11) and “Evaluation …” (p. 12).

Course Material

This course will not have in-class handouts, all materials and recommended readings will be posted on *Canvas.*

Canvas: Canvas is the digital course portal and functions as a digital course outline. You will find the weekly readings/viewings, detailed descriptions and due dates for all assignments, a course calendar, course updates, various course materials and resources, news items, and resources.

Every week, you should check the Session-by-Session Syllabus below for readings.

All articles are easily accessible using York University Library Electronic Resources. Articles from the Harvard Business Review can be accessed through the library. Please see http://researchguides.library.yorku.ca/HBR for instructions.

Student Preparation for Class and Class Participation: Expectations

The Global Work Placement Position
The position must be professional in nature, with a global company or project, allowing you to apply the concepts and theories learnt in your graduate program. Your Global Placement must:

- Be with a global company or project
- Directly benefit the host company and yourself
- Challenge you and utilize your management training
- Allow you to apply your cultural and language knowledge and skills.

Organization of the Course

The following criteria must be considered when students negotiate their Global Placement with potential organizations:

Duration	Minimum min 60 hours up to 239 hours
Timing	It can be taken after successful completion of at least 15 credits of the 5000 series Required Foundations of Management Core Courses (applicable to MBA Students only).

Students may enroll in GBUS 6853 1.50 in either the term when the work placement occurs or in the term following the work placement. As part of the application to a work placement course, students must consult with Student Services and International Relations (SSIR) to determine which term to enroll in GBUS 6853 1.50.

Approval of the Global Work Placement
The Director of Global Business will approve the Global Placement, ensuring that meets the following criteria:

- The host organization is (a) located outside Canada, or (b) located inside Canada as long as the work experience has a substantial global learning component.
- The required work has an international focus that will benefit the employer and provide relevant work experience to the student
- An opportunity for the student to apply global management skills and techniques while performing meaningful work and reflect upon management concepts studied in graduate program.

To be approved you must submit to a Placement Approval Form you can download HERE. You MUST receive approval from SSIR and Prof. Farrokh Zandi, the Director of Global Business, to be allowed to be enrolled in GBUS 6853 1.50.

The Placement Approval Form will ask for a formal letter of placement offer from a qualified organization along with a TWO–PAGE proposal in support of their placement application. This proposal will contain:

1. Site description

2. Description of work placement responsibilities and duties as specified in the offer letter
3. Students' academic goals (expected learning outcome) for this experience,
4. The list of skills, experiences and reflections the student expects to gain from this experience, and how these skills are expected to meet their goals through the assigned tasks.

In cases where the Prof. Farrokh Zandi does not approve a work term, the student may appeal this decision. The student should submit a 1-page narrative outlining a compelling case for why the work term should have been approved, plus relevant supporting documents to the ADA office: ada@schulich.yorku.ca. This appeal must be submitted to the ADA office within 14 days of Prof Farrokh Zandi 's decision.

Towards the end of the Global Placement, you MUST ask your site supervisor the evaluation of your performance, using the link available on the GBUS 6853 1.50 Canvas course. This evaluation is a mandatory to Pass this course.

Here is some advice to help you make the most of your Work Term:

