

**FACULTY COUNCIL
SCHULICH SCHOOL OF BUSINESS**

A meeting of the Schulich Faculty Council for the 2015/2016 academic year will be held on Friday May 27th 2016 at 11:30 am in SSB E111.

AGENDA

	<u>Pages</u>
1. Welcome & Chair's Remarks	
2. Enquiries & Communications	
a) Presentation: President & Vice-Chancellor Dr. Mamdouh Shoukri	
b) Presentation: Teaching Commons Rep Dr. Barbara Kerr (Teaching Support for Schulich Faculty Members)	
c) For Information: Senate Synopsis (2016.04.28)	1-3
3. Dean's Remarks	
4. PHD/GBC/UBS Initiatives	
5. MBA Program Committee	
a) Motion: Retiring the Real Estate and Infrastructure Diploma	4-6
b) Motion: Deletion of Recommended Electives from the Finance Investment Management Specialization	7-10
c) Motion: Changes to the PUBL Specialization (Renaming and Course Substitution)	11-12
6. Programs Coordinating Committee	
a) Motions:	13-20
1. Creation of the Master Programs Committee; Retirement of MBA, IMBA, and MF Program Committees; and the Restructuring of the Programs Coordinating Committee	
2. Restructuring of Executive Committee	
b) Motion: Amendment to the Introduction to the Existing Academic Honesty Policy	21-22
c) Motions: Calibration of Masters Programs Admission Standards	23-37
d) Motion: New Course Proposal for PROP 6001 0.00 - Leadership in Real Estate and Infrastructure I	38-52
e) Motion: Continuous Registration Policy for Specialized Masters Students	53
f) Discussion of the Whole: Guidelines and Policy on Using Courses to Recruit Students as Research Subjects	54-56
7. Nominating Committee	
a) Motion: Approval of Nominating Slate for 2016-17	
8. Other Business:	
a) Motion: Summer Authority of Executive Committee	57
b) Motion: Spring 2016 Convocation Graduand List	58-68
c) ADA Report on Academic Honesty and Grade Appeals	69-70
d) For Information: Executive Committee & Faculty Council Meeting Dates for 2016-2017	71
e) For Information: Final Version of the Master of Management (MMGT) Proposal	72-119
f) For Information: Committee Year-End Reports	

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10. Research & Library Committee	131
11. Student Affairs Committee	132-133
12. Tenure & Promotions Committee	134

9. Adjournment

If you are unable to attend, please send regrets to Emily Rush at erush@schulich.yorku.ca.

CONSENT AGENDA

A consent agenda item is deemed to be approved unless, prior to the commencement of a meeting, a member of the Council of the Faculty of the Schulich School of Business advises the Chair, James McKellar, of their request to debate it.

	<u>Pages</u>
1. BBA/iBBA Program Committee	
a) Curriculum Change:	
1. FINE 4400 3.00 - International Financial Management (prerequisite)	135-145
2. MBA Program Committee	
a) Memo: ARTM Handbook Copy Clarification (Option 2 - Internship Timing)	146-153
b) Curriculum Changes:	
1. MINE 6100 3.00 - Strategy and Value Creation in Mining (description)	154-167
2. MINE 6200 3.00 - Financial Fundamentals in Mining (title & description)	168-182
3. MINE 6300 3.00 - Towards Sustainable Mining (title & description)	183-197
4. MINE 6400 3.00 - Managing Mining Companies (title & description)	198-210
3. EMBA Program Committee	
a) Curriculum Changes:	
1. EMBA 6190 2.00 - Doing Entrepreneurship: Start-Ups and In-House Ventures (title & credit value)	211-231
2. EMBA 6370 1.00 - Strategic Brand Management (credit value)	<i>Available at meeting</i>
4. Programs Coordinating Committee	
a) Curriculum Change	
1. PROP 6580 3.00 - Structuring Real Estate Transactions and Managing Project Delivery (title & description)	232-244
5. Minutes of the Previous Meeting (2016.04.29)	245-250

The Senate of York University

Synopsis

The 625th Meeting of Senate held on Thursday, April 28, 2016

Remarks

The Chair of Senate, Professor George Comninel, advised that the Executive Committee continues to seek expressions of interest in Senate committee membership and other positions elected by Senate.

In the absence of the President, Dr Mamdouh Shoukri, Provost Rhonda Lenton

- described the academic priorities supported by *This Is Impact: The Campaign for York University*
- commented on the formal launch of the Bergeron Centre for Engineering Excellence and the opening of the Lillian Meighen Wright Centre and EcoCampus in Costa Rica
- provided an update on the timelines for submitting proposals under the federal government's Post-Secondary Institutions Strategic Investment Fund, and pointed to proposals under consideration at the University that are consistent with the criterion of achievable completion by 2018
- announced the individuals who will receive honorary degrees at Spring Convocation ceremonies
- responded to questions about the new model for graduate student funding

The President's monthly "Kudos Report" can be accessed from the agenda package.

Senate Advisory Statement to the Presidential Search Committee

Senate approved an Advisory Statement to the Presidential Search Committee. The Statement was based on input received by the Executive Committee from Senators, Senate committees and Faculty Councils.

Notice of Motion to Establish of a Bachelor of Commerce (BCom) Degree Type

Academic Standards, Curriculum and Pedagogy gave notice of its intention to recommend approval of a Bachelor of Commerce degree type. ASCP is also poised to recommend a renaming of the Bachelor of Administrative Studies degree program to Bachelor of Commerce.

Markham Centre Campus Planning Update

Under the auspices of the Academic Policy, Planning and Research Committee, Provost Lenton and Vice-President Finance and Administration Gary Brewer responded to questions arising from a report to APPRC and Senate in February on planning for the new campus at Markham Centre. Planning for the Markham Centre site will be a

standing item on the agenda of APPRC, which will report regularly to Senate on developments.

Discussion of Academic Freedom and Freedom of Expression

In a wide-ranging discussion, Senators shared their perspectives on contemporary issues associated with academic freedom and freedom of expression on university campuses.

Approvals

Senate approved a recommendation of the Academic Standards, Curriculum and Pedagogy Committee to change the degree requirements and admission requirements for the International Business Law Specialization, Professional LLM, Osgoode Hall Law School / Faculty of Graduate Studies.

Committee Information Reports

Senators joined the Chair of the Awards Committee, Professor Robert Kenedy, in congratulating recipients of the President's University-Wide Teaching Awards for 2016, all of whom instruct in the Faculty of Liberal Arts and Professional Studies:

Senior Full-Time Faculty Member: R. Darren Gobert, English

Full-Time Faculty Member: Kabita Chakraborty, Humanities shared with María L. Figueredo, Languages, Literatures and Linguistics

Contract / Adjunct Faculty Member: Krista Hunt, Gender, Sexuality and Women's Studies

Teaching Assistant: Matthew J.P. Strang, Sociology

The Awards Committee also reported on new awards approved in the calendar year 2015 and graduate student awards disbursements in 2014-2015.

ASCP reported that it had approved minor modifications for the following:

Education

- establishment of academic penalty legislation for BA degrees within the Faculty of Education, mirroring the legislation for BA degrees in LA&PS, Health and Science

Graduate Studies

- minor changes to requirements for the MSc and PhD programs in Biology

- a new rubric of MSTM for the Master of Management degree program

Lassonde School of Engineering

- minor changes to the core requirements for all BEng programs
- minor changes to the specific requirements for the BEng program in Civil Engineering
- minor changes to the specific requirements for the BEng program in Mechanical Engineering

Please refer to the full Senate agenda posted online for details about these items.

<http://secretariat.info.yorku.ca/files/senate-agenda-20160428.pdf>

Senate's next meeting will be held at 3:00 p.m. on Thursday, May 26, 2016.

Memorandum

To: Faculty Council
From: James McKellar
Date: April 28, 2016

Motion

It is moved that Faculty Council approve the discontinuation of the Diploma in Real Estate and Infrastructure, effective Summer 2017.

Rationale

Discontinuing the Diploma is consistent with the approved Proposal for a Master of Real Estate and Infrastructure. The Program does not intend to offer three options, namely a specialization, a Diploma, and a one-year master's degree. This would be confusing to potential applicants, particularly when it comes to discussing career opportunities and how industry would view each one. This arrangement would also be taxing on resources and make scheduling of courses most difficult. By discontinuing the Diploma, students who enter the MBA still have the Specialization (12 credits). Students who enter the MREI must complete 42 course credits, all but 6 of which are mandatory. With the Diploma removed, the choice for students is between two different graduate degrees.

Faculty of Graduate Studies

Change to Program/Graduate Diploma Academic Requirements Proposal

1. Program/Graduate Diploma: Graduate Diploma in Real Estate and Infrastructure

2. Effective Session of Proposed Change(s): Summer 2017

3. Proposed Change(s) and Rationale

The Diploma will no longer be offered in the MBA with the launch of the new Master of Real Estate and Infrastructure. This is consistent with the approved Proposal for a Master of Real Estate and Infrastructure.

a) A description of the proposed change(s) and rationale, including alignment with academic plans.

Discontinuing the Diploma is consistent with the approved Proposal for a Master of Real Estate and Infrastructure. The Program does not intend to offer three options, namely a specialization, a Diploma, and a one-year master's degree. This would be confusing to potential applicants, particularly when it comes to discussing career opportunities and how industry would view each one. This arrangement would also be taxing on resources and make scheduling of courses most difficult. By discontinuing the Diploma, students who enter the MBA still have the Specialization (12 credits). Students who enter the MREI must complete 42 course credits, all but 6 of which are mandatory. With the Diploma removed, the choice for students is between two different graduate degrees.

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

Not applicable

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

Discontinuing the Diploma is consistent with the approved Proposal for a Master of Real Estate and Infrastructure. Faculty Council, FGS and Senate, approved the Proposal all of which involved consultation with a broad group of stakeholders.

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

No resources required. This termination permits existing resources to be redeployed to the MREI

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

All MBA students that started their MBA or IMBA in Summer 2016 or earlier will be accommodated through a selection of appropriate MREI courses that align with the Diploma requirements.

4. Calendar Copy

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p>GRADUATE DIPLOMA IN REAL ESTATE AND INFRASTRUCTURE</p> <p>REQUIREMENTS</p> <ul style="list-style-type: none"> • taken concurrently with a Schulich graduate degree* • the Graduate Diploma must be completed within one term of completing all Schulich graduate program degree requirements • 21.00 credits of elective courses approved by the Academic Director • MGMT 6100 3.00 Strategy Field Study at a site approved by the Academic Director • an internship or a research paper <p>*Students must satisfy both Graduate Diploma (above) and MBA requirements (see page 17)</p> <p>REQUIRED COURSES</p> <p>PROP 6100 3.00 Real Estate Finance and Investment PROP 6200 3.00 Development Prototypes PROP 6300 3.00 Partnership Models for Infrastructure Delivery PROP 6550 3.00 Sustainable Cities: Urbanization, Infrastructure, and Strategic Choices PROP 6580 3.00 Structuring Real Estate Transactions and Managing Project Delivery PROP 6600 3.00 Real Estate Portfolio Management PROP 6750 3.00 Financing Large Scale Infrastructure</p>	<p>All mention of the Diploma removed from the Graduate Student Handbook</p>

Memorandum

To: Faculty Council
From: Kee-Hong Bae, Finance Area Coordinator
Date: April 28, 2016

Motion

It is moved that Faculty Council approve the deletion of the following recommended electives from the Finance Investment Management Specialization:

FINE 6050 3.00 Personal Financial Management
FINE 6600 3.00 Corporate Financial Analysis
FINE 6860 3.00 Retirement Income Planning Models
FNEN 6820 3.00 Advanced Derivative Securities
FNEN 6840 3.00 Enterprise-wide Financial Risk Management

Rationale

The investments management specialization at Schulich has long been a catch-all for topics in investments, from portfolio management to private wealth management to financial risk management. Over the past several years, the Finance Area has introduced specializations in both private wealth management and financial risk management, so that an overlap with the investment specialization has developed. By pruning the Investment Management recommended electives course selection, we can focus this specialization where it belongs - in portfolio management - and provide a cleaner and clearer set of options for our students. This set of delineated specializations in Finance also reflects realities in the market for our graduates. Although these three areas overlap in background topics and knowledge, the job market is very segregated between portfolio management, private wealth management and financial risk management.

SCHULICH SCHOOL OF BUSINESS
York University

Memorandum

To: D. Horvath, Dean and Faculty Council
From: Kee-Hong Bae, Finance Area Coordinator
Subject: Course deletions from the Finance Investment Management Specialization.
Date: April 21, 2016

INTRODUCTION AND BACKGROUND

The investment management specialization at Schulich has long been a catch-all for topics in investments, from portfolio management to private wealth management to financial risk management. Over the past several years, the Finance Area has introduced specializations in both private wealth management and financial risk management, so that an overlap with the investments specialization has developed.

THE INVESTMENTS MBA/IMBA SPECIALIZATION

Schulich's Investments Specialization has always focused on portfolio management. Per Schulich's Graduate Handbook:

“Investment management focuses on the design, marketing and trading of financial instruments, including bonds, stocks and derivative securities. Career paths lead to positions such as financial analyst, broker, underwriter and portfolio manager.”

But the specialization is now too ambitious, for instance incorporating “design” of financial instruments (a difficult financial engineering task, manageable only with the Diploma in Financial Engineering, to be frank). This situation is a function of the state of the art when these specializations were designed, and given the seismic changes in the financial services industry in the last 10 years, adjustments need to be made. By pruning the Investment Management Specialization's recommended elective course selection, we can focus this specialization where it belongs - in portfolio management - and provide a cleaner and clearer set of options for our students. This set of delineated specializations in Finance also reflects realities in the market for our graduates. Although these three areas overlap in background topics and knowledge, the job market is very segregated between portfolio management, private wealth management and financial risk management.

DELETIONS

FINE 6050 3.00 Personal Financial Management
FINE 6600 3.00 Corporate Financial Analysis
FINE 6860 3.00 Retirement Income Planning Models
FNEN 6820 3.00 Advanced Derivative Securities
FNEN 6840 3.00 Enterprise-wide Financial Risk Management

THE REVAMPED SPECIALIZATION

Investment Management

REQUIREMENTS

- 12.00 credits of courses required and recommended electives as shown below.

REQUIRED ELECTIVES:

- FINE 6200 3.00 Investments
- FINE 6800 3.00 Options, Futures & Other Derivative Securities

RECOMMENDED ELECTIVES

- BSUS 6200 3.00 Managing Ethics & Social Responsibility
- ETHC 6950 1.50 Ethics and Finance
- FINE 6310 3.00 Econometrics of Financial Markets
- FINE 6500 3.00 Behavioural Finance
- FINE 6875 3.00 Alternative Investments
- FNSV 6965 3.00 Regulation of Canadian Financial Institutions
- PROP 6100 3.00 Real Estate Finance and Investment

Learning Objectives Overview: The integration of knowledge relating to portfolio management, including risk/return tradeoffs, diversification, the Capital Asset Pricing Model, international financial markets, traded assets including stocks, bonds, options and derivatives, valuation metrics, risk measurement and portfolio analysis; the marketing and trading of financial instruments.

Detailed objectives are listed for the required and a subset of recommended courses:

LEARNING OUTCOMES	The specialization is awarded to students who have demonstrated:	SB/ FINE 6200	SB/ FINE 6800	SB/ FINE 6310	SB/ FINE 6500	SB/ FINE 6875	SB/ FNSV 6965	SB/ PROP 6100
1. Depth and Breadth of Knowledge	a) Understanding of the critical information necessary to be collected; data, objectives, tolerance for investment risk/return, return expectations, time horizon. b) Understanding of the functioning of financial markets. c) Understanding of advantages and disadvantages of various financial instruments to achieving goals in managing risk/return trade-offs.	*		*	*	*	*	*
		*	*	*	*	*	*	
		*	*			*		*
		*	*	*	*		*	
2. Knowledge of Methodologies	a) Graduates will be able to use portfolio management concepts and methods to evaluate the value of financial securities to diversification and income generation using alternative theories and applications of risk and return, and employ technology to effectively analyze business issues in quantitative terms. b) Portfolio management related to investment holdings, implications of acquiring/disposing of assets. Identification of appropriate asset pricing models. c) Graduates will be able to use a broad range of modeling methodologies, and underlying statistical techniques, commonly used in the analysis and modeling of complex systems to solve portfolio management problems. The balancing of qualitative issues will also be emphasized.	*	*	*	*	*		
		*	*	*		*		*
		*	*	*	*		*	
3. Level of Application of Knowledge	a) Graduates are able to assess the business impact and risks of portfolio management solutions. b) Application of appropriate analytical skills to numerical data and interpretation of the results of the analysis. c) Ethical judgement. 1. Offers and provides professional services with integrity. 2. Demonstrates objectivity in providing professional services 3. Recognizes limits of competence and voluntarily seeks the counsel of and/or defers to other professionals when appropriate. 4. Performs professional services in a manner that is fair and reasonable. 5. Maintains awareness of changes in the economic, political and regulatory environment.	*	*	*		*	*	
		*	*	*		*	*	
		*	*	*	*	*	*	*
4. Awareness of Limits of Knowledge	Recognition of the limitations of the student's own knowledge and abilities, especially when having to deal with uncertainties and ambiguities that are apt to arise in dealing with new financial assets. Lessons learned from failed systems and practices and major risk events	*	*	*	*	*	*	*
5. Level of Communication Skills	Graduates will be able to communicate effectively and professionally both in writing and by means of presentations using appropriate technical language.	*	*	*	*	*	*	*

Memorandum

To: Faculty Council
From: Prof. Burkard Eberlein, Director PUBL Specialization
Date: May 9, 2016

Motion

That Faculty Council

- approve to substitute PUBL 6050 for PUBL 5500 (now retired) as new required elective for the PUBL Specialization
- approve to rename the PUBL specialization ‘Public Sector: Business & Government’ (to reflect the new focus on business-government relations), and to amend the presentation of PUBL in the Graduate Handbook and on the Schulich website accordingly

Background

Public Management (PUBL) at Schulich has entered a period of renewal. A Task Force, composed of faculty colleagues and students, convened over the past academic year to thoroughly review the specialization and make recommendations for a sustainable model with greater appeal to MBA students who all require awareness and aptitude to work with governments. The agreed plan is to shift the focus from governmental structures and processes to Business-Government Relations, and for PUBL to better connect to and serve the needs of the many Schulich industry and functional specializations where the role of government is very prominent (e.g. Arts/Media/Broadcasting; Financial Services; Health; Mining; Real Estate and infrastructure; Sustainability).

Rationale:

- Faculty Council approved PUBL 6050 (*Managing for Public Purpose*), the first of two new required PUBL courses of the redesigned specialization on April 1st. At the same time, it retired PUBL 5500, with the intent to replace PUBL 5500 by PUBL 6050. Hence, the formal substitution of PUBL 6050 for PUBL 5500 is a logical consequence. (The second new elective - *Managing the Private-Public Interface* - is currently being developed in consultation with relevant other specializations.)
- ‘Public Management’ (as management within or specific to the public sector) does not capture the new focus on Business-Government Relations. It is therefore appropriate to rename the PUBL specialization ‘Public Sector: Business & Government’, to better signal and promote the new PUBL value proposition to students and other stakeholders.

Appendix

The new presentation of the PUBL specialization on the Schulich website would read as follows:

Public Sector: Business & Government

This Public Sector (PUBL) specialization offers students a business-focused introduction to public policy and to the multiple interactions between business and government in a global perspective.

The specialization prepares MBA graduates for management and leadership positions in the public, private and social sectors. It will be particularly useful for MBA students who specialize in highly regulated industries (such as Financial Services, Health, Media, Mining, Real Estate) and in management functions (e.g. Sustainability, International Business) where aptitude to successfully work with governments is a key skill in high demand. This specialization is taken in conjunction with a relevant industry or functional specialization.



Schulich
School of Business
York University

Memorandum

To: Faculty Council
CC:
From: Markus Biehl, Chair, Programs Coordinating Committee 
Date: April 20, 2016
Subject: Master Programs Committees

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3

T 416 736 5097
F 416 736 5762

ada@schulich.yorku.ca
ada.schulich.yorku.ca

Motions

1. That Faculty Council approve the creation and mandate of a Master Programs Committee as a standing committee of council responsible for the academic and regulatory governance of all Schulich master-level programs (except the EMBA); the retirement of the IMBA, MBA, MF Program Committees; and the restructuring of the Programs Coordinating Committee as outlined below.
2. That Faculty Council approve the restructuring of Executive Committee as outlined below.

Rationale and Proposal Details

As Schulich’s graduate-level program offerings continue to expand, the existing program committee structure no longer provides a clear and efficient mechanism for academic governance. In essence, Schulich is operating in a matrix structure, with programs drawing upon courses staffed by the areas. Any one course, or even section of a course, may accommodate students from a multitude of programs. Therefore, program and course-related decisions made by one program often affect other programs as well. For example, any one course could have different sets of prerequisites for the MBA, IMBA, MAcc, MBAN, MFIN, MREI and MGMT. This has resulted in inconsistencies that are evident even in our student handbooks.

In addition, students’ educational outcomes and experience are affected by more than just the curriculum. A large variability exists in terms of the topics discussed at program committees. It is thus important to ensure that pedagogical and academic/program support issues are discussed consistently in a wider context and in a more comprehensive forum.

Variability also exists in terms of program representation. Currently, the MBA, IMBA and MF programs have their own committees. The MBAN and MAcc do not, and they take their business to the MBA committee, whose point of view is focused more on the MBA than the two other programs.

In 2016/17 Schulich will also start two new master programs – the MREI and MGMT, with one or two further programs in various stages of development. Clearly, even from a staffing perspective, adding more committees is untenable. As well, academic administrators or support staff, such as the director of the SCTE or Faculty eLearning Lead, cannot be expected to take all items on even longer ‘road shows.’

Taken together, these issues led to a re-thinking of our academic governance structure. Given the overlap and interaction between the Schulich masters programs (IMBA, MAcc, MBA, MBAN, MFIN, MGMT, MREI), it makes sense to assign their governance to a single committee. The PhD, EMBA and Undergraduate programs would retain their own committees, due to the conceptually different issues they have to deal with.

A single masters committee would strengthen program governance through a more consistent approach, enable better coordination of issues and opportunities that affect more than one program and would reduce the number of fora in which

the same agenda item must be reviewed and voted on before being brought to Faculty Council. A single committee would also facilitate the discussion of pedagogical and regulatory items, which typically affect a multitude of programs.

Academic and administrative regulatory issues common to both the undergraduate and masters programs would continue to be addressed by the Programs Coordinating Committee. For such cases, the Master Programs Committee's membership would be enlarged by faculty and student representatives from the undergraduate programs and would meet under the auspices of the Programs Coordinating Committee.

One concern that has surfaced in discussions of this new committee structure was the committee's ability to delve into depth with regards to issues that pertain to just a single program. It is proposed that sub-committees be established, chaired by the relevant program director, that deal with such items and then decide whether to bring them for further discussion or decision-making to the committee level. The advantage of a subcommittee structure is that their membership can be flexibly adjusted by colleagues who have particular expertise in a particular issue, thus increasing the subcommittee's effectiveness.

Overall, there is wide agreement that a unified masters committee would benefit the governance of the masters programs along a number of dimensions.

Encl: Committee Mandates

**York University
Schulich School of Business**

Master Programs Committee

Mandate

Purpose and Responsibilities

To provide a forum for collegial discussion and coordination by program stakeholders, including faculty members, students, staff, and academic and administrative support providers.

To review, discuss and recommend to Faculty Council curricular, program regulatory, pedagogical and other academic issues concerning Schulich's masters programs (except EMBA).

Recommendations on the following issues would be discussed, approved, and forwarded to Faculty Council for final approval:

- Curricular reviews and changes
- Masters-level policies and regulations
- New course proposals and substantive changes (e.g., course number, course title) to existing courses
- Issues related to teaching and learning in masters courses

Note: When substantive issues are discussed and decided upon that also affect the Undergraduate programs, the committee's membership may be expanded to include the UG Program Director and Associate Director plus two UG student representatives. In this case, the Committee will meet as the Programs Coordinating Committee (rather than Master Programs Committee).

Committee Membership

Ex Officio Voting Members:

- Degree Program Directors of all Schulich masters programs; the MBA director will represent all joint MBA programs.
- Associate Dean, Academic (Chair, casting vote only)
- Associate Dean, Students
- Director, Schulich Centre for Teaching Excellence
- Faculty E-Learning and Experiential Education Leads
- 1 student representative from each 1 year-program; 2 student representatives from each 2-year program (nominated to the Committee by the Graduate Business Council)

Elected Voting Members:

- 1 faculty representative from each functional area other than a program director; the representative should teach in at least one of the masters programs.

Ex-Officio Non-Voting Members:

- Assistant Dean, Students
- Executive Director, IS&T
- Executive Director, Career Development Centre
- Executive Director, Alumni Relations

Meeting Schedule and Quorum

Monthly during the Fall and Winter semesters or at the call of the chair; quorum: 10 voting members

Sub-Committees

The Master Programs Committee comprises a sub-committee for each Schulich masters program to ensure that issues of particular importance to an individual program receive adequate and detailed attention. The results of discussions may be brought to the Committee for a wider discussion or decision-making.

Membership consists of the following individuals, plus any additional members as determined by the sub-committee. The additional membership may be specific to the issues discussed by the subcommittee.

Ex Officio Voting Members:

- Program Director (Chair)
- At least 1 faculty representative who is a member of the committee
- At least 1 student representative from the relevant program who is a member of the committee

Meeting Schedule and Quorum

Meetings at the call of the chair; quorum: 3 voting members

**York University
Schulich School of Business**

Programs Coordinating Committee

Mandate

Purpose and Responsibilities

The Programs Coordinating Committee is an expanded version of the Master Programs Committee that includes faculty and student representatives from Schulich's Undergraduate programs. Its mandate aligns with that of the Master Programs Committee but include both master programs (except EMBA) and bachelor programs.

Committee Membership

Members of the Master Programs Committee, plus the following ex-officio voting members:

- Undergraduate Program Director
- One faculty member who serves on the BBA/iBBA Programs Committee
- Two student members who represent students at the BBA/iBBA Programs Committee

Meeting Schedule and Quorum

At the call of the chair; quorum: 12 voting members

**York University
Schulich School of Business**

EXECUTIVE COMMITTEE OF FACULTY COUNCIL

Mandate

Purpose & Responsibilities

The Executive Committee facilitates the business of Faculty Council and coordinates the work of its committees. The principal task of the Committee is to compose the agenda for Council meetings and to ensure that all agenda items have been fully prepared for discussion and action.

The Committee serves as the Council's liaison to external bodies (e.g., York University Senate). It also hears the final level of student appeals within the Schulich School through the Appeals Panel, a sub-committee consisting of the Council chair and the five academic program directors.

Summer Authority from Faculty Council is normally appointed to the Executive Committee for the months of June – September. Thus, the responsibilities of this committee span the entire academic year. All individuals become members of the committee effective the day immediately following the last date in which their predecessor holds the role they are taking on.

Membership

Chair:

- Elected (Vice) Chair of Faculty Council

Voting Members (ex officio)

- Dean and Associate Deans
- Vice-Chair of Faculty Council
- Executive Officer
- Chairs of Faculty Council's standing committees (Masters Admissions, Research and Library, Nominating, Student Affairs, Tenure and Promotion, BBA/iBBA, EMBA, PhD, ~~IMBA, MFIN,~~ MBA, MPC/PCC)
- **Directors of Degree Programs**
- Presidents of Student Councils (UBS, GBC, PhD Students Association).

Quorum

Six members of the committee.

To determine a prima facie appeals case: three members, which may include any Degree Program Director and the (Vice) Chair.

Meeting Schedule

The Executive Committee regularly meets on the Friday two weeks prior to each Faculty Council meeting. Other meetings may be scheduled as needed.

Hearing Appeals

The appeals process

Appeals of petition decisions or grade appeals will be permitted only on the following grounds:

- a. New evidence that, through no fault of the applicant, was not presented at that level. Generally speaking, events or academic performance subsequent to the initial decision are not to be construed as new evidence.
- b. Evidence of procedural irregularity in the consideration of the case. Procedural irregularities consist of actions taken or not taken by the School, its officers, committees, or members with respect to the previous disposition of the case which violate or nullify one or all of the following:
 - i. normal and written procedures at the University or the School.
 - ii. unwritten but recognized custom in the School's or Areas' handling of the cases substantially similar to that being appealed.

Procedure for appeal

The application for leave to appeal should contain a succinct statement of the grounds on which the applicant intends to rely, a summary of the evidence to be relied upon, as well as all relevant documentation. Upon written request an applicant shall be given, without charge by the School, copies of all School documents which may support this summary of evidence.

Determination of prima facie case

The Appeals Panel will consider the documents submitted in relation to an appeal to determine whether or not a prima facie case has been established on the grounds indicated. Parties are not present at this hearing.

If the Appeals Panel determines that a prima facie case has not been established, it may deny leave to appeal and promptly advise the applicant and other concerned parties by registered mail.

If the Appeals Panel is satisfied that a prima facie case has been established, it will allow the appeal to be heard by the Executive Committee. The chair, in consultation with concerned parties, will set a date for the hearing.

Principles and procedures of appeal

The Executive Committee follows the principles laid out in the Mandate of the Student Affairs Committee. The Committee will, however, invite appellants and other relevant parties to its hearings.

The following list indicates the order of an appeal where the parties are present. The Committee may alter the order of the hearing in the interests of fairness to any or all of the parties.

- a. The Chair shall:
 - i. identify the parties and members of the Committee.
 - ii. clarify any procedural requirements.
- b. The applicant or representative shall:
 - i. briefly describe the case to be presented.
 - ii. provide factual support for his/her case through documentary evidence and testimony of applicant and witness, if relevant.
 - iii. the applicant or representative may ask questions of each witness at the close of that person's testimony.
- c. The respondent or representative shall:
 - i. briefly reply and indicate main arguments.
 - ii. provide factual support for his/her case through documentary evidence and testimony of respondent or witness, if relevant.
 - iii. the applicant or representative may ask questions of each witness at the close of that person's testimony.
- d. The applicant and his/her witnesses shall be allowed to offer testimony or other evidence in reply to new issues raised in the respondent's presentation.
- e. At this point or sooner, the Committee may require other witnesses or the production of other written or documentary evidence and may adjourn the hearing after allowing both parties the opportunity to speak to the adjournment. After this, no new arguments or evidence regarding the appeal may be introduced.
- f. The respondent followed by the applicant is entitled to make closing arguments and to briefly summarize the main points of his/her case.
- g. The Committee will move in camera for deliberations and discussion.
- h. The written decision of the Committee shall include:
 - i. the names of the Committee members and all who appeared.
 - i. a brief summary of the cases of the parties.
 - ii. the Committee's findings of fact, decision and reasons.
 - iii. the route of further appeal.

NOTE:

Committee members normally ask questions at the end of each person's testimony or interrupt any time if clarity is required.

Petitions denied by the Executive Committee may be appealed to the Senate Appeals Committee (<http://www.yorku.ca/univsec/senate/committees/sac/SACAppealsPage.html>).



Schulich
School of Business
York University

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3

Memorandum

To: Schulich Faculty Council
From: Markus Biehl, Chair, Programs Coordinating Committee
Date: April 13th, 2016
Subject: Amendment to the Introduction to the Existing Academic Honesty Policy

Motion

That Faculty Council approve an amended introduction to Schulich's Implementation of the Senate Policy on Academic Honesty, as indicated in the appendix.

Rationale

With the streamlining of Schulich's Academic Honesty procedures in 2012, a growing number of cases have been successfully adjudicated. Excluding examinations, these cases have solely involved assignments that had been submitted to the instructor for grading. One gap in the application of the policy involves compromised work that is submitted not to the instructor but to other group members. As assignment drafts are often assembled from individually completed sections, unreferenced or uncited sources from one student risk the academic integrity of the entire group as it shares responsibility for all content in the deliverable.

This amendment clarifies that, under the existing policy, group members may bring forward potential academic honesty breaches to the instructor who should in turn flag it for investigation to the Schulich Petitions and Appeals Officer, if warranted. It makes clear that all forms of student work are subject to the policy, whether submitted in draft or final form to an instructor or to classmates. Enabling group members to raise flags regarding potential breaches of the policy before work is submitted to an instructor increases the likelihood of suspected breaches being addressed and may act as a deterrent to potential offenders.

If approved by Faculty Council, the Office of the Associate Dean Academic will communicate the amendment to all students, faculty members and administrative staff prior the start of the next Fall term. The updated text will also be included in all Schulich student handbooks.



Appendix

Existing Text	Proposed Amendment
<p>Introduction</p> <p>On February 17, 2011, the Senate of York University approved the revised Senate Policy, Guidelines and Procedures on Academic Honesty. The Schulich School, like the rest of the University, is governed by the Senate Policy, Guidelines and Procedures on Academic Honesty (yorku.ca/secretariat/policies/document.php?document=69) and has established the following complementary procedures specific to the investigation and resolution of alleged violations of the Senate Policy on Academic Honesty. These procedures pertain to students in all Schulich-based courses (with the exception of courses in the joint EMBA program, which are governed by a separate procedure unique to the joint program).</p>	<p>Introduction</p> <p>On February 17, 2011, the Senate of York University approved the revised Senate Policy, Guidelines and Procedures on Academic Honesty. The Schulich School, like the rest of the University, is governed by the Senate Policy, Guidelines and Procedures on Academic Honesty (yorku.ca/secretariat/policies/document.php?document=69) and has established the following complementary procedures specific to the investigation and resolution of alleged violations.</p> <p>The policy and procedures pertain to students in all Schulich-based courses (with the exception of courses in the joint EMBA program, which are governed by a separate procedure) and cover all student work, including that submitted to the instructor or classmates for inclusion in the final submission.</p>



Schulich
School of Business
York University

Memorandum

To: Faculty Council
CC:
From: Markus Biehl, Chair, Programs Coordinating Committee
Date: April 18, 2016
Subject: Calibration of Admission Standards, Masters Programs

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3

T 416 736 5097
F 416 736 5762

ada@schulich.yorku.ca
ada.schulich.yorku.ca

Preamble

It is good practice to reconsider one's practices every now and again. Within this context of continuous improvement, the Schulich Masters programs have revisited their standards for admission and, in some cases, the provision of advanced standing for prior education. The proposed changes have been subject to extensive consultations. These consultations included all relevant GPDs, program committees (who debated and approved them), the Schulich graduate admissions and student services departments (i.e., the Assistant Dean Students), the Schulich Dean, AD Academic and AD Students, as well as the FGS AD Academic and Academic Affairs Officer.

The following motions and rationales are grouped by the programs to which they pertain. A comparison of existing and new calendar copy language is shown in the program change form (enclosed).

1. MBA Program (incl. MBA/MA, MBA/MFA)

Motions

To accept the Graduate Records Exam (GRE) as a substitute to the Graduate Management Aptitude Test (GMAT).

To grant Advanced Standing for eligible courses to the following cases:

- For a max of 15 credits of MBA core and a max of 15 credits of MBA elective courses completed in a Schulich specialized Masters program.
- For up to 30 credits of MBA core courses completed in the Schulich Master of Management.
- For up to 30 credits to graduates who are holders of the ACCA (Association of Chartered Certified Accountants) certification for eligible courses in the MBA1.

Rationale

Experience with Schulich's specialized Masters programs has shown that the GRE is as valuable a test as the GMAT. The scores can be easily compared to one another using available translation tools.

With the addition of specialized Masters programs, the MBA program proposes to award advanced standing for some of the courses students have taken in a specialized masters program. The MBA program already has the ability to grant either Waivers with Replacement or Advanced Standing for appropriate prior academic qualifications and a minimum of two years of full time work experience. It now seeks to add to the current provisions to specifically address graduates of the specialized Masters programs.

As well, the MBA program has a provision under which graduates that are Canadian Chartered Accountants (CPA, CA) and hold a business degree to obtain Advanced Standing for relevant course work. It is proposed that the same courtesy be extended to holders of the Association of Chartered Certified Accountants (ACCA) certification – one of the most widely recognized certification in the Commonwealth. Advanced Standing will be granted only for eligible courses.

2. All Schulich Masters Programs (except EMBA)

Motions

To accept the following changes to the admissions requirements:

1. Adoption of FGS language that undergraduate degrees are required from recognized postsecondary institutions rather than recognized universities, and that degrees that conform with the European Bologna Declaration may be acceptable as equivalent to an honours degree
2. To allow graduates from other 3-year degree programs to be admissible, subject to an additional year of work/life experience beyond the current minimum required by the program, to ensure a similar level of maturity. [Note: does not apply to MBAN]
3. To exempt Schulich graduates that obtained their degree within the last five years with a B+ or better GPA during their last two years of studies from the GMAT/GRE requirement
4. To standardize the various formulations with regards to GMAT and GRE requirements to “acceptable scores on all measures of the GMAT or GRE.” [Note: does not apply to MMgt.]
5. To change the proof of English language proficiency to requiring minimum scores on each language test component (IELTS: 6.5, TOEFL: 23) in addition to minimum average scores (IELTS: 7.0, TOEFL: 100).

Rationale

1. The current admissions requirement of an honours degree systematically excludes graduates from European 3-year programs that many other programs and Universities recognize to be equivalent to a North American 4-year degree. It also excludes non-science and non-engineering programs from many Commonwealth countries. This is signified by the fact that most of the MBA program’s Indian students are engineers. Bringing the admissions standard for European degrees in line with FGS standards and opening up admissions to other 3-year degrees as well will make it easier for the School to diversify its student population beyond the current usual suspects.

Albeit not part of the formal requirement, Schulich will begin implementing this provision by requiring a GPA that is one grade higher (e.g., A- instead of B+) than the minimum GPA requirement specified for the program and will evaluate the impact on student quality.
3. As for the GMAT/GRE exemption for Schulich graduates, we know that our students are very capable, and asking them to take this additional hurdle serves no reasonable purpose.
4. Currently, the programs use various formulations, including “acceptable scores,” or “competitive scores” on the overall result or all dimensions of the tests. It is proposed to unify the language to “acceptable scores on all measures of the GMAT or GRE.” In practice, the application of this requirement (currently a min. 550 for IMBA, MBA, MREI, min. 600 for the other programs, with averages much higher than that) will not change.

5. This motion formalized a practice that has been instituted over the past few years. Students, in order to be effective, need to be able to speak, understand, read and write, rather than one or the other. As a result, not only the average language test scores are important, but also a minimum performance on all test components.

3. MBA/JD Program

Motions

- To exempt MBA/JD applicants from the GMAT requirement if they complete the Law School Admissions Test (LSAT) at the 85th percentile or higher.
- To recommend to students without work experience to complete their first year of studies at Osgoode.

Rationale

The 85th percentile is the admission requirement for the Osgoode JD program. While the LSAT does not include a quantitative section, it does cover reading comprehension, analytical reasoning, logical reasoning and an unscored writing sample that is sent to universities. As such, it is quite similar to the GMAT. MBA/JD applicants also have a higher minimum GPA requirement than regular MBA applicants (A- versus B). Thus, we know that they are academically strong.

Given that there is no work experience requirement for MBA/JD students, they are known to be very bright but also relatively inexperienced, as compared to other MBA students (average work experience ~ 6 years). Recommending to MBA/JD students who do not possess work experience to complete their first year of studies at Osgoode would close the gap somewhat by the time they would enter the first year of their MBA at Schulich. The University of Toronto has a similar mechanism for their MBA/JD program.

4. IMBA Program

Motions

- To reinstate the minimum 2-year work experience requirement for the IMBA
- To exempt applicants whose IMBA language is English from the OPI requirement

Rationale

Currently, the IMBA is a direct entry program. Traditionally, the program had a minimum 2-year work experience requirement, which is in line with that for the MBA program. The IMBA was significantly redesigned in 2013 and it was thought that it was sufficient to strongly recommend work experience, but not require it. Experience with the last three years of students shows that those without work experience have trouble keeping up with the program's pace and securing an adequate, graduate level placement (work term) in term 3. As a result, the program seeks to reinstate the 2-year work experience requirement.

Currently, all students are required to undergo language testing through the Oral Proficiency Interview (OPI). As most students who select English as their IMBA language already have to take a language test (TOEFL or IELTS) as part of their other regular admissions requirements, the OPI is not necessary for such students. Indeed, both TOEFL and IELTS test more than oral proficiency and are more reliable indicators of language proficiency. The OPI entry requirement

of Intermediate High is approximately equivalent to the required TOEFL and IELTS scores (operational command of language with occasional inaccuracies and misunderstandings).

5. MAcc Program

Motions

- The Master of Accounting proposes to waive for direct-entry graduates from Schulich's undergraduate programs the requirement of a Statement of Interest and the submission of a CV.
- That CPA students who have completed Core 1 within the CPA Professional Education Program (PEP) and ACCA students who have completed all Fundamentals level courses are eligible for admission to Term 1
- That CPA students who have completed Core 2 within the CPA PEP and ACCA graduates are eligible for admission to Term 2
- That CPA and ACCA students/graduates are required to complete the Schulich Canadian Accounting Standards for Private Enterprises (ASPE) and Case writing workshops before entering Term 2.

Rationale

By the time our undergraduate students have taken the numerous Accounting electives in years 3 and 4 of their programs, we know what their interests are. The Statement of Interest and CV serve no reasonable purpose.

The program also proposes to recognize prior qualifications applicants may have achieved through the Certified Professional Accountants (CPA) Canada and Association of Chartered Certified Accountants (ACCA) qualification paths. As the program slightly repositions itself to also accommodate ACCA applicants, the qualifications of one of the world's largest Accounting Associations need to be explicitly considered. As all applicants to the program require an undergraduate degree and are subject to various other admission requirements, the quality of entering students remains assured. However, as Schulich's Accounting program educates students in more than accounting, there is the additional requirement of a case writing workshop and Canadian Accounting Standards for Private Enterprises (ASPE) workshops before entering Term 2.

6. MFIN Program

Motion

To exempt holders of the CPA certification from the GMAT/GRE requirement

Rationale

The Master of Finance currently exempts holders of the Certified Financial Analyst (CFA Level 1) from the GMAT/GRE requirement. The CPA certification is indicative of a very strong level of professional knowledge, exceeding the CFA Level 1 qualification.

For Information

Schulich also requires applicants to its programs to also submit supplementary application. This application has traditionally consisted of the following items:

- A statement of interest, in which the candidate articulates how the program will help them to meet their objectives.
- A program-specific essay.
- An optional essay, which provides the candidate with the opportunity to articulate any other information or areas of concern potentially relevant to the admissions committee.

In order to further strengthen the admissions process, and in consultation with program stakeholders, the following additional items have been or are in the process of being implemented:

- Two timed video essays. (Implemented.) Applicants are asked a question randomly selected from a question bank. Applicants are given 45 seconds to prepare a response and then 90 seconds to record their answer. The questions have been designed or vetted by Schulich and tend to focus on getting to know the candidate as a person. The purpose of this component is to get a sense of the applicant prior to a more personalized interview. It allows admissions officers to assess how articulate the applicant as well as their level of verbal skills if their first language is not English. For the admissions team, these video essays also provide a means of “refreshing” ones memory about an applicant when reviewing and assessing his/her file.
- A timed written essay. (Being implemented.) Applicants are given a question from a question bank, which the software randomly selects. The applicant is given 5 minutes to craft a response in real time. The questions revolve around the applicant's opinion on a particular topic with the purpose of evaluating the applicant's response in terms of structure, coherence and command of the English language (grammar, spelling etc.). This component of the application will launch with Salesforce (the new application CRM).

In addition to the above, all competitive applicants are interviewed either in person or via Skype.

These supplementary application components, when paired with other metrics in the application, such as a candidate's verbal score on the GMAT and language scores (on the TOEFL or IELTS) provide the admissions team with some valuable insights into the candidate's objectives, motivations and communication skills.

Encl: Program Change Form

Change to Program/Graduate Diploma Academic Requirements Proposal Form

The following information is required for all proposals involving a minor modification to program/graduate diploma academic requirements. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program/Graduate Diploma:

Schulich Masters programs:

IMBA, MBA (incl. MBA/MFA, MBA/MA), MBA/JD, MAcc, MFIN, MREI, MBAN, MMTG

2. Effective Session of Proposed Change(s):

Summer 2017

3. Proposed Change(s) and Rationale

The description of and rationale for the proposed modification(s) should provide information with respect to each of the following points:

a) A description of the proposed modification(s) and rationale, including alignment with academic plans.

This proposal recalibrates some aspects of the admissions requirements. In particular, it proposes the following for all Masters programs, except the EMBA:

1. To add language that clarifies, in line with FGS provisions, that undergraduate degrees that conform with the European Bologna Declaration may be acceptable as equivalent to an honours degree, and to refer to “recognized post-secondary institutions” rather than “recognized university”;
2. To allow graduates from other 3-year degree programs to be admissible, subject to an additional year of work/life experience beyond the current minimum required by the program, to ensure a similar level of maturity. A 3-year degree is deemed acceptable since Schulich’s masters programs are not research focused and the competencies required for successful study are typically obtained by students in their first three years of study in any program. This provision does not apply to the MBAN. Albeit not part of the formal requirement, Schulich will begin implementing this provision by requiring a GPA that is one grade higher (e.g., A- instead of B+) than the minimum GPA requirement specified for the program and will evaluate the impact on student quality.
3. To exempt Schulich graduates with a B+ or better GPA during their last two years of studies from the GMAT/GRE requirement. To be eligible for this exemption, the applicant must have graduated from Schulich within the last five years. We know that our students are very capable, and asking them to take this additional hurdle serves no reasonable purpose.
4. To standardize the various formulations with regards to GMAT and GRE requirements. Currently, the programs use various formulations, including “acceptable scores,” or “competitive scores” on the overall result or all dimensions of the tests. It is proposed to unify the language to “acceptable scores on all measures of the GMAT or GRE.” In practice, the application of this requirement (currently a min. 550 for IMBA, MBA, MREI, min. 600 for the other programs, with averages much higher than that) will not change.

5. To change the proof of English language proficiency to requiring minimum scores on each language test component (IELTS: 6.5, TOEFL: 23) in addition to minimum average scores (IELTS: 7.0, TOEFL: 100). Students, in order to be effective, need to be able to speak, understand, read and write, rather than one or the other. As a result, not only the average language test scores are important, but also a minimum performance on all test components.

In addition, the following modifications to admissions requirements are sought for particular programs:

IMBA. Currently, the IMBA is a direct entry program. Traditionally, the program had a minimum 2-year work experience requirement, which is in line with that for the MBA program. The IMBA was significantly redesigned in 2013 and it was thought that it was sufficient to strongly recommend work experience, but not require it. Experience with the last three years of students shows that those without work experience have trouble keeping up with the program's pace and securing an adequate, graduate level placement (work term) in term 3. As a result, the program seeks to reinstate the 2-year work experience requirement.

The program also proposes to exempt applicants whose IMBA language is English from the Oral Proficiency Interview (OPI) requirement. Currently, all students are required to undergo language testing through the Oral Proficiency Interview (OPI). As most students who select English as their IMBA language already have to take a language test (TOEFL or IELTS) as part of their other regular admissions requirements, the OPI is not necessary for such students. Indeed, both TOEFL and IELTS test more than oral proficiency and are more reliable indicators of language proficiency. The OPI entry requirement of Intermediate High is approximately equivalent to the required TOEFL and IELTS scores (operational command of language with occasional inaccuracies and misunderstandings).

MBA (incl. MBA/MA, MBA/MFA). The MBA program proposes to accept the Graduate Records Exam (GRE) as a substitute to the Graduate Management Aptitude Test (GMAT). Experience with Schulich's specialized Masters programs has shown that the GRE is as valuable a test as the GMAT. The scores can be easily compared to one another using available translation tools.

The program also proposes to award advanced standing for some of the courses students have taken in a Schulich specialized masters program. The MBA program already has the ability to grant either Waivers with Replacement or Advanced Standing for appropriate prior academic qualifications and a minimum of two years of full time work experience. It now seeks to add to the current provisions to specifically address graduates of Schulich's specialized masters programs. In particular, it proposes the following additional provisions:

- Advanced Standing may be granted for a max of 15 credits of MBA core and a max of 15 credits of MBA elective courses completed in a Schulich specialized masters program.
- Advanced Standing may be granted for up to 30 credits of MBA core courses completed in the Schulich Master of Management.
- Advanced Standing may be granted to holders of the ACCA (Association of Chartered Certified Accountants) certification for eligible courses in the MBA1.

These provisions would open up a pathway for graduates from those programs to complete an MBA after having acquired the requisite work experience. The MBA program already has a provision under which graduates that are Canadian Chartered Accountants (CPA, CA) and hold a business degree to obtain Advanced Standing for relevant course work. The above provision would extend the same courtesy to holders of the Association of Chartered Certified Accountants (ACCA) certification – one of the most widely recognized certification in the Commonwealth. Advanced Standing will be granted only for eligible courses.

MBA/JD. The program proposes to drop the GMAT requirement for applicants who have completed the LSAT at the 85th percentile or better. This is the admission requirement for Osgoode. While the

LSAT does not include a quantitative section, it does cover reading comprehension, analytical reasoning, logical reasoning and an unscored writing sample that is sent to universities. As such, it is quite similar to the GMAT.

