

**FACULTY COUNCIL
SCHULICH SCHOOL OF BUSINESS**

A meeting of the Schulich Faculty Council for the 2016/2017 academic year will be held on
Friday May 26th 2017 at 11:30 am in SSB E111.

AGENDA

		Pages
1.	Welcome & Chair's Remarks	
2.	Enquiries & Communications	
	a) Remarks by Interim Vice-President Academic & Provost Lisa Philipps re the Decanal Appointment Process	
	b) For Information: Senate Synopsis (2017.03.23)	3-5
	c) For Discussion: Proposed Amendments to Senate Policy on Academic Accommodations for Students with Disabilities	6-13
3.	Dean's Remarks	
4.	BBA/iBBA Program Committee	
	a) Motion: New Course Proposal for BSUS 4400 3.00 – Sustainability Accounting & Accountability (<i>C. Cho</i>)	14-33
	b) Motion: Changes to the Undergraduate Delayed-Entry Pathways (<i>D. Zwick</i>)	34-37
	c) Motions: Changes to Undergraduate Policies on Online Courses, Summer Course Overload, and Taking Courses at Another University (<i>D. Zwick</i>)	38-40
5.	Master Programs Committee / Programs Coordinating Committee	
	a) Motion: New Course Proposal for BSUS 6400 3.00 – Sustainability Accounting & Accountability (<i>C. Cho</i>)	41-59
	b) Motion: Changes to Promotion Standards (<i>M. Biehl</i>)	60-63
	c) Update: Development of Master of Marketing & Master of Supply Chain Management Programs (<i>M. Biehl</i>)	
6.	Nominating Committee	
	a) Motion: Approval of Nominating Slate for 2017-2018 (<i>J. Darroch</i>) (<i>Available at the meeting</i>)	
7.	Other Business	
	a) Motion: Summer Authority for Executive Committee	64
	b) For Information: Executive Committee & Faculty Council Meeting Dates for 2017-2018	65
	c) For Information: ADA Year-End Report on Academic Honesty & Grade Appeals (<i>M. Biehl</i>)	66-68
	d) For Information: Committee Year-End Reports	
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	2. Master Programs Committee / Programs Coordinating Committee	70-71
	3. PhD Program Committee	72
	4. EMBA Program Committee	73-74
	5. Masters Admissions Committee	75
	6. Tenure & Promotions Committee	76
	7. Nominating Committee	77

8. Student Affairs Committee	78-80
9. Research & Library Committee	81

8. Adjournment

CONSENT AGENDA

A consent agenda item is deemed to be approved unless, prior to the commencement of the meeting, a member of the committee advises the Chair, James McKellar, of a request to debate it.

	Pages
1. BBA/iBBA Program Committee	
a) Curricular changes:	
1. OMIS 4000 3.00 – Models and Applications of Operational Research (course description & prerequisite)	82-94
2. MGMT 4400 3.00 – Sustainability Reporting and Management Decision-Making (course retirement)	95-98
2. Master Programs Committee / Programs Coordinating Committee	
a) Curricular Changes:	
1. HIMP 6150 3.00 – Performance Indicators in Health Care (title & description)	99-107
2. ACTG 6951 3.00 – Accountability and Sustainability Reporting (course retirement)	108-110
3. Minutes of the Last Meeting (2017.04.21)	111-114

The Senate of York University

Meeting Synopsis

The 634th Meeting of Senate
held on Thursday, April 27, 2017

Remarks

The Chair of Senate, Professor Lesley Beagrie, reminded Senators to participate in the annual surveys of Senate and committee members before they close. Although Senate did not agree to deal with a motion submitted as other business for which due notice had not been given, the Chair explained the process by which the matter addressed might be re-considered.

In the absence of Dr Mamdouh Shoukri, who conveyed regrets, Provost Rhonda Lenton shared the names of individuals who will receive honorary degrees at Spring 2017 Convocation ceremonies. Responses to questions about a recent incident at a York Lanes store involving a University student, and more generally security on the campuses, will be provided in May.

Inquiries and Communications

The Academic Colleague to the Council of Ontario Universities, Professor David Leyton-Brown, commented on recent meetings of COU. A particular focus for recent discussions has been the Indigenization of Ontario universities. A joint statement from the York Federation of Students and the York University Graduate Student Association on the York Lanes incident was received.

Senate Membership for 2017-2018 to 2018-2019

At the final stage of a statutory motion, Senate approved an Executive Committee recommendation setting the membership of Senate from July 1, 2017 to June 30, 2019.

Other Approvals

Senate approved recommendations of its Academic Policy, Planning and Research Committee to

- establish a *Senate Policy on Postdoctoral Researchers at York University*
- a change of name of the Department of Political Science in the Faculty of Liberal Arts and Professional Studies to the Department of Politics

As recommended by the Academic Standards, Curriculum and Pedagogy Committee, Senate approved the granting of a maximum of 54 block transfer credits to eligible graduates of the Sampradaya Dance Academy Professional Training Program towards the Honours BFA or BA Programs in Dance within the School of the Arts, Media, Performance & Design.

Strategic Mandate Agreement 2: Discussion of Draft Submission

Following a presentation by the Chair of APPRC, Professor Les Jacobs, Senators commented on a draft submission prepared for the second round of Strategic Mandate Agreements. Senators and members of the community were invited to forward further

The Senate of York University

Meeting Synopsis

comments and suggestions to the Office of the Provost. APPRC will review the next draft prior to the submission's finalization.

Facilitated Discussion: University Academic Plan Priority Area 1

In the fourth of a series of "spotlight" discussions of priority areas in the University Academic Plan sponsored by APPRC, Vice-Provost Academic Alice Pitt shared her perspective on priority area 1: Innovative, Quality Programs for Academic Excellence.

Committee Information Items

Senate Executive

The Executive Committee informed Senate that it had concurred with recommendations of the Sub-Committee on Honorary Degrees and Ceremonials, and, as a result, five new candidates have been added to the pool of prospective honorary degree recipients. The Committee encouraged Senators to provide input during consultations on draft amendments to the *Senate Policy on Accommodations for Students with Disabilities*, and congratulated Professor Lisa Philipps on her appointment as the Interim Vice-President Academic and Provost.

Academic Policy, Planning and Research

In its report, APPRC advised that it had concurred with a recommendation of the Provost to establish the Helen Carswell Chair in Community Engaged Research in the Arts, shared reflections on the evolution of academic budget planning by former Vice-President Finance and Administration Gary Brewer, and drew attention to recent studies issued by the Higher Education Quality Council of Ontario.

Academic Standards, Curriculum and Pedagogy

ASCP reported that it had approved in principle the reintroduction of a Fall Reading Week held over the four days following Thanksgiving in October, and furnished details on the development and implementation of a new curriculum management based on a briefing by the University Registrar, Carol Altilia. All of the modifications approved in March and April by the Committee originated with the Faculty of Graduate Studies:

- minor changes to the degree and admission requirements for Master of Design Program
- minor changes to the degree requirements for the MScN program
- minor change to the degree requirements for the PhD program in Mathematics & Statistics
- a change in the administrative unit housing the International & Security Studies Diploma from the York Centre for International & Security Studies to the Department of Political Science, Faculty of Liberal Arts & Professional Studies, and updates to requirements for the Diploma

Awards

The Awards Committee conveyed a listing of new awards established in the calendar year 2016 and the disbursement of graduate awards for 2014-2015.

The Senate of York University

Meeting Synopsis

Additional Information about this Meeting

Please refer to the full Senate agenda and supplementary material posted online with the April 27, 2017 meeting for details about these items.

<http://secretariat.info.yorku.ca/senate/meeting-agendas-and-synopses/>

May Meeting of Senate

Senate's next meeting will be held at 3:00 p.m. on **Thursday, May 25, 2017**.

Senate Policy on Accommodations for Students with Disabilities – Consultations

Robert Everett to: council, Lisa Dennis, M.Michael Schiff, Pamela Edgecombe, Robert Bishop, Almira Mun, Brittany Tuer, Jim Fenton, 2017/05/04 07:53 AM

Follow Up: Normal Priority.
History: This message has been forwarded.

Please see below for a message from the University Secretary. We would be grateful for input from your Councils and committees if you can make room on your next agendas. Comments from offices of the Deans / Principal, other departments and individuals also welcome.

I am writing on behalf of the Sub-Committee on Equity of Senate Executive to invite you to participate in consultations on amendments to the Senate Policy on Academic Accommodations for Students with Disabilities. The Sub-Committee has been engaged in an effort to revise the Policy over the past two years. It is now in a position to share changes it has developed during that process, one that was informed by comparisons with other university policies and advice from stakeholders. The draft amendments are also informed by public policy and societal trends. The Sub-Committee is confident that York can continue to be a leader in accommodating students with disabilities, and understands the need to ensure that amendments to the Policy benefit from collegial input.

The Sub-Committee has advised Senate Executive that it working toward presenting final recommendations in early June so that a proposal can come to Senate that month. Accordingly, I ask that you provide input by **Monday, May 22**. Please send your comments, questions and suggestions to Robert Everett of the University Secretariat (beverett@yorku.ca).

Thank you in advance for contributing to this important initiative.

Maureen Armstrong



Draft with Proposed Amendments – Consultations.docx

**Senate Policy Academic Accommodation for Students with Disabilities
Draft Revisions Prepared by the Sub-Committee on Equity of Senate Executive
April 2017**

Current	Draft Revisions
<p>Policy Statement</p> <p>York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.</p> <p>The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses.</p> <p>Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.</p> <p>'Disabilities' shall be defined as those conditions so designated under the Ontario Human Rights Code in force from time to time, and will in any event include physical, medical, learning, and psychiatric disabilities.</p>	<p>Policy¹</p> <ol style="list-style-type: none"> 1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities. 2. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. All students are expected to satisfy the essential requirements of courses. 3. Requests for accommodations shall be dealt with expeditiously. 4. Accommodations shall be sufficiently flexible to address individual needs. 5. Requests for extension or for deferral based on unforeseen and transient personal circumstances such as bereavement or short-term illness should be considered on compassionate grounds, but are not generally matters of academic accommodation under this policy.

¹ This policy has been updated to at a time when Universal Design for Learning has taken on greater significance in postsecondary education and public policy. It is intended to reflect and reinforce the growing relevance and application of this approach to teaching and learning.

Guidelines

1. Identification of students requiring academic accommodations
 - 1.1 Students with disabilities who require accommodations shall, in a timely manner, provide the relevant medical, psychoeducational or psychiatric documentation to the appropriate York University office for students with disabilities to qualify for accommodations.
 - 1.2 The University's offices for students with disabilities will assist students in the identification of particular aspects of courses that might present barriers to them and will work with them to identify the appropriate accommodations, provide supportive documentation, and assist the students and instructors in providing/obtaining accommodations.
2. Instruction-Related Accommodations
 - 2.1 Types of accommodations may include, but are not limited to:
 - Timely provision of reading lists and other course materials to allow for alternate format transcription
 - Alternate format transcription
 - Alternate scheduling for the completion of course, project, thesis work or

6. All members of the University community bear responsibility for implementing this policy, and should make themselves familiar with the policy and the resources available to them. Accommodations are collaborative in nature and shall be based on mutual understanding.
7. Disabilities' shall be defined as those conditions so designated under the *Ontario Human Rights Code* in force from time to time.

Guidelines

- 1. Accessibility, Accommodation and Course Design**
 - a) Course curriculum, delivery and evaluation methods should be designed inclusively from the outset.
 - b) Even when the principles of inclusivity (or Universal Design for Learning – UDL) have been applied, accommodations may be required and requested.
- 2. Privacy and Confidentiality**
 - a) All documents and communications concerning accommodations shall be kept confidential and may not be disclosed without consent except to the extent that disclosure is necessary for the implementation of accommodations or the resolution of a disagreement.
 - b) Students are not required to disclose a mental health diagnosis when requesting accommodation. Medical documentation must confirm a diagnosed mental health disability without a specific diagnostic label.
- 3. Roles and Responsibilities**

- competency examinations
- Extensions to program completion time limits
- Use of assistive devices or auxiliary aids in the classroom/laboratory/field (e.g., FM systems worn by course instructors; computerized notetakers in the classroom)
- Use of oral and visual language interpreters and/or notetakers in the classroom Permission for audio recording of lectures
- Permission for video-taping of lectures
- Special seating, wheelchair accessible tables
- Adjustments to lighting

3. Accommodation in Examinations and Evaluations

3.1 Test/exam accommodations may include, but are not limited to:

- alternate scheduling of examinations and essays
- alternate forms of assessment
- extended time to complete tests/examinations
- use of special equipment (computer, assistive technology, etc.)
- use of special facilities (alternate test/exam room and proctor) and/or examinations in alternate formats (e.g. audio tape, Braille, etc.)

3.2 Whenever possible, the usual procedures for writing tests and examinations shall be followed.

4. Accommodations Agreements

4.1 Students and instructors shall wherever possible agree to the appropriate accommodations.

4.2 In cases where the instructor and the student cannot agree about the provision of accommodations, the instructor shall discuss the recommended

a) Students shall provide timely notice of requests for accommodation and the documentation necessary to develop an accommodation plan. For needs associated with accommodating disabilities, requests are normally expected to be made with the assistance of Disability Services, located within Counselling and Disability Services at the Keele Campus) and in the Accessibility, Well-Being and Counselling Centre at the Glendon Campus) The information provided must be sufficient for the specialized staff in Disability Services / Accessibility to determine the appropriate accommodations in consultation with the student and the instructor. Students are expected to provide timely notice of any change in their circumstances and to fulfill the role assigned to them in their accommodation plans in a timely way where required by such plans.

b) Instructors shall take reasonable steps to accommodate in a manner consistent with these Guidelines.

c) Programs / departments and if necessary the Deans / Principal shall make best efforts to arrange timely mediation in cases when disagreements between students and instructors about requests for accommodation are unresolved.

Counselling and Disability Services (Keele Campus) and The Accessibility, Well-Being and Counselling Centre (Glendon Campus) are the primary offices for processing requests, working with students and faculty members to develop accommodation plans, and providing appropriate resources for the community.

4. Instruction- Related Accommodations

a) Instruction-related accommodations may include, but are not limited to:

accommodations with an advisor from the office for persons with disabilities. If they are unable to reach an agreement, the Chair of the Department and/or Associate Dean or Dean of the Faculty shall be consulted.

4.3 In cases where the disagreement remains unresolved, a meditative process will be implemented by the Dean of the student's Faculty.

- timely provision of reading lists and other course materials to allow for alternate format transcription / conversion
- alternate format transcription / conversion
- alternate scheduling for the completion of course, project, thesis work or competency examinations
- reasonable, proportionate extensions to program completion time limits

- use of assistive devices or auxiliary aids in the classroom/laboratory/field (e.g., FM systems worn by course instructors; computerized notetakers in the classroom)
- use of oral and visual language interpreters and/or notetakers in the classroom
- permission to audio record instruction for accommodation purposes only
Permission for video-recording of lectures for accommodation purposes only
- special seating, wheelchair accessible tables
- adjustments to lighting

b) Accommodation in Examinations and Evaluations

a. Test and examination accommodations may include, but are not limited to:

- alternate scheduling of examinations and essays
- alternate forms of assessment
- extended time to complete tests/examinations
- use of special equipment (computer, assistive technology, etc.)
- use of special facilities (alternate test/exam room and proctor) and/or examinations in alternate formats (e.g. audio tape, Braille, etc.)

b. Whenever possible, the usual procedures for writing tests and examinations shall be

followed.

Procedures

1. Requesting Accommodations
 - a. Students with disabilities who require accommodations shall, in a timely manner, provide all necessary documentation to the appropriate University office or centre, It is that office or centre that determines what is necessary documentation.
 - b. Designated offices will help students to identify particular aspects of courses that might present barriers to them and will work with them to identify the appropriate accommodations, to obtain or provide supportive documentation, and to assist the students and instructors in developing accommodation plans.
2. Accommodations Agreements and Dispute Resolution
 - a. Students and instructors shall wherever possible come to agreement about the appropriate accommodations.
 - b. In cases where the instructor and the student cannot agree about the provision of accommodations, the instructor shall discuss the recommended accommodations with the specialized staff in the relevant designated office or centre, In the event of a disagreement over an accommodation plan or its implementation, normal dispute resolution processes shall be followed (beginning with the relevant program or department and, if necessary, the Associate Dean / Associate Principal of the relevant Faculty).

Definitions

Reasonable Academic Accommodations: These are planned and agreed-upon variations in the manner in which students may receive course instruction, participate in course activities, or be

evaluated. Accommodations are designed to eliminate or reduce barriers to participation in academic life. The University has a duty to provide accommodations up to the point of undue hardship, which may be related to the following factors identified in the *Ontario Human Rights Code*:

- Cost
- Availability of outside sources of funding
- Health and safety requirements

Academic Integrity: Academic integrity refers to the upholding of essential requirements of courses and programs: All courses and programs have core or essential requirements against which students are evaluated as to whether they are demonstrating the skills, knowledge or attributes at the designated level of the course. Learning outcomes involve learning tasks and objectives that must be undertaken successfully without compromising the standard required for success in a course or program.

Disability: For the purpose of this policy, disabilities are defined by the Ontario Human Rights Code as follows:

- a. any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- b. a condition of mental impairment or a developmental disability,
- c. a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- d. a mental disorder, or
- e. an injury or disability for which benefits

were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*.

Students: For the purposes of this Policy, “students” are those individuals who have been admitted to the University, including the School of Continuing Studies, and are eligible to enroll in courses.

Universal Design for Learning – UDL: The principles of UDL (sometimes referred to as Universal Instruction Design or Inclusive Curriculum Design) emphasize:

- multiple means of representation, to give learners various ways of acquiring information and knowledge
- multiple means of expression, to provide learners alternatives for demonstrating what they know
- multiple means of engagement, to tap into learners' interests, offer appropriate challenges, and increase motivation

For information and assistance, please refer to the Teaching Commons' resources at

<http://teachingcommons.yorku.ca/resources-2/accommodations-and-inclusive-teaching/>

To: Faculty Council, Schulich School of Business
From: Professor Detlev Zwick, BBA/iBBA Program Director
Date: May 9, 2017
Re: BBA/iBBA Program Committee Motion

Motion for Faculty Council:

Approve SB/BSUS 4400 3.00 Sustainability Accounting and Accountability as a new elective/core course for BBA and iBBA students.

Rationale:

The proposed course will broaden and enrich student perspectives on business practices and sustainability accounting and accountability concepts. It will also deepen the notions of reporting and bring some alternative perspectives (please also note that this course is being proposed in conjunction of the retirement of the ACTG 6951 (*Accountability and Sustainability Reporting*), which covered some of these topics) and its undergraduate equivalent MGMT 4400 (*Sustainability Reporting and Management Decision-Making*).

New Course Proposal Template

1. Program

BBA/iBBA

2. Course Number

BSUS 4400

3. Credit Value

3.00

4. Long Course Title

Sustainability Accounting and Accountability

5. Short Course Title

Sustainability Accounting and Accountability

6. Effective Session

Winter 2018

7. Calendar (Short) Course Description

This course situates corporate activity within the wider context of Sustainability. In particular, emphasis is placed upon the information that corporations produce in order to inform society about its social and environmental impacts, assessing whether such reporting is relevant and/or credible. The course also helps understand the interactions between stakeholders and the inherent issues related to their conflicting demands.