- Be prepared to start. Make sure you arrive on time your first day, are suitably dressed, and have agreed upon the tasks and accompanying deadlines for your Placement.
- Do not be afraid to talk to your co-workers. People are sometimes too busy to roll out the red carpet for an intern so you have to make the first move to talk with them.
- Take it seriously and complete all tasks to the best of your ability. Your Placement is a full-time job and you need to act accordingly; this is a great time to learn new tasks and demonstrate your work ethic. To land more challenging tasks, be proactive and write a proposal to your boss suggesting and outlining additional projects you could work on. This is less vague than simply asking, "Is there anything else I can do?" and thus has a better chance of achieving results.
- Be willing to learn something new every day.
- Build a portfolio and keep a journal of your work. Do not let the work you did be forgotten by keeping records of relevant projects you worked on during your Placement. This will also help you to write your final papers at the end of your Placement. You may have to ask for permission to have a copy of your work for your portfolio if it is proprietary work. A portfolio is very useful in your full-time job search, especially for jobs that require previous experience.
- Ask the right questions. Keep track of the information that has already been given to you to make sure you are asking the right questions. There will be a lot of new information coming at you and you might find it helpful to write down the information given to you during your first days and/or orientation. If the company gives you a handout about company policies or procedures, be sure to read it and familiarize yourself with it.
- Ask to attend meetings and events. This will help you learn how things really get done and by whom.
- Try to fit in with the corporate culture. This requires watching how people are interacting around you: how people dress, how they communicate, what hours they work, whether they lunch together or not, whether initiative or hierarchy is valued, etc.
- Ask for feedback about your performance (though only if the culture is one that provides feedback). It is better to learn earlier than later where your strengths and weaknesses lie.
- Find a mentor or someone you can learn from during your time there. Try to learn from the people who are the superstar performers and/or the most respected individuals in the office.
- Learn all you can about the industry.
- Be positive about all your projects. As an intern, you may be asked to do some unglamorous projects. It is better to do these with a positive attitude and ask for more responsibilities in addition to them rather than complaining about what you consider to be beneath you.

- Develop a network of contacts. Build strong relationships by listening to and learning from everyone you meet. Not everyone has the power to hire you, but each person you meet is a potential contact and resource on the road to a new job.
- Talk to your coworkers about your future plans. If you are working for a large company, talk to HR throughout your Placement and at the end of it, make sure to let them know what your future plans are.
- Find out where and how positions are posted internally if you would like to work for the company in the future.

It is important to reflect on your Placement experience once it ends, to draw conclusions about what you have learned, and to examine your career options while the experience is fresh in your mind. Consider doing the following:

Obtain References

Ask for a reference from your supervisor(s) for your personal use. You can make the process easier for the writer by giving him/her a list of points that might be included in the letter, such as your basic job duties, what you learned, and how you excelled. Note: Letters of reference are not used as frequently anymore as they can quickly become dated. Instead, ask if your supervisor would be willing to provide a verbal reference when/if needed at some time in the future. Also, ask if he/she would be willing to provide a recommendation via LinkedIn.

(The reference letter is separate from the Supervisor's Evaluation required to pass GBUS 6853 course. The latter is for internal use only).

Send Thank You letters

Be sure to send thank you letters as soon as possible to your immediate supervisor and/or anyone else who might have contributed to your experience and learning. Thank them for helping to make your Placement experience a valuable one and tell them what you learned, or let them know how the experience has helped you in your career development.

You might also write to any key, top-level people in the organization with whom you may have interacted briefly, even if you did not work closely with them. They could be valuable contacts in the future.

Think about what you learned about your career options and preferences:

- Would you like to do the type of job you did during your Placement?
- Would you like to work in that industry upon graduation?
- Would you like to do the job you observed your supervisor or someone else doing?

Think about what you learned about yourself during this placement:

- Did you learn anything about your professional skills and abilities? What do you do well? What areas do you still need to improve in?
- Did you learn anything about what does or does not interest you?
- What did you learn about your personality as you dealt with co-workers, supervisors, clients and/or customers?

Update your resume in preparation for your full-time job search:

- Write down everything you did during your Placement, all your duties and responsibilities/achievements, and choose the most relevant responsibilities/achievements to include in your resume. Be sure to use the active verb +what you did +result (quantitative or qualitative) approach when describing your accomplishments.
- Make note of job functions or areas of expertise you experienced, even if you did not do those things yourself

Look for ways to continue gaining experience in your area of interest:

- Set up networking meetings with alumni in the field
- Join relevant professional associations as a student

- Keep in touch with the people whom you worked with at the Placement site; and
- Start searching and/or applying for your full-time job in that field!!

Written Assignments/Projects and Exam[s]: Descriptions

Students' grade for this course is based on three components:

(1) Applied Learning & Competency Analysis
(2) Reflection Paper
(3) Supervisor's Evaluation. The Supervisor's Evaluation work placement form must be filled out and signed by your direct supervisor.

Your 3 deliverables must be received within one week of the completion date of placement, but no later than BEFORE the next academic term starts, otherwise you will receive a grade F.

