EXECUTIVE COMMITTEE
SCHULICH SCHOOL OF BUSINESS

A meeting of the Executive Committee of Faculty Council for the 2017/2018 academic year will be held on Friday March 2nd 2018 at 11:30am in SSB N201.

AGENDA

		Pages
1.	**Welcome & Chair's Remarks**	
2.	**Enquiries & Communications**	
	a) Remarks: Vice-President Research & Innovation Robert Haché re Strategic Research Plan (2018-2023)	**3-41**
	b) For Information: Senate Synopsis (2018.02.15)	**42-45**
	c) For Information: Cyclical Program Review Final Assessment Reports	**46-108**
3.	**Dean's Remarks**	
4.	**PhD/GBC/UBS Initiatives**	
5.	**Master Programs Committee/Programs Coordinating Committee**	
	a) IMBA Program Change Proposal	
	1. Motion: Changes to the IMBA Program	**109-120**
	2. Motion: New Course Proposal for IMBA 5150 1.50 – Leadership Skills in a Global World	**121-136**
6.	**EMBA Program Committee**	
	a) Motion: New course proposal for EMBA 6455 2.00 – Responsible Business Leadership	**137-149**
7.	**Schulich Succession Planning Committee:**	
	a) Motion: Composition and Procedures for Establishing the Decanal Search Committee	**150-153**
8.	**Adjournment**	

CONSENT AGENDA

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

		Pages
1.	**Master Programs Committee/Programs Coordinating Committee**	
	a) Curricular Changes:	
	1. IMBA 5003 1.50 – Global Stakeholder Strategies *(retirement)*	**154-156**
	2. IMBA 5004 1.50 – International Negotiations Processes and Techniques (*retirement*)	**157-159**
	3. IMBA 5100 0.00 – Integrated Management Experiences I *(credit value)* IMBA 5200 0.00 – Integrated Management Experiences II *(credit value)*	**160-184**
	4. IMBA 5201 3.00 – Regional Analysis *(credit value & learning outcomes)*	**185-193**

2. EMBA Program Committee

a) New Course Proposal for EMBA 6055 2.00 – Business Tax Strategy **194-199**

b) Curricular Changes:

1. EMBA 6440 2.00 – Analytical Decision Modeling *(title & description)* **200-208**
2. EMBA 6540 2.00 – Designing Brand Experiences *(title & description)* **209-222**
3. EMBA 6670 2.00 – Entrepreneurial Finance *(description)* **223-231**

3. Minutes of the Last Meeting: 2018.01.26 **232-233**

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

Draft Strategic Research Plan (2018-2023)

Dr. Robert Haché, Vice-President Research & Innovation

Consultation Engagement

Fall Consultations

- ✓ Launch and Open Forum (Oct.11th)
- VPRI Community Chats across campus
  - ✓ Monday October 30th, Kaneff
  - ✓ Monday November 13th, HNES
  - ✓ Wednesday November 15th, Winters College
  - ✓ Monday December 11, 2pm-3pm, 354 Lumbers
  - ✓ Wednesday December 13, 3:00-4:00pm, 214 Joan & Martin Goldfarb Centre for Fine Arts
  - ✓ Thursday December 14, 11am-12pm, 203 Bergeron

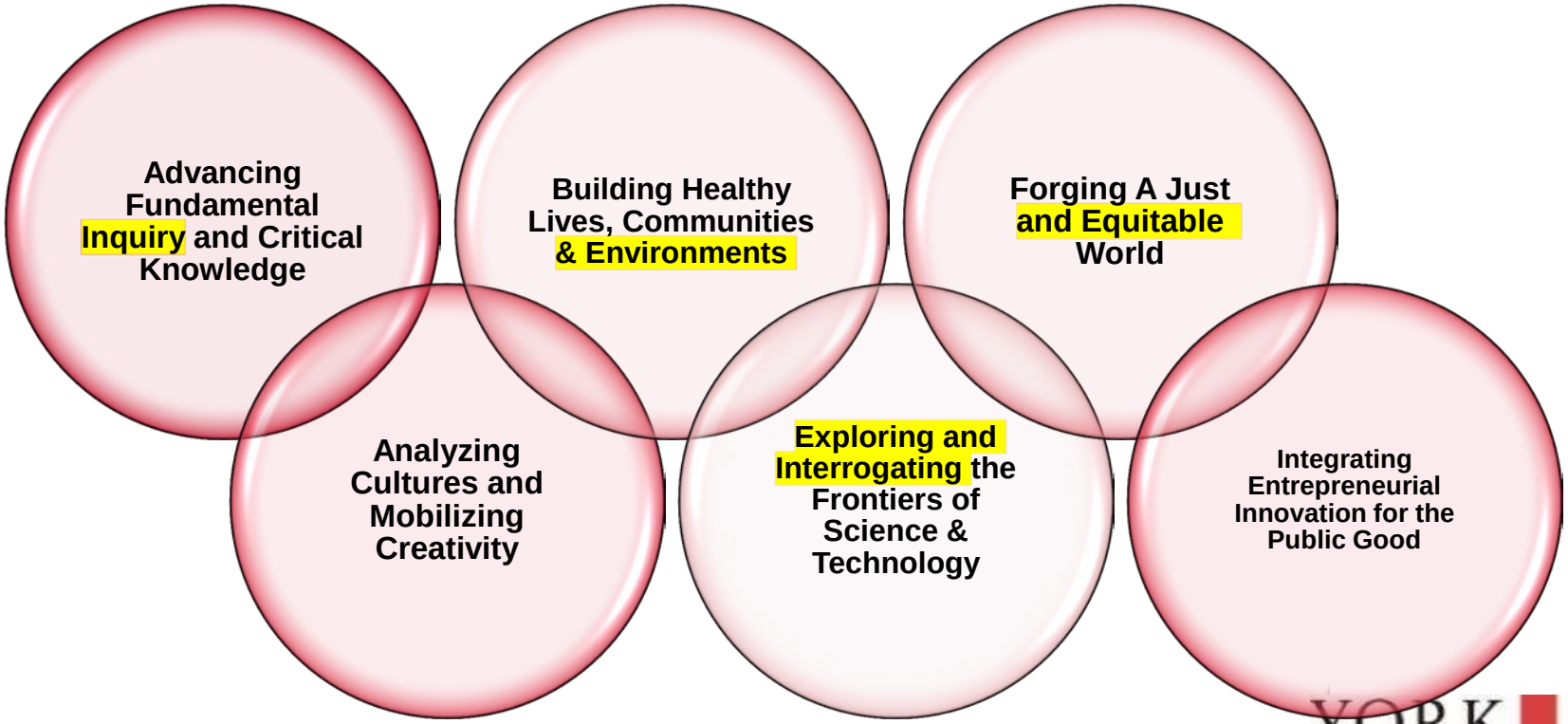
- Faculty & Other Meetings:
  - ✓ Health – Nov. 1
  - ✓ Faculty of Graduate Studies –Nov. 2
  - ✓ Council of ORU Research Directors –Nov. 14
  - ✓ Indigenous Council – Nov. 21
  - ✓ Environmental Studies- Nov. 23
  - ✓ Jane Finch community consultation Nov. 29
  - ✓ Education – Nov. 30
  - ✓ CRCs/YRCs- Dec. 6 & 8
  - ✓ Science – Dec. 6
  - ✓ Osgoode – Dec. 8
  - ✓ Library Forum- Dec. 12
  - ✓ Associate Deans Research Council- Dec. 13
  - ✓ LA&PS- January 10th
  - ✓ AMPD- January 12th
  - ✓ Psychology- January 22nd
  - ✓ Post Docs- January 31st
  - ✓ Deans- Feb.6th
  - ✓ APPRC- Feb. 8th
  - ✓ Schulich- Feb.8th
  - ✓ Glendon- March 2nd
  - ✓ Osgoode- March 5th
  - ✓ Lassonde- March 6th
  - ✓ Health- March 7th
  - ✓ LA&PS- March 8th
  - ✓ Education- March 8th
  - ✓ Library Forum- March 13th
  - ✓ Schulich- March 16th

Draft SRP 2018-2023
Emphasis

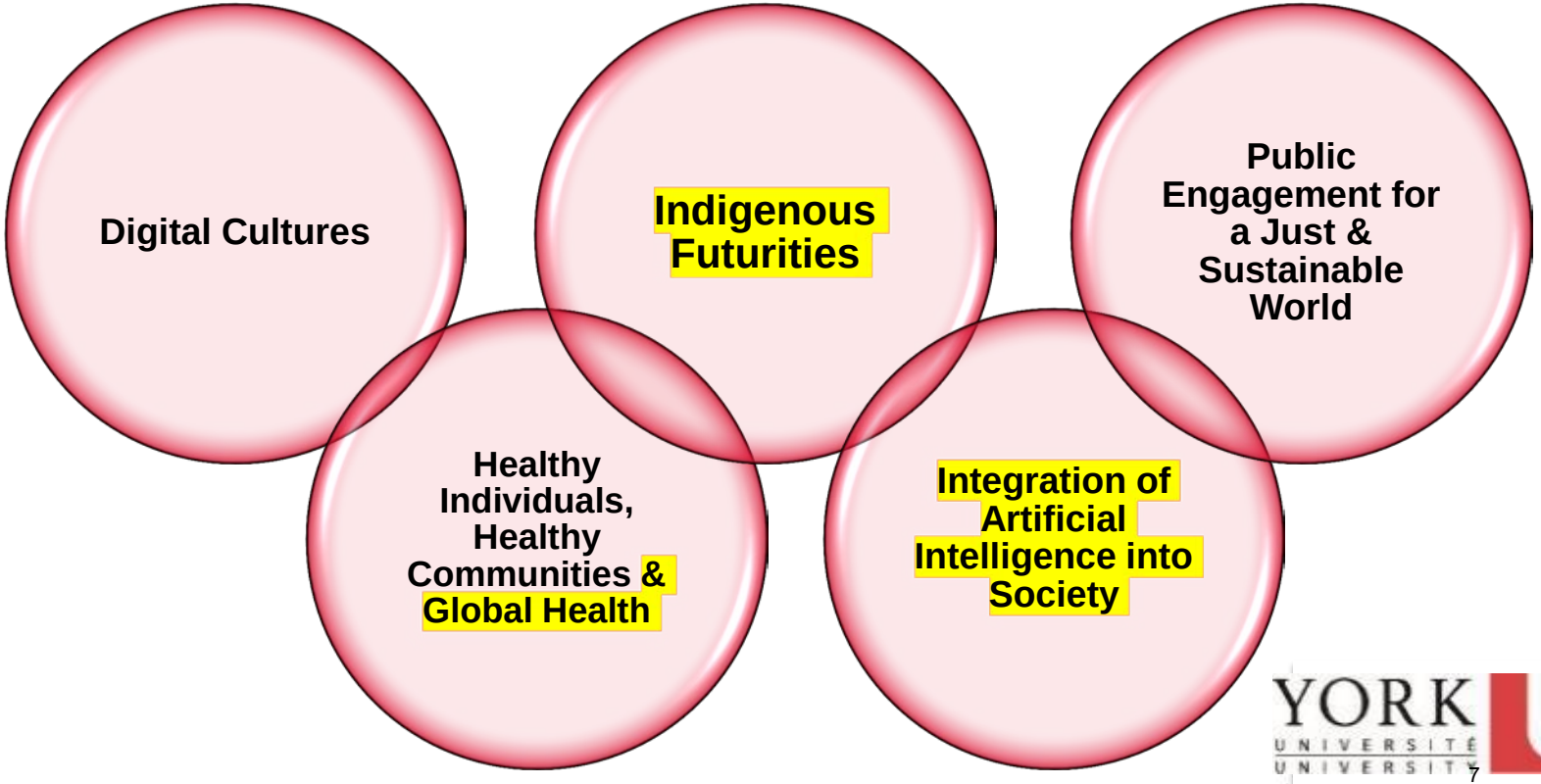
- ✓ Stronger focus on interdisciplinarity
  - ✓ Reduced Faculty / Unit/ ORU reference
- ✓ Emphasis on partnered research throughout and as enabler
- ✓ Overtness of ambition for research achievement increased over last Plan
- ✓ Linkage to UAP & SMA
- ✓ Commitment to collating and articulating outputs more broadly (ECV)

YORK UNIVERSITÉ UNIVERSITY

Research Strengths - Updated



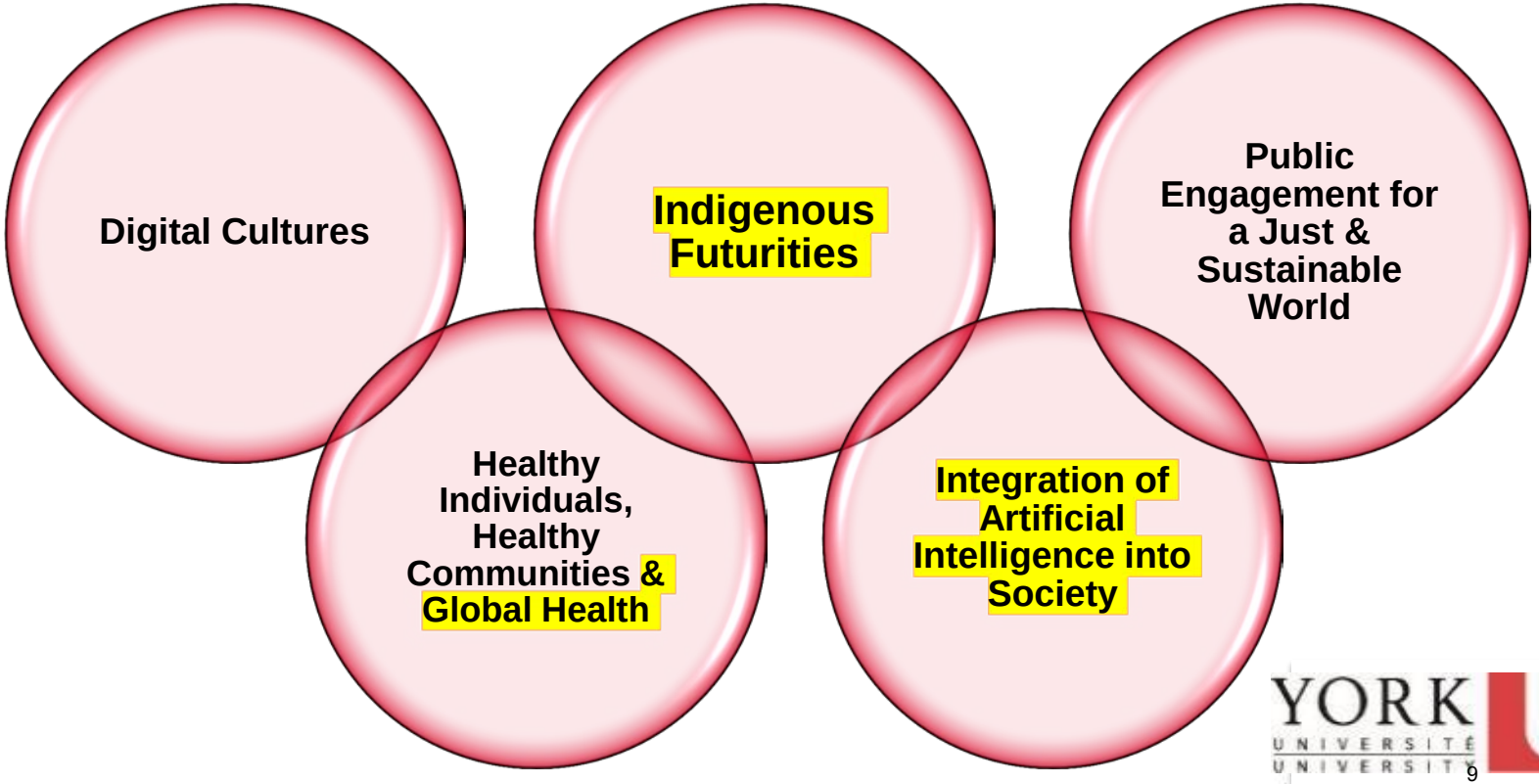
Research Opportunities- Updated



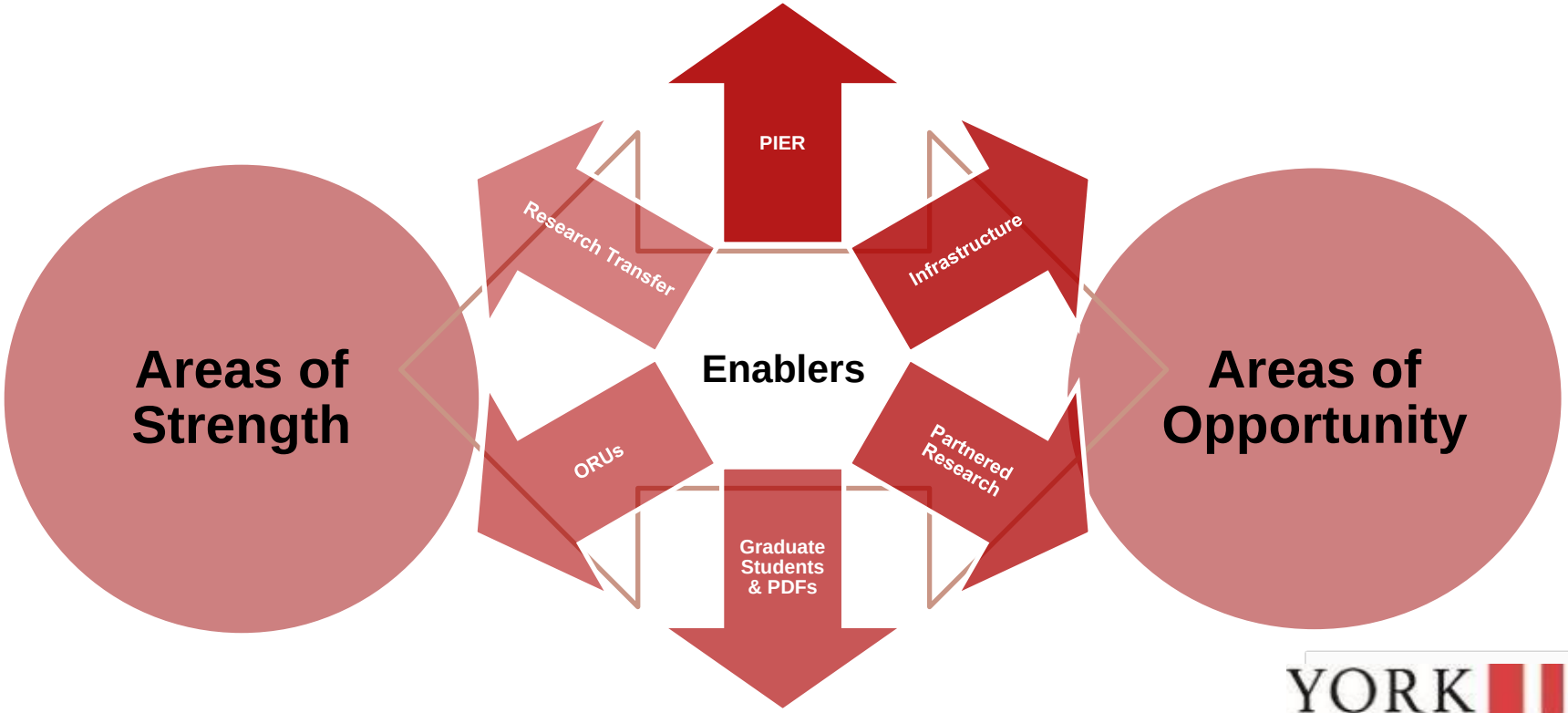
Indigenous Futurities

- *"Deeply rooted in history, futurities recognizes that the future, despite its intangibility, is directly impacting us today."*
  - Paul Kuttner, 2017, Futurism, Futurity, and the Importance of the Existential Imagination. http://culturalorganizing.org/futurism-futurity/. Accessed February 11, 2018.

Research Opportunities- Updated

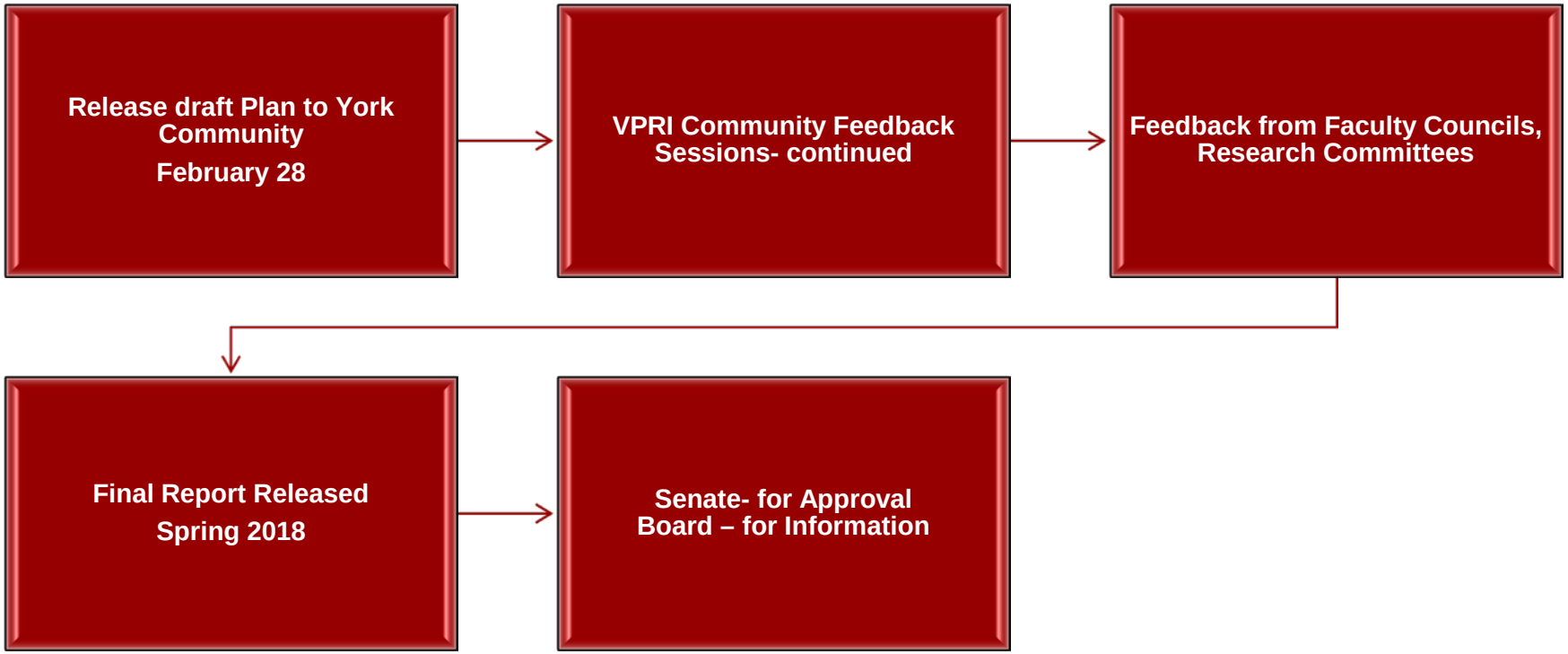


Enabling Strategic Research Success



SRP Process- Phase 2

Drafting



York University Strategic Research Plan: 2018-2023

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Executive Summary

to be completed

Research Vision

York University is committed to excellence in research and scholarship in all its forms. Informed by a strong commitment to shared values, including the promotion of social justice and the public good, we aspire through our research to better understand the human condition and the world around us and to employ the knowledge we gain in the service of society. Intensive engagement in research is a core institutional value that permeates the fabric of the University, and it is this foundation on which York's vibrant and exciting academic environment is built.

Introduction

York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, the Huron-Wendat, and the Métis. It is now home to many Indigenous Peoples. We acknowledge the current treaty holders, the Mississaugas of the New Credit First Nation. This territory is subject of the Dish With One Spoon Wampum Belt Convenant, an agreement to peaceably share and care for the Great Lakes region.

A strong commitment to acknowledging our colonial history and exploring indigenous ways of knowing are central to York's contribution to building a stronger, more inclusive, Canada.

Expanding Critically Engaged Scholarship with Increasing Impact on Communities and Society

As York University approaches its sixtieth birthday, research, scholarship and related creative activity have never been more vibrant or more prominent amongst the University's ambitions. There is a sense of excitement at York surrounding its engagement in critical scholarship that is fueled by its growing success and recognition as an internationally leading research intensive comprehensive university emphasizing real world impacts. From modest beginnings 59 years ago within a small liberal arts college, research at York has evolved with a unique perspective and strong commitment to working across disciplines that is essential to solving the most complex, intractable problems of 21st century society.