The program will also recommend to students without work experience to complete their first year of studies at Osgoode. Given that there is no work experience requirement for MBA/JD students, they are known to be very bright but also relatively inexperienced, as compared to other MBA students (average work experience ~ 6 years). Recommending to MBA/JD students who do not possess work experience to complete their first year of studies at Osgoode would close the gap somewhat by the time they would enter the first year of their MBA at Schulich. The University of Toronto has a similar mechanism for their MBA/JD program.

MAcc. The Master of Accounting proposes to waive for graduates from Schulich's undergraduate programs the requirement of a Statement of Interest and the submission of a CV.

The program also proposes to recognize prior qualifications applicants may have achieved through the Certified Professional Accountants (CPA) of Canada and Association of Chartered Certified Accountants (ACCA) qualification paths. In particular, as the program slightly repositions itself to also accommodate ACCA (rather than just CPA) applicants, the qualifications of one of the world's largest Accounting Associations need to be explicitly considered. As all applicants to the program require an undergraduate degree and are subject to various other admission requirements, the quality of entering students remains assured. In particular, it proposes the following for holders of undergraduate degrees:

- That CPA students who have completed Core 1 within the CPA Professional Education Program (PEP) and ACCA students who have completed all Fundamentals level courses are eligible for admission to Term 1
- That CPA students who have completed Core 2 within the CPA PEP and ACCA graduates are eligible for admission to Term 2

In either case, students must complete the Schulich Accounting Standards for Private Enterprises (ASPE) and Case writing workshops before entering Term 2.

MFIN. The Master of Finance currently exempts holders of the Certified Financial Analyst (CFA Level 1) from the GMAT/GRE requirement. It proposes to also exempt holders of the CPA certification. The CPA certification is indicative of a very strong level of professional knowledge, exceeding the CFA Level 1 qualification.

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

Please see above. Learning outcomes or program requirements are not affected.

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

Where and as appropriate, the proposal must include statements from the relevant program/graduate diplomas confirming consultation/support.

Extensive consultations have taken place within Schulich with regards to the proposed changes. The consultations included all GPDs, the relevant program committees (who debated and approved them),

the Schulich grad admissions and student services departments, the Schulich Dean, AD Academic and AD Students, as well as the FGS AD Academic and AD Students.

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

Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources are required. If new/additional resources are required, the proposal must include a statement from the relevant Dean(s)/Principal.

There are no resource implications.

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

As these are not program changes per se, current students will not be affected by these changes.

4. Calendar Copy

Using the following two-column format, provide a copy of the relevant program/graduate diploma requirements as they will appear in the FGS Calendar - <http://gradstudies.yorku.ca/current-students/regulations/program-requirements/>.

Please note: Senate requires that FULL Calendar copy be provided. Please include the entire graduate program/diploma section, not just text that is being revised.

Please clearly and visibly indicate how graduate program/graduate diploma information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).

Program	Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
IMBA	<p>An undergraduate degree from a recognized university with a minimum B average in the last two full years (or equivalent) of academic work.</p> <p>An acceptable score on the GMAT or GRE, no more than five years old.</p>	<p>An undergraduate degree from a recognized postsecondary institution with a minimum B average in the last two full years (or equivalent) of academic work.</p> <p>Three-year cycle undergraduate degrees from institutions that meet the criteria set forth in the Bologna Declaration may be acceptable as the equivalent of an undergraduate honours degree. Graduates with other 3-year degrees may be admitted if they possess at least three years of post-graduation work experience.</p> <p>Acceptable scores on all measures of the GMAT or GRE, no more than five years old, or a degree from Schulich with a GPA of B+ or better that was awarded no more than five years ago.</p>

	<p>All applicants will have proficiency in at least two languages, including English. Applicants are required to declare an IMBA language of focus other than their mother tongue (English as a Second Language (ESL) is reserved for students whose first language is not English). A minimum speaking level of intermediate-high is required in the declared IMBA language for admission. Proof of proficiency is required after a conditional offer of admission by undertaking an official oral proficiency interview (OPI) by a certified tester of the American Council for the Teaching of Foreign Languages (ACTFL) arranged by the IMBA Program.</p> <p>Proof of English language proficiency if prior studies were not completed in English: TOEFL (iBT): 100; IELTS: 7.0 overall or YELT Band 4.</p>	<p>All applicants will have proficiency in at least two languages, including English. Applicants are required to declare an IMBA language of focus other than their mother tongue (English as a Second Language (ESL) is reserved for students whose first language is not English). A minimum speaking level of intermediate-high is required in the declared IMBA language for admission. Proof of proficiency is required after a conditional offer of admission by undertaking an official oral proficiency interview (OPI) by a certified tester of the American Council for the Teaching of Foreign Languages (ACTFL) arranged by the IMBA Program. Applicants whose declared IMBA language is English are exempted from the OPI test.</p> <p>Proof of English language proficiency if prior studies were not completed in English: TOEFL (iBT): 100 with minimum component scores of 23 or IELTS: 7.0 overall with minimum component scores of 6.5.</p>
<p>MBA (incl. MBA/MA, MBA/MFA)</p>	<p>An undergraduate degree from a recognized university with a minimum B average in the last two full years (or equivalent) of academic work.</p> <p>An acceptable score on the GMAT.</p> <p>For students with a previous four-year honours undergraduate business degree (e.g. BComm or BBA) or equivalent and two years full-time work experience, it is possible to reduce the total required MBA courses from 60.00 credits to as few as 30.00 credits. This is the result of the</p>	<p>An undergraduate degree from a recognized postsecondary institution with a minimum B average in the last two full years (or equivalent) of academic work.</p> <p>Three-year cycle undergraduate degrees from institutions that meet the criteria set forth in the Bologna Declaration may be acceptable as the equivalent of an undergraduate honours degree. Graduates with other 3-year degrees may be admitted if they possess at least three years of post-graduation work experience.</p> <p>Acceptable scores on all measures of the GMAT or GRE, no more than five years old, or a degree from Schulich with a GPA of B+ or better that was awarded no more than five years ago.</p> <p>For students with a previous four-year honours undergraduate business degree (e.g. BComm or BBA) or equivalent and two years full-time work experience, it is possible to reduce the total required MBA courses from 60.00 credits to as few as 30.00 credits. This is the result of the</p>

	<p>awarding of Advanced Standing for previous undergraduate business courses. Students may also be eligible if they are Canadian Chartered Accountants (CA) who have obtained both their undergraduate honours degree and CA designation from the Canadian Institute of Chartered Accountants within the last 10 years. CAs without undergraduate business degrees who have not taken courses in Marketing, Organizations and/or Operations Management will be required to take Schulich's core courses in those subjects, replacing the equivalent number of elective credits. Each applicant's case is considered individually, and advanced standing requests must be made at the time of application to the MBA. See page 12-13 for more details.</p> <p>Proof of English language proficiency if prior studies were not completed in English: TOEFL (iBT): 100; IELTS: 7.0 overall or YELT Band 4.</p>	<p>awarding of Advanced Standing for previous undergraduate business courses. Students may also be eligible if they have obtained a Canadian Chartered Professional Accountants (CPA, CA) or Association of Chartered Certified Accountants (ACCA) certification as well as an undergraduate degree within the last 10 years. Each applicant's case is considered individually, and advanced standing requests must be made at the time of application to the MBA. See page 12-13 for more details.</p> <p>Advanced Standing may be granted for a maximum of 15 credits of MBA core and a maximum of 15 credits of MBA elective courses completed in a Schulich specialized masters program.</p> <p>Advanced Standing may be granted for up to 30 credits of MBA core courses completed in the Schulich Master of Management.</p> <p>Proof of English language proficiency if prior studies were not completed in English: TOEFL (iBT): 100 with minimum component scores of 23 or IELTS: 7.0 overall with minimum component scores of 6.5.</p>
MBA/JD	<p>An undergraduate degree from a recognized university with at least an A- average in the last two full years (or equivalent) of academic study.</p> <p>A score of no less than the 85th percentile on the Law School Admission Test (LSAT). A score of no less than the 85th percentile on the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE).</p> <p>Proof of English language proficiency if prior studies were not completed in English:</p>	<p>An undergraduate degree from a recognized postsecondary institution with at least an A- average in the last two full years (or equivalent) of academic study.</p> <p>Three-year cycle undergraduate degrees from institutions that meet the criteria set forth in the Bologna Declaration may be acceptable as the equivalent of an undergraduate honours degree. Graduates with other 3-year degrees may be admitted if they possess at least one year of post-graduation work experience.</p> <p>A score of no less than the 85th percentile on the Law School Admission Test (LSAT).</p> <p>Proof of English language proficiency if prior studies were not completed in English:</p>

	<p>TOEFL (iBT): 100; IELTS: 7.0 overall or YELT Band 4.</p>	<p>TOEFL (iBT): 100 with minimum component scores of 23 or IELTS: 7.0 overall with minimum component scores of 6.5.</p>
<p>MAcc</p>	<p>Applicants must hold a 4-year degree from a recognized university with a minimum B grade point average in the last two full years (or equivalent) of academic work.</p> <p>For graduates of the Schulich School of Business the following waivers apply:</p> <ul style="list-style-type: none"> • GMAT/GRE • Letters of recommendation <p>Graduates from CPA-accredited business programs that have completed all Core 1 and Core 2 courses, and Diploma in Intermediate Accounting graduates may receive advanced standing for Term 1. Advanced standing may be granted on a case-by-case basis to graduates of other business programs.</p>	<p>Applicants must hold a 4-year degree from a recognized postsecondary institution with a minimum B grade point average in the last two full years (or equivalent) of academic work.</p> <p>Three-year cycle undergraduate degrees from institutions that meet the criteria set forth in the Bologna Declaration may be acceptable as the equivalent of an undergraduate honours degree. Graduates with other 3-year degrees may be admitted if they possess at least one year of post-graduation work experience.</p> <p>For graduates of the Schulich School of Business the following waivers apply if the applicant graduated within the last five years:</p> <ul style="list-style-type: none"> • GMAT/GRE • Letters of recommendation • Statement of Interest • CV <p>Graduates from CPA-accredited business programs that have completed all Core 1 and Core 2 courses, and Diploma in Intermediate Accounting graduates may receive advanced standing for Term 1. Advanced standing may be granted on a case-by-case basis to graduates of other business programs.</p> <p>CPA students who have completed Core 1 within the CPA Professional Education Program (PEP) and ACCA students who have completed all Fundamentals level courses are eligible for admission to Term 1.</p> <p>CPA students who have completed Core 2 within the CPA PEP and ACCA graduates are eligible for admission to Term 2.</p> <p>CPA PEP and ACCA students/graduates must complete the Schulich Accounting Standards for Private Enterprises (ASPE) and Case writing workshops before entering Term 2.</p>

	<p>Proof of English language proficiency if prior studies were not completed in English: TOEFL (iBT): 100; IELTS: 7.0 overall or YELT Band 4.</p>	<p>Proof of English language proficiency if prior studies were not completed in English: TOEFL (iBT): 100 with minimum component scores of 23 or IELTS: 7.0 overall with minimum component scores of 6.5.</p>
MBAN	<p>An undergraduate degree from a recognized university with a minimum B+ average in the last two full years (or equivalent) of academic work.</p> <p>An acceptable score on the GMAT or GRE.</p> <p>Proof of English language proficiency if prior studies were not completed in English: TOEFL (iBT): 100; IELTS: 7.0 overall or YELT Band 4.</p>	<p>An undergraduate degree from a recognized postsecondary institution with a minimum B+ average in the last two full years (or equivalent) of academic work. Three-year cycle undergraduate degrees from institutions that meet the criteria set forth in the Bologna Declaration may be acceptable as the equivalent of an undergraduate honours degree.</p> <p>Acceptable scores on all measures of the GMAT or GRE, or a degree from Schulich with a GPA of B+ or better that was awarded no more than five years ago.</p> <p>Proof of English language proficiency if prior studies were not completed in English: TOEFL (iBT): 100 with minimum component scores of 23 or IELTS: 7.0 overall with minimum component scores of 6.5.</p>
MFIN	<p>An undergraduate honours degree in a related discipline, such as economics, commerce, or engineering, with sound background preparation in economic theory, statistics, at least a full year of university-level calculus.</p> <p>An acceptable score on all four measurements of the Graduate Management Admission Test (GMAT), or an acceptable score on all measurements of the Graduate Record Exam (GRE), or</p>	<p>An undergraduate honours degree from a recognized postsecondary institution in a related discipline, such as economics, commerce, or engineering, with sound background preparation in economic theory, statistics, at least a full year of university-level calculus.</p> <p>Three-year cycle undergraduate degrees from institutions that meet the criteria set forth in the Bologna Declaration may be acceptable as the equivalent of an undergraduate honours degree. Graduates with other 3-year degrees may be admitted if they possess at least one year of post-graduation work experience.</p> <p>Acceptable scores on all measures of the Graduate Management Admission Test (GMAT), or Graduate Record Exam (GRE), or successful completion of the CFA level I exam or CA / CPA certification, or a</p>

	<p>successful completion of the CFA level I exam.</p> <p>Applicants who are using the CFA level I instead of the GMAT/GRE must sign a consent form so that the University can verify their records with the CFA Institute, as well as complete an online writing assessment.</p> <p>Proof of English language proficiency if prior studies were not completed in English: TOEFL (iBT): 100; IELTS: 7.0 overall or YELT Band 4.</p>	<p>degree from Schulich with a GPA of B+ or better that was awarded no more than five years ago.</p> <p>Applicants who are using the CFA level I instead of the GMAT/GRE must sign a consent form so that the University can verify their records with the CFA Institute, as well as complete an online writing assessment.</p> <p>Proof of English language proficiency if prior studies were not completed in English: TOEFL (iBT): 100 with minimum component scores of 23 or IELTS: 7.0 overall with minimum component scores of 6.5.</p>
MREI	<p>An undergraduate degree from a recognized university with a minimum B average in the last two full years (or equivalent) of academic work. [...]</p> <p>An acceptable score on the GMAT or GRE.</p> <p>Proof of English language proficiency if prior studies were not completed in English: TOEFL (iBT): 100; IELTS: 7.0 overall or YELT Band 4.</p>	<p>An undergraduate degree from a recognized postsecondary institution with a minimum B average in the last two full years (or equivalent) of academic work. Three-year cycle undergraduate degrees from institutions that meet the criteria set forth in the Bologna Declaration may be acceptable as the equivalent of an undergraduate honours degree. Graduates with other 3-year degrees may be admitted if they possess at least one year of relevant post-graduation work experience, with 3-5 years strongly preferred.</p> <p>Acceptable scores on all measures of the GMAT or GRE, or a degree from Schulich with a GPA of B+ or better that was awarded no more than five years ago.</p> <p>Proof of English language proficiency if prior studies were not completed in English: TOEFL (iBT): 100 with minimum component scores of 23 or IELTS: 7.0 overall with minimum component scores of 6.5.</p>
MMGT	<p>An undergraduate degree from a recognized university in a non-business field of study with a minimum B+ average in the last two full years (or equivalent) of academic work.</p>	<p>An undergraduate degree from a recognized postsecondary institution in a non-business field of study with a minimum B+ average in the last two full years (or equivalent) of academic work.</p> <p>Three-year cycle undergraduate degrees from institutions that meet the criteria set forth in the Bologna Declaration may</p>

	<p>Proof of English language proficiency if prior studies were not completed in English: TOEFL (iBT): 100; IELTS: 7.0 overall or YELT Band 4.</p>	<p>be acceptable as the equivalent of an undergraduate honours degree. Graduates with other 3-year degrees may be admitted if they possess at least one year but not more than two years of post-graduation work experience.</p> <p>Proof of English language proficiency if prior studies were not completed in English: TOEFL (iBT): 100 with minimum component scores of 23 or IELTS: 7.0 overall with minimum component scores of 6.5.</p>
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Please submit completed forms and required supporting documentation by email to the Coordinator, Faculty Governance– mmschiff@yorku.ca

To: Faculty Council
From: Andre Kuzmicki, Director, Master of Real Estate and Infrastructure
Date: April 19, 2016
Subject: PROP 6001 0.0: Leadership in Real Estate and Infrastructure I - New Course Proposal

Motion:

That Faculty Council approve the new course proposal for the Master of Real Estate and Infrastructure: **PROP 6001 0.0: Leadership in Real Estate and Infrastructure I**

Rationale:

The Master of Real Estate and Infrastructure program (MREI) was approved by Senate on December 10, 2015 and will be offered for the first time in January, 2017. In total 12 new courses are being developed for the MREI, of which PROP 6001 0.0 is the first to be completed. The remaining 11 courses will be brought forward for approval this Fall.

Given the dynamism of the real estate and infrastructure industries, the long-lived nature of real estate and infrastructure assets, the large amounts of capital that they require and their social and economic impacts, much is at stake and the need for responsible leadership within these industries is evident. Accordingly the MREI has been designed “...to prepare students for future leadership roles in real estate and infrastructure ...”

PROP 6001: Leadership in Real Estate and Infrastructure I will be offered in the first term and is one of three sequential leadership courses that MREI students will be required to take during the course of the 11-month program. It is based on the MBA core course MGMT 5150 3.00: Skills for Leadership, which has been adapted to the real estate and infrastructure context.

The course will introduce MREI students to some of the new mindsets needed for success in turbulent and complex business environments and will establish the groundwork for further leadership development in the second and third terms of the program.

For further details on the MREI, please see the Proposal for a Master of Real Estate and Infrastructure.

Andre Kuzmicki

Faculty of Graduate Studies

New Course Proposal

1. Program

Master of Real Estate and Infrastructure

2. Course Number

PROP 6001

3. Credit Value

0.0

4. Long Course Title

Leadership in Real Estate and Infrastructure I

5. Short Course Title

Leadership in Real Estate and Infrastructure I

6. Effective Session

Winter 2017

7. Calendar (Short) Course Description

This is part one of a three-semester sequence of courses that develops the thinking and reflective skills required for leadership in a turbulent world. It explores contemporary leadership challenges and opportunities, and introduces students to thinking techniques relevant for complex contexts. This course is non-credit. Students receive credit on a pass-fail basis upon successful completion of the third course.

8. Expanded Course Description

Real estate and infrastructure are industries in constant flux, reflecting changes in the economy, technology and other market forces. The nature of the industries is competitive and, at the same time, collaborative and creative. Projects require long-term planning and the flexibility to adapt to changing circumstances. Success necessitates the integration of multiple, often conflicting stakeholder perspectives, including public and private interests. In other words, real estate and infrastructure are sectors characterized by turbulence and complexity.

This course will introduce MREI students to some of the new mindsets needed for making a positive difference in today's turbulent and complex global environment. For example, today's leaders must have the capacity to accept and deal with unpredictability and be adept at recognizing and integrating multiple perspectives and priorities. They must be able to spot and anticipate emerging trends and patterns; ask and explore provocative questions about their organizations and the world at large; deal with challenging ethical issues; and generally think both "inside" and "outside the box" in a deep and probing way.

To begin meeting these needs, this course fosters the "seeing and thinking skills" that are required to meet the demands of a turbulent and complex world. In doing so, we will challenge taken-for-granted assumptions about business, organizing and leadership; develop a thinking process for dealing with complex challenges; emphasize the need for reflective personal awareness as core themes for leadership and personal career development.

This course is designed as a personal challenge – one that encourages you to improve your ability in seeing and understanding the world around you and the areas in which you need to enhance your personal leadership skills. Think about this challenge as twofold – involving "context awareness" (understanding the

immediate and larger world around you) and “personal awareness” (understanding yourself and the way you interact with the world around you).

9. Evaluation

The final grade for the course will be based on the following items weighted as indicated:

Assignment/Task	Quantity	Weight	Total	Author
Complexity Challenge Team Project	1	40%	40%	Team
Weekly Reflections	5	5%	25%	Individual
End of Semester Reflection	1	15%	15%	Individual
Course Contribution	1	20%	20%	Individual
Starting (Current) Career Resume (mandatory)	1	Pass/Fail	Pass/Fail	Individual
			100%	

All weighted assignments are graded. Students must pass each assignment for a passing grade in the course.

10. Integrated Courses

N/A

11. Rationale

Please see the Proposal for a Master of Real Estate and Infrastructure.

12. Faculty Resources

Ingo Holzinger, Andre Kuzmicki

13. Cross-listed Courses

Not cross-listed.

14. Bibliography and Library Statement

Soundview Executive Book Summaries: Taleb, N.N. (2007). *“The Black Swan”*, Random House. Reviewed by Stephen Wolter.

Achi, Z. & Garvey Berger, J. (2015). *“Delighting in the Possible”*, *McKinsey Quarterly*, 2015, Number 2 (March).

Spradlin, D. (2012). *“Are You Solving The Right Problem?”*, *Harvard Business Review*, 60(9; September), 84-93.

Ancona, D., Malone, T.W., Orlikowski, W.J. & Senge P.M (2007). *“In Praise of the Incomplete Leader”*, *Harvard Business Review*, 85 (2; February), 92-100.

Sawhney, M. & Khosla, S. (2014). *“Managing Yourself: Where to Look for Insight”*, *Harvard Business Review*, 92(11), 126-129.

Argyris, C. (2002). *“Teaching Smart People How to Learn”*, *Reflections*, 4(2), 4-15.

Liedtka, J.M. (2006). *“Using Hypothesis-Driven Thinking in Strategy Consulting”*, Darden Business Publishing Teaching Note BP-0486

Ashford, S.J. & Detert, J. (2015). *“Get the Boss to Buy In”*, *Harvard Business Review*, 93(1/2), 72-79.

O'Hara, C. (2014). "How to tell a Great Story", *Harvard Business Review*, July 30, <https://hbr.org/2014/07/how-to-tell-a-great-story/>

Please see Proposal for a Master of Real Estate and Infrastructure for the Library Statement.

15. Physical Resources

No special physical resources are required.

Faculty of Graduate Studies

New Course Proposal

Part B (Schulich Use Only)

16. Instructors and Faculty Coordinator

Initial instructor

Ingo Holzinger and Andre Kuzmicki (co-instructors)

Alternative instructors

Detlev Zwick, Alexandra Campbell

Course coordinator

Ingo Holzinger and Andre Kuzmicki

17. Specializations

Primary area or specialization

Real Estate and Infrastructure

Secondary areas or specializations

N/A

18. Student Contact and Enrolment

Contact hours

18 hours

Maximum enrolment

55 students

Expected enrolment

45 students

Evidence for enrolment expectations

This is a Master of Real Estate and Infrastructure core course and thus enrolment will always be the full complement of each year's intake.

19. Human Participants Research

N/A

20. Conditions for Approval

If this proposal is for a new elective course, please indicate which one of the three following conditions required by Faculty Council applies:

a) The Area is deleting courses with at least the same total number of credits.

N/A

b) Provide a convincing case for the proposed course.

This is a mandatory core course for the Master of Real Estate and Infrastructure.

Course Originator

Andre Kuzmicki and Ingo Holzinger
Signature

April 19, 2016
Date

Andre Kuzmicki and Ingo Holzinger
Name

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 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.

Detlev Zwick
Name

Theo Peridis
Name

Alexandra Campbell
Name

Ashwin Joshi
Name

Murat Kristal
Name

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.

James McKellar
Signature

April 19, 2016
Date

James McKellar
Academic Director

Real Estate and
Infrastructure
Area or
Specialization

Degree Program

This course has received the approval of the Program Committee, and I support the addition of the course to the SSB curriculum.

Signature

<Date>
Date

<Name of Program Director>
Program Director

<Name of Program>
Program

Course Outline

Winter 2017

DAY, TIME, beginning on XXX
Room XXXX SSB

Instructors

Ingo Holzinger
N203F Seymour Schulich Building
416-736-2100 ext. 77870
iholzinger@schulich.yorku.ca
Office hours: by appointment

Andre Kuzmicki
W362L Seymour Schulich Building
416-736-2100 ext. 20993
akuzmicki@schulich.yorku.ca
Office hours: by appointment

Assistant

Bryna Abtan
W362 BB Seymour Schulich Building
416-736-5967
babant@schulich.yorku.ca

Ingo is an Assistant Professor of Management at Schulich, where he started in 2003. His teaching and research interests include leadership, organizational change, creativity and innovation, complexity science, and alternative models of organizing.

Andre is an Adjunct Professor and Director of the Master of Real Estate and Infrastructure program. His 40-year career in real estate investment, development and management includes a variety of senior leadership and corporate governance roles. He has taught at Schulich since 1998.

Brief Description

This is part one of a three-semester sequence of courses that develops the thinking and reflective skills required for leadership in a turbulent world. It explores contemporary leadership challenges and opportunities, and introduces students to thinking techniques relevant for complex contexts. This course is non-credit. Students receive credit on a pass-fail basis upon successful completion of the third course.

Prerequisites/Corequisites/Course Exclusions: None

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Course Learning Outcomes

"The greatest danger in times of turbulence is not the turbulence; it is to act with yesterday's logic."

Peter Drucker

Real estate and infrastructure are industries in constant flux, reflecting changes in the economy, technology and other market forces. The nature of the industries is competitive and, at the same time, collaborative and creative. Projects require long-term planning and the flexibility to adapt to changing circumstances. Success necessitates the integration of multiple, often conflicting stakeholder perspectives, including public and private interests. In other words, real estate and infrastructure are sectors characterized by turbulence and complexity.

This course will introduce MREI students to some of the new mindsets needed for making a positive difference in today's turbulent and complex global environment. For example, today's leaders must have the capacity to accept and deal with unpredictability and be adept at recognizing and integrating multiple perspectives and priorities. They must be able to spot and anticipate emerging trends and patterns; ask and explore provocative questions about their organizations and the world at large; deal with challenging ethical issues; and generally think both "inside" and "outside the box" in a deep and probing way.

To begin meeting these needs, this course fosters the "seeing and thinking skills" that are required to meet the demands of a turbulent and complex world. In doing so, we will challenge taken-for-granted assumptions about business, organizing and leadership; develop a thinking process for dealing with complex challenges; emphasize the need for reflective personal awareness as core themes for leadership and personal career development.

This course is designed as a **personal challenge** – one that encourages you to improve your ability in seeing and understanding the world around you and the areas in which you need to enhance your personal leadership skills. Think about this challenge as twofold – involving "**context awareness**" (understanding the immediate and larger world around you) and "**personal awareness**" (understanding yourself and the way you interact with the world around you).

While many of the attitudes and skills addressed in this course are thought of as "soft skills" – in that they cannot be easily quantified or tied down through rigorous technique – they are very demanding and can be learned. The course is intended to take you into new territory and out of existing comfort zones. It will challenge some of your deeply held beliefs and assumptions, and introduce new ways of thinking and doing. The benefit you derive from the course is directly linked to **your ability to rise to the**

challenge, your personal commitment and your effort. Personal development requires that we embrace and learn from personal challenges. The experience of this course will be no exception.

You are invited to enter the course with **an open mind, and a spirit of inquiry and adventurousness**, recognizing that personal awareness of one’s strengths and limitations is crucial for personal development and success. We invite you to be prepared to be **challenged**; to be **provoked**; and, at times, to be **frustrated**. Learning new skills requires challenging existing mindsets and skills. It also requires practice and an awareness of the deeper factors shaping the learning process, especially those forces that can get in the way. The class discussions, exercises and assignments are designed to help you get on this important learning journey – one that will hopefully continue throughout your future life and career.

Deliverables at a Glance

The final grade for the course will be based on the following items weighted as indicated:

Assignment/Task	Quantity	Weight	Total	Author
Complexity Challenge Team Project	1	40%	40%	Team
Weekly Reflections	5	5%	25%	Individual
End of Semester Reflection	1	15%	15%	Individual
Course Contribution	1	20%	20%	Individual
Starting (Current) Career Resume (mandatory)	1	Pass/Fail	Pass/Fail	Individual
			100%	

All weighted assignments are graded. Students must pass each assignment for a passing grade in the course. For details, see “Assignments/Projects: Descriptions & Evaluation” (p. 8). More detailed descriptions of the main assignments (team project and reflection papers) will be posted on Moodle.

Course Material

Moodle: Moodle is the course website, which provides the weekly list of readings. You will also find a course calendar, course updates, various course materials, and a companion Twitter feed (@Leaderskills). Moodle is accessible through your online student portal.

Readings: Information on the weekly readings can be found on the course’s Moodle site. Some readings can be downloaded directly from Moodle. Others can be accessed through York University’s library website. A link to the library website and instructions for how to access the readings are provided on Moodle. It is assumed that you will have read and thought about the issues explored in the readings before coming to class. Adequate preparation is absolutely necessary to benefit fully from class and be able to contribute to discussions.

There is no textbook for the course.

Student Preparation for Class and Course Contribution: Expectations

Preparation. The value of the class sessions depends greatly on your involvement and input. Active participation by you is not only encouraged, but also required to create a positive and rich learning environment. To be able to contribute and create value in the discussions, you are expected to have read and thought about the required readings before coming to class.

Course Contribution: You are expected to be present, prepared, and willing to share your views in every class, both voluntarily and when called upon to do so. Try to consistently contribute with comments that pass the “so-what” test by providing insightful analysis that builds on the prior discussion and moves our thinking forward. One to two quality contributions per class session are considered standard.

Some of the considerations for evaluating your course contribution include:

- Are you a good listener? Do your comments relate to the questions and suggestions of others and to the themes that the class is exploring together?
- Are your contributions relevant to the discussion? Are you willing to challenge the ideas that are being expressed? Are you willing to take risks and test-drive some new ideas?
- Do you integrate material from past classes or discussions where appropriate?
- Do your comments reflect cumulative learning over this course or do you merely consider each issue in isolation?
- And most importantly, do you add value to the learning of the class?

Class-by-Class Syllabus

The following list of lecture topics and readings indicates the material to be read, reviewed and/or prepared for the various class sessions. Readings may be added to this list; please check Moodle for updates.

Date	Class Session	Topic	Assigned Readings & Resources	Assigned Work Due
XXX	1	Leadership Challenges in a Turbulent World	Soundview Executive Book Summaries: Taleb, N.N. (2007). <i>"The Black Swan"</i> , Random House. Reviewed by Stephen Wolter. Achi, Z. & Garvey Berger, J. (2015). "Delighting in the Possible", <i>McKinsey Quarterly</i> , 2015, Number 2 (March).	Starting Career Resume Weekly Reflection
XXX	2	The Art of Reframing I: Are you Solving the Right Problem?	Spradlin, D. (2012). "Are You Solving The Right Problem?", <i>Harvard Business Review</i> , 60(9; September), 84-93. Ancona, D., Malone, T.W., Orlikowski, W.J. & Senge P.M (2007). "In Praise of the Incomplete Leader", <i>Harvard Business Review</i> , 85 (2; February), 92-100.	Weekly Reflection
XXX	3	The Art of Reframing II: Creating New Ways of Thinking	Sawhney, M. & Khosla, S. (2014). "Managing Yourself: Where to Look for Insight", <i>Harvard Business Review</i> , 92(11), 126-129.	Weekly Reflection
Reading Week: February XXX				
XXX	4	Convergent Thinking: Probing the Possible	Argyris, C. (2002). "Teaching Smart People How to Learn", <i>Reflections</i> , 4(2), 4-15. Liedtka, J.M. (2006). "Using Hypothesis-Driven Thinking in Strategy Consulting", <i>Darden Business Publishing Teaching Note BP-0486</i>	Weekly Reflection
XXX	5	Convergent Thinking: Getting to Maybe	Ashford, S.J. & Detert, J. (2015). "Get the Boss to Buy In". <i>Harvard Business Review</i> , 93(1/2), 72-79. O'Hara, C. (2014). "How to tell a Great Story", <i>Harvard Business Review</i> , July 30, https://hbr.org/2014/07/how-to-tell-a-great-story/	Weekly Reflection
XXX	6	Complexity Challenge Team Projects		Team Presentations and Project Deck End of Semester Reflection

Assignments/Projects: Descriptions & Evaluation

Starting Career Resume

PASS/FAIL

This is your current resume, the one you submitted in connection with your Schulich application. Submit it in the first week of class. It will be the starting point of your learning and development journey in this course and the program, and provide the base for your interactions with the Career Development Centre. It will also be the starting point for your Learning and Development Portfolio (see below).

Complexity Challenge Team Project

40%

For this team assignment, you are asked to apply the ideas, techniques, perspectives and concepts you are learning through the course to help solve a complex REI challenge for a “client company”. Your task is to identify relevant problems/opportunities for the company and develop high leverage actions that will have a positive impact for various stakeholders.

You will be given more detailed instructions and a specific focus for this project in the first class.

For this project, each team will be required to

- Make a tightly integrated **7 minute project presentation** in class 6 on the topic you have been assigned
- Submit an **accompanying slide deck** that demonstrates the substantial analytic and creative work that has been performed

Weekly Reflection

5 REFLECTIONS; 5% EACH

Reflection is an essential process for transforming experiences into learning and personal development. This is your opportunity to reflect on the material covered in the course. Each week, you will be asked to complete a short reflection rubric provided by the instructors that allows you to think about and summarize your key insights for the week, and consider how you are going to apply those insights to make a positive leadership difference in the future.

End of Semester Reflection

15%

At the end of the semester, you are asked to review your weekly reflection papers and contemplate on your learning in the course and the program as a whole. In 750 words or less, consider how your thinking about leadership may have changed; how course concepts may have puzzled, surprised, or intrigued you; how you might apply them to make a leadership difference. More detailed instructions will be provided in class.

Course Contribution

20% OF COURSE GRADE

Twenty percent of the overall grade are allotted to your active contributions to in-class discussions. More detailed expectations are outlined on page 4.

Calculation of Course Grade

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

<i>Letter Grade</i>	<i>Grade Points</i>	<i>Interpretation</i>
A+	9	
A	8	Excellent
A-	7	
B+	6	
B	5	Good
B-	4	
C+	3	
C	2	Acceptable
C-	1	
F	0	Failing

Assignments are given a letter grade that, for purposes of calculation, will be translated into the corresponding grade points and then weighted. To pass this course, students will need to pass each assignment.

Students should expect that 'average' performance will lead to a grade of B or B+. Only outstanding performance on any of the assignments, which is rare by definition, will lead to a grade in the A-range (A-, A, or A+).

Late assignments are penalized one grade point (e.g. B+ to B) per day late.

General Academic Policies: Grading, Academic Honesty, Accommodations

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

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

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

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_ind_webstation.nsf/page/Enrolment+Grades+and+Convocation!OpenDocument#tabs-2

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

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

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

Quick Reference: Summary of Classes, Activities and Deliverables

Class No., Title and Date	Guest In-Class Case/Exercise	Reading Preparation (excluding cases, optional)	Written Preparation
1. XXX Leadership Challenges in a Turbulent World		Executive Book Summaries of <i>"The Black Swan"</i> Delighting in the Possible	Starting Career Resume Weekly Reflection
2. XXX The Art of Reframing I: Are you Solving the Right Problem?		Are You Solving The Right Problem? In Praise of the Incomplete Leader	Weekly Reflection
3. XXX The Art of Reframing II: Creating New Ways of Thinking	Guest: TBA	Managing Yourself: Where to Look for Insight	Weekly Reflection
<i>February XXX</i>	<i>NO CLASS (Reading Week)</i>		
4. XXX Convergent Thinking: Probing the Possible		Teaching Smart People How to Learn Using Hypothesis-Driven Thinking in Strategy Consulting	Weekly Reflection
5. XXX Convergent Thinking: Getting to Maybe	Guest: TBA	Get the Boss to Buy In How to tell a Great Story	Weekly Reflection
6. XXX Presentations: Complexity Challenge Team Projects	Team Presentations		Project Deck End of Semester Reflection



Schulich
School of Business
York University

Memorandum

To: Faculty Council
CC:
From: Markus Biehl, Chair, Programs Coordinating Committee
Date: March 27, 2016
Subject: Continuous Registration of Masters Students

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5097
F 416 736 5762

ada@schulich.yorku.ca
ada.schulich.yorku.ca

Motion

To revoke the exemption from the Faculty of Graduate Studies' Continuous Registration policy for Schulich Specialized Masters students (all masters students except for MBAs, IMBAs, EMBAs) who begin their studies in Summer 2016 or thereafter.

Rationale

The Faculty of Graduate Studies requires all graduate students to “maintain continuous registration, including payment of applicable fees, in every fall, winter and summer term up to and including the term in which all requirements for their program of study are successfully completed, in accordance with Faculty and program regulations and as confirmed by the program director” (<http://gradstudies.yorku.ca/current-students/regulations/registration/#continuous>). Schulich's masters programs are the only programs exempted from this policy.

Schulich is seeking to revoke this exemption. The Faculty has, over the past several years, developed a number of specialized masters programs. Some of these programs, or certain cohorts within those programs, do not follow the usual study cycle of commencing courses in the Fall and following through until graduation. Given that the government counts graduate students only on one particular day of the year, this poses difficulties for the institution. In addition, it is felt that part time MBA students would feel enticed by the continuous registration policy to more quickly complete their studies, with fewer inactive semesters in-between active semesters.

It is requested to not apply this change to students currently enrolled in one of Schulich's masters programs. This would allow them to conclude their studies under the existing policy exemption. New students would be advised of the need to be continuously registered during their initial mandatory advising sessions.



Guidelines and Policy on Using Courses to Recruit Students as Research Subjects

Schulich School of Business
Draft, May 25, 2016

I. Background:

There is increasing interest by Schulich faculty members to make use of students as subjects in research studies. Courses make for readily available research pools, and instructors often cite the educational value participation can provide by exposing students to the research methods and professional practices used in a particular discipline. However, this practice is inherently problematic as numerous ethical issues, including voluntariness, undue influence and confidentiality, need to be considered when planning a study that involves recruiting students from classes. Care must also be taken to ensure that students are not overburdened with research studies as their ability to complete their courses needs to be uninhibited. While the Office of Research Ethics issues approvals for the recruitment of research subjects, these approvals have no bearing on courses as courses are governed not by the research office but academic committees and councils. As interest in this practice continues to grow, Schulich's council and academic committees must ensure that recruitment and research do not interfere with the academic integrity of courses.

To this end, the following guidelines aim to balance the need to recruit students as research subjects on one side and the academic integrity of courses on the other, while ensuring that recruitment of students is conducted in an ethical manner.

II. Guidelines and Policy

Student participation in research studies can be arranged in two possible ways: either through the design of a research component directly into a course or through ad-hoc agreement on the part of an instructor and students to participate.

General Guidelines:

The following guidelines should be adhered to regardless of how student participation is arranged:

- Students may only be recruited to participate in non-commercial research.
- Students should be given a clear explanation of what the study is about, why it is relevant to management practice and how it connects to their development as business students. Given the nature of some experiments, this may be done after the students have participated in the study.
- Students should not be penalized for not participating in or withdrawing from a study. Students who do not want to participate should be provided with an alternative activity or assignment equal to the research activity in purpose, credit, time commitment, and effort, or be allowed to not participate at all. Examples of alternative activities include summarizing a journal article or assisting in data collection.
- Instructors may not recruit directly from within their own classes for their own studies. Someone other than the instructor should present the study to students and conduct the recruitment.
- Procedures must be in place to ensure an instructor is not aware of the identities of participants until after grades are assigned.
- Whenever possible, students should take time to reflect on the research experience (e.g., through a seminar discussion or written assignment) in order to maximize the pedagogical value.

Additional Guidelines for Designing A Research Component into a Course

Designing a research component directly into a course is an option when participation provides educational value and is directly related to the course objectives as outlined in the course syllabus. The new course component should be brought forward as a curricular change, using the usual course modification process (outlined on the ADA website). A clear relationship should be established between the research, the course learning outcomes, and the course grading scheme to be assessed by the appropriate program committee and Faculty Council. The following guidelines should be adhered to when designing a research component into a course to ensure that participation is voluntary for students and potential course instructors:

- Students should be informed about the participation requirements before enrolment in the course (e.g., through the course description or outline).
- The research activity should be run in all sections of a course and should involve all students who want to participate.
- Instructors who do not want to participate in the research may request to not teach the course.
- The following information about the research study should be included in the course syllabus and made available to students prior to their enrolment in the course:
 - A description of the research being conducted, the activities students will complete, and how participation is linked to the course objectives
 - A statement that participation is voluntary
 - A description of an alternative activity or assignment that may be completed for the same credit by students who do not want to participate
 - An estimate of the time commitment involved if outside of regular classroom hours
 - An outline of the course credits that can be earned through participation
 - A statement regarding the ethics clearance received for the study
- Ongoing evaluation should be performed in which course instructors gather information about the quality of the students' experiences and the educational value of the research participation (and alternative assignments).

Policy for Ad-Hoc Instructor and Student Participation in Research Studies

- The above General Guidelines must be adhered to.
- Participation by the course instructor is completely voluntary and cannot be mandated.
- Participation by a student whose course instructor is approving such participation is equally voluntary.
- Researchers and instructors are encouraged to find alternate means of rewarding students for their participation in a study other than through course credit, which should only be used as a last resort. Alternate means include compensation in the form of money, a free item or meal, or entry in a prize draw. However, if course credit is the selected means, the positive impact of the credit on a student's grade must be very small as participation in the study is not inherently part of the course. Given that a grade bucket (e.g., the step from a B to a B+) is often as little as 3-5 percentage points, the extra percentage given should not be more than 1 percent. This will ensure that if most students in a course decide to participate and the course GPA resides at the upper end of the allowed grading range before taking into account the 'bonus marks', the class GPA will only insignificantly exceed the allowed GPA range for the course.
- Researchers must keep track of all students who participate in a study, whether through the lab experience or the alternate assignment. The managers of multiple research labs must coordinate lists to ensure that students are not used more than once per semester. Students need to be denied participation if they are attempting to participate more than once in the semester. A report must also be submitted to the Office of the Associate Dean Academic each semester one month after the last day of classes that documents participation by

students recruited through classes. The list must contain the students' names, the course number and section through which they were recruited, the title of the research study for which they were recruited, and whether they participated in the research study itself or the alternate assignment.

Sources

1. Conducting Research in Classes or with Students as Participants. Retrieved April 22, 2016, from <https://uwaterloo.ca/research/office-research-ethics/research-human-participants/pre-submission-and-training/human-research-guidelines-and-policies-alphabetical-list/conducting-research-classes-or-students-participants>
2. Research Involving Students as Research Participants. Retrieved April 22, 2016, from <http://www.irb.pitt.edu/content/research-involving-students-research-participants>
3. Student Research Participation for Course Credit. Retrieved April 22, 2016, from https://brocku.ca/webfm_send/8127

Consultation

Completed:

1. BBA/iBBA Committee, May 8, 2015
2. Programs Coordinating Committee, April 26, 2016
3. Executive Committee, May 13, 2016
4. Management Committee, May 13, 2016

Planned:

5. Schulich Faculty Council (Committee of the Whole), May 27, 2016
6. Executive Committee, September 2016
7. Faculty Council (discussion and vote), October 2016



SCHULICH SCHOOL OF BUSINESS

May 5, 2016

Motion for Faculty Council:

That until the first regular meeting of Council in Fall 2016, the Executive Committee of Council shall possess and may exercise any or all of the powers, authorities, and discretions vested in or exercisable by the Council; and the Executive Committee shall report to the Council at its first regular monthly meeting in Fall 2016 what action has been taken under this motion.

SCHULICH SCHOOL OF BUSINESS

MEMO

To: Faculty Council Members

From: Keshia Gray
Director
Student and Enrolment Services

Subject: Spring Convocation Graduand List

Date: May 24, 2016

Attached is the list of graduands for the Spring 2016 Convocation for Faculty Council approval.

This list includes PhD, EMBA, MBA, IMBA, MBA/JD, MBA/MA, MBA/MFA, MACC, iBBA, BBA, and Graduate Diploma students who have applied to graduate for the June 2015 ceremony.

The Schulich Convocation exercise is scheduled for 10:30 a.m. on Friday June 24th, 2016 at the Aviva Centre followed by a reception in the pavilion.