Prerequisites: SB/ACTG 2011 3.00, SB/ACTG 2020 3.00

8. Expanded Course Description

The course is designed to provide students with a practical and theoretical understanding of the growing field of sustainability accounting and accountability.

It situates corporate activity within the wider context of Sustainability. In particular, emphasis is placed upon the information that corporations produce in order to inform society about its social and environmental impacts, assessing whether such reporting is relevant and/or credible. The course also helps understand the interactions between stakeholders and the inherent issues related to their conflicting demands.

Prerequisites: SB/ACTG 2011 3.00, SB/ACTG 2020 3.00

Method of Instruction

This course is designed around a variety of pedagogical tools—interactive lectures, class discussions, presentations, simulations/role-playing, case studies and individual/group projects. It will adopt a largely *interactive style* as lectures are designed to open a dialogue between the instructor and the students. Class time will be used to clarify and expand upon points from the readings to reinforce the most significant points. There will also be a number of guest speakers throughout the semester who will present their experience in various topics.

Student Preparation

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

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

This course demands hard work and dedication. A minimum of 6 to 8 hours of work outside class (keeping up with readings, preparing assignments, and so on) is required each week. Additional time is required to prepare for presentations, projects and exams. If you do not understand something, ask questions in class. If necessary, e-mail the instructor for an appointment. The instructor is here to help you learn.

Group Work

The In-Class Exercises/Activities and the Social Audit Project will involve group formation and work. Group sizes will depend on the number of students enrolled in your section.

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

9. Evaluation

Deliverable	Weight	Format
Class Participation	10%	Individual
In-Class Exercises/Activities	10%	Groups of 2 to 6
Article Critique Presentations	15%	Individual
Aim2Flourish Project	25%	Individual
Social Audit Project	40%	Groups of 3 or 4
	100%	

10. Integrated Courses

Not applicable. In the case of weak enrolment numbers, the proposed course may be run as a “taught with” between advanced undergraduate students and MBA students. Given the nature of the course topic, there is no foreseen issue in doing so. In terms of evaluation and grading, the work to be performed by advanced-level undergraduate and graduate students would remain similar but more quality and substance would be expected from graduate students (in comparison to undergraduate students, for the same assignments). Accordingly, grading criteria would be relatively more demanding for graduate students.

11. Rationale

The proposed course will broaden and enrich student perspectives on business practices and sustainability accounting and accountability concepts. It will also deepen the notions of reporting and bring some alternative perspectives (please also note that this course is being proposed in conjunction of the retirement of the ACTG 6951 (*Accountability and Sustainability Reporting*), which covered some of these topics) and its undergraduate equivalent MGMT 4400 (*Sustainability Reporting and Management Decision-Making*).

Therefore, at the conclusion of this course, it is expected that students should be able to:

- explain the nature of accountability and sustainability and its implications for organizational life;
- discuss the importance of sustainability and what might be necessary for its achievement;
- understand the various perspectives on sustainability;
- explain the limitations, definitions and possibilities of sustainability;
- locate corporate sustainability reporting within a wider political and economic context
- critically assess current developments, approaches and regulatory issues relating to the sphere of sustainability reporting;
- critically and independently read, interpret and evaluate the sustainability information produced by corporations—and compare/contrast it with information produced by third parties such as NGOs;
- effectively sustainability and accountability issues in group/team settings;
- produce a clear and effective written reports on sustainability-related issues and present findings to peers.

12. Faculty Resources

Charles H. Cho as Professor of Accounting and Erivan K. Haub Chair in Business & Sustainability. The course will initially be offered as one section once year (Winter term).

Jeff Everett will also be able to teach the course (see “Alternative Instructors” below”).

13. Crosslisted Courses

14. Bibliography and Library Statement

See attached.

15. Physical Resources

Classroom equipped with desktop computer, speakers, projector and moveable tables (if possible).

New Course Proposal (Part B - Schulich Use Only)

16. Instructors and Faculty Coordinator

Initial instructor

Charles H. Cho

Alternative instructors

Jeff Everett

Course coordinator

Charles H. Cho

17. Specializations

Primary area or specialization

BBA/iBBA- Responsible Business (recommended elective)

Secondary areas or specializations

Accounting

18. Student Contact and Enrolment

Contact hours

Twelve (12) three (3) hour sessions over the course of the term.

Maximum enrolment

45

Expected enrolment

25

Evidence for enrolment expectations

Because the proposed course is new, enrolment expectations could naturally and potentially be low(er) the first time around. However, given the relevance of the topic, the unique pedagogical approach and the fact that the course will be **heavily advertised** through Student Services, the *Centre of Excellence in Responsible Business* and the *Erivan K. Haub Chair in Business and Sustainability*, enrolment expectations are moderately high.

19. Human Participants Research

See attached.

20. Conditions for Approval

SB/MGMT 4400 3.00 course, which has the same total number of credits, will be retired (see attached).

Course Originator

Charles Cho
Signature

May 8, 2017
Date

Charles Cho
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.

Jeff Everett

Dean Neu

Detlev Zwick

Burkard Eberlein

Dirk Matten

Mike Valente

Christine Oliver

Markus Giesler

Linda Thorne

Marcia Annisette

Chris Bell

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.

Dirk Matten
Signature

May 9, 2017
Date

Dirk Matten
Name of Coordinator or Director

Business and Sustainability
Area or Specialization

Degree Program

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

Detlev Zwick
Signature

May 9, 2017
Date

Detlev Zwick
Name of Program Director

BBA/iBBA Program
Program

Program Committee

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

Detlev Zwick
Signature

May 10, 2017
Date

Detlev Zwick
Name of Committee Chair

BBA/iBBA Program Committee
Committee

Required Attachments

- A motion to Faculty Council that includes the rationale for the course.
- 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 courses: signed statement of agreement from director of other graduate course
- For integrated courses: signed statement of agreement from chair of undergraduate program
- If applicable, a completed Human Participants Research Protocol Form.

Send to

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

MEMORANDUM
Peter F. Bronfman Business Library

SUBJECT: Library Statement for BSUS 4400 3.00
Sustainability Accounting and Accountability

FROM: Angie An
Business Librarian

DATE: May 5, 2017

BSUS 4400 3.00: Sustainability Accounting and Accountability

York Universities Libraries (YUL) are well positioned to support the proposed course BSUS 4400 3.00 *Sustainability Accounting and Accountability* which provides a practical and theoretical understanding of various perspectives on sustainability by situating corporate activity within the wider context of corporate social responsibility (CSR).

The Bronfman Business Library owns a print copy of the textbook for this course. An order has been placed to acquire the electronic copy of it: *Sustainability Accounting and Accountability* by Jeffrey Unerman, Jan Bebbington, and Brendan O'Dwyer. Course packs are available for purchase at the campus bookstore. Weekly readings can also be retried from the free web or library catalogue online. Furthermore, instructor for this course is encouraged to utilize the e-reserve option to make required course readings accessible through the reserves section of the library catalogue. This will make it easier for students to locate readings, as they can search the course reserves using the course code or instructor's name and find a list of electronic readings.

YUL has a collection of relevant circulating print books that will support this course. Keyword searching of the library catalogue shows that the collection contains materials with relevant subject headings, such as Social Responsibility of Business, Business Ethics, Sustainable Development, Sustainable Development – Environmental Aspects, Sustainable Development – Social Aspects, Sustainable Development – Economic Aspects, and Sustainable Development – Case Studies. Due to the interdisciplinary nature of this course's subject, many of the hardcopy publications are located at the various locations of YUL branches, namely Peter F. Bronfman Business Library, Steacie Science and Engineering Library, Scott library, and Osgoode Hall Law School Library. Relevant e-books are available via *Books 24/7* and *Ebrary*, and students may access them anytime anywhere by signing in with a valid Passport York account.

YUL has an excellent collection of periodicals in relevant subjects. The full-text of many of these periodicals is available online, which will increase ease of access for students. Titles such as *Harvard Business Review*, *Journal of Education for Sustainable Development*, *Business Ethics Quarterly*, *Journal of Business Ethics*, *Sustainable Accounting, Management and Policy Journal*, and *Sustainable Development* will provide students with useful supplementary resources.

Additionally, YUL subscribes to various databases that have strong coverage of Canadian and international academic, trade, and popular business periodical titles and will provide students with 24/7 access to articles both on and off-campus. *Proquest Business* (includes five databases: *ABI/Inform Global*, *ABI/Inform Trade and Industry*, *CBCA Complete*, *ProQuest Asian Business and Reference*, and *ProQuest European Business*), *Business Source Complete* and *Scholars Portal* will be particularly useful for students enrolled in this course.

YUL's current and historical Canadian and international newspaper database collections are quite strong. Databases such as *Canadian Newsstand Major Dailies*, *CBCA Current Events*, and *Proquest Historical Newspapers* will give students around the clock on and off-campus access to Canadian content, while

YUL's subscription to the *Financial Times Historical Archive (1880-2010)*, *Factiva* and *Lexis Nexis Academic* will give students access to international newspaper articles.

Students are encouraged to explore and make use of the various tailored business research guides developed by the Bronfman Library, they can be accessed at the link below:

And many other business-specific guides at <http://www.library.yorku.ca/web/bbl/guides>

The Business Library is also developing a suite of online learning resources for business students called BRYT (Business Research at York Toolkit): <http://bryt.library.yorku.ca/> This toolkit includes videos and PDF resources that show students how to use specialized business research databases to conduct business research. By summer 2018, all five modules will be fully developed and will cover how to find and locate company, industry, marketing, finance, and accounting/taxation research.

While relevant information resources in YUL's collection will be fundamental in supporting this course, library services available in support of students are key as well. Core services available to students include reference and instructional support. Assistance with information resources is available from reference staff at the Bronfman Business Library in-person, by email, by telephone, by electronic reference via an IM service, and through appointments with a librarian. Library instruction sessions on relevant materials tailored to this course are available by contacting me at the Peter F. Bronfman Business Library.

Course Outline

Winter 2018

Class day and time: TBD

Instructor

Charles H. Cho, PhD
(416) 736-2100 extension 33677
Seymour Schulich Building – N208
ccho@schulich.yorku.ca

Assistant

Mary Amati
(416) 736-5268
Seymour Schulich Building – N211
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Office hours: TBD

Dr. Charles H. Cho is Professor of Accounting and Erivan K. Haub Chair in Business & Sustainability at the Schulich School of Business, York University. His research interests are *Corporate Social Responsibility (CSR)* and more specifically *Sustainability Accounting*. He has designed and taught a number of CSR/sustainability courses at both the undergraduate and graduate (MBA, MSc, PhD) levels as well as in executive programs for corporate managers.

Brief Description

This course situates corporate activity within the wider context of Sustainability. In particular, emphasis is placed upon the information that corporations produce in order to inform society about its social and environmental impacts, assessing whether such reporting is relevant and/or credible. The course also helps understand the interactions between stakeholders and the inherent issues related to their conflicting demands.

Prerequisites: ACTG 2011, ACTG 2020

Corequisite: N/A

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Course Learning Outcomes

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

- explain the nature of accountability and sustainability and its implications for organizational life;
- discuss the importance of sustainability and what might be necessary for its achievement;
- understand the various perspectives on sustainability;
- explain the limitations, definitions and possibilities of sustainability;
- locate corporate sustainability reporting within a wider political and economic context
- critically assess current developments, approaches and regulatory issues relating to the sphere of sustainability reporting;
- critically and independently read, interpret and evaluate the sustainability information produced by corporations—and compare/contrast it with information produced by third parties such as NGOs;
- effectively work in groups/teams;
- produce a clear and effective written report and present findings to peers.

Deliverables at a Glance

Deliverable	Weight	Format
Class Participation	10%	Individual
In-Class Exercises/Activities	10%	Individual
Article Critique Presentations	15%	Individual
Aim2Flourish Project	25%	Individual
Social Audit Project	40%	Groups of 3 or 4
	100%	

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

Course Material

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

1. *Sustainability Accounting and Accountability*, 2nd edition
 Edited by Unerman, J., Bebbington, J. and O’Dwyer, B.
 Publisher: Routledge Taylor and Francis, London
 ISBN-13: 978-0415695589
 ISBN-10: 0415695589
2. *BSUS xxxx Course Pack*
 Required readings and cases for the course are compiled in there.

In addition, a *Course Materials Database (CMD)* has been created for this course within Schulich's Lotus Notes system. Crucial information regarding the course, including readings, and assignments, will be posted there. Please check it frequently.

Student Preparation for Class and Class Participation: Expectations

Method of Instruction

This course is designed around a variety of pedagogical tools—interactive lectures, class discussions, presentations, simulations/role-playing, case studies and individual/group projects. It will adopt a largely *interactive style* as lectures are designed to open a dialogue between the instructor and the students. Class time will be used to clarify and expand upon points from the readings to reinforce the most significant points. There will also be a number of guest speakers throughout the semester who will present their experience in various topics.

Student Preparation

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

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

This course demands hard work and dedication. A minimum of 6 to 8 hours of work outside class (keeping up with readings, preparing assignments, and so on) is required each week. Additional time is required to prepare for presentations, projects and exams. If you do not understand something, ask questions in class. If necessary, e-mail the instructor for an appointment. The instructor is here to help you learn.

Group Work

The In-Class Exercises/Activities and the Social Audit Project will involve group formation and work. Group sizes will depend on the number of students enrolled in your section.

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

Attendance, Etiquette and Courtesy

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

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

In the business world, punctuality is one of key factors of success and good ethics. Therefore, students are expected to come to class on time to avoid disturbing the instructor and the rest of the class. It is understandable that extenuating circumstances may arise. If you are unavoidably late, please be considerate and enter the class discretely. Use the rear door if one is available.

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

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

Contacting the Instructor

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

Disclaimer

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

Written Assignments/Projects and Exam[s]: Descriptions

Class Participation (10% -- Individual)

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

In-Class Exercises/Activities (10% -- Individual)

During some class sessions, there will be exercises and activities. Some may be completed in groups but they will all be evaluated *individually.*

Article Critique Presentations (15% -- Individual)

Students will be assigned to at least one of the readings included in the *Course Pack* and must send their presentation by e-mail to the instructor the day before by 5 PM at the latest. These presentations should last no more than 15 minutes and should not consist of merely summarizing the article. The main objective is to provide a critical perspective on the content of the paper by bringing illustrations and other sources to the analysis.

Aim2Flourish Project (25% -- Individual)

The Aim2Flourish Project must be completed individually. The project will eventually be submitted to AIM2Flourish for selection and featured on their website <http://www.AIM2Flourish.com> (please visit their website and become familiar with what they do). After conducting an in-person or video interview with a business leader, each student will submit a written report to the instructor for review and after approval submit to AIM2Flourish. Further details will be provided at the beginning of the semester.

The written report will be submitted both on paper and electronically. The paper copy is due at the beginning of class on the due date. This is what determines whether the assignment is late. Students are also required to submit an electronic copy to demonstrate the originality of their work. This will be done using Turnitin (see below).

Social Audit Project (40% -- Groups of 3 or 4)

The Social Audit Project must be completed in groups of 3 or 4 students and will be due by the end of the semester. Each group will prepare a written report and make a presentation to the class. Groups are advised to prepare their presentations well in advance. Groups are to adhere to the predetermined presentation time allotted to them. Groups going over time may be asked to conclude immediately, out of respect for the remaining groups. Further details will be provided at the beginning of the semester.

The written report will be submitted both on paper and electronically. The paper copy is due at the beginning of class on the due date. This is what determines whether the assignment is late. Students are also required to submit an electronic copy to demonstrate the originality of their work. This will be done using Turnitin (see below).

Turnitin

Turnitin is a web-based service that checks for passages in your document that match work submitted by other students or that matched online sources. Note that certain phrases in the assignment will always be flagged as similar to other students, so a percentage of commonality indicated by Turnitin is not necessarily an indication of academic misconduct. The instructor will review the Turnitin results and notify you if there are any concerns.

Students are encouraged to login to <http://turnitin.com> to create an account, if they do not already have one, and to attach themselves to this section early in the course. Do not wait until the assignment is due. Use the following Class ID and Enrollment Password information to set up the account and to post assignments:

Section	Class ID	Enrollment Password
xx	Xxxxxxxx	xxxxxxxxxx

Late Projects: Please make sure the written report is submitted on the due date indicated on the course outline. No late assignments will be accepted.

Evaluation of Written Assignments/Projects and Exams

Class Participation (10% -- Individual)

Students will be evaluated primarily for demonstration of having prepared for the class, and for their efforts and the quality of their contributions during class discussions (including case discussions and interactions with speakers). A baseline grade will be given and it can be increased depending on such efforts and contributions.

In-Class Exercises/Activities (10% -- Groups of 2-6)

Students will be evaluated primarily for their efforts and contributions for each exercise and activity assigned during class.

Article Critique Presentations (15% -- Individual)

Presentations will be assessed on the basis of the quality of the analysis and of the recommendations formulated. The ability to keep time, delivery and communication will also be evaluated.

Aim2Flourish Project (25% -- Individual)

The Aim2Flourish Project will be graded for creativity, originality and suitability to submit to Aim2 Flourish. Writing skills will also be evaluated.

Social Audit Project (40% -- Groups of 3 or 4)

The Social Audit Project will be graded for analytical ability and critical thinking, not just for technical competence. The weighting is as follows:

- Written Report 70%
- Class Presentation 20%
- Peer Assessment 10%

The report will be graded for quality of analysis, presentation and organization of thoughts, and understanding of context. The presentation will be graded for organization, delivery, and communication of key ideas. All students in a given group will receive the same mark.

Calculation of Course Grade

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

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

96 or above: A+	86 or above: B+	76 or above: C+	66 or above: D+	
93 or above: A	83 or above: B	73 or above: C	63 or above: D	
90 or above: A-	80 or above: B-	70 or above: C-	60 or above: D-	59 or below: F

The resulting percentage grade will then be converted to a letter grade, which corresponds to the Schulich’s 9- value index system as discussed below.

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) for graduate students and D (2) for undergraduate students. To keep final grades comparable across courses, elective courses are expected to have a mean grade between 5.2 and 6.2 for graduate students and between 5.5 and 7.0 for undergraduate students.

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_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

The following list of lecture topics and readings indicate the material to be read, reviewed and/or prepared for the various class sessions. If any changes in this schedule become necessary, notifications will be posted on the course CMD, and where such changes need to be announced between class sessions, an e-mail will be sent to students' Lotus Notes email accounts, notifying them of the change.