Evaluation of Assignments/Projects and Exams

You will submit the Applied Learning & Competency Analysis and the Reflection Paper, written in size 12, Times Roman font, double-spaced, with one-inch margins.

Applied Learning & Competency Analysis
A short assignment in which you identify a meaningful task, project, problem, or professional situation encountered during the placement and analyze how you applied knowledge and competencies developed through your graduate studies.

You could address:

- Context: Briefly describe the task, project, problem, or situation.
- Application of academic learning: Identify one or two concepts, frameworks, methods, or areas of knowledge from your graduate program that were relevant and explain how they were applied.
- Competency development: Identify two professional competencies you used or developed—for example, communication, teamwork, problem-solving, analytical thinking, adaptability, stakeholder management, or project management.
- Evidence: Provide specific examples demonstrating these competencies.
- Future application: Explain how this learning could be transferred to a future professional role.

Word limit: 1000 words (+/- 10%)

Reflection Paper
The Reflection Paper provides an opportunity to reflect on your overall placement experience and consider how it has contributed to your personal and professional development. Unlike the Applied Learning & Competency Analysis, which focuses on the application of academic knowledge and professional competencies to a specific workplace situation, this paper should focus on your overall experience, self-awareness, and future development.

Using Ryan's 5Rs Model of Reflection (information about the model will be provided on Canvas), reflect on the following:

1. Expectations and experience: What did you expect to gain from the placement? To what extent were your expectations met or changed through the experience?
2. Personal and professional insights: What did you learn about yourself as a professional? What aspects of the experience were most valuable or challenging? Did anything about your strengths, areas for development, interests, or preferred ways of working surprise you?
3. Challenge or critical experience: Describe one challenge, disappointment, unexpected situation, or particularly meaningful experience and reflect on how you responded and what you learned from it.
4. Workplace environment and inclusion: What did you observe or learn about the workplace environment, including aspects of equity, diversity, inclusion, collaboration, or organizational culture that were relevant to your experience?
5. Looking forward: How has the placement influenced your career thinking and professional development? What will you do differently or continue doing as a result of this experience?

The Reflection Paper should draw on your overall placement experience rather than repeat the analysis presented in your Applied Learning & Competency Analysis.

Word limit: 1000 words (+/- 10%).

The Supervisor's Evaluation is mandatory to receive a Pass for this course. You will have to make sure the Supervisor send the Evaluation in time.

Calculation of Course Grade

You will be assigned a Pass or Fail grade in this course. In this manner, a letter grade for each of the three components mentioned above will be assigned. Your course grade, as suggested on page 2, will then be calculated by weighted averaging of these components' grades. The resulting numeric grade will be converted to a Pass/ or Fail grade according to the following scale:

9	A+	90 - 100	Exceptional
8	A	85 - 89	Excellent
7	A-	80 - 84	Very Good
6	B+	75 - 79	Good
5	B	70 - 74	Competent
4	B-	65 - 69	Fairly Comp.
3	C+	60 - 64	Passing
2	C	55 - 59	Barely Pass.
1	C-	50 - 54	Failing

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

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

https://schulich.yorku.ca/current-students/graduate-students/

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/.

Schulich School of Business
Nominating Slate (2026 – 2027)

Date: August 26, 2026

Table of Contents

Section	Pages
Section 1: Committees Based on Area Nominations ……	2-8
Section 2: Committees Based on Faculty Survey ……	9-13
Section 3: Administrative Committees and Roles ……..	14-22

Section 1: Committees Based on Area Nominations

Chair of Faculty Council: Winny Shen
Vice Chair of Faculty Council: Kiridaran Kanagaretnam

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:	Leila Daddoust
Faculty Representatives:	
ACTG	Xijiang Su
FINE	Ambrus Kecskés
MKTG	Ela Veresiu
OMIS	Isik Bicer
ORGS	Winny Shen
SGMT	Majid Majzoubi
SUST	Maxim Voronov
Elected Student Members:	
Ph.D. Rep.	**Peter Scarfone**
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:	Laura Da Silva
Faculty Representatives:	
ACTG	Viswanath Trivedi
BEAP	Irene Henriques
FINE	Yelena Larkin
MKTG	David Rice
OMIS	David Johnston
ORGS	Luke Zhu
SGMT	Willow Sheremata
SUST	Mike Valente
BBA/iBBA	Farrokh Zandi