Thank you,

:SO

June 2016 Graduating List

PhD - Administration	Arundhati	Bhattacharyya		
	Sean	Buchanan		
	Hamed	Tajedin		
Executive Master in Business Administration	Cesar	Lara Harmon		
International Master in Business Administration	Juan	Aja Aguinaco	Jia Hui	Yan
	Everardo	Aleman Navarro	Qin	Yu
	Alexandra	Artamonova	Caiwei	Zhang
	Sophie	Bertrand	Ji	Zhang
	Erin	Cechetto		
	Patrick	Cernea		
	Anastassia	Chouryguina		
	Qian	Dong		
	Li	Fei		
	Xingwen	Fu		
	Yemisi	Gbadebo		
	Katherine	Gorka		
	Shawn	Haqqani		
	Sonja	Hiemisch		
	Mehul	Jadhav		
	Jing	Liu		
	Mengxi	Liu		
	Xi	Mu		
	Regina	Muggenburg Esteinou		
	Karim	Nehme		
	Ngoc Minh Hoang	Nguyen		
	Ryan	O'Hearn		
	Dushyant	Pilania		
	Kishan	Rathi		
	Maria Keisia	Relucio		
	David	Rouleau		
	Sina	Safae-Rad		
	Mohamed	Sellamia		
	Haider	Shakeel		
	John	Shi		
	Leonardo	Silva		
	Sajal	Sinha		
	Andrew	Trac		
	Colin	Wallace Junior		
	Junyao	Wang		
	Yang	Xiao		
	Chen	Xu		
Master of Accounting	Marian	Basta		

June 2016 Graduating List

Natasha	Chandarana
He	Fan
Kirusa	Gugan
Xiao	Hu
Khansa	Joyia
Le	Juan
Luen	Mak
Shyla	Parmar
Jason	Powers
Ashley	Seelochan
Yifan	Shi
Thularsi	Sriranjan
Yusra	Yakoob

Master in Business Administration

Gurpreet	.	Candice	Beaith
Anahita	Abavisany	Neernay	Behera
Basil	Abdo	Michael	Beniamin
Kendra	Abel	Jason	Benson
Bryce	Adams	Alexandre	Bertrand
Isedua	Agbonkhese	Deepika	Betgeri
Kasra	Akhavan Azari	Ekta	Bhardwaj
Eghiethamhe	Akhigbe	Shreya	Bhashyakarla
Syed Rizwan	Altaf Hussain	Sikander	Bhinder
Rahul	Anand	Rafael	Bifano Beltran
Kelly	Armstrong	Vinita	Bijur
Surbhi	Arora	Amit	Bisht
Jordan	Arron	Timothy	Boushel
Ramasubramaniyan	Arumugasamy	Anna	Brighton
Saman	Ashraf Vaghefi	Braden	Bushell
Botros	Assaf	Allison	Carson
Raghvendra	Bagla	Maria Catherine	Cayaba
Vibhor	Bahl	Andrew	Ceolin
Alok	Bajpai	Sukhpreet	Chahal
Ritish	Bansal	Joyce	Chan
James	Bao	Terence	Chan
Alexander	Barclay	Geet	Chandratre
Laszlo	Barta	Amanda	Charbon
Kunal	Bathija	Rohit	Chaudhary
Ankur	Bathla	Dhananjay	Chauhan
Xiao	Chen	Michael	Herberman
Xuxin	Chen	Craig	Hill
Jeffrey	Cheng	Jeremy	Holthuysen
Key	Cheung	Tiancheng	Hu
Michael	Chun	Emily	Huesman
David	Chung	Beshoy	Ibrahim
Iosif	Ciobanu	Peter	Ihaza
Swapnil	Dadhe	Andreea	Ion

June 2016 Graduating List

Ajay	Dantuluri	Sheriar	Irani
Joshua	David	Chitra	Jadhav
Andrew	Demeter	Amrita	Jambavalikar
Ozgun	Dervisoglu	Sara	Javadi Nejad
Aninder	Dhaka	Hoon	Jeon
Sangeeta	Dhillon	Jingwen	Jiang
Paolo	Di Petta	Ankur	Johar
George	Dimitrov	Nidhi	Joshi
Dong Chul	Do	Akanksha	Juneja
Shumin	Dong	Udaybhanu	Kankanala
Zhi	Du	Sandeep	Kantamneni
Anupam	Dwijendra	Sumit	Kapila
Joe	El-Habbaki	Vaibhav	Kapoor
Jeffrey	Farbman	Hassanain	Khalfan
Catherine	Farrell	Ali	Khalili-Araghi
Danielle	Fatt	Arefin	Khan
Michael	Faustini	Ovais	Khan
Chenchen	Feng	Rahul	Kinwar
Anahid	Gelibolyan	Merat	Koohestani
Antony	Giannopoulos	Nicholas	Kral
Negar	Golchin Khiabani Azar	Michal	Krawczyk
Jose	Gomez Galindez	Ramkumar	Krishnan
Lu	Gong	Adrian	Krmec
Brittany	Goodman	Abhilash	Kulkarni
Robin	Goswami	Ayush	Kumar
Siddarth	Govindarajan	Sameer	Kumar
Ravindra	Gowda	Sanat	Kumar
Thomas	Grandin	Sonjuhi	Kumar
Junyan	Gu	Suyash	Kumar
Rahil	Gulamhusein	Corey	Laxer
Sergio	Gutierrez Luna	Christopher	Leung
Jalal	Hachmeh	David	Levi
Shauvik	Haldar	Jingxin	Li
Hailey	Halpern	Yuan	Li
Di	Han	Khaing Khaing	Lin
Sana	Hanif	Chang	Liu
Jack	Hazeen	Hoi Tak Patrick An	Lui
Fangye	He	Rajarshi	Maiti
Wilbert	Heather	Rahul	Malik
Sandipan	Mallik	Karandas	Pejathaya
Suresh	Mallya	Nicolas	Piperno
Daniel	Mandel	Santosh	Prasad
Dibyendu	Manna	Aparajit	Rajan
Jose	Marquez Mares Ramos	Abin	Raju
Michael	Martyn	Sairam	Raman
Rohan	Mascarenhas	Sarah	Ramnath
Pratap	Mathews	Niket	Ranjan
Sneha	Mathrani	Marilyn	Raphael

June 2016 Graduating List

Claton	McDonald	Ravneet	Rathore
Shantanu	Mehrotra	Adithya	Reddy
Shaylesh	Mehta	Ajit Pal Singh	Rekhi
Anush	Mendonca	Jose	Ricci
Brenda	Meng	Nicole	Robitaille
Nida	Merchant	Samvit	Roy
Karina	Meysel	Roghen	Sabapathee
Arif	Mithani	Himanshu	Sachdeva
Samir	Modh	Sara	Salamat
Adnan	Mohamedbhai	Pragnyadipta	Sarkar
Pritish	Mohan	Jean-Francois	Sauger
Tara	Murcott	Corey	Schreiber
Julien	Naggar	Ari	Sefton
Lauren	Nagler	Davaadorj	Sengee
Nidhish	Nair	Darshit	Shah
Suraj	Nair	Shikhar	Shah
Michael	Nairne	Shahir	Shaikh
Shreya	Narang	Thayaparan	Shanmugaratnam
Rabail	Nazeer	Abhishek	Sharma
Ha-Luu	Nguyen	Arjun	Sharma
Van-Anh	Nguyen	Disha	Sharma
Joseph	Nickerson	Nikhil	Sharma
Aleem	Notta	Nipun	Sharma
Sandra	Nunes	Sunny	Sharma
Tyler	O'Donnell	Hardik	Sheth
Abcar	Ohanessian	Zobair	Shibli
Isioma	Ojeh-Ojuolape	Ihor	Shkala
Olusegun	Olorunfemi	Ashwin	Shrivastava
Ugochukwu	Onwu	Yulia	Shtopel
Althea	Pais	Pratik	Sikchi
Reema	Pandey	Ajay Pal	Singh
Gopinath	Panneerselvam	Anjali	Singh
Lilliana	Paoletti	Crystal	Singh
Rohan	Pardeshi	Manjot	Singh
Devang	Patel	Sohail	Singh
Gurneet	Paul	Amit	Sinha Roy
Christopher	Pearce	Roghen	Sabapathee
Sara	Salamat	Himanshu	Sachdeva
Pragnyadipta	Sarkar	Viktor	Tsonev
Jean-Francois	Sauger	Kevin	van Warmerdam
Corey	Schreiber	Kerry	Vandenberg
Ari	Sefton	Pierina	Vargas
		Vishal	Vashista
Davaadorj	Sengee	Srinivasan	Venkatachalam
Darshit	Shah	Viktor	Verblac
Shikhar	Shah	Lincy	Verghis
Shahir	Shaikh	Chandana	Vinayachandra
Thayaparan	Shanmugaratnam	Juan	Visbal Acuña

June 2016 Graduating List

Abhishek	Sharma	Kashyap	Vora
Arjun	Sharma	Daniel	Voskas
Disha	Sharma	Gang	Wang
Nikhil	Sharma	Haitao	Wang
Nipun	Sharma	Qihua	Wang
Sunny	Sharma	Steven	Wang
Hardik	Sheth	Zongxun	Wang
Zobair	Shibli	Stuart	Ward
Ihor	Shkala	Michael	Wasyliw
Ashwin	Shrivastava	Graham	Watt
Yulia	Shtopel	Stewart	Watt
Pratik	Sikchi	Elvie	Weeguanco-Teo
Ajay Pal	Singh	David	Weiss
Anjali	Singh	Elise	Whittington
Crystal	Singh	Wing Yi	Wong
Manjot	Singh	Mei	Xing
Sohail	Singh	Ye	Yang
Amit	Sinha Roy	Anthony	Yu
Spencer	Snell	Jenny	Yu
Christiana	Soares	Choong Hee	Yun
Sumeet	Sohal	Shereen	Zahid
Daniel	Sourani	Sina	Zahirnia
Mahjuj	Sourav	Daniel	Zaldivar Fernandez
Sofia	Sourtzis	Falastin	Zeidalkilani
Shruti	Srinivasan	Haonan	Zhang
Ryan	Steeves	Li	Zhao
Jacob	Stief	Yue	Zhao
Jeanette	Stiles	Charlie	Zheng
Yousuf	Sulemanji	Dian	Zhou
Chen	Sun	Meng	Zhou
Xiao	Sun	Mengyi	Zhou
Manish	Surana		
Rohit	Terdal		
Jessica	Thwaites		
Nicholas	Tkach		
Adam	Tobin		
Charbel	Touma		

**Master of Business
Administration/Juris Doctor**

Michael	Andrisani
Alexander	Baker
Tairroyn	Childs
Ali	Daneshvar
Christian	Ferraro
Davina	Finn
Steven	Holm
Thomas	Ng
Jeffrey	Pang
Nathan	Prince

June 2016 Graduating List

Rocky	Swanson
David	Torchetti
Patricia	Wood
Jeremy	Wu
Althea	Yip

Master in Business Administration/ Master in Arts	Amanda	Ciccoritti
	Gregory	McClary
	Lindsay	Morris

Master in Business Administration/Master in Fine Arts	Karam	Al Masri
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Bachelor of Business Administration	Ibrahim	Abu Nameh	Basilio	Bagnato
	Devang	Acharya	Judi	Balasingam
	Gianfranco	Addante	Winnie	Bang
	Adeife	Adekusibe	Ivana	Banovic
	Shahab	Ahanchin	Andrea	Bartella
	Samiul	Ahmad	Luca	Bartella
	Abdulhadi	Ahmed	Alexandra	Bielecki
	Quanita	Ahmed	Muhammad	Bilal
	Zainab	Alamin	Miriam	Bishai
	Deena	Ali	Natalie	Borg
	Zariat	Ali	Jason	Bulsara
	Carl	Alvares	Alessandra	Bundang
	Awais	Amjad	Jeemin	Byun
	Shira	Ander	Amanda	Cannon
	Emily	Andrzejewska	Stephen	Cantarutti
	Atif	Anwar	Zhe	Cao
	Alireza	Araghian	John	Capo
	Carine	Araujo	Maria	Ceron
	Maha	Arshad	Bledi	Ceta
	Paul	Artuso	Michael	Chan
	Michael	Assenza	Michael	Chang
	Karim	Ataollahi-Eshqoor	Linda	Chen
	Nima	Azarkeyvan	Zi	Cheng
	Libby	Cheung	Fatema	Haque
	Angelina	Chikhalina	Amna	Hashmi
	Jenny	Chiu	Abbas	Hasnain
	Roy	Chow	Alina	Hassan
	Stephanie	Chow	Manahil	Hassan
	Jaehyuk	Chung	Mohammad	Hassan
	Winnie	Chung	Prabhjot	Heer
	Marc	Colasanti	Oneda	Hoxha
	Vanessa	D'Alimonte	David	Huang
	Huzaifa	Dasu	Kwong	Hui
	Prashant	Dawaraj	Hoi	Hung
	Sierra	De Sousa	Robert	Hunter

June 2016 Graduating List

Shane	De Souza	Ji	Hur
Jessica	Dejewski	Hannah	Ierullo
Patricia	Depante	Jennifer	Ilczynski
Natalie	D'Ercole	Nikita	Iliushkin
Amrit	Dev	Vivien	Ip
Pravetha	Dharmadurai	Jason	Ip-Chuk-San
Christos	Diakos	Fabian	Jara
Curt	Dias	Hareish	Jeyakumar
Michael	Dicesare	Jaimee	Joseph
Yash	Diwadkar	Kaunain	Karmali
Michael	Dizon	Matthew	Kelenc
Deloan	D'Sa	Prabhjot	Khalsa
Matthew	Durante	Harris	Khan
Arulmenan	Elango	Hibah	Khan
Gavin	Emmanuel	Namira	Khan
Hee Jae	Eun	Arya	Khanal
Karam	Fatouhi	Allan	Khazak
Jolene	Feenstra	Hongjo	Kim
Lindsay	Ford	Julia	Kim
Benjamin	Futoriasky	Janoshan	Kiritharakuhan
Jessica	Gahtan	Eddie	Ko
Salvatore	Galifi	Vineet	Kochar
Anjana	Gananathan	Michelle	Kogan
Meir	Gasner	Atul	Krishan
Cara	Gefrerer	Poojitha	Kumar
Akiva	Glaserberg	Palaash	Kuniyal
Amanda	Goncalves	Alyshah	Ladha
Malan	Goonewardena	Sheung	Lai
Nikita	Govorkov	Japjot	Lail
Joseph	Grossi	Cheryl	Lam
Yoni	Grunbaum	Phuong	Lam
Thesha	Gugan	Winnie	Lao
Feng	Guo	Clarence	Lau
Hania	Hannan	Bojana	Lazic
Muhammad	Haq	Nguyen Hoang My	Le
Alexander	Lee	Matthew	Perruzza
Da	Lee	Nadia	Piccoli
Samuel	Lee	Karyn	Pinto
Seung	Lee	Michal	Platek
Rebecca	Lei	Mihai	Podariu
Aleksa	Lekovic	Jason	Pon
Asya	Levin	Somanshu	Prasad
Ye	Li	Rui	Qiang
Chu	Liang	Jari	Qudrat
John	Liu	Mir	Rahman
Marco	Lucas	Merlin	Rahmilov
Jayvir	Maan	Nitsan	Raiter
Desiree	Mac	Johnathann	Rajanayagam

June 2016 Graduating List

Shaheera	Malik	Ronel	Rajchel
Saverio	Mallia	Naimul	Ratul
Vanessa	Mammone	Tharsan	Raveenthiran
Erica	Man	Peter	Rea
Abdullah	Manzoor	Michael	Rodrigues
Amna	Manzoor	Karina	Roopnarine
Mariel	Martinez	Artur	Rusiyan
Zbigniew	Materla	Abbas	Rustom
Monica	Mazzucato	Shriyah	Sadana
Suvansh	Mehta	Dilpreet	Saini
Mervyn	Mendonca	Gurtek	Saini
Dihan	Mia	Harindee	Samarasinghe
Alice	Mihailescu	Kirandeep	Sandhu
Alessia	Monastero	Taylor	Sanguins
Martina	Montero	Piravin	Santhakumar
Serxhio	Mucka	Richie	Saroya
Avneet	Multani	Kousik	Satish
Muneeba	Munir	Zara	Satti
Leena	Muzaffar	Rohan	Sawkar
Sakaana	Nadeswaran	Natalie	Scarcello
Khadija	Naeem	Alexander	Schiabel
Vinashan	Nallarathnam	Ryan	Schned
Isidora	Nedeljkovic	Vaishnavy	Senthilnathan
Praveen	Nithiyananthan	Chang	Seo
Jessica	Oliveira	Samuel	Sgambelluri
Brandon	Ong	Ishani	Shah
Neha	Pal	Christine	Shahverdian
Charlotte	Pang	Shakeel	Shaikh
Afzal	Panju	Abid	Sharifi
Saba	Parven	Aishwarya	Sharma
Ayesha	Patel	Akarshan	Sharma
Snehal	Patel	Anika	Sharma
Natalie	Pecile	Rohan	Sharma
Andrea	Pereira	Samiyah	Shibly
Davina	Shivratan	Harveer	Sohi
Taranjot	Sidana	Jimmy	Song
Stefano	Signorile	Mahesh	Sooklall
Ajaypal	Singh	Vibhu	Sridhar
Kishore	Sivanesarajah	Su	Suhe
Fatima	Sunderji	Cindy	Xu
Talha	Tanveer	Stacie	Young
Laxsana	Thayanithi	Kenny	Yu
Paul	Tomesc	Qianying	Yu
Anastasia	Tomorskaya	Vanessa	Yung
Thanh	Tong	Filippo	Zambito
Luca	Tonin	Stivi	Zengo
Veronika	Toryanick	Ethan	Zhao
Daniel	Toste	Run	Zhu

June 2016 Graduating List

Raymond	Truong	Shuojia	Zhu
William	Tsiolis	Zhengran	Zhu
Vikram	Vaidya	Maheen	Zia
Benjamin	Van Zuylen	Talha	Zubair
Lara	Vekiloglu		
Suveathan	Velauther		
Thadshajini	Veniyagamoorthy		
Eda	Voykhanskaya		
John	Wang		
Sardar	Wasif		
Xuewen	Wenfu		
Jimmy	Wong		
Ricky	Wu		

International Bachelor of Business Administration

Sadia	Alam	Clarissa	Chan
Madelyn	Au	Vinay	Changlani
Youmna	Bader	Ye Chan	Choi
Caitlyn	Bertone	Ji-Soo	Chun
Tejal	Bhatt	Daniella	Dinh
Milana	Emmanuel	Vrushti	Shah
Antoni	Fedor	Xu Han	Shang
Veresia	Frany	Ewelina	Siemaszko
Yuan	Hu	Joseph	Simile
Yoojin	Jung	Aaron	Teelucksingh
Da	Kim	Giang	Tran
Min	Kim	Matthew	Umbrio
Mishaela	Kostesky-Simpson	Susana	Veliz
Ma	Labayan	Qiu	Wang
Soo	Lee	Mae	Wen
Brian	Li	Kathryn	Willet
Jiawen	Liu	Chuyin	Yang
Xinchang	Liu	Ting Wei	Yang
Steven	Mak	Jia	Yue
Alan	Mendoza	Nazia	Zaman
Anmol	Mirpuri	Pei	Zhang
Jan	Natividad	Tian	Zhang
Melisa	Okanovic	Qiu	Zhu
Jocelyn	Quevedo Martinez		
Tasnin	Reza		
Akosua	Sefa-Anumwah		
Sahana	Sellathurai		

Graduate Diploma in Business & the Enviroment

Sonja	Hlemisch
-------	----------

Graduate Diploma in Health Industry Management

Christiana	Soares
------------	--------

June 2016 Graduating List

Graduate Diploma in Nonprofit Management and Leadership	Lindsay	Morris
Graduate Diploma in Real Estate and Infrastructure	Kelly Abcar Anthony	Armstrong Ohanessian Yu
Certificate in Managing Int'l Trade and Investment (CMITI)	Madelyn Tejal Vinay Yeachan Milana Malan Mays Jennifer Mikaela Simpson Carmen Jiawn Felix Mervyn Alan Jan Vrushti Ewelina Joseph Luca Matthew Nazia	Au Bhatt Changlani Choi Emmanuel Goonewardena Hasan Ilczynski Labayan Lee Liu Ma Mendonca Mendoza Natividad Shah Siemaszko Simile Tonin Umbrio Zaman



Schulich
School of Business
York University

Memorandum

To: Schulich Faculty Council
CC:
From: Markus Biehl, AD Academic
Date: May 1, 2016
Subject: **Report on Academic Honesty and Grade Appeals**

OFFICE OF THE DEAN

Associate Dean
Academic

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3

T 416 736 5097
F 416 736 5762

ada@schulich.yorku.ca
ada.schulich.yorku.ca

The Associate Dean Academic performs certain academic functions that are not captured in the reporting structures for Faculty Council’s committees. The two most important functions include those of the Faculty’s prosecutor on Academic Honesty cases and the Faculty’s (Grade) Appeals Officer.

Academic Honesty

Data on the latter is reported through the Student Affairs Committee report. To clarify, as ADA, I investigate and settle most AH cases at the exploratory level, in collaboration with the Petitions and Appeals Officer. I also serve as the Faculty representative (prosecutor) at SAC hearings and, on occasion, make written or verbal submissions mostly on debarment cases to the Senate Student Affairs Committee (a task shared with the chair of Schulich’s Appeals Committee).

Last year I called for instructors to engage in preventive measures, given that a large portion of AH cases emanated from either the repeated use of materials or the use of textbook materials. Clearly, solutions to both are easily available to students. This year saw no change in this pattern. As a result, the ADA, along with the relevant stakeholders, is developing a set of guidelines that will hopefully come to Faculty Council in 2016/17 for approval. This will hopefully increase awareness of the problems associated with such approaches.

Another development with regards to AH is that students have thus far not been able to effectively deal with plagiarized materials that were submitted to group members for the use in assignments. The current AH policy allows the investigation of such cases and a clarification to that effect has been developed and submitted to FC for approval.

Grade Appeals

The number of grade appeals processed in the calendar year 2015 is shown below. The “settled” category indicates that an outcome has been achieved whereby the ADA mediated an agreement between the instructor and the student. The “other” category includes files that were inadmissible for a grade appeal, redirected to the appropriate person or unit to handle the case, or are still pending.

Term of Course	Received	Granted	Partially Granted	Denied	Settled	Other
Winter 2015/16	22	7		13	1	1
Summer 2015	0					
Fall 2015/16	13	2		9	1	1





Schulich
School of Business
York University

The numbers from the previous calendar year (2014) are included below for comparison:

Term of Course	Received	Granted	Partially Granted	Denied	Settled	Other
Winter 2014/15	9		3	5		1
Summer 2014	1			1		
Fall 2014/15	17	5		8	3	1

OFFICE OF THE DEAN

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Academic**

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TORONTO ON
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The ADA will contemplate handing out frequent flyer cards to a small number of faculty members who have high numbers of complaints with regards to grading. While a high number of appeals does not imply that such faculty members are less fair to their students, the root cause appears to be the way in which these colleagues communicate with their students.

Four recurring issues served as the basis of almost all appeals in 2015: a lack of transparency in the allocation of participation marks, the perception of unfair grading practices for assessments, deviations or omissions from the course outline, and the inconsistent rounding of grades. Below are several recommendations for instructors designed to address these issues and reduce the number of both submitted and successful appeals:

- If you allocate marks for participation in your course, be transparent about how these marks will be determined. Students often state that they feel their participation marks are not a fair reflection of their efforts in a course. State clearly which components (attendance, quality and quantity of contributions, etc.) will make up the mark and how they will be weighted. The inclusion of mark descriptors in your course outline (that indicate what students need to do to earn a particular participation mark) will clearly convey your expectations to students right from the start of the course.
- Remember that you are required to keep class-by-class records of student contributions. All course-related records must be kept for one year after the conclusion of the course and must be auditable by the appeals officer. If an instructor cannot provide participation records during an investigation, the appeals officer often has little choice but to grant the appeal.
- Provide students with ongoing feedback regarding their participation marks to ensure they have the opportunity to address gaps between your expectations and their performance earlier on in the course. Mid-term check-ins will ensure students are not surprised by their result at the end of the course.
- When presenting an assignment and returning marked work, provide students with a copy of the grading standards or marking rubric to avoid the perception of unfair grading practices and ensure transparency with regards to how marks are assigned.
- Stick to the policies you communicate in your course outline or at the start of the course, particularly with regards to the grade conversion scale you will use and how you will address class absences. Be clear if you deduct points for absences regardless of the reason (e.g., job interviews) or prior notification given.
- Apply a consistent rounding policy to all students' marks in a course. While the option to round grades is at the discretion of the instructor, the policy should be applied fairly to all students.

Senate is in the process of revising the University's rather unusual grading scheme from a 9-point scale to the more usual 4-point scale. The implementation of the new system will provide us with the opportunity to rethink how grading works at Schulich.



SCHULICH SCHOOL OF BUSINESS EXECUTIVE COMMITTEE

The following meeting dates are proposed for Executive Committee and Faculty Council in the 2016-2017 year. All meetings will begin at 11:30am, with the exception of Faculty Council on December 9th which will begin at 10:30am.

Executive Committee	Faculty Council
Friday, September 30, 2016	Friday, October 14, 2016
Friday, October 28, 2016	Friday, November 11, 2016
Friday, November 25, 2016	Friday, December 9, 2016 (10:30am start)
Friday, January 27, 2017	Friday, February 10, 2017
Friday, March 3, 2017	Friday, March 17, 2017
Friday, April 7, 2017	Friday, April 21, 2017
Friday, May 12, 2017	Friday, May 26, 2017



Schulich
School of Business
York University

Memorandum

To: Faculty Council
CC:
From: Markus Biehl, AD Academic
Date: May 6, 2016
Subject: Final Version of Master of Management (MMGT) Program Proposal

A handwritten signature in black ink, appearing to read "Markus Biehl".

OFFICE OF THE DEAN

Associate Dean Academic

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3

T 416 736 5097
F 416 736 5762

ada@schulich.yorku.ca
ada.schulich.yorku.ca

For the record, enclosed is the final version of the Master of Management program proposal, as approved by the Quality Council. As usual, details were changed here and there. No substantive changes were made, however, to this proposal after its approval by the Schulich Faculty Council.

YORK UNIVERSITY
Schulich School of Business

Proposal for a Master of Management Degree

September 2015
Rev. December 15, 2015

Task Force Members:

Professors Tom Beechy (Chair), Ashwin Joshi, Kiridaran Kanagaretnam and Kevin Tasa
The TF thanks the many members of the Schulich community who have collaborated on and supported the development of this proposal. Thanks also to the members of the YorkU community who have provided invaluable input into an earlier version of the proposal.

1. Introduction

1.1 Brief Statement of the Program

The proposed Master of Management (MSTM) program is designed to address an unfilled need in post-graduate management education. This need is to prepare graduates from non-business academic fields to seek and obtain meaningful management employment.

Over recent years, several leading schools of business in Europe, Canada, and the United States have introduced one-year management programs that are designed to prepare graduates of undergraduate honours degrees with the preparation that they need to obtain entry-level management positions in business, government, or non-profit organizations. This new type of degree is normally designated as Master of Management (MSTM) or a variation thereof. This designation is used to avoid confusion with Master of Business Administration (MBA) programs that are offered by hundreds of universities around the world.

The general purpose of a Master of Management program is to provide a widely-based management education, rather than allow students to specialize through a selection of fields. Thus, this proposal contains no request to establish any fields of study.

1.2 Field of Study

This is a professional degree program. There is no field of study other than General Management. No in-depth studies in specific disciplines are offered.

1.3 Method Used to Develop the Program

The program has been designed by a task force established by the Dean of the Schulich School of Business. The task force obtained input from all relevant subject matter disciplines within Schulich, as well as from prospective students and from potential employers via the Schulich Career Development Centre.

The MSTM will be governed by a Program Committee, which will be a standing committee of the Schulich Faculty Council. The task of the Program Committee is to monitor the program and to recommend changes in the future as the program is running if and when such changes would enhance the program, in keeping with Schulich's policy of continuous improvement.

1.4 Faculty in which the Program is Housed

The program will be housed in the Schulich School of Business, along with and parallel to the six other Schulich masters programs.

2. General Objectives of the Program

2.1 Brief overview

The Schulich School of Business proposes to establish a Master of Management (MSTM)

program to prepare students with the necessary skills and knowledge to obtain entry-level management positions in a business or other types of organizations (e.g., nonprofit organizations, governmental bodies, or entrepreneurial start-ups) upon graduation. The overall objective of the program is as follows:

The Master of Management program provides general management education with a special focus on developing problem solving, team work and communication skills, and with close attention to interpersonal skills without sacrificing core knowledge in the major functional areas of management.

The program is designed for students who have recently graduated from an honours non-business program such as science, engineering, liberal arts and applied arts. We define the aspired-to profile of this program's graduate as follows:

The graduate from the Master of Management program is:

- Bright and curious,
- Exhibits leadership and/or entrepreneurial qualities,
- Is a good communicator, and
- Is well versed in the broad field of management, complementing the graduate's skills and capabilities acquired in his/her prior (undergraduate) field of study.

Those holding a degree in business or management will not be eligible to enter the Master of Management program.

2.2 Alignment with University and Faculty missions

This proposed Schulich Master of Management program is specifically designed to provide pre-professional managerial preparation to honours undergraduate students, thereby enabling them to move into employment with increased prospects of advancement. The program will be available to graduates of all recognized universities worldwide, thereby enhancing achievement of York University's internationalization objective. This program will also provide a net addition to the University's Masters complement, thus helping the university address its goal of enhanced graduate studies. The program's design is based on expected learning outcomes and in-class as well as community-involved experiential education; as such, the University's goals of pedagogical innovation and a high quality student experience are being addressed. Finally, the University's Strategic Mandate Agreement identifies business as an area of both strength and growth. This new program aims to contribute to the achievement of this growth at the graduate level.

The Schulich School of Business is recognized world-wide as a leader in management education. The proposed Master of Management program not only draws from existing expertise in preparing students for management positions, but also builds upon that educational and professional expertise by providing an avenue for candidates who are inexperienced in management to acquire and hone essential skills for managing any type of enterprise, be it

private, public, or non-profit.

Similarly, the Schulich School's academic plan calls for the School to be global, innovative, and diverse. The Master of Management program exhibits all of these attributes. The program introduces graduate level management education for individuals who are academically highly qualified but lack organizational knowledge and experience, and offers this preparation to a diverse group of students of widely varying backgrounds and nationalities.

3. Need and Demand

3.1 Similar Programs Offered Elsewhere

We have identified ten programs in North America that are similar to the proposed Schulich MSTM program—six in Canada and four in the USA, as shown in **Appendix A**. Appendix A also includes a second group of three Canadian programs (shaded rows) that have similar names but are research-oriented rather than management-oriented. We have included these three programs in Appendix A in order to demonstrate the distinction.

The Canadian programs vary in length from 4 months to 16 months. The six Canadian programs have objectives that are similar to the proposed Schulich MSTM program, although the degree names vary somewhat. The shortest program, at Queen's University, is a one-term Graduate Diploma rather than a masters degree. The longest program is 16 months, while the other three are within the 3-term framework as is being proposed for the Schulich program.

Three major U.S. universities (U. Michigan, Northwestern, and Duke) all have programs that are very similar to each other: (1) a length of ten months over three terms (quarter system); (2) almost entirely based on required coursework; and (3) very few if any electives. For example, Northwestern's Kellogg program provides for three electives to be chosen from a list of only four.

In Ontario, three universities (Wilfrid Laurier University, Western University and the University of Windsor) offer Master of (Science in) Management programs that contain a general management core, but then require students to specialize, which the Schulich MSTM program does not. WLU's MSC program is 12 months in duration while the programs at WU and UW are more akin to MBA programs requiring four terms of required studies.

The program has been designed from the ground up, based on the program's expected learning outcomes. Unlike many apparently-similar programs, we have designed approaches that exclude technical material that is appropriate only for those who already have substantial experience or training in management issues and instead focus on the skills students will need upon entering the workforce in any type of organization, or as entrepreneurs.¹

However, other qualitative and quantitative courses must be designed with cognizance of ways in which MSTM students' backgrounds will differ from MBAs' and thereby based on realistic

learning outcomes for this student group. As the following section demonstrates, there has been a rising number of calls for entry-level management recruits who have strong communication and teamwork skills while also possessing an understanding of how enterprises and other organizations actually function.

3.2 Need and Demand

“At a meeting organized by the Conference Board of Canada, academic leaders listened to what people who hire university graduates often find missing in the candidates they interview. From IBM to city managers, and from pipeline companies to NGOs, the refrain was the same: They wanted (and were not finding) people who can communicate effectively and persuasively, people who can collaborate across departments to solve problems, people with emotional intelligence who can transcend age and cultural differences and who possess the resilience to embrace failure as a learning experience.”

[*The Globe and Mail*, 12 May 2014]

The Schulich Master of Management program is designed to address “the problems young adults are having in finding career-building jobs” [Rob Carrick, *The Globe and Mail*, 24 August 2015]. Modern management is complex. Entry into any management position requires the applicant to understand how organizations function in both quantitative and qualitative dimensions, as well as understand the importance of teamwork and group dynamics. Entry positions into management require the applicant to understand the multiple dimensions of management, whether in a multi-national business enterprise, a small start-up, a non-profit organization, or a governmental unit. Furthermore, such an individual must understand her or his responsibilities to the wider public, including ethical considerations and factors affecting social, environmental and economic sustainability. Such understanding is also essential for effective entrepreneurship.

For most of the history of management/business schools, masters-level graduate education has focused almost exclusively on the Master of Business Administration (MBA). Originally, the MBA provided management education for students entering directly after completing their undergraduate studies. As MBA programs evolved and enrolment grew, high-quality programs began to change their admission criteria to require work experience, usually requiring a minimum of two or three years. As a result, all high-quality management schools now require extensive and significant work experience. For example, the average years of work experience of Schulich MBA entrants has risen from almost zero to more than six years over recent decades. As a result, honours BA and BSc graduates who have little or no work experience now have very limited opportunities to acquire an understanding of the complexities of modern management at the very time that all types of organizations are increasingly expecting new entrants to understand how organizations function.

MBA programs have become inaccessible for those without substantial experience in the workplace, and thus the need for entry-level preparation has become acute. Without having some prior academic preparation in management, new job entrants are likely to end up in positions of narrow scope with limited opportunities for advancement or personal growth. The

proposed Schulich Master of Management program will give graduates a clear advantage when seeking employment, regardless of the type of organization they wish to enter.

Schulich is a well-developed broad-based school of management and has the academic breadth to offer preparation in all areas of management, including business-government relations. This program will have the supplemental advantage of enabling graduates, after a few years' full time employment, to gain additional skills in one or two functional areas by enrolling in an 'accelerated' MBA, such as Schulich's 8-month program wherein students with prior education in business can enter the MBA at the beginning of Year 2.

4. Program Content and Curriculum

4.1 Program Requirements

The program will be three terms in length, beginning in the Fall Term. The program will be full-time only, as this is a professional program, not a research-based program. It is designed to enable students to obtain meaningful employment that can lead to future careers in management of any type of organization or enterprise – private, public or non-profit.

The selection of courses for the program is similar to that in most general management degrees: (1) courses that develop the students' qualitative and quantitative skills, and (2) courses that lay the foundation of management studies.

Some topics are common to all management programs, particularly the foundation of management courses. Indeed, three such courses from the MBA program are included in the Master of Management (but in class separate sections) due to their appropriateness to both MBA and MSTM programs.

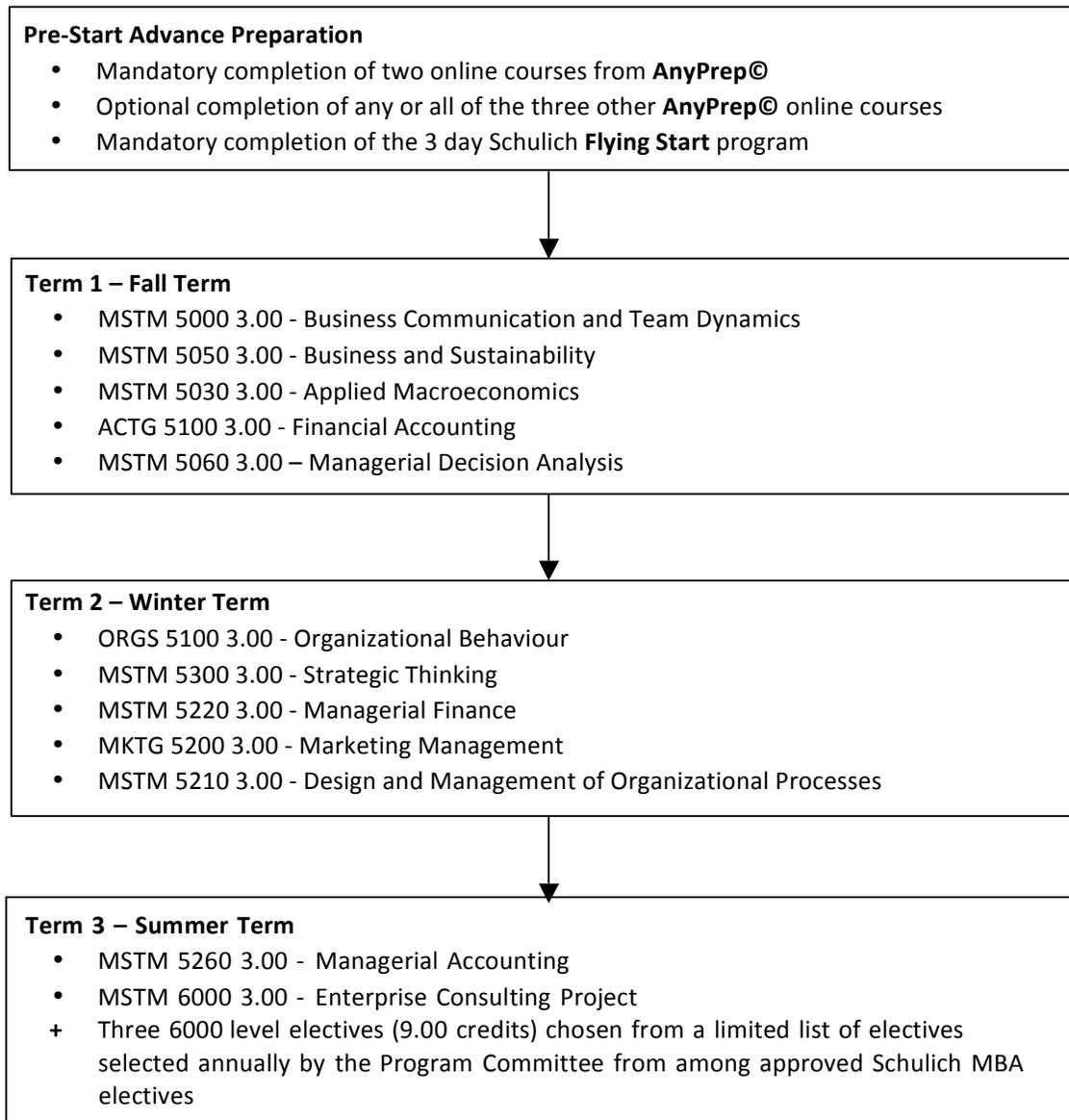
However, the substantial majority of the courses in this proposed program have been designed specifically and exclusively for this new program, are unique to the MSTM program, and have been derived directly from the program's expected learning outcomes and their emphasis on developing strong communication and teamwork skills.

The individual courses have been sequenced with two primary criteria in mind: (1) the progressive development of students' critical thinking and communication skills, and (2) a balancing of quantitative and qualitative courses in each term.

4.2 Courses

The program consists of twelve required courses and three electives. Each course will be three credits, for a program total of 45 credits. **Figure 1** presents an overview of the program structure. Course descriptions are provided in **Appendix B**. Of the twelve required courses, only three are existing masters-level courses—the other nine are unique to the Master of Management.

Figure 1 Master of Management Program Structure



The program has been designed from the ground up, based on the program’s expected learning outcomes. Unlike many apparently-similar programs, we have designed approaches that exclude technical material that is appropriate only for those who already have substantial experience or training in management issues and instead focus on the skills students will need upon entering the workforce in any type of organization, or as entrepreneurs.¹ Although some topics are common to all management programs, the way in which those topics are experienced by the students must depend on both the student’s backgrounds and on achievable learning

outcomes.

All Masters of Management courses will be taught in separate MSTM sections, including those courses that, on the surface, may appear to be similar to MBA courses. MSTM students will not be mixed with students in other Schulich degree programs, either graduate (e.g., MBA) or undergraduate honours (BBA or iBBA). This will avoid conflict in learning objectives between differing programs and permit course directors to tailor course content to suit the needs of pre-professional students.

As indicated in **Figure 1**, the Master of Management will require three terms of full-time attendance, preceded by a mandatory pre-start program. The pre-start program will give the entering students some common ground for moving forward together, since they will be entering the program from widely varying disciplines and with varying competencies. The pre-start program has two components:

1. Satisfactory completion of online course modules in *Accounting* and in *Mathematics*. These courses are prepared by **AnyPrep.com**® and contain quizzes at the end of each course module that are graded (by the supplier) to test the student's understanding of the course content. **AnyPrep.com**® also offers courses in Finance, Economics, and Statistics, but these are optional rather than compulsory for students starting the Master of Management coursework.
2. Completion of Schulich's **Flying Start** program, a 4-day on-campus module originally developed for and by the Schulich MBA program. Half of this program is on the use of Excel and half deals with approaches to case analysis. It is expected that very few entering students will have had any experience with analyzing situations in a team case setting, which is an essential skill for all Schulich programs as well as for success in management.

The program will begin in September of each year, in accordance with York University's normal class schedule. We do not foresee admissions at other points. The program will be full-time only. The expected maximum enrolment for the first offering is 55 students; the program would not be run for fewer than 20 students.

This enrolment target is reasonable and achievable, as evidenced by the success of Schulich's Master of Accounting, Master of Finance, and Master of Business Analytics, all of which achieved their enrolment targets in Year 1. All three of these programs are three terms in length and, like the proposed MSTM, are directed at recently graduated honours BA/BSc students. Schulich has been able to meet its originally anticipated enrolment targets for these programs.

The expected future enrolment target is for three sections of about 50 students per section—a total enrolment of 150 per year at steady state. We expect the increase in MSTM enrolment to be largely offset by a decrease in MBA enrolment as the MBA moves to fewer sections with more highly experienced students. Currently, the MBA alone offers more than 300 sections of 3.00 credit courses per year. The 15 courses offered by the MSTM constitute a mere 5% of this

number.

As with Schulich's other one-year Masters degree programs, students will not normally be permitted to reduce their course load in any one term. If a student in good standing is unable to complete a term due to health or other reasons, that student may apply for leave of absence and delay completion of the program until the following year's offering.

The program is not open to students who already hold a degree in business or management, and therefore the coursework will not cover topics or issues that the students have already studied. Nevertheless, there may be a few students who already have studied a particular topic (e.g., marketing or finance) at an appropriate level during her or his undergraduate studies. Such a student may apply for advanced standing in that course, thereby reducing the course load to four courses for that one term.

Management studies require interpersonal and analytic skills that may differ significantly from a student's previous academic experiences. These differences will occasionally give rise to the need to provide individual guidance to students on their journey through the program. Schulich's Division of Student Services is well equipped to provide guidance and supplemental assistance for students in all Schulich programs if and when needed. Schulich maintains a supportive environment to assist students who are experiencing difficulties. As well, York University maintains significant central resources to assist and support students who are experiencing academic or personal problems that are adversely affecting their academic performance.

4.3 Course Level

All courses are graduate-level courses, including electives.

4.4 Calendar copy

The calendar copy is provided in **Appendix C**.

5. Program Learning Outcomes and Assessment

5.1 Learning Outcomes

The program's expected learning outcomes are detailed in **Appendix D**. The primary program objectives are to provide students with:

- Knowledge of the major disciplines of management and how these various disciplines intersect.
- An ability to work effectively in groups and teams, and to effectively communicate analyses, outcomes and conclusions to a range of audiences.
- An understanding of the obligation to act in a socially and ethically responsible manner at all times.
- An understanding of how to manage organizational resources effectively and efficiently.

- An appreciation of the relationship between an organization and its social and natural environment.
- An ability to select the appropriate methods of analysis for evaluating management issues and problems.
- An ability to apply quantitative and qualitative methods to solve management problems.
- An appreciation of risk, uncertainty and ambiguity and how these might influence analyses, conclusions, recommendations and interpretations.

5.2 Achieving the Program Learning Objectives

When consulting with business organizations and with career placement consultants, we received the clear message that a primary key to management effectiveness is the ability to communicate clearly and effectively and to work well with other people in teams. Schulich has always emphasized teamwork in its courses, both graduate and undergraduate. The Master of Management program is designed to place an emphasis on teamwork and communication skills from the beginning of the program (e.g., “Business Communication and Team Dynamics” in the first term) through to the final experiential course, the “Enterprise Consulting Project”. Most other courses also will contain substantial experiential learning, as effective management is, by definition, a team function. The final term of the program includes a strongly experiential component (the Enterprise Consulting Project) wherein students in small groups will work directly with an organization to help them solve an operational or management function within the organization.

As the coursework will require a significant amount of teamwork, an important operational aspect will be Schulich’s management of potential problems arising from the team process. Schulich has five decades of experience with dealing with difficulties experienced by student teams (in both graduate and undergraduate programs) and is well equipped to manage and solve such issues as they arise.

5.3 Assessing Student Achievement

The expected learning outcomes (**Appendix C**) are supported via a structure that develops students’ skills in each of the broad areas of management such as finance, marketing, data analysis, operations management, etc. within the broader institutional and environmental context of the organization, whether the organization is a business, a non-profit organization, or a governmental unit. While learning to apply these skills, students also learn to be open-minded and yet critical, and to diagnose, analyze and exercise judgment relating to a management-related issue.

While courses in specific disciplines will develop students’ analytic and judgment abilities in each discipline, other more broadly-based courses will enable the student to apply those abilities within the broader context of management and the organization’s needs.

Abstract knowledge is not the goal. The goal of the program is to enable students to apply newly-acquired knowledge and skills in real-world contexts. Experiential learning is built into the

program via group-based case studies and analyses, culminating in Term 3 with the Enterprise Consulting Project wherein the students form into teams of four to six and each team works in cooperation with an organization in the Toronto area on a practical application to solve a multi-dimensional problem being faced by the group's organization. The organization can be an on-going business, a nonprofit organization, or an entrepreneurial start-up.

The grading and assessment process will be the same as that used in other Schulich masters programs. In each course, a student's final assessment will be a grade on a nine-point scale (A+ to F); the overall course grade is based on the student's performance on the various elements of the course, including written assignments, case analyses, team work, presentations, examinations (mid-term tests and final examinations) and her or his contribution to class participation and learning.

Similarly, the assessment of each student's eligibility to remain in the program, as well as to graduate, will be the same as for other Schulich masters programs. In particular, the following promotion standards apply:

1. Master of Management students will be reviewed upon completion of each term.
2. To maintain their standing in the program, all students must maintain a GPA of at least 4.20.
3. Students who receive a grade of F in more than 3.00 credit- hours of coursework will be withdrawn.
4. Students who fail a required course must retake it. Students who fail an elective course may retake it, or may elect to take another course. Students who re-take a failed course and receive a second failing grade will be debarred.
5. Students may take more than the minimum number of electives.
6. Grades for all courses taken will remain on the official York University transcript
7. The Senate policy on repeating courses applies to this program.

Graduation Requirements:

1. Successful completion of all courses, including 36 credits of core courses and 9 credits of elective courses
2. A grade point average of at least 4.40 (B-)
3. Students with a GPA of 6.95 (A-) or above will be placed on the Dean's Honour List upon graduation.

5.4 Normal Program Length

The normal program length is three terms of full time study, as indicated in **Figure 1**. A course load of five courses per term is normal for all full-time students in Schulich masters programs and is readily achievable for the vast majority of students. The course load is the same as exists in all the similar professional master of management non-research programs in other Canadian and USA universities, as shown in **Appendix A**.

5.5 Delivery Modes

The program is course-based, not research-based. Therefore the delivery modes are via

structured course work. However, the nature of the coursework varies, depending on the expected learning outcomes for each course. Students will engage in various types of experiential learning throughout the program, including case analysis and discussion, team work, as well as outreach and assistance to external organizations as part of their final term studies.

6. Admission Requirements

6.1 Program Admission Requirements

The minimum admission requirements are as follows:

- An undergraduate degree from a recognized university in a non-business field of study (e.g., humanities; science; social science; engineering; fine arts; mathematics).
- A cumulative grade average of B+ or higher over the final two years of full-time study or the equivalent thereof.
- High competency in oral and written English. Applicants whose native language is not English or who have not studied for at least two years in an English-language university must obtain satisfactory scores on an acceptable English language test such as IELTS or TOEFL. In special circumstances, admission to Schulich may be conditional upon taking an intensive English language course.
- A supplementary application form that shows strong evidence of leadership and/or entrepreneurial ability.
- Two letters of recommendation, at least one of which must be from a professor.
- Work experience is neither required nor expected. Admission is restricted to applicants who have two years or less of work experience. Those with two or more years of full-time work experience are encouraged to apply for admission to the Schulich MBA rather than the Master of Management.

Applicants holding an undergraduate degree in business are not eligible for the Master of Management program but may apply for the Schulich accelerated MBA once they have acquired the work experience that is necessary for MBA admission.

The admission requirements are similar to those for Schulich's other one-year masters programs (i.e., the MFIN, MACC, MBAN and MREI) except that there is no requirement for GMAT or GRE scores. As this program is intended for high-achieving graduates in non-business programs, their strong academic performance will attest to their capabilities.

The admission requirements also differ from the MBA in that no work experience is required. Indeed, potential applicants who have two or more years of work experience will be encouraged to apply for the MBA instead.

Applicants who have completed a minor or certificate worth at least 24 credits in a particular business area may be considered for advanced standing, with the following provisions:

- A petition for Advanced Standing must be made before commencement of the program. A congruence of at least 80% of the core course's learning outcomes must exist.
- Advanced Standing can be granted only for core courses.
- The applicant must have been awarded a grade of at least B on the course(s) for which Advanced Standing is requested.
- As this program is cohort-based and highly experiential, a maximum of 3.00 credits of Advanced Standing may be granted to any one applicant for a core course.
- Advanced Standing reduces the student's course load in the semester during which the relevant core course is taught in the MSTM program.

6.2 Alternative Requirements

The program has no alternative admission requirements.

7. Resources

7.1 Areas of Faculty Strength and Expertise

One of Schulich's greatest strengths is the wide breadth of knowledge and experience of its faculty, which includes specialists in all areas of management in every type of organization as well as those who are experienced with the broader strategic overview that is necessary for successful management in both public and private realms. As well, Schulich is one of the very few business schools that has experts in areas such as sustainability, ethics, government, health care, voluntary organizations, and business and the environment, to cite a few.

The resources for this program will be drawn from the general resource base of the Schulich School. Although fifteen three-credit courses will be required for each entering cohort of 50 students, it is expected that financing for these courses will be derived largely from the additional revenue thereby generated. Beyond course teaching, additional resources necessary to support the program will include the relatively small cost of providing the pre-start online courses and the *Flying Start* program for this group. This pre-semester program and the two AnyPrep courses will be provided to students at no additional cost.

An additional resource may be necessary in the Career Development Centre to assist MSTM students in finding entry-level management positions, and one in Student Services and International Relations to complement capacities in terms of admissions and advising.

No additional library resources will be needed, as the resources currently available to support Schulich's existing programs (apart from classroom space) will also be more than adequate to support the Master of Management program.

Like Schulich's Strategy Field Study, the Enterprise Consulting Project will be supported by a faculty member responsible for approving projects proposed by the student groups, and for guiding them through the projects. Secretarial support may be provided by the '601 office'. The teaching resources for the Enterprise Consulting Project have been reflected in the budget

model for the program.

The teaching staff will be drawn from the regular Schulich teaching staff, both tenure-stream and sessional. A list of faculty members is contained in **Appendix E**. In the short-term and assuming a single cohort in the first year of operations, the Faculty will be able to accommodate the extra 15 courses by offering fewer sections of MBA electives, as well as a combination of overload and additional contract teaching. On this basis, the program will break even with a class of at least 18 students. In the long term, at a program size of three cohorts, the Faculty may need to hire two or three additional tenure stream faculty members, assuming the current ratio of tenure stream to non-tenure stream faculty and a continuation of current trends in other programs. Solely the expected tuition revenues will be able to more than offset the additional cost of academic staffing and any other direct costs. The revenues will also be able to easily accommodate Faculty-level and University-level overhead costs.

7.2 Role of Retired and Contract Instructors

Contract instructors play an essential role in the Schulich School of Business. All of our contract instructors are well-experienced in their respective fields and in confronting the day-to-day realities of managing within organizations. They bring their real-world experience into the classroom and apply them to course instruction, case analyses, assignments, projects, presentations, and students' experiential learning in the 'real world' of management.

Similarly, retired professors also are valuable teaching resources due to their long experience and insight but are not expected to play a major teaching role.

7.3 Laboratory Facilities/Equipment

No research equipment or facilities will be required to support this program. As well, no research support is necessary as the MSTM is not a research-based program.

7.4 Space

Laboratory space is not needed for this program. MSTM students will share the classrooms, library, common areas, and food services that are enjoyed by all Schulich students. Classroom space is at a premium in the Faculty. The University is in the process of planning and building a new addition to the Schulich building, which will provide additional classroom space hopefully starting in Fall 2017. In the meantime, the Office of the Associate Dean Academic will work with the Registrar's Office to find teaching space outside the Schulich building. The Associate Dean intends to have first-year undergraduate students take some of their courses in classrooms not housed in the Schulich building.

7.5 Support Services

The primary support services will be the library, information technology, career services and student services. The latter three are already directly provided by the Faculty to the students in Schulich's nine existing degree programs. We anticipate hiring one additional career advisor and one additional student services advisor to accommodate the additional load generated once this program expands. This personnel has been reflected in the budget referred to above.

7.6 Financial Support and Supervisory Capacity

As this is not a research-based program, no special financial support will be provided other than the financial aid and scholarships that are generally available to Schulich masters-level students. Similarly, there is no need for research supervisors.

8. Support Statements and Consultations

Please see the Dean's resource statement (**Appendix F**) and the librarian's statement (**Appendix G**). Further support statements, including the provost's initial support letter, are contained in **Appendix H**.