The growth of research scholarship and related creative activity has accelerated markedly over the past decade. Never has there been greater opportunity, success, or challenges facing scholarship at York. The expanding bedrock of world leading scholarship in the social sciences, humanities, education, law, science, and business has been accompanied by rapidly growing new leadership in health and engineering research that is broadening and deepening York's impact on communities. As York prepares to welcome a new campus in 2021, together with multiple new investments in research and research infrastructure across the Keele and Glendon campuses, the future of critically engaged scholarship at York has never been brighter. At the same time, while external supports for research, as well as opportunities for engagement and impact, continue to grow, increasing competition and complexity

within the Canadian and Ontario postsecondary system means the challenges facing researchers have never been greater.

York's strong planning environment and strategic commitment to support its research base, while investing broadly to grow research strengths and more specific areas of research opportunity, provides a strong institutional framework upon which to grow individual and collaborative research success. The prominence of *Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities* in York's Academic Plan (2015-2020) emphasizes the importance of continued growth and success in this area to the overall success of the institution. York's academic plan:

> highlights primary goals of research intensification and recognition driven through international standards of peer review, with an emphasis on research cultures, and the advancement of partnerships locally, regionally and internationally

The Academic Plan makes strong commitments in ten areas to growing the success of research at York over the next five years from a commitment to increase the base of research engagement and scholarly outputs across disciplinary boundaries, increasing external research partnership and community engagement, to growing and enhancing student and postdoctoral fellow engagement and establishing York as an innovation hub that combines research translation and entrepreneurship with a focus on social justice and impacts on communities.

Similarly, Research and Innovation feature prominently in York's Strategic Mandate 2 that formalizes ambitions and expectations for York with the province of Ontario for 2017-2020. Here the government recognizes York as:

> *"a global centre for interdisciplinary scholarship based on a commitment to comprehensive and STEAM programming as fundamentally important knowledge and experience to meeting the needs of a global knowledge economy in the 21st century".*

Thus, the importance and prominence of research, scholarship and related creative activities has never being higher at York. This Strategic Research plan provides the next level of detail in articulating our plans for translating research ambition into research success and research impact.

Over the next five years York is committed to increasing recognition of our research, scholarly and creative work through broadly based increased participation in research across the institution by full time faculty and trainees at all levels, accelerated growth in the number and diversity of our scholarly outputs and research funding base, and growing the impact of our work through broadening and deepening our external partnerships and engagement in the generation and sharing of knowledge. Our goal is to show international leadership in research, scholarship and associated creative activity as one of Canada's and Ontario's leading research universities.

A Plan Developed through a Broad Process of Collegial Engagement.

The success of academic plans depends on the engagement of the academic community in the planning process. From the announcement of the strategic research planning process in the fall of 2017 through the presentation of the plan for Senate approval in the spring of 2018, the York community has

undergone an intensively open and attentive discussion about the role of research, our valuation of research and our aspirations for the future of research at York. Guided throughout the process by an active and dedicated advisory committee with representatives from the University and the broader community, the Office of the Vice-President of Research and Innovation has actively reached out to solicit input from the York community, emphasizing the broadest possible level of consultation in keeping with York's practice of collegial governance. The input from faculty members, students and staff was invited through a series of open fora and community consultations on campus and through an active web portal that invited engagement in the planning process, posting summaries of what was said at all events, as well as a page for comments and suggestions. Essential inputs into the plan's development were provided directly by the Faculties through their councils and advisory committee representatives, as well as through the Academic Policy, Planning and Research Committee of the Senate and other research leadership bodies.

Once again, the York community has shown an enthusiastic response to the planning process that has highlighted our valuation of and aspirations for research at York in the context of the overall academic mandate of the University. This plan takes up those aspirations in providing guidance for the growth and development of research at York for the next five years.

A Commitment to Quality, Academic Freedom, Inclusion and Social Justice

York strives for the highest academic standards and its strong commitments to academic freedom and social justice and responsibility are woven into the University's fabric. It is the unwavering support of these values by every member of the York community from which the institution derives its strength. The support for these values is a foundational principle of the Strategic Research Plan. It is critical to York's overall success that faculty continue to enjoy maximal liberty in the choice and pursuit of their scholarly work. By holding research and advancement of knowledge across the full spectrum of disciplinary and interdisciplinary activities as essential and integral to our academic mission, York contributes to critical inquiry, scientific discovery and the social and economic development of Canada and beyond. Informed and supported by the consultation process, the values and core principles shared by our research community serve to strengthen and underpin our research priorities.

York is intensifying and building on our research strengths across traditional and non-traditional areas of research, scholarship and creative activity, as reflected by international standards of peer review. We recognize as a community that individual research and scholarship is the foundation upon which the research enterprise at York is built. Only with this solid foundation can we expect to successfully expand our reputation for research excellence. As a community, we acknowledge the importance of graduate students and postdoctoral fellows to the success of our research and scholarship and we are committed to providing them with the best possible supports as they pursue their training.

At the same time, the York community understands the value of collaborative research and the importance of translating discovery into action. We seek to engage the world around us in collaborative, participatory, and partnered research that is inclusive, builds long term relationships and brings tangible benefits to the communities with which we work. York has seized on the opportunities provided within a comprehensive institution to make long-term investments in supporting participatory and collaborative research and scholarship that cross the boundaries of traditional disciplines and that reach out into York

Region, Canada and the world. York's emphasis on interdisciplinarity in its strategic research development provides national and international leadership in the promotion of new approaches to research and scholarship. In particular, York is committed to working with Indigenous communities and York-based Indigenous scholars to deepen our understandings of respectful forms of research engagement, development and application. Additionally, the last five years have seen the emergence of a strong culture of entrepreneurship and innovation across the University led by student engagement that is emphasizing the translation of ideas and research outcomes into tangible cultural, environmental and economic benefits to communities and society.

Comprehensive Research Excellence with International Reach

York researchers have played key roles in many of the most important scholarship and discoveries of the past half century. They include discovery of the Higgs boson and the exploration of Mars; changing the way we think about youth marginalization and homelessness; developing novel approaches to health care delivery; developing insight into social and political history of Canada and understanding the environmental changes brought about by colonial expansion on indigenous societies; advancements in computer and biological vision and probing the impacts of digital gameplay; studying the formation and development of language policy in Canada; generating new insights into brain development in children with autism and intellectual disabilities across the lifespan; and discovering that lifelong learning involves adaptations that are linked to the brain's performance; encouraging civic dialogue through performance and public art; working to improve the global plight of refugees and exploring immigration solutions; shaping future thought on suburbanization and today's ecological crisis; mapping the spread of infectious diseases through mathematical modelling; and studying virus-resistant plants to bolster the survival of agricultural crops and combat the effects of climate change.

Research at York is strongly engaged internationally and has demonstrable and meaningfully global impact. Indeed, over the past five years, York has led all Ontario Universities, with over 55% of publications resulting from the collaboration of two or more authors having at least one author from outside of Canada. York has over 200 active research partnerships with international institutions that form the basis of much of the collaboration and which enable the movement and exchange of researchers and trainees.

Leading examples of the international reach of York's research include: the York-led Refugee Research, bringing together Canadian and international scholars in the study of refugee and forced migration issues, and engaging policy makers, non-governmental organizations, and communities of practice in the pursuit of real-world solutions to the needs of refugees and displaced persons: Vision Science To Application (VISTA), York's Canada First Research Excellence Fund program is engaging over a dozen international partner that are key to the impact of the program; the Advanced Disaster and Emergency and Rapid Response Simulation (ADERSIM) program is collaborating with academic institutions and governments internationally to develop preparedness for emergency response and to understand the migration of disease across borders. Similarly, current big science projects involving York researchers, such as Conseil Européen pour la Recherche Nucléaire (CERN), NASA and the European Space Agency, and Brain Research through Advancing Innovative Neurotechnologies (BRAIN), are driven by international research collaboration.

York scholars have achieved the highest standing and recognition in their fields, including over 80 Royal Society and College of New Scholars, Artists and Scientist members, Killam Professors, Humboldt Fellows, Fulbright Scholars, Steacie Medalists, Trudeau Foundation Fellows, Governor General Award winners, and 25 Distinguished Research Professors. York faculty also regularly received prizes and recognition for their work through disciplinary honorifics and prizes for the books, lectures and other scholarly achievements. With a growing allocation of over 35 Canada Research chairs complemented by over 30 York Research Chairs and over 35 Named Chairs and Professorships, and a recently reinforced mechanism to broadly enhance research engagement, York is broadly supporting the research engagement of its faculty across disciplines.

Through York's integrated approach to teaching and research, undergraduate and graduate students, as well as postdoctoral fellows, enjoy the active mentorship of internationally recognized scholars, access to cutting-edge research infrastructure and an exciting and engaged environment for the pursuit of discovery. York hosts one of the largest cohorts of graduate students in the country, and York's graduate students and postdoctoral fellows are key drivers of the University's research excellence and scholarly success. Students and fellows come to York from around the globe and are supported through prestigious national and international research scholarships and fellowships. York is committed to enabling our students to acquire, advance and apply their skills and knowledge and to providing exceptional supervision, engagement and instruction that supports a high quality educational experience.

Comprehensive Research Engagement across the Institution

When examined through a lens that cuts across disciplines, research strengths where York is bringing national and international leadership clusters across six broad themes:

Advancing Fundamental Inquiry and Critical Knowledge
Analyzing Cultures and Mobilizing Creativity
Building Healthy Lives, Communities and Environments
Exploring and Interrogating the Frontiers of Science and Technology
Forging a Just and Equitable World
Integrating Entrepreneurial Innovation and the Public Good

York is committed to continuing to invest strongly in support of this base of research strength across the institution to enhance the impact and recognition of our scholarship and creative activities.

Advancing Fundamental Inquiry and Critical Knowledge

- Whether in the humanities, social sciences, fine arts, natural sciences or beyond, pure curiosity-driven research is emphasized across York as foundational to realizing humanity's greatest aspirations.
- Many of the greatest advances in the arts, humanities, social, natural and medical sciences are due to exemplary individual contributions. University-based research must provide ample space for scholars to explore unchartered territory in their areas of expertise.
- The advancement of knowledge entails the examination and critique of existing structures and thinking, as well as the creation of new forms and expressions. Universities must nurture the drivers of innovative and critical ideas.
- We strive for international recognition of ground-breaking research that is contributing to fundamental advance of knowledge.

Discovery of our world provides valuable insights into our potential as human beings. Throughout the university, scholars are investigating the world that surrounds us: from the study of moral, political and legal philosophy to pure mathematics; from investigation of molecular and subatomic interactions to exploring the human brain; from poetic representations of data and generative systems in light and sound installations to the novel use of artificial agents in interactive environments; from the study of the Indigenous life, cultures and traditions to the origins of government, the development of political institutions and non-state systems of government; from the study of chromosomes to the understanding of the cosmos.

The engagement in pure, inquiry-motivated research is a particular privilege for and responsibility of the University's faculty and students. York seeks national and international intellectual leadership as a result of such engagement. The quality and recognition of this foundational research is validated peer review, as well as prizes and awards that recognize the University's work and that provide funding in support of it.

In the social sciences and humanities, a critical approach embraces reflective assessments of society, cultural change and ways of knowing. To advance critical social and cultural theory, researchers are exploring historical change; political activism; the social and economic transformations of societies within Canada and around the world; and how culture has been and continues to be a crucial means of expression and avenue for creative problem solving. York researchers explore a range of moral, political, feminist, indigenous and legal philosophies and ethics, and are expanding the critical analyses of gender, sexuality, age and ability. Across disciplines, the profound dedication to equity is reflected in research devoted to understanding and transforming attitudes towards constructs of race, class, identity, gender and power differentials in a range of social, political, educational and economic formations. Researchers are exploring language acquisition and theories of linguistic variation, change and educational models so that we can understand more clearly the role and impact of language in multicultural societies. By pushing the boundaries of innovative form and expression in the visual and performing arts, researchers probe cultural attitudes towards race, sexual identity and marginalized groups. Through a critical lens,

researchers at York are exploring the impacts and effects of the global movement of people, by displacement or through growing diasporas. They are at the forefront in the study of the effects on society of political, social and cultural inequities, injustices and human rights violations. When we enhance our understanding of world religions, ancient and current cultural practices, and the exigencies of political and economic powers, we can make better sense of a complex world. At the same time, research into the role of archivization in knowledge dissemination and preservation informs the communication of new knowledge. Critical inquiry allows us to hear voices otherwise silenced by historical or contemporary injustice or marginalization.

York displays strong research leadership in discovery science across physics, chemistry, mathematics and biology, psychology and other disciplines. Astrophysics researchers use observations and theory to study the origin and evolution of structure in the Universe, including the role that dark matter plays and how galaxies like our own Milky Way take shape. Using lasers to trap and hold individual atoms, quantum optics researchers are measuring atomic energy states with unprecedented precision, so that even the constancy of fundamental constants can be tested. York's high-energy physicists are bringing leadership to large-scale international initiatives through TRIUMF (Canada's National Laboratory for Particle and Nuclear Physics), the ATLAS collaboration at CERN (the European Organization for Nuclear Research), and the T2K collaboration in Japan that are seeking out and studying the elementary particles of which everything is comprised, including neutrinos, the Higgs boson, and magnetic monopoles. Laser and high-energy physics researchers are seeking to understand antimatter and its role in the Universe, while astrophysics and high-energy physics researchers are working towards explaining the nature of dark matter.

Biological research at York extends from molecules to cells, organisms, populations and ecosystems. York researchers are pushing the boundaries of genomics and proteomics to more fully understand how the expression of genes is regulated and to determine the structure and function of proteins and other factors encoded by the genome. Researchers have developed innovative approaches to investigate the diversity and functionality of the proteome resulting from alternative splicing and post-translation modifications. Physiological, metabolic, behavioural, biochemical and genetic processes are being investigated in different model systems, including yeast, filamentous fungi, insects, fish and mice. Researchers in chemistry and biology are elucidating the structure of molecules and proteins by nuclear magnetic resonance spectroscopy X-ray crystallography and mass spectrometry, and are making seminal contributions to chemical biology, organic, inorganic and physical chemistry, while others are exploring the fundamentals of animal behavior, including migrations patterns and how animals adapt to and interact with their environments.

Pure mathematics is another example of a field where a researcher often proceeds into new territory driven by the desire to probe fundamental theory. Innovative and critical advances in pure mathematics often find application only decades after their conception and in ways never anticipated by their originators.

Analyzing Cultures and Mobilizing Creativity

- This theme explores culture and creativity at the intersections of social innovation and tradition.
- It addresses directly York's diverse and strong expertise in the fine arts, including dance, design, film, music, theatre, creative writing, visual arts and digital arts, as well as a broad spectrum of research in liberal-arts based disciplines that include literature, languages, linguistics, education humanities and social sciences.
- Research in this area includes a focus on the intersection between indigenous ways of knowing and modern technologies.
- We are committed achieving a growing the profile and impact of installation, performance and community engagement for our scholarship.

York University is a major contributor to the advancement of creative work and scholarship in arts and culture in Canada and an emerging global leader in cultural production and creative research. This dynamic creativity is complemented by critical analysis of both culture and cultural production.

The significant breadth and scope of scholarship in communications and cultural studies, fine arts, digital arts and arts-based education, philosophy and environmental studies, languages, literature and linguistics, technical and creative writing, and translation draw together a community of researchers that cut across traditional disciplinary boundaries to facilitate dynamic collaborations. Critical and creative features are mutually informative and often interwoven through scholarly publications and the practice-based production of artists, designers and performers in York's studio programs.

York's research in the areas of culture and creativity influences a range of social, cultural and technological development across sectors and communities. This research draws on internationally leading expertise at the intersection of arts and digital technologies, including digital humanities, education, languages, linguistics, literature and culture. York's researchers are investigating the future of narrative, emerging forms of cultural expression, interactive storytelling, mobile media, gallery installations, and interactive cinema, including 3D cinema and stereography.

Through York's Motion Media Studio @ Cinespace, researchers are driving the development of innovative, cross-platform production for Toronto's film and digital media industry. Researchers are constructing responsive artificial worlds through mixed/hybrid reality technologies, including virtual and augmented reality and are pushing the boundaries of human-computer interaction, in areas including critical technology design and interactive graphics. Artists and designers are exploring new screen technologies, approaches and techniques through production and theoretical study of augmented reality as an emerging medium. Research in these areas depends increasingly on deep learning and other aspects of artificial intelligence (AI) and is complemented and enhanced by AI research conducted in computer engineering, information systems and mathematics. Other researchers across the University are pushing the boundaries of cinema and media studies through exploring the intersections of cinema and media with technology, art and, while York's legal scholars are exploring IP law and policy issues predicted from the next generation of digital technologies.

York's research librarians and archivists are active stewards of the University's research assets and advance our research culture and reputation by providing research leadership in evolving data-driven research methodologies used in the digital humanities. York University Libraries are actively exploring how to better extend this infrastructure into new modes of capturing, organizing and exploiting information and large sets of data and developing new ways to present, visualize and understand this data supporting new forms of cultural expression. This includes curating and digitizing existing archival holdings to better raise their visibility and profile as well as supporting exhibits, communications and digitization with a variety of cultural community partners.

At York, creative cultural production is complemented by the critical study of cultural traditions, cultural production and performance practices including Indigenous narrative and forms of cultural expression and storytelling. Scholars excel in all genres, from the earliest expressions to today's global spectrum of voices. In anthropology, researchers critically explore how people are subjected to, participate in and contest the processes of living in a world that is interconnected by powerful economic, cultural and technological forces. Historical scholars examine the forces and thinking that shaped cultures in the past as a starting point for acting and thinking in the present while the politics of contemporary, popular and more traditional forms of cultural expression are examined from a current political science and communications perspective. Digital storytelling is helping to advance the understanding of Indigenous student achievement and the processes of decolonizing and indigenizing schools. Linguists have been assisting in the development of language policy as it affects public education in Nunavut and are providing insight on its impact and the threats experienced by francophone cultures in Ontario and Quebec, and internationally. In theatre, York researchers have traced the genealogical development of performance studies in Canada and are providing leadership in major international research projects from Bali to South Africa, focused on the history of theatrical design and understanding the traditional narrative of theatre.

Researchers are exploring art, digital media and globalization to better understand how artists in different cities contribute to the development of new cultural and information landscapes. Scholars in this area are documenting new cultural formations and community-based cultures – from urban parks to transitory performances in neighbourhoods to virtual spaces on the Internet. Research outcomes include exhibitions, curatorial interventions, performances and publications. Design researchers imagine new intelligent user interfaces for the future that inform our understanding of communications technology in the world today. Dance researchers are focusing on dance science, including the psychological aspects of injury as well as prevention research, and motor learning and motor control. Additional scholarship focuses on dance history and criticism. York's music scholars are engaging in highly recognized investigations, integrating academic studies and studio training across a wide range of musical cultures and traditions. For example, ethnomusicological research is exploring the lived experience and the ongoing significance of music in defining self and community within a context of global destabilization.

Building Healthy Lives, Communities and Environments

- This theme encompasses the study of health, from age-related ailments and disease prevention, through cognitive and physical health, to the influence of income inequality, the social determinants of health as well as the health of communities and global health.
- It includes but is not limited to needed changes in health policy, services and systems, as well as research in the biomedical and clinical sciences and population health.
- It speaks to the nature of well-being and the study of how to achieve high-quality, lifelong well-being for individuals and for society, including physical, mental and social well-being.
- We strive for policy impacts and the development of technologies, tools and methods that promote wellness and promote healthy environments.
- The growth and impact of research in this theme also advances York broader ambitions of proactively working towards a medical school that focuses on integrative clinical and preventive medicine, interdisciplinary service delivery and health promotion.

York researchers are focusing on improving health outcomes and bridging new knowledge and applications to improve the understanding, prevention and treatment of disease and injuries and to provide healthier environments for individuals and communities. Initiatives include: biomedical exploration; the study of the social determinants of health and age-related ailments; Indigenous understandings of healthy environments; the promotion of mental, creative and physical health; critical examinations of disabilities; analyses of global health and global health governance; health data mining and management; exploring bullying behaviours; and situating wellness in the contexts of history, culture and the lived environment. This interdisciplinary approach to health research is making a significant contribution towards improving the overall health and well-being of individuals, communities and environments. Researchers at York are exploring the effectiveness of strategies that address health-related inequalities for all people, including those who are marginalized and face increased health risks, with both a national and global view. York's growing reputation as a leader in health research has been reflected since 2017 in the hosting of Canadian Institutes of Health Research's Institute of Population and Public Health.

With support from the Canada First Research Excellence Fund, through VISTA: Vision Science to Application, researchers from across the university are advancing understanding of how the brain works, linking visual neuroscience with computer vision, making connections across the health care sector contributing to new innovations including rehabilitation, neurotechnology, robotics, virtual reality, navigation and other novel interventions based on deep-brain stimulation, image-guided surgery and screening techniques for clinical populations.

In the biomedical sciences, research ranges from bioengineering that is improving medical device technology and improving diagnosis and screening to broad interdisciplinary approaches to improving understanding and treatment of severely debilitating and chronic conditions including diabetes, cancer

autism, Parkinson's, Huntington's and concussion and dementia. Others are exploring critical questions involving muscle health and its contribution to metabolism, mobility and the quality of life and healthy aging. With a focus on promoting wellness and improving quality of life through physical activity diet and memory training, research at York is improving the lives and living of patients.

York scholars are partnering with public organizations and private sector industries to advance mobile personalized healthcare technologies with integrated electronic health records, as well as developing new medical devices and big data platforms, providing health solutions to improve outcomes for patients- all while lowering sector costs. Other partnerships are working to improve vaccine development and delivery and exploring ways improve safety in the health care system through enhancing patient-centered care.

Linking policy to care is a particular strength. Researchers are delivering policy-relevant suggestions around best practices and prevention of emerging health challenges such as disease migration and antibiotic resistance. Through an approach that extends from precise mathematical modelling of disease, to the study of global health governance, social engagement and social justice in overcoming health inequities between the global north and south, researchers at York are contributing to solutions improving global responses to emerging and persistent health challenges and improving the lives of the disadvantaged including persons with disabilities.

Building healthy communities and Environments depends a complex interaction between social, biological, political, behavioural, environmental, economic, cultural and historical factors. Researchers are studying the health implications of homelessness, youth culture and community development within urban settings. They are studying how concepts of health have changed over time and how humans have responded historically to epidemics and other health challenges in a variety of geographical settings. Others are focusing on enhancing literacy and educational involvement and well-being among marginalized populations, including Indigenous peoples.

Researchers are providing a critical voice in the debate over health care reform in Canada. They are addressing privatization, healthy aging, the erosion of universal health care, and inequities in health care. Innovative research on lifelong well-being and work/life balance highlights a comprehensive approach to the study of health that places an emphasis on community engagement, social justice and critical theory. Another area of key research focuses on the contribution of the creative arts to health and social well-being and the balance of health care equity for different groups such as Indigenous communities, women, rural populations, persons with disabilities, economically disadvantaged groups, immigrants and ethnic and cultural minorities, such as an international research initiative led by York researchers is enabling deaf children to develop better societal understanding and more advanced social negotiation skills, leading to more intuitive written skills. We are exploring key issues in global women's health and Indigenous health as part of a larger critical exploration of biomedical knowledge in cultural, social and historic contexts.

Our focus on child and youth research produces leading scholarship on youth homelessness, mental health, education and marginalized youth, relationships and development of infants, children, adolescents and families. Other areas of health-related research include the influences of air and water

quality and atmospheric particulate matter on human health; the association of sustainable growth on individual and population health; the use of biomolecular interactions to diagnose and treat diseases; and women's health, sexuality, including the intersection of LGBTQ sexuality, gender, and human rights.

External partnerships are integral to York's health-focused research. We have local partnerships with industry leaders, regional hospitals, family health teams, public health and the Central LHIN (Local Health Integration Network). Internationally, we have partnerships with organizations in the United States and Western Europe, India, the Middle East, Eastern Europe, China, South America and Africa, sharing with each the mutual goal of helping people live healthier lives and co-creating rejuvenated health systems.