Session Date	Topic and Assigned Readings/Cases
Class 1	<p>Class Introduction, Overview and Setting the Context</p> <p>Topic: Sustainability – Planetary issues and the <i>Ecological Crisis</i></p> <ul style="list-style-type: none"> • The Living Planet Report • Global Footprint Network
Class 2	<p>Topic: Corporate Social Responsibility – Is it Possible?</p> <ul style="list-style-type: none"> • Garriga, E. and Melé, D. (2004), Corporate Social Responsibility Theories: Mapping the territory, <i>Journal of Business Ethics</i>, 53(1/2), 51-71 • Porter, M. and Kramer, M. (2011). Creating Shared Value. <i>Harvard Business Review</i>, January-February, 62-77. • Crane, A., Palazzo, G., Spence, L.J. and Matten, D. (2014). Contesting the Value of “Creating Shared Value”. <i>California Management Review</i>, 56(2), 130-153. • “Oh, Mr. Porter”. http://www.economist.com/node/18330445. • “The Biggest Contract”. http://www.economist.com/node/4008642. • Doane, D. (2005). The myth of CSR. <i>Stanford Social Innovation Review</i>. https://ssir.org/articles/entry/the_myth_of_csr
Class 3	<p>Topic: Business and the Natural Environment: Managing Environmental Responsibility</p> <ul style="list-style-type: none"> ✓ How does the natural environment matter for business? ✓ How can a company best manage its environmental responsibility? <p><i>In-class case:</i> Cradle to Cradle design at Hermann Miller: Moving Toward Environmental Sustainability</p>
Class 4	<p>Topic: Sustainability Accounting and Accountability</p> <ul style="list-style-type: none"> • UBO – Chapters 1, 2 and 3 • Lamberton, G. (2005). Sustainability Accounting—A Brief History and Conceptual Framework. <i>Accounting Forum</i>, 29(1), 7-26
Class 5	<p>Topic: Sustainability Reporting</p> <ul style="list-style-type: none"> • UBO – Chapters 4 and 15 • Patten, D.M. (2005). The Accuracy of Financial Report Projections of Future Environmental Capital Expenditures: A Research Note. <i>Accounting, Organizations and Society</i>, 30(5), 457-468. • Cho, C.H., Roberts, R.W. and Patten, D.M. (forthcoming). The Language of U.S. Corporate Environmental Disclosure. <i>Accounting, Organizations and Society</i>. • Cho, C.H., Michelon, G. and Patten, D.M. (2012). Impression Management in Sustainability Reports: An Empirical Investigation of the Use of Graphs. <i>Accounting and the Public Interest</i>, 12, 16-37. <p>Due: AIM2Flourish Project</p>

Session Date	Topic and Assigned Readings/Cases
Class 6	<p>Topic: Sustainability Assurance</p> <ul style="list-style-type: none"> • UBO –Chapter 5 • “The External Assurance of Sustainability Reporting”. https://www.globalreporting.org/resourcelibrary/GRI-Assurance.pdf • O’Dwyer, B., Owen, D. and Unerman, J. (2011). Seeking legitimacy for new assurance forms: The case of assurance on sustainability reporting. <i>Accounting, Organizations and Society</i>, 36, 31-52.
Class 7	<p>Topic: CSR Standards - From Self-Regulation to Transnational Governance</p> <ul style="list-style-type: none"> • Scherer, A. G., Palazzo, G. and Baumann, D. (2006). Global Rules and Private Actors: Toward a new Role of the Transnational Corporation in Global Governance. <i>Business Ethics Quarterly</i>, 16(04), 505-532. • Mayer, F. and Gereffi, G. (2010). Regulation and Economic Globalization: Prospects and Limits of Private Governance. <i>Business and Politics</i>, 12(3). • Kiron, D., Kruschwitz, N., Haanaes, K., Reeves, M., Fuisz-Kehrbach, S.K. and Kell, G. (2015). Joining Forces: Collaboration and Leadership for Sustainability. <i>MIT Sloan Management Review</i>, 56(3), 1-32. <p><u>Case to read and prepare:</u> <i>Trip Trap: Managing Certification in the Global Supply Chain</i></p>
Class 8	<p>Topic: Climate Change, Astroturfing and Environmental Politics</p> <ul style="list-style-type: none"> • UBO – Chapter 12 • Lewandowsky, S., Ecker, U.K.H., Seifert, C.M., Schwarz, N., and Cook, J. (2012). Misinformation and its Correction: Continued Influence and Successful Debiasing. <i>Psychological Science in the Public Interest</i>, 13(3), 106-131. • Cho, C.H., Martens, M., Kim, H., and Rodrigue, M. (2011). Astroturfing Global Warming: It Isn’t Always Green on the Other Side of the Fence. <i>Journal of Business Ethics</i>, 104(4), 571-587. • Cho, C.H., Laine, M., Roberts, R.W. and Rodrigue, M. The Frontstage and Backstage of Corporate Sustainability: Evidence from the Arctic National Wildlife Refuge Bill. (forthcoming). <i>Journal of Business Ethics</i>.
Class 9	<p>Topic: “Measuring” CSR</p> <ul style="list-style-type: none"> • Gjolberg, M. (2009) Measuring the incommensurable, <i>Scandinavian Journal of Management</i>, 25, 10-22 • Chatterji, S., Levine., A. (2006) Breaking down the wall of codes, <i>California Management Review</i>, Vol. 48., no. 2, winter 2006 • Chatterji, A. K., Durand, R., Levine, D. and S. Touboul. (2016). Do Ratings of Firms Converge? Implications for Managers, Investors and Strategy Researchers. <i>Strategic Management Journal</i>, 37(8), 1597-1614. • Bendell, J. 2010. ESG Analysis in Deep Water. <i>Journal of Corporate Citizenship</i>, 40, 6-25. <p><u>Case to read and prepare:</u> <i>Diamond developers, measuring sustainability</i></p>
Class 10	<p>Topic: Developing Silent and Shadow Accounts</p> <ul style="list-style-type: none"> • Bendell, J. 2010. ESG Analysis in Deep Water. <i>Journal of Corporate Citizenship</i>, 40, 6-25. • Ruffing, L. (2007). Silent vs. Shadow Reports: What Can We Learn from BP’s Sustainability Report versus the Financial Times? <i>Social and Environmental Accounting Journal</i>, 27(1), 9-16.

Class 11	<p>Topic: Managing Stakeholder Conflicts: Organized Hypocrisy and Sustainability Reporting</p> <ul style="list-style-type: none"> • UBO – Chapter 6 • Cho, C.H., Laine, M., Roberts, R.W. and Rodrigue, M. (2015). Organized Hypocrisy, Organizational Façades, and Sustainability Reporting. <i>Accounting, Organizations and Society</i>, 40(1), 78-94. • https://councilcommunity.com/2016/03/08/do-you-trust-me-corporate-sustainability-reporting-from-its-dawn-to-duskier-side/ • https://councilcommunity.com/2016/03/10/how-hypocrisy-and-facades-can-be-good-for-people-planet-and-profit/
Class 12	<p>Social Audit Project Group Presentations N/A</p>

Memorandum

To: Faculty Council
From: Detlev Zwick, Director, UG Programs
Date: May 8, 2017
Subject: Minor Program Change: Revisions to the BBA and iBBA Delayed-Entry Pathway Admission Requirements

Motion:

That Faculty Council approve the **Policy Framework for Late-entry Pathways to the BBA and iBBA Programs** as shown below.

Rationale:

Schulich currently offers York students a delayed-entry pathway into both its BBA and iBBA programs. In order to be eligible for this option, students must take a specific set of courses (totalling 30 credits) in their first year, achieving a minimum overall average of A-. Very few of these courses are used to substitute for core management courses. More typically, they replace Economics courses (in the iBBA; in the BBA, students regularly take their first two ECON courses in LA&PS) or other courses that count towards the programs' non-Business or Language requirements. As we offer 'make-up' Accounting courses during the Summer, delayed entry students are asked to take those, in order to start with a clean slate in Year 2.

The current wording of our late entry path, as approved by Senate, references very specific courses that non-Schulich students need to take during their first year if they'd like to be considered for late entry. While this formulation provides potential applicants with a clear indication of what courses they need to take, it lacks the flexibility needed to admit students from programs outside of programs that contain those very specific courses. The clear intent is to open up pathways to students at York University, rather than one particular program within the University.

This motion proposes to set a framework for late entry requirements but leave the determination of the specific courses to the UG Program Director and the UG Programs Committee (i.e., the programs' de facto experts on content and learning outcomes). The resulting study plan would then be communicated by Student Services, as per current practices.

Appendix 1 contains two examples that pertain to the iBBA program. The first column shows the 1st year iBBA curriculum, currently (Faculty Council- and Senate-) approved substitute and other courses for LA&PS students, and substitute and other courses that Glendon iBA students would be allowed to count towards their iBBA if admitted into the program and approved by the BBA/iBBA Committee. Appendix 2 contains a curriculum overview that would pertain to late-entry iBBA students that switched from the Glendon iBA (if approved by the Committee).



Schulich
School of Business
York University

Policy Framework for Late-entry Pathways to the BBA and iBBA Programs

- Late entry into the BBA or iBBA programs is open only to students enrolled at York University.
- To be considered for admission, applicants must complete 30.00 credits at York University. The maximum transfer credit awarded is 30.00 credits.
- To be competitive, applicants should have an overall A- average in their first year of study. A supplementary application is required to be considered for admission.
- Students cannot be admitted to Schulich at any level higher than Year 2.
- Design Parameters for 1st Year Curricula:
 - Courses that are not on the exclusion list may count towards the student's non-business electives or iBBA regionally-focused electives;
 - For iBBA delayed entry paths the Committee shall consider the appropriate courses needed to fulfil the 1st year language requirement and the
 - Substitute courses should be limited to Economics and Mathematics/Statistics courses; the substitution of functional management courses shall be avoided if possible
 - The study plan shall take into account Schulich functional management courses that are offered during the Summer period.
- Study plans for programs shall be developed by the appropriate experts and approved by the BBA/iBBA Committee. Any study plans that would entail the substitution of more than 6 credits of functional management courses require the approval of Faculty Council. Plans that require an adjustment to program-level learning outcomes also need approval by Senate.

**Mapping of Courses and Admission Requirements for
Glendon/EMLYON iBA/BBA Program and Schulich Delayed-Entry iBBA Program**

1st-year Courses in Schulich iBBA Program	Example 1: Requirements for iBBA Delayed-Entry from LA&PS (existing)	Example 2: Requirements for iBBA Delayed-Entry for students in Glendon iBA/EMLYON BBA program (to be approved)
	6.00 credits of non-business electives or regionally- focused courses	GL/ILST 2644 6.00 Société internationale: Histoire, philosophie et theories (FR or EN)
		GL/ILST 2655 6.00 Global Geography: Physical and Human Aspects (EN)
SB/INTL 1200 3.00 Microeconomics for Managers	AP/ECON 1010 3.00 Introduction to Microeconomics	GL/ECON 1000 3.00 Introduction to Economics: Microeconomics (FR or EN)
SB/INTL 1210 3.00 Macroeconomics for Managers	AP/ECON 1000 3.00 Introduction to Macroeconomics	GL/ECON 1010 3.00 Introduction to Economics: Macroeconomics (FR or EN)
SB/MGMT 1050 3.00 Business Analytics I	SC/MATH 1131 3.00 Introductory Statistics (or equivalent)	GL/MATH 1610 3.00 Introduction to Statistical Methods I (EN)*
	SC/MATH 1550 6.00 Introductory Calculus (or equivalent)	GL/MATH 1620 3.00 Introduction to Statistical Methods II (EN)*
SB/ACTG 2010 3.00 Introduction to Financial Accounting I		
SB/ACTG 2011 3.00 Introduction to Financial Accounting II		
SB/MGMT 1000 3.00 Managing Contemporary Enterprise		GL/ADMI 1XXX 3.00 Introduction à la gestion (FR)
		GL/ADMI 1XXX 3.00 Introduction au droit des affaires (FR)
SB/INTL 1400 3.00 Responsible Business in an International Context		
SB/MKTG 1030 3.00 Marketing Management	AP/ADMS 2200 3.00 Introductory Marketing	
6.00 credits of language study	6.00 credits of language study	(Above courses require advanced French)

* On Schulich's Prohibited Course List

PROPOSED CURRICULUM OVERVIEW	
Delayed-Entry iBBA (FALL 2018 ENTRY FROM iBA ILST AT GLENDON)	
YEAR 1 - FW17 AT GLENDON	
30.00 credits completed at Glendon in the iBA/ILST program in order to be eligible to transfer to the iBBA	
Introduction to Economics: Microeconomics GL/ECON 1000 3.00 (FR or EN)	Introduction to Economics: Macroeconomics GL/ECON 1010 3.00 (FR or EN)
Introduction to Statistical Methods I GL/MATH/MODR 1610 3.00 (EN)	Introduction to Statistical Methods II GL/MATH/MODR 1620 3.00 (EN)
Introduction a la gestion (Intro to Management) GL/ADMI 1XXX 3.00 (FR)	Introduction au droit des affaires (Intro to Business Law) GL/ADMI 1XXX 3.00 (FR)
International Society: History, Philosophy and Theories GL/ILST 2644 6.00 (FR or EN)	
Global Geography: Physical and Human Aspects GL/ILST 2655 6.00 (EN)	
Summer Term	
¹ Introduction to Financial Accounting I (S1) SB/ACTG 2010 3.00	¹ Introduction to Financial Accounting II (S2) SB/ACTG 2011 3.00
YEAR 2 - FW18	
FALL TERM	WINTER TERM
Marketing Management or Responsible Business in an International Context SB/MKTG 1030 3.00 or SB/INTL 1400 3.00	Marketing Management or Responsible Business in an International Context SB/MKTG 1030 3.00 or SB/INTL 1400 3.00
Introduction to Finance SB/FINE 2000 3.00	Management Accounting Concepts SB/ACTG 2020 3.00
Organizational Behaviour Across Cultures SB/INTL 2300 3.00	International Economics SB/INTL 2200 3.00
Business Analytics II or Operations Management SB/MGMT 2050 3.00 <u>or</u> SB/OMIS 2010 3.00	Business Analytics II or Operations Management SB/MGMT 2050 3.00 <u>or</u> SB/OMIS 2010 3.00
Language Study Total of 6.00 credits	
YEAR 3 FW19 & 4 FW20	
FALL TERM	WINTER TERM
Strategic Management for International Business SB/INTL 3000 3.00	Integrative International Business Simulation SB/INTL 4300 3.00
Schulich Electives Total of 24.00 credits	
Language Study (or Regionally-Focused Elective)² Total of 6.00 credits	
Regionally-focused Elective(s) Total of 12.00 credits	
Schulich Electives or Non-Business Electives* Total of 6.00 credits	

¹ Delayed entry applicants who have submitted a satisfactory supplementary application by the March deadline will be given permission to enrol in SB/ACTG 2010 3.00 and SB/ACTG 2011 3.00 in the Summer term prior to Fall entry.

² If the student was able to complete Advanced French in Year 2, they may take 6.00 credits of regionally-focused electives here, instead

* year level requirement does not apply for non-business electives

~ Delayed-entry applicants must achieve a minimum 'C' grade in SB/ACTG 2010 3.00 and SB/ACTG 2011 3.00 to be eligible for admission. Offers will be granted in August after a review of their Year 1 academic record including Summer courses.



Schulich
School of Business
York University

Memorandum

To: Faculty Council
From: Detlev Zwick, Director, Undergraduate Programs
Date: May 5, 2017
Subject: Motions re Changes to Undergraduate Policies on Online Courses and Taking Courses at Another University

Motions:

1. That Faculty Council abolish the undergraduate Online Courses policy;
2. That Faculty Council approve modifications to the wording of the Taking Courses at Another University policy.
3. That Faculty Council approve modifications to the wording of the Summer Course Overload Policy.

Rationale:

Students in Schulich's undergraduate programs are currently restricted to taking a maximum of 12.00 credits of online courses to satisfy their degree requirements (see Appendix 1 for full text of the Online Courses policy). The original intent of this policy was to limit the number of courses that students could take online through disreputable institutions or online providers. However, as online learning has since moved from being a fringe to a more mainstream activity with many quality offerings available, students' course selection should no longer be restricted simply due to mode of delivery.

While Schulich undergraduate students are limited to taking a total of 6.00 credits during the Summer term – either at York or via an LOP - there are three instances in which students may be required or able to take more courses via the completion of a Summer Course Overload form. Two of these (to make up credits or to facilitate a documented accommodation requirement) have already been authorized by Faculty Council and can be administratively granted by Student Services. The third one allows students to take additional courses for non-degree purposes. The existing policy, titled Summer Course Overload, does not currently state these cases. It is therefore proposed that the policy be amended to communicate these cases to our students.

Modifications to the wording of the Taking Courses at Another University policy and the Summer Course Overload policy are also shown in Appendix 1.

Policy on Online Courses

Existing Text	Proposed Text
<p>Online Courses Courses offered through the Internet (any course that indicates “ONLN” as the lecture type on the online course timetable) may be taken by Schulich undergraduate students to fulfill their degree requirements. A total of 12.00 credits of online courses (throughout the length of the program), may be completed to satisfy degree requirements. Year level requirements still apply.</p>	N/A

Policy on Taking Courses at Another University

Existing Text	Proposed Text
<p>Taking Courses at Another University Students in the BBA and iBBA programs may take courses at another university, as non-business electives, if the courses are pre-approved prior to the term in question.</p> <p>Students may take a maximum of 6.00 York equivalent credits each summer either through another York faculty or through another institution via a Letter of Permission (LOP).</p> <p>Students must complete an “Undergraduate Request for a Letter of Permission (LOP)” form, and attach it to a course description from the host University along with a concise statement outlining why he/she is requesting to take a course at another institution. The letter should also include how many credits and toward what year level the student would like it to apply. The</p> <p>“Undergraduate Request for a Letter of Permission LOP” form may be obtained from the Undergraduate Programs Unit or downloaded from the Undergraduate Academic Forms database on your MySchulich Student Portal. Once completed, requests can be forwarded to the Undergraduate Programs Unit for review. Please allow 7-10 business days for processing. BBA & iBBA students who wish to take language courses at another institution on a LOP can submit their requests to the Undergraduate Programs Unit along with written confirmation from York’s Department of Languages or the Department of French Studies verifying that the language course taken at the other institution is indeed equivalent to a York language course.</p> <p>Students must submit their request for a LOP as early as possible so that there is sufficient time for review. Academic rules and regulations regarding courses apply. Students who do not have approval for courses to be taken on a “Letter of Permission” prior to enrolling in them will not be granted credit in either the BBA or iBBA program. Credit(s) for the course(s) taken on a LOP will be added to the student record once an official transcript has been received from the host institution. It is the student’s responsibility to arrange to have the official transcript forwarded to the attention of the Undergraduate Programs Unit, Division of Student Services and International Relations, Schulich School of Business no later than September 15.</p>	<p>Taking Courses at Another University Students in the BBA and iBBA programs may take courses at another university, as non-business, language, globally-focused, or regionally-focused electives, if the courses are pre-approved prior to the Summer term in question. Please refer to the section “Course Load Requirements” for more detail.</p> <p>To take courses at another university, students must complete an “Undergraduate Request for a Letter of Permission (LOP)” form, and attach it to a course description from the host University along with a concise statement outlining why he/she is requesting to take a course at another institution. The letter should also include the number of credits and toward what year level the student would like them to apply.</p> <p>The “Undergraduate Request for a Letter of Permission LOP” form may be obtained from the Undergraduate Programs Unit or downloaded from the Undergraduate Academic Forms database on your MySchulich Student Portal. Once completed, requests can be forwarded to the Undergraduate Programs Unit for review. Please allow 7-10 business days for processing. BBA & iBBA students who wish to take language courses at another institution on a LOP can submit their requests to the Undergraduate Programs Unit along with written confirmation from York’s Department of Languages or the Department of French Studies verifying that the language course taken at the other institution is indeed equivalent to a York language course.</p> <p>Students must submit their request for an LOP as early as possible so that there is sufficient time for review. Academic rules and regulations regarding courses apply. Students who do not have approval for courses to be taken on a “Letter of Permission” prior to enrolling in them will not be granted credit in either the BBA or iBBA program. Credit(s) for the course(s) taken on an LOP will be added to the student record once an official transcript has been received from the host institution. It is the student’s responsibility to arrange to have the official transcript forwarded to the attention of the Undergraduate Programs Unit, Student Services and International Relations, Schulich School of Business no later than September 15.</p>

Policy on Summer Course Overload

Existing Text	Proposed Text
<p>Students who wish to take more than the 6.00 credit maximum must complete a Summer course Overload Form available in the Undergraduate Academic Forms Database on your MySchulich student portal.</p> <p>[SSIR is authorized to administratively grant Summer course overload permissions under the following circumstances:</p> <ul style="list-style-type: none"> ▪ If the additional course load is required to offset past or future (foreseeable) reductions in required credits (e.g., to compensate for a failed course); or ▪ student requires a documented accommodation for a disability that can be addressed with a higher Summer course load] 	<p>Students who wish to take more than the 6.00 credit maximum in a Summer term must complete a Summer Course Overload Form available in the Undergraduate Academic Forms Database on your MySchulich student portal. A Summer Course Overload will usually only be granted under the following three circumstances:</p> <ol style="list-style-type: none"> 1. If the request to overload is required to gain the required number of credits to be promoted to the next year-level of the program; 2. If the higher Summer course load serves to facilitate a documented accommodation for a disability; or 3. If the overload is requested for the completion of courses taken for non-degree status. <p>Courses taken on a Letter of Permission are limited to a York equivalent maximum of 6.00 credits per Summer. If permission for an overload is granted, any further credits must be taken at York University.</p>

Memorandum

To: Faculty Council, Schulich School of Business
From: Charles Cho, Ervan K. Haub Chair in Business & Sustainability
Date: May 9, 2017
Re: New Course Proposal - SB/BSUS 6400 3.00

Motion:

Approve SB/BSUS 6400 3.00 Sustainability Accounting and Accountability as a new elective course for Master students.