Even though this program does not overlap with any other graduate management programs within Schulich or beyond, the Schulich Associate Dean Academic has undertaken consultations with other Faculties. The proposal was shared, with a request for feedback, with associate or vice deans in the following faculties: Graduate Studies, Health and Lassonde (September 14), Liberal Arts & Professional Studies (Sept. 9 & Sept. 14; reminders on Nov. 25 and Dec. 9), Science (September 14) and Glendon (Oct. 9). A meeting was convened with representatives of Senate ASCP, YUQAP, FGS and LA&PS on October 1 to identify any potential concerns with the proposal. The program proposal has been edited to address any feedback provided at that meeting.

APPENDIX A
Master of Management Programs in Canada and
U.S.A.

University	Degree granted	Duration	General approach	Specializations
CANADA				
Wilfrid Laurier U.	MSc in Management	12 months	Specialized studies in one of two fields; 4 or 7 req'd courses + major research project in Term 3	<ul style="list-style-type: none"> • Organizational behaviour/human resource management (4 req'd courses + 1 elective) • Supply chain management (7 req'd courses)
Royal Roads U.	Master of Global Management	12 months	12 courses + Global Management Project; no electives; Optional 6-month internship	None
U. of British Columbia	Master of Management	14 months	22 req'd modules incl. <i>Community Business Project</i> ; no electives	None
Western University	MSc in Management	16 months	Coursework + extensive teamwork; 3 options within Int'l Bus program, electives available in all options	<ul style="list-style-type: none"> • International Business • Data Analytics; • Entrepreneurship and Innovation
U. of Windsor	Master of Management	16 months	Coursework + optional team-based corporate project	<ul style="list-style-type: none"> • Human resources management • International accounting & finance • Logistics & supply chain management; • Manufacturing management
Queen's U.	Grad Diploma In Business	4 months	Coursework – 8 required short courses	None

Queen's U.*	MSc in Management	12 months	Research-focused courses + major research project; a pre-PhD program	8 specializations
Ryerson U.*	MSc in Management	16 months	Research courses + supervised thesis—for a research career in industry or academia	12 specializations
Brock U.*	MSc in Management	20 months (5 terms)	Research-oriented courses + required thesis; a pre-PhD program	Accounting , Finance, Management Science, Marketing (all depending on demand)
UNITED STATES				
Northwestern U.	MSc in Management Studies	10 months	Coursework, very limited electives	None
U. of Michigan	Master of Management	10 months	Coursework, very limited electives	None
Duke U.	Master of Management Studies: Foundations of Business (MMS:FOB)	10 months	Coursework, no electives	None
U. of Phoenix	Master of Management	Unspecified	14 courses, no electives	Consulting (no quantitative courses)

* Shaded cells indicate research-oriented programs, the objectives of which are very different from those for the proposed Master of Management.

Appendix B

Master of Management Course Structure

Required Courses (36.00 credits)

(All courses are 3.00 credits)

ADVANCE PREPARATION (admitted and confirmed entrants)

1. Satisfactory completion of **AnyPrep.com**® online video courses prior to arrival:

Required:

Accounting
Mathematics

Optional (but recommended):

Economics
Finance
Statistics

2. Schulich “**Flying Start**” program (four days on site at Schulich prior to the start of Term 1)

TERM 1

SB/MSTM 5000 3.00 Business Communication and Team Dynamics¹

This course provides students with the opportunity to hone important management and leadership competencies in the areas of communication and team building. Since contemporary business environments have moved to flatter, team-based structures, managers must be able to communicate clearly and persuasively to facilitate creative collaboration. The ability to think strategically about all forms of communication with diverse audiences is essential for professional advancement. As well, the ability to understand how groups and teams function, and the factors causing team success or failure, is essential in the modern workplace. Therefore, the aim of this course is to develop knowledge of effective oral and written communication techniques and to demonstrate how such communication skills intersect with positive team strategies and practices, such as problem-solving and decision-making. The course uses a workshop format that relies heavily on in-class experiential learning, including small group exploration, class discussions, self-assessments and peer feedback, to develop skills in communication and the management of team dynamics.

SB/MSTM 5050 3.00 Business and Sustainability¹

Sustainability has emerged as a new area for contemporary managers. It occurs either as a challenge to existing practices and the bottom line, or as a source of considerable new business opportunities. This course explores the ways organizations can respond to increasing expectations on delivering sustainable performance at the economic, social and environmental level. Managers need to understand how business interfaces with a diverse group of stakeholders, including government and civil society, in their response to growing demands for sustainable practices. In this course students will be challenged to think critically about the role of business in creating a sustainable world. Students will gain a solid understanding of the different ways in which companies can respond to growing pressures to adopt sustainability and will study basic strategic ways of how companies can lead the way forward by developing practical solutions to some of society's most challenging problems.

¹ New Course

SB/MSTM 5030 3.00 Applied Macroeconomics¹

This course provides students with an overview of the aggregative performance of the economy with emphasis on policy application and implications for business. Particular attention will be paid to the role of the financial sector in the overall macro-economy. It begins by reviewing various financial instruments and markets, with a focus on their economic function. The course then examines the challenges to monetary and fiscal policy that arise because of macro-financial linkages. Further, a number of analytical tools are developed to determine the exchange rate and to examine economic policy implications of capital markets integration under alternative currency systems.

SB/ACTG 5100 3.00 Financial Accounting

Financial accounting comprises the systems for accumulating, classifying, recording, and summarizing financial information concerning an enterprise's activities. Summarized information is communicated to external users via periodic financial statements. External users include investors, lenders, employees, taxation authorities, and regulators. On the surface, financial statements appear to be objective measures of the organization's effectiveness. However, the reported numbers are the result management's often subjective measurement estimates and classification decisions. This course examines the underlying assumptions and decision usefulness of financial statements as prepared for external users. Interpretation of financial statements is emphasized rather than their preparation. The course uses examples from several companies as the basis for discussion and critical analysis. Cases will be used to demonstrate the underlying issues involved in financial reporting.

SB/MSTM 5060 3.00 Managerial Decision Analysis¹

This course leads students through the problem analysis and decision-making process using a general managerial decision framework. The course focuses on various basic decision making fundamentals, including a fundamental (root) cause problem analysis; data collection, types of data and sources, triangulation and reliability analysis; analyzing the problem from various perspectives (framing / reframing); decision trees and decision tables (including multi criteria decision making) and risk and sensitivity analysis. The course will introduce the student to types of decisions often faced by functional managers in areas such Finance, Accounting, Operations and Strategy. An emphasis will be placed on establishing an integrative and encompassing way of analyzing a wide variety of decision problems that managers (and others) face every day.

TERM 2**SB/ORGS 5100 3.00 Organizational Behaviour**

The purpose of this course is to develop a knowledge base from which students can develop organizational competence. It examines the relationships between organizational performance and the behaviour of individuals, groups and overall organizations. In the process, emphasis is given to the importance of interpersonal issues and to issues arising from technological change, workforce diversity, ethical challenges and internationalization.

SB/MSTM 5300 3.00 Strategic Thinking¹

This course provides an in-depth coverage of the tools and frameworks that are useful in managerial decision making at both the micro (or tactical) level and at the macro (or strategic level). Additionally, the course focuses on the development of communication skills across written and oral mediums. The course is intended to exercise and develop analytical skills, quantitative skills, attention to detail, presentation skills, teamwork skills, and an ability to work in high pressure and time sensitive

environments.

SB/MSTM 5220 3.00 Managerial Finance¹

Students learn about investment and financing in this core course. The investment decision allocates scarce resources to projects in the organization, and involves asset valuation, capital budgeting, risk management, working capital management and performance assessment. The financing decision chooses sources of cash to finance the investment decisions and involves capital structure, financial instruments, the risk-return trade-off, financial planning and the cost of capital. Ethical considerations and management in the global context are integrated into these topics.

SB/MKTG 5200 3.00 Marketing Management

This course familiarizes students with the major marketing concepts (buyer behaviour, segmentation, targeting, positioning, product/service development and management, pricing, distribution, communication). It stresses the application of these concepts to profit, not-for-profit, large, small, new, mature, service, product-based, domestic and international organizations. It also develops specific skills such as problem-solving, verbal presentation, business writing and group work.

SB/MSTM 5210 3.00 Design and Management of Organizational Processes¹

Organizations, whether in manufacturing, service, nonprofit or public sectors are composed of bundles of processes that must accomplish tasks and work together effectively and efficiently. People, materials and information must be configured into responsive supply networks within and between organizations to create value for key stakeholders such as customers. In this course we cover some of the basic yet powerful ideas from operations management on how to improve quality, use fewer resources and be flexible in the face of rapid and sudden change. The focus is on not only on basic tools and techniques for getting work done, such as project management, but also the on key trade-offs that managers must make when designing internal processes and supply chains. We examine how we can harness emerging technologies such as information technology and cope responsibly with other emerging changes in the marketplace and in society.

TERM 3

REQUIRED:

SB/MSTM 5260 3.00 Managerial Accounting¹

Managers need tailor-made accounting measurements for decisions affecting their organizations' specific operational and strategic needs. Financial reports prepared for external users on the basis of Generally Accepted Accounting Principles have little usefulness for internal management. In this course, students will learn to develop measurements tailored for internal decisions such as managing costs, pricing special orders, determining service levels, and evaluating performance.

SB/MSTM 6000 3.00 Enterprise Consulting Project¹

The Enterprise Consulting Project (ECP) combines academic learning with practical experience. In March-April, prior to the end of Term 2, students will form themselves into groups of four to six students per group, mixing different academic and personal backgrounds. Each group will be responsible for finding an organization in the Toronto area that agrees to participate. The organization can be an on-going business, a start-up, or a nonprofit or community organization. From May through July, each student group will engage in a collaborative work project that will be negotiated between the student group and the organization's management, to be approved by the course director. The project will require students

to apply classroom knowledge to real world management issues. During the ECP, students will use the management foundations studied in the first two terms of the Master of Management program to develop actionable recommendations for the client organization.

ELECTIVES (choose 9.00 credits):

Each year, the Program Committee will prepare a list of electives deemed appropriate for the then-current MSTM student cohort from among the courses already approved for Schulich masters programs; the courses will be taught in dedicated MSTM sections. The number of electives offered to each cohort may be expanded as MSTM enrolment increases. Elective offerings will be subject to revision annually by the Program Committee.

A potential sample list for the first student cohort (for elective enrolment in Summer Term 2017) might be as follows:

Elective Course Descriptions²

SB/ENTR 6605 3.00 Entrepreneurship and New Firm Creation

This course explores various dimensions of the creation of new ventures, including family enterprises. It is concerned with content and process questions as well as with formulation and implementation issues that relate to conceptualizing, developing and managing successful new ventures. The course examines the nature of entrepreneurs and what they do. It identifies the nature of opportunities and considers how new venture ideas can successfully be screened. The course provides the opportunity to develop a cohesive and effective business plan for a start-up venture.

SB/ENTR 6655 3.00 Social Entrepreneurship

This course introduces students to the field of social entrepreneurship. Students will be exposed to the theory of social entrepreneurship – starting and running a business venture that advances social and/or environmental good – and the opportunities and constraints it presents. Students will have the opportunity to create a business plan for a social venture and pitch it to a panel of social investors.

SB/IBUS 6410 3.00 Introduction to International Business

This course examines issues and problems which arise when business operations or institutions transcend national boundaries and become international and multinational in scope and character. Adaptations of the basic managerial functions in different countries are emphasized. This framework is applied to current trade patterns and manufacturing costs in Canada, including government policy options and the implications for corporate strategies.

SB/FINE 6200 3.00 Investments

This course surveys major investment problems. Factors affecting the term structure and risk structure of yields on financial claims are identified and analyzed. The course focuses on the development of principles of personal and institutional portfolio management; modern capital asset pricing theory; valuation discussions on Canadian models for common stock prices. The institutional structure of the investment markets in Canada is viewed, with special emphasis on the role of security exchanges

² Only courses pre-selected by 20 or more students will be scheduled for registration

and the impact of institutional investors. Emphasis is placed on the efficiency of financial asset markets in adjusting to information entering the marketplace.

SB/MKTG 6226 3.00 Social Media for Marketing and Management

Social media is changing society, changing the nature of marketing, and changing the way that business is conducted and managed. In this course, students explore the role of social media in the life of the marketer and business manager. It begins with a detailed understanding of the origins, forms, and uses of social media. It expands into an examination and hands-on of the methods for researching and understanding social media. The course then overviews the various uses and forms of social media, ranging from web-pages, forums, and blogs to social networking sites, Twitter, wikis and mobile. The course features an applied student project that brings to life the potential and pitfalls of this new marketing and management communications form.

SB/ORGS 6560 3.00 Negotiations

This course will provide students with insight into their own negotiation style and how to become a more effective negotiator. The course takes an experiential approach to exploring the concepts, theories, and psychology of negotiations. Students will gain knowledge of the different approaches to negotiations and the strategies and tactics unique to each. The course will provide students with opportunity to learn, practice and refine negotiation skills as well as equip them with the skills necessary to negotiate constructive resolution to conflict in the workplace.

Appendix C

Master of Management Calendar Copy

Program Overview

The Schulich Master of Management program is designed to enable new graduates of non-business programs to obtain additional competencies that are valued by organizations and thus facilitate employment. In only eleven months of full time study, this 45 credit program will allow students to develop skills needed for managing in and solving problems for any kind of organization, whether business, nonprofit, or governmental, and in any field, be it engineering, health, science, social services, technology, etc. The program will allow students to develop knowledge of the methods used in diverse organizational roles and an understanding of how organizations function.

In particular, the program will give students:

- Knowledge of the major disciplines of management and how these various disciplines intersect.
- An ability to select the appropriate methods of analysis for evaluating management issues and problems using qualitative and quantitative data and taking into account risk, uncertainty and ambiguity.
- An ability to work effectively in groups and teams, and to effectively communicate analyses, outcomes and conclusions to a range of audiences.
- An understanding of the obligation to act in a socially and ethically responsible manner at all times.

The Master of Management's courses combine theoretical knowledge with practical application. The program is highly experiential, culminating with electives and an Enterprise Consulting Project in Term 3.

Admission Requirements

The minimum admission requirements are as follows:

- An undergraduate degree from a recognized university in a non-business field of study.
- A cumulative grade point average of B+ or higher over the final two years of full-time study or the equivalent thereof.
- High competency in oral and written English. Applicants whose native language is not English or who have not studied for at least two years in an English-language university must obtain satisfactory scores on an acceptable English language test such as IELTS or TOEFL.
- Two letters of recommendation, at least one of which must be from a professor.
- Less than two years of full time work experience. Those with more work experience are encouraged to apply for admission to the Schulich MBA.
- A supplementary application that shows strong evidence of leadership ability.

Applicants who have completed a minor or certificate worth at least 24 credits in a particular business discipline may apply for a maximum of 3.00 credits of advanced standing.

Applicants holding an undergraduate degree in business are not eligible for the Master of Management program but may apply for the Schulich accelerated MBA once they have acquired the work experience that is necessary for MBA admission.

APPENDIX D Expected Learning Outcomes

The MM degree is awarded to a student who has demonstrated:

Level 1 (L1) = *Knowledge* (ability to recall) and *Comprehension* (ability to grasp the meaning of)

Level 2 (L2) = *Application* (ability to use learned material in new situations)

Level 3 (L3) = *Analysis* (ability to break down into components), *Synthesis* (ability to put parts together into a new whole), and *Evaluation* (ability to judge the value of materials)

PROGRAM EXPECTED LEARNING OUTCOMES	MSTM 5000	MSTM 5050	MSTM 5100	ACTG 5100	MSTM 5300	ORGS 5100	MSTM 5600	MSTM 6100	MKTG 5200	MSTM 5210	MSTM 6220	MSTM 6700
1. Depth and Breadth of Knowledge												
a) detailed knowledge of major disciplines used in management.				L1	L2	L2						
b) an understanding of how various disciplines of management intersect.				L1	L2	L2	L2	L1	L2	L2	L2	L2
c) an ability to gather, review, evaluate, and interpret information pertaining to a management or management-environment issue.		L2	L1	L2	L2	L1	L2	L2	L2	L2	L2	L3
d) an understanding of how to manage organizational resources effectively and efficiently.		L1		L1	L1	L1	L2	L1	L2	L1	L1	L2
e) an understanding of the relationship between management and the environment, the role of sustainability in management practices, and the ethical responsibilities of managements and managers.		L2	L1	L1	L2	L1	L2		L2	L1		L1
2. Knowledge of Methodologies												

a) an ability to summarize theories and methods of analysis that are used for evaluating management problems.		L1	L1		L1		L2		L1	L2	L2	L1
b) an ability to contrast the theories and analytical methods that apply across management disciplines and that can be used to develop appropriate responses to both current and emerging issues.					L2		L2		L1	L2	L2	L2
c) an ability to select the appropriate theories and methods of analysis to solve management problems.	L1	L1			L2		L2		L1	L2	L1	L2
d) an ability to recognize situations in which standard methods of analysis are not appropriate and devise appropriate innovative approaches.	L1	L1		L1	L1	L1	L2		L1	L2		L2
3. Application of Knowledge												
a) an ability to apply appropriate analytical skills to numerical data and to understand and interpret the results of the analysis.		L2	L1	L2	L2		L3	L2	L1	L2	L2	L2
b) an ability to apply management concepts to make effective operating decisions.		L1		L1	L2	L1	L3	L1	L2	L1	L2	L2
c) an ability to differentiate between relevant and irrelevant information and to diagnose, analyze, and judge a management-related problem or issue including cross-discipline issues.		L2	L1	L2	L2	L1	L3	L2	L1	L2	L3	L2
d) an ability to differentiate between quantitative and qualitative information within the context of research.		L2	L1	L2	L2	L1	L3	L2	L2	L2	L2	L2
e) an understanding of how to utilize management technology when analyzing an issue or problem.	L1	L1			L2		L2		L1	L2		L2
f) an ability to appraise administrative theories to develop strategy for making management decisions and solving management problems.	L1	L1			L2		L3		L1	L1	L2	L2
g) an ability to apply critical thinking and analytical skills to complex problems and issues, including those within a specific discipline and those that cross discipline boundaries.	L2	L2	L1	L1	L2	L1	L3	L2	L1	L2	L2	L2

h) an ability to evaluate how actionable conclusions and recommendations satisfy the needs of the various stakeholders.	L2	L1		L1	L2	L1	L2		L1	L2	L1	L3
4. Communication Skills												
a) an ability to work effectively in groups and teams, both within a discipline and across disciplines.	L2	L2		L2	L2	L1	L2		L1	L1	L2	L3
b) an ability to communicate information, analyses, and recommendations effectively to a range of audiences, both orally and in writing.	L2	L2	L1	L2	L2	L1	L2	L1	L1	L2	L2	L3
5. Awareness of Limits of Knowledge												
a) an understanding of the limitations of acquired knowledge and abilities, and an appreciation of the uncertainty, ambiguity, and limits to knowledge and how this might influence analyses, conclusions, recommendations and interpretations.	L1	L1	L1	L1	L1	L1	L2	L1	L1	L2	L1	L2
b) personal self-awareness, the ability to challenge personal mental models, and an understanding of one's own actions on others.	L2	L2		L1	L1	L2	L2	L1	L1	L1	L1	L1
c) an appreciation of risk, uncertainty, and ambiguity, and how these might influence analyses, conclusions, recommendations and interpretations.	L1	L1	L1	L2	L2	L1	L2	L2	L1	L2	L2	L2
6. Autonomy and Professional Capacity												
a) an ability to function professionally and effectively in employment, community involvement, and other activities.	L2	L2		L1	L2	L2	L1	L1	L1	L1	L1	L2
b) an ability to transfer skills effectively to new situations and environments.	L2	L1		L1	L2	L2	L1	L1	L1	L2	L1	L2
c) an understanding of how to drive his/her learning in changing circumstances and an ability to conduct independent research.	L2	L2		L1	L2	L2	L1	L1	L1	L1	L1	L2
d) an understanding of the obligation to act in a socially and ethically responsible manner at all times.	L1	L3	L1	L3								

APPENDIX E

Faculty Members – Schulich School of Business

Surname	Given Name	Rank	Fields						
			Accounting	Economics	Finance	Marketing	OMIS	ORGS	Strategic Management
Annisette	Marcia	Associate	x						
Aulakh	Preetmohinder	Professor							x
Auster	Ellen	Professor							x
Belk	Russell	Professor				x			
Bell	Chris	Associate						x	
Bhanich Supapol	Atipol	Associate		x					
Biehl	Markus	Associate					x		
Campbell	Alexandra	Associate				x			
Cao	Melanie	Associate			x				
Chung	Janne	Associate	x						
Cook	Wade	Professor					x		
Crane	Andrew	Professor							x
Cumming	Douglas	Professor				x			
Darke	Peter	Professor				x			
Darroch	James	Associate							x
deCarufel	Andre	Associate						x	
Deutsch	Yuval	Associate							x
Dong	Ming	Associate			x				
Eberlein	Buckard	Associate							x
Everett	Jeffrey	Professor	x						
Farjoun	Moshe	Professor							x
Fischer	Eileen	Professor				x			
Gainer	Brenda	Associate				x			
Giesler	Markus	Associate				x			
Graham	Cameron	Associate	x						
Henriques	Irene	Professor		x					
Horvath	Dezso	Professor							x
Hsu	Sylvia	Associate	x						
Irving	Richard	Associate					x		
Johnston	David	Associate					x		
Joshi	Ashwin	Associate				x			
Kamstra	Mark	Professor			x				

Kanagaretnam	Kiridaran	Professor	x						
Karambayya	Rekha	Associate						x	
Kecskes	Ambrus	Associate			x				
Kim	Henry	Associate					x		
Kipping	Matthias	Professor				x			x
Kistruck	Geoffrey	Associate							
Kristal	Murat	Associate					x		
Larkin	Yelena	Assistant			x				
Lazar	Fred	Associate		x					
Levesque	Moren	Professor					x		
Li	Stan	Professor							x
Li	Zepeng	Assistant					x		
Madhok	Anoop	Professor							x
Matten	Dirk	Professor							x
Mawani	Amin	Associate	x						
McClellan	Ronald	Assistant					x		
McKellar	James	Professor					x		
McMillan	Charles	Professor							x
Milevsky	Moshe	Associate			x				
Morgan	Gareth	Professor						x	
Neu	Dean	Professor	x						
Ng	Lilian	Professor			x				
Noseworthy	Theodore	Associate				x			
Oliver	Christine	Professor						x	
Pan	Yigang	Professor				x			
Peridis	Theodoros	Associate							x
Prisman	Eliezer	Professor			x				
Qu	Sandy Qian	Assistant	x						
Rice	Marshall	Associate				x			
Roberts	Gordon	Professor			x				
Rosin	Hazel	Associate						x	
Sadorsky	Perry	Associate		x					
Sheremata	Willow	Associate							x
Shum	Pauline	Professor			x				
Sirsi	Ajay	Associate				x			
Tan	Hongping	Associate			x				
Tan	Justin	Professor							x
Tasa	Kevin	Associate						x	
Thorne	Linda	Professor	x						

Tian	Yisong	Professor			x				
Trivedi	Viswanath	Associate	x						
Valente	Mike	Associate						x	
Weiss	Stephen	Associate							x
Wesson	Thomas	Associate							x
Wright	Lorna	Associate						x	
Yeomans	J. Scott	Professor					x		
Zietsma	Charlene	Associate						x	
Zwick	Detlev	Assistant				x			
Adams	Jean	CLA						x	
Holzinger	Ingo	CLA						x	
Hussain	Sherena	CLA		x					
Middleton	Alan	CLA				x			
Waitzer	Edward	CLA							x
Weitzner	David	CLA							x
Beechy	Tom	Professor Emeritus	x						
Cragg	A. Wes	Professor Emeritus							x
Macdonald	Ian H.	Professor Emeritus							x
Westney	Eleanor	Professor Emerita						x	
Wolf	Bernard	Professor Emeritus		x					
Zemans	Joyce	Professor Emerita							x
Berengut	Rhona	Sessional Lecturer						x	
Chiykowski	Greg	Sessional Lecturer			x				
Chiykowski	Karen	Sessional Lecturer			x				
Clark	Jane-Michele	Sessional Lecturer				x			
Conklin	David	Sessional Lecturer							x
Farrell	Elizabeth	Sessional Lecturer	x						
Friedman	Steven	Sessional Lecturer						x	
Ginsberg	Laurence	Sessional Lecturer							x
Kuzmicki	Andre	Sessional Lecturer					x		
Kong	Douglas	Sessional Lecturer	x						
Lakats	Linda	Sessional Lecturer					x		
MacDonald	Peter	Sessional Lecturer							x
Ord	Steve	Sessional Lecturer				x			
Tolias	Theodore	Sessional Lecturer		x					
Zandi	Farrokh	Sessional Lecturer		x					

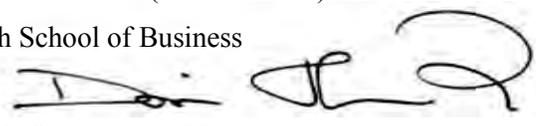


Appendix F

Statement of Support - Anchor Dean

Memo

To: Rhonda Lenton, VP Academic & Provost
cc: Sarah Whitaker (FGS) and Cheryl Underhill (Senate ASCP)
From: Dezső J. Horvath, Dean, Schulich School of Business
Date: October 7, 2015
Subject: **Master of Management – Dean’s Statement of Support**



Office of the Dean
Suite N302
Seymour Schulich
Building

4700 KEELE ST
TORONTO ON
CANADA M3J 1P3
T 416 736 5070
F 416 736 5763
dhorvath@schulich.yorku.ca
www.schulich.yorku.ca

I would like to enthusiastically express my full support for the proposed Master of Management (MSTM) program. This 12-month program will enable students graduating from non-business honours degree programs to obtain critical skills for success in any type of organization they may choose to join upon graduation from the MSTM. It is well known that the graduates of liberal arts and science programs are well suited to management positions because, during their university experience, they have acquired analytical and cognitive skills that are essential for contributing to organizational performance and to society. Liberal arts graduates who have also acquired management skills are known to be unusually high performers in management and professional roles.

Currently, general management programs such as the MBA are not accessible to recent University graduates because most programs require significant work experience for entry. As a result, recent graduates are largely left on their own to discover the necessary skills for personal growth within an organization and thus enhancing their ability to make valuable contributions to society.

In recognition of this societal need, many management schools in Europe, including the highly prestigious London Business School, have established one-year programs for recent graduates; these programs usually are entitled Master of Management. The advent of Master of Management programs has spread from Europe to North America as an increasing number of schools are recognizing the need for preparing recent graduates of non-business programs to seek positions leading to management in any type of organization.

With its wide competence in all areas of management, the Schulich School is very well positioned to help fill this need. The Schulich School is highly capable of delivering quality education and experiential skills that can support recent non-business graduates in making a contribution to society through organizations of various types.

The Schulich School has the resources in place to offer this program. A single cohort can be added without major resource implications in terms of either faculty or staff. As the program grows from an initial single cohort (minimum 20 students; target: 50 students) to an estimated steady state capacity of three cohorts (150 students), additional resources will be added organically using existing mechanisms. The program budget shows that it will easily support such additions. At the moment, however, the tightest constraint is lecture space. Our Associate Dean Academic will proactively manage this element, potentially in collaboration with the Registrar’s Office.

In conclusion, I wish to express my full support for this program and its innovative design. I am certain that its implementation will be very effective and a success for York University and its students.

Appendix G

Support Statement - University Librarian



YORK UNIVERSITY
LIBRARIES

Office of the
University Librarian

516 Scott Library
4700 Keele Street
Toronto ON
Canada M3J 1P3
Tel 416 736 5601
Fax 416 736 5451
www.library.yorku.ca

MEMORANDUM

To: Dr. Markus Biehl
Associate Dean, Academic, Schulich School of Business

From: Joy Kirchner, University Librarian 

Date: September 30, 2015.

Subject: Library Statement of Support for the Proposed Master of Management (MSTM) Degree, Schulich School of Business

York University Libraries are well positioned to provide strong support for the Master of Management (MSTM) degree proposal by the Schulich School of Business. The resources held by the Peter F. Bronfman Library are amongst the best in the world and are complemented by holdings found in the other library locations, particularly Scott Library and also in the Osgoode Hall Law School Library. The students and faculty have access to an excellent collection of journals (print and electronic), a growing monograph collection, as well as an exhaustive array of electronic resources such as government statistical data bases, geospatial files, and economic and business databases. This collection building is informed by continual monitoring of faculty research interests and changes in the curriculum to ensure that the breadth and depth of the collection reflects the interests and needs of the School and the wider York University community.

Students in the Schulich School of Business have been extremely well served by the outreach activities and expertise of all of the librarians and committed staff in Bronfman. In addition to continuing to build extensive collections for teaching, learning, and research in the field, targeted library instruction has bolstered the research skills of current students and will do so for future students as well. Research assistance continues to be offered both in the libraries and online, and students may use the librarian consultation service which is available by appointment.

In conclusion, the Libraries can provide strong support for this proposed MSTM degree. In anticipation of a positive outcome, we very much look forward to continuing to build collections and services to support curricula and research in this area.

cc: Sophie Bury, Head, Peter F. Bronfman Library
Catherine Davidson, Associate University Librarian, Collections and Research





**Proposal for a Master of Management (MSTM) Degree
Schulich School of Business
Statement of Library Support**

York University Libraries

25th September 2015

Submitted by Sophie Bury, Head, Peter F. Bronfman Business Library

INTRODUCTION

This library statement is written in support of the proposed *Master of Management (MSTM)* program, a full-time one-year degree program at the Schulich School of Business, designed to prepare graduates of undergraduate honours degrees with the further education they need to obtain entry-level management positions in business, government, or non-profit organizations. This includes individuals who hold honours degrees in non-business programs such as science, engineering, liberal arts and applied arts.

This program includes twelve required courses and three electives. The vast majority of courses to form part of the MSTM program are either already part of masters courses at Schulich or are adaptations of them.

The Libraries can support this program through a variety of relevant collections and services including wide-ranging print and online collections, instructional services, research assistance, library facilities, and interlibrary loan services.

COLLECTIONS SUPPORT

Introduction

York University Libraries (YUL) has developed a strong collection in subject areas, which are integral to the proposed MSTM program, as a part of ongoing endeavours to support business programs at the masters level at Schulich. Indeed, it is fair to say that the business collection is considered one of York's collections of significance, and the Bronfman Business Library offers one of the best academic business collections in the country. The collection is constantly growing as new print and e-resources are acquired. A full listing of business e-resources available is maintained featuring descriptions and links to help guides/tutorials:

www.library.yorku.ca/web/bbl/collections/businessonline/

Responsibility for collecting is shared among four full-time business librarians who select materials to support specific curricular and research needs. This pertains to all key areas covered by this proposed new program including but not limited to: management, organizational studies, accounting, finance, and operations management. In addition to library funding, the Bronfman Business Library also benefits from annual funding from the Schulich School of Business for the

acquisition and continuation of subscriptions to proprietary databases with relevance to the proposed MSTM program including Bloomberg.

Access to Resources

The print materials for courses taught as part of the MSTM program are located primarily at the Bronfman Business Library. This includes circulating, reserve, reference books, and print journals.

Some materials of relevance to this program are housed at the Scott Library, e.g., government documents, and monographs in the areas of economics and organizational behavior. Audio-video materials, including some videos of relevance to business, are located in the Sound and Moving Image Library (SMIL) located in the Scott Library building. Relevant materials pertaining to management topics with substantive legal elements are located at the Osgoode Law Library.

Online resources may be accessed either from within the libraries or remotely through the York University Libraries' web site. The York University Libraries website, especially the library catalogue, serves as a gateway for identifying and accessing library research resources regardless of format.

The Bronfman Business Library web site also provides easy access to online resources and guides for doing research: www.library.yorku.ca/web/bbl/guides/

Description of Major Resources to Support the MSTM Program

Print Reference Materials

Print and digital specialized encyclopedias, dictionaries, glossaries, handbooks, loose-leaf publications, directories, and biographical sources are available in the Libraries' collection in support of research. This includes materials located in the Reference Room of the Bronfman Business Library. This print Reference Collection was reviewed in its entirety during the academic year 2013-14, including weeding or relocation of older materials to storage, and updating titles through the acquisition of new items. The collection has also been reorganized in to broad subject categories, in order to profile materials more effectively to students.

Print and E-books

The business monograph collection (circulating items) continues to grow. There is a strong emphasis on the acquisition of current imprints, and on the maintenance of a current collection. Multiple copies of heavily used items are placed on course reserve. A physical count of the entire monograph collection at the Bronfman Business Library indicates that over 25,000 monographs are currently housed here. Much of this material is held in the HD, HF and HG call number ranges. To build this collection a comprehensive approval plan is in place to ensure the timely acquisition of new publications.

We have acquired a number of e-book packages from different publishers under consortial agreements, as well as a significant number of e-book packages that are unique to York University. Records for these books are contained in the library's catalogue. One primary e-book collection of relevance is *Books 24x7*, which supplements the business print monograph collection nicely. This is because the former contains mainly scholarly or academic publications, while the latter provides access to current practitioner, and trade press e-books available on and

off campus to all registered students at York. Other e-book collections of relevance include but are not limited to: *E-Books at Scholars Portal*, *Ebrary*, and *Oxford Scholarship Online*.

The library also maintains a bestsellers collection with the goal of fostering students' reading horizons, and supporting students' learning needs both connected to business curriculum and professional development. A major source for these popular titles is the *Financial Times Business Books of the Year* awards.

Journals

The Bronfman Business Library provides access to an excellent collection of business and management journal titles, which will be very relevant in supporting the MSTM program.

The library offers electronic journal formats with thousands of current subscriptions available. The migration to online formats means that the print periodical collection has grown smaller, with under two hundred titles currently housed in the Current Periodical Room, with older issues collocated with monographs, and bound in the book stacks area of the library. The library also supports open-access initiatives.

Online consortial purchasing arrangements facilitate access to large sets of high-ranked business e-journals. In particular, the Libraries' membership in the Ontario Council of University Libraries (OCUL) and the Canada Research Knowledge Network (CKRN) consortia has afforded faculty and students at the university access to a wealth of e-resources, including e-journals from important publishers of business e-journals including Emerald, Elsevier, Wiley, Blackwell, Taylor & Francis and more. *Scholars Portal Journals* (OCUL consortial initiative) is especially core.

Access to some e-journals is, however, made possible through independent York University subscriptions. In addition, the aggregator databases, especially *Business Source Premier* (Ebsco) and *Proquest Business*, provide access to thousands of full-text business journals, magazines and trade publications, as well as some newspaper articles. Subject liaison librarians assist library users by highlighting and linking to leading periodical titles in individual subject areas in the "Finding Articles" sections of their subject guides listed here:

www.library.yorku.ca/web/bbl/guides/

Periodical Databases and Indexes

Bibliographic access to the huge body of relevant periodical literature in the fields of business and management is supported through a number of indexing and/or full-text database services. An online guide listing relevant databases, and providing tips on how to search and navigate them is available: www.library.yorku.ca/cms/bbl/guides/articles/

Most periodical databases possess the capability to link to full-text journal articles, should the Libraries subscribe to the parent journals. These databases are also compatible with link resolver technology / SFX so that users can go from a database citation to one of a number of destinations, including the full-text of the document or a document delivery request form.

While the Libraries have subscriptions to a small number of newspapers in print and/or microform, including the *Wall Street Journal* and the *Financial Times*, access to news titles is predominantly provided online. This includes current and historical newspaper databases though databases such as *Factiva*, *Lexis Nexis Academic*, *Canadian Newsstand Major Dailies*,

Financial Times Historical Archive, and Proquest Historical Newspapers. For a detailed guide to newspaper sources available consult: researchguides.library.yorku.ca/news

There are pressures on the journal budget given price increases that often exceed the rate of inflation and budget increases. While York University Libraries have been able to absorb these costs to date, they are at risk of becoming unsustainable. This is not unique to York University, and Canadian academic institutions are under particular pressure due to the impact of the exchange rate for the U.S. dollar, which is the currency used for the vast majority of journal purchasing.

Government Documents

When the Government of Canada still fulfilled its obligations for the Depository Services Programs, YUL automatically received a significant amount of government publications disseminated by the federal government. YUL was designated as a repository for such documents but with the official ending of the program, we can access only a more limited and solely electronic set of items.

Theses and Dissertations

Should faculty or students in the MSTM program require access to theses and dissertations, they are made available through *ProQuest Dissertations and Theses* database, which provides full-text access to North American and European dissertations. International theses can be located through the *Networked Digital Library of Theses and Dissertations*. Theses that are not available full-text can be requested through Interlibrary loan (ILL).

Videos/DVDs

YUL houses a significant collection of video materials. Many are held physically at the Sound and Moving Image Library (SMIL), and may be used by students or by instructors in support of teaching. *Films on Demand* is an excellent resource for streaming video content on myriad business and management topics (total number of titles now exceeds 1,000 videos). The *50 Lessons Topics* and *Leadership Channels Topics* videos collections available via *Books 24x7* are also very relevant. A guide to finding and using streaming business videos at the library is available via the Bronfman Business Library web site:

www.library.yorku.ca/web/bbl/collections/streaming/

Specialized E-Resources

In addition to the resources outlined above, there is a rich collection of specialized databases available at YUL, which will be highly relevant in supporting the MSTM program.

A full listing of business e-resources available is maintained featuring descriptions and links to help guides/tutorials: www.library.yorku.ca/web/bbl/collections/businessonline/ In addition, librarian curated research guides help students and faculty to navigate through specific resources relevant to specific types of business research, e.g., company research, industry research, market research, accounting research, finance research, and supply chain management research. They are available here: www.library.yorku.ca/web/bbl/guides

Below follow examples of key types of specialized e-resource formats with selected examples of key databases:

Accounting Resources

The library has a subscription to the *CPA Canada Standards and Guidance Collection*, which includes the *Accounting Handbook* and the *Assurance Handbook*. This is available on and off-campus to an unlimited number of simultaneous users (must be registered York students or instructors). The library also subscribes to the *International Financial Reporting Standards (IFRS)* online. In addition, *TaxFind* and *CCH Online*, as well as *Tax Notes* and *Tax Notes International* are important related e-resources. This subject guide prepared by the accounting librarian, Stephanie Quail, also highlights additional e-resources of relevance:

researchguides.library.yorku.ca/accounting

Company Research

Courses in the MSTM program will require students to engage in company research. There is a wide range of resources available, a majority of them online to meet information needs including company profiles, executives, histories, filings, financial statements and ratios (current and historical), competitor information and more. Databases include but are not limited to: *Mergent Online*, *Hoovers*, *PrivCo*, *Lexis Nexis Academic*, *Netadvantage*, and *Bloomberg*. The Bronfman Business Library offers an extensive and detailed company guide with research strategies, descriptions and links to resources: researchguides.library.yorku.ca/companyresearch

Industry Research

To assist MSTM instructors and students in courses where industry research is expected, the Bronfman Business Library offers an industry guide with myriad resource links and descriptions, and strategies for approaching different aspects of industry research:

researchguides.library.yorku.ca/industryresearch

This includes reports and analysis, forecasts, information about the competitive landscape, financials, the regulatory environment and more. Examples of core databases for broad-level industry coverage include but are not limited to: *BMIResearch*, *Mergent Online*, *Marketline Advantage*, and *Netadvantage*. For niche industries *IBISWorld*, *Passport*, and *First Research* and *Canadean* reports available via *Investext Plus* are core.

Finance Research

This includes research on stocks, bonds, company, and industry financials (statements, ratios and benchmarks), analyst reports, corporate change and ownership data and more. The subject guide prepared by the Bronfman Business Library's, finance librarian, Xuemei Li, is resource rich, and includes advice on strategies and tools for different finance research tasks:

researchguides.library.yorku.ca/finance

The Bronfman Business Library also makes available several advanced finance research data resources, e.g. *Datastream*, *Morningstar Direct*, *Bloomberg*, *SDC Platinum*, and *WRDS* (Wharton Research Data Services), and guidance on using a majority of these tools is available online through extensive guides prepared by the finance librarian, either independently or in collaboration with colleagues: researchguides.library.yorku.ca/content.php?pid=360682&sid=2951458

Market Research

The Bronfman Business Library offers a number of databases that provide market research reports and data including *Passport*, *Marketline Advantage*, and *PMB Online*. *Simply Map Canada* is online mapping software supporting searching of Canadian demographic and psychographic data. *Simply Map Canada* supports the generation of maps and tables including coverage of multiple variables for different geographic regions of Canada.

A detailed guide to strategies and tools for conducting market research, prepared by the marketing liaison librarian, Sophie Bury, is available here:

researchguides.library.yorku.ca/marketingresearch

Statistical and Geospatial Data

York University Libraries is a member of the Data Liberation Initiative (DLI) program of Statistics Canada. This means that students and faculty have free access to a wide variety of public-use micro data files and aggregate statistics, as well as to the CANSIM database.

The data librarian has put together an in-depth guide to statistics and data sources, including both subscription-based, and freely available web-based sources, which is available to all students and faculty at York. This guides users to relevant statistics and data for many broad subject areas including business: researchguides.library.yorku.ca/data

LIBRARY SERVICES AND SPACES

Liaison and Research Assistance

Supplemental point-of-need assistance is available to MSTM students through in-person reference service, IM chat, e-mail, and telephone. This service is offered seven days a week. In some situations referrals may be made to reference specialists based at other libraries, e.g. the Osgoode Law Library for business law questions, or the Scott Library for data service support.

In addition, students can consult subject guides for research assistance including guides on conducting company research, industry research, finding business articles and more:

www.library.yorku.ca/web/bbl/guides

Business librarians are assigned to all core areas taught in business programs at York, and are available for in-depth research consultations. More details on the subject expertise at the Bronfman Business Library can be found here: www.library.yorku.ca/web/bbl/liaison/

Library Instruction and Information Literacy

Information literacy is an essential component of students' education. Without the skills to find, retrieve, evaluate and use information, students cannot participate fully in a university environment or in their disciplinary culture. Moreover, it is noted that the learning outcomes for the MSTM program explicitly state that students should have an ability to “gather, review, evaluate, and interpret information pertaining to a management or management-environment issue” and to “differentiate between relevant and irrelevant information...”; all competencies that are integral to information literacy.

YUL has a very active information literacy program supporting both undergraduate and graduate students, and the number of programs adopting a curriculum-integrated approach to

information literacy has grown. This involves an approach where library instruction is tailored to course learning outcomes and research assignments and embedded strategically at critical junctures throughout the program, making it accessible to all students through a scaffolded approach. The benefits of this are that library research skills (and information literacy) are learned in the context of the discipline, and that students are equipped with both the tools and knowledge of key research databases to remain current and knowledgeable in their field.

Business librarians are available to develop such an approach in liaison with faculty in the MSTM program. On request instructional sessions tailored to specific programs or courses are available from relevant liaison librarians. In addition, liaison librarians are available to prepare course-related web guides to support any given library instruction session. Examples of such guides can be viewed at the Bronfman Business Library web site: www.library.yorku.ca/web/bbl/assignments/

Finally, the Bronfman Business Library collaborates with Schulich Student Services to offer research tools and citation workshops to incoming Masters students every Fall and Winter term.

Interlibrary Loan (Resource Sharing)

Graduate students in the MSTM program have access to the collections of other university libraries through the interlibrary loan system called *RACER* (Rapid Access to Collections by Electronic Requesting), an initiative of Scholars Portal. The Resource Sharing Department can obtain materials from libraries around the world. Books are borrowed free of charge and students can obtain copies of journal articles for free. Interlibrary loan requests can be made online.

All libraries in Ontario, except the University of Toronto, support a direct borrowing program that allows students and faculty to borrow materials when visiting other Ontario university libraries. This is made possible by the Canadian Reciprocal Borrowing Agreement. Many Canadian Universities support reciprocal borrowing by graduate students and faculty.

Managing Research Results

While YUL has discontinued access to *RefWorks*, technical support for the use of citation management software, including *Zotero* and *Mendeley*, is available within the Libraries. Guides created by York librarians are available for both citation management tools:

researchguides.library.yorku.ca/zotero

researchguides.library.yorku.ca/mendeley

Dataverse is an online platform for management of research data provided by OCUL, the consortium of Ontario academic libraries. Researchers and students can create and manage their own records by depositing data, providing text descriptions of studies, and can determine their own access conditions to metadata. For further information please see the website guide for Dataverse at guides.scholarsportal.info/dataverse for assistance in setting up a Dataverse research data management account.

Library Facilities

There are a variety of types of study environments in the Bronfman Business Library, which accommodate students with different needs. This includes computer workstations, open tables, individual study carrels, comfortable lounge seating, and monitored silent study space. Six group study rooms are available for students to book online. All graduate students also have access to the Graduate Student Reading Room at the Scott Library. There is wireless connectivity

throughout the library and network drops are also available. Students may borrow laptops or projectors for use within the library. In addition both black and white and colour wired and wireless printing is available to students, in addition to photocopying services.

CONCLUSION

Library support for the proposed MSTM program is solid. Collections and services, already in place to support related, though clearly distinct business programs, will play a core role in supporting this new program. The Libraries' resources are well suited to support the teaching, learning, and research needs of this new program. We look forward to being part of this important new development at the Schulich School of Business, and to working with all involved faculty and students connected with this new graduate program.