Exploring and Interrogating the Frontiers of Science and Technology

- This theme explores the complexity of science and engineering, technological innovation and the fundamental challenges arising in our global ecosystem.
- The projects in this theme focus on research and development in biology, psychology, chemistry, physics, computer science and engineering and often include industrially relevant discoveries and innovations.
- Disciplines included in this theme are mathematical and information sciences, humanities and social sciences, health sciences, law, environmental studies, and science and technology studies.
- We strive to be at the forefront of scientific discovery and to lead Canadian Universities in technological innovation for the benefit of society.

Researchers work across the sciences and engineering, with a particular emphasis on research that cuts across the disciplines. Researchers in vision research are at the leading edge of developing and applying technology in the areas of computational vision and robotics and are supported in this effort through the VISTA CFREF program. Researchers are integrating the fields of visual psychology, computer vision, robotics and visual neuroscience as they investigate new models of human visual mechanisms and the ways these could lead to visually intelligent machines. York's Advanced Disaster Emergency and Rapid Response Simulation (ADERSIM) is Canada's first academic-industry partnership to address disaster and emergency management at scale, using deep analytics and big data to enhance disaster and emergency planning through leading-edge modeling and simulation technology. Translating big data into actionable discoveries is also the focus of The Big Data Research, Analytics and Information Network Alliance, a diverse network of universities and public and private institutions, led by York researchers to address challenges in big data analytics and visualization. Research in the development of next generation intelligent and interactive systems is bringing together researchers addressing issues with the computation basis of intelligence and mediation between human and computer systems. York's high-powered team of researchers and industry partners are developing end-to-end intelligent systems that involve expertise from computer vision and geomatics to transportation engineering to urban planning. York's Interdisciplinary Digital Media Program is the only research program in the Greater Toronto Area

that combines a rich blend of technology, media and communication that is drawn from the strengths of the computer science, fine arts, cultural studies and social sciences.

York is an international leader in space science research, which provides leadership in collaborations with Canadian, American and European space agencies. Research includes the development and testing of concepts for space flight instruments. Researchers are leading Canada in contributing instruments for international space exploration missions. Ongoing projects include the OSIRIS –REx Laser Altimeter (OLA), a laser terrain mapping instrument that maps the surface of the asteroid, create a 3D model, and guide the spacecraft to a safe landing spot where it will grab a sample to bring back to earth for the NASA mission to the asteroid Bennu. The Canadian Planetary Simulator (CAPS) facility will allow for the simulation and investigation of extreme terrestrial and other planetary environments as well as the development and testing of instruments suited to these environments- the only facility of its kind. York is also supporting the designing, building and operating of instrumentation and payloads for suborbital missions for environmental monitoring. Space Science research includes an emphasis on climate science, including monitoring the atmosphere and sea ice, which complements the University's broad range of environmental monitoring research in air, water, biodiversity, bioanalytical and atmospheric chemistry and geomatics.

Scholars in the humanities and social sciences expand our critical understanding of science and technology by exploring their social, cultural, political, philosophical and material dimensions. This research offers unique interdisciplinary perspectives on both the historical development and contemporary challenges of scientific and technological practices and discourses. Researchers from across the university are collaborating on projects in the development of technologies in the digital arts, computing and engineering. Further, with the development of new technologies come new legal issues and rapidly evolving legal and social norms. York's legal scholars are exploring the complex legal and governance issues surrounding intellectual property, artificial intelligence and technology law, and interacting with their colleagues in sciences and engineering.

In mathematics and statistics, researchers are undertaking leading-edge studies that focus on applications for the sciences and health sciences. They are developing new mathematical models for the prediction of disease transmission and the geo-stimulation of how a disease spreads, and they are coordinating a number of academic-industrial collaborations in data mining, neural networks, pattern recognition and vaccine mathematics, modelling and manufacturing. Significant contributions to this research are being made by researchers in the life sciences, with particular emphasis on biochemistry and molecular biology, cell biology, ecology and population biology, genetics and animal and plant science. Researchers in chemical and physical sciences are pushing the boundaries of nanotechnology and advancing the fields of synthetic chemistry, proteomics and materials science.

Forging a Just and Equitable World

- Research in this theme extends from understanding the global and international environment to exploring identity, human rights, citizenship and the movement of peoples.
- Research focuses on challenges posed by the social, economic and environmental transitions shaping human activity, focusing on local and international policy making, with an emphasis on environmental sustainability and climate change, urbanization, socio-political systems, the international political economy, history, security, governance, education and law.
- This theme explores public and international affairs and a broader examination of Canadian public institutions and the international environments in which they function, with emphasis on Canada's bilingual heritage, emerging multilingual contexts and Indigenous peoples.
- Research in this theme is providing leadership in policy discussions nationally and internationally surrounding issues of equity, justice and sustainability.

Our leading political, environmental and sustainability research programs are asking critical questions, developing new knowledge and awareness, and challenging existing paradigms. Their findings inform the development of equitable public policy and encourage equitable socio-economic advancement. They are engaged in collaborative international research spanning the social sciences, law, business and engineering. Their research focuses on transnational issues such as globalization, post-colonial criticism, security, gender, human rights and refugees. Their studies also incorporate research related to Indigenous peoples and nations, Indigenous understandings of responsibilities, Indigenous thought, legal scholarship, and language, and highlights York's strength in Canadian and international affairs. Researchers in this area are actively pursuing scholarship that bridges disciplines concerned with the natural and built environments and social justice.

Forging a just and equitable world features scholarship that offers new insights into areas cutting across borders and populations and effectively responding to the challenges shaping human activity and changing the way we live. This includes significant capacity in environmental monitoring research, including oil and gas sector impacts, and a broad spectrum of expertise in air, water and biodiversity monitoring. York researchers are exploring climatic and environmental change in Europe, North America and Asia across various historical periods and showing how this has had profound social, economic and political effects over time.

Through its Sustainability Energy Initiative (SEI), research is leading the development of technologies and policy applications that are advancing sustainable energy solutions. York's researchers lead tool and process development of reducing Canada's overall carbon footprint and advancing sustainable energy sources of the future. This includes advances in materials for green infrastructure, including micro-and nano-structure bio-materials, flexible and light-weight smart polymers. Research in automotive engineering is focused on reducing emissions and on ensuring the next generation of vehicles is safe, durable and fuel efficient.

Further, York researchers are leading the investigation of threats to natural resources and habitats-studying water quality in Canadian lakes; examining the health impact of climate on vector-borne and waterborne diseases; making predictions of climate change by way of insect sub-fossils; monitoring migratory patterns and health of forest songbirds; studying invasive insects; examining the molecular biology of plants; and studying bee biodiversity vital to the pollination of wild plants and crops. Ecologists study the effects of multiple environmental stressors on different ecosystems and develop computer models to predict these effects. These studies advance our understanding of the impact of climate change, acid rain, mineral levels and invading species on the North American landscape and on the biodiversity that is essential to our existence.

Examination of issues related to urban sprawl and political ecology are bridging ecological research and public policy. Researchers are closely examining how non-human agents affect urban societies both in the past and in contemporary global suburban areas. As well, they are conducting studies into worldwide suburban development to examine governance models, land use, immigration, infrastructure and daily life. York's researchers are examining migration and settlement in both suburban settings and urban immigration gateways, looking to improve settlement outcomes in the face of economic, social, political and cultural challenges. Researchers also are exploring issues of cultural citizenship, community and the environment through a range of experimental and creative practices that emphasize public art installations and scholarly publications that examine urban development, Inuit culture and climate change. Ultimately, this research will promote improved understanding of the state of the environment and enhance our knowledge of how to counter the cumulative effects of environmental changes, including the future effects of multiple stressors.

The nature and scale of our societal and environmental problems require the application of a broad spectrum of approaches in seeking solutions in multiple settings. In particular, York researchers are pursuing collaborative, integrative and solution-oriented research on environmental issues in multiple settings and environments. Here, York's EcoCampus within the Las Nubes Biological Reserve in Costa Rica provides a living laboratory where issues of neo-tropical conservation, education and eco-health are studied and explored.

There is considerable scholarship probing important environmental and equity and human rights issues as reflected in Canadian and global environmental law, including those related to Indigenous peoples and the environment. This complemented by research on natural resources law, the impact of resource development on Indigenous treaty rights, ethical investment, governance for sustainability and sustainable finance. Questions of security, sovereignty and jurisdiction are central to equality and the politics of the environment, which are especially relevant to York's Northern and Arctic research, but also apply to other world regions that are experiencing similar pressures and entitlement issues, including culture, ethnicity, gender, sexuality, subnational divisions, civil society, and migration and borders.

York researchers are established world leaders in the inquiry into the origins, nature and consequences of inequalities and oppressions, both individually and at their intersections. These include economic policies of the developed world; the social structures of race, gender and colonialism; and varied physical, intellectual, educational and emotional abilities. Recognizing the pressures often associated

with displacement, migration and the movements of refugees, our researchers are examining the multifaceted dynamics of global migration and the complex issues surrounding refugee experiences. These studies focus on the displacement of populations and individuals across and within borders for reasons of persecution; expulsion; violence; violation of fundamental human rights; and the loss of essential human security and livelihood. York's refugee research is highly collaborative, with strong ties to research centres and organizations around the globe. Within refugee camps, York professors are working to improve the quality of teaching and education for children in the camps by developing mechanisms to deliver post-secondary education to refugees. The outcomes of this work play a strong role in informing public policy development and practice by international, governmental, advocacy and service organizations. Similarly, feminist researchers examine transnational issues and apply a highly interdisciplinary approach to exploring issues of gender, sexuality, employment and labour; health and spirituality; human rights; and equity in education.

International research at York is providing answers to questions on some of the most important and intractable issues around the globe, focusing on issues that are pertinent to understanding Canada and its place on the global stage. This work spans of topics including Canada in the North American and global political economy and the Canadian and international implications of key challenges. In public and international affairs, York's research focuses on analyzing the key challenges in Canadian public life, the Canadian economy, the politics of language and how Canada's public institutions function within domestic and international contexts.

Integrating Entrepreneurial Innovation and the Public Good

- Innovation relies on the entrepreneurial spirit and courage, but at York its practice and study is animated and framed by principles of social justice and the public good. York is uniquely positioned to meet this multifaceted challenge and bridge these two pursuits.
- Research under this theme involves disciplines such as business, engineering, ethics and law, corporate social responsibility, corporate governance, sustainable economic development and human rights.
- This theme is closely linked to "Forging a Just and Equitable World." The development of knowledge and good practices must be tested from the perspective of sustainability.

York offers a unique professional school environment where research emphasizes technological development and market alignment that is aligned with the increasingly entrepreneurial nature of the university, with entrepreneurship a key driver of many experiential curricular and cocurricular learning activities. This exists within a broader community setting that emphasizes social justice and critical discourse linking to social entrepreneurship for the public good. In particular, our exploration of capitalism, corporatization and business management is balanced by research that questions presumptions of market capitalism, political models, Eurocentrism and bourgeois culture. A number of the world's leading critics of contemporary capitalist society are exploring the violence of capitalist, colonial and patriarchal states, societies and economic systems, and the nature of the structures of governance from the local to the global that instantiate and sustain these violent inequities. While these

two areas may seem more oppositional than compatible, the result is a critical discourse that offers a unique perspective on the development and implementation of innovation that promotes social consciousness and sustainability.

Entrepreneurship has clear ties to a business model for knowledge transfer. Entrepreneurial innovation moves beyond goals driven only by profit motives to the search for ethical ways to conduct develop and conduct business in ways that engage the university. Scholars are researching the reasons that underlie successful entrepreneurship and long-term management and are seeking deeper insights into the dynamics between consumer behaviour and government policy. At the same time, York is recognized as a world leader for our research into corporate social responsibility and for our leadership in responsible business – dedicated to triple-bottom-line thinking that is focused on creating new knowledge about the social, ethical, environmental and political responsibilities of business. This same leadership informs our research into extractive industry practices, the adoption of new technologies including AI, international intellectual property regulation, trade and investment agreements, and corporate governance. Still other initiatives examine labour standards and labour relations and probe how public policy can promote social equality for workers both in Canada and abroad. Research in venture capital, private equity, real estate and infrastructure, and business finance is complemented by research into the cultural, social and economic challenges of human migration, settlement and diasporas. The major emphasis on the development of the "renaissance" engineer, who brings a sense of the public interest and corporate responsibility to professional practice is reflected in the development of research programs that explore transportation networks, energy solutions and development of new devices and technologies, embracing social responsibility and cultural diversity while emphasizing sustainability and a green economy.

York researchers are known for putting critical insight to practical use through dynamic interactions with decision makers in the public and private sectors. From economic policy consultations to gender analysis of budgets, to assessing intellectual property protections and creating informed dialogue on urban transit, we serve as drivers and catalysts for more intelligent public policy. For example, York researchers are helping to frame intellectual property law and related technology discussions in Canada, and they are introducing useful policy options aimed at providing balance in policy- and law-making processes. Our hosting of the Law Commission of Ontario is a further example of our hands-on policy engagement, as is our leadership of the Canadian Observatory for Homelessness and the Refugee Research Network. Our contributions to policy and economics of renewable energy through the Sustainable Energy Initiative are another strong example. A common thread through all of York's initiatives is our collaborative approach to knowledge creation and social and commercial innovation, in which academic researchers work with community partners, the private sector and policy makers to advance and promote social consciousness and enhance business and economic practices. York researchers exhibit leadership that fosters innovation and enhances society's capacity building for sustainable livelihoods and supporting the public good.

Fostering Individual Success and Investing in Existing Strengths

York is fully committed to the ongoing development and success of its areas of strength in research, scholarship and creative expression. Indeed, the majority of resources supporting research at York has been and will continue to be devoted to the broadly-based support of excellence in engaged individual and collaborative research and scholarship that forms the basis for the University's recognition as a leading Canadian research institution. The increasing engagement and success of our current researchers, the recruitment of outstanding new researchers and students and expanding cutting-edge research infrastructure, are the primary means through which we achieve our ambitious objectives for the development and recognition of our research, scholarship and associated creative activities. Currently York is recognized as an international leader in over 200 areas of subject prominence, with nearly 35% of our publications in the top 10% of journals worldwide. Within the next five years we expect to increase the scope of our international leadership recognition by at least 10% and make significant progress with respect to rankings across all areas of international prominence

Compelling Opportunities for the Strategic Development of Research

Within the breadth and diversity of cutting-edge scholarship at York are many areas where scholars have coalesced to provide enhanced opportunities for leadership and recognition through strategic investment in more focused collaborative activities. These are complemented by emerging areas of research that are underpinned by a strong vision of the York community achieving new levels of research leadership in ways that bring a unique York perspective to providing answers to some of the world most compelling challenges. Some opportunities are driven by new frontiers of fundamental inquiry, while others reflect the convergence of strong academic interest and external opportunities for translational impact on society. All reflect the ability of York to make a unique contribution. Development of these opportunities brings together varied perspectives, disciplines and understandings that deliver innovative achievements and address emerging challenges. Strategically, by committing to supporting and building these areas of opportunity, we are positioning ourselves to further enhance the profile and recognition of York for its ground-breaking scholarship that informs our academic programming. Some opportunities continue from the past plan with strong progress being complemented by strong continuing opportunity to further enhance our profile and impact. Others are new opportunities, that reflect the progress of scholarship and the evolution of the world around us in areas where York researchers have the potential to excel. Both are approached with foresight and a focus on anticipating the future.

Digital Cultures

The breathtaking pace of digital adoption and expansion underlies most of the technological development of third industrial revolution of the late 20th and early 21st century. The complexity of penetration and volume of activity continues to accelerate as ever larger data sets and more complex algorithms expand the art of the possible. The expansion of digital has enabled vast new industries and underpins and enables the development and implementation of artificial intelligence. With the

transformation of ways of communicating and of cultural industries, digital has fundamentally disrupted human culture with impacts that are just beginning to be realized. There is both tremendous need and opportunity for research on digital at the intersection of arts and science, pushing technological boundaries, while critically investigating the social and cultural impacts and the ways in which they are shaping and changing human activity and interaction.

Over the past five years, York researchers have driven the development and application of digital technologies through initiatives such as the Motion Media Studio @ Cinespace, VISTA, the Big data Research, Analytics and Information Network (BRAIN). They have also explored how the increasingly digital world is impacting the way we live, interact and do business, creating whole new online cultures and transforming the cultural identities of peoples,

York researchers have been addressing digital from multiple perspectives, from work exploring the impact of digital penetration and possibility in Indigenous communities, to learning how digital gaming can inform education, how digital has changed the concept of ownership, and understanding how personalized digital marketing and digital data analytics are changing business practice. They have also been creating and analyzing big data sets based in immigration documents, creating apps aimed at chronic pain management and the mental health interventions for students, leading critical analyses of the use of the internet to exploit child labour and examining digital considerations of climate change

Over the next five years there is the opportunity for York researchers to grow its national and international profile for its leadership in critically exploring the development and impact of digital activity within a range of cultures. This is an inherently integrative and diverse area of research, supporting new applications, interfaces and content creation, scientific inquiry, design, policy development and critical discourse in digital media. Among the opportunities in this area is guiding the ethical, sociological and technical development of the rapidly expanding capacity in high-performance computing that are associated with the challenges of "big-data" and literacy facing our society today

We will we extend and expand our recognized leadership at the interface of an expanding cluster of creative industries in film, television, informatics, data visualization games and apps development. As well, we continue to accelerate York's profile in major arts organizations and festivals for which we have become well known. Coordinating investment and promoting interdisciplinary interactions will propel research and strengthen industry-academic collaboration. For example, through Sensorium researchers are promoting critical discourse in the digital media art, while in BRAIN they are creating new access to the analysis and visualization of big data. In doing so, we will build on our leading-edge digital arts and technology research and existing collaborations with some of Canada's largest digital media hardware and software companies. Support in this area will leverage York's current success in digital media and encourage continued innovation to drive our leadership forward.

Healthy Individuals, Healthy Communities and Global Health

Never has the health care system in Canada been under greater pressure. Aging and increasingly diverse populations, together with the growing complexity and personalization of health care are driving

the search for health care solutions that emphasize wellness and prevention, to minimize the need for intervention. Increasingly, medical advances are transforming acute conditions such as HIV infection and cancer into long term chronic conditions that must be treated and monitored over decades. The increasing complexity of life and longevity also has been accompanied by increasing challenges to mental health and cognitive function. Providing long term, cost effective solutions to these challenges is an opportunity that aligns directly with the strengths of York's health research, which focuses on wellness and community health and emphasizes York's commitments to equity and social justice.

At the same time health care in Canada remains health care for the privileged. Globally health inequities and challenges affect both far greater numbers and far greater percentages of people in the developing world. In addition to learning how to export and translate health care solutions globally to respond to challenges there is a pressing need to grow the partnership with developing nations to empower global health care solutions and breakdown historically vertical models for their transmission and adoption. In this work, the disciplines of public health (biostatistics, epidemiology, environment, social-behavioural science, health policy and management) intersect with the social sciences (demography, political economy, law and human rights, and sociology) to address problems that can arise locally but have interconnected global implications affecting health and health equity, while always being mindful of underlying cultural, social, legal, environmental and economic perspectives. These issues are further heightened through the large-scale migration of peoples driven by environmental and economic forces and conflict.

Health research has gained considerable momentum and recognition over the past five years both through the individual achievements of researchers and through the successful launch of major initiatives that include: VISTA, bringing together the visual sciences and their application and societal impacts; the Health Care Ecosphere, leading the development and commercialization of personalized health care solutions, and enterprise health technologies that move prevention and management out of traditional environments into new spaces; York University Centre for Aging Research and Education, pursing active and positive responses to changes and challenges throughout the aging process on a societal and individual level and; The Dahdelah Institute for Global Health Research, pursuing solutions to global health challenges with a focus on women, children, indigenous peoples, prevention and the governance, policy and management systems to fully realize benefits.

Over the next five years we are committed to continuing to grow research that focuses on health, health outcomes and the promotion of wellness. From the biomolecular to the health of populations, from biomedical to social work, and from healthy aging in communities to global child health, researchers will grow their individual success and will fully realize the potential of recently launched initiatives. In addition, we will pursue new partnerships across the health care, social services and global health sectors to extend the leadership and impact of our research. With the opening of a new campus in Markham in 2021, we expect a further enhanced focus on community health, while new directions in bio-engineering research will be launched with the continuing expansion of our engineering programs.

The development of our engaged health research programs is also building the positioning of York, to address Ontario's evolving and unmet clinical and community health needs through a new medical school focusing on integrated interdisciplinary care, family medicine, community health and wellness

through the lifespan. Demographics, healthcare gaps and the evolution of medicine are the drivers behind building a new kind of medical school that places emphasis on the generalist and on the integration of the physician within the context of the broader healthcare and wellness promotion teams. Implementation of a medical school and associated research programs at York will benefit from the tremendous wealth offered by the surrounding disciplines at the University which can provide unique perspectives and innovative approaches to solving some of the most pressing questions in health promotion, disease and injury prevention, and the delivery of healthcare.

Indigenous Futurities

> *"Deeply rooted in history, futurities recognizes that the future, despite its intangibility, is directly impacting us today."*[1]

In a time when questions about truth, reconciliation and justice are being raised, with continuing deep health, social and societal challenges faced by Indigenous communities in Canada and around the world, there has never been a greater need for research that imagines the future. Research, which draws on Indigenous ways of knowing, ways of being, worldviews and laws, will contribute to changing lives and will have significant impacts on nations, communities and individuals. A recognized global leader in socially engaged research and knowledge mobilization, York's commitments to engaged community partnerships in research and its pledge to *"facilitate research that is relevant to Indigenous life and respects Indigenous approaches to knowledge and learning"*[2] position researchers to make unique contributions to improving life and lives in Indigenous communities while enhancing cultural, economic and environmental sustainability. Never losing sight of history, this research opportunity simultaneously insists on consideration of our relationships to Indigenous futures and the ways they will continue to influence, shift and impact current research and innovation emphases.

York houses a large group of scholars, both Indigenous and non-Indigenous, whose research exists in relation to Indigeneity, engaging in a range of contexts and of topics from the epistemological to the environmental, from the mathematical to the methodological and necessary interrelations across disciplinary boundaries and borders. Artistic productions and creations that explore Indigenous relationships with Canada, engaging youth in health promotion, legal and environmental interrogation of just and equitable relationships, the interactions between Indigenous and non-indigenous laws, histories of Métis, First Nation, Inuit and Native-American relationships with colonialism, Indigenous language policies, art and education, urban Indigenous education and communities are only a few of the areas York researchers have been actively engaging to date. Most significant, Indigenous researchers have made major contributions to the scholarship of Indigenous ways of knowing. This opportunity will

[1] Paul Kuttner, 2017, Futurism, Futurity, and the Importance of the Existential Imagination. http://culturalorganizing.org/futurism-futurity/. Accessed February 11, 2018.
[2] The Indigenous Framework for York University: A Guide to Action. 2017. http://indigenous.yorku.ca/files/2017/08/Indigenous-Framework-for-York-University-A-Guide-to-Action.pdf
Accessed February 11, 2018.

further support and enhance these existing initiatives and foster additional and deeper engagement with these and developing research foci.

Indigenous-related research consistently references community: whether within an urban context, a nation or a global/international community. Indigenous worldview insists that within community all relations matter and being in good relation to all of creation is foundational to healthy communities. As community-based research across a broad spectrum of lands and territories, Indigenous-related research further insists on acknowledging specificity of context. Notions of relationship-building, reciprocity of process and outcome, respectful engagement with each other and relevance of the work to those involved in the projects are integral to the research. This opportunity encompasses post-colonial interests, trans-Indigenous theory, and other community-referenced, reciprocally-beneficial research.

Going forward over the next five years, the focus of this research opportunity will be on Indigenous futurities including social, cultural, artistic, legal policy, economic and justice areas that holistically shape Indigenous experience. Collaboration in exploring Indigenous and non-Indigenous approaches in these areas, while understanding the need for Indigenous researchers to take the lead, will mark the distinctiveness of York's approach. Following this lead holds promise for futures that honour Indigenous ways of knowing and influence the direction of all our work within Indigenous communities, Canada as a nation, and beyond into global contexts. The intent of this opportunity is to ensure that Indigenous-related research includes a commitment to listening to and learning from Indigenous Peoples' knowledge, laws, ecology, spiritual practice and experiences. As researchers participate in imagining the future while never losing sight of the past, our present commitment to the import and role of research in creating the future we desire can only be enhanced.