Rationale:

The proposed course will broaden and enrich student perspectives on business practices and sustainability accounting and accountability concepts. It will also deepen the notions of reporting and bring some alternative perspectives (please also note that this course is being proposed in conjunction of the retirement of the ACTG 6951 (*Accountability and Sustainability Reporting*), which covered some of these topics) and its undergraduate equivalent MGMT 4400 (*Sustainability Reporting and Management Decision-Making*).

Faculty of Graduate Studies

New Course Proposal Template

1. Program

Schulich Master of Business (MBA)

2. Course Number

BSUS 6400

3. Credit Value

3.00

4. Long Course Title

Sustainability Accounting and Accountability

5. Short Course Title

Sustainability Accounting and Accountability

6. Effective Session

Winter 2018

7. Calendar (Short) Course Description

This course situates corporate activity within the wider context of Sustainability. In particular, emphasis is placed upon the information that corporations produce in order to inform society about its social and environmental impacts, assessing whether such reporting is relevant and/or credible. The course also helps understand the interactions between stakeholders and the inherent issues related to their conflicting demands.

Open to MES students.

8. Expanded Course Description

The course is designed to provide students with a practical and theoretical understanding of the growing field of sustainability accounting and accountability.

It situates corporate activity within the wider context of Sustainability. In particular, emphasis is placed upon the information that corporations produce in order to inform society about its social and environmental impacts, assessing whether such reporting is relevant and/or credible. The course also helps understand the interactions between stakeholders and the inherent issues related to their conflicting demands.

Method of Instruction

This course is designed around a variety of pedagogical tools—interactive lectures, class discussions, presentations, simulations/role-playing, case studies and individual/group projects. It will adopt a largely *interactive style* as lectures are designed to open a dialogue between the instructor and the students. Class time will be used to clarify and expand upon points from the readings to reinforce the most significant points. There will also be a number of guest speakers throughout the semester who will present their experience in various topics.

Student Preparation

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

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

This course demands hard work and dedication. A minimum of 6 to 8 hours of work outside class (keeping up with readings, preparing assignments, and so on) is required each week. Additional time is required to prepare for presentations, projects and exams. If you do not understand something, ask questions in class. If necessary, e-mail the instructor for an appointment. The instructor is here to help you learn.

Group Work

The In-Class Exercises/Activities and the Social Audit Project will involve group formation and work. Group sizes will depend on the number of students enrolled in your section.

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

9. Evaluation

Deliverable	Weight	Format
Class Participation	10%	Individual
In-Class Exercises/Activities	10%	Groups of 2 to 6
Article Critique Presentations	15%	Individual
Aim2Flourish Project	25%	Individual
Social Audit Project	40%	Groups of 3 or 4
	100%	

10. Integrated Courses

In the case of weak enrolment numbers, the proposed course may be run as an Integrated Course between advanced undergraduate students and MBA students. Given the nature of the course topic, there is no foreseen issue in doing so. In terms of evaluation and grading, the work to be performed by advanced-level undergraduate and graduate students would remain similar but more quality and substance would be expected from graduate students (in comparison to undergraduate students, for the same assignments). Accordingly, grading criteria would be relatively more demanding for graduate students.

11. Rationale

Although there may be some apparent overlaps in topics with BSUS 6300 (*Management Practices for Sustainable Business*), they will be kept at minimum. The proposed course will broaden and enrich student perspectives on business practices and sustainability accounting and accountability concepts. It will also deepen the notions of reporting and bring some alternative perspectives (please also note that this course is being proposed in conjunction of the retirement of the ACTG 6951 (*Accountability and Sustainability Reporting*), which covered some of these topics) and its undergraduate equivalent MGMT 4400 (*Sustainability Reporting and Management Decision-Making*).

Therefore, at the conclusion of this course, it is expected that students should be able to:

- explain the nature of accountability and sustainability and its implications for organizational life;
- discuss the importance of sustainability and what might be necessary for its achievement;
- understand the various perspectives on sustainability;
- explain the limitations, definitions and possibilities of sustainability;
- locate corporate sustainability reporting within a wider political and economic context
- critically assess current developments, approaches and regulatory issues relating to the sphere of sustainability reporting;
- critically and independently read, interpret and evaluate the sustainability information produced by corporations—and compare/contrast it with information produced by third parties such as NGOs;
- effectively sustainability and accountability issues in group/team settings;
- produce a clear and effective written reports on sustainability-related issues and present findings to peers.

12. Faculty Resources

Charles H. Cho as Professor of Accounting and Erivan K. Haub Chair in Business & Sustainability. The course will initially be offered as one section once year (Winter term).

Jeff Everett will also be able to teach the course (see “Alternative Instructors” below”).

13. Crosslisted Courses

The proposed course will be open to *Faculty of Environmental Studies* students.

14. Bibliography and Library Statement

See attached.

15. Physical Resources

Classroom equipped with desktop computer, speakers, projector and moveable tables (if possible).

New Course Proposal (Part B - Schulich Use Only)

16. Instructors and Faculty Coordinator

Initial instructor

Charles H. Cho

Alternative instructors

Jeff Everett

Course coordinator

Charles H. Cho

17. Specializations

Primary area or specialization

MBA - Business and Sustainability (recommended elective)

Secondary areas or specializations

Accounting

18. Student Contact and Enrolment

Contact hours

Twelve (12) three (3) hour sessions over the course of the term.

Maximum enrolment

45

Expected enrolment

25

Evidence for enrolment expectations

Because the proposed course is new, enrolment expectations could naturally and potentially be low(er) the first time around. However, given the relevance of the topic, the unique pedagogical approach and the fact that the course will be **heavily advertised** through Student Services, the *Centre of Excellence in Responsible Business* and the *Erivan K. Haub Chair in Business and Sustainability*, enrolment expectations are moderately high.

19. Human Participants Research

See attached.

20. Conditions for Approval

The ACTG 6951 course, which has the same total number of credits, will be retired (see attached).

Course Originator

Charles Cho
Signature

May 8, 2017
Date

Charles Cho
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.

Jeff Everett

Dean Neu

Detlev Zwick

Burkard Eberlein

Dirk Matten

Mike Valente

Christine Oliver

Markus Giesler

Linda Thorne

Marcia Annisette

Chris Bell

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.

Dirk Matten
Signature

May 9, 2017
Date

Dirk Matten
Name of Coordinator or Director

Business & Sustainability
Area or Specialization

Degree Program

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

Ashwin Joshi
Signature

May 9, 2017
Date

Ashwin Joshi
Name of Program Director

MBA
Program

Program Committee

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

Markus Biehl
Signature

May 11, 2017
Date

Markus Biehl
Name of Committee Chair

MPC - PCC
Committee

Course Outline

Winter 2018

Class day and time: TBD

Instructor

Charles H. Cho, PhD
(416) 736-2100 extension 33677
Seymour Schulich Building – N208
ccho@schulich.yorku.ca

Assistant

Mary Amati
(416) 736-5268
Seymour Schulich Building – N211
mamati@schulich.yorku.ca

Office hours: TBD

Dr. Charles H. Cho is Professor of Accounting and Erivan K. Haub Chair in Business & Sustainability at the Schulich School of Business, York University. His research interests are *Corporate Social Responsibility (CSR)* and more specifically *Sustainability Accounting*. He has designed and taught a number of CSR/sustainability courses at both the undergraduate and graduate (MBA, MSc, PhD) levels as well as in executive programs for corporate managers.

Brief Description

This course situates corporate activity within the wider context of Sustainability. In particular, emphasis is placed upon the information that corporations produce in order to inform society about its social and environmental impacts, assessing whether such reporting is relevant and/or credible. The course also helps understand the interactions between stakeholders and the inherent issues related to their conflicting demands.

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Course Learning Outcomes

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

- explain the nature of accountability and sustainability and its implications for organizational life;
- discuss the importance of sustainability and what might be necessary for its achievement;
- understand the various perspectives on sustainability;
- explain the limitations, definitions and possibilities of sustainability;
- locate corporate sustainability reporting within a wider political and economic context
- critically assess current developments, approaches and regulatory issues relating to the sphere of sustainability reporting;
- critically and independently read, interpret and evaluate the sustainability information produced by corporations—and compare/contrast it with information produced by third parties such as NGOs;
- effectively work in groups/teams;
- produce a clear and effective written report and present findings to peers.

Deliverables at a Glance

Deliverable	Weight	Format
Class Participation	10%	Individual
In-Class Exercises/Activities	10%	Individual
Article Critique Presentations	15%	Individual
Aim2Flourish Project	25%	Individual
Social Audit Project	40%	Groups of 3 or 4
	<u>100%</u>	

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

Course Material

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

1. *Sustainability Accounting and Accountability*, 2nd edition
 Edited by Unerman, J., Bebbington, J. and O’Dwyer, B.
 Publisher: Routledge Taylor and Francis, London
 ISBN-13: 978-0415695589
 ISBN-10: 0415695589
2. *BSUS 6400 Course Pack*
 Required readings and cases for the course are compiled in there.

In addition, a *Course Materials Database (CMD)* has been created for this course within Schulich's Lotus Notes system. Crucial information regarding the course, including readings, and assignments, will be posted there. Please check it frequently.

Student Preparation for Class and Class Participation: Expectations

Method of Instruction

This course is designed around a variety of pedagogical tools—interactive lectures, class discussions, presentations, simulations/role-playing, case studies and individual/group projects. It will adopt a largely *interactive style* as lectures are designed to open a dialogue between the instructor and the students. Class time will be used to clarify and expand upon points from the readings to reinforce the most significant points. There will also be a number of guest speakers throughout the semester who will present their experience in various topics.

Student Preparation

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

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

This course demands hard work and dedication. *A minimum of 6 to 8 hours of work outside class (keeping up with readings, preparing assignments, and so on) is required each week.* Additional time is required to prepare for presentations, projects and exams. If you do not understand something, ask questions in class. If necessary, e-mail the instructor for an appointment. The instructor is here to help you learn.

Group Work

The In-Class Exercises/Activities and the Social Audit Project will involve group formation and work. Group sizes will depend on the number of students enrolled in your section.

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

Attendance, Etiquette and Courtesy

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

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

In the business world, punctuality is one of key factors of success and good ethics. Therefore, students are expected to come to class on time to avoid disturbing the instructor and the rest of the class. It is understandable that extenuating circumstances may arise. If you are unavoidably late, please be considerate and enter the class discretely. Use the rear door if one is available.

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

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

Contacting the Instructor

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

Disclaimer

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

Written Assignments/Projects and Exam[s]: Descriptions

Class Participation (10% -- Individual)

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

In-Class Exercises/Activities (10% -- Individual)

During some class sessions, there will be exercises and activities. Some may be completed in groups but they will all be evaluated *individually*.

Article Critique Presentations (15% -- Individual)

Students will be assigned to at least one of the readings included in the *Course Pack* and must send their presentation by e-mail to the instructor the day before by 5 PM at the latest. These presentations should last no more than 15 minutes and should not consist of merely summarizing the article. The main objective is to provide a critical perspective on the content of the paper by bringing illustrations and other sources to the analysis.

Aim2Flourish Project (25% -- Individual)

The Aim2Flourish Project must be completed individually. The project will eventually be submitted to AIM2Flourish for selection and featured on their website <http://www.AIM2Flourish.com> (please visit their website and become familiar with what they do). After conducting an in-person or video interview with a business leader, each student will submit a written report to the instructor for review and after approval submit to AIM2Flourish. Further details will be provided at the beginning of the semester.

The written report will be submitted both *on paper* and *electronically*. The paper copy is *due at the beginning of class on the due date*. This is what determines whether the assignment is late. Students are also required to submit an electronic copy to demonstrate the originality of their work. This will be done using *Turnitin* (see below).

Social Audit Project (40% -- Groups of 3 or 4)

The Social Audit Project must be completed in groups of 3 or 4 students and will be due by the end of the semester. Each group will prepare a written report and make a presentation to the class. Groups are advised to prepare their presentations well in advance. Groups are to adhere to the predetermined presentation time allotted to them. Groups going over time may be asked to conclude immediately, out of respect for the remaining groups. Further details will be provided at the beginning of the semester.

The written report will be submitted both *on paper* and *electronically*. The paper copy is *due at the beginning of class on the due date*. This is what determines whether the assignment is late. Students are also required to submit an electronic copy to demonstrate the originality of their work. This will be done using *Turnitin* (see below).

Turnitin

Turnitin is a web-based service that checks for passages in your document that match work submitted by other students or that matched online sources. Note that certain phrases in the assignment will always be flagged as similar to other students, so a percentage of commonality indicated by Turnitin is not necessarily an indication of academic misconduct. The instructor will review the Turnitin results and notify you if there are any concerns.

Students are encouraged to login to <http://turnitin.com> to create an account, if they do not already have one, and to attach themselves to this section early in the course. Do not wait until the assignment is due. Use the following Class ID and Enrollment Password information to set up the account and to post assignments:

Section	Class ID	Enrollment Password
xx	Xxxxxxxxx	xxxxxxxxxx

Late Projects: Please make sure the written report is submitted on the due date indicated on the course outline. No late assignments will be accepted.

Evaluation of Written Assignments/Projects and Exams

Class Participation (10% -- Individual)

Students will be evaluated primarily for demonstration of having prepared for the class, and for their efforts and the quality of their contributions during class discussions (including case discussions and interactions with speakers). A baseline grade will be given and it can be increased depending on such efforts and contributions.

In-Class Exercises/Activities (10% -- Groups of 2-6)

Students will be evaluated primarily for their efforts and contributions for each exercise and activity assigned during class.

Article Critique Presentations (15% -- Individual)

Presentations will be assessed on the basis of the quality of the analysis and of the recommendations formulated. The ability to keep time, delivery and communication will also be evaluated.

Aim2Flourish Project (25% -- Individual)

The Aim2Flourish Project will be graded for creativity, originality and suitability to submit to Aim2 Flourish. Writing skills will also be evaluated.

Social Audit Project (40% -- Groups of 3 or 4)

The Social Audit Project will be graded for analytical ability and critical thinking, not just for technical competence. The weighting is as follows:

- Written Report 60%
- Class Presentation 25%
- Peer Assessment 15%

The report will be graded for quality of analysis, presentation and organization of thoughts, and understanding of context. The presentation will be graded for organization, delivery, and communication of key ideas. All students in a given group will receive the same mark.

Calculation of Course Grade

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

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

The resulting percentage grade will then be converted to a letter grade as follows:

<http://gradstudies.yorku.ca/current-students/regulations/courses-grading#grading>

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

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) for graduate students and D (2) for undergraduate students (see <http://ada.schulich.yorku.ca/teaching-learning/policies/grading/>). To keep final grades comparable across courses, elective courses are expected to have a mean grade between 5.2 and 6.2 for graduate students and between 5.5 and 7.0 for undergraduate students.

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://schulich.yorku.ca/programs/bba/> and <http://schulich.yorku.ca/programs/mba/>.

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

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

Quick Reference: Summary of Classes, Activities and Deliverables

The following list of lecture topics and readings indicate the material to be read, reviewed and/or prepared for the various class sessions. If any changes in this schedule become necessary, notifications will be posted on the course CMD, and where such changes need to be announced between class sessions, an e-mail will be sent to students' Lotus Notes email accounts, notifying them of the change.