Elected Student Members:	
1st yr MBA rep.	TBA
2ndyr MBA rep.	TBA
BBA/iBBA student rep.	TBA
BBA/iBBA student rep.	TBA
Student Rep MAcc	TBA
Student Rep MBAN	TBA
Student Rep MBAt	TBA
Student Rep MFIN	TBA
Student Rep MHIA	TBA
Student Rep MMAI	TBA
Student Rep MMGT	TBA
Student Rep MMKG	TBA
Student Rep MREI	TBA
Student Rep MSCM	TBA
Ex Officio Voting Members:	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Luke Zhu
Chairs, Committee for Equity and Community	Ivona Hideg **Charles Cho (Dec. 2026)**
Director BBA/iBBA	Burkard Eberlein
Director MAcc	Viswanath Trivedi
Director MBA	Mike Valente
Director MBAN	David Elsner
Director MBAt	Murat Kristal
Director MFIN	Melanie Cao
Director MHIA	Amin Mawani
Director MMAI	Hjalmar Turesson
Director MMgt	Luke Zhu
Director MMKG	Grant Packard
Director/Representative MREI	**Lyndsey Rolheiser**
Director MSCM	David Johnston
Director MBA/JD	Peter Macdonald
Director MBA/MA, MBA/MFA	Dan Fricker

Director MBA/FNEN	Melanie Cao
Director, Schulich Teaching Innovation Studio	Stephen Friedman
Director Global Relations	Theodore Peridis
eLearning Lead	Ingo Holzinger
Ex Officio Non-Voting Members:	
MGMT 6100 Coordinator	Ingo Holzinger
Student Services Representative	Luba Pan
Director, IST	Brenn Kha
Director, CCD, PD&EE	Minerva Cernea
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	Cameron Graham
BEAP	Perry Sadorsky
FINE	Aleksandra Rzeznik
MKTG	Ajay Sirsi
OMIS	Guangrui (Kayla) Li
ORGS	Brent Lyons
SGMT	Charles McMillan
SUST	Burkard Eberlein
Elected Student Members:	
1st yr BBA rep.	TBA
2nd yr BBA rep.	TBA
3rd yr BBA rep.	TBA
4th yr BBA rep.	TBA
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
Chairs, Committee for Equity and Community	Ivona Hideg **Charles Cho (Dec. 2026)**
Ex Officio Non-Voting Members:	
Director, Schulich Teaching Innovation Studio	Stephen Friedman
Student Services Rep.	TBA
Centre for Career Design Reps.	Minerva Cernea, Zviko Mhakayakora Chongyang Jia
Director, Academic Affairs	Kathryn Doyle

Master's Admissions Committee

Chair:	Luke Zhu
Secretary:	Heidi Furcha
Faculty Representatives:	
ACTG	Abu Rahaman
BEAP	Atipol Bhanich Supapol
FINE	Ambrus Kecskés
MKTG	Yigang Pan
OMIS	Raha Imanirad
ORGS	Ruodan Shao
SGMT	Moshe Farjoun
SUST	Olaf Weber
Ex Officio Voting Members:	
GBC President or member of GBC	
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.	TBA
Masters Rep.	TBA
Undergrad Rep.	TBA
Undergrad Rep.	TBA
Ex Officio Voting Members:	
Associate Dean Academic	Kevin Tasa
Ex Officio Non-Voting Members:	
Student Services Representative	Luba Pan

Committee for Equity and Community

Chairs	Ivona Hideg **Charles Cho (Dec. 2026)**
Secretary	Nikki Jagdeosingh
Faculty Advisor for Equity and Community	TBA
Faculty Representatives:	
ACTG	Matthew Bamber
ACTG	Sylvia Hsu
BEAP	Alexander Coutts
FINE	Pouyan Foroughi
FINE	Lilian Ng