Integration of Artificial Intelligence into Society

The current rapid evolution of technologies that are promoting the fusion of the physical, digital and biological is being called the fourth industrial revolution. At the heart this revolution is the development of independent decision making capacity, or artificial intelligence (AI), that free devices from dependence on human decision making, extending their functionality and independence from human control. Artificial intelligence is imagined in many forms and involves capacities ranging from visual and auditory perception, reading skill, the ability for accurate autonomous decision making based on existing pre-acquired information and the ability to continuously improve function as additional data and experience is acquired.

AI is predicted as the most disruptive technology ever invented, a technology that when fully adapted will fundamental transform our economic, social and cultural environments. With our shared focus on equity, social justice and business and technological development and fundamentally interdisciplinary approach to research cutting across from the scientific to the philosophical, York researchers are uniquely positioned to make contributions to the development and implementation of AI technology and to ensuring its equitable and moral adoption to maximize its benefits, while minimizing harm and unintended consequences.

On the scientific and technological side York is leading the development of visual perception technologies, working through VISTA to provide global research leadership at the intersection point between computational and biological vision. Other researchers are working at the cutting edge of autonomous robotics, remote sensing, intelligent information systems and cognitive analytics. On the human side, scholars from across the humanities, social sciences and health are studying the moral and ethical implications of AI adoption, the impacts on governments. labor markets, personal and national security, human health and health systems and the challenges to our individual senses of identity and collective sense of humanity.

The opportunity to be seized over the next five years is for York researchers to become leading intellectual voices in articulating the impacts and consequences of AI on culture and identity, guiding the adoption of AI in a manner that counters the prevalent tendencies towards increasing disparities between rich and poor, have and have nots, working to improve the human condition rather than diminishing it. Success will depend on a strong interdisciplinary approach in which technological innovation is informed by human impacts. Given the scope and scale of the opportunity and the intersection of research and academic programs with increasing training of graduates for the AI workforce, specific directions for research development will be further informed by the recommendations of a collegial AI task force being jointly sponsored in the spring of 2018 by the Offices of the Provost and Vice President Research and Innovation.

Public Engagement for a Just and Sustainable World

As growth in human activity continues, there are ever-greater pressures on our environment and societies from climate change, to the proliferation of disease, to the increasing inequality of peoples and continuing oppression and discrimination. Increasingly, the problems are acute and affecting larger and larger populations. Research in this area is foundational to the values and culture of the university, with researchers across disciplines recognized as world leaders in research of the origins, nature and consequences of inequalities and oppressions, and in addressing the origins and consequences of key environmental and societal challenges. Above all, research in this area strives to impact public policies and the behaviour of governments, public and private organizations and individuals.

The past five years has seen significant growth in individual scholarship in this area, through research provoking the status quo across disciplines. Broadly, scholarship has explored economic policies of the developed world and the social structures of race, gender and colonialism within local and international contexts, and the varied physical, intellectual and emotional abilities that shape and define oppression. Scholars have also been developing workable solutions to environmental challenges related to climate change, population growth, urbanization, industrialization and war, and are deeply committed to addressing the origins, nature and consequences of injustice and issues of inequality, oppression and unfair treatment with a focus on national and international human rights contexts.

Collaboratively, researchers have come together in interdisciplinary teams that are tackling larger issues, from using big data to probe the political and social pressures on the migration of peoples and the challenges faced by refuges, to building a national network exploring relevant solutions for youth

homelessness and child welfare, to studying the evolving nature of work, employment and labour in the global economy, to the coordinated study of urban and suburban futures and associated environmental and public policy, to large scale study of transportation systems, to an exploration of business ethics, corporate social responsibility and sustainability. Researchers are also completing the development of an internationally leading simulation centre for the study of disaster and emergency management in response environmental and human emergencies that will position them at the forefront of best practice solutions and innovation for first response to the growing number of emergencies across sectors.

Building on this base over the next five years, research in this area will address and inform a range of challenges, from emerging issues in urban environments that include governance, planning, land use, infrastructure, economy, security, educational engagement, transportation, energy and quality of life, to responding to natural and manmade disasters including the progressive environmentally driven and acute migration of disease, to working toward the implementation of a national youth homeless strategy, and associated initiatives to improve equity, equality and environments for disadvantaged youth and adults. Additionally, the interaction of individuals and communities with their environments will be a major focus of the new Markham Campus. Dedicated to new ways of engagement, research at this campus will focus on directly engaging the surrounding community and developing and fostering collaborative partnerships with business, social services, secondary and elementary schools.

York is committed to growing our leadership in developing forward-looking solutions towards achieving and equitable and sustainable future.

Enabling Strategic Research Success

Achieving the ambitions articulated in this plan depend on an engaged research environment across the University and resources strategically invested to support research growth and development. This begins with commitments by Units, Faculties and the Institution to research and investments in faculty complement that lead research, scholarship and associated creative activities at the university, and in students and fellows that are the main research engine. Equally important is a strong research support infrastructure, both physical in terms of research facilities, libraries and IT infrastructure, and human, in the form of collegial mentorship, and a dedicated highly competent research support staff.

An Operational Plan to Support Research Development

In 2016, as part of the York's Integrated Institutional Resource Planning Process (IIRP), the office of the Vice President Research led the collegial development of PIER, Plan for the Intensification and enhancement of research[3]. PIER provides an operational framework for growing support of research across the university that is meant to enable the success of the strategic Research Plan in achieving the aspirations of the University Academic Plan. PIER contained 21 recommendations along five thematic categories:

[3] http://pier.info.yorku.ca/

- Growing a Culture of Scholarly Inquiry
- Investing in and Promoting People
- Supporting Research Growth and Development
- Leadership in Research and Research Advocacy
- Building Research for the Future

Expanding participation in research scholarship and associated creative activity and increasing the expectations for engagement is broadly supporting the strategic development of research by building enthusiasm around areas of research strength and opportunity and helping to refocus priorities across the institution in favor of research development. As the forms of scholarship and their outputs have expanded dramatically in the digital age, one key component of building research culture and engagement is being able to fully capture and appreciate the outputs of our work. Increasingly challenging for individuals to fully track, at the institutional level collating research dissemination has become unmanageable. Public and commercial databases offer only partial coverage of classical academic outputs, while alternative metric databases designed to capture broader scholarship are still in their infancy. Additionally, researchers are being asked to communicate their achievements inside and outside the academy in a growing number of formats. To address this issue the Academic Policy, Planning and Research Subcommittee of Senate have requested that the Office of the Vice President Research to begin a collegial exercise to acquire and implement an electronic solution to assist individual researchers and trainees in capturing and organizing their scholarly achievements, as well as to promote institutional and external understanding of the full depth and breadth of research, scholarship and related creative activity at York.

Investing in our researchers is the key enabler of research success and time above all else is recognized as the most valuable commodity. Over the past five years York has accelerated faculty complement renewal and has increased supports for existing faculty as well as new hires. For example, a new more comprehensive research related release program was initiated in 2017 to enhance the amount of time available to faculty to engage in scholarly work. Alongside our growing number of Canada Research Chairs (CRCs) that have been used to build research capacity through external recruitment, York has redeveloped its policies to enable growth of named Chairs and Professorships and have initiated the York Research Chairs (YRC) Program as a recognition and retention tool for current researchers alongside our CRC program. As of July 2018, over 30 York faculty will be supported through the YRC program, including 20 chairs directly supported through the Office of the Vice President Research and Innovation. A recent four-year review of the YRC program reported that the YRC program has increased the visibility and recognition of the commitment to research at York, has enabled both increased researcher success and satisfaction, and is helping to build research leadership across the institutions. Over the next five years, through a variety of mechanisms, most notably including the University's current fundraising campaign, York is committed to continue to growth the supports for our researchers to enable their growing success.

York provides a vigorous environment for our largest cohort of researchers, our graduate students and postdoctoral fellows. We have one of the largest cohorts of graduate students in Canada and a growing number of postdoctoral trainees. Our graduate programs are growing in both numbers and quality, with

an increasing number of trainees supported through prestigious external awards awarded through the Canada Graduate Scholarships program, Tri-Council, MITACs, as well as through many other Canadian and International sources. York also has led Canadian Universities over the past five years in success in the NSERC Collaborative Research and Training Experience Program (CREATE) that provides embedded partnered research experiences to trainees. Likewise, our postdoctoral cohort is also growing in its recognition through national and international fellowship awards.

York also is committed to exposing all undergraduate students to the practice of research and creation by involving them in research projects and the production of artistic works as part of their curriculum, and by going beyond the curriculum to offer internships and other opportunities to participate in and develop research projects over longer periods of time, especially for students considering higher research-intensive degrees.

To support research growth and development there have been substantial investments in research infrastructure over the past five years. New construction at the University in Engineering, Science, the Liberal Arts, Law and Business have emphasized research spaces and research engagement for students and faculty. Planning for the Markham Campus has also emphasized interactive spaces for research and scholarship, with an emphasis on connectivity between researchers across disciplines. These University investments have been accompanied by the success of our researchers in bringing new research equipment and facilities to the University through the Canada Foundation for Innovation, NSERC and the Ontario Research Fund.

One way in which York strategically promotes the development of interdisciplinary research is through our network of Research Centres and Institutes (Organized Research Units: ORUs). These ORUs advance research and research collaboration across the University by providing a home for research development beyond traditional academic units. Steeped in York's tradition of collegial interdisciplinarity, ORUs serve as synergistic hubs for participatory research programs that bring together expertise from across disciplines. At the institutional level, ORUs are expected to align with the demonstrated strengths of York research and our strategic growth opportunities. Similarly, at the faculty level, ORUs are an overt expression of investment in specific research areas. With the current transition to a new activity-based budget model for the university, it is essential that our Research Institutes and Centers continue to enjoy strong Institutional and Faculty supports.

York's investments in research infrastructure will continue, with projects nearing completion in Science, business and Liberal Arts to be followed by new investments in Engineering, Health, Science and other disciplines over the next five years, in addition to the completion of the new Markham campus in 2021.

York's research programs and their outputs must be made available with the fewest possible restrictions. York actively supports accessibility in all areas of research, scholarship and associated creative activity, in particular with respect to scholarly communications and publishing, rights management and knowledge dissemination. Many York researchers provide leadership in the editing and production of nationally and internationally renowned scholarly journals. Over thirty of these journals are hosted directly through York and are freely available.

In working to further grow the international reach and impact of our research, scholarship and related creative activity, we are committed to increase our engagement in international research partnerships and exchanges, and to strongly growing or numbers of international graduate students and postdoctoral fellows. A new eco-campus in the Las Nubes Reserve in Costa Rica is driving research into stabilizing rain forest environments, while York's campus in Hyderabad India is promoting stronger research collaborations with Indian partners, particularly in business and engineering. We are in the process of expanding our infrastructure in support of international research engagement through the development of dedicated resources to support research partnership development and access to international research funding programs. We have also initiated the development of a new International Strategy for York University that will include and integrated focus on research engagement.

A Commitment to Working in Partnership, Translating Research into Action and Promoting Innovation and Entrepreneurship

Research at York is research in respectful partnership with communities, with impacts that improve lives within the communities. York is a global leader in the practice of community engaged research and in maximizing the benefits of that research for communities. Over the past five years York has continued to grow its cohort of scholars engaged in community or socially-partnered research, increased the numbers and depth of partnerships with communities, the not for profit and public sectors, and has extended its leadership in the Social Sciences and Humanities Research Council's flagship Program Partnership Research Grants Program.

At the same time, there has been an accelerated emphasis on the growth of partnerships between York researchers and the private sector, further broadening the engagement of the University and University researchers with the external partners. In part driven by growth of engineering and applied health and natural science, private sector partnerships have grown three-fold over the past five years.

Through individual and conjoint collaboration with partners from the non-profit, public and private sectors, York turns its research into action to benefit local and global citizens. Research partnerships and the transfer of knowledge into communities, the public and private sectors is supported through Innovation York, knowledge mobilization, research commercialization, industrial liaison and entrepreneurship group in the Office of the Vice President Research and Innovation. The rapid growth of Innovation York over the past five years tracks the strong increase in application of the benefits of research from across the academic community, and the development of new university accelerator and entrepreneurship spaces including YSpace, the LaunchYU-BEST Entrepreneurship hub and the new Markham Convergences Centre developed in partnership with IBM and ventureLAB, our regional innovation centre.

The Knowledge Mobilization Unit within Innovation York is Canada's leader, garnering extensive national and international recognition and numerous awards for its work in moving knowledge generated in the Social Sciences, Humanities, Art and Design (SSHAD) into the community and the economy. Industries that rely primarily on the SSHAD disciplines account for almost two-thirds of the Canadian economy. These industries are major agents of positive change within our communities, both in the mainstream and marginalized sectors. York's pan-university knowledge mobilization infrastructure supports multidirectional connections between researchers and research partners, encouraging the development

of knowledge and evidence that informs decisions about public policy and professional practice. Knowledge mobilization advances social innovation through engaged scholarship and assists our partners in the community, government and industry to address society's most persistent social, environmental and economic challenges. Working closely with partners in the community, from NGOs to the United Way York Region to local and international partners in government, York's Knowledge Mobilization Unit is one of the key supports of York's success in community and socially engaged research.

In keeping with our strong commitment to equity and social justice, entrepreneurship at York emphasizes the social and not for profit in addition to the traditional development of for profit enterprises. A social enterprise applies the discipline of business to a persistent unmet social need. A social enterprise can be a non-profit or a for-profit organization, or a blended corporation. Products and services developed by social enterprises can be lucrative, yet social benefits are put before profits and the profits are normally reinvested to further social benefits.

Having strongly invested in entrepreneurship and innovation infrastructure over the past five years and succeeded in growing a healthy and engaged entrepreneurship community in which over 2000 students, faculty and staff engage annually, our goal for the next five years is further double engagement and raise the profile of our achievement and innovation to the level already enjoyed for our knowledge mobilization activities, whose international profile we are also committed to grow further.

Summary and Expectations

Research, scholarship and creative activity are integral to the fabric of York. Their growth and development are amongst the highest priorities for the University. With a strong commitment to quality, academic freedom, social justice and responsibility, York delivers research that advances critical inquiry and scientific discovery, challenges our beliefs and perceptions, and affects the social, cultural and economic development of our country and beyond. This plan reflects York's commitment to research excellence and to the development of new knowledge and creative activities.

Progress against the plan in advancing York as one of Canada's top research universities will be monitored closely and feature an engaged collegial discussion of prioritizes and milestones. Success will be measured through demonstration of growth in the national and international recognition and impact of our research, scholarship and related creative activity, as measured through the success of our students and fellows, recognition of our faculty for their scholarly achievements, and through our impact on communities and society at large.

The 641st Meeting of Senate
held on Thursday, February 15, 2018

Remarks

Having noted the status of bargaining with CUPE 3903 and that a strike was not inevitable, the Chair of Senate, Professor Lesley Beagrie of the Faculty of Health, gave assurances that the Executive Committee was committed to living up to the letter and spirit of Senate policy in the event that a disruption of academic activities did occur.

In her remarks, the President of York University, Rhonda Lenton

- acknowledged long-service faculty members honoured at a recent celebration
- provided an update on Sexual Violence on Campus initiatives, including a Campus Climate Survey growing out of the Ontario government's 2015 action plan, establishment of an advisory committee, and expansion of training and support for members of the community
- identified next steps in addressing Employee Engagement Survey results with particular emphasis on how the concept of excellence that is so prominent in University plans can be applied in workplaces throughout the University
- described the process for developing new decanal renewal guidelines

The monthly “Kudos” report on the achievements of members of the York community can be accessed with other documentation for the meeting.

Approvals

Senate approved recommendations of the Academic Standards, Curriculum and Pedagogy Committee to

- merge of 90-Credit degree programs in Mathematics & Statistics, Department of Mathematics & Statistics, Science
- establish a Black Canadian Studies Disciplinary Certificate • Department of Humanities, Liberal Arts & Professional Studies
- restructuring of the Indigenous Studies Stream, BA Program in Multicultural and Indigenous Studies, Department of Equity Studies, Liberal Arts & Professional Studies
- establish a Performance Creation Stream, BFA Program in Theatre, Department of Theatre, School of the Arts, Media, Performance and Design
- establish a Specialization in Artificial Intelligence in the MSc Program in Computer Science, Graduate Program in Electrical Engineering & Computer Science, Graduate Studies
- establish a Specialization in Data Science in the MA Program in Mathematics & Statistics, Graduate Program in Mathematics & Statistics, Graduate Studies

- changes to Requirements for BA and iBA Programs in English, Department of English, Glendon
- establish of a Co-Operative Education Option, BSc and BA Programs in Computer Science and Computer Security, Department of Electrical Engineering and Computer Science, Lassonde School of Engineering
- changes to Requirements for the MA Program in Theatre and Performance Studies , Graduate Program in Theatre, Graduate Studies / AMPD
- changes to requirements for Clinical Neuropsychology within the MA and PhD Programs in Clinical Psychology, Graduate Program in Psychology, Health / Graduate Studies
- changes to Requirements for the Master of Science in Nursing Program, Graduate Program in Nursing, Health / Graduate Studies
- closure of the Geomatics Science Stream, Honours BSc Program in Earth & Atmospheric Science, Earth & space Science & Engineering, Lassonde School of Engineering

Major Reports

Under the auspices of the Academic Policy, Planning and Research Committee, Provost Lisa Philipps provided an update on implementation of recommendations developed by Institutional Integrated Resource Plan (IIRP) working groups.

Committee Information Items

Executive

The Executive Committee's information items included the following:

- approval of members of Senate committees nominated by Faculty Councils
- a final call for expressions of interest in Senate Committee Membership and other positions elected by Senate
- concurrence with recommendations from the Sub-Committee on Honorary Degrees and Ceremonials, as a result of which four new candidates have been deemed eligible for honorary degrees and three have been approved for a further five year term; the Sub-Committee also has modified its guidelines such that individuals must be re-nominated to remain in the pool for more than ten years
- an action plan for the year developed by the Sub-Committee on Equity
- confirmation of the Committee's position about a request for discussion of senior appointments

Academic Policy, Planning and Research

- APPRC facilitated discussion of indicators with emphasis on a set of inclusive "incomparable metrics" designed to better profile York research

- a briefing by Vice-President Haché on opportunities for electronic CV management and APPRC's endorsement of a collegial conversation about capacity and limits
- reflections on the February 8 APPRC-ASCP Forum of Ideas (posters from the event were displayed in the Senate Chamber)
- a preliminary review of Faculty and YUL academic planning submissions and follow-up steps
- an update on the process leading to Senate approval of a new Strategic Research Plan
- the Committee's comments on revised Decanal Search Procedures
- input into an Internationalization Review Panel's terms of reference
- progress on 2017-2018 priorities established in the autumn

Academic Standards, Curriculum and Pedagogy

ASCP reported on its approval of minor changes to degree requirements and other aspects of the following programs:

Graduate Studies

- International Business Law Specialization of the Professional LLM program (reduction from 4 terms to 3 terms with no change to requirements)
- Neural and Biomechanical Control of Movement Field within the Graduate program of Kinesiology and Health Science (change of name to Neuroscience and Biomechanics)
- Social and Personality Psychology Specialization, PhD in Psychology
- Mechanical Engineering, PhD
- Applied Statistics Specialization, MA Program in Mathematics and Statistics

Lassonde School of Engineering

- Mechanical Engineering
- Civil Engineering
- Electrical Engineering
- Software Engineering
- Computer Engineering
- Atmospheric Science Stream within the Specialized Honours BSc program in Earth and Atmospheric Science

Liberal Arts & Professional Studies

- BA programs in Indigenous Studies, Equity Studies (use of the rubric INDG)

Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy

APPRC and ASCP conveyed a report from the Joint Sub-Committee on Quality Assurance which included Final Assessment Reports for completed Cyclical Program Reviews and covered other matters.

Awards

The Awards Committee filed its annual report on undergraduate student awards distribution for 2016-2017.

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

March Meeting of Senate

Senate's next meeting is scheduled for 3:00 p.m. on **Thursday, March 22, 2018**

Joint Sub-Committee on Quality Assurance

Report to the Full Committees

Academic Policy, Planning and Research Committee
Academic Standards, Curriculum and Pedagogy

The Sub-Committee met on December 4, 2017 and submits the following report to the full Committees. Members reviewed the York University Quality Assurance Procedures and the Summary of Principal Findings [Recommendations and Suggestions] of the May 2016 Audit of York University by the Quality Council.

1. Membership and Chair for 2017-2018

The Sub-Committee's membership for 2017-2018 is as follows:

Gerald Audette (Member designated by ASCP) *Chair*
David Leyton-Brown (Member designated by APPRC)
Joanne Magee (Member designated by APPRC)
Alice Pitt (Vice-Provost Academic *ex officio*)
Celia Popovic (Member designated by ASCP)
Fahim Quadir (Dean of Graduate Studies *ex officio*)

Professor Audette agreed to Chair the Sub-Committee in 2017-2018. Robert Everett (APPRC) and Cheryl Underhill (ASCP) continue to serve as the Sub-Committee's secretaries. Additional support is provided by Julie Parna (Office of the Vice-Provost Academic) and Hillary Barron (Office of the Dean, Faculty of Graduate Studies). We were joined at the inaugural meeting by Associate Dean Michael Zryd of the Faculty of Graduate Studies and Nina Unantenne of the Office of the Vice-Provost Academic.

2. Cyclical Program Reviews

a. Cyclical Programs Reviews / Members Recommendations

Once review documentation has been assembled, and the Vice-Provost has provided a draft Final Assessment Report along with a Decanal Implementation Plan, full dossiers are assigned to individual members (and the secretaries) who are then responsible for attesting to the completion of the review, identifying issues of specific relevance, and making recommendations as to whether or not it is necessary or appropriate to convene a meeting with representatives of a program and the relevant Dean(s) / Principal to address concerns. This delegated approach has worked well, and it is normally not necessary to arrange face-to-face encounters. From time to time an earlier 18-month follow up report will be mandated if the matters raised in a review are pressing or if there is a significant lapse of time between the release of reviewers' reports and receipt by the Sub-Committee.

At this meeting the Sub-Committee received documentation for the following:

Communication and Culture (Graduate)
Communication Studies (Undergraduate)
Cinema and Media Studies

English
Environmental Studies
Nursing
Physics and Astronomy

The Committee did not deem it necessary to arrange meetings to explore matters arising from any of the reviews. The Sub-Committee has asked that the follow-up report for Environmental Studies be submitted in twelve months rather than eighteen to align with processes underway intended to lead to the creation of a new Faculty composed of FES, Geography and potentially others. The 18-month follow up reports for Cinema and Media Studies and Physics and Astronomy must include a mapping of learning outcomes.

Documentation is attached as Appendix A.

b. Overall Impressions and General Issues

Members' readings of the completed CPRs and Decanal Implementation Plans identified matters which warrant further consideration by the Sub-Committee and the parent committees, including the following:

- The FARs in this batch do vary in form and content, but the Deans and Principal are being guided toward a more consistent approach in terms of the layout of recommendations and progress, provision of appendices and the like.
- Dossiers contain the CVs of faculty members associated with programs. Currently there is no template, and the CVs in use are those that are submitted to the Deans and Principal. Thought should be given to a standardized format along the lines of those accompanying Tri-Council funding applications. This is something that may need discussion with the parties to the YUFA collective agreement.
- The CPR process for Communication and Culture is unique by virtue of involving both York and Ryerson (which will also sign off on the FAR). It also raised the question of how best to identify, foster and support opportunities for collaboration internally between graduate programs that have overlapping curriculum (or titles that include, for example, "Culture.")
- In their self-studies and at other stages of the process, programs need to scan the environment and take account of the competitive postsecondary landscape.
- From time to time programs will make the case that quality cannot be assured unless additional appointments are made. At a time of resource constraint, it is important that programs continue to focus on quality improvements even in the absence of additional resources.
- ASCP's efforts to develop pan-University nomenclature are welcome, timely and crucial, and should help to bring greater clarity about the nature of curriculum while encouraging planners to focus on their array. The UAP stresses the need to rationalize "overly complex degree requirements." Some programs continue to have a labyrinthine structure of constituent offerings.
- Some 18-month follow-up reports did not wholly align with Decanal Implementation Plans.
- One objective of the UAP is to "ensure that the quality assurance framework is refined and respected including the submission of learning outcomes for every program and the alignment of assessment with learning outcomes." We found that in some cases mapping had not been

completed. It is imperative that proponents of new proposals and programs undergoing reviews fulfill requirements.

- In some instances searches fail because the University does not have a spousal hiring policy, leaving programs under-resourced. The development of a policy should be taken up by the appropriate bodies.