Session Date	Topic and Assigned Readings/Cases
Class 1	<p>Class Introduction, Overview and Setting the Context</p> <p>Topic: Sustainability – Planetary issues and the <i>Ecological Crisis</i></p> <ul style="list-style-type: none"> • The Living Planet Report • Global Footprint Network
Class 2	<p>Topic: Corporate Social Responsibility – Is it Possible?</p> <ul style="list-style-type: none"> • Garriga, E. and Melé, D. (2004), Corporate Social Responsibility Theories: Mapping the territory, <i>Journal of Business Ethics</i>, 53(1/2), 51-71 • Porter, M. and Kramer, M. (2011). Creating Shared Value. <i>Harvard Business Review</i>, January-February, 62-77. • Crane, A., Palazzo, G., Spence, L.J. and Matten, D. (2014). Contesting the Value of “Creating Shared Value”. <i>California Management Review</i>, 56(2), 130-153. • “Oh, Mr. Porter”. http://www.economist.com/node/18330445. • “The Biggest Contract”. http://www.economist.com/node/4008642. • Doane, D. (2005). The myth of CSR. <i>Stanford Social Innovation Review</i>. https://ssir.org/articles/entry/the_myth_of_csr
Class 3	<p>Topic: Business and the Natural Environment: Managing Environmental Responsibility</p> <ul style="list-style-type: none"> ✓ How does the natural environment matter for business? ✓ How can a company best manage its environmental responsibility? <p><i>In-class case:</i> Cradle to Cradle design at Hermann Miller: <i>Moving Toward Environmental Sustainability</i></p>
Class 4	<p>Topic: Sustainability Accounting and Accountability</p> <ul style="list-style-type: none"> • UBO – Chapters 1, 2 and 3 • Lamberton, G. (2005). Sustainability Accounting—A Brief History and Conceptual Framework. <i>Accounting Forum</i>, 29(1), 7-26
Class 5	<p>Topic: Sustainability Reporting</p> <ul style="list-style-type: none"> • UBO – Chapters 4 and 15 • Patten, D.M. (2005). The Accuracy of Financial Report Projections of Future Environmental Capital Expenditures: A Research Note. <i>Accounting, Organizations and Society</i>, 30(5), 457-468. • Cho, C.H., Roberts, R.W. and Patten, D.M. (forthcoming). The Language of U.S. Corporate Environmental Disclosure. <i>Accounting, Organizations and Society</i>. • Cho, C.H., Michelon, G. and Patten, D.M. (2012). Impression Management in Sustainability Reports: An Empirical Investigation of the Use of Graphs. <i>Accounting and the Public Interest</i>, 12, 16-37. <p>Due: AIM2Flourish Project</p>

Session Date	Topic and Assigned Readings/Cases
Class 6	<p>Topic: Sustainability Assurance</p> <ul style="list-style-type: none"> • UBO –Chapter 5 • “The External Assurance of Sustainability Reporting”. https://www.globalreporting.org/resourcelibrary/GRI-Assurance.pdf • O’Dwyer, B., Owen, D. and Unerman, J. (2011). Seeking legitimacy for new assurance forms: The case of assurance on sustainability reporting. <i>Accounting, Organizations and Society</i>, 36, 31-52.
Class 7	<p>Topic: CSR Standards - From Self-Regulation to Transnational Governance</p> <ul style="list-style-type: none"> • Scherer, A. G., Palazzo, G. and Baumann, D. (2006). Global Rules and Private Actors: Toward a new Role of the Transnational Corporation in Global Governance. <i>Business Ethics Quarterly</i>, 16(04), 505-532. • Mayer, F. and Gereffi, G. (2010). Regulation and Economic Globalization: Prospects and Limits of Private Governance. <i>Business and Politics</i>, 12(3). • Kiron, D., Kruschwitz, N., Haanaes, K., Reeves, M., Fuisz-Kehrbach, S.K. and Kell, G. (2015). Joining Forces: Collaboration and Leadership for Sustainability. <i>MIT Sloan Management Review</i>, 56(3), 1-32. <p><u>Case to read and prepare:</u> <i>Trip Trap: Managing Certification in the Global Supply Chain</i></p>
Class 8	<p>Topic: Climate Change, Astroturfing and Environmental Politics</p> <ul style="list-style-type: none"> • UBO – Chapter 12 • Lewandowsky, S., Ecker, U.K.H., Seifert, C.M., Schwarz, N., and Cook, J. (2012). Misinformation and its Correction: Continued Influence and Successful Debiasing. <i>Psychological Science in the Public Interest</i>, 13(3), 106-131. • Cho, C.H., Martens, M., Kim, H., and Rodrigue, M. (2011). Astroturfing Global Warming: It Isn’t Always Green on the Other Side of the Fence. <i>Journal of Business Ethics</i>, 104(4), 571-587. • Cho, C.H., Laine, M., Roberts, R.W. and Rodrigue, M. The Frontstage and Backstage of Corporate Sustainability: Evidence from the Arctic National Wildlife Refuge Bill. (forthcoming). <i>Journal of Business Ethics</i>.
Class 9	<p>Topic: “Measuring” CSR</p> <ul style="list-style-type: none"> • Gjolberg, M. (2009) Measuring the incommensurable, <i>Scandinavian Journal of Management</i>, 25, 10-22 • Chatterji, S., Levine, A. (2006) Breaking down the wall of codes, <i>California Management Review</i>, Vol. 48., no. 2, winter 2006 • Chatterji, A. K., Durand, R., Levine, D. and S. Touboul. (2016). Do Ratings of Firms Converge? Implications for Managers, Investors and Strategy Researchers. <i>Strategic Management Journal</i>, 37(8), 1597-1614. • Bendell, J. 2010. ESG Analysis in Deep Water. <i>Journal of Corporate Citizenship</i>, 40, 6-25. <p><u>Case to read and prepare:</u> <i>Diamond developers, measuring sustainability</i></p>
Class 10	<p>Topic: Developing Silent and Shadow Accounts</p> <ul style="list-style-type: none"> • Bendell, J. 2010. ESG Analysis in Deep Water. <i>Journal of Corporate Citizenship</i>, 40, 6-25. • Ruffing, L. (2007). Silent vs. Shadow Reports: What Can We Learn from BP’s Sustainability Report versus the Financial Times? <i>Social and Environmental Accounting Journal</i>, 27(1), 9-16.

Class 11	<p>Topic: Managing Stakeholder Conflicts: Organized Hypocrisy and Sustainability Reporting</p> <ul style="list-style-type: none"> • UBO – Chapter 6 • Cho, C.H., Laine, M., Roberts, R.W. and Rodrigue, M. (2015). Organized Hypocrisy, Organizational Façades, and Sustainability Reporting. <i>Accounting, Organizations and Society</i>, 40(1), 78-94. • https://councilcommunity.com/2016/03/08/do-you-trust-me-corporate-sustainability-reporting-from-its-dawn-to-duskier-side/ • https://councilcommunity.com/2016/03/10/how-hypocrisy-and-facades-can-be-good-for-people-planet-and-profit/
Class 12	<p>Social Audit Project Group Presentations N/A</p>

MEMORANDUM
Peter F. Bronfman Business Library

SUBJECT: Library Statement for BSUS 6400 3.00
Sustainability Accounting and Accountability

FROM: Angie An
Business Librarian

DATE: May 5, 2017

BSUS 6400 3.00: Sustainability Accounting and Accountability

York Universities Libraries (YUL) are well positioned to support the proposed course BSUS 6400 3.00 *Sustainability Accounting and Accountability* which provides a practical and theoretical understanding of various perspectives on sustainability by situating corporate activity within the wider context of corporate social responsibility (CSR).

The Bronfman Business Library owns a print copy of the textbook for this course. An order has been placed to acquire the electronic copy of it: *Sustainability Accounting and Accountability* by Jeffrey Unerman, Jan Bebbington, and Brendan O'Dwyer. Course packs are available for purchase at the campus bookstore. Weekly readings can also be retried from the free web or library catalogue online. Furthermore, instructor for this course is encouraged to utilize the e-reserve option to make required course readings accessible through the reserves section of the library catalogue. This will make it easier for students to locate readings, as they can search the course reserves using the course code or instructor's name and find a list of electronic readings.

YUL has a collection of relevant circulating print books that will support this course. Keyword searching of the library catalogue shows that the collection contains materials with relevant subject headings, such as Social Responsibility of Business, Business Ethics, Sustainable Development, Sustainable Development – Environmental Aspects, Sustainable Development – Social Aspects, Sustainable Development – Economic Aspects, and Sustainable Development – Case Studies. Due to the interdisciplinary nature of this course's subject, many of the hardcopy publications are located at the various locations of YUL branches, namely Peter F. Bronfman Business Library, Steacie Science and Engineering Library, Scott library, and Osgoode Hall Law School Library. Relevant e-books are available via *Books 24/7* and *Ebrary*, and students may access them anytime anywhere by signing in with a valid Passport York account.

YUL has an excellent collection of periodicals in relevant subjects. The full-text of many of these periodicals is available online, which will increase ease of access for students. Titles such as *Harvard Business Review*, *Journal of Education for Sustainable Development*, *Business Ethics Quarterly*, *Journal of Business Ethics*, *Sustainable Accounting, Management and Policy Journal*, and *Sustainable Development* will provide students with useful supplementary resources.

Additionally, YUL subscribes to various databases that have strong coverage of Canadian and international academic, trade, and popular business periodical titles and will provide students with 24/7 access to articles both on and off-campus. *Proquest Business* (includes five databases: *ABI/Inform Global*, *ABI/Inform Trade and Industry*, *CBCA Complete*, *ProQuest Asian Business and Reference*, and *ProQuest European Business*), *Business Source Complete* and *Scholars Portal* will be particularly useful for students enrolled in this course.

YUL's current and historical Canadian and international newspaper database collections are quite strong. Databases such as *Canadian Newsstand Major Dailies*, *CBCA Current Events*, and *Proquest Historical Newspapers* will give students around the clock on and off-campus access to Canadian content, while

YUL's subscription to the *Financial Times Historical Archive (1880-2010)*, *Factiva* and *Lexis Nexis Academic* will give students access to international newspaper articles.

Students are encouraged to explore and make use of the various tailored business research guides developed by the Bronfman Library, they can be accessed at the link below:

And many other business-specific guides at <http://www.library.yorku.ca/web/bbl/guides>

The Business Library is also developing a suite of online learning resources for business students called BRYT (Business Research at York Toolkit): <http://bryt.library.yorku.ca/> This toolkit includes videos and PDF resources that show students how to use specialized business research databases to conduct business research. By summer 2018, all five modules will be fully developed and will cover how to find and locate company, industry, marketing, finance, and accounting/taxation research.

While relevant information resources in YUL's collection will be fundamental in supporting this course, library services available in support of students are key as well. Core services available to students include reference and instructional support. Assistance with information resources is available from reference staff at the Bronfman Business Library in-person, by email, by telephone, by electronic reference via an IM service, and through appointments with a librarian. Library instruction sessions on relevant materials tailored to this course are available by contacting me at the Peter F. Bronfman Business Library.



Schulich
School of Business
York University

Memorandum

To: Faculty Council
CC:
From: Markus Biehl, Chair, Programs Coordinating Committee
Date: March 16, 2017
Subject: Revision of Withdrawal Policies for 1-year Programs

Motion:

That Faculty Council approve the change to the program promotion policies as outlined in Appendix 1.

Rationale

Schulich has now offered one-year master programs for six years. The current version of the promotion policies for these programs was designed by adjusting the policy for longer programs in a way that would make it roughly equivalent to the existing policies. However, reviewing students for promotion after a single semester is problematic, particularly for students who come from non-business undergraduate programs or on a visa, as they typically require a ramp-up period that is longer than 2 or 3 months. As a result, the Student Affairs Committee (SAC) has been relatively busy hearing withdrawal cases from some of our specialized master programs.

The current process also results in a significant mental burden on and time commitment for those students who are withdrawn. A withdrawal decision is final unless the student petitions to be allowed to continue in the program without having met the promotional requirements. The outcome of such a petition is uncertain. For the Faculty, the burden lies in the commitment of Faculty resources for helping students prepare such petitions and for SAC to hear them.

The proposed revision reconceptualizes this process by subjecting the student to a review only after Term 2, just like in the MBA and IMBA programs.

At the same time, messaging in the letters that goes out to students will be adjusted to provide clearer guidance on next steps and adjust the tone of the letter to be more gentle. A draft of the revised letter for a masters student who has not met the promotion requirements after Term 2 is shown in Appendix 2

Student Services has a mechanism in place by which they review students' performance (across all programs) and reach out to those students who appear to be struggling. The intent is to help the students think through their difficulties and more successfully complete the balance of their studies.

The committee wishes to thank Professor Kevin Tasa and ORGS Instructor Ena Chadha (a Human Rights and Administrative lawyer) for initiating this review via their valuable insights and detailed recommendations.

Applicability:

- Substantial updates (review timeline): Schulich 1-year Programs;
- Editorial updates: (e.g., change in wording from "debarred" to "withdrawn"): all Schulich Master programs

Effective Date: Fall, 2017

Appendix 1: Comparison of Existing and New Policies – 1-year Masters Programs

Existing Handbook Copy	Proposed Handbook Copy
<p>Promotion Standards</p> <ol style="list-style-type: none"> 1. Master of Business Analytics¹ students will be reviewed as follows to determine whether or not they have met promotion requirements below <ul style="list-style-type: none"> • Initial review upon completion of the Fall term— • subsequent review at the end of each following 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 credits of coursework will be debarred.— 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 retake a failed course and receive a second failing grade will be debarred. 	<p>Promotion Standards</p> <ol style="list-style-type: none"> 1. Master of Business Analytics¹ students will be reviewed as follows to determine whether or not they have met promotion requirements below: <ul style="list-style-type: none"> • Initial review upon completion of Term 2 (full time equivalent) • Subsequent review at the end of each following term. 2. To maintain their standing in the program, all students must maintain a GPA of at least 4.20 and not receive a grade of F in more than 3.00 credits of course work. 3. Students who do not meet these requirements 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 retake a failed course and receive a second failing grade will be withdrawn. 5. A student who has been withdrawn from the program is advised to seek the help of a Student Services advisor to discuss the best way forward. The student may petition to the Student Affairs Committee to be allowed to continue the program without having met the promotion requirements.
<p>Probationary Admittance and Promotion Standards</p> <p>In some instances, the Schulich Admissions Committee may recommend admission for an applicant who demonstrates considerable academic or professional ability, but does not quite satisfy the normal requirements for admission. The committee makes such admissions decisions very selectively.</p> <p>Such applicants are admitted as probationary students and must receive a GPA of 4.20 by</p>	<p>Probationary Admittance and Promotion Standards</p> <p>In some instances, the Schulich Admissions Committee may recommend admission for an applicant who demonstrates considerable academic or professional ability, but does not quite satisfy the normal requirements for admission. The committee makes such admissions decisions very selectively.</p> <p>Such applicants are admitted as probationary students and will be reviewed for promotion</p>

1 To be replaced with the appropriate program name.

the end of Term 1 (full-time students). ~~If a probationary student achieves the required GPA by the specified time, that student will become a regular student. If the required GPA is not achieved within the specified time, the student will be debarred from the program.~~

at the end of Term 1 (full-time students). **The above process (“Promotion Standards”) applies.**

Appendix 2: Sample Withdrawal Letter

May 9, 2017

Delivered by E-Mail

Name
Address 1
City, Province
Postal Code

Dear **Name**:

I have just completed a review of your academic performance in the **Master of Something Management (MSTM)** program for the **Fall 2016** session.

In accordance with –cite policy or handbook--, to maintain good standing in the program, students must maintain a minimum overall GPA of 4.20 with no more than 3.00 credits of failures (F). At the end of the **Fall 2016** session, you have completed **15.00** credits and have an overall grade point average of **2.60**. Unfortunately, you have not met the promotion requirements. This failure to satisfy the promotion criteria requires that I now institute your withdrawal from further study in the program.

Students may petition a required withdrawal decision by submitting a completed **Graduate Academic Petition Form**, located in the [Graduate Academic Forms database](#) found in your student portal under “**My Courses**” to Student & Enrolment Services (W262P) within 14 calendar days of the date on which this withdrawal notice was received. Your petition should include an explanation for your academic results, your strategy to improve your performance if reinstated, and all relevant supporting documentation.

Failure to submit a petition within the 14-day deadline will result in the removal from **Winter 2017** courses and the closure of your student record. Students who have extenuating circumstances as to why this deadline cannot be met should email the Director at kgray@schulich.yorku.ca to request an extension. A request for an extension of the timeline should include detailed information regarding the extenuating circumstances. Students should consult the [Graduate Policy Handbook](#) (p. 37) to review the petitions process.

Please note that during the petition process you are required to continue attendance in your classes and fulfil your coursework obligations. As such, you should continue to attend your Winter 2017 classes while your petition is being reviewed. If you have any questions about the petition process, please do not hesitate to contact Student & Enrolment Services at petitions@schulich.yorku.ca or [book a 1-1 advising appointment](#). I understand that these are unfortunate circumstances and, as such, you are encouraged to seek all available support through the office of Student & Enrolment Services and/or support services with York University.

Sincerely,

Note: Text in red/bold will be changed as appropriate.



SCHULICH SCHOOL OF BUSINESS

May 12, 2017

Motion for Faculty Council:

That until the first regular meeting of Council in Fall 2017, 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 2017 what action has been taken under this motion.

**SCHULICH SCHOOL OF BUSINESS
EXECUTIVE COMMITTEE**

The following meeting dates are proposed for Executive Committee and Faculty Council in the 2017-2018 year. All meetings will begin at 11:30am, unless otherwise noted.

Executive Committee	Faculty Council
Friday, September 29, 2017	Friday, October 13, 2017
Friday, October 27, 2017	Friday, November 10, 2017
Friday, December 1, 2017	Friday, December 15, 2017 (10:30am start)
Friday, January 26, 2018	Friday, February 9, 2018
Friday, March 2, 2018	Friday, March 16, 2018
Friday, April 6, 2018	Friday, April 20, 2018
Friday, May 11, 2018	Friday, May 25, 2018



Schulich
School of Business
York University

OFFICE OF THE DEAN

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Memorandum

To: Schulich Faculty Council
CC:
From: Markus Biehl, AD Academic
Date: May 5, 2017
Subject: **Report on Academic Honesty and Grade Appeals**

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 Officer. But all penalties must be ratified by a SAC Chair. I.e., neither an instructor nor the ADA are authorized to penalize students for AH infractions.

The following two tables show the number of AH infractions that were reported and concluded. Note that the statistics for 2016/17 are not complete yet. Nevertheless, we have experienced a significant increase in AH cases at the UG level. My hope is that the increase is in part due to the instructors' realization that such cases need to be referred to the School for investigation.

2015-2016

Level Resolved	Infraction	Bachelors	Masters	Grand Total
Exploratory	2.1.1 Cheating	5		5
	2.1.10 Aiding and Abetting	2		2
	2.1.3 Plagiarism	10	13	23
Formal Hearing	2.1.1 Cheating	1		1
Grand Total		18	13	31

2016-2017

Level Resolved	Infraction	Bachelors	Masters	Grand Total
Exploratory	2.1.1 Cheating	30	2	32
	2.1.3 Plagiarism	13	6	19
Formal Hearing	2.1.1 Cheating	1	0	1
	2.1.3 Plagiarism	1	0	1
Grand Total		45	8	53

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. From what I can see, this call went completely unheeded. Clearly,



solutions to both are easily available to students. This year an Accounting tutoring service also took up operations, which takes students through the textbook and discusses graded and ungraded cases with them.

Last year we also clarified the Academic Honesty provisions to point out that students could address AH issues before assignments were due for submission. No cases have come forward of this nature.

We have also worked with the GBC (the UBS was unresponsive) and Coordinator of MGMT 5150 to introduce a discussion of AH during Launch Week. Despite the increase in Masters enrolment this year, the number of AH cases at that level have not budged very much. Indeed, the increase in Masters level cases comes from a program that is not substantially captured by Launch Week.

We have been able to secure funding from the University to address AH more systematically. Over the coming academic year we will develop online modules that speak to the importance of (academic) integrity and provide students with training. It is our intent to make passing a testing module a requirement for all Schulich degrees. We hope that setting the stage properly will help in terms of making clear to students that we expect ethical behavior of them.

At the same time, we know that our students are overworked. A 3-credit course is supposed to take 100 hours of a student's time. Given a typical course that meets for 36 hours, that leaves only 64 hours for studying, the completion of assignments and projects, and exam preparation/taking. Clearly, we ask much more than that of our students. Particularly during the second half of the term they are stressed and more likely to take shortcuts when it comes to their work. Perhaps we need to have a wider discussion on students' workload, in addition to expecting ethical behavior of our students.

Grade Appeals

The number of grade appeals processed in the calendar year 2016 is shown below, with the numbers from 2015 shown in the following table. As the numbers clearly indicate, students are becoming either more litigious or dissatisfied with how grading occurs at Schulich.

As is easily discernable, this list is no different from the list I shared with you last year. Many of the appeals are frankly unnecessary and could be easily avoided through better grading practices, increased communication and knowledge of your course outlines.

A lack of transparency and predictability in grading continues to dominate students' list of concerns, closely followed by discontent about participation grades and the instructor's lack of adherence to the course outline. Other notable reasons included the lack of clarity around the rounding of final grades, team issues when not (appropriately) addressed by the instructor, and the instructor not honoring the accommodations students were entitled to.