MKTG	Yigang Pan
OMIS	n/a
ORGS	Ivona Hideg
SGMT	Theodore Peridis
SUST	Charles Cho
Elected Student Members:	
BBA/iBBA	TBA
Masters	TBA
MBA	TBA
EMBA	TBA
Ph.D.	TBA
Ex Officio Non-Voting Members:	
Associate Dean Academic	Kevin Tasa
Office of Strategic Initiatives & Engagement	Yvonne Massop
Staff representative from Student Services and International Relations	**Beth Gallagher, Ann Welsh**
Staff representative from Student & Enrolment Services	TBA
Executive Officer	TBA
Student Representative	TBA
Student Representative	TBA
Student Representative	TBA

Area Affirmative Action Representatives

ACTG	n/a
BEAP	n/a
FINE	n/a
MKTG	Ashwin Joshi
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: Kiridaran Kanagaretnam

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

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.	**Alejandra Ding**
2nd year EMBA rep.	TBA

Research and Library Committee

Chair: Assoc. Dean, Research	Moren Lévesque
Secretary:	Farhana Islam
Faculty Representatives:	
	Winny Shen
	Eileen Fischer
	Mark Kamstra
Elected Student Members:	
Masters Rep.	TBA
BBA/iBBA Rep.	TBA
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:	
Moshe Milevsky (June 30, 2027) Eileen Fischer (June 30, 2027)	
Acclaimed Members:	
Ela Veresiu (June 30, 2028) **Gregory Saxton (June 30, 2028)**	
Elected Student Members:	
Ph.D. Rep	**Sean Sullivan**
Noncore Members:	
ACTG	Kiridaran Kanagaretnam Dean Neu
BEAP	n/a
FINE	Yisong Tian
MKTG	Peter Darke Theodore Noseworthy Ashwin Joshi
OMIS	Moren Lévesque Henry Kim Divinus Oppong-Tawiah David Johnston
ORGS	Ruodan Shao Luke Zhu Chris Bell
PROP	n/a
SGMT	n/a
SUST	n/a

Nominating Committee

Chair	Kiridaran Kanagaretnam

Secretary	Nikki Jagdeosingh
Faculty Representatives:	
	Ashwin Joshi
	Raha Imanirad
Elected Non-Voting Student Members:	
GBC Designate	TBA
UBS President	Polina Povorozniuk
Ex Officio Members:	
Associate Dean Academic	Kevin Tasa

Faculty Service Roles

Schulich Behavioral Research Lab	Peter Darke
Affirmative Action Coordinator	Luke Zhu
YUFA Stewards	Sylvia Hsu (June 2028) Markus Biehl (June 2028) Dirk Matten (June 2029)

Senators

Dean and 5 Faculty Members	Markus Giesler (June 2028)
	Markus Biehl (June 2028)
	Viswanath Trivedi (June 2028)
	Jullian Scott Yeomans (June 2029)
	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	Viswanath Trivedi (June 2027)

Research (APPRC)	
Executive	Markus Giesler (June 2028)
Honorary Degrees and Ceremonials Sub-Commit	Matthias Kipping (June 2027)

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)	
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: Kiridaran Kanagaretnam

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	Kiridaran Kanagaretnam
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Luke Zhu
Associate Dean Research	Moren Lévesque
Associate Dean External Relations	Theodore Noseworthy
Associate Dean EMBA	Matthias Kipping
Executive Officer	TBA
Chairs of Faculty Council Standing Committees:	
Masters Admissions	Luke Zhu
Research and Library	Moren Lévesque
Nominating Committee	Kiridaran Kanagaretnam
Student Affairs	Sylvia Hsu
Tenure and Promotion	Eileen Fischer
Equity and Community	Ivona Hideg **Charles Cho (Dec. 2026)**
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	David Elsner
MBAt	Murat Kristal
MHIA	Amin Mawani
MMAI	Hjalmar Turesson
GBC President	Rabie Tarakji
UBS President	Polina Povorozniuk
Ph.D. President	

Operating Committee

Chair:	Dean Detlev Zwick
Secretary	Jaime Naperi
Ex Officio Members:	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Luke Zhu
Associate Dean Research	Moren Lévesque
Associate Dean External Relations	Theodore Noseworthy
Executive Officer	TBA
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
BEAP	Irene Henriques
FINE	Ming Dong
MKTG	Ela Veresiu
OMIS	Adam Diamant
ORGS	Ruodan Shao
SGMT	Preet Aulakh
SUST	Mike Valente