3. Cyclical Program Review and Proposal Brief Documents

The template for new program briefs now contains a reference to experiential education based on UAP objectives. Experiential education is also a priority for the Ministry of Advanced Education and Skills Development. This will undoubtedly be a key element of Strategic Mandate Agreement 3. Ways to promote the objective should be taken up by ASCP and APPRC so that the collegium has a clear understanding of expectations (on the understanding that not every program will provide the same experience, but every student must have opportunities).

The YUQAP needs to be revised to better reflect current CPR protocols as does the *Senate Policy on Quality Assurance*. We expect to bring recommendations for minor amendments to the Policy during the year, and will provide APPRC and ASCP with an updated YUQAP when amendments have been completed.

4. Quality Council "Self-Audit"

The provincial Quality Assurance Framework and the Quality Council are scheduled for an eight-year review in 2017-2018. In anticipation of an external review, and as part of a self-study phase, the Quality Council has invited universities to respond to a series of questions. In a covering memorandum to ASCP and APPRC, the Vice-Provost Academic provides additional context for a discussion of responses to these questions. Discussion at meetings of the full committees will be provided to the Vice-Provost Academic.

Documentation is attached as Appendix B.

5. Lessons from Quality Council Feedback on Proposals Approved by Senate

The Vice-Provost Academic advised that the Quality Council is returning proposals – sometimes multiple times – for greater clarity about new programs approved by Senate. Often the Council requires more information about how teaching and supervision needs will be met. The allocation of resources to new programs is not a subsidiary matter. It is fundamental to program development. A list of faculty members who are interested or expert in an area is not sufficient evidence that appropriate support will be provided to new programs.

Assessment of need and demand for a program is also essential, and proponents should be made aware of the data and support available to them. As members of the parent committees know, it can prove difficult to turn back a proposal at the Senate level that has been reviewed and approved through departmental and Faculty Council processes. Careful and thorough preparation of proposals prior to submission to Quality Council is imperative.

6. 18 Month Follow Up Reports

There is a spate of 18 month follow up reports this year resulting from a lag in prior years. At the December meeting the Sub-Committee received and reviewed the follow up reports for the following programs:

- Administrative Studies, Liberal Arts and Professional Studies
- Art History (MA) and Art History and Visual Culture (PhD), Arts, Media, Performance and Design / Graduate Studies
- Business Administration, Undergraduate and Graduate, Schulich / Graduate Studies
- Chemistry, Undergraduate and Graduate, Science / Graduate Studies
- Economics, Undergraduate, Liberal Arts and Professional Studies
- French Studies, Undergraduate, Liberal Arts and Professional Studies
- History, Undergraduate and Graduate Programs, Liberal Arts and Professional Studies / Graduate Studies
- Italian Studies, Undergraduate, Liberal Arts and Professional Studies
- Kinesiology, Undergraduate and Graduate, Health / Graduate Studies
- Linguistics, Undergraduate, Liberal Arts and Professional Studies
- Mathematics and Statistics, Undergraduate, Science
- Music, Undergraduate, Arts, Media, Performance and Design
- Nursing, MScN, Health / Graduate Studies
- Social Work, Undergraduate, Liberal Arts and Professional Studies
- Sociology, Undergraduate/Graduate, Liberal Arts and Professional Studies / Graduate Studies
- Spanish, Undergraduate, Liberal Arts and Professional Studies
- Translation Studies/Traduction, Undergraduate and Graduate, Glendon / Graduate Studies
- Visual Arts, Graduate, Arts, Media, Performance and Design / Graduate Studies
- Gender, Feminist and Women's Studies (PhD, MA), Gender and Women's Studies (BA, iBA - LAPS and Glendon) Sexuality Studies (BA, iBA - LAPS), School of Gender, Sexuality, and Women's Studies

The Deans and Principal are now asked to "comment on the alignment between the initiatives above and the University Academic Plan" when submitting an 18-month follow-up report. The Sub-Committee applauds this innovation. However, it is noteworthy that many of the entries are either abstract or highly selective. Less attention is paid to Priority 1 – Quality, Innovative Programs for Academic Excellence – than would be expected.

In general, most programs are invested in change and desire to enhance the student experience. Yet some modifications we have seen are somewhat timid or lacking in clarity about the purpose of innovations or how progress will be monitored and measured. Implementation is often done in isolation rather than in full view of the external landscape or internal opportunities for synergies.

As the CPR process evolves at York, we expect to see a strengthening of the responsibilities of the Deans and Principal for facilitating, documenting and supporting enhancements. The Sub-Committee also favours greater consistency in reporting (through templates and clear guidance), breakdowns of enrolments that include international students, and much greater alignment between FARs and 18 month plans. We believe that some programs do not attend to matters of the greatest importance and do not always "close the loop" on worthy recommendations.

7. Changes to the Cyclical Program Review Schedule / De-Coupling of Graduate, Undergraduate Reviews / Suspension of Reviews

There is only one review scheduled for this year (Education). The Sub-Committee advises that undergraduate and graduate program reviews are now synchronized, as are those involving cognate programs housed at Keele and Glendon.

The Sub-Committee concurred with a recommendation of the Vice-Provost Academic to suspend the CPR for Science and Technology Studies. A site visit occurred but the review emphasized matters outside the Quality Assurance framework. The program can take the opportunity afforded by the suspension to undertake positive collegial preparatory discussions.

G. Audette, Chair of the Sub-Committee

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Cinema and Media Arts, BA, BFA, MA, MFA, PhD
School of Arts, Media, Performance and Design (AMPD)

Cyclical Program Review – 2008 to 2015

Final Assessment Report and Implementation Plan Executive Summary

Reported to Joint-Committee on Quality Assurance: December 4, 2017

Program Description

The BFA in Film Production at York University has the distinction of being the first university-based film school in Canada. The undergraduate program in production came into being in 1969 first as a BA, and then in 1971, it became a BFA (Specialized Honours) in Production with the creation of a separate BA in Film Studies, now called Cinema and Media Studies. In 2009, Canada's first program in Screenwriting was created and offered as a BFA (Specialized Honours).

Within York University's MFA Film, there are two degree programs: Screenwriting and Production. Both were established in 1978, and both are recognized internationally as two of the most innovative and dynamic MFA Film degrees in Canada, offering a challenging blend of theory and practice taught by working filmmakers and screenwriters. Both feature a five term, two-year course of study that blend coursework, workshops and field placements, which culminate in a thesis film or screenplay, accompanied by a support paper.

In January 1999, the joint degree program MFA (Film)/MBA (Arts & Media Administration) was introduced. It allows students to earn both degrees after an intensive three-year course of study. Graduates of this highly challenging program pursue careers that jointly utilize advanced creative and business skills, and are uniquely positioned for rewarding jobs in the film, television and new media industries.

There are two core graduate degree programs (MA and PhD) in Cinema and Media Studies at York University. The Masters in Film, established in 1978 was the first graduate program in Canada. The PhD was established in 2008 and was the first stand-alone doctoral program in cinema and media studies in English Canada. The MA is currently a five term, two year course of study compromising of coursework which culminates in a Major Research Paper. The PhD offers a specialization in three fields: 1.Cinema and Cultural Theory; 2.National and Transnational Cinemas; and 3.Cinema and Technologies of the Image.

	Registration (new intake) 2015	Enrolment FTES 2015	Degrees Awarded 2015
Undergraduate BA/BFA	190	521	77 Hons; 19 90-credit; 2 minor
MA/MFA	114	158	96
PhD	31	114	12
Graduate Diploma	n/a	n/a	20

Reviewers appointed by the Vice-Provost Academic:

Marielle Nitoslawska, Professor of Film Production, Concordia University
Jerry White, Canada Research Chair in European Studies, Dalhousie University
David Skinner, Chair, Department of Communications, York University

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Dean's /Principal's Agenda of Concerns
- Department/Program Omnibus Statement (where applicable)
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- University, Faculty and Program planning documents

Site Visit: October 6 and 7, 2016

The Review team met with the following individuals: Barbara Crow, Vice-President and Dean of Graduate Studies, Sean Brixey (Dean, School of Arts, Media, Design and Performance), Ali Kazimi (Chair, Cinema and Media Studies), Adam Taves, Acting Associate University Librarian, Kathryn Elder (Head, Sound and Image Media Library), Howard Wiseman (Screenwriting area head), Laurence Green (acting Film Production area head), John Greyson (MFA program director), Sharon Hayashi (MA and PhD program director), Larry Gilmore (manager, Studio Operations), Kenneth Rogers (Associate Dean Research, AMPD). They also met with groups of undergraduate students in production, screenwriting, and Film Studies; graduate students in production, screenwriting, and Film Studies; faculty members in production, screenwriting, and Film Studies; and administrative and technical staff.

The reviewers also toured facilities, including, production facilities at main campus, including equipment depot and storage, editing facilities, studios, etc.; off-campus production facilities ("Cine-Space" on Kipling avenue); and the graduate student lounge and library.

In addition, they attended a York-sponsored screening of online work at a downtown Toronto venue.

Outcome:
The Joint-Committee on Quality Assurance concluded that the Decanal Plan addressed the review recommendations. The Joint Sub-Committee on Quality Assurance requested that curriculum mapping for all of the programs be submitted to the Office of the Vice-Provost Academic by November 30, 2018. Progress on items in the Dean's plan will be included in the Follow-up Report due June 2019. The next CPR will begin in the Fall of 2023.

Strengths:

The Reviewers made particular note of the library resource available to students, faculty and staff. "The Sound and Image Library holds one of the most outstanding collections of world cinema found in any Canadian university, and some of the films the library holds (mainly by Canadian experimental filmmakers) are very difficult to find elsewhere. The overall library situation is exemplary.

The strength of the faculty complement is impressive. The Reviewer Report stated, "Production faculty represent an impressive cross-section of varied cinematic practices, and collectively offer the breadth and diversity that has had, and continues to have, a direct impact on the diversity of the curriculum in the core undergraduate courses and in the unique profile of the MFA." They also noted, "Cinema and Media Studies faculty represents a very wide range of specialization and the ability to deliver a diverse curriculum taught by bona fide experts in specific areas is certainly present."

Opportunities for Enhancement:

The Review Report provided a fulsome and robust discussion of the materials included in the self-study, the Dean's agenda of concerns, and the challenges and issues that were raised during the site visit.

The Review Report was detailed in its evaluation of the curriculum, the student outcomes, the faculty and staff complement and the resources challenges. The report included 10 detailed recommendations, the first five related to the curriculum and the other six related to the administration and resources required to support the program. The report's summary of recommendations is appended and abbreviated below.

The recommendations regarding the curriculum are focused on the following:

1. York should consider eliminating the BFA in Screenwriting as a free-standing Program stream. There is clearly some excellent teaching going on there but there are long-term problems of faculty complement, low enrolments and disconnect from production that we think can be well-addressed by students who want to be screenwriters being encouraged to pursue a more general degree in production, one that would still allow them to avail of the *clearly very high-quality teaching* in screenwriting that York offers.
2. The undergraduate Production program should consider innovative curriculum solutions to improve the transition between the first two and the last two years of the program.
3. More effort should be made to integrate theory and practice within the undergraduate BFA; this effort should be paralleled by an initiative to bring some studies courses into meaningful interaction with the production realm.
4. The role of professional internships in the curricula of the Department should be reconsidered, both at the graduate and undergraduate levels.
5. The BFA course numbers & titles should be reviewed where needed. The BFA requirements no not provide a clear overview of the program, as they should.

With regards to administration and resources, there were six recommendations. The first of these recommendations was related to the volume of requests for student and faculty assistance. The second was related to the extensive service component assumed by faculty in the production program. The reviewers felt that both of these required immediate investigation.

Two additional recommendations focused on the requirement for policies to a) ensure adequate upgrading of digital technologies, and b) a sustainable equipment access policy to restore acceptable working conditions for the technical support staff of the depot area. Both are essential to maintaining the reputation, credibility and competitive advantage of the graduate and undergraduate programs.

Dean's Implementation Plan

In her Implementation Plan, the Interim Dean of AMPD notes the following: "Like many disciplines, Film has experienced radical shifts related to the rapid introduction of new technologies. Film production remains a vibrant field and I am pleased to report that the current chair and I have had positive conversations related to potential curricular trajectories in the years ahead.

The Interim Dean has provided details about the proposed follow-up for recommendations made by the external reviewers. They are incorporated into the chart below.

Recommendation	Proposed Follow-up	First Responsibility for Follow-up	Final Responsibility for Follow-up	Timeline
Consider eliminating the BFA in Screenwriting	Discussion of a common first year curriculum Examination and re-assessment of the upper level Screenwriting	CMA Executive Committee; CMA Department NOTE: In the MFA, Production and Screenwriting	Dean's Office and possibly AAPPC; Faculty Council	Fall 2017
Curricular solutions to improve student transition from years 1&2 to years 3&4	Curriculum and student selection process for upper year courses to be examined and re-assessed	CMA Executive Committee; CMA Department; Production Curriculum Committee	Associate Dean Academic, AMPD	FW 2017/18
Better integration of theory and practice at the undergraduate level	Honours BFA stream in Media Arts	CMA Executive Committee; CMA Department	AMPD AAPPC; Faculty Council; Senate	Completed in 2016/17; launching in September
Reconsideration of the role of professional internships at the undergraduate and graduate levels	Better use of support offered by the AMPD EE Administrator Develop a process for submission and approval of EE proposals Increase the use of opportunities available at CineSpace	CMA Executive Committee; CMA Department	EE Administrator and Associate Dean Academic Dean's Office	Fall 2017

Review of BFA course titles and numbers	All course titles and numbers to be reviewed for clarity of sequence	CMA Executive Committee; CMA Department	AAPPC and Governance Officer	FW 2017/18
Address the heavy workload experienced by staff	Potential instances of staff being asked to perform duties beyond their job description to be identified and corrected CineSiege to be staffed by a part-time summer student Cases of faculty/staff negative interactions to be addressed Explore possibility of increased banding for some positions and hiring additional personnel in Equipment Room.	CMA Studio Manager Department Chair Faculty Relations; HR; Dean Department Chair; HR	EO Dean's Office EO and Dean's Office	FW 2017/18 SU2017 SU FA 2017 FW2017
Address the heavy workload experienced by production area faculty	Current curriculum and number of student projects and screenings to be examined and re-assessed	CMA Executive Committee; CMA Department	Dean's Office Associate	Fall 2017
Ensure ongoing commitment to equipment upgrades	Explore sponsorship opportunities for new equipment	AMPD Sr Development Officer; CMA Executive	Dean; Sr Development Officer	FW 2017/18

Implement a sustainable equipment access process	Develop guidelines for student use of equipment Explore hiring additional personnel in Equipment Room.	CMA Studio Manager; CMA Executive Committee; Production Curriculum Committee	EO; Dean's Office	Fall 2017

Curriculum mapping for all degree programs will be submitted to the Office of the Vice-Provost Academic by November 30, 2018. A report on the progress of the other initiatives will be provided in the Follow-up Report, due in June 2019.

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Communication Studies, Undergraduate, Faculty of Liberal Arts and Professional Studies

Cyclical Program Review – 2008 to 2015

Final Assessment Report and Implementation Plan Executive Summary

Reported to Joint-Committee on Quality Assurance: December 4, 2017

Program Description

The Program in Communication Studies began in 1980/81 and the Department of Communication Studies was founded in 2009 in the Faculty of Liberal Arts and Professional Studies.

	Registration (new intake) 2015/16	Enrolment FTES 2015/16	Degrees Awarded 2016
Communications Studies	142	649	Hons 165

Reviewers appointed by the Vice-Provost Academic:

Brenda Austin-Smith, Associate Professor and Head of English, Film and Theatre, University of Manitoba
Darin Barney, Grierson Chair and Associate Professor, Communication Studies, McGill University
Annie Bunting, Associate Professor, York University

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Dean's/Principal's Agenda of Concerns
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- University, Faculty and Program planning documents

Cyclical Program Review Process

An Undergraduate Program Review Committee was struck in July 2015 to take responsibility for the requirements of the self-study. The committee met with the Office of Vice-Provost (Academic), the Institute for Social Research (ISR), Office of Institutional Planning and Analysis (OIPA, representatives of the Teaching Commons and alumni officers in the Faculty of Liberal Arts and Professional Studies (LA&PS), to map out data collection strategies, timelines, and expectations for the self-study and cyclical program review. Inputs from the Program's faculty members were sought through verbal and email correspondence including monthly Departmental meetings from September 2015 on, and these were incorporated into the self-study. A full-day Undergraduate Program Retreat was held on 3 May, 2016 to assess the strengths and weakness of the Program's curriculum, course delivery and overall program directions.

Site Visit: January 11- 13, 2017

The site visit for the Communications Studies program and the York/Ryerson Joint Program in Communication and Culture spanned three days and took place on both the York University campus and at Ryerson University.
The undergraduate program was the focus of meetings on January 11 and the reviewers began with a meeting with Alice Pitt, Vice-Provost Academic and Barbara Crow, Dean of Graduate Studies. Meetings followed with the Chair of the Department, David Skinner, Undergraduate Program Director, Mary-Louise Craven, members of the undergraduate program committee, Associate Dean McMurtry, university librarians, undergraduate faculty and undergraduate students.

Outcome:
The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due June 2019. The next CPR will begin in the Fall of 2023.

Strengths:

The Reviewers noted the following in their summary statement, "Communication Studies provides its students with excellent instruction in the history, theory, and application of communications. The focus of the program is solidly academic, though experiential learning is a part of every level of instruction. Faculty are highly regarded researchers with impressive dossiers of publications, funding, and student supervision."

Opportunities for Enhancement:

The Review Report indicates that the reading done before the site visit allowed them to identify the following as the most pressing issues:
--Program identity
--Student enrolment
--Student learning experience --Curriculum
--Facilities and staffing

With regards to the first item above, the Reviewers noted that based on their discussions with the program and the Dean's Office, "The program is free to decide what approaches constitute its distinctiveness. But whatever it decides must be clear in all of its public communications, including its website and program literature, which can still create the impression that the program has a strong professional, even vocational, cast."

The Reviewers were of the opinion that student enrolment and retention may continue to decline if the program determines that it will maintain its exclusive four-year degree as communications programs in other institutions increase. The reviewers provided some suggestions for open enrolments to non-majors but noted it will depend on what the faculty members determine about the program.

The reviewers noted that based on their meetings with students, that they "are indeed often unable to make connections between their program learning, and the "real world" use of their critical skills." The International BA (IBA) degree offers added complexity for students trying to complete degree requirements. The Review Report states "students do not have a strong sense of the shape of the program, and of how the three streams take shape within it," and that there is too much repetition in courses and assignments as they move from first year to upper year courses.

The reviewers noted that, "the program is suffering from the replacement of retired faculty with contract faculty."

The Reviewer Recommendations are listed below:

Recommendation #1: that Communication Studies take steps to re-articulate its identity and its strengths as a program stressing a liberal arts ethos and critical analysis of communications and media.

Recommendation #2: that the program re-visit its enrolment goals and expectations in tandem with its re-articulation of identity.

Recommendation #3: that the department continue to work on communicating the program's currency and intellectual relevance to students.

Recommendation #4: that improvements be made to the academic advising of students in the iBA program, including, if possible, offering on-line degree audits to iBA students.

Recommendation #5: that the curriculum committee actively review and approve syllabi for all courses to guard against repetition of material and assignments.

Recommendation #6: that the curriculum committee consider assigning more introductory and 2nd year courses to contract academic staff, and assigning the preponderance of upper-year courses to permanent faculty.

Recommendation #7: that the department provide more formal TA orientation.

Recommendation #8: that the Faculty provide funds to hire a computer lab technician to support teaching in Communication Studies.

Recommendation #9: that the Communication Studies program be given new tenure-track hires in order to maintain its program coherence and quality.

Dean's Implementation Plan

The Dean's Implementation Plan offers a careful consideration of the Review Report and the recommendations, as well as the Program's response. The Office of the Dean encourages the Communications program to decide about its focus and direction. This is, as has been noted, essential for students as they make decisions about which program to pursue. The Dean's Plan states, "We would first, however, encourage Communications Studies to engage internally in a discussion about future direction while reflecting on the potential long-term consequences of the direction they choose. Careful attention should be paid as well to how the Program's direction, whatever it may be, avoids duplication with other programs and departments in LA&PS in terms of curriculum and topic areas."
The plan notes that careful planning of enrolment and resourcing desires will

follow a decision about the pathway forward. Opportunities the program may wish to consider will be the option of a minor program or opening some courses to non-majors, as well as pathways from College partners such as Seneca College.

Students are not clear about the goals of the program as a whole and provided comments that highlight their confusion about the nature of the program. Students also identified repetition in courses, instructors and assignments as they progress through the program. A review of the curriculum would ensure "coherent 'laddering' of skills and knowledge and to avoid duplication."

The Dean's Implementation plan includes the chart below outlining actions and timelines to be followed.

Action	**First Responsibility**	**Final Responsibility**	**Timeline**
Undertake a thorough review of the strategic academic direction of Communication Studies	Communication Studies Department	Communication Studies Department submitting a report to the Dean	May 2018
Develop a clear five-year enrolment and resource plan	Communication Studies	Review of the five-year plan by the Associate Dean Programs	May 2018
Build clear in-program (and external) communication, student support, as well as relevant experiential education options for students	Communication Studies	Submission of appropriate learning outcomes and courses to the curriculum committee of LA&PS	June 2018
Hold a "curricular retreat" to inform all teaching staff of the curricular goals of Communication Studies	Communication Studies	Report to the Associate Dean Programs on the results and usefulness of this retreat	April 2018

A report on the progress of these initiatives will be provided in the Follow-up Report which will be due in June 2019.

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English Studies, Undergraduate Program, Glendon College

Cyclical Program Review – 2008 to 2015

Final Assessment Report and Implementation Plan Executive Summary

Reported to Joint-Committee on Quality Assurance: December 4, 2017

Program Description

The English Department at Glendon was founded in 1966 and is one of the founding departments. Through its offerings in Literature and Drama, Linguistics and Language Studies, ESL and Applied Linguistics, and the Certificate in D-TEIL, the English Department plays a major role in furthering Glendon's mission of bilingual excellence and a bilingual education in the Liberal Arts.

Degree options include Specialized Honours (BA and IBA), Honours (BA and IBA), 90-credit BA and double major and major/minors.

Students may also pursue the Certificate in the Discipline of Teaching English as an International Language, of particular interest to those who wish to teach English abroad.

	Registration (new intake) 2015	Enrolment FTES 2015/16	Degrees Awarded 2016
English (BA)	38	149	33 Hons; 7 90-credit; 9 minor
Certificates			6

Reviewers appointed by the Vice-Provost Academic:

Dr. Jeremy Lopez, University of Toronto
Dr. Maria Constanza Guzman, School of Translation and Department of Hispanic Studies, Glendon College, York University

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Principal's Agenda of Concerns
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- University, Faculty and Program planning documents

Cyclical Program Review Process

The self-study report was a joint-effort of the current and previous Acting Chairs. The document was distributed to the entire department on December 1st, 2016 inviting feedback (additional information, points of clarification, alternative points of view) until December 15, 2016. Online discussion afforded all members of the department the opportunity to participate in the preparation of the self-study report. Students provided input through a student survey.

Site Visit: March 1, 2017

During the site visit, the reviewers met with the Vice-Provost Academic, Alice Pitt, and the following individuals from Glendon: Principal Donald Ipperciel, Dany Savard, Acting Head of the Leslie Frost Library, faculty members, the administrative assistant and two groups of students, including majors and non-majors. In addition, e-mail communication from a faculty member was reviewed.

Outcome:
The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due June 2019. The next CPR will begin in the Fall of 2023.

Strengths:

The Reviewers stated, "The English studies curriculum is rigorous and wide-ranging," and they noted the extraordinary amount of work that ensures ….students are well-versed in the English literary tradition, in linguistics, and in current critical and theoretical topics and fields of literary studies. The Reviewers noted the essential services provided by the ESL program for the bilingual mission of the College. "Small class sizes and strong faculty commitment give students the small-liberal-arts-college experience for which they have come to Glendon."

Opportunities for Enhancement:

The Reviewers noted the challenges presented by the small instructional complement which means “that almost any given course will be offered once every two or three years”.

While the Reviewers understood that linguistics has historically been central to the identity of the Department of English Studies, it was not made clear by faculty or students why linguistics courses should continue to be offered, and required, when there is a separate program at Glendon in Linguistics and Language Studies in the Glendon Department of Multidisciplinary Studies.