Term of Course	Received	Granted	Partially Granted	Denied	Settled	Other
Winter 2016	35	12	4	16	2	1
Summer 2016	1			1		
Fall 2016	22	2	2	17		1
Total	58	14	6	34	2	2

Term of Course	Received	Granted	Partially Granted	Denied	Settled	Other
Winter 2015	22	7		13	1	1
Summer 2015	0					
Fall 2015	13	2		9	1	1
Total	35	9		22	2	2

As you know, last year I announced that we would reconsider our grading system. We are currently consulting on a revision of our grading policy that attempts to address the transparency issue. Consultations with faculty members will continue over the Summer, with implementation targeted for the next Winter term.

For more detailed advice on how to avoid grade appeals, please refer back to my memo from last year. All said therein continues to hold without change.



Memorandum

To: Faculty Council
From: Detlev Zwick, BBA/iBBA Program Committee
Date: May 9, 2017
Subject: Committee Year-End Report for 2016-2017

Approved Curriculum Changes

- MGMT 1030 3.00 History of Capitalism, Structures, Agents, Artefacts (course title, calendar description and sequence change)
- MGMT 1040 3.00 Ethics, Social Responsibility and Sustainability in Business (course number and sequence change)
- FINE 3200 3.00 Investments (calendar description change)
- * OMIS 4000 3.00 Models and Applications of Operational Research (calendar description and prerequisite change)
- * MGMT 4400 3.00 Sustainability Reporting and Management Decision-Making (course retirement)

New Course Approvals

- FINE 4050 3.00 Advanced Personal Finance
- * BSUS 4400 3.00 Sustainability Accounting and Accountability

BBA/iBBA Program Changes:

- * Online Course Policy deletion
- * Modifications to the wording of the Taking Courses at Another University policy
- * Modifications to the wording of the Summer Course Overload policy

*Pending Faculty Council Approval

Memorandum

To: Faculty Council
From: Markus Biehl, Chair, PCC and Degree Program Directors
Date: May 8, 2017
Subject: Committee Year-End Report for 2016-2017

Pan-Program Initiatives

- Received and disseminated information stemming from upper level committees
- Started work on revising our programs' expected learning outcomes (ELOs) to make them manageable and more meaningful; will continue in the new academic year to develop an assessment framework in relation to the learning outcomes.
- Discussed ways to improve students' communication skills; will be worked on in the coming year within the framework of ELOs
- Developed and proposed a guideline on minor versus major course changes
- Proposed Guidelines and Policy on Using Courses to Recruit Students as Research Subjects
- Reconsidered various aspects of how Academic Integrity works at Schulich, including support structures for students
- Updates to course proposal and change forms
- Provided input to the Learning Management System committee
- Improved and brought to discussion a set of guidelines and policies with regards to course design and grading
- Major program change to EMBA in India
- New program proposals for a Master in Marketing and a Master in Supply Chain Management

Program-specific Work Undertaken by Committee

MAcc

- Minor change to DIAC
- Various course changes

MBA

- Name change of the Arts and Media specialization and diploma
- Various course changes and new course approvals and course retirements
- Identifying and addressing major issues in the quality of course delivery (teaching) in the program
- Keeping abreast of market forces and developments at other leading MBA programs to ensure that Schulich's programs stay competitive
- Working with student groups to develop activities (e.g., case competitions) that enhance their academic experience

Program Director Initiatives:

- Overseeing the operationalization of the “backbone” within the curriculum
- Revising the content of MGMT5260 (Managing Value Creation) and SGMT6000 (Strategic Management) and strengthening their relationship
- Adding content on government relations and public affairs
- Following developments in e-learning and its potential impact on the MBA curriculum
- Developing ways to increase the connectivity between the Toronto and Hyderabad campuses
- Serving as a resource to the Schulich Center for Teaching Excellence (SCTE) on the Center’s initiatives

MBAN

- MBAN major program change
- Various course changes

MFIN

Program Director Initiatives:

- Developed two possible changes to the program – a part-time option and a 16-month full-time option – both of which are yet to be submitted to the committee for approval.

MMGT

- Approval of new Enterprise Consulting Project

Program Director Updates:

- The first cohort in Master of Management program is now entering its third and final semester. 47 students are expected to graduate this Fall.
- Going forward, the next main challenge will be to manage program growth.

MREI

- Various course approvals
- Discontinuance of Diploma in Real Estate and Infrastructure

Program Director Initiatives:

- Launch of degree program
- Creation of Brookfield Centre in Real Estate and Infrastructure

Memorandum

To: Faculty Council
From: PhD Program Committee
Date:
Subject: Committee Year-End Report for 2016-2017

The members of this year's committee included:

PhD Program Committee Chair: Eileen Fischer,
Murat Kristal, Stan Li, Dean Neu Lilian Ng, Theo Noseworthy, 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. Introduced three new area SGMT courses
8. Introduced one new ACTG area course
9. Introduced two new OMIS courses
10. Made title changes to two FINE area courses
11. Proposed structural changes to the OMIS area PhD Program

Memo

From: Markus Biehl (Chair), Matthias Kipping (Academic Director)
To: Faculty Council
Re: Kellogg-Schulich EMBA Program Year End Report 2016-2017
Date: 8 May 2018

EMBA Program Committee

1. Monitored the functioning of the program following recent revisions, namely (a) the introduction of more experientially-based courses such as the “New Venture Design” capstone (b) alignment of courses and their sequencing with Kellogg and other partner schools, and (c) the transformation of some core courses into electives (see also below).
2. Reviewed and revised our audit and alumni engagement policy to (a) maximize value for and from this important resource and (b) bring it in line with our partner schools. The new policies will be rolled out gradually.
3. Approved new courses at our partner programs that will be taken by our students (see also below) and dealt with other routine administrative matters, such as student deferrals, petitions etc.

Academic Director

1. Managed the transition to the new program structure (see point 1 above), which will be fully in place for the new cohort starting in January 2018. Regularly explained to the students the overall flow of the program (and collected their feedback on the overall program and specific courses).
2. Worked with the EMBA Office and the instructors to optimize the sequencing of the experiential components of the program and organize them such that students receive the necessary information earlier and can plan their respective work better.

3. Worked with instructors to further improve the management of student expectations and their overall learning experience.
4. Replaced some courses and instructors, due to the curriculum revisions (see also above), departures from the school and the need to maintain the balance between Schulich- and Kellogg-taught courses. Signed up a few new instructors and supported them in the revision of extant courses or the development of new ones.
5. Compiled a list of issues to be discussed with the academic directors of our partner schools at our next meeting in August 2017. They generally pertained to the sharing of best practices, further standardization of course outlines and, in particular, assessment methods (where variations are currently relatively high) as well as improved coordination, especially regarding elective offerings.

Memorandum

To: Faculty Council

From: Kiridaran (Giri) Kanagaretnam, Chair Masters Admissions Committee

Date: May 1, 2017

Subject: Masters Admissions Committee Year-End Report for 2016-2017

1. The Masters Admissions Committee has met over 25 times (mostly through email deliberations/votes) over the year to review files of applicants who do not meet the standard Schulich Masters admission requirements.
2. Most decisions were reached within a week.

Memorandum

To: Faculty Council
From: Wade D. Cook, Chair, Tenure and Promotions Committee
Date: May 8, 2017
Subject: Committee Year-End Report for 2016-2017

During the period July 1, 2016 to May 31, 2017 one Candidacy file and 6 Full Professor files were processed.



Memorandum

To: Faculty Council
From: James Darroch, Chair, Nominating Committee
Date: April 24, 2017
Subject: Committee Year-End Report for 2016-2017

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.

To: Executive Committee and Faculty Council
From: Henry Kim, Chair, Student Affairs Committee
Date: May 8, 2017

**Student Affairs Committee
End of Year Report 2016-2017**

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 2016-17, the committee reviewed a similar number of cases to the previous academic year with slight decrease in the number of course drops, which can be attributed to the new senate withdrawal policy, and departmental waivers, which signal to a closer adherence to program guidelines.

Comparing academic honesty cases from 2016-2017 and 2015-2016 it looks as if there has been an increase in activity; The numbers are also mostly from the undergraduate programs and it would be fair to say that this is the result of the ADA's office push for the reporting of all suspicions of breach in the academic integrity policy.

Schulich petitions received 2014-2017

Level	Petition Type	2014-2015	2015-2016	2016-2017
committee	Course Add	11	3	0
	Course Drop	20	24	25
	Credit			2
	Debarment	37	5	4
	Departmental/Programme Waiver	60	30	20
	Exemption		1	
	Extension	10	12	8
	Leave	24	9	14
	Letter of Permission	7	10	
	Other	4	5	4
	Overload		1	7
	Re-Admission	2		
	Status	3		0
	Waiver	43	72	65
	Committee Total		221	173

Level	Petition Type	2014-2015	2015-2016	2016-2017
Sub-committee (Administrative petitions)	Course Add	26	60	77
	Course Drop	6	34	16
	Credit			
	Debarment			1
	Departmental/Programme Waiver	92	78	41
	Extension	1	12	5
	Leave	36	41	61
	Letter of Permission	1		
	Other	3	7	2
	Overload		6	1
	Re-Admission			
	Status	10	8	7
	Waiver	4	1	7
Sub-committee Total		179	247	218
Grand Total		400	420	367

Schulich Academic Honesty cases 2014-2017

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

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

2016-2017

Level Resolved	Infraction	BBA	IBBA	MAcc	MBA	MF	Grand Total
Exploratory	2.1.1 Cheating	26	4	2			32
	2.1.10 Aiding and Abetting	0					0
	2.1.2 Impersonation	0					0
	2.1.3 Plagiarism	3	10	1	1	4	19
Formal Hearing	2.1.1 Cheating	1					1
	2.1.3 Plagiarism	1					1
Grand Total		31	14	3	1	4	53

Memorandum

To: Faculty Council
From: Research and Library Committee
Date: May 08, 2017
Subject: Committee Year-End Report for 2016-2017

The Committee activities this year fell under the following general headings:

1. Schulich Research Fellowships: A call was sent out for applications for this award. A subcommittee screened the applications, and four awards were made.
2. Schulich Research Day: The subcommittee provided recommendations on Schulich Research Day. The Research Day was successfully held on January 26, 2017. The number of research poster entries increased up 40% since the last event in 2015
3. Recommendations on external nominations and award applications: (i) Royal Society of Canada and (ii) Early Researcher Award.
(i) York University 'Major Award Advisory Committee (MAAC)' has recommended proceeding with putting forward the full nomination of one of the Schulich Professors for the prestigious 'Institutionally-nominated Royal Society of Canada Fellowship.' York University can only put forward three nomination files.
(ii) Marketing Area Faculty member Theodore Noseworthy received the prestigious Early Researcher Award (\$190,000) from Ontario's Ministry of Research and Innovation. The Early Researcher Awards program (ERA) helps promising, recently-appointed Ontario researchers build their research teams of graduate students, post-doctoral fellows, research assistants and associates.
4. Research Grant Applications: Collaboration in developing research grant applications continued, and the applications had been submitted to federal granting agencies, e.g. SSHRC, NSERC. Schulich's success rate for SSHRC IG competition for this year (2016-17) is 57%, while the National success rate is 40%. For NSERC DG competition, Schulich's success rate is 67% (national success rate is not published yet). Two non-tenured faculty members received NSERC DG this year.
5. Process of course-based research involving human participants.

To: Faculty Council, Schulich School of Business
 From: Professor Detlev Zwick, BBA/iBBA Program Director
 Date: April 18, 2017
 Re: BBA/iBBA Program Committee Motion

RATIONALE:

SB/OMIS 4000 3.00 curriculum changes of course calendar description and addition of pre-requisites to course.

OMIS 4000 is taught in Year 4 of the iBBA/BBA program. The purpose of this course is to teach advanced undergraduates a survey of relevant topics in operations research (OR). Over the years, some of the topics have changed to better respond to trends in industry while others are not taught anymore (e.g., some material was moved out of this course and is now taught in OMIS 2010). Further, the current course coordinator (Wade Cook) is retiring and the course will now be taught and managed by another OMIS area faculty member (Adam Diamant). Although there is a lot of overlap in the material covered, the professors have slightly different skill sets and expertise. Because is a survey course in OR, a slightly different set of topics will be emphasized. The course description, and the list of prerequisites, hasn't been updated to reflect any of these changes. This proposal updates the course description and prerequisites to more accurately reflect what the course content will be.

Current Version	New Version
<p>This course surveys selected topics in Operational Research (OR). Emphasis is placed on the practical application of OR tools rather than on the mathematical properties. Application areas include: financial planning and portfolio selection, production, priority planning and marketing. Topics include: linear programming and its applications, programming to achieve a set of goals or targets with applications in finance and production, capital budgeting and project selection, transportation and network models and portfolio models.</p> <p><i>Course Prerequisite: None</i></p>	<p>This course surveys selected topics in operational research. It focuses on developing quantitative methods and computer simulations for insight into real-world problems. Emphasis is placed on practical applications rather than mathematical proofs. Students are expected to create mathematical models and solve them using Microsoft Excel and the Python programming language. Application areas include aggregate planning, revenue management, and supply chains.</p> <p><i>Course Prerequisite: OMIS 2010 and MGMT 2050</i></p>

Course Change Proposal Template

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

1. Program

Schulich

2. Course Number and Credit Value

OMIS 4000 3.00

3. Course Title

a) Long Course Title

Models and Applications of Operational Research

b) Short Course Title

Models and Applications of Operational Research

4. Existing Pre-requisites/Co-Requisites

None

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

	in course number
	in credit value (provide course outline)
	in course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
X	in course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
	in learning objectives/outcomes (please append the program's existing learning outcomes as a separate document)
	in integration (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)

6. Effective Session of Proposed Change(s)

Fall 2017

7. Academic Rationale

OMIS 4000 is taught in Year 4 of the iBBA/BBA program. The purpose of this course is to teach advanced undergraduates a survey of relevant topics in operations research (OR). Over the years, some of the topics have changed to better respond to trends in industry while others are not taught anymore (e.g., some material was moved out of this course and is now taught in OMIS 2010). Further, the current course coordinator (Wade Cook) is retiring and the course will now be taught and managed by another OMIS area faculty member (Adam Diamant). Although there is a lot of overlap in the material covered, the professors have slightly different skill sets and expertise. Because is a survey course in OR, a slightly different set of topics will be emphasized. The course description, and the list of prerequisites, hasn't been updated to reflect any of these changes. This proposal updates the course description and prerequisites to more accurately reflect what the course content will be.

8. Proposed Course Information

Existing Course Information (Change from)	Proposed Course Information (Change to)
<p>Old Course Description: This course surveys selected topics in Operational Research (OR). Emphasis is placed on the practical application of OR tools rather than on the mathematical properties. Application areas include: financial planning and portfolio selection, production, priority planning and marketing. Topics include: linear programming and its applications, programming to achieve a set of goals or targets with applications in finance and production, capital budgeting and project selection, transportation and network models and portfolio models.</p> <p>Prerequisites: None</p>	<p>New Course Description: This course surveys selected topics in operational research. It focuses on developing quantitative methods and computer simulations for insight into real-world problems. Emphasis is placed on practical applications rather than mathematical proofs. Students are expected to create mathematical models and solve them using Microsoft Excel and the Python programming language. Application areas include aggregate planning, revenue management, and supply chains.</p> <p>Prerequisites: OMIS 2010 and MGMT 2050</p>

9. Consultation

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

Originator

Adam Diamant

 Signature

April 12, 2017

 Date

Adam Diamant

 Name

OMIS

 Area or Specialization

Approvals:

Area or Specialization

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

<u>Ric Irving</u> Signature	<u>April 13, 2017</u> Date
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<u>Ric Irving</u> Name	<u>OMIS</u> Area or Specialization
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Degree Program

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

<u>Detlev Zwick</u> Signature	<u>April 27, 2017</u> Date
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<u>Detlev Zwick</u> Name of Program Director	<u>April 27, 2017</u> Program
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Program Committee

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

<u>Detlev Zwick</u> Signature	<u>April 27, 2017</u> Date
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<u>Detlev Zwick</u> Name of Committee Chair	<u>April 27, 2017</u> Committee
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Required Attachments

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

Send to

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

Course Outline

Fall 2017

SECTION	DAY	TIME	ROOM (SSB)	BEGINNING	INSTRUCTOR
A	Thursdays	2:30pm-5:30pm	---	September 14, 2017	Adam Diamant

Adam Diamant received his PhD in Operations Management from the Rotman School of Management prior to joining Schulich. He has worked in a software startup that provides solutions for big and streaming data, been a software consultant for financial companies involved in high frequency trading, and has done research in atmospheric physics and global climate modeling. His current research uses stochastic modeling and optimization techniques to model and optimize complex systems in health care.

Instructor	Administrative Assistant
Adam Diamant Office: S340 SSB Email: adiamant@schulich.yorku.ca Office Hours: Thursdays @ 11 am – 1 pm	Paula Gowdie Rose Office: S337N SSB, Email: pgowdierose@schulich.yorku.ca Phone: 416-736-5074

Brief Description

This course surveys selected topics in operational research. It focuses on developing quantitative methods and computer simulations for insight into real-world problems. Emphasis is placed on practical applications rather than mathematical proofs. Students are expected to create mathematical models and solve them using Microsoft Excel and the Python programming language. Application areas include aggregate planning, revenue management, and supply chains.

Prerequisites: OMIS 2010 and MGMT 2050 (required courses for Schulich iBBA/BBA students).

Note that these prerequisites can be waived provided the student can demonstrate sufficient knowledge in mathematical programming (e.g., linear programming) and basic probability theory. If you have not completed the prerequisites, believe you have the appropriate background (e.g., you have taken similar mathematical courses), and are interested in enrolling, please email the instructor.

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Quick Reference: Summary of Content and Readings..... 9

Course Learning Outcomes

This course prepares students to make informed decisions in complicated managerial settings, situations with imperfect observations, or environments where the outcomes are uncertain. A specific focus is placed upon operational processes in business environments. Students will develop quantitative methods to manage various sources of uncertainty in order to optimize a set of objectives. Students who complete this course will be able to build mathematical models and use computational tools, such as spreadsheets and computer simulations, to support operational decision-making. Most importantly, students will develop the necessary skills to effectively understand when to apply these tools to improve organizational processes and how to present the results.

The objectives of this course are:

- To expose you to the main concepts of quantitative reasoning in a business environment.
- To develop your proficiency with mathematical models and computational tools for analysis.
- To provide you with opportunities to improve your problem solving and critical thinking skills.
- To gain experience working on real problems and give professional quality presentations.

Organization of the Course:

The course is organized into three modules. In Module A, you will build on your knowledge of mathematical programming and learn how to apply it to situations with complicated constraints, complex objective functions, uncertain data, and settings with imperfect outcomes. Topics include mixed-integer linear programming (MILP), goal programming, MILPs with non-linear objectives, chance-constrained optimization, and stochastic programming models. In Module B, you will be exposed to a range of tools used to make decisions in uncertain (and potentially dynamic) environments. Topics include decision analysis, dynamic programming, and revenue management. Module C teaches students how to obtain deep insights into complex processes by creating a computer simulation of the salient features of the system. Application areas may include risk management, inventory modelling, production, transportation, revenue management, scheduling, and supply chain management.

Classes will consist of a combination of mathematical theory and practical application. Some sessions will be more conceptually oriented, while others will have a greater emphasis on computational modeling. Techniques and concepts will be reinforced by in-class examples and take home assignments. Students should read assigned materials before as well as after class to support their understanding of the material. Students should be prepared to actively participate in class discussion and problem solving.