Management Committee

Chair:	Dean Detlev Zwick
Secretary	Jaime Naperi
Ex Officio Members:	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Luke Zhu
Associate Dean Research	Moren Lévesque
Associate Dean External Relations	Theodore Noseworthy
Executive Officer	TBA
Executive Director, SSIR	Luba Pan
Executive Director, CCD	Minerva Cernea
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	Luke Zhu
Ph.D.	Peter Darke
EMBA	Matthias Kipping
MAcc	Viswanath Trivedi
MBA	Mike Valente
MBAN	David Elsner
MBAt	Murat Kristal
MFIN	Melanie Cao
MHIA	Amin Mawani
MMKG	Grant Packard
MMgt	Luke Zhu
MMAI	Hjalmar Turesson
MSCM	David Johnston
MREI	Jim Clayton
Diploma Directors:	
Advanced Accounting	Viswanath Trivedi
Art, Media & Entertainment Management	Dan Fricker
Business and the Environment	Mike Valente
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	Luke Zhu
Associate Dean Research	Moren Lévesque
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	David Elsner
MBAt	Murat Kristal
MMKG	Grant Packard
MFIN	Melanie Cao
MHIA	Amin Mawani
MMAI	Hjalmar Turesson
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	Dan Fricker
Business and the Environment	Mike Valente
Financial Engineering (Concurrent and Stand Alone)	Melanie Cao

Health Industry Management	Joseph Mapa
Post-MBA Diploma in Advanced Management	Mike Valente
Undergraduate Specialization Directors: (source: Undergraduate Academic handbook)	
Accounting	Linda Thorne
Business Analytics	Henry Kim
Business Economics & Policy	Irene Henriques
Entrepreneurial & Family Business Studies	Chris Carder
Finance	Ming Dong
Global Business	Farrokh Zandi
Marketing	Ela Veresiu
Operations & Supply Management	Adam Diamant
Organization Studies	Ruodan Shao
Sustainability	Mike Valente
Strategic Management	Preet Aulakh
Graduate Specialization Directors: (source: Graduate Academic Handbook)	
Accounting	Linda Thorne
Arts, Media & Entertainment Management	Dan Fricker
Business Consulting	Mike Valente
Digital Transformation	Adam Diamant
Entrepreneurship & Innovation	Chris Carder
Finance	Ming Dong
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	Ela Veresiu
Supply Chain Management	Adam Diamant
Sustainability	Mike Valente
Certificate Directors:	
Certificate in International Management (CIM)	Farrokh Zandi
Area Coordinators:	
ACTG	Linda Thorne
BEAP	Irene Henriques
FINE	Ming Dong
MKTG	Ela Veresiu
ORGS	Ruodan Shao
OMIS	Adam Diamant
SGMT	Preet Aulakh
SUST	Mike Valente
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
Institute of Digital Business	Murat Kristal
Other University Administrative Roles:	
York University Pension Plan	Pauline Shum Nolan

FACULTY COUNCIL
SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Schulich Faculty Council for the 2025-26 academic year was held via Zoom on **Friday, June 5, 2026** from **11:30am – 1:00 pm**.

MINUTES

In Attendance:

Chair: W. Shen

Vice-Chair: vacant

Secretary: K. Doyle

Assistant: V. Nallathamby in lieu of L. Da Silva

Voting Members of Faculty Council Present:

Senior Admin	D. Zwick, A. Joshi
ACTG	S. Hsu, A. Rahaman, G. Saxton, L. Thorne, V. Trivedi
ARTM	
ECON	
ENTR	
FINE	M. Kamstra, M. Milevsky, A. Rzeznik, Y. Tian
MKTG	P. Darke
MREI	L. Rolheiser
ORGS	R. Shao
OMIS	M. Biehl, A. Diamant, D. Elsner, D. Johnston, H. Kim, D. Oppong-Tawiah, H. Turesson
PLCY	M. Kipping, C. McMillan
PROP	
SUST	G. Kistruck, M. Valente
Voting CPM's & Director of 601	L. Pan
Student Reps	

Voting Members of Faculty Council Absent:

M. Annisette	A. Devine	R. Imanirad	J. McKellar	X. Su
P. Aulakh	V. Dhingra	R. Irving (ret.)	R. McLean	J. Tan
E. Auster	D. Dimick (ret.)	K. Kanagaretnam	G. Morgan (ret.)	T. Tandon (GBC)
K-H. Bae	M. Dong	R. Karambayya (ret.)	N. Nandal (GBC)	K. Tasa
M. Bamber	B. Eberlein	A. Kecskes	D. Neu	E. Veresiu
T. Beechy (ret.)	J. Everett	M. Kristal	L. Ng	M. Voronov
R. Belk	E. Fischer	P. Laycock (Alum)	R. Nguyen (UBS)	O. Weber
C. Bell	P. Foroughi	Y. Larkin	T. Noseworthy	S. Weiss
A. Bhanich-Supapol	B. Gainer	F. Lazar	C. Oliver (ret.)	T. Wesson (ret.)
I. Bicer	M. Giesler	M. Levesque	G. Packard	E. Westney (ret.)

A. Campbell	L. Giordano (UBS)	G. Li	Y. Pan	B. Wolf (ret.)
M. Cao	C. Graham	A. Liann (Lib. Rep.)	T. Peridis	L. Wright (ret.)
M. Chowdhury (UBS)	T. Gupta (GBC)	B. Lyons	R. Phillips	J.S. Yeomans
J. Clayton	I. Henriques	I. Macdonald (ret.)	S. Pimenta (UBS)	J. Yeung Do
W. Cook (ret.)	I. Hideg	A. Madhok	E. Prisman	J. Zemans (ret.)
A. Coutts	I. Holzinger	A. Mathivathanan (UBS)	M. Rice	L. Zhu
J. Darroch	D. Horvath (ret.)	A. Majzoubi	H. Rosin (ret.)	
A. DeCarufel (ret.)	C. Huang (PH.D)	D. Matten	W. Sheremata	
Y. Deutsch	M. Hussain (GBC)	A. Mawani	D. Sikri (UBS)	

Leaves and Sabbaticals:

M. Farjoun (sab)	J. Rungtusanatham (LOA)

Non-Voting Members of Faculty Council Present:

S. Calahan	N. Machado	C. Niederwanger	A. Thomson
S. Friedman	D. Mak	C. Sachs	F. Zandi
G. Jajjo	Y. Massop	C. Sicoli	
B. Kha	G. Milavsky	N. Sutherland	

Guests:

Thia Lall	Marisa Morriello	Lindsay Page

Non-Voting Members of Faculty Council Absent:

B. Abtan	K. Elliot	V. Ivankine	K.R. Na	T. Tolias
W. Al-Hussaini	K. Ellis	S. Kerr	Z. Necas	K. Vandezande
N. Alexandrian	J. Fayt	K. Kim	C. Partland	A. Visram
S. Babra	A. Ferreira	A. Konson	B. Pasquali	A. Volodina
D. Barret	A. Fisher	H. Koren-Cohen	G. Pau	P. Walker
M. Bhutani	B. Gallagher	L. Lakats	S. Penwarden	M. Waxman
S. Browne	A. Garber	L. Lee	J. Pinto	A. Welsh
K. Butzek-Morris	S. Gargaro	D. Lennox	P. Pivato	D. Woticky
C. Carder	C. Gray	R. Lynn	J. Pokrajac	R. Young
M. Cernea	T. Gosse	P. Macdonald	S. Pulver	M. Zelver

J.M. Clark	J. Guo	J. Mapa	G. Sanchez Cuevas	W. Zhang
M. Collyer	C. Hardman	R. Mayer	V. Shanmuganathan	C. Zhuang
M. De Luca	A. Harris	T. McQueen	H. Sinker	
L. De Wilde	B. Hrehoruk	T. Medcof	A. Sriharan	
G. Deans	C. Hui	M. Morriello	T. Stubbs	
P. Dillon	S. Hussain	C. Mueller	S. Thomas	

1. **Welcome and Chair's Remarks** (5 minutes)
   Chair calls meeting to order at 11:34 am.

2. **GBC, PhD Student Remarks** (10 minutes)

   No student representatives in attendance.