The Reviewers also questioned what practical goal is achieved by “insisting on drama as a discrete area of focus, especially since no drama course (or set of drama courses) alone fulfills a program requirement. In fact, Drama Studies is offered as a major through the Department of Multidisciplinary Studies at Glendon.

The Reviewers made the following comment on resources. “The Department of English Studies does not have enough permanent faculty to deliver its program, or even a much reduced version of its program, easily and efficiently to students. Current faculty resources are stretched to maximum capacity.”

The Reviewers also noted that the lack of a Chair has impacted recruitment and complement planning.

Reviewer Recommendations and Dean’s Implementation Plan

The Principal at Glendon notes that the likelihood of the recommendations being successfully implemented is predicated on re-establishing proper departmental governance. An Interim Chair is in place for FW2017-2018. He also notes in his implementation plan does not include the recommendation to hire three new faculty members. The Principal notes that, “It will be important that we conduct a Faculty-wide discussion in order to reach general consensus on hiring priority among the departments/programs.”

The chart on the following page outlines the recommendations that are being considered and provides timelines for implementation.

B	Accepted recommendations (abbreviated)	Agents	Dependencies	Start Date	End Date
1	*Replace ESL and D-TEIL professors when the retire*	Office of the Provost	Office of the Principal	n/a	n/a
2	*Convert existing CLA position into a permanent position after the current contract*	Office of the Provost	Office of the Principal	1-Sep-20	1-Sep-21
4	*Revise curriculum so that it is less requirement-intensive*	program	Senate	1-Sep-17	1-Sep-18
5	*Explore the possibility of establishing a Writer-on-the-Grounds position*	program	Office of the Principal	1-Sep-18	1-Sep-19
6	*Explore possibilities of collaboration with the Communications program*	program	School of Translation, Communications program	1-Sep-17	1-Sep-18
7	*Create blended/online courses and EE courses*	program	EE coordinator	1-Sep-17	on-going
8	*Develop closer liaison with the Recruitment Office*	program	Recruitment Office	1-Sep-17	on-going

A report on the progress of these initiatives will be provided in the Follow-up Report which will be due in June 2019.

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English Studies and Creative Writing, Undergraduate, English Graduate Programs, Faculty of Liberal Arts and Professional Studies

Cyclical Program Review – 2008 to 2015

Final Assessment Report and Implementation Plan Executive Summary

Reported to Joint-Committee on Quality Assurance: December 4, 2017

Program Description

The English Department at was established at the founding of York University in the early 1960s. Students may pursue a full range of undergraduate BA degree options in English (specialized honours through to a minor) as well as an honours or honours/minor in Creative Writing.

Since its inception (MA approved in 1965, PhD in 1968), the Graduate Program in English has focused on the theorized and historicized, critical analysis of literatures, with special emphasis on Canada's distinctive contribution – namely, Canadian literature as a distinct field and participant in the development of Commonwealth studies, then postcolonial studies, the intersections of which include innovative research in the writings of diasporic and indigenous peoples and communities, theories of imperialism and its resistance, and globalization.

The Graduate Program in English is the only program in Canada to offer a Type II Graduate Diploma in World Literature which admitted its first students in 2014.

	Registration (new intake) 2015/16	Enrolment FTES 2015/16	Degrees Awarded 2016
English (BA)	193	779	Hons 146; 90-credit 76; minor 34
Creative Writing	n/a (upper year options)	34	Hons 16; minor 12
Masters	26	27	22
PhD	11	55	5
Graduate Diploma			1

Reviewers appointed by the Vice-Provost Academic:

Martin Kreiswirth, Professor of English, McGill University
Margery Fee, Professor of English, University of British Columbia
Marlene Shore, Professor of History, York University

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Dean's/Principal's Agenda of Concerns
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- University, Faculty and Program planning documents

Cyclical Program Review Process

The EN Unit (undergraduate department and graduate program) has approached "self-study" as a continual process since 2007-08, when the old Faculty of Arts English Department, the Atkinson Faculty English Department, and the Creative Writing Program in the Humanities Division began the process of merging to form a new EN Unit, housed in the new Faculty of Liberal Arts and Professional Studies.

In 2015 (graduate) and 2016 (undergraduate), in preparation for the Quality Assurance Coordinated Program Review, an extensive questionnaire was sent to all students in the Unit comprised of institutionally set questions allowing for program comparison data analysis, as well as a series of EN unit specific questions.

The methods used for the EN unit self-study comprised generation and analysis of numerical and qualitative responses to several crucial Faculty-wide benchmarks as well as additional unit-specific questions guided by the quality assurance, coordinated program review (CPR) template, including responses to the unit's previous undergraduate program review, and others generated by the unit's, the Faculty's, and the University's recent history. Two "town hall" meetings were held for undergraduate English and Creative Writing, and graduate English students respectively.

Site Visit: November 8, 2017

During the site visit the reviewers met with the Vice-Provost Academic, Alice Pitt, J.J. McMurtry, Associate Dean Programs, Sandra Whitworth, Associate Dean, Graduate Studies and Research, the Chair of the Department, the Coordinator of the creative Writing Program and representatives from the University libraries, Adam Taves and Lisa Sloniowski. The reviewers held a meeting with all levels of undergraduate students, faculty members from both of the undergraduate programs and the graduate program, the administrative assistant and two groups of students, including majors and non-majors.

Outcome:

The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due June 2019. The next CPR will begin in the Fall of 2023.

Strengths

The following statement, taken from the Undergraduate self-study document, describes the options for students, "To promote breadth and depth of knowledge appropriate to each major program in the discipline, the Department is able to provide a great variety of courses necessary for robust English literary study, including courses in historical periods from medieval to contemporary, in the literature of several nations (Canadian and post-colonial as well as English and American); in the various literary genres such as poetry, fiction, drama, non-fictional prose; and in criticism and in literary theory."

The Graduate program self-study provides the following insight, "What enables any responsible engagement of literary study in an era of globalization is deep scholarship in national, generic, stylistic, and thematic traditions. Fields offered by the Graduate Program, therefore, are supported by specialized professorial training, research and publication, courses offered, directed readings supervised, and doctoral major field comprehensive examinations in"…. fields grouped into three types: nation, genre and focus.

Reviewer Recommendations and Dean's Implementation Plan

For both the undergraduate and graduate programs, the Reviewers Recommendations fall generally into two categories: curriculum and the program renewal. The Dean's Implementation Plan states, "I would like to compliment the reviewers and program for a through and considered report. While there are some issues of difference and emphasis, the program has presented itself in a clear and reflective manner."

Noting the recommendations from the reviewers regarding resources and curriculum, the Dean's Implementation Plan offers the following observation, "It seems that …there is a need for the Department of English to focus on its curriculum as a means of providing the Department with new intellectual life and direction. With this direction, issues of resourcing, complexity of degree, and student satisfaction could be addressed." In other words, once the program review and any potential revision to the program are completed, a hiring plan can be formulated.

Similarly, there are recommendations related to the graduate program that relate to resource renewal and curriculum. The Dean's Implementation Plan suggests that the program, "look at their fields of expertise at the graduate level to see what might be done to position the program for the future and perhaps look to areas of expertise that may appeal to both students and faculty going forward."

Action	First Responsibility	Final Responsibility	Timeline
Undertake a thorough review of the undergraduate curriculum focused on (1) majors, (2) "service" courses, and (3) online and EE	English Department	English Department with Associate Dean Programs and the Curriculum Manager of LA&PS	April 2018
Review class size at various year levels	English Department	English Department with Associate Dean Faculty Affairs through a workload document submission	April 2018
Review relationship with the Professional Writing Program to identify opportunities and clarify relationship	English and Professional Writing Department	Meeting with Associate Dean Programs to discuss actionable items	April 2018
Develop a recruitment strategy for Graduate English or review program structure	Graduate Program in English	Meeting with Associate Dean Graduate and Research to discuss opportunities	June 2018
Review areas of expertise in Graduate teaching and research	Graduate Program in English	Graduate Program in English in consultation with Associate Dean Graduate and Research	June 2018

A report on the progress of these initiatives will be provided in the Follow-up Report which will be due in June 2019.

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Bachelor of Science in Nursing (BScN Honours), Faculty of Health

York-Seneca-Georgian Collaborative BScN
2nd Entry BScN Program
Post-RN Internationally Educated Nurses (IEN) Program

Cyclical Program Review – 2008 to 2015

Final Assessment Report and Implementation Plan Executive Summary

Reported to Joint-Committee on Quality Assurance: December 4, 2017

Program Description

The York-Seneca-Georgian Collaborative BScN program is offered collaboratively with Georgian College and Seneca College, is a geographically articulated model, the first 2years of the 4-year curriculum are completed at on of the college sites. The final 2 years are completed at York University. The 2nd Entry BScN Program is a 2-year accelerated program begun in 2005 and is intended for learners with no previous nursing experience. The Post-RN Internationally Educated Nurses programs supports IENs residing in Ontario to acquire the knowledge and skills needed to successfully transition to practicing nursing in Ontario.

	Registration (new intake) 2015/16	Enrolment FTES 2015/16	Degrees Awarded 2016
2nd Entry BScN	102	406	134
IEN BScN	50	91	49
Collaborative BScN	n/a	821	422

Reviewers appointed by the Vice-Provost Academic:

Dr. Olive Wahoush, Associate Director, Newcomer Health, Community and International Outreach, McMaster University
Dr. Robert Cribbie, Psychology, York University

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Dean's/Principal's Agenda of Concerns
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- University, Faculty and Program planning documents

Cyclical Program Review Process

From the Self-Study Report: "*In preparation for this self-study, School of Nursing leadership/administrative faculty and staff attended an orientation by the Associate Vic-President's office. The Institute for Social Research (ISR) assisted the School in surveying students and alumni and submitted a report. The faculty met with collaborative partners at usual and annual retreats that focused on program review for both accreditation and preparing this self-study. In addition, both reviews were an item on monthly School of Nursing Council meetings for the 2015-16 academic year. Lastly, the School's leadership team held separate meetings to consolidate input."*

Site Visit: Wednesday, November 3, 2016

The site visit for the Nursing BScN programs took place on the York University campus and began with a meeting with the Vice-Provost Academic Alice Pitt. The Itinerary offered the reviewers the opportunity to meet Dean of the Faculty of Health, Paul McDonald and with the following administrators of the Nursing programs:

- Janet Jeffrey, Interim Director, Nursing, York University
- Mina Singh & Nancy Sangiuliano, Associate Directors, York University
- Grace Ross & Monica Gola, Undergraduate Program Directors
- Pat Bradley, Undergraduate Program Coordinator
- Maria May & Nadia Torresan-Doodnaught (Seneca College)
- Deb Witmer, Nina Koniuch & Kathy Weatherall (Georgian College)
- York University Librarians

There were meetings with each group of students (Collaborative, 2nd Entry and IEN) as well as tours of the INSC Lab and Facilities where they met the director Laura Nicholson. The day ended with a meeting of the Nursing Faculty members.

Outcome:
The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due June 2019. The next CPR will launch in the Fall of 2023.

Strengths:

The Reviewers noted that the curriculum reflects the current state of nursing and that the courses offered seem appropriate. They noted, *"There are opportunities with the reading courses and clinical practice options in year four to help students begin to understand their potential future roles in case management, capacity building, policy development and emerging specialist roles".* The Review Report affirms that curricular content is aligned with program goals, Nursing standards and the undergraduate degree level expectations. In addition, there was recognition for the innovation described here: "*The clinical preparedness permit is a novel structure ensuring that students are prepared to enter the practice areas and likely represents York University favourably".* Evaluation and assessment of students is varied and effective, and relates directly to the type of course being taken.

Opportunities for Enhancement:

The Reviewers noted, *"There were multiple reports from students regarding substantial overlap from one course to the next. Although overlap from course to course can help solidify knowledge, too much overlap can stunt development. Issues were also raised that course titles did not reflect the material being taught in those courses (which may relate to the overlap issue)".*

A number of issues were raised by students about the transition from the College site to the University site:

a) Sstudents from Georgian and Seneca Colleges expressed frustration that they were 'cut off' from library and other services at their College site when they transitioned to York. Students mentioned that access to their respective College site facilities might be helpful when they were completing clinical practice placements in Toronto and commuting time home close to their college site on a daily basis.
b) Students in all programs did report that it was very difficult to obtain assistance from 'Learning Disabilities Services' and the 'Writing Centre' at York.

One concern among students was the amount of time available in the Nursing Simulation Centre, both for course work and for drop-in. Although there appeared to be a disconnect between the students' perceptions of the amount of drop-in time at the simulation centre and the posted hours, it is imperative that sufficient time is allotted for drop-in so that students can hone their skills with different equipment, and in different situations. Drop in times also need to accommodate students who commute to outlying towns (which might already be the case, but could be reviewed to ensure that students are aware and to evaluate uptake).

The reviewers also made an observation about clinical placements and simulations suggestion that a rotation between the two might be an option.

Regarding the RN licensing examination results, the report notes that the Collaborative Nursing levels are improving. The 2nd entry program enjoys substantive success on par with most other programs in Ontario. The Reviewers noted that the IEN program is exceptional in terms of success in writing the NCLEX RN examinations.

Reviewer Recommendations and Dean's Implementation Plan

The Dean's plan thanks the reviewers for their investment of time and energy in the process as well as, "faculty, staff and students in the School of Nursing and our collaborative partners at Seneca and Georgian Colleges for their ongoing efforts to create an excellent set of programs", and for their continuous improvement of our programs. He notes, "An important indication of our good standing is notice from the Canadian Association of Schools of Nursing that all of our programs have been granted accreditation for at least five more years."

The list of specific recommendations for the Nursing programs is appended to this final assessment report. The Dean's implementation plan addresses these 14 recommendations and the underlying concerns that gave rise to them by clustering them into four overarching themes. The Dean's Plan describes them as these:

1. *Enhanced enrolment and recruitment of students (recommendations 1, 4)*
2. *Improved oversight and coordination in planning, implementing and monitoring the curriculum and student evaluation (recommendations 2,3,5,7,12)*
3. *Potential alterations in the curricular design and delivery (recommendations 8,10, 13)*
4. *Enhancing program resources including faculty complement, staff, clinical placements, and student transitions. (recommendations 4,6,8,9,11,14).*

The Dean's Implementation Plan is also appended, however, this report provides the following summary of actions to be taken.

Recommendation theme	Action and Responsible Party	Timeline
Enhanced enrolment and recruitment of students	Undergraduate domestic enrolment must remain at current levels to maintain quality and remain within enrolment caps	Ongoing focus is on improving quality.
	PhD program will launch in 2018	First cohort begins September 2018

	Increase international student enrolments	Ad hoc Committee to present report to Faculty Council in Spring of 2018
Improved oversight and coordination of curriculum and student evaluation	MOU of the Collaborative Nursing Partners	Signed at the end of August 2017
	Terms of reference established committee and sub-committee including membership, who chairs, the scope of work, more frequent meeting times, and a requirement to provide regular progress reports	Incorporated into the MOU, August 2017
	Sub committees have been specifically designed to address curricular design and implementation, alignment and implementation of policy, as well as enrolment and other administrative issues	Incorporated into the MOU, August 2017 Subcommittees are meeting and a full report due in May 2018.
	Engage faculty in the collective design of the overall curriculum and inviting instructors to regularly identify where they believe potential unnecessary redundancy exists and to reduce curricular "drift".	Ongoing
	The partners in the collaborative program to meet more regularly, including two day retreats which build relationships and provide suitable time to discuss and work through both simple and more complex challenges.	Ongoing
	Routinely do high quality follow up surveys with all graduates, including but not limited to nursing.	Discussions have begun in the School of Nursing
Alterations in the curricular design and delivery	Ad hoc committee to examine alternative delivery models for the collaborative programs, including but not limited to delivery of all four years of curriculum at each site	Comprehensive review to be submitted to the Steering Committee in May 2018.
	Nursing to identify at least two priority issues and to develop and implement one or more actions to address and improve faculty and staff culture and environmental support	Items and action plan to be finalized.

Enhancing Program resources	School of Nursing Director's position	On track to be filled by January 2018
	Two professorial appointments – one filled; one declined.	One appointment filled as of July 1, 2017
	Three CLA positions filled	July 1, 2017
	Seven additional tenure track positions approved	To be filled for July 2018
	New opportunities for placement with CAMH, Humber River, University Health Network	Ongoing discussions and MOU renewal

A report on the progress of these initiatives will be provided in the Follow-up Report which will be due in June 2019.

Alice J. Pitt
Vice-Provost Academic
York University

Undergraduate Nursing, York University, Cyclical Program Review
External Reviewer Recommendations, November 2016

1) Find creative ways to attract students into the PhD program including identifying high performing students in the BScN program with potential and, when appropriate, encourage them to proceed to graduate school and to seek out faculty positions.
2) Review the course curriculum with an emphasis on removing overlap and ensuring that the material taught in each course reflects the title and objectives of the course.
3) Put in place mechanisms to monitor faculty compliance with course outlines and approved evaluations of student performance. This will likely require an agreement on the boundaries of academic freedom. Students must be confident that they are being evaluated fairly and equitably.
4) Increasing the number of faculty members in order to be able to increase enrolment in the 2nd Entry and IEN programs. There is demand and a healthy pool of applicants so York should be benefitting from this situation. Obviously this will be a challenge given the small pool of qualified applicants, however it is worth putting in the effort (e.g., marketing) in order to develop the program.
5) More communication is necessary between the College and University administrators. This could come through College representation on the School of Nursing Council, more frequent meetings, etc. For example, consider meeting each semester rather than the current annual meetings.
6) Continually explore new opportunities and models for student placements. Although the simulation centre is valuable, it is imperative that students receive substantial time in human contact situations.
7) Explore ways of evaluating practicum instructors. Students reported that they received varying levels of instruction from one instructor to the next and felt that some were simply not competent for the position. Incorporating some sort of student evaluation system (if one is not already in place) could be very beneficial for ensuring that students are receiving valuable training.
8) Community Health needs to be more evident in curricular content and in experiential courses. This may also be part of new opportunities for student placements.
9) Explore options for new transition approaches from College sites to York. The PEP rally was an important welcome for those students who experienced it.
10) Consider online learning partnered with clinical placements at distance to reduce the commuting burden on students allowing them more opportunities to complete more of the program close to home.
11) Also continued access to libraries and other resources at the College sites after the students transition to York would provide enhanced opportunities for students who live close to the College sites.
12) An exit survey of graduated or graduating students would be a valuable addition to the current in-program survey. Students surveyed at the end of their program may provide more balanced information and information about employment.
13) Survey faculty and staff for information about quality of work life and for ideas for ongoing improvements based on their working experiences in the nursing programs.
14) Include a periodic review of administrative and other supports for the Nursing Programs at York. Ideally this will include administrative supports for faculty and supports for student health and advising. These are all important factors in the quality of experiences for Faculty and students.

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Environmental Studies, Bachelor of Environmental Studies (BES), Master of Environmental Studies (MES) and PhD

Cyclical Program Review – 2008 to 2015

Final Assessment Report and Implementation Plan Executive Summary

Reported to Joint-Committee on Quality Assurance: December 4, 2017

Program Description:

Founded in 1968, the Faculty of Environmental Studies (FES) at York University was the first of its kind in Canada. As an innovative experiment in graduate interdisciplinary pedagogy, with individualized Plans of Study, field experiences, and a qualitative grading system, FES began with the Masters in Environmental Studies program in 1969, including a focus on urban and regional planning. Over two decades later, in 1992, the Faculty expanded and developed an undergraduate (BES) and a doctoral program (PhD).

Environmental Studies	Registration (new intake) 2015/16	Enrolment FTES 2015/16	Degrees Awarded 2016
Bachelor of Environmental Studies (BES)	115	474	96 Hons; 32 90-credit; 4 minor
Undergraduate Certificates	n/a	n/a	56
Master of Environmental Studies (MES)	114	224	90
PhD	14	68	6

Reviewers appointed by the Vice-Provost Academic:

Paul Robbins, Professor and Director, Nelson Institute for Environmental Studies, University of Wisconsin-Madison
Dan Walters, Associate Professor, Department of Geography, Nipissing University
Steven Tufts, Associate Professor, Department of Geography, York University

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Dean's /Principal's Agenda of Concerns
- Faculty Overview Statement
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- University, Faculty and Program planning documents

Site Visit: Monday, November 21, 2016

The review team began their visit with Alice Pitt, Vice-Provost Academic and Barbara Crow, Dean Faculty of Graduate Studies, the Dean, Noël Sturgeon, the Associate Dean Research, Ravi De Costa and University librarians. Following a tour of the campus and Environmental Studies building, the reviewers met with faculty and staff from the graduate program (Liette Gilbert, Graduate Program Director, Ouma Jaipaul-Gill, Graduate Program Assistant Rod MacRae, MES Program Coordinator, Anna Zalik, PhD Coordinator). The following coordinators also met with reviewers: Jennifer Foster, Planning Program Coordinator/Urban Ecologies Certificate, Leesa Fawcett, Associate Dean (Students), Traci Warkentin, Environmental & Sustainability Coordinator Mark Winfield, MES/JD Program, Peter Timmerman, Business & Environment Diploma Coordinator. The reviewers met with 18 staff members and had meetings with undergraduate students and two graduate student groups.

Outcome:
The Joint-Committee on Quality Assurance concluded that the Dean's Implementation Plan adequately addressed the recommendations arising from the review process. Progress on the recommendations will be included in the Follow-up Report due June 2019. The next CPR will launch in the Fall of 2023.

Strengths:

The external review report noted that, "the major area of innovation in the curriculum and delivery of the program, one upon which the identity of the graduate program is centered, is its high level of integration and curricular flexibility." The reviewers noted that graduate… "Program requirements and learning outcomes are clear, moreover, and completely appropriate and in alignment with the relevant degree expectations at the Masters and PhD levels."

The Reviewers wrote, "It must be noted that the research activity demonstrated in the appendices is significant and impressive in terms of faculty grants and output. FES researchers and instructors have an international reputation and publish in over 100 peer reviewed journals."

Opportunities for Enhancement:

The Review Report provided a fulsome and robust discussion of the materials included in the self-study, the Dean's agenda of concerns, and the challenges and issues that were raised during the site visit.

The reviewers made a number of observations and recommendations for the Programs at the undergraduate and graduate levels.

Graduate Programs:

The reviewers noted, "The intensive individual plan of study approach, especially in the MES program, taxes faculty time and labor heavily. The experience of students seeking high-touch supervision absorbs faculty attention, potentially at the expense of undergraduate contact, PhD supervision, and other key activities." They also observed that approximately 40% of students are pursuing the planning option, which is more course focused and meets the OPPI accreditation standards.

With regards to Faculty complement, "The Review Committee did, however, find that there was a mismatch in the allocation of faculty resources. Specifically, the amount of time dedicated to advising and supervising MES students dominates the workloads of several faculty members." They expressed concern about the uneven distribution of advising and supervision amongst faculty.

The External Review Report and the Dean's Agenda of Concerns noted that the time to completion, on average, in both MES and the PhD programs is longer than desirable (more than 6 terms in the MES and more than 17 terms in the PhD). The reviewers indicated the likelihood "that the unusual program structure and the mixed levels of commitment to PhD students, in particular, are contributing to the time to graduation."

The Review Report offers an analysis of the Plan of Study approach for the MES. This has been an innovative part of the curriculum; however, there are concerns. The Report briefly explored the possibility "for creating three paths within the MES program: thesis: course based; and individualized study." They also commented on the high credit load for the programs (72 credits) and on concerns about the complex admissions procedures and potential advising inconsistency for students. The reviewers noted concerns about additional staff resources required to use the in-house "dossier" system and wondered whether there was value for students in these processes.

The reviewers offered the following speculation for consideration: "A more course-focused, separate degree program in planning might be established to meet student demand and ease the overall burden of supervisory labor." They stress that this idea need not result in changes to what makes the existing programs special.

Undergraduate Program

The Reviewers and the Dean noted the recent decline in enrolments in the undergraduate programs. The review report reflected on the student concerns about program flexibility, particularly in light of the prescribed first year courses, and access to the experiential learning opportunities due to time and financial constraints.

Students noted that sometimes upper year courses were not offered when they were ready to take those courses.

The external reviewers were supportive of a potential merger with Geography and Urban Studies and stated that, “A merger of these units would result in a Faculty structure consistent with other institutions.” They noted, however, that many groups expressed concern of the demands on faculty and staff resources to facilitate the transition and wondered about central support to undertake this.