APPENDIX 1: LIBRARY STATISTICS (from 2013-14 York University Libraries Annual Report)

CIRCULATION	2011/2012	2012/2013	2013/2014
Scott			
Circulation Services	78,661	102,247	78,545
Reserves	46,314	43,347	38,764
Self Check	180,576	146,662	135,647
Total	305,551	292,256	252,956
Sound and Moving Image Library			
Circulation	54,322	44,214	34,703
Reserves	1,118	803	496
Total	55,440	45,017	35,199
Archives & Special Collections	3,674	3,123	2,864
Map Library			
Circulation	187	267	252
Reserves	747	235	258
GIS	10,763	2,427	1,603
Total	11,697	2,929	2,113
Bronfman			
Circulation	7,583	6,238	5,571
Reserves	7,262	7,015	6,807
Total	14,845	13,253	12,378
Frost			
Circulation	20,136	18,177	17,969
Reserves	2,225	1,812	1,987
Total	22,361	19,989	19,956
Steacie			
Circulation	9,817	7,244	6,136
Reserves	26,450	24,103	20,703
Self check	16,115	14,499	11,578
Total	52,382	45,846	38,417
Total Circulation	381,834	345,098	294,868
Total Reserves	84,116	77,315	69,015
Total Item Circulation	465,950	422,413	363,883
Renewals	420,534	387,429	338,446
Total Transactions	886,484	809,842	702,329
Nellie Rowell Langford Library	1,636	1,425	1,218
Education Resource Centre	15,485	14,021	11,967

USE OF ERESOURCES	2011/2012	2012/2013	2013/2014
Number of successful fulltext article requests	2,580,451	2,967,518	3,469,115
Number of database searches	11,373,598	11,942,278	21,373,886

LAPTOP LENDING	2011/2012	2012/2013	2013/2014
Scott	6,956	3,703	1,388
Bronfman	398	252	292
Frost	8	6	336
Steacie	1,335	581	208
Total	8,697	4,542	2,224

APPENDIX 1: LIBRARY STATISTICS (from 2013-14 York University Libraries Annual Report)

ITEMS SHELVED	2011/2012	2012/2013	2013/2014
Scott			
Circulation	646,382	512,582	435,987
Government Documents	7,039	4,799	3,410
Microtext	18,654	17,083	17,313
Reference	2,469	1,865	1,148
Reserves	9,679	4,999	6,507
Map Library	4,795	5,678	5,365
Archives & Special Collections	8,142	9,159	5,034
Bronfman	21,924	17,165	17,758
Frost	45,611	40,521	35,305
Steacie	65,344	57,931	44,889
Total	830,039	671,782	572,716

COLLECTION GROWTH	As of April-30-12	As of April-30-13	As of April-30-14
Print Volumes	2,326,764	2,365,014	2,360,851
Microform Units	4,166,311	4,182,047	4,195,918
Journal Titles/Other Subscriptions	4,952	4,653	3,993
Digital Journal Titles	76,494	80,560	90,261
Digital Monograph Titles	656,909	698,045	727,512
Media			
Maps	112,934	113,477	113,534
Aerial Photographs	5,051	5,051	5,051
GIS Data titles	684	684	698
Sound Recordings	43,302	43,591	44,732
Videocassettes	8,922	8,870	8,678
Films	2,708	2,679	2,679
DVDs	18,110	19,454	21,315
Manuscripts and Archives			
Manuscripts (Linear metres)	4,504	4,543	4,657
University Records (Linear metres)	918	925	942
Photographs (Linear metres)	394	399	399
Moving Image Archives (Linear metres)	88,955	89,004	89,072
Titles Catalogued	380,207	193,230	54,927

DIGITAL COLLECTIONS @ York	2011/2012	2012/2013	2013/2014
Digital Items Created	14,739	30,124	24,334
Total Digital Items	54,355	86,605	110,939

APPENDIX 1: LIBRARY STATISTICS (from 2013-14 York University Libraries Annual Report)

RESOURCE SHARING		2011/2012	2012/2013	2013/2014
ILL, Interfilm	Total Lending	10,777	9,535	8,831
ILL, Interfilm	Total Borrowing	5,301	4,591	4,445

REFERENCE SERVICES		2011/2012	2012/2013	2013/2014
Scott				
Information Desk				
	Reference	2,543	9,341	8,848
	Other	36,252	21,389	7,275
	Total Transactions	38,795	30,730	16,123
Scott Reference				
	Reference	8,821	8,327	7,234
	Other	3,360	1,546	1,289
	Total Transactions	12,181	9,873	8,523
Sound and Moving Image				
	Reference	5,223	1,633	862
	Other		980	181
	Total Transactions	5,223	2,613	1,043
Map Library				
	Reference	3,414	1,083	570
	Other	2,253	1,499	1,423
	Total Transactions	5,667	2,582	1,993
Archives & Special Collections				
	New Users	675	641	345
	Returning users	387	484	235
	Total Users	1,062	1,125	580
Bronfman				
	Reference	5,559	5,970	6,415
	Other	14,214	15,487	14,863
	Total Transactions	19,773	21,457	21,278
Steacie				
	Reference	12,409	4,203	4,305
	Other	4,231	5,216	3,203
	Total Transactions	16,640	9,419	7,508
Frost				
	Reference	2,693	1,908	1,557
	Other	2,146	2,320	2,300
	Total Transactions	4,839	4,228	3,857
	Total Reference	44,050	33,952	30,371
	All Transactions	105,439	82,727	60,905
Virtual Reference		2,435	2,368	2,470

APPENDIX 1: LIBRARY STATISTICS (from 2013-14 York University Libraries Annual Report)

LIBRARY INSTRUCTION	2011/2012		2012/2013		2013/2014	
	Classes	Participants	Classes	Participants	Classes	Participants
Archives	31	801	33	563	22	436
Bronfman	115	3,338	98	2,868	124	4,520
Frost	64	2,169	73	2,628	71	1,697
Maps	48	1,423	39	891	38	1,093
Scott	347	13,099	382	14,298	345	12,892
Steacie	89	5,460	129	5,807	125	4,707
Total	694	26,290	754	27,055	725	25,345

LIBRARY ACCESSIBILITY SERVICES	2012/13	2013/14
Pages Scanned	747,987	617,963
Total Texts Provided	1,882	3,256

STUDY SEATS	2012/13	2013/14
Scott	2,108	2,108
Bronfman	321	321
Frost	236	247
Steacie	337	337
Total	3,002	3,013

Turnstile Count	2011/2012	2012/2013	2013/14
Scott	2,559,753	2,512,098	2,426,675
Bronfman	292,911	282,736	287,969
Frost	108,575	89,598	82,480
Steacie	432,640	382,120	278,995
Total	3,393,879	3,266,552	3,076,119

OPERATING BUDGET	2011/2012	2012/2013	2013/2014
Salaries	\$ 11,007,011	\$ 11,360,677	\$ 11,426,013
Part Time Assistance	\$ 908,958	\$ 772,729	\$ 944,488
Benefits	\$ 2,632,769	\$ 2,685,270	\$ 2,693,041
Subtotal	\$ 14,548,738	\$ 14,818,676	\$ 15,063,542
Collections	\$ 10,374,644	\$ 10,420,140	\$ 10,547,459
Binding	\$ 31,114	\$ 30,000	\$ 40,796
Subtotal	\$ 10,405,758	\$ 10,450,140	\$ 10,588,255
General operating	\$ 1,975,435	\$ 2,002,775	\$ 1,826,869
Total Expenses	\$ 26,929,931	\$ 27,271,591	\$ 27,478,665
Recovery	\$ 973,142	\$ 965,004	\$ 887,945
Total Expenses less recovery	\$ 25,956,789	\$ 26,306,587	\$ 26,590,721
Gifts in Kind	\$ 588,980	\$ 890,825	\$ 523,535

FACULTY OF SCIENCE

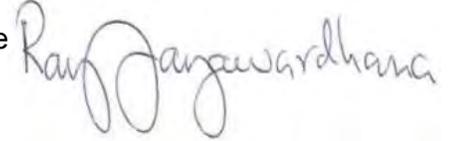
Office of the Dean

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5051
F 416 736 5950
rayjay@yorku.ca
www.science.yorku.ca

Memorandum

To: Markus Biehl, Associate Dean, Academic, Schulich School of Business

From: Ray Jayawardhana, Dean, Faculty of Science



Date: October 9, 2015

Subject: Letter of Support - Master of Management Degree Proposal

The Faculty of Science commends the Schulich School of Business on its proposal for a Master of Management degree targeted to graduates of an undergraduate honours program.

We are highly supportive of this program and expect that many students graduating from science programs would find it a very attractive next step for their career aspirations.

In the expectation that the program will gain approval I can offer the support of the Faculty of Science in promoting it to prospective students.

cc: Dezső Horváth, Dean, Schulich School of Business
Peter Cribb, Associate Dean Students, Faculty of Science



GLEDON COLLEGE
COLLÈGE
UNIVERSITAIRE
GLEDON

Office of the
Principal

Bureau du Principal

2275 BAYVIEW AVE.
TORONTO ON
CANADA M4N 3M6
T/T 416 487 6727

principal@glendon.yorku.ca

October 29th, 2015

Dear Dezsö Horváth,

Glendon College is pleased to support the proposal for a Master of Management Degree at the Schulich School of Business. Not only will this program address an unmet need identified in the marketplace, it also aligns with the University's mission of enhancing graduate studies and internationalization, and will further contribute to raising its prestige. Glendon has a particular interest in the successful completion of this program as it educates liberal arts graduates who could greatly benefit from complementing their education with the hard skills that are in demand in the marketplace. Glendon is also planning to develop a program in partnership with a French business school that combines the liberal arts with a business program. The proposed program in management could be a natural continuation of this program. Moreover, the program's international focus is an excellent fit with Glendon's own commitment to internationalization, as stated in its Academic Plan.

There is no doubt that the Schulich School of Business has the vision, means and expertise to bring this project to fruition. In this context, Glendon College fully supports this proposal.

Sincerely,

Donald Ipperciel
Principal, Glendon College



Memorandum

To: Rebecca Pillai Riddell, Chair, Senate APPRC
From: Rhonda Lenton, Provost 
Date: November 2, 2015
Subject: Proposal for Master of Management (MSTM) Degree



I have undertaken an initial review of the proposal from the Schulich School of Business to establish a Master of Management (MSTM) program. It is my intention to provide a more detailed statement with regard to this proposal, including its resource implications, following receipt of the external reviewers' report, SSB's response, and the final version of the proposal incorporating any revisions to take account of the reviewers' comments. At this stage, however, let me signal that I am satisfied that this proposal is ready to go forward for consideration by the external reviewers.

The proposal for this degree program has been developed to address an unmet need in management education, that is, to prepare graduates of non-business undergraduate programs for management positions in private, public or non-profit settings. This addition to the School's Masters level programs supports institutional priorities in relation to the expansion of graduate and professional programs and enrolments and builds on Schulich's broad and deep expertise in the field of management. I am satisfied that the proposal sets out the case for the program in terms of demand, its contributions to our institutional objectives, its distinctiveness, its curriculum and structure, and the learning outcomes it is intended to promote.

The program will add to the array of excellent programs offered by the Schulich School of Business, and the proposal enjoys strong support from the Dean of the School.

I look forward to seeing the reviewers' assessments of the proposal.

Cc: Dean D. Horvath
A. Pitt



Schulich
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**BBA/ IBBA Program Committee
Schulich School of Business
York University**

BBA/iBBA Program Committee Year End Report 2015-2016

Approved Curriculum Changes

1. Changes in course number, calendar descriptions, pre/co-requisite and course credit exclusion changes:

- ENTR 3400 3.00 Business Essentials for Technology Entrepreneurs I (pre-req. change)
- ENTR 3600 3.00 Business Essentials for Technology Entrepreneurs II (pre-req. change)
- ENTR 4500 3.00 Entrepreneurship and Technology Ventures (pre-req., note and course calendar exclusion)
- ENTR 4600 3.00 Entrepreneurship and New Venture Creation (course credit exclusion)
- FINE 4400 3.00 International Financial Management (pre-req. change pending FC approval)
- IBUS 4100 3.00 Work Placement (title, syllabus, calendar description)
- INTL 2300 3.00 Organizational Behaviour Across Cultures (course number)
- INTL 3000 3.00 Strategic Management for International Business (course number)
- MKTG 1030 3.00 Marketing Management (course number)
- ORGS 2100 3.00 Individuals and Groups in Organizations (course number)
- ORGS 2200 3.00 Organizations and their Environments (course number)

2. Course Retirements:

- INTL 3350 1.50 Applied Cross Cultural Management
- INTL 3400 1.50 Business and Sustainability
- INTL 3500 3.00 International Business Ethics
- INTL 4100 3.00 Internship Abroad
- OMIS 3000 3.00 Introduction to Administrative Statistics
- OMIS 3010 3.00 Management Science Modelling and Analysis
- OMIS 4660 3.00 Business Risk Analysis Using Simulation
- OMIS 4670 3.00 Web Enabled Decision Support Systems

New Course Approvals:

- ENTR 4400 3.00 Applied Entrepreneurship Field Study: Competitiveness of Entrepreneurial Firms
- INTL 1400 3.00 Responsible Business in an International Context – iBBA program
- INTL 4300 3.00 International Business Simulation – iBBA program

BBA Program Changes:

- Revised BBA Delayed entry admission option so that only current York students are admitted.

iBBA Program Changes:

- Introduced an iBBA delayed entry option for the iBBA program.

MBA Program Committee Year End Report 2015-2016 Academic Year

This year, the Committee approved the following curriculum items:

1. Courses

i) **New courses (2)**

- ENTR 6400 3.00: Applied Entrepreneurship Field Study: Competitiveness in Entrepreneurial Firms
- PUBL 6050 3.00: Managing for Public Purpose

ii) **Retirements (deletions) (22)**

- ETHC 6900 1.50/3.00: Individual Study
- FNEN 6210 3.00: Theory of Portfolio Management
- FNEN 6810 3.00: Derivative Securities
- OMIS 5211 1.50: Operations Management
- OMIS 6001 3.00: Methods and Models in Operational Research
- OMIS 6351 3.00: Advanced Spreadsheet Modelling & Programming for Business
- OMIS 6501 3.00: Global Operations and Information Management
- OMIS 6551 3.00: Inventory Management
- OMIS 6554 3.00: Operations Management and Control
- OMIS 6561 3.00: Supply Chain Management
- OMIS 6701 3.00: Managing New Technology
- OMIS 6711 3.00: Management Information Systems
- OMIS 6721 3.00: Systems Analysis and Design
- OMIS 6730 3.00: Management Issues in Planning, Implementation and Operating IT Systems
- OMIS 6731 3.00: Management Issues in Planning, Implementation and Operating IT Systems
- OMIS 6740 3.00: eBusiness Technology
- OMIS 6741 3.00: eBusiness Technology
- OMIS 6770 3.00: Manufacturing & Operations Strategy
- OMIS 6953 3.00: Projects in Operations Management
- OMIS 6971 3.00: Service Science
- PUBL 5500 3.00: Public Policy and Management
- SGMT 6960 3.00: Strategic Management of eBusiness

iii) **Changes in course titles, descriptions or prerequisites (11)**

- ETHC 6950 1.50: Ethics and Finance (rubric and description)
- FINE 6400 3.00: International Financial Management (prerequisite)
- FNEN 6820 3.00: Advanced Derivative Securities (prerequisite)
- FNEN 6840 3.00: Enterprise-wide Financial Risk Management (prerequisite)
- FNEN 6850 3.00: Fixed Income Securities (prerequisite)
- FNSV 6700 3.00: Management of Risk in Canadian Financial Institutions (title)
- FNSV 6960 1.50: Activity-based Costing and the Financial Services Industry (description)
- MINE 6100 3.00: Strategy and Value Creation in Mining (description)
- MINE 6200 3.00: Financial Fundamentals in Mining (title and description)
- MINE 6300 3.00: Towards Sustainable Mining (title and description)
- MINE 6400 3.00: Managing Mining Companies (title and description)

2. Specializations

i) **New Specializations**

- Financial Risk Management MBA/IMBA Specialization
-

ii) **Retirements**

- Financial Engineering MBA/IMBA Specialization
- Business-to-Business Marketing Specialization
- Strategic Channel Marketing Specialization
-

iii) **Changes**

- Investment Management Specialization (courses deletions)
- Brand, Product and Service Management Specialization (name change to Brand Management)
- Marketing Analysis Specialization (course selection restructuring)
- Marketing Communications Specialization (course selection restructuring)
- Operations Management Specialization (name change to Supply Change Management)
- OMIS Specializations (restructuring of course selections)

3. Diplomas

i) **Retirements (deletions)**

- Real Estate and Infrastructure Diploma (retirement)
-

ii) **Changes**

- Financial Engineering *Concurrent* Diploma (course replacements due to retirements)
- Financial Engineering *Stand Alone* Diploma (course replacements due to retirements)

4. Admissions Requirement Changes for MBA Program

- including MBA/MFA, MBA/MA, MBA/JD, MAcc and MBAN programs

5. Graduate Handbook Copy Clarification

- Arts and Media - Option 2 clarification of internship timing

6. Other major work by the Committee included:

- i.) Discussion and incorporation of e-learning and experiential learning in Master's level courses (including the use of Riipen)
- ii) MGMT 5260/SGMT 6000 integration

Ashwin Joshi, Director
May, 2016



Schulich

School of Business
York University

**International MBA (IMBA) Program
Schulich School of Business
York University**

**IMBA Program Committee Year End Report 2015-2016
May 1, 2016**

The IMBA Committee approved the following changes to the IMBA program and curriculum:

1. The integration of the IMBA 602 course with the MBA 601 course so that IMBA students can do their 602 with MBA students.
2. A change in the petition process for IMBA students wishing to petition exemptions to the 10 year rule for the IMBA work term.
3. A change to the IMBA supported language courses to reflect a focus on reading and writing skills in addition to verbal proficiency.
4. A change in the IMBA Admissions criteria effective Fall/2016 to requiring 2 years work experience for all IMBA applicants.
5. A change in the IMBA Admissions criteria for ESL applicants to require minimum scores on all sections of the TOEFL and IETSL tests in addition to requiring a minimum overall score on these tests effective Fall/2016.



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**Kellogg-Schulich Executive MBA
(EMBA) Program
Schulich School of Business
York University**

**Program Committee Year End Report 2015-2016
May 4, 2016**

The EMBA Committee:

1. Monitored the functioning of the EMBA program, including the transition to digital only access to course materials, which went very smoothly thanks notably to the efforts by Agnes Choi.
2. Examined and approved several new course proposals, including from our partner schools in the Kellogg Global Network.
3. As the program's petitions committee, rendered decisions with regards to student petitions, namely requests for the extension of leaves of absence and for exceptional exemptions from physical presence requirements.
4. Engaged in discussions regarding various steps to improve program quality, including academic honesty, consistency in feedback and grading by instructors, changes in courses and their sequencing as well as alumni engagement, and adopted some related new policies.

Memorandum

To: Faculty Council
CC: Lucy Sirianni
From: Yisong Tian, Director, Master of Finance
Date: May 3, 2016
Subject: MFIN Program Committee Yearend Report

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3

T 416 736 5097
F 416 736 5762

ada@schulich.yorku.ca
ada.schulich.yorku.ca

The Master of Finance (MFIN) Program has accomplished the following this year:

- Restructuring the program by dropping the Regulatory Affairs for Financial Institutions stream (which is now outside the Master of Finance Program and to be reorganized as a diploma program) and removing a math course (MATH 6911, Numerical Methods) from the Financial Risk Management stream and replacing it with a Schulich course (FINE 6600, Corporate Financial Analysis).
- Participated in two Experience Schulich events (hosting two tables for MFIN candidates and giving a TED talk in one event), two MFIN recruiting webinars, and an information session on one-year master programs for Schulich BBA/iBBA students.
- Hosted a two-day orientation for incoming students in late July.
- Hosted an alumni panel discussion and reception in mid-September for MFIN students, graduating MFIN students and alumni.
- Participated in Ethics Challenge case competition organized by the Toronto Chapter of the CFA Society.
- Participated in the CFA Global Investment Research Challenge.
- Sponsoring and participated in the Exchange Traded Funds Roundtable, organized by the Canadian ETF Association.
- Hosted and participated in a joint Schulich MFIN-ScotiaBank Market Risk Group info session and meet-and-greet events, with all MFIN students taking part.
- Granted renewal of the CFA Institute Program Partnership.
- Hosting the annual soccer tournament for teams from Master of Finance Programs in the GTA (Queen's, Rotman and Schulich), to be held on June 12.
- Ran a professional seminar series and an academic finance seminar series (joint with the Finance Area) over the fall and winter semesters.
- Ranked and selected five MFIN students to receive the CFA scholarships.





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**PhD Program
Schulich School of Business
York University**

**PhD Program Committee Year End Report 2015-2016
May 2, 2016**

The members of this year's committee included:

PhD Program Committee Chair: Eileen Fischer,
Lilian Ng, Theo Noseworthy, Murat Kristal, Stan Li, Dean Neu and Michael Valente

Over the course of this academic year, the committee has

1. Overseen the process of selecting new students to admit to the program
2. Adjudicated scholarship admission awards
3. Provided input to update the PhD portion of the school's website
4. Processed SSHRC applications
5. Processed OGS applications
6. Adjudicated doctoral dissertation award nominees
7. Update policy regarding independent studies
8. Introduced a new DCAD statistics course
9. Worked with the Centre for Teaching Excellence to launch an Instructional Skills Workshop, a training program customized for Schulich PhD students that provides them with an internationally recognized teaching certification.



Schulich
School of Business
York University

Program Coordinating Committee

Year End Report 2015-2016

May 3, 2016

This year, the Committee was relatively active. It hosted discussions and facilitated approvals of the following items:

- Regular curricular business (Master of Management, Master of Real Estate and Infrastructure)
- Changes in the Structure, Rules and Procedures of the Standing Committees of Faculty Council:
 - Creation of Master Programs Committee and Mandate and related changes to the memberships and quorums of the Programs Coordinating Committee and Executive Committee
 - Retirement of MBA, IMBA and MF Program Committees
- Changes in policies:
 - Revised Policy on Guided/Individual Studies
 - Substitution of Ex-Officio Members on Committees
 - Amendment to the Introduction to the Existing Academic Honesty Policy
 - Continuous Registration Policy for Specialized Masters Students
- Recalibration of admission standards of the Masters programs

The committee also discussed academic changes emanating from Senate and brought them forward to FC for information.

Ongoing work includes the following:

- Monitoring of the revision of Schulich's course evaluation questions following the introduction of common institutional questions
- A subcommittee has made an initial selection decision for a new Learning Management System (Canvas). It will continue to monitor the feasibility study and implementation over the coming academic year
- Following the introduction of a new grading scheme by Senate in the coming year, the committee will debate and bring forward guidelines with regards to grading at Schulich.
- Policy and Guidelines on using Courses to Recruit Subjects

I thank all members for their contributions to the engaged debates at our meetings and look forward to working with them under the umbrella of the Master Programs Committee in the coming year.

Markus Biehl, Chair



Schulich
School of Business
York University

**Masters Admissions Committee Year End Report
2015-2016
May 6, 2016**

1. The Masters Admissions Committee has met around 15 times to review files of applicants who do not meet the standard Schulich admission requirements.
2. At the initiative of Associate Dean (Academic), Faculty Council will soon discuss calibration of admissions standards including advanced standings for all Schulich Masters Programs.



Schulich
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**Nominating Committee
Schulich School of Business
York University**

**Nominating Committee Year End Report 2015-2016
May 3, 2016**

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

YORK UNIVERSITY

Schulich School of Business

M E M O R A N D U M

From: Christine Oliver, Associate Dean Research, Chair, Research and Library Committee

To: Faculty Council

Re: Year-end Report

Date: May 5, 2016

The activities this year were the following:

1. Review and assessment of nominees for the York Research Chairs
2. Schulich Research Fellowships: A call was sent out from the Research Committee for applications for this award. A subcommittee screened the applications and four awards were made.
3. Nomination of York Distinguished Research Professor and other Research Awards (e.g. Royal Society of Canada).
4. Research Website: Updated to new platform
5. ADR participation in workshop and development of report on York-level PhD recruitment
6. Review of library resources with Head of Bronfman Library
7. Data gathering and input for accreditations, school assessments, rankings and faculty evaluations
8. Third of three years of ADR service on Canada-U.S. Fulbright Committee Scholarship committee
9. Participation in the creation of the Annual Research Brochure.

To: Executive Committee and Faculty Council
From: Ajay Sirsi, Chair, Student Affairs Committee
Date: May 4, 2016

**Student Affairs Committee
End of Year Report 2015-2016**

The mandate of the Student Affairs Committee is to make decisions on academic petitions and breaches of academic honesty. The major focus and function of this Committee has been to hear withdrawal and debarment appeals in Schulich undergraduate and graduate programs (excluding the EMBA and PhD programs). These appeals are initiated by students soon after the grades are published at the end of each semester and once withdrawal or debarment notices are issued.

Effective Fall 2014, the Committee made significant changes to its membership and processes, including changes to its quorum requirements as well as the criteria for petitions that are eligible for administrative approval. The table below outlines the number of petitions received and reviewed over the past three years. In 2014-15, the committee reviewed nearly 100 more cases compared to 2013-2014. This increase can be attributed to the changes made to administratively approved petitions. The Committee will be reviewing the criteria for administratively approved petitions next Fall to determine if the guidelines need to be revised in order to reduce the Committee's workload. The overall number of petitions received has not significantly changed over the past three years.

Comparing academic honesty cases from 2014-2015 and 2015-2016 it looks as if there has been a decline in activity; however, in 2014-2015, the Committee met with an entire class suspected of breaching academic integrity. Continued monitoring, education and enforcement are essential for Schulich to maintain its high standards of academic integrity. The Associate Dean, Academic will be working with faculty to find ways how we can improve awareness and ensure that all students are familiar with proper citation methods.

Schulich petitions received 2013-2016

Level	Petition Type	2013-2014	2014-2015	2015-2016
Committee	Course Add	1	11	3
	Course Drop	7	20	24
	Debarment		37	5
	Departmental/Programme Waiver	22	60	30
	Exemptions			1
	Extension	12	10	12
	Leave	8	24	9
	Other	2	7	10
	Overload		4	5
	Programme Change	1		1
	Re-Admission	2	2	
	Status	3	3	
	Tuition Fees			1
	Waiver	53	43	72
Committee Total		111	221	173

Level	Petition Type	2013-2014	2014-2015	2015-2016
Sub-committee (Administrative petitions)	Course Add	61	26	60
	Course Drop	21	6	34
	Credit			
	Departmental/Programme Waiver	97	92	78
	Extension	8	1	12
	Leave	50	36	41
	Letter of Permission		1	
	Other	8	3	7
	Overload	2		6
	Re-Admission			
	Status	13	10	8
Waiver	12	4	1	
Sub-committee Total		272	179	247
Grand Total		383	400	420

Schulich Academic Honesty cases 2013-2016

2015-2016

Level Resolved	Infraction	BBA	IBBA	MBA	Grand Total
Exploratory	2.1.1 Cheating	4	1		5
	2.1.10 Aiding and Abetting	1	1		2
	2.1.3 Plagiarism	9	1	13	23
	2.1.1 Cheating, 2.1.10 Aiding & Abetting, & 2.1.3 Plagiarism		1		1
Grand Total		14	4	13	31

2014-2015

Level Resolved	Infraction	BBA	IBBA	MAcc	MBA	PDAM	Grand Total
Exploratory	2.1.1 Cheating	16					16
	2.1.10 Aiding and Abetting	1		1			2
	2.1.2 Impersonation	1					1
	2.1.3 Plagiarism	11	1	3	33	1	49
Formal Hearing	2.1.10 Aiding and Abetting	1					1
	2.1.3 Plagiarism	1			12		13
Grand Total		31	1	4	45	1	82

2013-2014

Level Resolved	Infraction	BBA	IBBA	MACC	MBA	Grand Total
Exploratory	2.1.10 Aiding and Abetting	3	1			4
	2.1.1 Cheating	10	5			15
	2.1.3 Plagiarism			1	1	2
Formal Hearing	2.1.1 Cheating		1			1
Grand Total		13	7	1	1	22

Tenure and Promotions Committee
Schulich School of Business
York University

Program Committee Year End Report 2015-2016
May 9, 2016

The Tenure and Promotions committee adjudicated all files that it received during the year, specifically one Full Professor file and one still to come this month.

Memorandum

To: Faculty Council, Schulich School of Business
From: Detlev Zwick, BBA/iBBA Program Director
Date: April 26, 2016

Motion

That the BBA/iBBA Program Committee approve the pre-requisite revisions for FINE 4400 3.00 – International Financial Management. Revisions as follows:

CURRENT PREREQUISITES (Existing)

Pre-requisites: SB/ECON 3510 3.0 or SB/IBUS 3100 3.0, or SB/INTL 2200 3.0; and SB/FINE 3100 3.0.

REVISED PREREQUISITES (Change to)

Pre-requisites: SB/FINE 3100 3.0.

Rationale for change:

Students do not require ECON 3510 as FINE 4400 is geared towards investments-related topics. Hence, they are required to take FINE 3100 before commencing FINE 4400, and FINE 3100 is a more advanced course than both IBUS 3100 and INTL 2200. Also, by the time students complete all these unnecessary prerequisites and FINE 3100, they might not have time to take FINE 4400.

FURTHER EVIDENCE AND RATIONALE:

Email sent from Prof. Lillian Ng on April 25, 2016

Dear All,

I just did a search of similar courses offered at McGill University and Rotman in Canada, and their similar courses only require Introduction to Finance as a prerequisite for International Finance.

McGill University - Prerequisite for International Finance (Undergraduate Program) is Introduction to Finance

U of Toronto (Rotman) - Prerequisite for International Finance (Undergraduate Program) is Introduction to Finance

I had taught this course for the last 16 years at the U. of Wisconsin, and the prerequisite for this course is Business Finance (similar to introduction to finance). Unlike Schulich, UW offers 4

sessions of International Financial Management each semester. It's a popular course. In my opinion, we should not impose unnecessary restrictions on the course that prohibit business students from taking International Financial Management.

Lilian

Email sent by Lillian Ng on April 24, 2016

Dear Detlev,

I have reviewed the course outlines of ECON 3510 and INTL 2200. ECON 3510 and INTL 2200 cover important topics in Economics, but the materials are not required as prerequisites for FINE 4400.

First and foremost, it appears that FINE 4400 overlap with ECON 3510/INTL 2200 in a couple of topics, namely, the foreign exchange markets and interest rate parity. These are sub-topics covered in ECON 3510/INTL 2200 under the Balance of International Payments & Foreign Exchange Markets and The Exchange Rate Theories within 2 lectures.

But FINE 4400 emphasizes the corporate/investment aspects of the topics. It takes me about 1 1/2 lectures (i.e., 4 1/2 hours) to cover the foreign exchange markets and 1/2 lecture (i.e., 1 1/2 hours) to cover the interest rate parity (where students learn how to identify arbitrage opportunities). For example, for the foreign exchange markets, students learn how to read and compute spot, forward, and cross exchange rates. This topic is extremely important because it forms the basis for the subsequent materials covered in FINE 4400.

I am attaching my FINE 4400 course syllabus for your perusal. FINE 4400 is divided into two parts. The first part of the course focuses on the investment aspect of the international finance. Students learn the different methods of hedging the exposure to exchange rate risk (such as forwards, futures, swaps, and options). The other part of the course focuses on the operation of a firm in the international environment. Students learn how to identify, measure, and manage exchange rate risk using different hedging instruments. Students will also learn to evaluate and refine multinational project proposals in both the corporate and investment fields. After completing FINE 4400, students should be immediately operational in a bank, firm, or investment fund operating in a global environment.

I hope the above explanation addresses your concerns. Pls. let me know if you need any more information.

Thanks.

Lilian

Faculty of Undergraduate Studies

Course Change Proposal

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below, REPLACING each <explanation> with your intended text.

1. Program

BBA & IBBA Programs

2. Course Number and Credit Value

FINE 4400 3.00

3. Course Title

a) Long Course Title

INTERNATIONAL FINANCIAL MANAGEMENT

b) Short Course Title (if a change in the course title is requested)

<This is the name that will appear on University documents where space is limited, such as transcripts and lecture schedules. The short course title must be a maximum of 40 characters, including punctuation and spaces. Please use abbreviations (e.g., Acctg, Fin Mgmt, Intl, &, Adv Econ) when necessary.>

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

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

5. Effective Session of Proposed Change(s)

FALL 2016

6. Academic Rationale

<Indicate how the proposed change will contribute to the academic objectives of the course/program.>

CURRENT PREREQUISITES

Pre-requisites: SB/ECON 3510 3.0 or SB/IBUS 3100 3.0, or SB/INTL 2200 3.0; and SB/FINE 3100 3.0.

Students do not require ECON 3510 as FINE 4400 is geared towards investments-related topics. Hence, they are required to take FINE 3100 before commencing FINE 4400, and FINE 3100 is a more advanced course

than both IBUS 3100 and INTL 2200. Also, by the time students complete all these unnecessary prerequisites and FINE 3100, they might not have time to take FINE 4400.

REVISED PREREQUISITES

Pre-requisites: SB/FINE 3100 3.0.

7. Proposed Course Information

Existing Course Information (change from)	Proposed Course Information (change to)
<p>The course provides students with the analytical tools and frameworks required to address financial decision making in the modern global firm. The emphasis of the course is on the financial management from the perspective of global financial manager. The main issues include currency risk management using derivative contracts, cross-border investment decisions, and financing decisions in the international financial markets.</p> <p>Prerequisites</p> <p>Pre-requisites: SB/ECON 3510 3.0 or SB/IBUS 3100 3.0, or SB/INTL 2200 3.0; and SB/FINE 3100 3.0.</p>	<p>The course provides students with the analytical tools and frameworks required to address financial decision making in the modern global firm. The emphasis of the course is on the financial management from the perspective of global financial manager. The main issues include currency risk management using derivative contracts, cross-border investment decisions, and financing decisions in the international financial markets.</p> <p>Prerequisites</p> <p>Prerequisite for BBA/IBBA students: FINE 3100 3.00</p>

8. Consultation

<For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.>

9. Approvals

a) Originator

Lilian Ng
Signature

Feb 24, 2016
Date

Lilian Ng
Name

b) Area or Specialization

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

<u>Kee-Hong Bae</u> Signature	<u>March 4, 2016</u> Date
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<u>Kee-Hong Bae</u> Name of Area Coordinator / Specialization Director	<u>FINE</u> Area or Specialization
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c) Degree Program

This course change has received the approval of the Program Committee, and I support the proposed changes.

<u>Detlev Zwick</u> Signature	<u>April 27, 2016</u> Date
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<u>Detlev Zwick</u> Name of Program Director	<u>BBA/iBBA Program Committee</u> Program
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Required Attachments

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

Send to:

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

Course Outline

Winter 2016

Thursday, 14:30-17:30, beginning on January 7

Room: W357

Instructor

Dr. Lilian Ng

N223, Seymour Schulich Building

+1.416.736.2100 x77994

lng@schulich.yorku.ca

Office hours: Thursday, 10:30-11:30, or by appointment

Professor Ng is Professor of Finance and holds the Scotia Bank Chair in International Finance. Prior to joining the Schulich School of Business, she held permanent positions at the University of Wisconsin-Milwaukee, University of Texas-Austin, and City University of Hong Kong, and visiting positions at the University of Southern California, University of California-Irvine, Massachusetts Institute of Technology, National University of Singapore, and Nanyang Technological University. Her research interests are in investments, international financial markets, and institutional trading behavior. She has won several best research paper awards at national and international conferences and some of her works were featured in the New York Times, Smart Money Magazine, and the Straits Times (Singapore) and Business Times (Singapore).

Brief Description

This course aims to extend the key concepts from the fields of corporate finance and investments to an international environment. Firms are looking increasingly to trade internationally in order to exploit profitable market opportunities and benefit from a growth in market share and economies of scale. As trade barriers are broken and infrastructure improves, there are ever more opportunities for firms to expand in this way. International diversification and the prospect of exploiting inefficiencies in less competitive markets are now major factors influencing the decisions of investment managers. It is likely that the percentage of funds invested overseas will increase consistently into the foreseeable future. The benefits of international trade can, though, be partially offset by an increase in risk. In particular, participants may not have detailed knowledge of the new markets in which they are launching their products and may face foreign exchange and political risk. In addition, they may find overseas' profit streams subject to international taxation barriers or may not even be able to repatriate funds.

Throughout this course, we'll bring in materials relating to current international financial issues or events that we shall discuss in class. Such discussions not only will help expose you to current affairs in international finance, but also will help you relate these issues to the concepts or topics that we cover in class.

Prerequisite: FINE 3100**Course Learning Outcomes**

This course aims at providing a balanced appraisal of the pitfalls that a multinational firm (or investor) might face and evaluate methods of maximizing the benefits of international trade. As a consequence, students should be able to evaluate and refine multinational project proposals (in both the corporate and investment fields) by the end of the course.

Deliverables at a Glance

Assignment/Task	% Weight	Author
Participation	5	Individual
Homework	10	Individual
Team Presentation	10	Group
Short Quizzes	5	Individual
Midterm exam	35	Individual
Final exam	35	Individual
	100%	

Course Material

Textbook: 3rd edition of Eun and Resnick, *International Financial Management Canadian Perspectives*, ISBN 9781259075438, McGraw-Hill Ryerson, 2014.

Chapters from this book (referred to as IFM below) are listed in the syllabus and provide useful background and additional discussion of the topics discussed in class. In addition, students who wish to keep abreast of current issues should follow additional sources of information, including [The Economist](#), [Financial Times](#), [Euromoney](#), and [The Wall Street Journal](#). Other handouts, such as problem sets, cases, class materials, and course slides will be available on the course webpage as well as distributed in class throughout the course.

Student Preparation for Class and Class Participation: Expectations

Preparation. Students are responsible for coming prepared for all classes. Readings should be done in advance of class in which the assigned materials will be discussed. **If for whatever reason you miss a class, it is your responsibility to get the material and any announcements that you miss.** In addition, you should bring a calculator to each class so that you can participate in working through in-class numerical problems. Positive contributions to the learning experience of the class will be greatly appreciated and be rewarded in your participation score.

Please note that laptop computers are allowed in class for the purpose of notes-taking or working on cases using spreadsheets only. If this condition is violated, I reserve the right to disallow the use of laptops in class for all students.

Class Participation (contribution). Your participation grade will be based on your attendance, meaningful contribution to in-class participation, and awareness of the issues in the required readings. To promote classroom participation, discussion is evaluated only on involvement and quality.

Written Assignments/Projects: Descriptions

Students will be responsible for handing in homework problems, which will be collected at the beginning of class on the assigned date. **NO late assignments will be graded.** If you miss a homework assignment while on an official university trip or when absent due to serious illness, I must be notified immediately in writing.

Your Sign-up date **2-Person Presentation: Current International Finance-Related News**

Choose one **current** international-finance related issue or news based on your own research from the Internet or from current periodicals and newspapers (you need to provide the source of your information on your presentation slide), and do a short 10-minute presentation in class on the date that you sign up for. **Presentation slides will have to be emailed to me at least a day earlier so that it can be posted on the course webpage for viewing.** Team of two will work together and both will receive the same grade.

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

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

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

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

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_webstation.nsf/page/Enrolment+Grades+and+Convocation!OpenDocument#tabs-2

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

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_webstation.nsf/page/Academic+Honesty!OpenDocument

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

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

Exams (Absence from)

Final. Within 24 hours of missing a final examination, students must contact the Director of Student Services at (416) 736-5060 and must also contact their course instructor. Formal, original documentation regarding the reason for missing the exam must be submitted to the Director of Student Services (SSB Room W262) within 48 hours of missing the final exam. Students who miss a final exam due to illness must have their doctor complete an "Attending Physician's Statement."

Quick Reference: Summary of Classes, Activities and Deliverables

Class No., Title and Date	Topic(s)	Reading Preparation
1. Jan 7 Introduction Globalization and the Multinational Firm	Understand why it is important to study international finance. Distinguish international finance from domestic finance.	IFM: Chapter 1
2. Jan 14 International Monetary System International Financial Crises	Introduce the institutional framework within which: <ul style="list-style-type: none"> International payments are made The movement of capital is accommodated. Exchange rates are determined 	IFM: Chapter 2 (p. 36-55) Mini Case: Will the U.K. Join the Euro Club? IFM: Chapter 6 (p. 147-158) Mini Case: Detroit Motors' Latin American Expansion
3. Jan 21 Foreign Currency Markets	Introduce the institutional framework within which exchange rates are determined. <ul style="list-style-type: none"> Function and Structure of the FX Market The Spot Market The Forward Market Exchange-Traded Currency Funds 	IFM: Chapter 4 Mini Case: Shrewsbury Herbal Homework 1 Distributed Homework 1 Due
4. Jan 28 International Parity Conditions Currency Futures and Options	Discuss several key international parity relationships, such as interest rate parity and purchasing power parity Building blocks of derivatives <ul style="list-style-type: none"> Futures Options Swaps 	Short Quiz IFM: Chapter 5 Mini Case: Turkish Lira and Purchasing Power Parity IFM: Chapter 9 Mini Case: The Options Speculator Homework 2 Distributed
5. Feb 4 The Impact of Exchange Rates on the Firm	Managing Exposure to Exchange Rates Various exposures to currency risk <ul style="list-style-type: none"> Transaction exposure Translation exposure Economic exposure 	Short Quiz Homework 2 Due IFM: Chapter 12 Mini Case: Economic Exposure of Calais Computers PLC
6. Feb 11 The Impact of Exchange Rates on the Firm	Managing Economic Exposure <ul style="list-style-type: none"> Measuring economic exposure Discusses its determinants, and presents methods for managing and hedging economic exposure.	Short Quiz IFM: Chapter 13 Mini Case: Barrick's Real Option on Tires
Feb 18	<i>No Class – Reading Week</i>	

Class No., Title and Date	Topic(s)	Reading Preparation
7. Feb 25	Midterm Exam	
8. Mar 3 International Capital Structure and the Cost of Capital	Measuring the Cost of Capital Across Countries <ul style="list-style-type: none"> Segmented vs. integrated markets Cross-border listings of stocks and foreign Equity ownership restrictions 	IFM: Chapter 16 Globalization of Capital Markets and the Cost of Capital: The Case of Nestle, Rene Stulz, Journal of Applied Corporate Finance, Fall 1995.
9. Mar 10 International Capital Budgeting	Evaluating International Capital Budgeting <ul style="list-style-type: none"> Review of domestic capital budgeting Adjusted present value approach	IFM: Chapter 17 Mini Case: The Centralia Corporation Mini Case: Dorchester Please bring your laptop to class. Homework 2 Distributed
10. Mar 17 International Capital Budgeting International Bond Markets International Equity Markets	Application of Capital Budgeting by Case Analysis Discussion of international capital markets <ul style="list-style-type: none"> Structure of the bond markets Primary and secondary equity markets throughout the world. 	IFM: Chapter 17 Mini Case: Timmins Gold Mining Company IFM: Chapters 7-8
11. Mar 24 International Portfolio Management	Portfolio diversification internationally <ul style="list-style-type: none"> The effects of fluctuating exchange rates on international portfolio investments. Benefits from diversification Reasons for "home bias" in portfolio holdings. 	IFM: Chapter 11
12. Mar 31 FDI and Cross-Border Acquisitions	Issues associated with FDI by MNCs <ul style="list-style-type: none"> Global Trends in FDI Why Do Firms Invest Overseas? Cross-Border Mergers and Acquisitions Political Risk and FDI 	IFM: Chapter 15

Memorandum

To: Faculty Council For Information re revised handbook copy
From: Joyce Zemans
Date: 27 April 2016

Attached please find revised handbook copy designed to clearly illustrate the ways in which MBA/MFA/MA students can move through Option 2 of the Combined Program.

Rationale

We are clarifying the way in which Combined MBA/MFA/MA students who have completed their first year of MBA courses may move through the combined program.

Combined students who pursue Option 2 may undertake an internship following the completion of their first year of MBA studies.

Rationale

As is the case with all MBA students pursuing a diploma, combined MBA/MFA/MA students who have completed their first year of MBA courses may undertake a management-related internship after completion of their first year of MBA studies.

Note:

Students in this combined stream are required to have an undergraduate degree in the field in which they are pursuing their graduate studies and to have two years of work experience before entering the MBA program. In addition to having completed their core courses, these students will have completed the required ARTM 6301 course in the winter of their first year of MBA study.

Faculty of Graduate Studies

Course Change Proposal

1. Program

Schulich MBA/MFA/MA

2. Course Number and Credit Value

N/A

3. Course Title

a) Long Course Title

N/A

b) Short Course Title (if a change in the course title is requested)

N/A

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

	in course number
	in credit value
	in course title (short course titles may be a maximum of 40 characters, including punctuation and spaces)
	in course description (short course descriptions may be a maximum of 60 words, written in present tense)
	in integration (provide statement of approval from other program)
	in cross-listing (provide statement of approval from other program)
	in pre/co-requisite
	expire course
x	other Combined MBA/MFA/MA Program Description - Calendar Copy Changes

5. Effective Session of Proposed Change(s)

Summer 2016

6. Academic Rationale

It was recently brought to our attention that it was very difficult for students to understand the program requirements based on the current calendar copy.

Although there are no changes to the requirements, we have revised the calendar copy to better reflect how students proceed through the combined program when completing the program via Option 2 (starting the program in the MBA). Although the requirements remain the same, it came to our attention that, with the first two students choosing this option currently in the program, that there were some aspects of the process that were not clearly indicated in the written copy. These changes are required to ensure the process by which students complete the program via Option 2 is more clearly laid out.

7. Proposed Course Information

Existing Course Information (change from)	Proposed Course Information (change to)
<p>STUDY OPTIONS Full-time Study (Keele Campus) • normal full-time load is 15.00 credits of courses per term</p> <p>PROGRAM LENGTH This is a full-time program. The normal full-time load is 15.00 credits of courses per term. Students who enrol in the combined program should be able to complete it over a three year period, from date of entry.</p> <p>GRADUATION REQUIREMENTS • overall grade point average (GPA) of 5.00 (B) in the MBA • successful completion of 45.00 credits of Schulich School of Business courses: - 33.00 credits of Required Foundations of Management Core Courses - 9.00 credits of Schulich Electives and SB/ARTM 6301 3.00 or 12.00 credits of Schulich Electives and GS/ARTM 6301 3.00 (must be approved by program director) • Students who receive a waiver with replacement for Schulich MBA 1 Required Core Courses must replace these core courses with Schulich electives • Meet degree requirements for combined students in their respective MFA/MA programs</p> <p>THE ACADEMIC PROGRAM Students in the combined program may choose either of the following two options. However, most students will find that Option 1 most easily facilitates progress through the combined program within six semesters of formal study.</p> <p>Option 1 YEAR 1 MFA/MA CORE REQUIREMENTS Students take the core course requirements in their Fine Arts area. In addition, students will take GS/ARTM 6301 3.00 Issues in Arts and Cultural Management during the winter semester of their first year of study for degree credit in Fine Arts. (They may also take ARTM 6300 3.00 Cultural Policy.)</p> <p>YEAR 2 MBA 1 REQUIREMENTS Students will take 27.00 credit hours of the Required Foundations of Management 5000 level Core Courses in the second year of study and one 3.00 credit Schulich elective. They may also take a course in their Fine Arts field for degree requirement in the MFA or MA. To be eligible to advance to the next year of the joint program, students require a GPA of 5.00 (B), in their first year of study at Schulich.</p>	<p>STUDY OPTIONS Full-time Study (Keele Campus) • normal full-time load is 15.00 credits of courses per term</p> <p>PROGRAM LENGTH This is a full-time program. The normal full-time load is 15.00 credits of courses per term. Students who enrol in the combined program should be able to complete it over a three year period, from date of entry.</p> <p>GRADUATION REQUIREMENTS • overall grade point average (GPA) of 5.00 (B) in the MBA • successful completion of 45.00 credits of Schulich School of Business courses: - 33.00 credits of Required Foundations of Management Core Courses - 9.00 credits of Schulich Electives and SB/ARTM 6301 3.00 or 12.00 credits of Schulich Electives and GS/ARTM 6301 3.00 (must be approved by program director) • Students who receive a waiver with replacement for Schulich MBA 1 Required Core Courses must replace these core courses with Schulich electives • Meet degree requirements for combined students in their respective MFA/MA programs</p> <p>THE ACADEMIC PROGRAM Students in the combined program may choose either of the following two options. However, most students will find that Option 1 most easily facilitates progress through the combined program within three years of formal study.</p> <p>Option 1 YEAR 1 MFA/MA CORE REQUIREMENTS Students take the core course requirements in their Fine Arts area. In addition, students will take GS/ARTM 6301 3.00 Issues in Arts and Cultural Management during the winter semester of their first year of study for degree credit in Fine Arts. (They may also take ARTM 6300 3.00 Cultural Policy.)</p> <p>YEAR 2 MBA 1 REQUIREMENTS Students will take 27.00 credit hours of the Required Foundations of Management 5000 level Core Courses in the second year of study and one 3.00 credit Schulich elective. They may also take a course in their Fine Arts field for degree requirement in the MFA or MA. To be eligible to advance to the next year of the joint program, students require a GPA of 5.00 (B), in their first year of study at Schulich.</p> <p>YEAR 2 SUMMER* Students generally undertake an internship after completing their second year in the program (and having</p>

YEAR 2**SUMMER***

Students generally undertake an internship after completing their second year in the program (and having fulfilled all their 5000 level core MBA requirements.)

**Optional*

YEAR 3

Students will complete the requirements in both programs during this final year of study. Students should take Strategic Management 6000 3.00 and their Strategic Field Study (MGMT 6090 0.00 and MGMT 6100 3.00) in the fall semester.

Students will also complete their Master's Research Paper (MRP) or Thesis and the balance of their course requirements in each program over the two semesters.

Option 2**YEAR 1****MBA 1 REQUIREMENTS**

Students will take 27.00 credit hours of the Required Foundations of Management 5000 level Core Courses in the first year of study, and SB/ARTM 6301 3.00 Issues in Arts and Cultural Management, for degree credit at Schulich. They may also take a course in their Fine Arts field for degree requirement in the MFA or MA. To be eligible to advance to the next year of the joint program, students require a GPA of 5.00 (B), in their first year of study at Schulich.

YEAR 2**MFA/MA CORE REQUIREMENTS**

Students will take the core course requirements in their Fine Arts area. In some cases, students may take Strategic Management 6000 3.00 in SSB and may complete their Strategy Field Study (MGMT 6090 0.00 and MGMT 6100 3.00) in this year of study.

YEAR 2**Summer***

Students generally undertake an internship after completing their second year in the program (and having fulfilled all their 5000 level core MBA requirements.)

**Optional*

YEAR 3

Students will complete the requirements in both programs during this final year of study. Students should take Strategic Management 6000 3.00 and their Strategic Field Study (MGMT 6090 0.00 and MGMT 6100 3.00) in the fall semester, if not already completed.

Students will also complete their Master's Research Paper (MRP) or Thesis and the balance of their course requirements in each program over the two semesters.

Additional Specialization

- MBA/MFA/MA students require only 9.00 credits to fulfill a specialization requirement (see titles on pages 60-62 for elective courses within areas or programs)

fulfilled all their 5000 level core MBA requirements.)

**Optional*

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YEAR 1**Summer***

Students may choose to undertake an internship after completing their first year in the program.

**Optional*

YEAR 2**MFA/MA CORE REQUIREMENTS**

Students will take the core course requirements in their Fine Arts area. In some cases, students may take Strategic Management 6000 3.00 in SSB and may complete their Strategy Field Study (MGMT 6090 0.00 and MGMT 6100 3.00) in this year of study.

YEAR 2**Summer***

Students may choose to undertake an internship in this semester if not already completed.

**Optional*

YEAR 3

Students will complete the requirements in both programs during this final year of study. Students should take Strategic Management 6000 3.00 and their Strategic Field Study (MGMT 6090 0.00 and MGMT 6100 3.00) in the fall semester, if not already completed.

Students will also complete their Master's Research Paper (MRP) or Thesis and the balance of their course requirements in each program over the two semesters.

Additional Specialization

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ARTS AND MEDIA GRADUATE DIPLOMA

ARTS AND MEDIA GRADUATE DIPLOMA

Students may choose to pursue an Arts and Media Graduate Diploma in addition to their combined MBA/MFA(MA) degrees. The Arts and Media Graduate Diploma requirements can be found on www.schulich.yorku.ca, or in the calendars of the Schulich School of Business and the Faculty of Graduate Studies. Students who wish to pursue the graduate diploma must discuss this with the Arts and Media Program Director or Coordinator at the beginning of the program.

If students are doing a Graduate Diploma in Arts and Media Administration, as well as the two degrees, the summer semester after their second year of study is an appropriate time to meet the internship requirement; however, some students may choose to complete this requirement in the summer after their third year of study. All diploma requirements must be satisfied within one term of completing the graduate degree program requirements.

ADMISSION CRITERIA

For acceptance into this combined program, students need to meet the admission requirements for both the MBA and the MFA or MA as outlined by the University. Students must apply to each program separately.