3. **Dean's Remarks** (10 minutes)

4. **Major Modification to the Master of Accounting Program** (*S. Trivedi*)

   S. Trivedi provides an overview of the changes proposed as part of the major modification and thanks everyone who contributed to and expressed their support for the proposals.

   Motion to approve the major modification proposal to the Master of Accounting as detailed in today's agenda package starting from p. 3.
   Seconded by A.Joshi.

   No questions or comments. Chair calls the question and the motion carries.

5. **Major Modification to the Master of Finance Program** (*M. Cao*)
   M. Kamstra volunteers as the proponent in place of M. Cao while she is traveling on university business. M. Milevsky seconds. A typo is noted in one of the course codes: ACTG 6310 should be 6130.

   Chair calls the question after no questions or concerns are presented. The motion carries.

6. **Establishing Schulich's Criteria for the Presidential Search Advisory Memo**

The Chair introduces the item and provides overview of the request from Senate Executive.

M. Biehl comments on leadership capacity, research intensity, and the importance of candidates having a demonstrated track record of accomplishments within their former institutions.

Dean Zwick comments that given the rapid rise of technology, it will be important for someone to have a background in academic research and given the medical school's importance to the future of the university, maybe we want a different research profile from the one we've had over the last 10 years. Maybe science or STEM for example. In terms of the finances, a leader that really understands financial management would be helpful. What does the record of the leader show? I'm supportive of Professor Biehl's comments.

A.Joshi- language around strategic choice. I'd like to see someone with a track record of making strategic choices for institutions. We have professional faculties and liberal arts and we have a declining resource environment—across the sector—so I'd like to see the committee assess what they did, how they did it, etc. The ability to make and implement difficult strategic choices.

The Chair asks for clarification about the role of collaboration with respect to strategic choices. Do we want someone who can demonstrate a particular type of process in terms of working together?

S. Trivedi comments that we need to be focused on reputation recovery for the institution. We should be looking for someone who wants to use and highlight the reputations of the professional faculties and the medical school to improve our reputation at least as a premier destination school in the GTA. We were promised all these anchor donations for the medical school that have not materialized, so we need to be attentive to this also. The strikes have had huge negative implications for Schulich and York, so someone who comes in needs to address that history and a plan for effective management going forward. We need someone who can speak to the diversity of the institution and the community.

M. Kamstra comments that we need a president who has deep ties to the provincial government and has success with advancement and fundraising. We need a chance to raise fees. More generally, I like the idea of someone who is a strong researcher, but it scares me a little bit because often strong academic researchers have a very specific idea about what counts and so if we find a strong researcher who does not do business research, we want them to leave us alone. We want someone who thinks about Schulich's cost centers not the revenue centers only.

Dean Zwick comments to agree with Professor Kamstra and adds that we want someone who sees the strength and importance of professional faculties.

M. Valente comments that he agrees with Professor Kamstra and suggests framing it in terms of political acuity with the provincial government. The other thing to mention is that we want someone who is an effective champion of positioning Canada as a destination country for postsecondary education. A leader who values local decision-making in terms of decentralized university structures. A clear understanding of which decisions and functions should be left to the Faculties and which ought to be centralized.

M. Biehl comments that it would be great if we found a leader who had an externally valuable reputation. Someone the government would be eager to hear from.

M. Kipping comments that he agrees with most of what has been said. Faculties should run themselves based on performance indicators.

7. **Studio T and CITE: New AI Resources for Instructors** (*S. Friedman & L. Page*)

   S. Friedman introduces the agenda item and discusses the introduction of several new AI resources for instructors, including the GenAI Framework, information to give ideas about crafting GenAI statements for course outlines and assessment instructions, guidance about which internal and external applications are safe in terms of data, surveillance, and privacy. He also showcases the Studio T Redesigner tool that will help instructors make effective decisions about whether and how to adapt existing assignments for AI integration and AI resilience.

8. **Other Business**

   Motion to transfer summer authority from Faculty Council to the Executive Committee.
   A. Joshi/ M. Kamstra
   Motion carries.

9. **Adjournment**

   Motion to adjourn. A.Joshi/M. Kamstra
   Meeting is adjourned at 12:36 pm.