Mastery of the techniques taught in this course requires regular practice. Students are encouraged to work on practice problems both individually and in groups. More detailed reading and practice problem lists will be provided on [Moodle](#). Suggested exercises should be considered a starting point only – practice should not be limited to these questions. The more problems a student is exposed to, the easier it becomes and the better prepared they are for tests and exams. Students are free to solve other problems from the text or other sources, as well as to try the additional problems posted on [Moodle](#).

Students are expected to have basic knowledge of computers, Microsoft Excel, and the Excel Solver tool. They should be comfortable with basic concepts in mathematical programming and probability theory; knowledge gained through successful completion of OMIS 2010 and MGMT 2050. They should also familiarize themselves with [Moodle](#). Computations in the course will often require the use of Microsoft Excel and the Python programming language. Solution techniques using Excel and Python will be discussed and illustrated in class. Students will also be expected to use these tools to complete their assignments and potentially, for their final group project. Note that students are not expected to have previous Python programming experience before enrolling in the course. However, they are expected to complete an online tutorial that teaches them the foundation of Python as part of a course deliverable.

Additional Course Support

Email: E-mail the instructor with any questions about the course such as administrative issues, questions regarding the grading of the assignments, midterm exam, final project, or if you have (very) brief questions about the material. **Please put OMIS 4000, your full name and brief heading (i.e., description of what the email is about) as the first part of the subject line in all e-mail correspondence.** Most emails will be responded to within two business days (48 hours) but if you do not get a response within this time frame, please send another email. For other issues including most concerns with the course material, please come speak with the instructor during office hours or request an appointment at a mutually beneficial time. Please be professional in all your email correspondence. For more information on how to write an effective and professional email, please see the following links:

<http://writingcenter.unc.edu/handouts/effective-e-mail-communication/>

<http://researchguides.library.yorku.ca/content.php?pid=476543&sid=3902786>

Meetings and Office Hours: Students are invited to attend office hours on a drop-in basis. No prior appointments are required for scheduled office hours. Students can also meet with the instructor outside office hours by requesting an appointment (i.e., send an email to the instructor). If you cannot attend a scheduled appointment, notify the instructor as soon as possible. If you schedule an appointment and do not show up, this may affect your ability to schedule future appointments.

Course Announcements: All course emails and announcements will be posted in **Moodle**. This correspondence will be sent to the email account you have specified in your **Moodle** profile. **It is your responsibility to ensure that you have access to both sources of information and check each regularly.**

Course Material and Resources

Text: There are no required textbooks for this course. There are a number of very useful resources that are highly recommended (and the references therein). Many of these references are free!

Li, Cristine. (2015). Chance-constraint method. Available at

https://optimization.mccormick.northwestern.edu/index.php/Chance-constraint_method

Kall, P. Stochastic Linear Optimization. (2005). Available at

http://www.business.uzh.ch/professorships/qba/members/emeriti/kall/STP-Sem_WS04.pdf

Ragsdale, C. (2010). Spreadsheet modeling & decision analysis: A practical introduction to management science. Nelson Education.

Shapiro, A., Philpott, A. (2007). A tutorial on stochastic programming. Manuscript. Available at

http://www2.isye.gatech.edu/people/faculty/Alex_Shapiro/TutorialSP.pdf

van Ryzin, G. J., & Talluri, K. T. (2005). An introduction to revenue management. Available at

<https://www0.gsb.columbia.edu/mygsb/faculty/research/pubfiles/3958/Tutorials2005-chapter06.pdf>

Course website: An online learning platform (**Moodle**) has been created - <https://moodle.yorku.ca/>. It contains information and materials specific to this course, including lecture slides, homework assignments, group project information, practice problems, and information regarding additional readings. Check it frequently! You will also access and submit homework assignments on **Moodle**.

Deliverables at a Glance

Course work includes participation activities (class participation and the online Python tutorial) and the following deliverables: three assignments, one midterm exam and one final project. ***Note that marks will not be adjusted until all deliverables have been submitted and the final grade has been compiled.***

Deliverable	Quantity	% Weight	Total %	Author
Homework Assignments	3	10	30	Individual
Final Group Project	1	30	30	Group
Midterm Exam	1	30	30	Individual
Online Python Tutorial	-	5	5	Individual
Class Participation	-	5	5	Individual

Homework Assignments: Three (3) assignments, each worth 10%, will be assigned during the course. The first assignment will cover material from Module A - Advanced Optimization Techniques (Weeks 2-4), the second assignment will cover material from Module B - Dynamic Decision Making (Weeks 5-6), and the third assignment will cover material from Module C - Computer Simulations (Weeks 9-11). Assignments, the due date and time, and detailed submission instructions, will be posted on [Moodle](#). All instructions for assignments are expected to be followed. Assignments are to be completed individually and submitted online using your [Moodle](#) account before the designated due date. ***All assignments are due at the date and time specified; the exact date and time will be given in the assignment and on Moodle. Late work will be penalized 10% per day up to a maximum of four days after which you will receive a mark of zero.*** Exceptions will only be granted for medical and other serious emergencies with appropriate documentation. Please make every effort to let your instructor know in advance (e.g., more than 24 hours before the assignment is due) if your assignment is going to be late – use email. Supporting documentation will be required as per the [Schulich policy](#) on missed tests and assignments.

Final Group Project: Students are expected to apply the skills learned in the course to deliver managerial recommendations for a small consulting project provided by [Riipen](#). Up to four students can work on the final project together. By week 2, students must formally submit, in an email to the instructor, what project they are interested in working on and who their group members will be. They will then have a 1-2 hour session with the industry partner to gain familiarity with their business problem. The final 10-page report for the project must be submitted to [Turnitin](#) before class on week 12 and a 15-minute oral presentation (10-minute pitch and 5 minutes of questions) will be given on week 13. Each group is required to meet with the instructor once between week 4 and 9 to discuss their progress. For more information regarding the expectations for the final project, consult the instructions posted to [Moodle](#).

Clear, concise, and correct writing will be considered in the evaluation of the written component of the group project. That is, you may lose points for writing that impedes communication: poor organization, weak paragraph development, excessive wordiness, a hard-to-follow writing style, spelling mistakes and grammatical errors. Full paragraphs and proper sentence structure is expected. A cover page, an executive summary, and intermediate development of your analysis should be included. Quantitative analysis should be provided in an appendix and a detailed bibliography (APA style) must be submitted.

The oral presentation must be coherent, succinct, and must include any aids to facilitate participant understanding. It should include a summary of the problem, a brief discussion of the process by which you came to a solution, what issues are particularly important (and why), and a set of managerial recommendations. Be prepared to rigorously defend your recommendations; you must demonstrate how your quantitative analysis supports the suggestions your group is proposing. Note that each group member must speak during the presentation and questions cannot be answered by just one person.

Learning to work together in teams is an important aspect of your education and preparation for your future careers. That said, project-based teamwork is often new to students and you are therefore reminded of the following expectations with respect to behavior and contributions to your team project. When working in a team, Schulich students are expected to:

- Treat other members with courtesy and respect and honor the group ground rules.
- Contribute substantially and proportionally to each component of the project.
- Ensure enough familiarity with the entire contents of the assignment so as to be able to sign off on it as original work and meet the project timeline as established by the team.

Resolving Group Conflicts: Conflicts are part of the team’s process of learning how to work together effectively and when handled well, can generate creativity and bring-multiple perspectives to the solution. Student teams are collectively expected to work through their misunderstandings as soon as they arise (and prior to submission of the final project). In cases where teams are unable to arrive at a solution that works for all members, the team must bring this to the attention of the instructor.

Midterm Exam: During week 8, students will write a 3-hour exam (in-class) worth 30% of their final mark. The exam covers all topics taught during weeks 2-6. Quantitative and qualitative questions can be expected and the exam may consist of a combination of short answer and/or multi-part questions, as well as true/false and multiple choice. Within 24 hours of missing a midterm examination, students must contact the Associate Director, Undergraduate Programs Unit 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 Associate Director, Undergraduate Programs Unit (SSB Room W262) within 48 hours of missing the midterm exam. Students who miss a midterm exam due to illness must have their doctor complete an “Attending Physician’s Statement.” For a copy of this document, visit <http://www.registrar.yorku.ca/pdf/attending-physicians-statement.pdf>

Online Python Tutorial: To prepare for the third module of the course (Computer Simulations), all students must obtain a completion certificate in an introductory Python course delivered by [Udemy](#). This ensures that students have the basic programming skills to understand the code used in this module and to complete assignment 3. You will have the option to choose one of a selection [Udemy](#) courses and the full list will be posted to [Moodle](#) during the first week of class. Students must complete this course by Week 8 and must submit a copy of their certificate of completion to earn the 5%.

Class Participation: During the 12 regularly scheduled class sessions, you will have the opportunity to earn a total of 5% of your final course grade through participation activities. This credit is earned in three ways. First, be a positive influence on the classroom environment. This includes coming prepared to class, practicing active listening during lecture, participating in class discussions with insightful and constructive comments, engaging in classroom activities, and ensuring all interactions with the instructor and your peers are respectful and courteous. Second, all interactions outside the classroom should be conducted in a professional manner. This includes, but is not limited to, well-written and polite email correspondences, thoughtful and considerate office hour discussions, and being punctual to all scheduled meetings. Third, in the final class (i.e., Week 13), each group will deliver a presentation summarizing their work on the final project. Students who are not presenting are expected to listen to their peers and hand in an assessment form that provides constructive feedback. Note that although class attendance is not mandatory, being present does impact your level of participation.

Class-by-Class Syllabus

DATE/WEEK

TOPICS/ASSIGNED READINGS/ASSIGNED WORK DUE

MODULE A – Advanced Optimization Techniques

Week #1
September 14

Course Introduction & Review of Mathematical Programming

- Introduction to OR and decision making under uncertainty.
- Review of math programming (LP, IP, BIP) with Excel’s Solver tool.

Week #2
September 21

Advanced Mathematical Programming

- General mixed-integer linear programs (MILP).
- Multi-objective optimization problems (i.e., goal programming).
- Non-linear objective functions with applications to risk management.

Deliverables:

- **Project Topic (Riipen) and Group Members**

Week #3
September 28

Optimization with Data Uncertainty

- Scenario-based optimization with uncertain data.
- Chance-constrained optimization (i.e., probabilistic constraints).

Week #4
October 5

Optimization with Uncertain Outcomes

- Scenario-based optimization with uncertain outcomes.
- Two-stage optimization models with recourse.

MODULE B – Dynamic Decision Making

Week #5
October 12

Advanced Decision Analysis

- Decision trees, dynamic programming, and the principle of optimality.

Deliverables:

- **Assignment 1**

Week #6
October 19

Introduction to Revenue Management

- Booking limits and bid-price controls.
- Reservations and overbooking.
- Static versus dynamic models.

Week #7
October 26

READING WEEK

- **No class**

DATE/WEEK	TOPICS/ASSIGNED READINGS/ASSIGNED WORK DUE
<p>Week #8 November 2</p>	<p>IN-CLASS MIDTERM EXAM (3-hours)</p> <ul style="list-style-type: none"> • Topics Covered: <u>Weeks 2-6</u> <p>Deliverables:</p> <ul style="list-style-type: none"> • Online Python Tutorial
<p>MODULE C – Computer Simulations</p>	
<p>Week #9 November 9</p>	<p><u>Introduction to Simulation</u></p> <ul style="list-style-type: none"> • Review of the Python programming language. • General principles of computer simulations. • Determining the appropriate probability distribution. • Generating random variables (i.e., controlling randomness). <p>Deliverables:</p> <ul style="list-style-type: none"> • Assignment 2
<p>Week #10 November 16</p>	<p><u>Monte Carlo Simulation</u></p> <ul style="list-style-type: none"> • Introduction to the Monte Carlo method. • Calculating appropriate output statistics. • Generating sample paths (e.g., Brownian motion).
<p>Week #11 November 23</p>	<p><u>Discrete-Event Simulation Models</u></p> <ul style="list-style-type: none"> • Event-Based Simulation: Events that occur at discrete intervals.
<p>Week #12 November 30</p>	<p><u>Optimization in Simulations</u></p> <ul style="list-style-type: none"> • Introduction to optimization in simulation models. • Types of policies: myopic, look-ahead, and approximations. <p>Deliverables:</p> <ul style="list-style-type: none"> • Final Project Written Report
<p>Week #13 December 7</p>	<p><u>In-Class Presentations of Final Group Projects</u></p> <ul style="list-style-type: none"> • Oral presentations (Group). • Final remarks. <p>Deliverables:</p> <ul style="list-style-type: none"> • Assignment 3 • Peer Assessment • Oral Presentations

General Academic Policies: Grading, Academic Honesty, and Accommodations

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is D (2). To keep final grades comparable across courses, the average course grade within a section of an undergraduate course is normally between 5.5 and 7.0. The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the instructor. For more details on the index, grading policy, and grade point average (GPA) requirements, consult your student handbook.

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

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

Participating honestly in this academic community ensures that the York University degree that you earn will continue to be valued and respected as a true signifier of your individual work and academic achievement. All suspected cases of academic dishonesty will be investigated. If you have any questions as to what is and is not permitted, do not hesitate to contact the course instructor or your academic advisors. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement (i.e., citations).
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts that are false (i.e., the claim is completely unsubstantiated).
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams:

- Using or possessing any unauthorized aids (e.g., cell phone, graphing calculators).
- Looking at someone else's answers at any time during the exam.
- Misrepresenting your identity or having another individual write your exam.
- Submitting an altered exam or assignment for re-grading.

Misrepresentation:

- Falsifying institutional documents, grades or university documentation (e.g., medical notes).

Recording Lectures: Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless it is granted (note: students who have been previously granted permission to record lectures as an accommodation for a disability are, of course, excepted). This includes tape recording, filming, photographing PowerPoint slides, **Moodle** materials, etc. If permission is granted, it is intended for the individual student's own study purposes and does not include permission to "publish" them in anyway. It is absolutely forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

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

Quick Reference: Summary of Content and Readings

Week and Topics	Readings	Assignments
MODULE A – Advanced Optimization Techniques		
1. Course Introduction and Review of Mathematical Programming Problems	Ragsdale, Chapters 2 - 5	-
2. Advanced Mathematical Programming	Ragsdale, Chapters 6 - 8	Project Topic and Group Members
3. Optimization with Data Uncertainty	Li, Chapters 1 – 5 Kall, Chapters 2 – 4 http://www.stoprog.org/resources	-
4. Optimization with Uncertain Outcomes	Shapiro & Philpott, Chapters 1 - 2.1 Kall, Chapters 5 – 6 http://www.stoprog.org/resources	-
MODULE B – Dynamic Decision Making		
5. Advanced Decision Analysis	Ragsdale, Chapter 14	Assignment #1
6. Introduction to Revenue Management	Van Ryzin and Talluri, Chapter 1, 2-2.3.1, 2.3.4, 2.4, 3 – 3.4	
Reading Week		
In-Class Midterm Exam (3-hours) <i>Finish Online Python Tutorial</i>		
MODULE C – Computer Simulations		
9. Introduction to Simulation	Ragsdale, Chapter 12	Assignment #2
10. Monte Carlo Simulation	Ragsdale, Chapter 12 https://pythonprogramming.net/monte-carlo-simulator-python/	-
11. Discrete-Event Simulation Models	SimPy API, https://simpy.readthedocs.io/en/latest/examples/index.html	-
12. Optimization in Simulations	-	Group Project Written Report
13. Oral Presentations of Group Projects	-	Assignment #3

To: Faculty Council, Schulich School of Business
From: Professor Detlev Zwick, BBA/iBBA Program Director
Date: May 9, 2017
Re: BBA/iBBA Program Committee Motion

Course Retirement: SB/MGMT 4400 3.00

Rationale:

MGMT 4400 3.00 is the undergraduate equivalent of ACTG 6951, this course has not been offered for several years and given Prof. Cho's research and teaching specialization in sustainability accounting, and appointment as both Haub Chair in Business and Sustainability and Professor in the Accounting Area, it made sense (after consultation) for him to take on this course. Given the significant changes to be made, it was considered more effective to retire the existing ACTG 6951 3.00 and MGMT 4400 3.00 courses and propose a new BSUS course – BSUS 4400 3.00

Course Change Proposal Template

1. Program

Schulich BBA Program

2. Course Number and Credit Value

MGMT 4400

3. Course Title

a) Long Course Title

Sustainability Reporting and Management Decision-Making

b) Short Course Title

Sustainability Reporting and Management Decision-Making

4. Existing Pre-requisites/Co-Requisites

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

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

6. Effective Session of Proposed Change(s)

Fall 2017

7. Academic Rationale

MGMT 4400 is the undergraduate equivalent of ACTG 6951, which has not been offered for several years and given my research and teaching specialization in sustainability accounting, and appointment as both Haub Chair in Business and Sustainability and Professor in the Accounting Area, it made sense (after consultation) for me to take on this course. Given the significant changes to be made, it was considered more effective to retire the existing ACTG 6951 and MGMT 4400 courses and propose a new BSUS course.

8. Proposed Course Information

See attached new course proposal

Existing Course Information (Change from)	Proposed Course Information (Change to)
MGMT 4400 <i>Sustainability Reporting and Management Decision-Making</i>	BSUS xxx <i>Sustainability Accounting and Accountability</i> <u>Note:</u> will need to create both a graduate and undergraduate course codes.

9. Consultation

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

Originator

Charles Cho

 Signature

May 8, 2017

 Date

Charles Cho

 Name

Accounting/COERB

 Area or Specialization

Approvals:

Area or Specialization

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

Dirk Matten

 Signature

May 8th, 2017

 Date

Dirk Matten

 Name

Business & Sustainability

 Area or Specialization

Degree Program

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

Detlev Zwick

 Signature

May 8, 2017

 Date

Detlev Zwick

 Name of Program Director

BBA, iBBA

 Program

Program Committee

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

Detlev Zwick

Signature

May 10, 2017

Date

Detlev Zwick

Name of Committee Chair

BBA iBBA Program Committee

Committee

Required Attachments

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

Send to

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

Memorandum

To: Faculty Council
From: HIMP Director
Date: April 4, 2017
Re: Curriculum Change for SB/HIMP 6150 3.00

The HIMP Program Directorate moves that the change in the title and brief course description for SB/HIMP 6150 3.00 be approved. The new proposed course title is as follows:

SB/HIMP 6150 3.00 Economics of Healthcare

RATIONALE:

The old course title and description is outdated, very long (for transcripts and marketing purposes), and not broad enough in its scope to reflect the current environment and curriculum in the field. The new course reflect opinions of an alumni focus group.

Course Change Proposal Template

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

1. Program

Schulich MBA Program

2. Course Number and Credit Value

HIMP 6150 3.00

3. Course Title

a) Long Course Title

PERFORMANCE INDICATORS AND EVALUATION IN THE HEALTH CARE INDUSTRY

b) Short Course Title

PERFORMANCE INDICATORS IN HEALTH CARE

4. Existing Pre-requisites/Co-Requisites

All 5100-series Required Foundations of Management Core Courses or permission of instructor.

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

	in course number
	in credit value (provide course outline)
X	in course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
X	in course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
	in learning objectives/outcomes (please append the program's existing learning outcomes as a separate document)
	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)

6. Effective Session of Proposed Change(s)

May 2017

7. Academic Rationale

This change is more of an attempt to summarize the course description and make it more general rather than change any significant content. The change will allow us to market the course better and reflect what is offered by our competitors.