Students must have a four-year undergraduate degree (or equivalent) in Fine Arts earning a minimum B+ average. Students must earn an acceptable score on all four measurements of the Graduate Management Admissions Test (GMAT). Students should have two years relevant work experience within the arts or cultural industries.

Students may apply for admission to the combined program during the first year study in either the MBA program or MFA or MA program.

Academic Background

- a four-year undergraduate degree (or equivalent) in fine arts from a recognized university with at least a B+ average

Relevant Work Experience

- applicants should have relevant work experience within the arts or cultural industries

APPLICATION PROCESS

Applicants must apply to both the Schulich School of Business and to York University's Faculty of Graduate Studies.

FEE SCHEDULE

In total, 3 full-time terms are paid to Schulich and 3 full-time terms are paid to Graduate Studies. Any part-time terms are paid to the Faculty in which courses are taken.

- unless a prerequisite is specified for a particular specialization, students are free to select their electives from the list of electives on pages 60-62 (See 'Specializations' on pages 33-53)

Students may choose to pursue an Arts and Media Graduate Diploma in addition to their combined MBA/MFA(MA) degrees. The Arts and Media Graduate Diploma requirements can be found on www.schulich.yorku.ca, or in the calendars of the Schulich School of Business and the Faculty of Graduate Studies. Students who wish to pursue the graduate diploma must discuss this with the Arts and Media Program Director or Coordinator at the beginning of the program.

If students are doing a Graduate Diploma in Arts and Media Administration, as well as the two degrees, the summer semester after their second year of study is an appropriate time to meet the internship requirement; however, some students may choose to complete this requirement in the summer after their third year of study. All diploma requirements must be satisfied within one term of completing the graduate degree program requirements.

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- unless a prerequisite is specified for a particular specialization, students are free to select their electives from the list of electives on pages 60-62 (See 'Specializations' on pages 33-53)

The following are some of the ways students might go through the program:

**JOINT MBA/MFA AND MBA/MA
AT A GLANCE – OPTION 1 (recommended)
GRADUATE STUDIES START**

YEAR 1	
The required courses in the student's fine arts specialization in either the MFA or MA streams in the School of Arts, Media, Performance and Design	
ARTM 6301 3.00 ISSUES IN ARTS AND CULTURAL MANAGEMENT	

YEAR 2	
LAUNCH WEEK	
MGMT 5150 3.00 SKILLS FOR LEADERSHIP	
OMIS 5110 1.50 INFORMATION SYSTEMS	OMIS 5120 1.50 QUANTITATIVE METHODS
ECON 5100 3.00 THE ECONOMIC ENVIRONMENT OF BUSINESS	
ORGS 5100 3.00 ORGANIZATIONAL BEHAVIOUR	
ACTG 5100 3.00 FINANCIAL ACCOUNTING FOR MANAGERS	

TERM 2	
MGMT 5260 3.00 MANAGING FOR VALUE CREATION	
ACTG 5210 1.50 MANAGEMENT ACCOUNTING	OMIS 5210 1.50 OPERATIONS MANAGEMENT
MKTG 5200 3.00 MARKETING MANAGEMENT	
FINE 5200 3.00 MANAGERIAL FINANCE	
SCHULICH ELECTIVE (3.00 CREDITS)	

YEAR 3	
The balance of required courses in the student's fine arts specialization in either the MFA or MA streams in the School of Arts, Media, Performance and Design	
MGMT 6090 0.00 STRATEGY FIELD STUDY FORMATION	
MGMT 6100 3.00 STRATEGY FIELD STUDY	
SGMT 6000 3.00 STRATEGIC MANAGEMENT	
SCHULICH ELECTIVE(S) (6.00-9.00 CREDITS)	

- Core Foundation Courses
- Electives

**JOINT MBA/MFA AND MBA/MA
AT A GLANCE – OPTION 1 (recommended)
GRADUATE STUDIES START**

YEAR 1	
The required courses in the student's fine arts specialization in either the MFA or MA streams in the School of Arts, Media, Performance and Design	
ARTM 6301 3.00 ISSUES IN ARTS AND CULTURAL MANAGEMENT	

YEAR 2	
LAUNCH WEEK	
MGMT 5150 3.00 SKILLS FOR LEADERSHIP	
OMIS 5110 1.50 INFORMATION SYSTEMS	OMIS 5120 1.50 QUANTITATIVE METHODS
ECON 5100 3.00 THE ECONOMIC ENVIRONMENT OF BUSINESS	
ORGS 5100 3.00 ORGANIZATIONAL BEHAVIOUR	
ACTG 5100 3.00 FINANCIAL ACCOUNTING FOR MANAGERS	

Term 3 or summer: change 'term 1' etc. to Fall, Winter, Summer to better reflect written description.

SUMMER*
Students generally undertake an internship after completing their second year in the program.
**Optional*

TERM 2	
MGMT 5260 3.00 MANAGING FOR VALUE CREATION	
ACTG 5210 1.50 MANAGEMENT ACCOUNTING	OMIS 5210 1.50 OPERATIONS MANAGEMENT
MKTG 5200 3.00 MARKETING MANAGEMENT	
FINE 5200 3.00 MANAGERIAL FINANCE	
SCHULICH ELECTIVE (3.00 CREDITS)	

YEAR 3	
The balance of required courses in the student's fine arts specialization in either the MFA or MA streams in the School of Arts, Media, Performance and Design	
MGMT 6090 0.00 STRATEGY FIELD STUDY FORMATION	
MGMT 6100 3.00 STRATEGY FIELD STUDY	
SGMT 6000 3.00 STRATEGIC MANAGEMENT	
SCHULICH ELECTIVE(S) (6.00-9.00 CREDITS)	

- Core Foundation Courses
- Electives

**JOINT MBA/MFA AND MBA/MA
AT A GLANCE – OPTION 2
SCHULICH START**

YEAR 1	
LAUNCH WEEK	
MGMT 5150 3.00 SKILLS FOR LEADERSHIP	
OMIS 5110 1.50 INFORMATION SYSTEMS	OMIS 5120 1.50 QUANTITATIVE METHODS
ECON 5100 3.00 THE ECONOMIC ENVIRONMENT OF BUSINESS	
ORGS 5100 3.00 ORGANIZATIONAL BEHAVIOUR	
ACTG 5100 3.00 FINANCIAL ACCOUNTING FOR MANAGERS	
TERM 1	
MGMT 5260 3.00 MANAGING FOR VALUE CREATION	
ACTG 5210 1.50 MANAGEMENT ACCOUNTING	OMIS 5210 1.50 OPERATIONS MANAGEMENT
MKTG 5200 3.00 MARKETING MANAGEMENT	
FINE 5200 3.00 MANAGERIAL FINANCE	
ARTM 6301 3.00 ISSUES IN ARTS AND CULTURAL MANAGEMENT	
TERM 2	

YEAR 2
The required courses in the student's fine arts specialization in either the MFA or MA streams in the School of Arts, Media, Performance and Design

YEAR 3
The balance of required courses in the student's fine arts specialization in either the MFA or MA streams in the School of Arts, Media, Performance and Design
MGMT 6090 0.00 STRATEGY FIELD STUDY FORMATION
MGMT 6100 3.00 STRATEGY FIELD STUDY
SGMT 6000 3.00 STRATEGIC MANAGEMENT
SCHULICH ELECTIVE(S) (9.00 CREDITS)

**JOINT MBA/MFA AND MBA/MA
AT A GLANCE – OPTION 2
SCHULICH START**

YEAR 1	
LAUNCH WEEK	
MGMT 5150 3.00 SKILLS FOR LEADERSHIP	
OMIS 5110 1.50 INFORMATION SYSTEMS	OMIS 5120 1.50 QUANTITATIVE METHODS
ECON 5100 3.00 THE ECONOMIC ENVIRONMENT OF BUSINESS	
ORGS 5100 3.00 ORGANIZATIONAL BEHAVIOUR	
ACTG 5100 3.00 FINANCIAL ACCOUNTING FOR MANAGERS	
TERM 1	
MGMT 5260 3.00 MANAGING FOR VALUE CREATION	
ACTG 5210 1.50 MANAGEMENT ACCOUNTING	OMIS 5210 1.50 OPERATIONS MANAGEMENT
MKTG 5200 3.00 MARKETING MANAGEMENT	
FINE 5200 3.00 MANAGERIAL FINANCE	
ARTM 6301 3.00 ISSUES IN ARTS AND CULTURAL MANAGEMENT	
TERM 2	

**YEAR 1
Summer***
Students may choose to undertake an internship after completing their first year in the program.*Optional

Year 2

MFA/MA CORE REQUIREMENTS
Students will take the core course requirements in their Fine Arts area. Students may take Strategic Management 6000 3.00 in SSB and may complete their Strategy Field Study (MGMT 6090 0.00 and MGMT 6100 3.00) in this year of study.

**YEAR 2
Summer***
Students may choose to undertake an internship in this semester if not already completed.
*Optional

YEAR 3
The balance of required courses in the student's fine arts specialization in either the MFA or MA streams in the School of Arts, Media, Performance and Design
MGMT 6090 0.00 STRATEGY FIELD STUDY FORMATION
MGMT 6100 3.00 STRATEGY FIELD STUDY
SGMT 6000 3.00 STRATEGIC MANAGEMENT
SCHULICH ELECTIVE(S) (9.00 CREDITS)

Add "if not already completed" to Year 3 box for 601 courses

8. Consultation

The changes are in response to recommendations made in consultation with SSIR and the ADA.

9. Approvals

a) Originator

_____	<u>18 April 2016</u>
Signature	Date
<u>Joyce Zemans</u>	
Name	

c) Area or Specialization

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

_____	<u>18 April 2016</u>
Signature	Date
<u>Joyce Zemans</u>	<u>Arts & Media Administration</u>
Name of Area Coordinator / Specialization Director	Area or Specialization

b) Degree Program

This course change has received the approval of the Program Committee, and I support the proposed changes.

_____	<u>18 April 2016</u>
Signature	Date
<u>Joyce Zemans</u>	<u>Combined MBA/MFA/MA Programs</u>
Name of Program Director	Program

Required Attachments

- For changes in the number of credits, course title or course description, please attached the new Schulich course outline (must conform to program norms; see the Program Assistant for details)
- Librarian's statement indicating that adequate library resources are available for the course
- For cross-listed / integrated courses: signed statement of agreement from director of other graduate course / other degree program

Faculty of Graduate Studies

Course Change Proposal

1. Program

Schulich MBA Program, Global Mining Management Program

2. Course Number and Credit Value

MINE6100 3.00

3. Course Title

a) Long Course Title

Strategy and Value Creation in Mining

b) Short Course Title (if a change in the course title is requested)

Strategy and Value Creation in Mining

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

	in course number
	in credit value
	in course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
x	in course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
	in integration (provide statement of approval from other program)
	in cross-listing (provide statement of approval from other program)
	in pre/co-requisite
	expire course
	other (please specify)

5. Effective Session of Proposed Change(s)

Winter 2017

6. Academic Rationale

The Global Mining Management Program would like to improve the links between the four core courses in the program. We believe that we can achieve this by a) revising the course titles of three of our courses (MINE6200, MINE6300 and MINE6400) and b) adjusting the course descriptions for all four core courses. After adding the last core course (MINE6400) to the program in 2014 we now have a better understanding of how the various topics in each course are linked. The new titles and descriptions better reflect the topics covered in each course and will enable students to better anticipate the course content.

7. Proposed Course Information

Existing Course Information (change from)	Proposed Course Information (change to)
<p>MINE6100 3.00 Strategy and Value Creation in Mining</p> <p>This course examines the strategies employed by mining companies to achieve sustainable growth and value creation that benefit all stakeholders.</p>	<p>MINE6100 3.00 Strategy and Value Creation in Mining</p> <p>This course provides an understanding of the challenges and opportunities of the global mining industry. Students evaluate and apply a strategy framework to mining companies which focuses on creating value for all stakeholders in a sustainable manner.</p>

8. Consultation

NA.

9. Approvals

a) Originator

Richard Ross

Signature

February 11, 2016

Date

Richard Ross

Name

b) Area or Specialization

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

Richard Ross

Signature

February 11, 2016

Date

Richard Ross

Name of Area Coordinator / Specialization
Director

Global Mining Management

Area or Specialization

c) Degree Program

This course change has received the approval of the Program Committee, and I support the proposed changes.

Ashwin Joshi

Signature

April 28, 2016

Date

Ashwin Joshi

Name of Program Director

MBA

Program

MINE 6100 3.00: Strategy and Value Creation in Mining



Course Outline

Wednesdays, 7:00 – 10:00 pm
Classroom TBC

Instructor

Richard Ross
W362J Seymour Schulich Building
(416) 736-2100 x33700
rross@schulich.yorku.ca

Assistant

Mary Amati
N211 Seymour Schulich Building
(416) 736-2100 x33700
gmm@schulich.yorku.ca

Office hours: By appointment

Richard Ross is the Program Director of the Global Mining Management MBA Specialization at Schulich and the former Chairman and CEO of Inmet Mining Corporation. He has worked in the resource industry in senior leadership roles for the past 35 years.

Brief Description

This course provides an understanding of the challenges and opportunities of the global mining industry. Students evaluate and apply a strategy framework to mining companies which focuses on creating value for all stakeholders in a sustainable manner.

Prerequisites: All 5000-series Required Foundations of Management Core Courses.

Contents

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Course Learnings

We analyze and discuss current events and business transactions in the global mining industry to understand the structure and complexity of the industry.

We evaluate how the defining characteristics of the global mining industry impact the strategies that mining companies employ.

We discuss a strategy framework and use it to assess the strategies of companies in the global mining industry.

We develop strategies for mining companies that take into consideration the cyclicity of the metal price cycle and the factors that make them sustainable.

We evaluate how mining companies communicate their strategies and the value created for all stakeholders.

We assess how mining companies incorporate their values into the execution of their strategies.

Evaluation

You are evaluated as follows:

Evaluation Item	Weighting %	Author
Team Project Assignment	40	Teams
Strategy Paper Assignment	20	Individual
Investor Communication Assignment	20	Groups of 2
Personal Performance	20	Individual
	100%	

For details refer to: “Personal Performance (p.3), “Assignments” (p.7) and “Evaluation of Assignment” (p.11).

Course Material

There is no textbook for this course.

Readings for the course are outlined in the class-by-class syllabus (p.4). If there are changes to the readings this is communicated well in advance. Readings are also posted on the Course Materials Database (CMD).

You must check this Course Outline and the CMD frequently to ensure you are meeting the requirements of the course.

Personal Performance

Your **Personal Performance (20 percent)** is evaluated based on how you demonstrate the GMM values of Responsibility, Respect, Leadership, Teamwork and Excellence. We agree at the beginning of the semester an individual plan that outlines how you plan to demonstrate these values. Prior to the end of the semester we discuss your actual performance in relation to the plan and your personal performance mark is determined accordingly.

Examples of how you may demonstrate the GMM values are as follows:

Responsibility

- Arrive at class on time.
- Attend all classes (other than due to illness or family emergency).
- Submit assignments on time.

Respect

- Engage in a constructive manner with your fellow classmates, instructors and guest speakers.
- Provide your full attention to the class and do not email, text or participate in social media.

Leadership

- Attend voluntary industry events and demonstrate your enthusiasm for the mining sector.
- Be proactive, be adaptive, be enthusiastic and be humble in all your interactions with fellow students and instructors.

Teamwork

- Be fully engaged with your fellow students in your team project...meeting or exceeding their expectations.
- Demonstrate your contribution to the team project during class presentations and discussions.

Excellence

- Carry out extra research and readings in preparation for class discussions and assignments.
- Share your thoughts and knowledge during class discussions.
- Seek support and advice from Richard by discussing drafts of your work.

Class-by-Class Syllabus

Topics, readings, and assignments for every class are listed below and any changes are communicated during class and posted on the CMD.

Date	#	Topic	Readings	Assignments
Sep 16	1	<p><u>Defining Strategy in Mining – Part 1</u></p> <p>The vision, mission and values of the GMM are discussed in the context of how the GMM strategy translates into course learnings, the expectations that we have for students and what students can expect from this course.</p> <p>This class and the next focus on the unique aspects of strategy in mining and lay the foundation for the course.</p> <p>We discuss a strategy framework that is used throughout the course in order to provide a path to follow as we explore the strategies of mining companies.</p> <p>We discuss a new way of thinking about mining that mining companies could incorporate into their strategies in order to be more successful in the coming decade in light of changing societal expectations.</p> <p>We discuss the defining characteristics of the mining industry in order to understand how they impact upon the strategies that mining companies pursue.</p>	<p>MINE 6100 Course Outline</p> <p>“GMM Vision Statement”, R. Ross, September 2015</p> <p>“Defining Characteristics of the Mining Industry”, R. Ross, September 2015</p> <p>“A New Way of Thinking about Mining”, R. Ross & E. Westney, September 2015</p>	
Sep 23	2	<p><u>Defining Strategy in Mining – Part 2</u></p> <p>Continuation of the above discussions.</p>	See above	
Sep 30	3	<p><u>“Choices” - The Execution of Strategy and the Global Mining Landscape</u></p> <p>Guest Speaker: Greg Barnes (TD Securities)</p> <p>This class is the first in a series of classes that studies the choices that mining companies make in the execution of strategy.</p> <p>Greg lays the foundation for our future discussions regarding mining companies’ strategies by describing how the distinct characteristics of the metals markets have resulted in a highly segmented structure of the global mining industry. Greg also discusses current trends in metal markets and what those trends</p>	<p>“TMX – A Capital Opportunity Mining”</p> <p>Further readings to be assigned</p>	Team Project - 1 st Interim Power Point Presentation

		<p>may mean for companies' strategies in the foreseeable future.</p> <p>The 1st Team Project Interim Presentations are made. The entire class engages in a discussion regarding the strategic choices the team project companies made in relation to their stated strategies.</p>		
Oct 7	4	<p><u>"Choices" - The Execution of Strategy and the Junior Mining Sector</u></p> <p>Guest Speaker: Gord Bogden (Alloycorp)</p> <p>This class explores the factors that contribute to the unique strategies and value creation proposition for the junior mining sector.</p> <p>Gord leads the class through a case study of Alloycorp, a junior mining company. Gord discusses the innovative approach they are taking to advance the potential development of a molybdenum mine in B.C. and how this strategy will maximize its value creation potential. Gord also discusses the challenges of the Junior Sector and how it can better sustain itself through the volatile metal price cycle.</p>	Readings to be assigned	
Oct 14	5	<p><u>"Choices" - The Execution of Strategy and Mine Development</u></p> <p>Guest Speaker: Bryan Coates (Osisko Gold Royalties)</p> <p>This class focuses on the strategy of developing a mine, which is one of the most risky but potentially rewarding strategy a mining company can pursue.</p> <p>Bryan provides his insights into the strategies that Osisko followed from its inceptions as a Junior Mining Company, its evolution into a mid-tier gold producer through the development of the Malarctic Mine and its ultimate transition into a royalty company.</p>	Readings to be assigned	
Oct 21	6	<p><u>"Sustainability" – Strategies for the Long Term</u></p> <p>Reflecting on the definition of strategy and on the execution of strategy discussed in prior classes, this class introduces the concepts surrounding the sustainability of strategy in mining.</p> <p>The Ok Tedi case study is used to demonstrate how sustainability related factors impacts the choices that mining companies make and the survivability of the company's strategy over the long term. This case serves to evolve our thinking about sustainability to beyond the traditional elements of just environment, social and governance matters.</p>	Readings to be assigned	

Oct 26 th – 30 th Reading Week – No Classes			Strategy Paper (due October 30 th)
Nov 4	7	<p><u>Team Project 2nd Interim Presentations</u></p> <p>The teams present their 2nd Interim Presentation</p>	<p>Team Project Background Reports to be read by all students</p> <p>Team Project - Background Reports (due Monday November 2nd)</p> <p>Team Project – 2nd Interim Power Point Presentation</p>
Nov 11	8	<p><u>“Value” and Strategy – Part 1</u></p> <p>This class and the next study the value outcomes arising from the execution of strategy. Richard’s first hand experiences during his 20 years with Inmet are explored in detail to illustrate the value creation that is possible from well designed and executed strategies.</p> <p>The first class analyzes the execution of Inmet’s strategy from 1987 – 1999 and the value destruction that arose from a confused and poorly executed strategy. The lessons learned from that period and how that paved the way for significant value creation in the subsequent years is discussed.</p>	Readings to be assigned
Nov 18	9	<p><u>“Value” and Strategy – Part 2</u></p> <p>This class analyzes the execution of Inmet’s strategy from 2000 – 2012 and the value that was created from a well designed and executed strategy. The eventual take over of Inmet by First Quantum in 2013 is discussed as well as a post mortem on the value implications today of that transaction for both companies’ shareholders.</p>	Readings to be assigned
Nov 25	10	<p><u>“Stakeholders” – The Investors Role in Strategy Part 1</u></p> <p>This class and the next focus on the financial stakeholder as one of the key stakeholders in mining companies as well as the role they play, or should play, with other stakeholders. These classes explore how financial stakeholders influence the strategies that mining companies follow and the resulting impact of mining companies’ choices on all stakeholders.</p> <p>This first class explores the interaction between investors and mining companies through role-plays and class discussion. The</p>	<p>None</p> <p>Investor Advisory Report</p> <p>Investor Role Play</p>

		class discusses the strengths and areas for improvement surrounding the communication strategies of mining companies with their financial stakeholders in all aspects of their business, including their interactions with all stakeholders.		
Dec 2	11	<p><u>“Stakeholders” – The Investors Role in Strategy Part 2</u></p> <p>Guest Speakers: David Thomas (RCF), Steven Bonnyman (AGF), Ernie Lalonde (DBRS), Douglas Waterson (Faircourt)</p> <p>The class engages with a panel of financial stakeholders to share observations about the ways in which mining companies communicate their strategy and the role that investors should play in the formation and execution of mining companies’ strategies as it impacts all stakeholders.</p> <p>The investor’s perspectives on the mining industry are also explored with a view to understanding how they perceive their role in mining companies’ strategies and how it impacts their investment decisions.</p>	Readings to be assigned	
Dec 9	12	<p><u>Team Project Final Presentations</u></p> <p>Teams make their final team presentation.</p>		Team Project – Final Power Point Presentations

Assignments

Assignments are to be submitted through the CMD by 6:00 pm on their due date. Hard copies of all assignments are also to be handed in at the beginning of class.

The electronic files must be structured as follows:

- PDF file format.
- File naming protocol: *Student Name (i.e. last_first) - Assignment*. For example, the file name for the strategy paper should be: **Smith_John - Strategy Paper**.
- Include a header within each document containing the file name.

Team Project – 40%

The team project provides you with the knowledge, research and analytical skills necessary to develop a strategy for a mining company.

You are assigned a team as well as a company to research. The four components of the team project are as follows:

I. 1st Interim Presentation (due Class 3)

Each team, with approximately 10 power point slides, makes a power point presentation.

The presentation addresses:

- An articulation of the strategy and values of the company.
- The background of the company and its current operating profile.
- The key choices made by the company in the (maximum 10 years) and an assessment of how those choices aligned with their stated strategy and values.

II. 2nd Interim Presentation (due Class 7)

Each team, with approximately 15 power point slides, makes a power point presentation. The presentation addresses:

- Identify the key defining characteristics and explain why they are most relevant to the company.
- A comparative analysis of the company to other companies in the same sub-sector.
- The key challenges and the opportunities that the company currently faces.

III. Background Report (due 2 days prior to Class 7 - November 2nd)

A Background Report, with a maximum of 10 pages plus appendices, provides the supporting analysis for the information presented in the 1st and 2nd Interim Presentations.

IV. Final Presentation (due Class 12)

Each team, with a maximum of 20 power point slides, makes a power point presentation. The presentation is focused on presenting a recommendation for the future strategy of the Company. The presentation addresses:

- The strategic choices that were considered and the factors that led to the final recommendations. This should address the challenges and opportunities identified in the 2nd Interim Presentation.
- The value creation potential from the strategy.
- The sustainability of the strategy, taking into consideration the metal price cycle and the evolving expectations of stakeholders.
- An identification of the M&A opportunities the company could pursue that would be consistent with the strategy.

- An action plan to effectively address the defining characteristics that are most relevant to the company.
- How the strategy and action plan positions the company in relation to its peers.

Note that the Final Presentation consists of two sections as follows:

- An Executive Summary that is used as the presentation media during class.
- Appendices that contain additional research material and supporting data that is essential in providing support for the conclusions and recommendations made in the Executive Summary. The material in the appendices must be cross-referenced to the Executive Summary. The Appendices also includes the Bibliography.

The composition of the Team Project Grade is as follows:

Component	Weighting %
1 st Interim Presentation	5
2 nd Interim Presentation	5
Background Report	10
Final Presentation	20
Total Team Mark	40

Although there is no allocated mark in the team project for individual performance, each team must agree on a method to evaluate and communicate individual team member performance by September 30th. The actual evaluation is due on December 9th and is factored into each student’s Personal Performance evaluation.

Strategy Paper - 20%

This paper is prepared individually and is due on October 30th.

The Strategy Paper is not to exceed 10 pages and addresses the following scenario:

“A group of investors have provided you today with \$5 billion to start a new mining company and you have been appointed its first CEO. The investors have asked for the following:

- *Develop a strategy for this company, including a Vision, Mission and Values statements. The strategy should address metal focus, geographic diversity and phases of the mine life that you would be prepared to operate in.*
- *Explain the factors that you took into consideration in developing the strategy and why you believe it would create value for all stakeholders over the long term.*
- *Outline how your strategy has a competitive advantage over your peers in the same sub-sector(s).*
- *Articulate how your strategy would be a sustainable model for mining companies well into the 21st century and how this strategy takes into consideration the evolving expectations of stakeholders and the volatility of the metal price cycle.”*

Investor Communication – 20%

You choose a classmate to work in groups of two. If there are an odd number of students one group is randomly allocated a third student. Each group is given an Investor Relations Slide Deck that has recently been used by a mining company to communicate their strategy to institutional investors. The two components of this assignment are as follows:

i. Investor Advisory Report

You critique the companies' slide decks in a maximum 10-page report. The critique is an analysis of the strengths and weaknesses of the slide deck and also provides **General Recommendations** to both companies and investors as follows:

- The ability of the mining company to successfully communicate their strategy and plans.
- The consistency of the execution of the company to its stated strategy.
- The transparency in which the companies outline the challenges and opportunities they face.
- Areas where the company can improve its communications with investors.
- How the company's relationship with other stakeholders impacts its strategy and value creation potential.
- **General Recommendations** to investors regarding the types of questions they should be asking mining companies to encourage improved disclosure from mining companies in order to more effectively make their buy/sell decisions. Also comment on the types of questions investors should be asking mining companies regarding their interaction with other stakeholders and how this may affect the value that is created.
- **General Recommendations** for mining companies on how to more effectively communicate their long term strategy in order to encourage investors to move past a focus on short term factors such as share price performance and dividends. Also comment on how mining companies can more effectively communicate to investors their responsibility to all stakeholders to ensure a sustainable strategy.

Note that the **General Recommendations** from the *Investor Advisory Paper* are shared with the institutional investors who are attending Class 11.

ii. Role-Play

Class 10 is comprised of a series of role-plays and class discussion focused on the Investor Slide Decks that were analyzed for the Investor Advisory Report. You are assigned in class to play the role of either the senior management of the mining company or institutional portfolio managers who are investing in that mining company. The role-play is the management team giving an investor presentation regarding its strategy in a simulated "one-on-one" meeting with the Company's major institutional shareholder (business attire is expected for this class). The management team gives a 15-minute presentation to the Institutional portfolio managers based on the Investor Relations Slide Deck. The portfolio managers then lead a question and answer session for 15 minutes with the management team. The portfolio managers must outline the reason for each question and their assessment of the plans the management have outlined in their presentation.

After the role-play, all students participate in a discussion surrounding the merits of the investor presentation in communicating the strategy of the companies involved and meeting the needs of the investors and all stakeholders.

iii. Class Discussion

In Class 11, you have the opportunity to provide your rationale for your **General Recommendations** in the *Investor Advisory Paper* to the guest institutional investors in an informal discussion format.

The composition of the Team Project Grade is as follows:

Component	Weighting %
Investor Advisory Report	15
Role Play	5
Total	20

Note that the Class 11 discussion is evaluated as part of your overall Personal Performance.

Evaluation of Assignments

The evaluation of the assignments takes into consideration whether you met the requirements and deliverables for each assignment.

The evaluation of the assignments also takes into consideration the quality of your work as follows:

- Clarity of thought
- Relevance of recommendations
- Depth of research
- Professional appearance
- Personal perspectives

You are encouraged ask any questions or raise concerns you may have regarding the requirements of the assignment or for advice on how to maximize your ability to demonstrate your performance regarding the quality of your work.

Late submissions of assignments result in a reduction in marks. For each day that an assignment is late there is a reduction of one letter grade. For example, if the mark of an assignment would otherwise have been an A+ and is handed in one day late the revised grade is an A. If it were handed in two days late the mark would be an A- and so on for each day that the assignment continues to be late. The only exception to this is for serious illness or family emergencies that receive written approval in advance.

Calculation of Course Grade

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

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

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

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

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

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_Ind_webstation.nsf/page/Enrolment+Grades+and+Convocation!OpenDocument#tabs-2

General Academic Policies: Grading, Academic Honesty and Accommodations

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

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_Ind_webstation.nsf/page/Academic+Honesty!OpenDocument

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

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

Faculty of Graduate Studies

Course Change Proposal

1. Program

Schulich MBA Program, Global Mining Management Program

2. Course Number and Credit Value

MINE 6200 3.00

3. Course Title

a) Long Course Title

Current: Financial Fundamentals in Mining

New: Financial Strategies in Mining

b) Short Course Title (if a change in the course title is requested)

Current: Financial Fundamentals in Mining

New: Financial Strategies in Mining

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

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

5. Effective Session of Proposed Change(s)

Winter 2017

6. Academic Rationale

The Global Mining Management Program would like to improve the links between the four core courses in the program. We believe that we can achieve this by a) revising the course titles of three of our courses (MINE6200, MINE6300 and MINE6400) and b) adjusting the course descriptions for all four core courses. After adding the last core course (MINE6400) to the program in 2014 we now have a better understanding of how the various topics in each course are linked. The new titles and descriptions better reflect the topics covered in each course and will enable students to better anticipate the course content.

7. Proposed Course Information

Existing Course Information (change from)	Proposed Course Information (change to)
MINE 6200 3.00: Financial Fundamentals in Mining Course Outline: This course explores how investment and financing decisions are made in the mining sector to advance mining companies' strategies.	MINE 6200 3.00: Financial Strategies in Mining This course provides an understanding of the unique valuation, accounting and finance aspects of the global mining industry in order for students to develop financing strategies for mining companies.

8. Consultation

NA.

9. Approvals

a) Originator

Richard Ross
Signature

February 11, 2016
Date

Richard Ross
Name

b) Area or Specialization

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

Richard Ross
Signature

February 11, 2016
Date

Richard Ross
Name of Area Coordinator / Specialization
Director

Global Mining Management
Area or Specialization

c) Degree Program

This course change has received the approval of the Program Committee, and I support the proposed changes.

Ashwin Joshi
Signature

April 28, 2016
Date

Ashwin Joshi
Name of Program Director

MBA
Program

Course Outline

Thursday, 7:00pm - 10:00pm
Classroom TBC

Instructor

Richard Ross
W362J Seymour Schulich Building
(416) 736-2100 x33700
rross@schulich.yorku.ca

Assistant

Mary Amati
N211 Seymour Schulich Building
(416) 736-2100 x33700
gmm@schulich.yorku.ca

Office Hours: By appointment

Richard Ross is the Program Director of the Global Mining Management MBA Specialization Program at Schulich and the former Chairman and CEO of Inmet Mining Corporation. He has worked in the resource development industry in senior leadership roles for the past 35 years.

Brief Description

This course provides an understanding of the unique valuation, accounting and finance aspects of the global mining industry in order for students to develop financing strategies for mining companies.

Prerequisites - All 5000-series Required Foundations of Management Core Courses

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Calculation of Course Grade	13
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Course Learnings

We analyze and discuss current events and business transactions in the global mining industry to understand the structure and complexity of the industry.

We assess the key business drivers of a mining company by developing a discounted cash flow (DCF) valuation of a mine development project.

We understand mining specific accounting principles and their impact on financial statements in order to analyze the financial position of mining companies.

We analyze the financing strategies employed in the mining sector and how they are impacted by fluctuating commodity markets.

We apply our knowledge of mining valuations, accounting and finance to develop a financing strategy for a mining company.

We assess how mining companies incorporate their values into their financing strategies.

Evaluation

Your are evaluated as follows:

Evaluation Item	Weighting %	Author
Team Project	45	Teams
Valuation Assignment	35	Individual
Personal Performance	20	Individual
	100%	

For details refer to: “Personal Performance (p.3), “Assignments” (p. 11) and “Evaluation of Assignments” (p. 14).

Course Material

The course materials are as follows:

“Mining Explained 11th Edition” by The Northern Miner, 2012

“Cobre Panama Project Amended and Restated Technical Report NI 43-101 June 2015”, filed by First Quantum Minerals Ltd on July 22, 2015

“Cerro del Gallo Technical Report NI 43-101 June 2012”, Cerro Resources NL, filed by Primero Mining Corp. on April 1, 2013

Reading related to the above materials as well as other readings for the course are outlined in the class-by-class syllabus (p.5). If there are changes to the readings this is communicated well in advance. Readings are also posted on the Course Materials Database (CMD).

You must check the CMD and this Course Outline frequently to ensure you are meeting the requirements of the course.

Personal Performance

Your **Personal Performance (20 percent)** is evaluated based on how you demonstrate the GMM values of Responsibility, Respect, Leadership, Teamwork and Excellence. At the beginning of the semester, we agree upon an individual performance plan that outlines how you plan to demonstrate these values. Prior to the end of the semester we discuss your actual performance in relation to the plan and your personal performance mark is determined accordingly.

Examples of how you may demonstrate the GMM values are as follows:

Responsibility

- Arrive at class on time.
- Attend all classes (other than due to illness or family emergency).
- Submit assignments on time.

Respect

- Engage in a constructive manner with your fellow classmates, instructors and guest speakers.
- Provide your full attention to the class and do not email, text or participate in social media.

Leadership

- Attend voluntary industry events and demonstrate your enthusiasm for the mining sector.
- Be proactive, be adaptive, be enthusiastic and be humble in all your interactions with fellow students and instructors.

Teamwork

- Be fully engaged with your fellow students in your team project...meeting or exceeding their expectations.
- Demonstrate your contribution to the team project during class presentations and discussions.

Excellence

- Carry out extra research and readings in preparation for class discussions and assignments.
- Share your thoughts and knowledge during class discussions.
- Seek support and advice from Richard by discussing drafts of your work.

Class-by-Class Syllabus

Topics, readings, and assignments for every class are listed below and any changes to the topics, readings or assignments are communicated during class and posted on the CMD.

Date	#	Topic	Readings	Assignments
Sep 17	1	<p><u>Mining Valuations – Part 1</u></p> <p>As an introduction to the course, the vision, mission and values of the GMM are discussed in the context of how the GMM strategy translates into course learnings, the expectations that we have for students and what students can expect from this course.</p> <p>This class and the subsequent five classes teach you how to develop a valuation for a mining project and how to use the resulting information to make investment and financing decisions for a mining development project.</p> <p>In the 1st class on valuations we introduce the unique aspects of valuations in the mining sector by discussing the nature, purposes and key users of mining valuations. We also explore the sources of information that are used as key inputs into mining valuations, such as NI 43-101's and the integrity of such data.</p> <p>The key components of a discounted cash flow ("DCF") valuation of a mining project are discussed to set the stage for the subsequent classes and assignments.</p> <p>Finally the implications of the defining characteristics of the mining industry as they impact specifically on the key business drivers and DCF valuation are explored.</p>	<p>MINE 6200 Course Outline</p> <p>"GMM Vision Statement", R. Ross, September 2015</p> <p>"Defining Characteristics of the Mining Industry", R. Ross, September 2015</p> <p>Video - "Copper how it's made" https://www.youtube.com/watch?v=89r8fIR34Gc</p>	

Date	#	Topic	Readings	Assignments
Sep 24	2	<p><u>Mining Valuations – Part 2</u></p> <p>Guest Speaker: Larry Smith (Barrick)</p> <p>In the 2nd class on valuations, Larry leads the class through a discussion focused on understanding the business of mining as it pertains to the identification and extraction of mineral resources and reserves. The goal of this class is to provide students with an appreciation for the basics of geology and mine engineering as it applies to mining operations. This ensures students understand the significance of the key business drivers that are discussed in subsequent valuation classes and used in the valuation assignment.</p> <p>Topics include: Resource modeling, open pit and underground mining as well as heap leach, flotation and precious metal processing activities.</p>	<p>“Mining Explained 11th Edition”, Northern Miner.</p> <p>Video - “Ore Deposits 101 Mineral Reserves, Resources & Estimation” https://www.youtube.com/watch?v=bm0cfDyl9BY&index=11&list=PL2C671BC9DAF57ACE</p> <p>“Life Cycle of a Gold Mine”, Resource Investing News.</p> <p>“Iron Ore Processing for the Blast Furnace”, National Steel Pellet Company</p>	
Oct 1	3	<p><u>Mining Valuations – Part 3</u></p> <p>Guest Speaker: Larry Smith (Barrick)</p> <p>In the 3rd class on valuations, Larry delves into the details surrounding a mining valuation as it pertains to the key production and revenue business drivers. This class provides the necessary knowledge for students to complete Part (A) of the valuation assignment. Students complete class exercise during class to reinforce the learnings.</p> <p>Topics include: forecasting metal prices, calculating mine and mill production, treatment and refining charges, production ramp-up at new operations, government and other royalties and working capital.</p>	<p>Class exercises & NI 43-101 Technical Report Readings of Cobre Panama</p>	

Date	#	Topic	Readings	Assignments
Oct 8	4	<p><u>Mining Valuations – Part 4</u></p> <p>Guest Speaker: Larry Smith (Barrick)</p> <p>In the 4th class on valuations, Larry leads the class in discussion and class exercises surrounding the key operating cost, capital cost and closure cost business drivers. This class provides the necessary knowledge for students to complete Part (B) of the valuation assignment. Students complete class exercise during class to reinforce the learnings.</p> <p>Topics include: Development and sustaining capital, mining and processing costs, fixed versus variable costs, foreign exchange impacts, scaling and factoring data as well as the timing and significance of closure costs to a mining valuation.</p>	Class exercises & NI 43-101 Technical Report Readings of Cobre Panama	Valuation Assignment – Model Part (A)
Oct 15	5	<p><u>Mining Valuation – Part 5</u></p> <p>Guest Speaker: Derek Melo (KPMG)</p> <p>In the 5th class on valuations, Derek discusses the various valuation methodologies that are commonly used by the mining sector. This class provides the necessary knowledge for students to complete Part (C) of the valuation assignment.</p> <p>Topics include: Valuation standards and principles, income and market approaches to valuation, the factors that go into the determination of the appropriate discount rate for a mining project and NAV multiples.</p>	“Insights into Mining – NAV Multiples”, Derek Melo, 2014	Valuation Assignment – Model Part (B)
Oct 22	6	<p><u>Mining Valuations – Part 6</u></p> <p>Guest Speakers: Larry Smith (Barrick), Derek Melo (KPMG) & Manuel Cortes (Primero Mining)</p> <p>In the 6th class on valuations, we explore how investment decisions are made in the mining sector from information developed from the valuation of a mine. We illustrate how the DCF valuation models that have been developed by students can be used to assess the impact of changes to the</p>		<p>Valuation Assignment – Model Part (C)</p> <p>Team Project – 1st Interim</p>

Date	#	Topic	Readings	Assignments
		<p>key business drivers and how to factor in risks and upside opportunities and ultimately conclude on the merits of a mining project.</p> <p>Students present their 1st Interim Team Project Presentation as part of the process of exploring the above noted topics.</p>		Presentation
Oct 26 th - 30 th Reading Week – No Classes				Valuation Assignment – Project Evaluation Report (due Oct 30 th)
Nov 5	7	<p><u>Mining Financial Analysis - Part 1</u></p> <p>Guest Speakers: Lee Hodgkinson, Katherine Bryan & Jessica Budd (KPMG)</p> <p>The following three classes discuss specific accounting principles as they pertain to the mining sector and how these principles impact upon the analysis of mining companies' financial position.</p> <p>This class introduces the form and content of financial statements and management's discussion and analysis. Through examination of financial statements of a public mining company, discussion will focus on analysis of certain key performance indicators such as adjusted net earnings, all in sustaining costs, EBITDA and other financial ratios and the interplay between accounting decisions and practices on key performance metrics.</p> <p>This class also discusses key mining accounting matters including inventory, depreciation, capital development costs, revenue recognition, impairment and goodwill.</p>	<p>KPMG Publication on IFRS 6 Exploration for & Evaluation of Mineral Resources</p> <p>KPMG 2014 Mining Financial Reporting Survey</p> <p>PDAC/CICA Viewpoints</p> <p>"The Real Cost of Gold Mining", Kitco, February 2015</p>	
Nov 12	8	<p><u>Mining Financial Analysis - Part 2</u></p> <p>Guest Speakers: Lee Hodgkinson, Katherine Bryan & Jessica Budd (KPMG)</p> <p>This class continues the discussion of the key performance indicators and how they are impacted by the selection and</p>	KPMG Publication of Deferred Stripping	

Date	#	Topic	Readings	Assignments
		application of accounting principles and practices arising throughout the life cycle of a mine Topics discussed include provisions, exploration expenditures, and accounting for different types of investments in the mining industry.	KPMG 2014 Mining Financial Reporting Survey PDAC/CICA Viewpoints	
Nov 19	9	<p><u>Mining Financial Analysis – Part 3</u></p> <p>Guest Speakers: Lee Hodgkinson, Katherine Bryan & Jessica Budd (KPMG)</p> <p>Students present their 2nd Team Project Interim Presentation to generate discussion about the analysis of mining companies' financial statements and assessment of their financial condition.</p>		Team Project – 2 nd Interim Presentation
Nov 26	10	<p><u>Mining Financing Strategies – Part 1</u></p> <p>Guest Speakers: David Scott & Nick Larigakis (CIBC)</p> <p>The following two classes focus on the financing strategies that mining companies employ.</p> <p>In the 1st class, David and Nick review examples of various financing instruments used by mining companies such as: Bank debt, bonds, convertible debentures, royalties, equity, offtake and hedging. The cost/benefits of each financing instruments as well as the factors considered regarding the optimal financing structure for companies to execute their strategy is discussed.</p>	Readings on various financing instruments to be provided in class	

Date	#	Topic	Readings	Assignments
Dec 3	11	<p><u>Mining Financing Strategies – Part 2</u></p> <p>Guest Speaker: David Scott & Nick Larigakis (CIBC)</p> <p>The 2nd class on mining financing strategies reviews how mining companies can respond when faced with a financial crisis. Teck Resources' response to the 2008 global financial crisis following their acquisition of Fording Coal is examined in detail. The financing strategies employed in 2009 and 2010 and how that has positioned them to weather the current metal market environment is also discussed.</p> <p>Students present their 3rd Team Project Interim Presentation to generate discussion on the potential financing strategies of mining companies.</p>	Extracts from Teck's 2008, 2009 and 2010 Annual Report and MD&A	Team Project – 3 rd Interim Presentation
Dec 10	12	<p><u>Team Project - Final Presentations</u></p> <p>Teams make their final team presentation</p>		<p>Team Project - Final Presentation</p> <p>Team Project – Financing Strategy Report</p>

Assignments

Assignment Submission Process

Assignments are to be submitted through the CMD by 6:00 pm on their due date. Hard copies of all assignments are also to be handed in at the beginning of class.

The electronic files must be structured as follows:

- PDF file format.
- File naming protocol: *Student Name (i.e. last_first) - Assignment*. For example, the file name for the Project Evaluation should be: **Smith_John – Project Evaluation Report**. For the Team Project, name your files using your team number: **Team 1 – Financing Strategy Report**.
- Include a header within each document containing the file name.

Team Project - 45%

The team project provides students with the research and analytical skills necessary to prepare a set of practical recommendations on financing a mining development project.

You are assigned a team as well as a company to research. The four components for the team project are as follows:

I. 1st Interim Presentation - Valuation (due Class 6)

Each team, with approximately 5 power point slides, makes a power point presentation. The presentation addresses:

- An overview of the Project.
- A SWOT analysis of the Project.
- Analysis of the relevant metal markets.
- The key business drivers that impact the valuation of the Project.
- Initial perspectives on the valuation of the Project, i.e. IRR, NPV and payback.

II. 2nd Interim Presentation - Financial Analysis (due Class 9)

Each team, with approximately 5 power point slides, makes a power point presentation. The presentation addresses:

- An overview of the Company's strategy and operations.
- An in-depth analysis of the financial position of the Company.
- An assessment of the Company's 43-101, MD&A, Financial Statements and other relevant disclosure documents regarding the Project.

III. 3rd Interim Presentation - Financing Strategies (due Class 11)

Each team, with approximately 5 power point slides, makes a power point presentation. The presentation addresses:

- The financing instruments that the Company could reasonably consider for financing the Project.
- Examples of similar companies and the financing strategies that they utilized and the potential application of these strategies to the Company.
- Key risks and areas of focus that financiers may consider prior to providing financing.

IV. Final Presentation (due Class 12)

Each team, with approximately 15 power point slides, makes a power point presentation. The presentation addresses:

- The impact of the Project on the Company's strategy.
- A valuation of the Project.
- The Project's key business drivers and a sensitivity analysis.
- The Project's major risk factors and mitigation strategies.
- A detailed financing strategy for the Project.
- Impact of the financing and the Project on the Company's financial position.

V. Financing Strategy Report (due Class 12)

The teams prepare a written Financing Strategy Report, which includes the analysis, supporting documents and recommendations arising from the Interim and Final Presentations.

The composition of the Team Project Grade is as follows:

Component	Weighting %
Interim Presentations (3 @ 5% each)	15
Final Presentation	15
Financing Strategy Report	15
Total Team	45

Although there is no allocated mark in the team project for individual performance, each team must agree on a method to evaluate and communicate the individual team member performance by October 1st. The actual evaluation is due on December 10th and is factored into each student's Personal Performance evaluation.

Valuation Assignment - 35%

In this assignment you assume the role of a consultant providing an independent project evaluation of a mining project to a Project Steering Committee. Based on the review of the key business drivers of the project and the valuation implications, you arrive at a view whether or not you would recommend the project to proceed to construction.

You complete this assignment individually. The two components of the valuation assignment are as follows:

I. DCF Valuation Model (due in Classes 4, 5 & 6 as noted below)

As part of this evaluation, you develop a fully functioning excel valuation model of the mining project based on information sourced from a Technical Report that is compliant with National Instrument 43-101 and other publicly available sources.

The Excel valuation model is due in stages as follows:

- Part A. Production and revenue tabs (due Class 4)
- Part B. Operating and Capital Cost tabs (due Class 5)
- Part C. The amended 2012 base case and revised 2014 base case full models (due Class 6)

II. Project Evaluation Report (due October 30th)

A maximum ten page report outlining the evaluation of the project and the recommendations you would make to the Board of Primero to develop this project. This would include:

- I. An overview of; the project, the relevant metal markets and the country where it is located.

- II. An explanation of the key business driver assumptions that you would use for the project.
- III. A sensitivity analysis of the key business drivers and your rationale for the range of sensitivities.
- IV. An assessment of the risks of the project and advice on risk mitigation measures.
- V. Your recommendation on whether the company should proceed with development or under what circumstances it should consider such a decision.

The composition of the Valuation Assignment grade is as follows:

Component	Allocation %
DCF Valuation Model Part A.	5
DCF Valuation Model Part B.	5
DCF Valuation Model Part C.	5
Project Evaluation Report	20
Total	35%

Evaluation of Assignments

The evaluation of the assignments takes into consideration whether you met the requirement and deliverable for each assignment.

In addition, the evaluation takes into consideration the quality of your work as follows:

- Clarity of thought
- Relevance of recommendations
- Depth of research
- Professional appearance
- Unique perspectives

You are encouraged to ask questions or raise concerns you may have regarding the requirements of the assignment or for advice on how to maximize your ability to demonstrate your performance regarding the quality of your work.

Late submissions of assignments result in a reduction in marks. For each day that an assignment is late there is a reduction of one letter grade. For example, if the mark of an assignment would otherwise have been an A+ and is handed in one day late the revised grade is an A. If it were handed in two days late the mark would be an A- and so on for each day that the assignment continues to be late. The only exception to the above is for bona fide situations of serious illness or family or personal emergencies that receive written approval in advance by Richard.