Review Report Recommendations

The Reviewers concluded their report with a list of specific recommendations (appended) organized around five areas, focusing on the issues raised in the sections above.
1. Merger with Other Units
2. Undergraduate Program
3. MES program
4. PhD program
5. Faculty Complement

Dean’s Implementation Plan

Interim Dean De Costa has provided a Dean’s Implementation Plan document that responds to the Reviewer Report and the recommendations made in that report.

Early in his document he makes the following observation, “The review report emphasizes characteristics of FES programs (interdisciplinarity, individualized learning, critical inquiry and experiential education) that comprise our identity and strength, and which manifest themselves in our pedagogy and internal organization.
However, some of the challenges currently facing the programs recruitment/enrolment and time to completion) must also be attributed to these commitments. Our task then is to reimagine these commitments in ways that enable us to become more effective and sustainable.”

He notes, “However, both the reviewers and the program response acknowledge an overarching need to provide more resources to our undergraduate program. Subsequently he makes this statement, “As the previous Dean noted in her Agenda of Concerns, the issues to do with program effectiveness and quality have significant budget implications, most seriously the challenges facing our undergraduate enrolment. While it is the responsibility of the Dean to manage the budget situation, the program responses to the reviewers’ report offers few new ideas to deal with this, in the short term at least.”

And again, when talking about the core characteristics of the Faculty he suggests, “Where our own approach, when understood in relation to other related academic endeavours, might be improved is in our urban and planning offerings. Reviewers suggest a dedicated structure internal to the Faculty be developed in this area, allowing greater visibility and coherence.

The Interim Dean makes notes of the advancement towards a merger with the Department of Geography and the possibility of including the Urban Studies program, although there is work to be done to achieve consensus with both groups.

The Implementation Plan includes a comprehensive chart incorporating the Review Report recommendations, the program response and the Dean’s Plan for implementation; this chart is appended to this report.

A report on the progress of these initiatives will be provided in the Follow-up Report which will be due in June 2019.

Alice J. Pitt
Vice-Provost Academic
York University

Recommendation	Faculty response/action (pages refer to "Responses to Reviewers" report)	Decanal Comment	Responsibility	Progress/ timeline
Undergraduate				
Increase BES recruitment and retention	Increase school visits where possible; maintain strong conversion support; review retention issues.	Growing applicant pool is essential and the Dean will support those efforts. We need to consider international applicants and how to support them.	Dean's Office, SEM group	2017-
Merge ENVS 1000 and ENVS 1200	Undergraduate program attempted this change in Spring 2017 but did not receive collegial support	1200 in its current configuration is not sustainable. The Dean urges the UCC to reconsider the proposal as part of the merger, addressing concerns raised.	UCC	2017-2019
Consider the "benefits and challenges of over prescribing the structure of the major"	FES adopted a more strongly prescriptive degree structure in 2014; review will need to be done as part of merger process.	Continue close monitoring of effects of earlier changes to program. Merger could see multiple undergrad programs, allowing for greater choice and flexibility for students.	UWG; UCC; FES Faculty Council.	2017-19: working timeline is to have curricular proposals ready April 2018; a complete package of governance and program changes to Senate in Fall 2018.
Appeal to non-BES majors	Consider ways to appeal to undeclared majors.	Identification of courses offered for breadth will be identified as program offerings are developed with the merger; advance inter-faculty collaboration eg Las Nubes, Markham.	UPD; Dean's office	2017/18
Expand access to experiential education	FES has considerable strength in experiential education but would be	Communicate EE offerings effectively; hire experiential education coordinator; create	Associate Vice President Teaching &	2017/18

	pleased to develop this strength further.	additional EE supports in Faculty eg a Faculty-based T&L Innovation Fund to support EE initiatives; promote further take-up of AIF.	Learning; Dean's Office	
Other BES innovation: capstones, first year seminars…	Merger discussions have encompassed a variety of innovations already	Dean's office is strongly supportive of initiatives which make our undergraduate program(s) more appealing.	UWG; UCC	Through 2017/18, with proposals ready in Winter 2018.
Graduate				
Create distinct graduate planning program, including course-based program	Present challenges are desire to keep POS pedagogy and budget constraints; possible to be taken up in merger discussions.	Urban /planning colleagues seem disinclined to pursue this, though the merger (especially if it includes URST) may make that position unsustainable	Planning Sub-committee; GWG; MES PCC	Through 2017/18, with proposals ready in Winter 2018.
Streamline program requirements including POS	GPD/MES curriculum has presented a package of proposals to make MES administration clearer and less burdensome.	Proposed changes have been passed through Committee of Instruction and have much potential to improve program. However, we have not yet accepted collectively that the "one-size-fits-all" model is not working. We cannot continue to have a large, undifferentiated and very resource intensive program.	GPD; MES PCC	Fall 2017

Strengthen relationships between FES faculty and MES applicants	GPD did assign advisors upon admission to A students but impact appears minimal without follow-up by supervisors	Likely to be driven by changes to graduate funding formula. Dean to encourage faculty members to engage in recruiting graduate students to their research programs/grants.	MES PCC; Individual Faculty members	
Maintain MES enrolment targets	Maintain/grow (p10)	In the short-medium term this is unrealistic and contradicts most of the rest of the report: we have not met existing targets for some years and applicant pool is not deep. Moreover, SHARP means rebalancing undergrad vs grad commitments significantly so grad enrolment needs to be reduced in the short term. P/T option now in small pilot with 2 students.	Dean; SEM group	2018 targets

Develop transition plan to post-GA environment	Responses document suggests it is too late for this (p11).	Graduate Fellowships have considerable benefits, which will become clearer over time. However, faculty researchers will need to seek external funding, leveraging the Fellowships that comprise graduate funding packages where possible. ADR to mentor junior scholars; FES internal research support to create incentives for external grant applications.	Dean; ADR	Ongoing
Address uneven supervisory workloads	The review advocated shifting resources to BES program from graduate programs and this will help. However, unevenness is both qualitative and quantitative. There remains a mismatch between graduate applicants and faculty research.	Dean to take this into account more effectively in making teaching and advising/supervising assignments. Changes to create an “interim supervisor” designation as a way towards better articulation of workload were recently rejected by collegium.	Dean; Committee of Instruction	2017/18

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Physics and Astronomy, Undergraduate and Graduate Programs, Faculty of Science

Cyclical Program Review – 2008 to 2015

Final Assessment Report and Implementation Plan Executive Summary

Reported to Joint-Committee on Quality Assurance: December 4, 2017

Program Description

A Department of Physics was established at York University in 1964, initially at Glendon College and subsequently at the Keele campus in 1965, as one of the three major participants with Biology and Chemistry in the Interdisciplinary Science (IS) Program. Students were first admitted to master's and doctoral degree Programs in Physics at York in 1968. In the late 1980s, the Department decided to expand its presence in astronomy and astrophysics. The resulting growth in astronomical research activity led in 1991 to the introduction of official Streams of study in astronomy in both the undergraduate and graduate Programs. In 2007 the Department introduced its Undergraduate Program in Biophysics.

The Streams available to BSc students in Physics and Astronomy programs are the following: Physics, Astronomy and Astrophysics, Applied Physics, Space Science. Students at the graduate level pursue an MSc or PhD in Physics or Astronomy.

The Graduate Program offers six fields of research activity:

- Astronomy and Astrophysics (AA)
- Atomic Molecular and Optical Physics (AMO)
- Biological Physics (BP)
- Chemical and Condensed Matter Physics (CCM)
- High Energy and Particle Physics (HEP)
- Earth, Atmospheric, Space and Engineering (EASE)

	Registration (new intake) 2015	Enrolment FTES 2015	Degrees Awarded 2014
Biophysics (BSc)	4	23	7
Physics and Astronomy (BSc)	47	132	11 Hons; 5 90-credit
MSc	15	22	10
PhD	4	27	5

Reviewers appointed by the Vice-Provost Academic:

Dr. Barbara Frisken, Professor, Department of Physics, Simon Fraser University
Dr. Stephen Godfrey, Professor, Department of Physics, Carleton University
Dr. Neal Madras, Professor, Department of Mathematics and Statistics, York University

Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Dean's /Principal's Agenda of Concerns
- Department/Program Omnibus Statement (where applicable)
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- University, Faculty and Program planning documents

Cyclical Program Review - Departmental Process (based on information in the Self Study Brief)

The process of self-evaluation began in the Fall of 2015 with the construction of two surveys, one for undergraduate students and one for graduate students. While the surveys were in the field, the Department Executive developed a plan for a department retreat to ensure dialogue would lead to an actionable set of proposals. Eight themes for discussion were developed and working groups of faculty, staff and students, worked on a theme to identify principal concerns and recommendations. A short summary of the recommendations was circulated before the Departmental Retreat, held at the McMichael Gallery on April 22, 2016. Attendees included the majority of faculty members, graduate students, staff, and one postdoctoral fellow. The retreat included small group discussions about the themes, and the Chair of the Department ended each session by summarizing what he thought represented consensus. The proceedings were recorded for future reference. The Chair of the Department subsequently prepared a draft "agenda of concerns" highlighting areas of the Programs needing improvement or enhancement and putting forward proposals for action. Because the various Programs have overlapping concerns, the agenda of concerns was presented in its entirety after the three Program self-studies rather than being broken up among them. Input from reviewers will assist with the finalization of actions the Programs should take in moving forward.

Site Visit: November 9-10, 2016

The Reviewers first met with Vice-Provost Alice Pitt and Dean of Graduate Studies, Barbara Crow. During the two days the reviewers also met with the Dean of Science, Ray Jayawardhana, Faculty of Science Associate Dean

Research, Sylvie Morin, Associate Dean Faculty - Buks van Rensberg, the Chair of the Department, Marshall McCall, the Undergraduate Program Director, Patrick Hall, PHAS GPD - Tom Kirchner, Previous GPD, Wendy Taylor, Science Librarians, John Dupuis, Genny Jon and Acting Associate University Librarian, Adam Taves. The reviewers held meetings with the undergraduate faculty and the graduate faculty, as well as meetings with undergraduate majoring in Biophysics and Physics and Astronomy, and also with graduate students. Professor Paul Delaney provided a tour of the York University Observatory and the reviewers toured the various laboratory facilities. In addition there was a meeting with York University Experience Hub (Technology Internship Program), Kathleen Winningham.

Outcome:

The Joint-Committee on Quality Assurance commended the Department for its well-designed process for developing the self-study. The Dean's Implementation plan, which included the programs' response to recommendations, was very thorough and clear. The committee concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due June 2019. The next CPR will begin in the Fall of 2023.

Strengths:

The reviewers made note of the following about the undergraduate programs: "A large proportion of the courses are taught by full-time faculty – 97% in 2015/2016. This demonstrates a strong commitment on behalf of the faculty to support of undergraduate education and a good alignment between the program needs and faculty resources. Students were highly complementary of the quality of teaching by their physics professors, and of how readily professors made themselves available to students outside of classroom hours."

The Reviewers made note of the following for the research based MSc: "The methods and criteria for assessing student achievement are appropriate and effective relative to the expectations of the discipline and the program learning outcomes. In particular, the annual research evaluation stands out as an especially rigorous approach to assess student progress and achievement."

The Reviewers lauded the Department annual workshop built around the Careers Toolbox developed by the American Physical Society and to an annual careers event with alumni for graduate students and noted that this would also be beneficial for prospective and registered undergraduate students. The Reviewers stated that the proposed workplace practice certificate which would include career-oriented skills is also an excellent initiative.

Reviewer Recommendations and Dean's Implementation Plan

The Review Report provided a fulsome and robust discussion of the materials included in the self-study, the Dean's agenda of concerns, and the challenges and issues that were raised during the site visit.

The reviewers provide a comprehensive set of recommendations for the Programs that is in strong dialogue with the self-study. Each recommendation is preceded by a discussion of the strengths of the program and opportunities for improvement.

In his response, the Dean provides an extensive response document, roughly grouped thematically, which incorporates the Department's response and his own comments, and suggesting actions that might be taken where appropriate and identifying recommendations that are either out of scope for the CPR process or can only be determined once results of initial actions are known.

A significant focus is on recommendations related to curriculum mapping and curriculum review for both undergraduate and graduate programs. The consideration of many suggestions, for example new programs, would be determined after a full consideration of the curriculum mapping exercise.

The Dean's implementation Plan ensures that recommendations related to research be explored immediately. Suggestions related to recruitment are either ongoing or will be undertaken. Space for the program and students, which will foster collegiality and collaboration, among other things, is an ongoing project.

A number of suggestions, acknowledged in the Dean's Implementation Plan, are related to academic hiring, but not all of these lie within the purview of the department or even the Faculty of Science.

The final recommendation of the reviewers is, "That the Department should initiate a Long Range Planning process to set faculty hiring priorities over the next 5 to 10 years." The Department Response, recorded in the Plan includes this statement, "There is a real opportunity for the Department to re-vitalize or even re-define itself, and it is logical to develop a long-range plan on how best to do so. The Dean closes his detailed Implementation plan with this acknowledgement of the importance of this activity with this statement, "The Dean welcomes a Long-Range Planning exercise within PHAS. Along with curriculum mapping, this is key to departmental sustainability and the maintenance of vital programs at both the undergrad and graduate levels."

The full Dean's Implementation Plan is appended to this report for review by the Quality Council.

A report on the progress of these initiatives will be provided in the Follow-up Report which will be due in June 2019.

Alice J. Pitt
Vice-Provost Academic
York University

Cyclical Program Review – Physics and Astronomy programs

Response of Dean Ray Jayawardhana, Faculty of Science
and
Proposed Implementation Plan

April 21, 2017

Programs Reviewed

1. Physics and Astronomy BSc, BSc Honours, Honours Major and Honours Minor programs
2. Physics and Astronomy BSc program
3. Biophysics BSc with Specialized Honours
4. MSc Physics and Astronomy programs with Coursework, Project and Thesis and Oral Exam
5. PhD Physics and Astronomy

The reviewers report contains the following comments (roughly grouped thematically) suggesting actions that might be taken, not all of which have subsequent recommendations or suggestions:

Recommendations and Suggestions

3.1, 3.2 and 8.2	**3.1 The Department should analyze course learning objectives and map them onto program level goals, in order to prepare students for a variety of outcomes and facilitate timely completion of their programs.** **3.2 Use the development of course learning objectives to review different themes in the undergraduate curriculum and to compare math requirements with learning objectives of the prerequisite math courses.** **8.2 This applies to both undergraduate and graduate programs such as the course-based and project-based M.Sc. programs.**
Dept. Response:	These recommendations align with Concern 7.1.1 in the Department's Self-Study. Agreement that course learning objectives must be established and be mapped carefully onto program-level expectations. Program-level expectations already in place for undergraduate programs, would be timely to review them. Program-level expectations, course learning objectives, have never been laid down for graduate paths of study. The Department also supports recommendation 3.1. It makes sense to track continuity and achievements in specific curricular themes as part of the mapping exercise. A comprehensive analysis of course learning objectives needs re-evaluation of the mathematics pre-requisites required in PHAS. This was undertaken just prior to the last CPR, and the curriculum drastically modified as a result. The unit will work with the Mathematics Department to determine the best way to implement a new stream in Theoretical Physics. This is anticipated to have more mathematics requirements than any of the existing streams.
Dean's office Response:	The Dean's office strongly supports this initiative, especially because other undertakings are also contingent on mapping (e.g. altering fields of representation, Recommendation 7.1, and Biophysics courses, Recommendation 7.2), and because math content in particular has to be intimately linked and timed with the delivery of the Physics and Astronomy

	curriculum. In addition, mapping may reveal areas that should be targeted for hires. This may be the program's highest priority. But it may not require the use of a course mapping software, especially for the graduate programs. We encourage PHAS to liaise with CoTL, Teaching Commons and units in Science that have already undertaken this exercise. Departmental commentary on this recommendation includes the acknowledgment that students who work at a job--to a great extent--and disabilities--to a lesser extent--increase the time taken, on average, to graduate. While these matters are not addressed by curriculum mapping, it is true that mapping will reduce any additional drivers of graduation delay.
Implementation:	
Who	Chair, GPD, UPD,
Resources	Training and assistance from the Registrar's office or Teaching Commons with course mapping software.
When	Training by Fall 2017 with curriculum map by Spring 2018
5.1	**That an additional half-time support person be assigned to the Department to help administer research programs.**
Dept. Response:	The Department strongly endorses this recommendation. Research purchasing and accounting is a significant burden for all faculty members, and a detriment to research productivity. Improved web presence is urgently required. Website development and maintenance, which are crucial to recruitment and public outreach at both undergraduate and graduate levels, distract faculty from research and suffers badly due to insufficient human resources or skills. The same is true for our digital signage, for which there has been no addition of content in 10 years. The Department will aggressively seek from the Faculty of Science permission to hire another staff member to support research purchasing, research accounting, and website and digital signage needs.
Dean's Response:	While the Dean's Office recognises that all units could use additional administrative support, the current budgetary reality does not allow for an increase in administrative support in the Faculty of Science. Under the new budget model, Faculty and Units revenues are directly tied to student enrolment in programs. In PHAS there is much room for growth in graduate and undergraduate programs. A significant increase in enrolment could justify growth in the unit's allocated budget. It should be noted that research-based revenue in FSc cannot cover this kind of administrative support. Although there are no departments in FSc with administrative support for research programs, the Faculty does employ two Faculty Research Administrators who are responsible for post-award research administration on behalf of the entire FSc.
Implementation:	
Who	Dean's Office
Resources	Commensurate to program growth
When	Review of possibility further administrative support as Department enrollments grow.
5.2 and 5.3	**5.2: That undergraduate students should have a common room only for undergraduates in the physics and astronomy programs and the biophysics program.**

	5.3: Whenever possible, faculty and graduate student offices be relocated to the main Physics building.
Dept. Response:	**5.2** An agreement was reached with the Department of Earth, Space Science, and Engineering (ESSE) to share a lounge on the first floor of the Petrie Science and Engineering Building. The reviewers were aware of this arrangement, and concluded that it was not good enough for PHAS majors. The unit is not entirely in agreement with this perspective, because the two departments that share the room have much in common. The unit proposes to survey undergraduate majors to determine the level of satisfaction with the shared common space. If there is a clear indication that an alternative is needed, we will consult with the Dean to determine if more space can be freed up in PSE. If no space can be found, we will endeavour to seek additional space for our students in Bethune College. **5.3** Department is aware of the importance of having faculty and graduate students in close proximity, and wishes to have offices for all departmental faculty in the PSE Building. Presently there is no room for expansion. PSE is shared with two other departments: Chemistry, and Earth, Space Science, & Engineering (ESSE). The Department of PHAS has been forced to place its own graduate students in the Chemistry Building, occupying five offices there. Another office is used for sessional instructors. Department will enter into discussions with the Dean opening up space in PSE for most or all graduate students.
Dean's Response:	The Dean's office recognises the limited space available for students and Faculty members to meet. The space currently available for Science Units is insufficient and many Units are requesting more social and meeting space. While a dedicated room cannot be assigned to undergraduates in the physics and astronomy programs and the biophysics program, the Faculty will be investing in a pilot project to furnish some of the social space in Petrie Science and Engineering building. A few years ago resources were invested in renovating Petrie 317 and 317A into a seminar room and a small lounge area with a pantry. The Faculty of Science does make an effort to locate Faculty members close to their laboratory or research space. PHAS has to recognize that two Faculties occupy the building and that in Science this building is shared among four Units.
Who	Dean's Office
Resources	To be determined
When	Fall 2017 for completion of the social space pilot in PSE
6.1	**The Department should continue to offer opportunities for professional development for both undergraduate and graduate students.**
Dept. Response:	Department concurs, as emphasized in Concern 7.1.7 of the Self-Study and it will work with the three student clubs to involve alumni in a careers event annually. A faculty member will be assigned each year to take responsibility for organizing a workshop based upon the Careers Toolbox of the American Physical Society. In collaboration with the Faculty of Science, the Chair will reach out to non-science faculties at York to devise an approach for conveying skills in workplace practice to undergraduates and graduates in science. Of value to some undergraduates (but by no means the majority) may be the

	Certificate in Technology Entrepreneurship recently proposed by the Lassonde School of Engineering. Although intended initially for engineering majors, there is intent to expand this to science majors in the future. Described in the Graduate Self-Study Report, FGS supports the professional development of graduate students in various ways. We will reach out to the workshop organizers to see that more science-specific elements are added.
Dean's Response:	The Dean's Office supports initiatives that will improve the professional development of students. While a Certificate in Workplace Practice from outside the Faculty is a possibility in future, it is more likely that there will be a similar and more immediate credential offered through enhancements of the Faculty's experiential education offerings, including a preparatory course for the workplace. A current Faculty review of experiential offerings will include the Physics internship course, which could have significant impact if numbers could be increased. The Department should encourage students to take advantage of PD opportunities offered by the Faculty (e.g., Science & Business workshops, media workshops) and the University (e.g., LaunchYU, FGS workshops).
Implementation:	
Who	Chair, UPD, GPD, Teaching Commons, Dean's office
Resources	To be determined.
When	Ongoing
7.1 and 7.2	**7.1 The Physics Graduate Program should focus on its four research areas where there is direct involvement from Physics faculty members.** **7.2 The Department should continue to work to provide a broader range of core graduate courses on a regular basis.**
Dept. Response:	**7.1** The reviewers singled out the field "Earth, Atmospheric, Space, and Engineering" (EASE) as an historical commitment rather than an active one, and "Chemical and Condensed Matter Physics" as not having direct involvement of faculty members in the Department of PHAS. In the case of the former, one faculty member in the Department is a space engineer and some astronomers engage in space missions. Regardless, what did not seem to be fully appreciated by the reviewers is the York model for graduate programs, which promotes interdisciplinarity by allowing for the appointment of qualified faculty members from outside of a guiding department. The reviewers' perspective is particularly problematic for the field "Earth, Atmospheric, Space, and Engineering". Besides representatives from the Department of PHAS, there are many faculty in the Lassonde School of Engineering in this field who are members of the Graduate Program in Physics and Astronomy by virtue of their common need for physics talent. The commitment is real, not historical. As a result, 25% of graduate students in the Program are working in EASE. The Graduate Program has investigated what is required to alter fields of representation. At this time, the Graduate Program is not inclined to eliminate the field "Earth, Atmospheric, Space, and Engineering", but rather to simplify its name to "Planetary Physics". The Program reserves judgment on what to do about "Chemical and Condensed Matter Physics", pending completion of the mapping exercise and consultation with the faculty in the Graduate Program

	who are working in this field. Contrary to what the reviewers believed, "Biological Physics" is a field that the Graduate Program has gained approval to advertise. The Department concurs with the recommendation that the Department (as against the Graduate Program) restrict its research focus to at most four fields. Long-range planning will begin, as per Recommendation 9.4, to determine how to move forward. **7.2** Graduate Program in Physics and Astronomy is collaborating with the University of Windsor and Trent University to develop on-line graduate courses for sharing among the institutions. A proposal to eCampus Ontario led by the University of Windsor was recently funded, and discussions are now underway on how to proceed. Subject to the outcome of our course mapping exercise and long-range planning exercise (Recommendation 9.4), we will also give some thought to developing a stream in Biological Physics that has core requirements that are aligned with the needs of graduate students working in this field. Further expansion of course offerings is inadvisable before completion of the mapping exercise. The mapping exercise is likely to point to a need for discipline-specific courses that we either do not offer or that we are presently unable to mount routinely due to lack of faculty resources. The only way to rectify this is through additional hires in our core research areas as guided by our long-range planning process (Recommendation 9.4).
Dean's office Response:	The Dean's Office concurs with the Department's response that the Faculty community that delivers the graduate program does indeed include individuals from other departments, and, by allowing for a broader range of expertise, this enhances the overall program. Provided the graduate program can deliver current and vital graduate education in six fields, the Dean's Office is in favour of continuing those fields, even if they rely to some extent on expertise outside the department. The Dean's Office endorses the Departmental plan to continue to concentrate in four fields of research. The Dean's Office has agreed with the name simplification from "Earth, Atmospheric, Space and Engineering" to "Planetary Physics". With respect to broadening the variety of course offerings to graduate students, the Faculty's investment in Biophysics and commitment to it as a field of growth does mean that graduate courses in this area are advisable in the near future; again, program mapping is necessary to determine what will be suitable, and when, and we have to fulfil our obligations to students joining York in Biophysics. In addition, successful recruitment of graduate students is a condition precedent to obtaining resource support for increasing course offerings. Sharing e-courses with other small programs like Windsor and Trent is worthy of further consideration, and working with the Windsor initiative is supported, especially if it is cost effective.
Implementation:	
Who	Chair, GPD,
Resources	To be determined
When	Support for the four main research areas in the Department is ongoing. With respect to Biophysics grad courses, two things should proceed immediately. One is continued arrangements with Trent and Windsor if that is deemed by