8. Proposed Course Information

Existing Course Information (Change from)	Proposed Course Information (Change to)
<p><i>TITLE:</i> PERFORMANCE INDICATORS AND EVALUATION IN HEALTH CARE INDUSTRY</p> <p><i>DESCRIPTION:</i> This course is designed to develop an understanding of the concepts essential for the design and effective use of management accounting and control systems in Health Care Organizations ranging from hospitals to pharmaceuticals and biotech companies. The Health Care Industry requires decision-influencing management control systems with innovative use of financial and non-financial measures for a diverse set of stakeholders to evaluate health care organizations and their managers. Through case illustrations, students will develop a conceptual basis for selecting the most relevant and appropriate financial and management control system for the health care organization in which it is to be used. An ideal management control system is one that best accomplishes the goals of the organization.</p>	<p><i>TITLE:</i> ECONOMICS OF HEALTHCARE</p> <p><i>DESCRIPTION:</i> This course examines the demand and utilization of health services; drivers of healthcare costs; measuring output in healthcare; tradeoffs between efficiency, operational effectiveness and equity; realignment of capacity; how healthcare reforms affects demand; utilization and the mix of providers in the healthcare industry.</p>

9. Consultation

This course is not integrated nor cross-listed, and there are no changes in integration and cross-listings.

Originator

Amin Mawani
Signature

November 7, 2016
Date

Amin Mawani

Approvals:

Area or Specialization

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

Joseph Mapa
Signature

November 7, 2016
Date

Joseph Mapa
Name of Coordinator or Director

HIMP
Area or Specialization

Degree Program

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

Ashwin Joshi
Signature

November 7, 2016
Date

Ashwin Joshi
Name of Program Director

MBA Program
Program

Program Committee

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

<Signature>
Signature

<Date>
Date

<Name>
Name of Committee Chair

<Committee>
Committee

Course Outline

Winter 2018

Tuesdays 19:00-22:00

Room SSB_____

Instructor: Professor Neil J. Buckley

E-mail: nbuckley@yorku.ca

Office hours: By appointment

Assistant

Clara Kan

N305A

(416) 736-2100 ext. 77960

ckan@schulich.yorku.ca

About the Course Instructor: Professor Buckley’s research and teaching examines efficiency and equity in healthcare, public and private healthcare finance, analysis and evaluation of healthcare data and the determinants of health.

Brief Description

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

Contents

Course Learning Outcomes..... 1

Course Material..... 2

Student Preparation for Class and Class Participation: Expectations..... 2

Deliverables at a Glance..... 2

Written Assignments/Projects: Descriptions..... 3

Evaluation of Written Assignments/Projects and Exams 3

Calculation of Course Grade 3

General Academic Policies: Grading, Academic Honesty, Accommodations and Exams 3

Quick Reference: Summary of Classes, Activities and Deliverables 4

Course Learning Outcomes

By the end of this course students will have a sound understanding of methods for quantifying and analyzing the full costs and benefits of healthcare interventions to determine whether investments in healthcare should be made. Students will gain the ability to think critically and communicate effectively about many economic and strategic aspects of policy issues relevant to providers, governments, industry and consumers in the healthcare sector.

Course Material

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

HIMP 6150 class notes on the CMD

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. Please check it frequently.

Student Preparation for Class and Class Participation: Expectations

This course focuses on the application of important economic principles related to the funding and financing of healthcare appropriate for students **without** a background in mathematics or economics. The value of class sessions depends greatly on student involvement, collegiality, and input. Students are encouraged to prepare well for every class and during class, to concentrate on making relevant contributions to discussions.

Course Philosophy

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

Preparation: This course does **not** assume any pre-requisite knowledge of undergraduate Economics. Students are expected to have read the assigned material. Discussion questions are meant to serve as preparation for course and class discussion.

Class Participation (contribution): Participation and quality dialogue will significantly enrich your experience and that of your classmates, and can make the class special.

Deliverables at a Glance

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

Class Participation	15%
Midterm Test	35%
Individual Term Project Early Draft	10% (Topic to be approved by Professor)
Individual Term Project Final Report	40% (This includes written report and presentation)
Total	100%

Written Assignments/Projects and Exam[s]: Descriptions

Weekly participation in class discussion will significantly enrich your experience and increase your understanding of the course topics. Participation in these discussions will comprise your participation grade.

Students will write a short midterm test to show their understanding of course concepts and to prove their ability to communicate effectively about healthcare issues.

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

Evaluation of Written Assignments/Projects and Exams

The midterm test will consist solely of written short answer questions on course topics for which your answers will be graded based on clarity and the relevance of your argument. **No mathematics will be involved.**

For the term project, students will have their topic approved by the professor midway through the term and students will hand in an early draft of the first half of their project for feedback and grading. A final version of the written project report will be due at the end of the term along with a brief presentation of findings.

Calculation of Course Grade

Students' marks for participation, midterm and term project will be added up out of a total of 100 marks. This total will then be converted to letter grades based on a normal distribution.

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, elective courses are expected to have a mean grade between 5.2 and 6.2.

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

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

WEEK	DATE	LECTURE / ASSIGNMENT
1		Lecture: Introduction, course outline, review of the Canadian health care system [Highlights: Cross country comparisons, Canada Health Act]. Readings: Topic 1 in online course kit and Hurley Textbook Ch 1.
2		Lecture: Efficiency and Equity and Evaluation [Highlights: Technical and Allocative Efficiency, Distributional vs. Procedural Equity, Cost-Minimization and Cost-Benefit Analysis]. Readings: Topic 2 in online course kit and Hurley Textbook Ch 2 & 4.
3		Lecture: Economic Evaluation in Healthcare [Highlights: Cost-effectiveness and Cost-Utility (QALY) Analysis]. Readings: Topic 3 in online course kit and Hurley Textbook Ch 4. Optional reading: Drummond et al. (2015) " <i>Methods for the Economic Evaluation of Health Care Programmes</i> ".
4		Lecture: Market principles and Analysis of Healthcare data [Highlights: Market Failure, Externalities, How to interpret statistical results] Readings: Topic 4 in online course kit and Hurley Textbook Ch 3.

5		Lecture: Determinants of, and Demand for, Health [Highlights: Economic Evidence of Determinants of Health, Causal vs. Spurious Correlation, Grossman Model of Demand for Health]. Readings: Topic 5 in online course kit and Hurley Textbook Ch 5 & 6.
6		Lecture: Healthcare as an Economic Commodity [Highlights: Informational asymmetry, Agency relationship, Demand vs. Need vs. Utilization, Supplier-Induced Demand]. Readings: Topic 6 in online course kit and Hurley Textbook Ch 7 & 8.
7		Lecture: Principles of Healthcare Insurance [Highlights: Risk aversion, Actuarially Fair Insurance, Moral Hazard, Adverse Selection]. Readings: Topic 7 in online course kit and Hurley Textbook Ch 9&10. <i>Term project topic submission due</i>
8		<i>Midterm test</i> <i>Term project discussions</i> <i>Term project approved by Professor</i>
9		Lecture: Healthcare Financing [Highlights: Financing Privately vs. Public Taxation vs. Social Insurance Contributions, Supplemental vs. Substitutive Parallel Finance, Technical and Allocative Efficiency of Finance]. Readings: Topic 8 in online course kit and Hurley Textbook Ch 11.
10		Lecture: Healthcare Funding [Highlights: Case/Diagnosis-based payments vs. Capitation vs Fee-for-service, Efficiency vs. Strategic Selection Incentives, Case study of Ontario Physician Payment Systems]. Readings: Topic 9 in online course kit and Hurley Textbook Ch 12. <i>Term Project Early Draft Due</i>
11		Lecture: Delivery of Healthcare (Pharmaceuticals, Hospitals and Physicians) [Highlights: Patent Protection, Wait times, Target Income Hypothesis]. Readings: Topic 10 in online course kit and Hurley Textbook Ch 13-15.
12		<i>Term Project Presentations and end of course wrap-up.</i> <i>Term Project Final Report due</i>

Course Change Proposal Template

1. **Program**
Schulich MBA Program
2. **Course Number and Credit Value**
ACTG 6951
3. **Course Title**
 - a) **Long Course Title**
Accountability and Sustainability Reporting
 - b) **Short Course Title**
Accountability and Sustainability Reporting
4. **Existing Pre-requisites/Co-Requisites**
5. **Type of Course Change (indicate all that apply)**

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

6. **Effective Session of Proposed Change(s)**
Fall 2017
7. **Academic Rationale**
ACTG 6951 has not been offered for several years and given my research and teaching specialization in sustainability accounting, and appointment as both Haub Chair in Business and Sustainability and Professor in the Accounting Area, it made sense (after consultation) for me to take on this course. Given the significant changes to be made, it was considered more effective to retire the existing ACTG 6951 course and propose a new BSUS course.
8. **Proposed Course Information**
See attached new course proposal

Existing Course Information (Change from)	Proposed Course Information (Change to)
ACTG 6951 <i>Accountability and Sustainability Reporting</i>	BSUS 6400 3.00 <i>Sustainability Accounting and Accountability</i>

9. Consultation

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

Originator

Charles Cho
Signature

May 8, 2017
Date

Charles Cho
Name

Accounting/COERB
Area or Specialization

Approvals:

Area or Specialization

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

Dirk Matten
Signature

May 9, 2017
Date

Dirk Matten
Name

May 9, 2017
Area or Specialization

Degree Program

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

Ashwin Joshi
Signature

May 9, 2017
Date

Ashwin Joshi
Name of Program Director

May 9, 2017
Program

Program Committee

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

Signature

Date

Name of Committee Chair

Committee

**Schulich School of Business
Minutes of Faculty Council**

A regular meeting of Faculty Council for the 2016-2017 academic year was held on
Friday April 21st 2017 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, M. Annette		
Student Council Reps	A. Simpson (GBC)		
ACTG	S. Hsu, S. Trivedi		
ARTM/NMLP			
BSUS	C. Cho		
ECON			
FINE	M. Cao, Y. Larkin, M. Milevsky, Y. Tian,		
MKTG	P. Darke, A. Joshi, T. Noseworthy, M. Rice, E. Veresiu		
ORGS	C. Bell, C. Oliver, K. Tasa, M. Valente		
OMIS	W. Cook, R. Irving, M. Kristal, M. Levesque		
PLCY	M. Kipping		
PROP		OTHER:	S. Bury (Library)

Voting Members of Faculty Council Absent:

P. Aulakh	M. Dong	F. Lazar	A. Peav UBS VP	H. Tahavori (UBS)
E. Auster	B. Eberlein	Z. Li	T. Peridis	H. Tan
T. Beechy	J. Everett	P. Lyman	C. Pementel (UBC)	L. Thorne
R. Belk	E. Fischer	I. Macdonald (ret)	S. Qu	A. Tsang
A. Bialas (GBC)	M. Giesler	A. Madhok	H. Rosin	L. Velloso (Ph.D)
A. Campbell	B. Graham (Alumni)	D. Matten	P. Sadorsky	E. Waitzer
J. Chung	G. Graham (Alumni)	A. Mawani	W. Sheremata	M. Waller
W. Cragg (ret)	I. Henriques	R. McClean (ret)	P. Shum	S. Weiss
D. Cumming	M. Judd	J. McKellar	P. Singh (GBC)	T. Wesson
J. Darroch	K. Kanagaretnam	C. McMillan	O. Sinopoli (UBS)	E. Westney (ret)
A. deCarufel	A. Kecskes	D. Neu	A.J. Sirsi	B. Wolf (ret)
A. Diamant	H. Kim	L. Ng	J. Smithin	J. Zemans (ret)
Y. Deutsch	G. Kistruck	Y. Pan	M. Szaki	C. Zietsma
D. Dimick (ret)	A. Kuzmicki	F. Paul (GBC)		D. Zwick

Regrets, Leaves, Sabbaticals(*):

K-H. Bae*	C. Graham	S. Li*	J. Tan*
A. Bhanich-Supapol*	D. Johnston*	L. Maaskant (UBC VP)	D. Thomassin-Sing
M. Farjoun*	M. Kamstra*	E. Maynes (LOA)	L. Wright
B. Gainer	R. Karambayya*	G. Morgan*	S. Yeomans*
		E. Prisman*	

Non-Voting Members of Faculty Council Present:

O. Carew	J. MacKay	N. Sutherland
----------	-----------	---------------

K. Gray	M. Orlan	S. Tenn
M. Lefranc	S. Siddik	D. Woticky

Non-Voting Members of Faculty Council Absent:

T. Anderson	P. Dillon	L. Kharlip	A. Mustapha	B. Remes
D. Bell	E. Farrell	L. Korhani	R. Moy	C. Seeley
M. Bhutani	A. Gravel	R. Lynn	S. Nahm	G. Sue
E. Caprioni	L. Hillcoat	A. Makooie	C. Niederwanger	H. Sinker
M. Cernea	R. Hines	J. Mapa	Y. Oo	E. Wang
G. Chen	I. Holzinger	R. Mayer	C. Partland	D. Weitzner
A. Choi	S. Hussain	T. Mcqueen	P. Pivato	J. Wu
T. D'Agostino	J. Jeyakumaran	A. Middleton	V. Raghunathan	F. Zandi
P. Deonandan	I. Kanga			

1. Welcome & Chair's Remarks

The Chair called the meeting to order and welcomed council members.

2. Enquiries & Communications

a) For Information: Senate Synopses (2016.11.24, 2017.01.26, 2017.02.16)

No questions or points of discussion were raised regarding these items.

3. Dean's Remarks

- Dean Horváth extended a welcome to Professor of Accounting and Erivan K. Haub Chair in Business & Sustainability, Charles Cho, and incoming GBC President, Alexandra Simpson.
- Dean Horváth recently returned from Asia where he attended a successful launch event for *Reimagining Capitalism*.
- The EQUIS accreditation took place April 4th-6th. The Dean indicated that the visit went well and thanked all those that participated. The report will be issued in the near future.
- The Alumni Recognition Dinner took place on April 6th.
- The National Survey of Student Engagement response rates were released. Schulich did extremely well, with a response rate far ahead of the rest of the university. Hollis Sinker, Associate Director Undergraduate Programs Services, accepted the trophy on behalf of the faculty. Dean Horváth looks forward to receiving the results of the survey.
- The GBC end-of-year formal will take place on April 21st. The UBS event will follow on April 25th. Dean Horváth encouraged faculty members to attend.
- The Connect event will take place on April 29th.
- The Dean's Reception for incoming undergraduate students will take place on May 9th.

4. PHD/GBC/UBC Initiatives

Incoming GBC President A. Simpson thanked outgoing President F. Paul for all his support during the transition process. J. McKellar indicated that the council looks forward to working with the new representatives.

5. PhD Program Committee

a) Motion: PhD Program Change

M. Biehl moved to approve the change proposal. Seconded by M. Annisette. All in favour. Motion carried. An updated version of the proposal (in which strategic management is included in the list of specializations, and other small typos have been corrected) will move forward.

6. Master Programs Committee / Programs Coordinating Committee

a) Motion: EMBA in India (EMPI) Program Change

M. Biehl moved to approve this program change. Seconded by A. Joshi. M. Milevsky inquired as to whether instructors from Kellogg will be teaching any of the courses. Dean Horváth indicated that Kellogg will not be involved in this program. All in favour. Motion carried.

b) Motion: MBAN Program Change

M. Kristal moved to approve the changes to the MBAN program. Seconded by C. Bell. M. Kristal provided an overview of the changes and the rationale. A question was raised as to where ethics has been included in the program as a result of the changes. M. Kristal indicated that the feedback is timely as he is currently working on revising the program's ELOs and mapping them against the curriculum, and that ethics is being built into the new courses. M. Milevsky suggested that there should be a faculty-wide approach to teaching ethics -- either it is built in to courses throughout the program or is taught in one dedicated course. Dean Horváth indicated that it is important that ethics be infused throughout a program's courses, not taught in one course only. All in favour. Motion carried.

c) Motion: New Course Proposal for MBAN 5140 3.00 – Visual Analytics and Modelling

M. Kristal moved for approval of this new course. Seconded by M. Milevsky. All in favour. Motion carried.

d) Motion: New Course Proposal for MBAN 5210 3.00 – Predictive Modelling II

M. Kristal moved to approve this new course. Seconded by R. Irving. All in favour. Motion carried.

e) Motion: New Course Proposal for MBAN 5330 3.00 – Big Data Fundamentals and Applications

M. Kristal moved to approve this new course. Seconded by R. Irving. All in favour. Motion carried.

f) Motion: Change to Diploma in Intermediate Accounting (DIAC)

M. Annisette moved to approve this program change. Seconded by A. Joshi. A question was raised with regards to the effective start date. A friendly amendment was made to change the start date to Summer 2017. All in favour. Motion carried.

g) Motion: New Course Proposal for MSTM 6000 3.00 – Enterprise Consulting Project

K. Tasa moved for approval of this new course proposal. Seconded by C. Bell. All in favour. Motion carried.

h) Motion: Guidelines on Major versus Minor Course Changes

M. Biehl moved for approval of this item. Seconded by T. Noseworthy. All in favour. Motion carried.

i) For Discussion: Draft Revisions to Guidelines and Policy on Grading

M. Biehl provided the rationale for the proposed revisions to the existing policy, which are aimed at increasing transparency in grading. Discussion ensued, with some committee members in support of the changes and others concerned about the requirement to set the number-to-letter grade translation scale at the start of the term. The committee agreed that the item needs further discussion, and the proposed changes will come back to council again in the new academic year, after further discussion at the program committee level.

7. Programs Coordinating Committee / Research & Library Committee

a) Motion: Guidelines and Policy on Using Courses to Recruit Students as Research Subjects

M. Biehl moved this item and provided the rationale for its creation. Seconded by D. Rice. All in favour. Motion carried.

8. EMBA Program Committee

a) Motion: New Course Proposal for EMBA 6540 2.00 – Designing Brand Experiences

M. Kipping moved this item. Seconded by M. Biehl. All in favour. Motion carried.

9. Adjournment

A. Joshi moved for adjournment. Seconded by M. Kristal. All in favour. The meeting adjourned.

Consent Agenda

The following items were approved by consent:

1. Master Programs Committee / Programs Coordinating Committee

a) Curricular Changes

1. HIMP 6110 3.00 – Understanding the Canadian Health Industry (title & description)
2. HIMP 6130 3.00 – Strategic Management of Hospitals (title & description)
3. HIMP 6180 3.00 – Innovation and Change across the Health Industry (title & description)
4. MBAN 5110 3.00 – Introduction to Predictive Modelling (title)
5. MBAN 5120 3.00 – Data Management & Programming I (title & credit value)
6. MBAN 5150 3.00 – Skills for Leadership (course retirement)
7. MBAN 5220 3.00 – Data Management & Programming II (course retirement)
8. MBAN 5250 1.50 – Analytics Consulting (course retirement)
9. MBAN 6090 9.00 – Major Research Project (title, description & credit value)
10. MBAN 6110 3.00 – Data Science I (title)
11. MBAN 6120 3.00 – Data Science II (title & description)

2. EMBA Program Committee

- a) New Course Proposal** for EMBA 6570 2.00 – Biases, Forecasts and Deep Uncertainty
- b) New Course Proposal** for EMBA 6580 2.00 – Leading Innovation in Emerging Markets
- c) New Course Proposal** for EMBA 6590 2.00 – The Analytics Edge
- d) Curricular Change** for EMBA 6170 2.00 – Marketing Analytics (title & description)

3. Minutes of the Last Meeting (2017.03.17)