Calculation of Course Grade

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

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

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

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

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_Ind_webstation.nsf/page/Enrolment+Grades+and+Convocation!OpenDocument#tabs-2

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

Faculty of Graduate Studies

Course Change Proposal

1. Program

Schulich MBA Program, Global Mining Management Program

2. Course Number and Credit Value

MINE 6300 3.00

3. Course Title

a) Long Course Title

Current: Towards Sustainable Mining

New: Social and Environmental Strategies in Mining

b) Short Course Title (if a change in the course title is requested)

Current: Towards Sustainable Mining

New: Social and Environmental Strategies in Mining

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

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

5. Effective Session of Proposed Change(s)

Winter 2017

6. Academic Rationale

The Global Mining Management Program would like to improve the links between the four core courses in the program. We believe that we can achieve this by a) revising the course titles of three of our courses (MINE6200, MINE6300 and MINE6400) and b) adjusting the course descriptions for all four core courses. After adding the last core course (MINE6400) to the program in 2014 we now have a better understanding of how the various topics in each course are linked. The new titles and descriptions better reflect the topics covered in each course and will enable students to better anticipate the course content.

7. Proposed Course Information

Existing Course Information (change from)	Proposed Course Information (change to)
<p>MINE 6300 3.00: Towards Sustainable Mining</p> <p>This course provides an overview of key sustainability challenges and opportunities in the mining industry, the tools and strategies available to address them, and the business case for integrating sustainability throughout mining activities. The course content focuses primarily on issues surrounding the environment, stakeholders, and community relations/development.</p>	<p>MINE 6300 3.00: Social and Environmental Strategies in Mining</p> <p>This course provides an understanding of the social and environmental challenges and opportunities in the global mining industry. Students develop environmental and social strategies which ensure sustainable value creation based on international standards and industry practices found in the mining industry.</p>

8. Consultation

NA.

9. Approvals

a) Originator

Patricia Dillon
Signature

February 11, 2016
Date

Patricia Dillon
Name

b) Area or Specialization

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

Richard Ross
Signature

February 11, 2016
Date

Richard Ross
Name of Area Coordinator / Specialization
Director

Global Mining Management
Area or Specialization

c) Degree Program

This course change has received the approval of the Program Committee, and I support the proposed changes.

Ashwin Joshi
Signature

April 28, 2016
Date

Ashwin Joshi
Name of Program Director

MBA
Program

Course Outline

Tuesdays, 7:00 – 10:00 pm
Classroom TBD

Instructor

Claudia Mueller
N217 Seymour Schulich Building
(416) 736-2100 x40520
cmueller@schulich.yorku.ca

Assistant

Mary Amati
N211 Seymour Schulich Building
(416) 736-2100 x33700
gmm@schulich.yorku.ca

Office hours: By appointment

Brief Description

This course provides an understanding of the social and environmental challenges and opportunities in the global mining industry. Students develop environmental and social strategies which ensure sustainable value creation based on international standards and industry practices found in the mining industry.

Prerequisites: All 5000-series Required Foundations of Management Core Courses

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Course Learnings

We analyze how social expectations in regards to environmental and social performance can create challenges and opportunities for companies in the global mining industry.

We research the international standards on environmental and social practices and analyze the business case for their adoption by mining companies.

We develop and apply strategies mining companies can employ to address the economic, social and environmental challenges and opportunities in the sector in order to gain and maintain the social license to operate.

We evaluate the effectiveness and impacts of environmental and social practices used by mining companies on their stakeholders.

We assess how mining companies incorporate values in their management of social and environmental impacts.

Evaluation

You are evaluated as follows:

Assignment	Weight %	Author
Team Project Assignment	35	Group
CR Practice Presentation	10	Individual
Global Event Research and Briefing Note	10	Individual
Global Initiatives Research Paper	10	Individual
PDAC Experience Assignment	15	Teams of 2
Personal Performance	20	Individual
	100	

For details: refer to: Personal Performance (p.3), “Assignments” (p.9) and “Evaluation of Assignments” (p.12)

Course Material

There is no textbook for this course.

Readings for the course are outlined in the class-by-class syllabus (see pages 4 to 8) and are drawn primarily from industry sources. If there are changes to the readings this is communicated well in advance. Readings are posted on the Course Materials Database (CMD).

You must check this Course Outline and the CMD frequently to ensure you are meeting the requirements of the course pre-readings.

Personal Performance

Your **Personal Performance (20 percent)** is evaluated based on how you demonstrate the GMM values of Responsibility, Respect, Leadership, Teamwork and Excellence. We agree at the beginning of the semester on an individual plan that outlines how you plan to demonstrate these values. Prior to the end of the semester we discuss your actual performance in relation to the plan and your personal performance mark is determined accordingly.

Examples of how you may demonstrate the GMM values are as follows:

Responsibility

- Arrive at class on time.
- Attend all classes (other than due to illness or family emergency).
- Submit assignments on time.

Respect

- Engage in a constructive manner with your fellow classmates, instructors and guest speakers.
- Provide your full attention to the class and do not email, text or participate in social media.
- Provide advance notice of absences to instructor

Leadership

- Attend voluntary industry events and demonstrate your enthusiasm for the mining sector.
- Be proactive, be adaptive, be enthusiastic and be humble in all your interactions with fellow students and instructors.

Teamwork

- Be fully engaged with your fellow students in your team project, meeting or exceeding their expectations.
- Demonstrate your contribution to the team project during class presentations and discussions.

Excellence

- Carry out extra research and readings in preparation for class discussions and assignments.
- Share your thoughts and knowledge during class discussions.
- Seek support and advice from Patricia by discussing drafts of your work.

Class-by-Class Syllabus

Topics, readings, and assignments for every class are listed below and any changes are communicated during class and posted on the CMD. When changes need to be announced between classes, an email is sent to your Schulich email account.

Date	#	Topic	Readings	Assignments
Jan 12	1	<p><u>Managing Societal Expectations I and Course Introduction</u></p> <p>Guest Speaker: Ed Opitz, VP Corporate Responsibility, Kinross Gold Corporation</p> <p>This class introduces students to the concepts and elements of corporate responsibility (CR) and sustainability and reviews their evolution and impact within in the mining sector.</p>	<p>ICMM SD Framework (including Principles, commitments) http://www.icmm.com/our-work/sustainable-development-framework</p> <p>Towards Sustainable Mining, Guiding Principles, Mining Association of Canada</p>	<p>Global Event research topic assigned</p> <p>Team project groups assigned</p>
Jan 19	2	<p><u>Managing Societal Expectations II - Global Events</u></p> <p>In this class, students form groups to discuss the information on the mining event that impacted the sustainability of an operation or company in the mining industry as assigned during the previous class. Groups pool and organize the information about the event, and present a summary of what they have uncovered about their assigned event and lead a discussion on the event.</p> <p>The purpose of this exercise is two-fold: first, to give students an overview of sustainability issues that can hamper and/or be managed by mining organizations; and second, to show students the variety of sources of information and perspectives regarding mining events. The events assigned are chosen to illustrate either environmental, safety or community-related issues.</p>	None	<p>Briefing Note on Global Event due at end of Class</p> <p>Select Global Initiatives Paper topic from list provided</p>
Jan 26	3	<p><u>Managing Societal Expectations III – Voluntary Standards</u></p> <p>Guest Speaker: Ben Chalmers, VP Sustainability, Mining Association of Canada</p>	<p>Mining Association of Canada, 2011. Towards Sustainable Mining 101: A Primer (14 pages)</p>	

		<p>In this class, students gain perspectives on the range of voluntary standards, codes and guidelines and investigate and compare several voluntary standards and tools available to assist companies in managing sustainability matters and delivering optimal business and community outcomes. Particular emphasis is placed on the Towards Sustainable Mining initiative created by the Mining Association of Canada. Multi-stakeholder initiatives, such as the ICMM SD Framework and Devonshire Initiative, are also discussed.</p> <p>Management systems concepts are introduced, including design, incorporation of voluntary commitments, the role of corporate and implementation. The most common challenges are discussed, along with tactics to ensure the greatest business value is derived from systems.</p>	<p>http://www.mining.ca/www/media/lib/TSM_Publications/TSM%20Primer%20May%202011%20FINAL.pdf</p> <p>TSM 2014 Progress Report</p>	
Feb 2	4	<p><u>Managing Environmental Impacts through the Mine Life Cycle</u></p> <p>Guest Speaker: Richard Ross, Inmet Chair, GMM</p> <p>Using the examples of Cobre Panama, the Las Cruces mine in Spain and Ok Tedi, students are introduced to the range of environmental issues resulting from mining operations from permitting to closure and how these are minimized and managed.</p>	<p>International Council on Mining & Metals, 2008. Planning for Integrated Mine Closure: Toolkit (86 pages) http://www.icmm.com/page/9566/icmm-publishes-closure-toolkit</p> <p>Towards Sustainable Mining Mine Closure Framework http://www.mining.ca/www/media/lib/TSM_Documents/protocols_2012/closure_Framework.pdf</p>	<p>Global Initiatives Research Paper</p> <p>CR Practice Presentations on Environmental Impacts</p>
Feb 9	5	<p><u>Managing Health, Safety and Security</u></p> <p>Guest Speaker: John LeClair, Vice President, Health Safety and Environment, DMC Mining Services</p> <p>This class focuses on issues of safety, health and security within companies and mining operations. Examples of leading company practices, programs and management systems are explored. Crisis management planning is briefly addressed, as are the formation and training of mine rescue teams.</p>	<p>Overview of leading indicators for occupational health and safety in mining http://www.icmm.com/news-and-events/news/articles/icmm-publishes-mining-focused-overview-of-health-and-safety-leading-indicators</p> <p>Leadership Matters - The elimination of fatalities http://www.icmm.com/page/14609/preventing-fatalities</p>	<p>CR Practice Presentations on Health, Safety and Security</p>

			Leadership Matters – Managing fatal risk guidance http://www.icmm.com/page/37127/leadership-matters-managing-fatal-risk-guidance	
Feb 16	6	<u>Team Project Phase 1 Presentations</u> The teams present their Phase 1 Presentations.	Background reports for Phase 1 Presentations	Team Project Phase 1 Presentations and Background Report
Feb 23	READING WEEK			
Mar 1	7	<u>Managing Relationships I – Community Engagement, Relations and Development</u> Guest Speaker: Ian Thomson, Principal SCI - Shinglespit Consultants Inc, Advisor, On Common Ground Consultants Inc. This class focuses on the identification of communities of interest (COIs; sometimes referred to as stakeholders) in a mining project. Tools and techniques for planning COI involvement and engaging them are discussed, as well as common mistakes made by organizations in their contacts with communities of interest. Issues associated with different types and timing of industry contact with communities -- ranging from initial exploration contact to professional community relations contact -- are addressed. The strategies, concepts and tactics associated with building human and institutional capacity are explored, along with the business value of engaging in community development. Case studies add to the topic of community engagement, relations and development	Assessing the State of Stakeholder Relationships: The Stakeholder 360 THE SOCIAL LICENSE TO OPERATE Ian Thomson, Principal, On Common Ground Consultants Inc, Vancouver, Canada Robert Boutilier, Center for Sustainable Community Development, Simon Fraser University, Vancouver, Canada Published - 2011, in Darling, P.; SME Mining Engineering Handbook, Ch 17.2, pp1779-1796, Society of Mining, Metallurgy and Exploration, Littleton, Co, USA	CR Practice Presentations on Community Engagement, Relations and Development

Mar 8	8	<p><u>Managing Relationships II – Indigenous Peoples and FPIC</u></p> <p>Moderator: Qasim Saddique, Consultant at Shared Value Solutions Ltd</p> <p>A panel will explore the perspectives and experiences of Indigenous peoples with the mining industry. The specific rights and expectations of Indigenous Peoples are discussed, along with the challenges and opportunities in obtaining Free, Prior and Informed Consent (FPIC). A discussion of the meaning and implications of FPIC is included as one component of project acceptance and building social licence to operate/privilege to operate.</p>	<p>Amazon Watch, 2011. The Right to Decide: The Importance of respecting free, prior and informed consent. (8 pages) http://amazonwatch.org/assets/files/fpic-the-right-to-decide.pdf</p> <p>ICMM Position Statement on Indigenous Peoples and Mining (6 pages) http://www.icmm.com/document/5433</p>	Class during PDAC Convention
Mar 15	9	<p><u>Managing Relationships III – The Role of Governments</u></p> <p>Guest Speaker: Alanna Heath, Vice President, Government Affairs, Barrick Gold</p> <p>Governments at various levels represent an important community of interest to mining operations. The role of governments in both environmental regulations compliance as well as in community development is explored. The class also touches on the implications to the mining sector of legislative initiatives such as Bill C-300 and the standards to which mining companies are expected to operate globally.</p>	Reading materials will be confirmed by speaker closer to date to ensure current and relevant	CR Practice Presentations on Government Relations Assignment on PDAC experience (teams of 2)
Mar 22	10	<p><u>Managing Human Rights</u></p> <p>Guest Speakers: TBD</p> <p>The evolution of international human rights is reviewed. Emerging best practices at the interface between business and human rights are explored. Ruggie’s three-pillar framework is introduced, along with how human rights are managed. The importance and structure of effective grievance mechanisms is discussed.</p>	<p>Standard Life Investments’ Business and Human Rights Report, Business and Human Rights, December 2011 (12 pages) https://www.churchofengland.org/media/1377459/standard%20life%20business%20and%20human%20rights%20report%20dec%202011%20final.pdf</p> <p>The UN "Protect,</p>	

			Respect and Remedy" Framework for Business and Human Rights (3 pages) http://www.reports-and-materials.org/sites/default/files/reports-and-materials/Ruggie-protect-respect-remedy-framework.pdf	
Mar 29	11	<p><u>Managing Transparency and Accountability</u></p> <p>Guest Speaker: Claire Woodside, Director, Publish What You Pay Canada</p> <p>The important role of civil society in mining operations is examined. Civil society is demanding more disclosure, transparency and accountability with respect to the management of natural resources wealth. Companies, investors and governments are increasingly recognizing some of the benefits that partnerships with civil society organizations and greater transparency can bring.</p>	<p>Canadian Implementation of the Extractive Industries Transparency Initiative PWYP-Canada's paper discusses Canada's recent involvement in the EITI.</p> <p>Staying Ahead of the Curve: Meeting Canada's Commitment to Transparency and Good Corporate Citizenship in the Extractive Industries PWYP-Canada's Paper features a comparison of the disclosure requirements in Canada and the US, following the US adoption of the Dodd-Frank Act.</p>	
Apr 5	12	<p><u>Team Project Phase 2 Presentations</u></p> <p>Teams make their Phase 2 presentation.</p>	Team Phase 2 Presentations	Team Phase 2 Presentations

Assignments

Assignment Submission Process

Assignments are to be submitted through the CMD by 6:00 pm on their due date. Hard copies of all assignments are also to be handed in at the beginning of class.

The electronic files must be structured as follows:

- PDF file format.
- File naming protocol: ***Student Last Name_Student First Name – Assignment Name***
For example, the file name for the Global Event Research and Briefing Note Assignment should be: Smith_John – Global Event Research and Briefing Note
- Include a header in each document containing the file name.

Team Project – 35%

The team project provides you the knowledge and understanding necessary to develop strategies and recommendations to manage societal expectations with respect to mining projects.

The Team Project is conducted in two phases. You are assigned a team.

In **Phase 1**, the teams are assigned a specific mining project. Students research the economic, social and environmental aspects of the project including regulatory environments, government relations, community structure and expectations, human rights issues, environmental impacts and mitigation strategies, health and safety issues and current challenges and opportunities related to responsible mine development and maintaining the “social license/privilege to operate”.

This research is summarized in a report, the **Background Report**, not to exceed 10 pages and is the basis for the fifteen-minute **Phase 1 Presentation** during Class 6 (approximately 15 power point slides). The teams assume the role of senior management presenting a summary of the challenges and opportunities at the site to the Board of Directors.

At the end of the presentation, the teams take questions and get feedback from Patricia, other students and invited guests.

In **Phase 2**, the teams are provided with the Background Report and presentation from one of the other teams and are to develop a strategy and series of recommendations with supporting rationale to address the challenges and opportunities identified.

These recommendations will be presented in a fifteen-minute **Phase 2 Presentation** during Class 12.

The Phase 2 Presentation includes:

- An action plan to address the challenges and opportunities identified in the Phase 1 presentation and Background Report.

- The choices they considered and the factors that led to their recommendations, including the value creation potential.
- How the strategy, recommendations and action plans position the company as the sector leader.

At the end of the presentation Patricia, other students and invited guests will then vote on which company they believe will be more sustainable and successful in addressing the challenges and opportunities. The class will then engage in a discussion of the reasons for their choices.

The Phase 2 Presentation consists of two sections as follows:

- Executive Summary - These slides are used as the presentation media during class (approximately 15 power point slides)
- Appendices – These slides contain additional research material and supporting data that is essential in providing support for the conclusions and recommendations made in the Executive Summary. Each slide in the appendices must be cross-referenced to the Executive Summary. One of the Appendices is the Bibliography. The Appendices do not form part of the verbal final presentation.

The composition of the Team Project Grade is as follows:

Component	Allocation %
Background Report (Feb. 16)	10
Phase 1 Presentation (Feb 16)	10
Phase 2 Presentation (April 5)	15
	35%

The Phase 1 and 2 Presentation marks will be based on the content of the presentations and the ability of the students to clearly communicate, answer questions and support their analysis.

Although there is no allocation mark in the team project for individual performance, each team must agree on a method to evaluate and communicate individual team member performance by February 2nd. The actual evaluation is due on April 5th and is factored into each student’s Personal Performance evaluation.

Corporate Responsibility Practice Presentations – 10%

Using the examples from your assigned company in Phase 1 of the Team Project, one member of each team will research and make a succinct, three-minute presentation using one or two PowerPoint slides on a specific current corporate responsibility (CR) practice at the beginning of class as follows:

Class 4 (Feb. 2) – a practice that addresses an environmental impact (including biodiversity)

Class 5 (Feb. 9) - a practice that addresses a Health, Safety or Security issue

Class 7 (Mar. 1) - a practice that addresses a Community Relations, Engagement or Development opportunity

Class 9 (Mar. 15) - a practice that responds to a Government Relations challenge

The presentation should highlight the effects and impact of the program, practice or initiative. The slides need to be submitted by 6:00 pm on the day before the presentation.

Global Event Research and Briefing Note - 10% (hand in at end of Class 2, Jan. 19)

During Week 1, you are assigned a company-specific corporate responsibility-related event in the mining industry. Assuming the role of Manager, Sustainability of the company, you prepare a three-page report, including references, in the form of a briefing note that summarizes the key elements of the event, your company's actions as well as the reactions and perspectives of various communities of interest (community, government, NGO's etc.) who were affected by/or had an interest in the event and the outcome(s). The briefing note, to be handed in at the end of Class 2, must also include recommendations and advice on how the event could have been better managed.

During the first hour of Class 2, students who researched the same corporate responsibility-related event, gather as a group to compare and contrast their research and develop a 3-slide, 10-minute PowerPoint presentation to be delivered in the second part of the class. The presentation must include a summary of the event, what was learned and recommendations on how the event could have been avoided or managed more effectively for the benefit of all. The groups should be prepared to answer questions and defend the advice and recommendations put forward.

Global Initiatives Research Paper – 10% (due Class 4, Feb. 2)

Numerous national and international sustainable development and corporate social responsibility initiatives impact the minerals industry. The sustainability and corporate/social responsibility reports of most companies list the external standards and commitments to which they adhere or observe.

The objective of the Global Initiatives Research paper is to gain a more in-depth understanding of an initiative or a related set of initiatives including origin, impact, extent of adoption or implementation and business value through research, analysis and summation. You will select an initiative (or set of related initiatives) from a list provided. The Mining Association of Canada's Toward Sustainable Mining Initiative and the ICMM Sustainable Development Framework will be discussed in class and are examples of the types of initiatives to be researched.

PDAC Experience Assignment – 15% (due Class 9, March 15)

The objective of the PDAC Experience Assignment is to summarize and reflect on the experience and information learned from a variety of activities and presentations at the 2016 PDAC International Convention, Trade Show and Investors Exchange to be held March 6 - 9, 2016 in the Metro Toronto Convention Centre. The annual PDAC convention is the largest gathering of minerals industry professionals involved in exploration and development in the world - "Where the World's Mineral Industry Meets".

The activities, to be undertaken by teams of 2, will be described in detail in an Assignment Guidelines document to be posted to the CMD and are designed to introduce you to various aspects of the minerals industry, explore sustainability and CSR challenges experienced by companies and provide the opportunity to hear presentations on current, relevant Aboriginal and CSR issues. Additionally, you have the opportunity to introduce yourself and promote the Global Mining Management program to the members of the industry you meet through the various interactions.

Evaluation of Assignments

The evaluation of the assignments takes into consideration whether you met the requirements and deliverables for each assignment.

The evaluation of the assignments also takes into consideration the quality of your work as follows:

- Clarity of thought
- Relevance of recommendations
- Depth of research
- Professional appearance
- Personal perspectives

You are encouraged ask any questions or raise concerns you may have regarding the requirements of the assignment or for advice on how to maximize your ability to demonstrate your performance regarding the quality of your work.

Late submissions of assignments result in a reduction in marks. For each day that an assignment is late there is a reduction of one letter grade. For example, if the mark of an assignment would otherwise have been an A+ and is handed in one day late the revised grade is an A. If it were handed in two days late the mark would be an A- and so on for each day that the assignment continues to be late. The only exception to this is for serious illness or family emergencies that receive written approval in advance.

Calculation of Course Grade

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

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

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

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

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

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_ind_webstation.nsf/page/Enrolment+Grades+and+Convocation!OpenDocument#tabs-2

General Academic Policies: Grading, Academic Honesty and Accommodations

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

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

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

Faculty of Graduate Studies

Course Change Proposal

1. Program

Schulich MBA Program, Global Mining Management Program

2. Course Number and Credit Value

MINE 6400 3.00

3. Course Title

a) Long Course Title

Current: Managing Mining Companies

New: Managing People in Mining

b) Short Course Title (if a change in the course title is requested)

Current: Managing Mining Companies

New: Managing People in Mining

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

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

5. Effective Session of Proposed Change(s)

Winter 2017

6. Academic Rationale

The Global Mining Management Program would like to improve the links between the four core courses in the program. We believe that we can achieve this by a) revising the course titles of three of our courses (MINE6200, MINE6300 and MINE6400) and b) adjusting the course descriptions for all four core courses. After adding the last core course (MINE6400) to the program in 2014 we now have a better understanding of how the various topics in each course are linked. The new titles and descriptions better reflect the topics covered in each course and will enable students to better anticipate the course content.

7. Proposed Course Information

Existing Course Information (change from)	Proposed Course Information (change to)
<p>MINE 6400 3.00: Managing Mining Companies</p> <p>This course provides an overview of the unique management practices, processes and systems necessary for the successful management of global mining companies. This includes an examination of topics such as: organizational design, talent management, management systems, knowledge management, corporate governance, project and operational management practices, and enterprise risk management.</p>	<p>MINE 6400 3.00: Managing People in Mining</p> <p>This course provides an understanding of the organizational design, management systems and leadership practices mining companies use to manage people. Students develop organizational structures and management systems that facilitate a mining company's ability to deliver on its strategy of creating value for all stakeholders.</p>

8. Consultation

NA.

9. Approvals

a) Originator

Claudia Mueller
Signature

February 11, 2016
Date

Claudia Mueller
Name

b) Area or Specialization

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

Richard Ross
Signature

February 11, 2016
Date

Richard Ross
Name of Area Coordinator / Specialization
Director

Global Mining Management
Area or Specialization

c) Degree Program

This course change has received the approval of the Program Committee, and I support the proposed changes.

Ashwin Joshi
Signature

April 28, 2016
Date

Ashwin Joshi
Name of Program Director

MBA
Program

MINE 6400 3.00: Managing People in Mining



Course Outline

Mondays, 7:00 – 10:00 pm
Classroom TBC

Instructor

Claudia Mueller
N217 Seymour Schulich Building
(416) 736-2100 x40520
cmueller@schulich.yorku.ca

Assistant

Mary Amati
N211 Seymour Schulich Building
(416) 736-2100 x33700
gmm@schulich.yorku.ca

Office hours: By appointment

Brief Description

This course provides an understanding of the organizational design, management systems and leadership practices mining companies use to manage people. Students develop organizational structures and management systems that facilitate a mining company's ability to deliver on its strategy of creating value for all stakeholders.

Prerequisites: All 5000-series Required Foundations of Management Core Courses.

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Course Learnings

We analyze and discuss the organizational structures of mining companies to broaden your understanding of the complexities of the global mining industry.

We evaluate the defining characteristics of the mining industry and how these impact the organizational structure and management systems of mining companies.

We develop organizational structures and management systems that will ensure a company's ability to deliver on its strategy of creating value for all stakeholders.

We assess the attributes of effective leadership for managing people in the global mining industry.

We assess how mining companies incorporate their values into the execution of their strategies.

Evaluation

You are evaluated as follows:

Assignment/Task	Quantity	Total %	Author
Personal Performance	1	25%	Individual
Team Project	1	40%	Team
Board Briefing Note		35%	Individual
		100%	

For details refer to: "Personal Performance (p.3), "Assignments" (p.7) and "Evaluation of Assignment" (p.9).

Course Material

Reading material for this course comes from two sources: eResources/eReserve in the York University Library system, and materials posted on the CMD.

Reserved readings at the library have been selected from periodicals and journals. Go to <http://www.library.yorku.ca>, click on the “Reserves” tab and type in “<MINE6400>” to access these readings.

The Course Materials Database (CMD) has been created within Schulich’s Lotus Notes. It contains general information for Schulich students and information and materials specific to this course. Check it frequently.

Personal Performance

Your **Personal Performance (20 percent)** is evaluated based on how you demonstrate the GMM values of Responsibility, Respect, Leadership, Teamwork and Excellence. We agree at the beginning of the semester an individual plan that outlines how you plan to demonstrate these values. Prior to the end of the semester we discuss your actual performance in relation to the plan and your personal performance mark is determined accordingly.

Examples of how you may demonstrate the GMM values are as follows:

Responsibility

- Arrive at class on time.
- Attend all classes (other than due to illness or family emergency).
- Submit assignments on time.

Respect

- Engage in a constructive manner with your fellow classmates, instructors and guest speakers.
- Provide your full attention to the class and do not email, text or participate in social media.

Leadership

- Attend voluntary industry events and demonstrate your enthusiasm for the mining sector.
- Be proactive, be adaptive, be enthusiastic and be humble in all your interactions with fellow students and instructors.

Teamwork

- Be fully engaged with your fellow students in your team project...meeting or exceeding their expectations.
- Demonstrate your contribution to the team project during class presentations and discussions.

Excellence

- Carry out extra research and readings in preparation for class discussions and assignments.
- Share your thoughts and knowledge during class discussions.

- Seek support and advice from Richard by discussing drafts of your work.

Class-by-Class Syllabus

Topics, readings, and assignments for every class are listed below and any changes are communicated during class and posted on the CMD.

Date	#	Topic	Readings	Assignments
January 11	1	<p>MODULE A Organizational and Corporate Governance Structure Part 1 <i>Guest speaker: Eleanor Westney (Schulich School of Business)</i></p> <p>Class 1 to 3 introduce the key decision making units in mining companies namely head offices, projects and operations. We examine the organizational structure that determines decision making processes including the stage gate process guiding the executive- board relationship. We analyze how various different organizational structures support the implementation of specific strategies and how management systems can support the implementation process.</p>	<p>MINE 6400 Course Outline</p> <p>Amy Shuen, Paul Feller, and David Teece, "Dynamic capabilities in the upstream oil & gas sector: Managing next generation competition" <i>Energy Strategy Reviews</i> 3 (2014): 5-13.</p> <p>R. Garcia, D. Lessard, and A Singh, "Strategic partnering in oil and gas: A capabilities perspective" <i>Energy Strategy Reviews</i> 3 (2014): 21-29.</p>	
January 18	2	<p>Organizational and Corporate Governance Structure Part 2 <i>Guest speaker: Eleanor Westney (Schulich School of Business)</i></p> <p>Continuation of Part 1 above.</p>	<p>Strikwerda and J. W. Stoelhorst, "The Emergence and Evolution of the Multidimensional Organization." <i>California Management Review</i> 51-4 (Summer 2009): 11-31.</p> <p>Booz & Co., "HQ: Irrelevant or Irreplaceable?" http://www.booz.com/media/uploads/Headquarters_Irrelevant_or_Irreplaceable.pdf</p>	

January 25	3	<p>Management Tools and Management Systems <i>Guest speaker: Amanda Abballe (Hudbay)</i></p> <p>Class 3 focuses on the tools, structures and systems mining companies use to manage the interactions between different players in the organization as well as the consistent interpretation and execution of strategy.</p> <p>Students give the first team project presentation.</p>	Hudbay company information (accessible via corporate website http://www.hudbayminerals.com/English/About-Us/default.aspx)	Team Project Brief Presentation; Team Project Peer Evaluation Process
February 1	4	<p>MODULE B Decision Making: Head Offices <i>Guest speaker: Richard Ross</i></p> <p>This class examines the governance structures between the executive team and the board of directors. We introduce the concept of various governance tools and the management systems to support these throughout the organization.</p>	TBC	Personal Performance Action Plan
February 8	5	<p>Decision Making: Projects <i>Guest speaker: MaryAnn Crichton (Hatch)</i></p> <p>This class focuses on the decision making process involved in project management including the relationship between the executives, the local project management team and external project managers (EPC/EPCM).</p> <p>We investigate the management systems that support the implementation of strategy at a site level and learn to evaluate their effectiveness.</p>	TBC	
February 15		FAMILY DAY – NO CLASSES		

February 22	6	<p>Decision Making: Operations <i>Guest Speakers: TBC</i></p> <p>This class introduces concepts of decision making at an operations level and examines the relationship between the executives at head offices and the local management at a site level.</p> <p>We learn about effective management systems and processes which enable the transfer of strategy and standards from head offices to the site.</p>	TBC	
February 29	7	<p>Student Presentations</p> <p>Students present their preliminary findings regarding organizational structure and decision making.</p>	N/A	Team Interim Presentations
March 7	8	<p>MODULE C Management Systems: Diversity Management <i>Guest speakers: Sarah Gauen (MiHR), Anna Tudela (Goldcorp)</i></p> <p>Diversity can be a great advantage for mining companies. This class focuses on tools enabling mining companies to take full advantage of a diverse employee base.</p> <p>This class will be held at the PDAC Convention</p>	<p>MIHR reports: "Take Action for Diversity" Research Report 2011 http://www.mihr.ca/en/resources/MiHR-Shift_TakeActionforDiversity_2011_ENG.pdf</p> <p>Project Results 2013 http://www.mihr.ca/en/resources/mihr-shift-april2013.pdf</p>	
March 14	9	<p>Management Systems: Talent Management <i>Guest speaker: JC Lalumiere (Rio Tinto)</i></p> <p>Most mining companies acknowledge that people are their most valuable resource in achieving their strategic goals. In this class we learn about management systems that support the attraction, retention and development of the appropriate talent pool to achieve our strategy.</p>	<p>Deloitte, "Tracking the trends 2014; The top 10 trends mining companies may face in the coming year", Deloitte, 2013.</p> <p>Ernst & Young, "Paradigm shift; Building a new talent management model to boost growth", Ernst & Young, 2012.</p> <p>Ernst & Young, "Growing pains; Companies in rapid-growth markets face talent challenges as they expand", Ernst & Young, 2012.</p> <p>MIHR, "An HR Strategy for the Canadian Mining Industry; Activity update 2012-2013" Mining Industry Human Resources</p>	

March 21	10	Final Team Presentations Students present their recommendations on the management systems that will best support the corporate strategy of their project companies.	N/A	Team Final Presentations
March 28	11	Management Systems and Leadership <i>Guest speaker: Richard Ross</i> This class explores leadership in mining companies and the tools and processes used to develop effective leadership.	TBC	Personal Performance Review
April 4	12	Management Systems and Leadership <i>Guest speaker: Richard Ross</i> In a role play setting students use the board briefing notes to interview a potential CEO candidate for their project companies.	NA	Board Briefing Note

Assignments

Assignments are to be submitted through the CMD by 6:00 pm on their due date. Hard copies of all assignments are also to be handed in at the beginning of class.

The electronic files must be structured as follows:

- PDF file format.
- File naming protocol: *Student Name (i.e. last_first) - Assignment*. For example, the file name for the strategy paper should be: **Smith_John - Strategy Paper**.
- Include a header within each document containing the file name.

Team Project (40% of total grade):

The goal of the team project is to identify appropriate organizational structures and management systems for your project company. Your project company is a fictitious company based on your strategy paper assignment in MINE6100. You will be assigned teams and your group will agree on a corporate strategy for the organization before class 2. Your objective is then to develop an organizational structure and management systems to enable your organization to deliver on your chosen strategy.

The project involves three deliverables. The first is a brief presentation on the strategy of your company and the main aspects of organizational and corporate governance structure you will be focusing on (in Week 3). The second is an interim presentation on your determined organizational structure and the three decision making units (head offices, sites and operations) in the organization, including the structures to effectively link these (in Week 7). The final presentation will focus on your recommendations on management systems in the areas of talent and diversity management (Class 12). Both presentations should specifically point to best practices used within and outside of the mining industry. There is no report for the team project however you are asked to include an appendix in your final presentation which supports your recommendations and findings.

The teams are also required to develop their own system for a peer evaluation process for this project. A short document explaining this process is due in week 3.

The grade allocation across these three deliverables is summarized below:

Assignment/Task	Quantity	% Weight	Total %
Team Project			40%
Brief presentation		5%	
Interim presentation		15%	
Final presentation and appendix		20%	

Board Briefing Note (35% of total grade):

The goal of the board briefing note is to advise the board of your project company regarding the criteria to hire a new CEO who will lead the company in implementing the organizational structure and management practices you recommended in your team project. The objective is to develop the profile of an “ideal” CEO candidate and an interview guide including appropriate questions for the board to use during the interview process. The guide will be used by students in a role play setting in class 12.

Three main components should be included in the briefing note:

- Identified competencies and skills of the CEO including explanation of their importance and relevance.
- Interview questions for the board.
- Suggestions on how to align the CEO and executive team with the management systems and strategy of the company.

Evaluation of Assignments

The evaluation of the assignments takes into consideration whether you met the requirements and deliverables for each assignment.

The evaluation of the assignments also takes into consideration the quality of your work as follows:

- Clarity of thought
- Relevance of recommendations
- Depth of research
- Professional appearance
- Personal perspectives

You are encouraged ask any questions or raise concerns you may have regarding the requirements of the assignment or for advice on how to maximize your ability to demonstrate your performance regarding the quality of your work.

Late submissions of assignments result in a reduction in marks. For each day that an assignment is late there is a reduction of one letter grade. For example, if the mark of an assignment would otherwise have been an A+ and is handed in one day late the revised grade is an A. If it were handed in two days late the mark would be an A- and so on for each day that the assignment continues to be late. The only exception to this is for serious illness or family emergencies that receive written approval in advance.

Calculation of Course Grade

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

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

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

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

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

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_webstation.nsf/page/Enrolment+Grades+and+Convocation!OpenDocument#tabs-2

General Academic Policies: Grading, Academic Honesty and Accommodations

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

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_webstation.nsf/page/Academic+Honesty!OpenDocument

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

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

Faculty of Graduate Studies

Course Change Proposal

1. Program

Kellogg-Schulich Executive MBA Program

2. Course Number and Credit Value

EMBA 6190 2.00

3. Course Title

a) Long Course Title

Doing Entrepreneurship: Start-Ups and In-House Ventures

b) Short Course Title (if a change in the course title is requested)

Doing Entrepreneurship

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

	in course number
✓	in credit value
✓	in course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
	in course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
	in integration (provide statement of approval from other program)
	in cross-listing (provide statement of approval from other program)
	in pre/co-requisite
	expire course
	other (please specify)

5. Effective Session of Proposed Change(s)

Fall 2016 – course title change

Fall 2017 – credit value change from 2.00 credits to 4.00 credits

6. Academic Rationale

The new title is a better reflection of the content of the course. Course credit value will be increased to 4 credits to reflect an increase in course duration and requirements beginning 2017 with KS16.

7. Proposed Course Information

Existing Course Information (change from)	Proposed Course Information (change to)
<p><i>Long Title:</i> <i>Doing Entrepreneurship: Start-Ups and In-House Ventures</i></p> <p><i>Short Title:</i> <i>Doing Entrepreneurship</i></p> <p><i>Course Description: no change</i></p> <p><i>Pre-requisites: none</i></p>	<p><i>Long Title:</i> <i>New Venture Design: A Collaboratory</i></p> <p><i>Short Title:</i> <i>New Venture Design</i></p> <p><i>Course Description: no change</i></p> <p><i>Pre-requisites: none</i></p>

8. Consultation

N/A

9. Approvals

a) Originator

Charlene Zietsma

Signature (signed electronically)

April 19, 2016

Date

Charlene Zietsma

Instructor

b) Area or Specialization

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

Matthias Kipping

Signature (signed electronically)

April 19, 2016

Date

Matthias Kipping

Academic Director, KS EMBA

Kellogg-Schulich Executive MBA

Area or Specialization

c) Degree Program

This course change has received the approval of the Program Committee, and I support the proposed changes.

Markus Biehl

Signature (signed electronically)

April 19, 2016

Date

Markus Biehl

Name of Program Committee Chair

Kellogg-Schulich Executive MBA

Program

Required Attachments

- For changes in the number of credits, course title or course description, please attached the new Schulich course outline

Attached:

P. 4-12 Course outline 2016-2017 (2-credit course)

p. 13-22 Course outline 2017-2018 (4-credit course)

EMBA6190 New Venture Design: A Collaboratory

Course Outline

Fall 2016 to June 2017

Instructor

Dr. Charlene Zietsma
N317 Seymour Schulich Building
416-736-2100 ext. 77919
czietsma@schulich.yorku.ca

Class times

September xx, 2016: Class 1
October xx, 2016, Class 2
November, December, January: coaching
emails and calls (to be scheduled)
January xx, 2017: Class 3
March XX, 2017: Class 4
June XX, 2017: Capstone event

Office hours: by appointment

Instructor Biography

Charlene Zietsma is an Associate Professor and Ann Brown Chair of Organization Studies, and Director of Entrepreneurial Studies at Schulich. She is internationally renowned for her research on innovation and entrepreneurship, particularly in the areas of sustainable and social innovation. She is currently researching the management of organizations through fast or exponential growth phases.

Course Description

Entrepreneurship is the source of tremendous economic growth, and fast growing firms create nearly all new employment in the global economy. Whether in start-ups or existing businesses, the ability to see, create and evaluate opportunities, and the ability to innovate iteratively and continuously, are essential skills for today's fast-paced business environment.

This course is about doing – developing the practical skills needed to seize and develop opportunities and ensure they address customer needs either through existing or new organizations. We will treat the course like an entrepreneurial collaboratory, helping each other see trends and opportunities and convert them into viable models, all the while converting ourselves into entrepreneurial thinkers. To facilitate openness within the collaboratory, we ask all participants to sign non-disclosure forms that commit them to not discuss outside of the class or in other ways damage other teams' venture opportunities.

From the first class you will begin to develop a viable venture opportunity with your team, which you will refine and develop throughout the year. You will pitch your venture to mentor-judges and your classmates in a capstone event to be held in June 2017.

Course Learning Objectives

The objectives for this course are to enable participants to practice thinking and acting entrepreneurially, and gain confidence doing so. Participants will engage in the venture development process, identify opportunities, develop business concepts and validate them, enabling them to pitch these venture projects either within their own organizations or to potential outside resource providers.

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Deliverables at a Glance

Your performance on the course will be evaluated in three components. Each component will be awarded a letter grade and a final letter grade for the course will be calculated as follows:

Component	% of Total
Book Review (individual)	10
Opportunity Matrix (individual)	5
Concept Pitch (team)	15
Final Pitch (team)	25
Final Plan (team)	25
Participation: In class and online contribution (individual)	20
Total	100

Course Material

Required reading: In the spirit of the collaboratory, rather than a single text book or set of readings, each participant will be asked to read a different book and contribute their knowledge to the class. At the end of the syllabus is a Reading List of books from the business press. Each participant should sign up for and read one of the listed books and bring their knowledge into classes. In addition, each participant is expected to read:

Blank, S. (2013). Why the Lean Start Up changes everything. Harvard Business Review Reprint R1305C

Additional optional readings will be made available on the course website and/or emailed to participants.

Course website: The course website will be posted on the KS Learning Space course site: [LINK HERE](#). A discussion and posting site will be available on the KS Learning Space course site (limited to class participants): [LINK HERE](#).

Preparation for Class and Class Contribution: Expectations

You are expected to come to class having completed your readings and assignments. The readings are front-end loaded, leaving more time later for your venture development work. You are expected to be a contributor to the class by sharing your knowledge, developmental feedback and creative enthusiasm. Furthermore, you are expected to work with your team to develop your entrepreneurial opportunity. Class contribution will be graded (see below).

Class-by-Class Syllabus

Classes are designed to be hands-on and interactive, comprising a mixture of exercises, group work, presentations and discussions. Out of class collaboratory times will be established for group work, attended by entrepreneurial mentors. Online coaching calls will be scheduled between class sessions. Topics, readings, and other preparations for every class are listed below.

Class 1 **Opportunities, Concepts & Teams**

Sept.
2016

Pre-Class Preparation:

Book review (10%): Each class member must select a book from the book list below, read it, and post a 2-5 page review of the book on the KS Learning Space course site at least 1 week prior to class (see directions for the book review under course deliverables below).

Opportunity Matrix (5%): Each class member must post an Opportunity Matrix on the KS Learning Space course site at least one week prior to class (see directions under course deliverables below).

Reading: Peruse the book reviews posted by your classmates for at least three other books that sound interesting to you before class and comment on what you've read on the KS Learning Space course site.

Class Content:

In this class we will build some shared knowledge about global trends and how to use them for opportunity development. We will do an "opportunity improv" exercise, and "resource and capability speed-dating". By the end of the first session, small groups will present their concept pitches, and all class members will make decisions regarding the investment of their time and talent in the concepts that appeal to them most.

Each person in the class will be given some personalized investment currency. You can choose to invest your currency in one or more companies. Symbolically, your investment indicates your interest in working on a particular opportunity as their venture project for the course. In addition to your investment currency, you are encouraged to write down your expected talent and resource investments as well (e.g., network contacts, access to specialized information, contacts or channels, programming or data analytic skills, etc.).

To be clear, what this investment process means is that you do not have to continue to work on the concept you initially were involved in generating. Instead, you can choose to invest in that concept or any of the other concepts, and if you can form a reasonably sized

team with other investors in that concept, then you will be able to work on that concept. Of course, every concept can (and will be expected to) evolve as teams work their ventures. You should plan to be available for some time after class to identify the other investors in your concept and begin the process of negotiating team formation.

This class will thus help you determine who you might like to work with (your team members) and what you would like to work on (your venture concept). By the second session, class members should have formed their venture teams for the remainder of the course and developed a preliminary venture concept.

Class 2 **Concept Development and Validation**
Oct. 2016

In the second session, we'll discuss lean start up approaches and the business model canvas to show you the work that needs to be done to develop your venture plan. We will focus in this session on moving your concept forward by making sure it addresses a pain point for your potential customers, and we'll discuss how to identify your potential customers. We'll emphasize a data-driven approach to validating and adjusting your concept. We'll discuss iterating with minimum viable products, focus groups, A/B testing, tools like usabilityhub, kickstarter, fake-o-back ends and other means of optimizing your concept (or developing an even better one!). Then you will work in your teams to develop your value proposition and customer segments during the class. At the end of the class, your team will again pitch your concept as developed so far, your early validation results and your plans for future validation (15%). You'll develop an action plan for your venture progress over the coming months.

Class 3 **The Business Model and Financing**
Oct. 2016

In this session, we will return to the business model canvas and discuss what you need to do to flesh out the details of your venture. We'll look at core activities and resources, channels and customer relationships, and cost and revenue drivers with the aim of reducing your technology risk, market risk and execution risk. We'll examine modes of organizing that protect cash flows and/or meet the needs of customers better than current models. We'll talk about when and how to use partners or outsourcing to protect the venture, and we'll talk about the implications for financial projections in the short term and long term. We'll talk about bootstrapping vs. using other people's money and the financial and governance tradeoffs that arise from those. Teams will develop preliminary action plans for completing the business model canvas and pro-formas. We'll jointly develop a resource repository on the KS Learning Space course site, including resources like the ones listed below.

Resources:

Lean Startup Resources: <http://theleanstartup.com/principles>

Business Model Canvas Resources:

<http://www.businessmodelgeneration.com/canvas/bmc>

<https://www.nbc.ca/en/business/programs/start-your-business/my-business-model.html>

<https://bmfiddle.com/>

<http://focus.customerdevlabs.com/> Find Your Focus.

Class 4 **Work out session**

Jan. 2017

Pre-Class Preparation:

View videos of winning pitches posted on the course website.

In class four, we will begin with a noted guest speaker or an experts' panel of 3-4 speakers with significant entrepreneurial experience. We will then have a brief discussion of pitching venture concepts. For the remainder of the class, we will have a work out session for teams to make progress on their venture plans. Entrepreneur coaches will be in attendance to provide coaching.

NOTE: Between class 4 and class 5, coaching emails will be sent to teams, and coaching calls will be set up with Entrepreneur coaches and/or your instructor to help you move your venture plans forward.

Class 5 **Final Venture Pitches**

June 2017

In this last session, We will follow this with team pitches of venture concepts. Each team will receive feedback from expert panel members and their colleagues on their ventures.

Course Deliverables: Descriptions and Evaluation

1. Book review (10%): Due 1 week before the first class, to be posted on the KS Learning Space course site

Choose one of the entrepreneurship books in the Reading List at the end of the syllabus and sign up for it on the KS Learning Space course site, with a maximum of 3 class members per book (first come, first served). Post a 2-5 page synopsis/critical review of the book on the KS Learning Space course site by 1 week before the first class.

2. Opportunity Matrix (5%): Due 1 week before the first class, to be posted on the KS Learning Space course site

To construct the opportunity matrix, please consider six examples each of three things: 1) Trends that are affecting the world right now, 2) Growing industries, and 3) Your skills and resources, which you think might be useful to your classmates in pursuing ventures. (See framework below). Your matrix will be graded based on completeness and originality.

Opportunity Matrix

Trends	Growing Industries	Your Skills and Resources
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

5.	5.	5.
6.	6.	6.

The Concept Pitch (15%): To be delivered at the end of the second class.

The concept pitch, to be delivered at the end of Class 2, will consist of a two minute group presentation of your initial venture concept, the target market, your early validation results and your plans for future validation (15%). Your grade will be determined by a judgement of the viability and value of your venture concept, its prospective fit with your target market, and the judged efficacy of your validation efforts/plans (rubric posted on the course website). Your instructor will assess the grade based on her own judgement, informed by the judgements of your peers. Each class member is asked to complete a survey assessing the viability and value of each concept pitch, which is to include at least one point of constructive feedback for each venture team (quality of the feedback to be included in the class contribution assessment).

The Final Pitch (25%): To be delivered in the last class.

The final pitch is to be delivered in the last class. It will be a maximum of 10 minutes in length (with time provided for questions and feedback), and it should enable potential investors of either money, talent or resources to be able to assess the venture’s potential. Investors are concerned with market potential/risk (the likelihood of your venture attracting sufficient market demand), technology or operational risk (the ability of your venture to produce the product/service you plan in sufficient quantities and quality), execution risk (the ability of the management team to manage the venture and recruit and motivate the staff and partners needed), and financial risk (the ability of the business to attract sufficient cash flows to sustain the business through ramp up and growth, and the ability of the business to achieve reasonable profit or growth objectives). Thus each of these elements must be addressed by your presentation (rubric to be posted on the course website). Each team member is expected to be involved in the presentation in at least a minor way. Each team will then respond to questions from the expert panel and class members. Feedback from the expert panel and class members will be provided to the teams at the end of class.

The Final Plan (25%): Due 10 days after classes are complete.

Teams are encouraged to adapt their venture plans based on feedback they receive from the expert panel and their colleagues in the final pitch session. The final plan should not exceed 5000 words, and should be presented in 12 point font, single spaced, with ample use of headings. A short executive summary should begin the document (included in the 5000 words). Additional appendices showing charts, tables, figures, etc., may be included and are not included in the word count (but be respectful of your readers’ time, and present the document in as impactful a way as possible). In addition, an excel file may be included with the document showing financial projections and their sensitivity to various assumptions. A rubric will be posted on the course website.

Peer Evaluation: Due with the Final Plan

A peer evaluation must be provided with the final plan, which will be used to adjust the grades of both the final plan (25%) and the final pitch (25%). Each person should allocate 100% x the number of other team members (excluding themselves) in an anonymous rating, placed in a sealed envelope. I will then average the numbers across all team members, reserving the right to adjust the numbers based on my

judgement. NOTE: If there are substantial anomalies in ratings, I will investigate them through discussions with team members and make the final decision.

So for example, Ralph may allocate 300% to his team members as follows:

Amit: 92%
Jill: 105%
Chandra: 103%.

I would then average these grades with those provided by Amit, Jill and Chandra (who grade Ralph and each other, but not themselves). I then multiply the final grade in the project by the percent of effort the team members have allocated to each individual.

To avoid surprises and allow team members to respond to concerns, teams will be asked to conduct a mid-term review discussion where they must provide feedback to each other directly about their performance on the project. A mid-term review discussion guideline will be posted on the course website. Should serious disagreements occur in the mid-term review, I will be available for discussions with the team.

Class Contribution (20%): Assessment ongoing

Class contribution will be an aggregate assessed based on the following:

- 1) Your attendance and participation in class sessions, including coaching calls.
- 2) Your feedback and engagement with colleagues' work, including:
 - Comments on book reviews (before the first class)
 - Constructive feedback to colleagues in class and after concept pitches
 - Constructive feedback to colleagues on final venture pitches
- 3) Your contributions to class resources, either through contributions to the KS Learning Space course site, connections for other teams to members of your network, or resources/knowledge you bring to class.

Calculation of Course Grades

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

A+	9 grade points
A	8
A-	7
B+	6
B	5
B-	4
C+	3

C	2
C-	1
F	0

Assignment General Rules

Please note the following general rules on penalties:

- Please contact me prior to the submission deadline if, for any reason, you require an extension for any assignment. Assignments received late without a pre-approved extension will be deducted one grade point for each week late from the due date/time. The following assignments cannot be submitted late and will receive a “Fail” mark (0 grade points) if they are: the Opportunity Matrix, the Concept Pitch and the Final Concept Pitch.
- Assignments over the word or time limit will not be graded past the posted word or time limit. For example, an assignment handed in with 6,000 words would have only the first 5,000 words graded. A presentation would not be allowed to go over the time limit.

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

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_Ind_webstation.nsf/page/Academic+Honesty!OpenDocument

Reading List

Anderson, C. (2010). *Free: How today’s smart businesses profit by giving something for nothing*. Hyperion.

Anderson, C. (2012). *Makers: The new industrial revolution*. Crown Business.

Brynjolfsson, E., & McAfee, A. (2014). *The second machine age: work, progress, and prosperity in a time of brilliant technologies*. WW Norton & Company.

Carnegie, D. (1937). *How to Win Friends and Influence People*. Gallery Books.

Catmull, E., & Wallace, A. (2014). *Creativity, Inc: overcoming the unseen forces that stand in the way of true inspiration*. Random House.

Diamandis, P.H. & Kotler, S. (2015). *Bold: How to go big, create wealth and impact the world*. Simon & Schuster.

Diamandis, P.H. & Kotler, S. (2014). *Abundance: The future is better than you think*.

Gallo, Carmine. (2014). *Talk like TED: The 9 public speaking secrets of the world's top minds*. New York: St. Martin's Press, 2014.

Harnish, V. (2014). *Scaling up. How a few companies make it...and why the rest don't*.

- Holiday, Ryan (2014). *Growth Hacker Marketing: A Primer on the Future of PR, Marketing, and Advertising*. Portfolio Publishing.
- Horowitz, B. (2014). *The hard thing about hard things: building a business when there are no easy answers*. Harper Collins.
- Ismail, S., Malone, M., & Van Geest, Y. (2014). *Exponential organizations: Why new organizations are ten times better, faster, and cheaper than yours (and what to do about it)*.
- McKeown, G. (2014). *Essentialism: The Disciplined Pursuit of Less*. Random House.
- Moore, G. A. (2014). *Crossing the chasm*, 3rd Edition. Harper Business.
- Osterwalder, A., Pigneur, Y., Bernard, G. and Smith, A. (2014), *Value Proposition Design*, Wiley, Hoboken, New Jersey.
- Osterwalder, A., & Pigneur, Y. (2010). *Business model generation: a handbook for visionaries, game changers, and challengers*. John Wiley & Sons.
- Ries, E. (2011). *The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses*. Random House LLC.
- Rubin, J. (2015). *The carbon bubble and what happens to us when it bursts*. Random House Canada.
- Rubin, J. (2012). *The end of growth*. Random House Canada.
- Stone, B. (2014). *Things A Little Bird Told Me*. Pan Macmillan.
- Thiel, P., & Masters, B. (2014). *Zero to one: notes on startups, or how to build the future*. Crown Business.
- Vance, A. (2015). *Elon Musk: Tesla, SpaceX, and the quest for a fantastic future*. Harper.
- *Students are free to recommend their own books for instructor's approval.

EMBA6190 New Venture Design: A Collaboratory

Course Outline

Fall 2017 to June 2018

Instructor

Dr. Charlene Zietsma
N317 Seymour Schulich Building
416-736-2100 ext. 77919
czietsma@schulich.yorku.ca

Class times

September 8, 2017: Class 1
September 10, 2017: Class 2
October 14, 2017, Classes 3 & 4
January: Coaching and online
March XX, 2018: Class 5&6
June XX, 2018: Classes 7&8, Capstone event
Office hours: by appointment

Instructor Biography

Charlene Zietsma is an Associate Professor and Ann Brown Chair of Organization Studies, and Director of Entrepreneurial Studies at Schulich. She is internationally renowned for her research on innovation and entrepreneurship, particularly in the areas of sustainable and social innovation. She is currently researching the management of organizations through fast or exponential growth phases.

Course Description

Entrepreneurship is the source of tremendous economic growth, and fast growing firms create nearly all new employment in the global economy. Whether in start-ups or existing businesses, the ability to see, create and evaluate opportunities, and the ability to innovate iteratively and continuously, are essential skills for today's fast-paced business environment.

This course is about doing – developing the practical skills needed to seize and develop opportunities and ensure they address customer needs either through existing or new organizations. Developing an entrepreneurial mindset occurs through the experience of doing entrepreneurship, and it is highly applicable to businesses and other organizations of all sizes and ages.

We will treat the course like an entrepreneurial collaboratory, helping each other see trends and opportunities and convert them into viable models, all the while converting ourselves into entrepreneurial thinkers. To facilitate openness within the collaboratory, we ask all participants to sign non-disclosure forms that commit them to not discuss outside of the class or in other ways damage other teams' venture opportunities.

From the first class you will begin to develop a viable venture opportunity with your team, which you will refine and develop throughout the year. You will pitch your venture to mentor-judges, investors and your classmates in a capstone event to be held in June 2018.

Course Learning Objectives

The objectives for this course are to enable participants to practice thinking and acting entrepreneurially, and gain confidence doing so. Participants will engage in the venture development process, developing skills in identifying opportunities, creating and validating venture concepts, and pitching venture projects to potential resource providers. These skills are useful for innovation projects in businesses, governments and non-profits of all sizes.

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Deliverables at a Glance

Your performance on the course will be evaluated in three components. Each component will be awarded a letter grade and a final letter grade for the course will be calculated as follows:

Component	% of Total
Book Review (individual)	10
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Final Plan (team)	25
Participation: In class and online contribution (individual)	20
Total	100

Course Material

Required reading: In the spirit of the collaboratory, rather than a single text book or set of readings, each participant will be asked to read a different book and contribute their knowledge to the class. At the end of the syllabus is a Reading List of books from the business press. Each participant should sign up for and read one of the listed books and bring their knowledge into classes. In addition, each participant is expected to read:

Blank, S. (2013). Why the Lean Start Up changes everything. Harvard Business Review Reprint R1305C

Additional optional readings will be made available on the course website and/or emailed to participants.

Course website: The course website will be posted on the KS Learning Space course site: [LINK HERE](#). A discussion and posting site will be available on the KS Learning Space course site (limited to class participants): [LINK HERE](#).

Preparation for Class and Class Contribution: Expectations

You are expected to come to class having completed your readings and assignments. The readings are front-end loaded, leaving more time later for your venture development work. You are expected to be a contributor to the class by sharing your knowledge, developmental feedback and creative enthusiasm. Furthermore, you are expected to work with your team to develop your entrepreneurial opportunity. Class contribution will be graded (see below).

Class-by-Class Syllabus

Classes are designed to be hands-on and interactive, comprising a mixture of exercises, group work, presentations and discussions. Out of class collaboratory times will be established for group work, attended by entrepreneurial mentors. Online coaching calls will be scheduled between class sessions. Topics, readings, and other preparations for every class are listed below.

Class 1 **Opportunities, Concepts & Teams**

Sept. 8
2017

Pre-Class Preparation:

Book review (10%): Each class member must select a book from the book list below, read it, and post a 2-5 page review of the book on the KS Learning Space course site at least 1 week prior to class (see directions for the book review under course deliverables below).

Opportunity Matrix (5%): Each class member must post an Opportunity Matrix on the KS Learning Space course site at least one week prior to class (see directions under course deliverables below).

Reading: Peruse the book reviews posted by your classmates for at least three other books that sound interesting to you before class and comment on what you've read on the KS Learning Space course site.

Class Content:

In this class we will build some shared knowledge about global trends and how to use them for opportunity development. We will do an "opportunity improv" exercise, and "resource and capability speed-dating". By the end of the first session, small groups will present their concept pitches, and all class members will make decisions regarding the investment of their time and talent in the concepts that appeal to them most.

Each person in the class will be given some personalized investment currency. You can choose to invest your currency in one or more companies. Symbolically, your investment indicates your interest in working on a particular opportunity as their venture project for the course. In addition to your investment currency, you are encouraged to write down your expected talent and resource investments as well (e.g., network contacts, access to specialized information, contacts or channels, programming or data analytic skills, etc.).

To be clear, what this investment process means is that you do not have to continue to work on the concept you initially were involved in generating. Instead, you can choose to invest in that concept or any of the other concepts, and if you can form a reasonably sized team with other investors in that concept, then you will be able to work on that concept. Of course, every concept can (and will be expected to) evolve as teams work their ventures, and some will be discarded and replaced. You should plan to be available for some time

after class to identify the other investors in your concept and begin the process of negotiating team formation.

This class will thus help you determine who you might like to work with (your team members) and what you would like to work on (your venture concept). By the second session (on Sunday), class members should have formed their venture teams for the remainder of the course and developed a preliminary venture concept.

Class 2 Concept Development and Validation

Sept. 10,
2017

In the second session, we'll discuss lean start up approaches and the business model canvas to show you the work that needs to be done to develop your venture plan. We will focus in this session on moving your concept forward by making sure it addresses a pain point for your potential customers, and we'll discuss how to identify your potential customers. We'll emphasize a data-driven approach to validating and adjusting your concept. We'll discuss iterating with minimum viable products, focus groups, A/B testing, tools like usabilityhub, kickstarter, fake-o-back ends and other means of optimizing your concept (or developing an even better one!). Then you will work in your teams to develop your value proposition and customer segments during the class. At the end of the class, your team will again pitch your concept as developed so far, your early validation results and your plans for future validation (15%). You'll develop an action plan for your venture progress over the coming months.

Class 3 & The Business Model and Financing

4
Oct. 14,
2016

In the morning session, we will return to the business model canvas and discuss what you need to do to flesh out the details of your venture. We'll look at core activities and resources, channels and customer relationships, and cost and revenue drivers with the aim of reducing your technology risk, market risk and execution risk. We'll examine modes of organizing that protect cash flows and/or meet the needs of customers better than current models. We'll talk about when and how to use partners or outsourcing to protect the venture, and we'll talk about the implications for financial projections in the short term and long term. We'll talk about bootstrapping vs. using other people's money and the financial and governance tradeoffs that arise from those. Teams will brainstorm preliminary action plans for completing the business model canvas and pro-formas. We'll discuss jointly developing a resource repository on the KS Learning Space course site, including resources like the ones listed below.

We'll kick off the afternoon with a panel of entrepreneurs and entrepreneurial experts who will tell some instructive stories and give you some suggestions for moving forward with your ventures. Each team will then do a short concept pitch to Entrepreneur Mentor-Coaches, who will then work with you to flesh out your business model canvas.

Resources:

Lean Startup Resources: <http://theleanstartup.com/principles>

Business Model Canvas Resources:

<http://www.businessmodelgeneration.com/canvas/bmc>

<https://www.nbc.ca/en/business/programs/start-your-business/my-business-model.html>
<https://bmfiddle.com/>
<http://focus.customerdevlabs.com/> Find Your Focus.
<http://customerdevlabs.com/60-minutes-launch-instructions/>

Online and coaching Jan. 2018 In January, coaching will begin in earnest. Videos and blogs will be posted on the course site to guide your development and address key topic areas, such as market sizing and testing, business valuation and pro formas, and understanding customers' business model drivers. Coaching sessions will be arranged with your instructor and your entrepreneur mentor-coach. Q&A sessions will be arranged online so teams can learn from each other's development as well.

Classes 5 & 6, March 2018 **Pitching work out session**
Pre-Class Preparation:
View videos of winning pitches posted on the course website.

In class four, we will begin with a noted guest speaker who will talk about the art of pitching. We will analyze pitches to identify key success factors. For the remainder of the class, we will have a work out session for teams to make progress on their venture plans. Entrepreneur mentor-coaches will be in attendance to provide coaching.

Class 7 & 8 June 2018 **Final Venture Pitches**
In this last session, after starting with a guest speaker panel, each team will pitch their venture concept and receive feedback from expert panel members. Audience members will have the chance to indicate their support for ventures by investing (voting with) Schulich investment bucks.

Course Deliverables: Descriptions and Evaluation

1. Book review (10%): Due 1 week before the first class. To be posted on the KS Learning Space course site.

Choose one of the entrepreneurship books in the Reading List at the end of the syllabus and sign up for it on the KS Learning Space course site, with a maximum of 3 class members per book (first come, first served). Post a 2-5 page synopsis/critical review of the book on the KS Learning Space course site by 1 week before the first class.

2. Opportunity Matrix (5%): Due 1 week before the first class. To be posted on the KS Learning Space course site.

To construct the opportunity matrix, please consider six examples each of three things: 1) Trends that are affecting the world right now, 2) Growing industries, and 3) Your skills and resources, which you

think might be useful to your classmates in pursuing ventures. (See framework below). Your matrix will be graded based on completeness and originality.

Opportunity Matrix

Trends	Growing Industries	Your Skills and Resources
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.

The Concept Pitch (15%): To be delivered at the end of the second class.

The concept pitch, to be delivered at the end of Class 2, will consist of a two minute group presentation of your initial venture concept, the target market, your early validation results and your plans for future validation (15%). Your grade will be determined by a judgement of the viability and value of your venture concept, its prospective fit with your target market, and the judged efficacy of your validation efforts/plans (rubric posted on the course website). Your instructor will assess the grade based on her own judgement, informed by the judgements of your peers. Each class member is asked to complete a survey assessing the viability and value of each concept pitch, which is to include at least one point of constructive feedback for each venture team (quality of the feedback to be included in the class contribution assessment).

The Final Pitch (25%): To be delivered in the last class.

The final pitch is to be delivered in the last class. It will be a maximum of 10 minutes in length (with time provided for questions and feedback), and it should enable potential investors of either money, talent or resources to be able to assess the venture’s potential. Investors are concerned with market potential/risk (the likelihood of your venture attracting sufficient market demand), technology or operational risk (the ability of your venture to produce the product/service you plan in sufficient quantities and quality), execution risk (the ability of the management team to manage the venture and recruit and motivate the staff and partners needed), and financial risk (the ability of the business to attract sufficient cash flows to sustain the business through ramp up and growth, and the ability of the business to achieve reasonable profit or growth objectives). Thus each of these elements must be addressed by your presentation (rubric to be posted on the course website). Each team member is expected to be involved in the presentation in at least a minor way. Each team will then respond to questions from the expert panel and class members. Feedback from the expert panel and class members will be provided to the teams at the end of class.

The Final Plan (25%): Due 10 days after classes are complete.

Teams are encouraged to adapt their venture plans based on feedback they receive from the expert panel and their colleagues in the final pitch session. The final plan should not exceed 5000 words, and should be presented in 12 point font, single spaced, with ample use of headings. A short executive summary should begin the document (included in the 5000 words). Additional appendices showing charts, tables, figures, etc., may be included and are not included in the word count (but be respectful of your readers’ time, and present the document in as impactful a way as possible). In addition, an excel

file may be included with the document showing financial projections and their sensitivity to various assumptions. A rubric will be posted on the course website.

Peer Evaluation: Due with the Final Plan

A peer evaluation must be provided with the final plan, which will be used to adjust the grades of both the final plan (25%) and the final pitch (25%). Each person should allocate 100% x the number of other team members (excluding themselves) in an anonymous rating, placed in a sealed envelope. I will then average the numbers across all team members, reserving the right to adjust the numbers based on my judgement. NOTE: If there are substantial anomalies in ratings, I will investigate them through discussions with team members and make the final decision.

So for example, Ralph may allocate 300% to his team members as follows:

Amit: 92%
Jill: 105%
Chandra: 103%.

I would then average these grades with those provided by Amit, Jill and Chandra (who grade Ralph and each other, but not themselves). I then multiply the final grade in the project by the percent of effort the team members have allocated to each individual.

To avoid surprises and allow team members to respond to concerns, teams will be asked to conduct a mid-term review discussion where they must provide feedback to each other directly about their performance on the project. A mid-term review discussion guideline will be posted on the course website. Should serious disagreements occur in the mid-term review, I will be available for discussions with the team.

Class Contribution (20%): Assessment ongoing

Class contribution will be an aggregate assessed based on the following:

- 1) Your attendance and participation in class sessions, including coaching calls.
- 2) Your feedback and engagement with colleagues' work, including:
 - Comments on book reviews (before the first class)
 - Constructive feedback to colleagues in class and after concept pitches
 - Constructive feedback to colleagues on final venture pitches
- 3) Your contributions to class resources, either through contributions to the KS Learning Space course site, connections for other teams to members of your network, or resources/knowledge you bring to class.

Calculation of Course Grades

In this class, final course grades will be determined by the following process: Each deliverable will be assigned a letter grade from A+ through F. To calculate the final grade, these letter grades for each assignment will be translated into grade points using the conversion scheme detailed below. These are

then added using the percentage weight of each assignment and rounded up or down to the nearest full grade point, which is finally translated back into the corresponding letter grade.

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

Assignment General Rules

Please note the following general rules on penalties:

- Please contact me prior to the submission deadline if, for any reason, you require an extension for any assignment. Assignments received late without a pre-approved extension will be deducted one grade point for each week late from the due date/time. The following assignments cannot be submitted late and will receive a “Fail” mark (0 grade points) if they are: the Opportunity Matrix, the Concept Pitch and the Final Concept Pitch.
- Assignments over the word or time limit will not be graded past the posted word or time limit. For example, an assignment handed in with 6,000 words would have only the first 5,000 words graded. A presentation would not be allowed to go over the time limit.

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

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_Ind_webstation.nsf/page/Academic+Honesty!OpenDocument

Reading List

Anderson, C. (2010). *Free: How today's smart businesses profit by giving something for nothing*. Hyperion.

Anderson, C. (2012). *Makers: The new industrial revolution*. Crown Business.

Brynjolfsson, E., & McAfee, A. (2014). *The second machine age: work, progress, and prosperity in a time of brilliant technologies*. WW Norton & Company.

Carnegie, D. (1937). *How to Win Friends and Influence People*. Gallery Books.

Catmull, E., & Wallace, A. (2014). *Creativity, Inc: overcoming the unseen forces that stand in the way of true inspiration*. Random House.

Diamandis, P.H. & Kotler, S. (2015). *Bold: How to go big, create wealth and impact the world*. Simon & Schuster.

Diamandis, P.H. & Kotler, S. (2014). *Abundance: The future is better than you think*.

Gallo, Carmine. (2014). *Talk like TED: The 9 public speaking secrets of the world's top minds*. New York: St. Martin's Press, 2014.

Harnish, V. (2014). *Scaling up. How a few companies make it...and why the rest don't*.

Holiday, Ryan (2014). *Growth Hacker Marketing: A Primer on the Future of PR, Marketing, and Advertising*. Portfolio Publishing.

Horowitz, B. (2014). *The hard thing about hard things: building a business when there are no easy answers*. Harper Collins.

Ismail, S., Malone, M., & Van Geest, Y. (2014). *Exponential organizations: Why new organizations are ten times better, faster, and cheaper than yours (and what to do about it)*.

McKeown, G. (2014). *Essentialism: The Disciplined Pursuit of Less*. Random House.

Moore, G. A. (2014). *Crossing the chasm*, 3rd Edition. Harper Business.

Osterwalder, A., Pigneur, Y., Bernard, G. and Smith, A. (2014), *Value Proposition Design*, Wiley, Hoboken, New Jersey.

Osterwalder, A., & Pigneur, Y. (2010). *Business model generation: a handbook for visionaries, game changers, and challengers*. John Wiley & Sons.

Ries, E. (2011). *The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses*. Random House LLC.

Rubin, J. (2015). *The carbon bubble and what happens to us when it bursts*. Random House Canada.

Rubin, J. (2012). *The end of growth*. Random House Canada.

Stone, B. (2014). *Things A Little Bird Told Me*. Pan Macmillan.

Thiel, P., & Masters, B. (2014). *Zero to one: notes on startups, or how to build the future*. Crown Business.

Vance, A. (2015). *Elon Musk: Tesla, SpaceX, and the quest for a fantastic future*. Harper.

*Students are free to recommend their own books for instructor's approval.

Faculty of Graduate Studies

Course Change Proposal

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below, REPLACING each <explanation> with your intended text.

1. Program

Schulich MBA, Program in Real Estate and Infrastructure

2. Course Number and Credit Value

PROP 6580 3.00

3. Course Title

a) Long Course Title

Current: Structuring Real Estate Transactions and Managing Project Delivery

New: Structuring Real Estate Transactions

b) Short Course Title (if a change in the course title is requested)

N/A

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

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

5. Effective Session of Proposed Change(s)

Winter 2017

6. Academic Rationale

The new course title and course description more accurately depicts: 1) the content of the current course based on the evolution of the curriculum over the past several years, and 2) changes introduced in Winter 2016 by the new co-instructor for this course.

7. Proposed Course Information

Existing Course Information (change from)	Proposed Course Information (change to)
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PROP 6580 X 3.00: STRUCTURING REAL ESTATE TRANSACTIONS



Course Outline

Winter Term 2017

Tuesday, 7:00-10PM, beginning January XX, 2017

Classroom: SSB XXX

Instructor

Tyler Hershberg

thershberg@bsargroup.com

By appointment

Instructor

Sherena Hussain

sherenah@schulich.yorku.ca

By appointment

Tyler Hershberg is the President of BSAR Development Group and an experienced legal professional. Sherena Hussain is an Assistant Professor in the Program in Real Estate and Infrastructure and an experienced legal professional.

Brief Description

This course addresses the transactional details of the real estate development process from inception through to completion. The process is viewed from two perspectives; first is the legal framework and related contracts necessary to structure real estate transactions. Second is the role of developing relationships and negotiating contracts from design through to construction, occupancy and the warranty period.

Prerequisites: *PROP 6100 3.0 and PROP 6200 3.0, or permission of the instructors.*

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Course Learning Outcomes

This course builds upon PROP 6100 3.0 and PROP 6200 3.0 to provide the transactional framework for project implementation and delivery.

The learning outcomes for this course are threefold:

1. Appreciate the regulatory and policy environment affecting development.

Students will gain a basic understanding of the theories, rationales, techniques, and implementing institutions involved in legally controlling the possession, use, development, and preservation of development rights. Students will further appreciate how the regulatory and policy environment influences the outcome of real estate development projects.

2. Understand the transactional framework for development.

Development involves numerous transactional and financial documents, principles and concepts. Students will understand the transactional framework as it influences the key business decisions involving the development framework in real estate and infrastructure with the aim of equipping students as an informed consumer of advisory services.

3. Identify the role of negotiation and relationships in the development process.

Students will identify several key stakeholders involved in the regulatory, policy, financial and transactional environment as well as their respective interests in the outcome of a development projects. Students will engage in experiential exercises to understand how various interests and positions are presented during the negotiation of material business decisions underlying the development process.

Content will primarily focus on high-density residential development although the course materials are largely comprised of typical legal contracts that may be used in a development context equally in the ICI world. It should be emphasized that no portion of PROP 6580 is properly viewed as a "real estate law" course. Legal concepts are used to illustrate and shed a brighter light on our understanding of how well thought out property development ought to happen. That said, all aspects of the course were designed to enhance the student's ability to become more thoughtful and creative developers of property. It is in this context that legal concepts must be viewed.

The course complements electives in real estate and infrastructure but is intended for those students who may contemplate moving into careers involving development.

Deliverables at a Glance

Assignment/Task	Total %
Case Study	15%
Negotiation Simulation Exercise	25%
Final Exam	50%
Class participation	10%
TOTAL	100%

Course Material

Course Text:

Wheeler, Michael. **The Art of Negotiation: How to Improvise Agreement in a Chaotic World.** Simon & Schuster. New York, N.Y. 2013.

In addition to the textbook above, reading material will be posted on line at least once a week prior to the lecture requiring the material to have been read. Most of the readings this course will be made up of contractual precedents applicable to various lecture topics.

The following texts are also an excellent resource and, although not a required text, a number of articles are cited in the readings.

Miles, Berens, Eppli, and Weiss. **Real Estate Development: Principles and Processes** (4th Edition). The Urban Land Institute. Washington, D.C. 2007.

Peiser, Richard B and Frej, Anne B. **Professional Real Estate Development (2nd Edition).** The Urban Land Institute. Washington, D.C. 2003.

Other Reference Materials:

Additional readings may be posted on the CMD from time to time.

The Bonfman Library makes available a range of librarian-curated research guides designed to point students to key online resources. See <http://www.library.yorku.ca/web/bbl/guides/>

Preparation for Class and Class Participation: Expectations

Preparation

The course employs a combination of lecture topics, guest speaker, in-class and off-site negotiation sessions and case analysis. The course is approached from a practical perspective, using actual experiences and guest speakers where appropriate. The course and its instructors strive to instill a general understanding of key fundamentals and concepts critical to the success in each unique stage of the process. Content strives to create a general level of "literacy" regarding the management principles and steps of the development process to help build confidence and expertise. The course relies on readings and research related to assigned topics. Students are required to read the assigned readings before class and come to class well prepared for discussion. The organization of the course will rely heavily on completion of student assignments and case study as the basis for class discussion.

Class Participation

The class participation mark includes attendance, evidence that students have read class materials, proactive involvement in class presentations and thoughtful and productive participation in class discussions.

Class-by-Class Syllabus

Topics, readings, and other preparations for every class are listed below. If any changes in this schedule become necessary, notifications will be posted on the course CMD, and when changes need to be announced between classes, an email will be sent to students' Lotus Notes email accounts, notifying of the change.

1.
X.01.17
Hershberg

Introduction to Real Estate Development and Vehicles for Real Estate Transactions

Real estate development is a dynamic business which encompasses a range of value-enhancing activities. This class will introduce real estate development as well as review some of the common investment vehicles used to structure real estate transactions. The advantages and shortfalls inherent in each choice and why the limited partnership vehicle is often chosen among these options in a high density residential context will be explained.

- Sole Proprietorships
- Corporations
- Partnerships general partnerships limited partnerships

Readings: Typical Limited Partnership (LP) agreement contemplating a condominium development (PDF on CMD).

2.
X.01.17
Hershberg

Acquisition and Sale of Real Estate

This class will review a standard agreement of Purchase and Sale. In addition to familiarity with the basic formalities present in any agreement of Purchase and Sale, focus will be placed upon understanding and recognizing the clauses that are most often the subject of intense negotiations in a typical development deal. A basic understanding of the principles of planning law applicable in a development context will also be reviewed. An understanding of the power inherent in official plans and zoning bylaws is critical to a thorough understanding of many of the clauses of most agreements of Purchase and Sale used in a development setting.

Readings: Typical agreement of Purchase and Sale for high density residential land (PDF on the CMD)

Case Study Issued

3. The Role of Negotiation in Development

**X.01.17
Hussain**

Successful real estate developers understand the importance of negotiation in structuring real estate development transactions. This class will introduce several core negotiation principles which influence the development process. These principles will be demonstrated through a series of mini case studies related to topics addressed in lectures 1 and 2.

Readings: Wheeler, Michael. **The Art of Negotiation: How to Improvise Agreement in a Chaotic World.** Simon & Schuster. New York, N.Y. 2013. Chapters 1-3.

**4.
X.02.17
Hussain**

The Regulatory Environment for Real Estate Development

This class will introduce the basic theories, rationales, techniques, and implementing institutions involved in legally controlling the possession, use, development, and preservation of development rights. Focus will be placed on how the regulatory and policy environment influences the outcome of real estate development projects as well as the role of negotiation in navigating this environment.

Readings: Wheeler, Michael. **The Art of Negotiation: How to Improvise Agreement in a Chaotic World.** Simon & Schuster. New York, N.Y. 2013. Chapters 5-7.

Guest Lecture

**5.
X.02.17
Hershberg**

Structuring New Debt Financing and Refinancing

This class will instill an understanding of typical mortgage transactions and the security required from both the borrowers' and lenders' perspective, as well as the ways in which flexibility can be lost or acquired through the process of financing and refinancing. This class will also review of the typical mortgage commitment contracts in transactions similar to the case. Topics discussed include:

- typical institutional first mortgage requirements
- secondary financing: priorities
- mortgage remedies: power of sale, foreclosure, possession

Readings: Typical first mortgage for un-zoned high density residential land (PDF on the CMD)

Case Study Due

6.
X.02.17
Hershberg

Equity Financing

Using the background knowledge of the course, this class will offer an examination of how a developer may look to capitalize his/her project from an equity perspective. A developer's goal is to maximize his/her IRR while satisfying the IRR goals established by his/her debt and/or equity partners/investors. This class will offer a discussion on how a developer can utilize the various ownership structures available in order to maximize returns by using multi-tiered capital structures, each tier having its own unique risk-return profile. There will also be an examination of multi-tiered limited partnership structure (through reviewing a limited partnership agreement).

Readings: Typical construction loan facility for condominium construction (PDF on the CMD)

Reading Week, February X-X, 2017

7.
X.03.17
Hussain

Joint Venture Agreements

In large real estate development projects, it is common to share risks and rewards among more than one party. This class will introduce and discuss key provisions of joint venture agreements. Particular attention will be placed on understanding the objectives and ongoing relationship dynamics associated with structuring these agreements.

Readings: Draft joint venture agreement for multi-use development project (PDF on the CMD)

8.
X.03.17
Hussain

Project Implementation

This class will discuss several topics related to the implementation of a project. More specifically, this class will address key transaction documents and related business decisions related to the following:

- Environmental risk management requirements
- Design and consultant services
- Signing authority
- Initiating construction

Recommended Readings: Sample CCDC contract (PDF on the CMD)

Negotiation Exercise Issued

9.
X.03.17
Hershberg

Project Completion: The Process & Risk Management

The real estate development process concludes when the building is delivered and occupancy begins. This is a critical step in the process as it is typically when value is truly created because the building's users commence paying for the right to occupy the premises. Delivery or turn-over is a highly rigorous and demanding phase that involves the synthesis of all of the various stakeholders in the process: investors, municipality/community, lenders, consultants, builder, and of course, the users or target market.

This class will use a typical residential condominium project as an example to illustrate the steps and the process of building turn-over. This class will also include a guest lecture on issues surrounding condominium law to give students an understanding of exactly how condominium deals operate; how units are legally created pre-construction; how closings work in the condominium context; issues surrounding ongoing maintenance responsibilities of developers; transitioning of control to condominium corporations etc.

Readings: Typical APS and condominium documents used for residential condominium sales (PDF on CMD)

Guest Speaker

Second Half of Class – Negotiation Exercise Group Work

10.
X.03.17
Hussain

Agreements Related to Operating Cash Flow

There are several agreements which influence the operating cash flow of development projects. This class will discuss several key agreements related to the sources and uses of a project's operating cash flow with particular emphasis on how the negotiation of several terms can influence the ongoing viability of commercial, industrial and office developments.

Readings: Sample commercial lease (PDF on the CMD)

Part I of Negotiation Exercise Due on March X, 2017

11.
OX.03.17
Hussain

Negotiations Exercise

This class will be held in the law offices of McCarthy Tetrault LLP (66 Wellington Street West, Toronto), a Tier-One business law firm, and is designed to simulate a moderated negotiation whereby teams will be required to negotiate unworkable provisions in a draft joint venture agreement. Teams will represent either capital partners or development

partners
to a
proposed
multi-use
develop
ment
project.
For the
first hour

students will be coached by leading real estate lawyers regarding their negotiation strategy. For the second hour, students will engage in a negotiation with their counterparty. By the end of the negotiation, each set of parties must hand in a term sheet outlining the negotiated provisions. Any remaining time will be used to debrief the negotiations exercise.

Readings: Wheeler, Michael. **The Art of Negotiation: How to Improve Agreement in a Chaotic World.** Simon & Schuster. New York, N.Y. 2013. Chapters 8-10

Term Sheet due at the end of class

Part II of Negotiations Exercise due on April X, 2017

12.

X.04.17

Hershberg

Exam Preparation

This part of the class will be devoted to reviewing materials covered and answering lingering questions or concerns in preparation for the final exam.

X.04.17

Final Exam

Written Assignments/Projects

Unless stated otherwise in the assignment, the following format will apply to all written submissions:

Hard copy, paper size, 8 1/2" x 11"

Margins, top/bottom/left/right -1" minimum

Spacing - single spacing

Font size, 11pt, (tables can be 10pt)

Font style, Arial, Helvetica or Calibri

Page numbers, lower right corner

Name, date and student number will be included on each page in the heading bar.

All visual presentations will be submitted in PowerPoint format to the prescribed length and an electronic copy shall be filed with the instructor.

Due Date	Deliverable
X.02.17	Case Study Response
X.03.17	Negotiations Simulation Exercise (Report)
X.03.17	Negotiations Simulation Exercise (Term Sheet)
X.04.17	Negotiation Simulation Exercise (Debrief)
X.04.17	Final Exam

Evaluation of Written Assignments/Projects

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

Grades for assignments will be a letter grades according to the following schedule. A passing grade for an assignment is a B. Any submissions received after the deadline will not be accepted and a zero grade will be entered, unless a deferment is agreed upon in advance by the instructor. All members of a group will receive the same grade. All submission shall be in hard copy, unless by prior agreement with the instructor or stated otherwise in the particular assignment. All work will be handed in at start of class. Students can expect to receive their graded work, with comments, within one-week of submission, unless notified otherwise.

With most assignments a grading matrix will be issued that will identify the evaluation criteria, the relative weighting of each, the assigned grade, and comments.

The Final Grade will be derived by weighting each component according to the proportions assigned to each assignment. Final Grades may be adjusted across the entire class to conform to the requirement that the class average for MBA electives **must** fall between 5.2 and 6.2.

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 Student Handbook or the Student Services & International Relations website:

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_Ind_webstation.nsf/page/Enrolment+Grades+and+Convocation!OpenDocument#tabs-2

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

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_Ind_webstation.nsf/page/Academic+Honesty!OpenDocument

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

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

Course at a Glance

Lecture	Date / Instructor	Topic	Guest Speaker	Deliverable
Lecture 1	X.01.17 Hershberg	Introduction and Vehicles for Real Estate Transactions		
Lecture 2	X.01.17 Hershberg	Acquisition and Sale of Real Estate		Case Study Issued
Lecture 3	X.01.17 Hussain	The Role of Negotiation in Development		
Lecture 4	X.02.17 Hussain	The Regulatory Environment of Real Estate Development	Guest Lecture	
Lecture 5	X.02.17 Hershberg	Structuring Debt Financing and Refinancing		Case Study Due
Lecture 6	X.02.17 Hershberg	Equity Financing		
Lecture 7	X.03.17 Hussain	Joint Venture Agreements		
Lecture 8	X.03.17 Hussain	Project Implementation		
Lecture 9	X.03.17 Hershberg	Project Completion	Guest Lecture	
Lecture 10	X.03.17 Hussain	Agreements Related to Operating Cash Flow		Part I of Negotiations Assignment Due
Lecture 11	X.03.17 Hussain	Negotiation Exercise		Term Sheet Due Part II of Negotiation Assignment due X.X.17
Lecture 12	X.04.17 Hershberg	Exam Preparation		
Exam	X.04.17			Final Exam

Schulich School of Business
Faculty Council Minutes

A meeting of Faculty Council for the 2015-2016 academic year was held on
Friday April 29th 2016 at 11:30am in room SSB E111.

In Attendance:

J. McKellar, Chair
E. Rush, Secretary

Voting Members of Faculty Council Present:

Senior Administration	D. Horváth, M. Biehl, T. Beechy, M. Judd		
Student Council Reps			
ACTG			
ARTM/NMLP			
BSUS			
ECON			
FINE	M. Kamstra, L. Ng, Y. Tian		
MKTG	E. Fischer, M. Giesler, E. Veresiu		
ORGS			
OMIS	M. Levesque		
PLCY	B. Eberlein, T. Peridis, W. Sheremata		
PROP		OTHER:	S. Bury (Library)

Voting Members of Faculty Council Absent:

M. Annisette,	A. deCarufel	A. Kecskes	G. Morgan	J. Smithin
K. Armstrong (GBC)	A. Diamant	A. Khazak (UBS)	J. Naggar (GBC)	H. Tan
P. Aulakh	D. Dimick	H. Kim	D. Neu	K. Tasa
K-H. Bae	M. Dong	M. Kipping	T. Noseworthy	L. Thorne
K. Bathija (GBC)	J. Everett	G. Kistruck	N. Obaid (Ph.D.)	V. Trivedi
R. Belk	C. Farrell (GBC)	R. Kozinets	C. Oliver	A. Tsang
M. Bilal (UBS)	M. Farjoun	M. Kristal	Y. Pan	M. Valente
A. Bhanich-Supapol	J. Gahtan (UBS)	S. Kumar (GBC)	F. Paul (GBC President)	E. Waitzer
A. Campbell	B. Gainer	Y. Larkin	S. Prasad (GBC)	M. Waller
M. Cao	B. Graham (Alumni)	F. Lazar	E. Prisman	E. Westney
J. Chung	I. Henriques	S. Li	S. Qu	B. Wolf
W. Cook	I. Holzinger	Z. Li	M. Rice	Z. Yang (GBC)
W. Cragg	R. Irving	M. Maringola (UBS)	G. Roberts	S. Yeomans
A. Crane	D. Johnston	D. Matten	H. Rosin	J. Zemans
D. Cumming	A. Joshi	R. McClean	P. Sadorsky	D. Zwick
P. Darke	K. Kanagaretnam	C. McMillan	Ajay Sirsi	

Regrets, Leaves, Sabbaticals (*):

E. Auster*	R. Karambayya	P. Shum*	L. Wright
C. Bell	I. Macdonald	M. Szaki	C. Zietsma*
J. Darroch	A. Madhok*	J. Tan	F. Zandi
Y. Deutsch*	A. Mawani	D. Thomassin-Sing (LOA)	
C. Graham	E. Maynes (LOA)	S. Weiss*	
S. Hsu*	M. Milevsky*	T. Wesson*	

Non-Voting Members of Faculty Council Present:

L. Hillcoat	S. Hussain	M. Orlan	C. Ward	K. Welsby

Non-Voting Members of Faculty Council Absent:

J. Adams	A. Choi	R. Hines	A. Makooie	S. Nahm	N. Sutherland
T. Anderson	T. D'Agostino	J. Jeyakumaran	J. Mapa	C. Niederwanger	S. Tenn
D. Bell	P. Deonandan	L. Korhani	R. Mayer	C. Partland	A. Tung
M. Bhutani	P. Dillon	A. Kuzmicki	T. Mcqueen	P. Pivato	D. Weitzner
T. Bowes	E. Farrell	M. LeFranc	A. Middleton	V. Raghunathan	D. Woticky
M. Cernea	A. Gravel	R. Lynn	R. Moy	S. Siddik	J. Wu
G. Chen	K. Gray	J. MacKay	A. Mustapha	G. Sue	

1. Welcome & Chair's Remarks

The Chair called the meeting to order and welcomed council members and guests.

2. Presentation by VP Research & Innovation Dr. Robert Haché

VP Research & Innovation Dr. Robert Haché presented a draft of the Plan for Intensification and Enhancement of Research (PIER) with the aim of gathering feedback from council members. The plan offers recommendations to strengthen York University's research across five thematic areas: growing a culture of scholarly inquiry, investing in and promoting people, supporting research growth and development, leadership in research and research advocacy, and building research for the future. Development of the draft took place between Fall 2015 and early 2016 and was guided by a working group with representatives from the York University community, including faculty, staff, students and postdoctoral fellows.

VP Haché reviewed three recommendations and explained how they will translate into action, noting that not all 21 recommendations will be compelling or relevant to all faculties. The details are included in the 5-page highlights document provided at the council meeting. This document and the full draft of the plan are available at the following link:

<http://pier.info.yorku.ca/files/2016/03/COMPLETE-DRAFT-PIER-March-2016.pdf>

VP Haché noted that the draft is not intended to produce new planning documents, planning processes or additional administrative burden; it aims rather to enhance the integration and conversation around research in the overall planning process. He explained that each faculty will be challenged to look at their processes and come up with creative ideas as to how they can improve the success of research in their units.

He also noted that the draft has received very positive feedback as well as suggestions for improvement. M. Biehl noted that the issue of reimbursement is a large problem and suggested that it be included in greater detail. VP Haché agreed and noted that while more detail on this issue is included in the full draft, it can be added to the highlights document as well. He explained that the problem stems from a lack of communication. He encouraged further conversation on this issue at the faculty level as well.

3. Presentation by Teaching Commons Director Dr. Celia Popovic

Teaching Commons (TC) Director Dr. Celia Popovic presented to council members on the ways in which the TC can support Schulich faculty with their teaching. She provided an overview of the

TC's offerings, which include:

- Workshops: Course & Curriculum Design, Instructional Skills, eLearning, Teaching Indigenous Content, Experiential Education, First Year Student Experience, Putting Together a Teaching Dossier, TA training
- Courses: eLearning @ York Course (SEDA Accredited), Instructional Skills Workshop (certificate program), Supervising Graduate Students Course (SEDA Accredited), EduCATE (SEDA Accreditation in Progress)
- Monthly Webinar Series
- Events for new faculty and faculty teaching 1000-level courses, new faculty orientation
- Communities of Practice, Teaching and Learning Collective (Let's TaLC!)
- Teaching Wheels (Teaching Squares)
- Conferences

Faculty members were encouraged to attend these opportunities, as well as the Teaching in Focus (TIF) event taking place on May 19th and 20th that will explore topics such as pedagogical innovation (with and without the use of technology), research in teaching, and engaging students in a more collaborative manner.

M. Biehl noted that one of Schulich's areas recently took a customized instructional skills workshop through the TC over a three-day period, which has resulted in the turn around of one of the most difficult undergraduate courses. This course is now one of the most highly rated courses, and one of the instructors has gone on to win the TEA at the undergraduate level. He thanked the TC for their efforts and encouraged faculty members to benefit from their services.

Schulich's designated TC representative, Dr. Barbara Kerr, will attend a subsequent Faculty Council meeting to introduce herself and speak in more detail about the support available. Faculty members are encouraged to email Barbara or teaching@yorku.ca, or visit TEL 1050. More information can be found on the TC website: <http://teachingcommons.yorku.ca/>.

4. Dean's Remarks

Dean Horvath provided a series of updates regarding past and future events in the Schulich community:

- The federal government will provide half of the \$50 million in funding needed for the new building. Approximately \$5 million has been raised as part of the 50th anniversary celebrations. Funds will also be provided by the university. Construction will begin mid-summer or in September, with a target completion date of Fall 2017.
- Schulich graduate and Board of Governors Chair Rick Waugh has donated \$3 million to Schulich (\$2 million for the new building and \$1 million to endow a chair in business history).
- Funds have been raised through a major corporation to support the MREI program. The donation will go towards the chair in business history position and support for the new building. More details will be provided soon.
- The celebration of James Gillies' life was a success. His family, friends and colleagues were extremely pleased with the event.
- A very positive 50th anniversary alumni event took place in New York on April 7th.
- The undergraduate formal was a success. Thanks to all the faculty members who attended. Of the 10 award winners, all but 1 were contract faculty.

- A meeting of the International Advisory Board took place on April 27th. The Dean spoke about the changes in business in the context of a more turbulent and disruptive environment. He encouraged more discussion in the areas on this topic and indicated that the ideas will be tested through the India Advisory Board and the Dean's Advisory Board.
- The Master of Management (MMGT) program was launched on April 28th. The Dean congratulated all involved and indicated that registrations have already started. The program will have a full cohort in September.
- Upcoming events in the community include:
 - o Graduate formal on April 29th.
 - o Experience Schulich in India on April 1st; 165 students are registered to attend.
 - o India Advisory Board meeting on May 2nd.
 - o Dean's Advisory Board meeting on May 10th.
 - o 50th Anniversary Gala on May 27th at the Four Seasons hotel. Around 350 people are expected.
 - o Connect 2016 alumni event on May 28th. The event will include an excellent panel.
 - o AACSB accreditation visit on June 6th and 7th.
 - o Schulich Spring convocation on June 24th. The Honourable John Manley, CEO of Business Council of Canada and former Deputy Prime Minister of Canada, will receive an honorary degree.

5. PHD/GBC/UBC Initiatives

No reps were present.

6. BBA/iBBA Program Committee

M. Biehl presented a motion for the new course proposal for ENTR 4400 3.00 – Applied Entrepreneurship Field Study. Seconded by E. Fischer. The course, previously offered through the guided studies format, provides students with a very hands-on learning experience in which they work with an organization in order to execute an entrepreneurial project. The grading and assessment have been tailored to this kind of learning experience and do not necessarily comply with what is appropriate for traditional Schulich courses. However, the BBA/iBBA committee highly recommends the course for approval. A question was asked with regards to the similarity in projects across the undergraduate and graduate versions of the course. E. Fischer explained that this is an exceptional course in all regards and that differentiation will depend on the nature of the individual projects and the students involved. All in favour. Motion carried.

7. MBA Program Committee

- a) M. Kamstra moved for the creation of the new Financial Risk Management (FINE) specialization for the MBA/IMBA. Seconded by M. Biehl. The new specialization aims to leverage Schulich's existing offerings and accommodate a market niche by providing students with a broad base for a career in financial risk management. All in favour. Motion carried.

b) M. Kamstra moved to retire the Financial Engineering (FNEN) specialization for the MBA/IMBA programs. Seconded by Y. Tian. The introduction of the new FINE specialization makes the FNEN specialization redundant. All in favour. Motion carried.

c) M. Kamstra moved to make the following changes to the Financial Engineering Concurrent and Stand Alone Diplomas:

1. Replace FNEN 6210 3.00 – Portfolio Management with FINE 6200 3.00 – Investments
2. Replace FNEN 6810 3.00 – Derivative Securities with FINE 6800 3.00 – Options, Futures and Other Derivative Securities

He indicated the above are house-keeping changes that will clarify for students what the diplomas are about. Seconded by Y. Tian. All in favour. Motion carried.

M. Kamstra also moved to make the following change to the Financial Engineering Concurrent Diploma. The change will formalize a course replacement that has been taking place informally for many years.

1. Replace CSE 5910 3.00 – Software Foundations with FNEN 6820 3.00 – Advanced Derivative Securities

Seconded by Y. Tian. All in favour. Motion carried.

d) M. Biehl moved to approve the new course ENTR 6400 3.00 – Applied Entrepreneurship Field Study: Competitiveness of Entrepreneurial Firms (the graduate version of the BBA/iBBA course presented earlier in the meeting). Seconded by E. Fischer. All in favour. Motion carried.

8. PhD Program Committee

E. Fischer moved to approve the new course proposal for DCAD 7060 3.00 - Introduction to Applied Statistics. Seconded by M. Biehl. E. Fischer explained that Schulich students have for some time been taking stats courses outside of Schulich as none have been on offer in house. The course will be open to all students but will be required for some areas. There are currently other stats courses on the books but they are not offered because there is no one in house to teach them. All in favour. Motion carried.

9. 50th Anniversary Celebrations

T. Peridis spoke about the upcoming 50th anniversary events that will be taking place in Toronto in May and encouraged council members to visit the following website for more information: <http://Schulich50.com>. He also encouraged Schulich community members, and staff members in particular, to post memories or special experiences they've had at the school. The posts will be used as part of the legacy for the 50th anniversary celebrations.

10. Adjournment

Motion to adjourn by T. Peridis. Seconded by E. Fischer. All in favour. Motion carried.

Consent Agenda

The following items were approved by consent.

1. **BBA/iBBA Program Committee**
 - a) **Curriculum Changes**
 1. ENTR 3400 3.00 - Business Essentials for Technology Entrepreneurs I (prerequisite)
 2. ENTR 3600 3.00 - Business Essentials for Technology Entrepreneurs II (prerequisite)
 3. ENTR 4500 3.00 - Entrepreneurship and Technology Ventures (prerequisite note & CCE)
 4. ENTR 4600 3.00 - Entrepreneurship and New Venture Creation (CCE)

2. **MBA Program Committee**
 - a) **Curriculum Changes**
 1. FINE 6400 3.00 - International Financial Management (prerequisite)
 2. FNEN 6210 3.00 - Theory of Portfolio Management (deletion)
 3. FNEN 6810 3.00 - Derivative Securities (deletion)
 4. FNEN 6820 3.00 - Advanced Derivative Securities (prerequisite)
 5. FNEN 6840 3.00 - Enterprise-wide Financial Risk Management (prerequisite)
 6. FNEN 6850 3.00 - Fixed Income Securities (prerequisite)
 7. FNSV 6700 3.00 - Management of Risk in Canadian Financial Institutions (title)

3. **PhD Program Committee**
 - a) **Independent Studies Policy**

4. **Minutes from Previous Meeting:** Friday April 1st, 2016