	the Department to be cost effective and pedagogically sound. The other is the mapping process (training by Fall 2017 with a map by Spring 2018).
7.3, 7.4 and 8.3	**7.3 The Department should engage local high school physics teachers and promote the strengths of the undergraduate program in order to increase enrolment.** **7.4 The Department should evaluate proposals to improve recruitment of domestic graduate students.** **8.3 Enhance recruitment of undergraduate students by establishing a few key recruitment events.**
Dept. Response:	**7.3** The Department has hosted annually an evening for high school teachers dedicated to a research theme in physics or astronomy in which departmental faculty are active, despite having to go into debt to do so. In our self-study, we felt that an important but neglected audience was high-school counselors. The reviewers feel that our attention should continue to be directed toward high school teachers. Moving forward, we will be engaging both teachers and students through the Southern Ontario Large-Scale Time Coincidence Array (SOLTA), which is a project led by Professor Scott Menary to establish cosmic ray detectors at high schools across the province. Working with alumnus Michael Franchino (who teaches in Newmarket), approval has been gained for a new course for the Ontario high school curriculum in which students have the opportunity to build and operate a cosmic ray detector. It is our intention to host an annual "conference" at York with all participants to discuss both the process and results. To better inform teachers about our strengths, we propose at minimum to create a brief fact sheet for distribution at teachers' evenings and on-line. Additionally, we will give serious consideration to devoting a teacher's evening to education and will consider appointing a faculty member annually to liaise with teachers at the top schools in our catchment area. The Department's most urgent priority is to finish construction of its new website, which will give research a much higher profile than at present. The Graduate Program's most urgent priorities are to add more video content from its researchers and students and to establish websites for all members that lack one. The obstacle to all of these priorities is the lack of technical resources to assist. UIT can be utilized to implement the but presently there are no identifiable resources to develop and implement the look and feel or to maintain websites routinely. Recommendation 5.1 offers a path forward, namely the hiring of an additional staff member to take on the burdens of research administration. **7.4** The most important graduate recruitment opportunity available to us is the Canadian Undergraduate Physics Conference (CUPC), which is organized annually by the Canadian Association of Physicists (CAP). Associated with the conference is a Graduate Fair at which Graduate Programs can be advertised. We propose to invest resources in improving our display and re-evaluating how we present ourselves at it. Also, we propose to seek funding to make it

	possible to send more of our own students to the conference, who are in many ways ambassadors for York and who could assist with the staffing of our booth. As soon as the subway is completed, the Department will engage with undergraduate students to develop a proposal to host the CUPC, which will enhance our profile immensely. Another event with recruitment potential is the Canadian Conference for Undergraduate Women in Physics (CCUWiP). We would like to establish funds in our budget to routinely send students to the conference and to engage in related recruitment events. The Department is committed annually to nominating a lecturer for the Canadian Association of Physicists Lecture Tour. The Department will also endeavour to engage with physics clubs across Southern Ontario. **8.3** Recruitment is an area in which the Department works extremely hard, as described in Section 4.4 of each of the undergraduate program self-studies. Although it is relatively easy for individuals to go out into the community, limitations in finances pose a major stumbling block to hosting events for high school students at York. For example, in 2014 and 2015, the Department held exclusive showings of first-run science fiction movies at a Cineplex theatre followed by question and answer sessions about the science. These attracted hundreds of high school students and their teachers. However, the Department went into debt doing this. The prizes and awards party of the High School Biophysics Contest had to be financed by the Chair himself. The Department does not even have a budget line for the High School Teacher's Evening it holds annually. There are already two campus recruitment events, one in the Fall and one in the Spring, in which the Department is able to engage at no cost other than faculty time. The latter, in particular, targets applicants to the Department's programs, and we encourage students to attend through our phoning campaign. The Department is not against doing more, but it would have to identify a twist to attract good attendance and then seek funding from the Faculty of Science to support it. Under Concern 7.3.1 of the Self-Study, the Department puts forward some low-cost ideas to enhance recruitment that don't require bringing students to York. There is more to recruitment than increasing enrolments. Many faculty members are concerned about the quality of incoming students, and it has been suggested that we raise entrance standards. However, because of the importance of numbers to funding, caution is advisable. To create an élite program without the credentials to justify it would be folly. To be able to afford the inevitable decline in registrations that would follow an increase in the entrance requirement, we really need to focus first on attracting more top students than we are now. Our proposed new stream in Theoretical Physics may help. Growth in biophysics enrolments would help, too. Once the quality of applicants improves, we will be in a better position to sacrifice enrolments in favour of higher standards, if indeed there is justification to believe that nuances in performance in high school have a bearing on performance in university.
Dean's Office Response:	An improved web presence achieved through a more sophisticated Departmental website is seen by the Department as a necessity for improved engagement and outreach. The request to include more dynamic material like

	video is a worthy goal. In fact, the Faculty of Science has produced a number of videos featuring faculty and students, and those featuring PHAS members should be added to the Dept web site as well with help from the FSc Communications Manager and IT Director. The Dean's Office recognizes the hard work and creativity that goes into the SOLTA project (as well as the High School Physics Teachers' Night, and other outreach events that are undertaken), and has helped secure $30K in funding for SOLTA from the Bickell Foundation. These initiatives are worthy as outreach, but as recruitment tools there does not seem to be any analysis that connects attendance and participation in these with recruitment. Additional or continued financial support of these initiatives at the Faculty level and the Department level should be assessed against their recruitment value. Could an assessment be made from attendance to determine if these undertakings yield applications to York Physics? The plan to host the CUPC is a good idea; if it is contingent upon the completion of the subway, then the time has arrived to move forward with a plan, since the subway opening is December 2017 and planning such an event with the commitment of the organization will take considerably longer than that. Indeed, there are a "number of good ways" identified to improve recruitment; probably, there should be an internal recruitment plan for both the undergraduate and graduate level that links the numerous ideas and initiatives that exist, that assesses their respective values for outreach and recruitment, and prioritizes them for execution. We agree that standards are to be protected, and that seeding our Physics programs with top students is a good approach for improving standards without losing enrolments. The Dean is concerned about the low number of domestic graduate applications, and encourages the PHAS GPD and faculty members to be proactive in reaching out to colleagues at other institutions to nudge their students to consider graduate studies at York. Personal connections and guidance can have a direct (and relatively rapid) positive impact on graduate recruitment. It should be noted that the Faculty worked closely with the Department on, and in one case even secured external support for, major Physics & Astronomy outreach events in the past couple of years.
Implementation:	
Who	Chair, UPD, GPD, Associate Dean Students, Associate Dean Graduate Education
Resources	Promotional material production, upgrading website
When	On-going
7.5	**The Department should evaluate other Biophysics programs offered in Southern Ontario and promote the unique aspects of the York program, and work to recruit York students in order to increase enrolment in the Undergraduate Program in Biophysics.**

Dept. Response:	The first challenge to attracting students is to inform them what biophysics is all about. We have made progress on that front through our biophysics website. We have also implemented an Ontario-wide High School Biophysics Contest. Lack of administrative support severely impairs maintenance of the website and the administration of the Contest. Continuation of the Contest will require the identification of sponsors. Our uniqueness is in the breadth of training that our Biophysics Program offers. Unfortunately, most students with interests in the life sciences want to go into medicine, and consequently are attracted to medical physics programs. Somehow we have to confront that reality without compromising our goal of giving students the tools needed to apply physics to confront biological problems no matter where they arise. This may be as simple as renaming the Program "Biophysics and Medical Physics", given that issues relevant to medicine, such as MRI, are already integrated into courses. We agree that a study of other biophysics programs in the province is warranted at this stage. As an outcome, we could envision developing a comparator that highlights the attributes of our Program relative to others. With new hires, we also will have the opportunity to introduce a course devoted to medical physics into the undergraduate curriculum. We completely agree that an experiment or two with a biophysical emphasis should be introduced into the first-year laboratory sequence.
Dean's office Response:	Biophysics is a recent endeavour and it does take time to have the presence of new programs become known and to reach a level of maturity in terms of enrolments. It has been supported by being targeted in the "This Is…" campaign. The Dean's Office support of *Integrated Science* is involved in improving the stature of Biophysics, since that program has purposefully increased awareness of this as an undergraduate program choice. The proposed name change to include "medical" would align our program's name with some other such programs at other institutions. It might be premature to do that, although in the short term promotional material could draw attention to the application of Biophysics to medical matters. We know that the Department is seeking to be not extravagant in recommending the hiring of a half-time person for various tasks (Recommendation 5.1): research support, web enhancement, and now Biophysics outreach. We have already indicated that under the new budget model, such expenditures are linked to enrolments, but in any event, it does seem that a half-time position with assigned tasks of supporting such disparate things as research administration, improvement of the Department's web presence, and also to assist in the administration of a Biophysics outreach event seems to be too many diverse tasks spread too thin. While each of these may deserve support, we are not convinced that a new half-time person is the best way to achieve the goals associated with each of them.
Implementation:	
Who	Review by departmental and Faculty Curriculum Committees
Resources	
When	The review of Biophysics promotional material to ensure that readers know that medical applications are relevant should occur immediately to have

	appropriate promotional materials as soon as possible.
7.6	**Ensure that discipline specific expectations including typical program GPA's are taken into account when allocating Tri-Council M.Sc. scholarships within the University.**
Dept. Response:	Proportionately, the Graduate Program should receive just as many NSERC scholarships as other programs in the Faculty of Science, at the very least. Based upon our experience with adjudications in the Faculty of Graduate Studies, we believe that GPAs are not the problem. Rather, our students have difficulty describing the context of their research to the adjudicators, the majority of whom do not work in physics, overwhelming them with technical details at the expense of the big picture. The Program has mounted sessions to guide students on how to write proposals, but interest from the graduate community has been muted. We will continue to strive to provide students with guidance with their applications in an effort to improve the success rate. At the same time, it is true that discipline-specific expectations are not properly taken into account in the current adjudication model used by the Faculty of Graduate Studies. For NSERC scholarships, a group of adjudicators from various programs are engaged to rank applications across all NSERC disciplines without having expertise in metrics such as typical publication rates outside their own research field. We will continue to lobby for a model that ensures that the adjudicators have greater familiarity with the standards used in the disciplines of the applicants.
Dean's office Response:	The AD Research and Graduate Education will be discussing with FGS to first understand how the awards are adjudicated and to establish practice that do not disadvantage some disciplines over others in STEM.
Implementation:	
Who	GPD, Associate Dean Research and Graduate Education
Resources	None
When	This should be explored immediately
8.1	**Work to make the Department culture more friendly and inclusive by organizing regular social events, increasing attendance at colloquium and increasing the number of friendly gathering spaces within the Department.**
Dept. Response:	Department concurs, having flagged these problems in Concerns 7.1.3 and 7.1.4 of the Self-Study. Department has already managed to improve attendance at colloquia drastically simply by creating more attractive posters advertising them. Adding variety to the snacks on offer is a good idea. We have identified some funding to establish a study space on a trial basis in one of the alcoves of Petrie. If this proves to be successful, then we will aim to equip most alcoves on the second and third floors of the building in a similar manner, benefiting from what has been learned from the trial. In 2015, the Department made an arrangement with the Department of Earth, Space Science, and Engineering to share a common room established by them across the hall from their administrative offices. It has become quite a popular destination for our majors. The three clubs of the Department as well as the Physics and Astronomy Graduate Executive are the primary vehicles for promoting socialization. The Department Executive will work with them to identify additional avenues for enhancing the community.

	Perhaps the most serious deficiency right now is the lack of a lounge for faculty and graduate students. The Department will work with the Dean's office to correct this problem. If a choice had to be made, the Department would favour the establishment of a common space for faculty and graduate students in Petrie over additional common space for undergraduates in Petrie.
Dean's office Response:	The Dean's Office supports the initiative listed above. For the past few years there have been several social and networking events organized by the Dean's Office (e.g., *Science Unplugged*). Better PHAS participation to these events may provide neutral ground to bring people together to hear a PHAS colleague or student present short talks or to acknowledge PHAS awardees. These activities would be cost neutral to PHAS and could be supplemented by PHAS specific events.
Implementation:	
Who	Chair, UPD, GPD, Dean's Office
Resources	To be determined
When	Immediately
8.4	**Support the Faculty's efforts to promote York as a place where people do science.**
Dept. Response:	Department is already heavily engaged in Faculty promotion efforts, and will continue to be so. Members routinely visit schools a part of the Science Speaker's Bureau, and participate in numerous events organized annually by the Faculty, especially at GTA libraries, such as the York Science Forum with famed theoretical physicist Lisa Randall (Dark Matter and the Dinosaurs: The Astounding Interconnectedness of the Universe). We also send delegates to the University Fair annually.
Dean's office Response:	The Department does indeed work with the Faculty in initiatives related to our public image as a place for science research, and we agree that will continue.
Implementation:	
Who	Dean's Office and department
Resources	
When	Ongoing
8.5	**Develop a new undergraduate program in Theoretical Physics.**
Dept. Response:	This recommendation echoes proposals associated with Concern 7.4.1 of the Self-Study. It should be clarified, though, that the Department envisions introducing a new Stream, not a new Program. Department has already drafted a tentative curriculum, and is currently seeking input from its faculty and the Department of Mathematics and Statistics as to what would be appropriate mathematical requirements. Unfortunately, there is a significant obstacle to ambitions to creating a Stream that is more than a simple re-packaging of existing courses. There are only 5.5 theoreticians in the Department, two of whom are nearing retirement age. As a result of administrative relief, effectively there are only 4.5 from the standpoint of teaching. Because of the Department's increased service teaching burdens (e.g., Integrated Science), the Department is short-staffed, and theoreticians must be fully utilized to teach undergraduate majors and graduate students. Additional staffing will be crucial to the long-term success

	of the proposed Stream to enable us to enrich the curriculum with additional courses and to give more opportunities for undergraduates to undertake theoretical research in PHYS 4310.
Dean's office Response:	This proposal involves at least three new courses, and the Department recognizes that there are only 5.5 Theoreticians in the Department, two of whom are near retirement age, and only 4.5 of whom are currently available for teaching. It is not correct to consider Physics teaching in *Integrated Science* as service teaching, although it is true that currently the instructor: student ratio is low in that program. This will change somewhat next year and presumably thereafter. In this year's small cohort of 23 students, one student had initially expressed an interest in continuing in Physics yet two have chosen physics (in one case, Biophysics) and a third is considering a Physics minor. The learning outcomes mapping exercise for programs and courses should consider the proposed Theoretical Physics program at the same time to assist in the assessment of whether it should be launched. If resource dilution is likely, then it is probably not a worthwhile initiative at this time.
Implementation:	
Who	Chair, UPD, Curriculum Committee
Resources	TBD
When	
8.6 and 8.7	**8.6 Review workload of the undergraduate programs.** **8.7 Explore ways to spread out upper level physics exams with the Registrar's Office.**
Dept. Response:	As far as we can tell from the Student Survey, lab courses are the biggest source of concern about workload. We have already re-evaluated demands in the second-year lab, and the workload has been reduced somewhat. The course mapping exercise that we will be undertaking will provide an opportunity to review workloads further, conceivably even motivating us to significantly modify the curricula. For example, it has been suggested that we reduce the number of required courses, but increase credit-weightings of those with tutorials, thereby encouraging a more focused approach to learning. PHYS 4061 may be unique in Canada in its emphasis on laser physics, and is one of our calling cards. We are reluctant to curtail it much. However, we will work with the instructor to ensure that the workload is kept under control. Undergraduate Program Director has designed requests to the Registrar's Office for reasonable exam spacing for both the fall and winter term courses for upper year majors. They were submitted for the first time in calendar year 2016, and it is anticipated that they will be submitted routinely in all future semesters.
Dean's office Response:	Mapping will also assist with workload assessments. Each exam period, the Physics Undergraduate Program Director communicates with the Associate Dean of Students to identify potential problems with exam scheduling, and the Associate Dean argues for these changes on behalf of the department, usually with 100% success.
Implementation:	
Who	Dean's Office and the Registrar's Office for exam planning Department for mapping, enlisting the assistance of the Registrar's Office or

	the Teaching Commons
Resources	
When	The mapping exercise should proceed during the second half of 2017. Improving the exam schedule is an ongoing endeavour between the Dean's Office and the Registrar's Office.
8.8 and 8.9	**8.8 Review the laboratory theme and the computational theme to see if practical physics can be strengthened.** **8.9 Monitor and refine changes to the computational physics theme in undergraduate and graduate programs.**
Dept. Response:	**8.8** We agree that pedagogical improvements to laboratory education are warranted. Indeed, the Department is undertaking a major upgrade of the second-year laboratory course in physics by modernizing the experiments, by innovating to maximize the pedagogical impact of the experiments, and by tailoring exercises to suit modern needs of majors. Funding for equipment in the amount of $46,000 was acquired through the AEF in 2016. The remainder of the funding needed for equipment ($235,000) has just been committed by the Faculty of Science (via AEF and its own budget, spread over two years). Also, the Senior Advisor for Institutional and Space Planning has recently committed to funding lab renovations. Further adjustments to the lab program are likely following completion of the course mapping exercise. In setting future curricular directions, it is particularly important for us to establish distinctions between non-academic and academic needs and the balance of computational versus laboratory themes in practical physics. **8.9** The Department agrees that there is room for improvement in the computational arena right now, as emphasized in Concern 7.1.2 of the Self-Study. To alleviate deficiencies in training, the Department is committed to creating an integrated undergraduate/graduate course in computational physics.
Dean's office Response:	The Dean supports this academic exercise. However, PHAS should be mindful that adding a theme or stream would further dilute resources. A careful analysis of such addition to student enrolment and retention would be needed to justify added courses (i.e., resources).
Implementation:	
Who	Chair, UPD
Resources	To be Determined
When	Spring 2018
8.11	**Schedule regular meetings between the TIP (Technology Internship Coordinator in LAPS) coordinator and the PHAS undergraduate curriculum committee.**
Dept. Response:	This appears to be a response to Concern 7.3.7 in the Self-Study. The Department's perspective was to pull out of TIP altogether and to have the Faculty of Science develop its own internship program. Right now, the Faculty of Science is seeking AIF funding to advance experiential education, which will include re-development and re-vitalization of internship and co-op programs. Until FSc decides how to move forward, it makes sense for the Department to

	work more closely with TIP, at least at the level of establishing routine communications. We will ask our Internship Coordinator to set this up.
Dean's office Response:	This is a good idea for the benefit of both Faculties.
Implementation:	
Who	Internship Coordinator and Department
Resources	
When	Ongoing
8.12 and 9.1	**8.12 Review TA training and identify improvements needed to provide an enriching experience for both students and TAs.** **9.1 All TAs should participate in training to foster mutual respect in all of the forms laid out by the Department's Diversity Committee.**
Dept. Response:	This recommendation relates to Concern 7.2.7 in the Self-Study. The Department will seek additional funding to employ senior TAs annually to take charge of at least one first or second year tutorial session, subject to facility with English. It will assess also the viability of establishing a help desk for more senior undergraduates, courses for which do not presently have formal tutorials associated with them. Also, we will ask the TA supervisor to provide a training session annually to provide advice on how best to conduct TA duties and to emphasize the expectations of the jobs.
Dean's office Response:	The Dean's office recognises the need to offer additional TA training. This issue is not limited to PHAS and the Dean's Office would support the development of Faculty wide TA training module with some discipline-specific modules. Discussion will be undertaken with all Units to limit duplication.
Implementation:	
Who	Chair, GPD, UPD, Dean's Office
Resources	To be determined
When	August - September 2017
9.2 and 9.3	**9.2 Develop a university procedure for spousal hiring.** **9.3 That the Department work to increase the number of female faculty by aggressively seeking out qualified female candidates in future searches and by implementing best practices for recruiting and retaining women in physics by, for example, including a woman on all search committees and defining new positions in broad terms of expertise.**
Dept. Response:	In recent years, the Department has had to confront this issue twice. In neither case could anything be done for the spouse. Once, the top candidate went to another institution, which was able to find a position for the spouse on short notice. York's current policy is that all searches be open, so even if a position could be created for a spouse, the spouse would have to compete for it: http://acadjobs.info.yorku.ca/spousal-hiring-at-york-university. The Department strongly supports the development of a policy on spousal hiring, and will lobby the Dean of the Faculty of Science to work with the administration to come to an arrangement that everyone understands. We will impress upon administrators that hiring of appropriately qualified spouses may be a useful strategy for addressing severe gender imbalances that exist in a

	variety of disciplines across campus.
Dean's office Response:	Although there is not a formal spousal hiring procedure at York University, the University and Faculty have been very proactive in assisting couples to find work on campus. While hiring of two academics is quite challenging, the Faculty is committed to support attracting and retaining the best candidates in academic searches.
Implementation:	
Who	Chair, Dean's office
Resources	As needed
When	As needed
9.4	**That the Department should initiate a Long Range Planning process to set faculty hiring priorities over the next 5 to 10 years.**
Dept. Response:	Department has been reluctant to develop a long-range hiring plan because so many previous plans have gone nowhere. Lately, we have instead discussed regularly what the next priority for hiring should be, informed by recent hires and strategic opportunities. This has worked well. However, circumstances have changed. On a four-year horizon, 8 faculty members will reach or exceed retirement age, 4 of which are in astronomy and astrophysics. Two of them have already declared retirement dates. There is a real opportunity for the Department to re-vitalize or even re-define itself, and it is logical to develop a long-range plan on how best to do so. We will begin the planning process imminently.
Dean's office Response:	The Dean welcomes a Long-Range Planning exercise within PHAS. Along with curriculum mapping, this is key to departmental sustainability and the maintenance of vital programs at both the undergrad and graduate levels.
Implementation:	
Who	Chair
Resources	None
When	To be determined

Schulich School of Business

Memorandum

To: Faculty Council, Schulich School of Business
From: Alexandra Campbell, IMBA Program Director
Date: February 2, 2018
Re: IMBA Program Change Proposal

Motion 1: That Faculty Council approve the changes to the IMBA Program as laid out in the attached program change proposal.

Motion 2: That Faculty Council approve the course changes accompanying the IMBA program change proposal.

Motion 3: That Faculty Council approve the new course proposal for IMBA 5150 1.5 Leadership Skills in a Global World, accompanying the IMBA program change proposal.

Rationale

A mandatory two year full time requirement for the IMBA program was necessary in the past since IMBA students had to complete their 602 requirement with other IMBA students. The second year full time requirement is no longer necessary since the 602 course requirement for IMBA students was changed in 2016 to allow students to do their 602 course with MBA students. Allowing IMBA students to do their second year of the program part-time will give students greater flexibility to potentially take advantage of career opportunities before they graduate. This change also aligns the IMBA academic plans and structure with those of the MBA program.

The required minimum entry level of second language proficiency is Intermediate High and assessed with an Oral Proficiency test (OPI) test that is administered by Language Testing International, an outside agency. However, in some cases the entry level OPI language level is over-estimated by the OPI tester which makes it extremely difficult for students to attain an Advanced-Mid proficiency level by graduation. Changing the Exit requirement to a progression of two levels will not change the entry admission requirements and does not change the normally expected exit level of Advanced-Mid. However, it will allow students who are admitted into the program with an inflated OPI score to be assessed using the same educational requirement as students who enter with an Intermediate High language level. This change will better align with the IMBA's academic goal of language development.

The proposed new wording is as follows: To satisfy the IMBA exit language requirement students must achieve the level of Advanced Mid or a progression of two levels in their language fluency, whichever is lower.

The key IMBA program learning outcomes have not changed. The purpose of this update is to focus the learning outcomes from the current 4-page document to a set of more concise learning objectives that are supported by learning paths in the IMBA program and to also provide student assessments that allow the measurement of these learning outcomes. The reduction in the number of learning outcomes also enables easier communication of these outcomes and a more strategic approach to managing the core IMBA curriculum and key student assessments. Updated IMBA program learning outcomes are attached to this document (Appendix 1).

IMBA 5100 Integrated Management Experiences I (taught in Term 1) and IMBA 5200 Integrated Management Experience II (taught in Term 2) are mandatory capstone courses in the IMBA program. These two courses focus on the integration and application of student learning from core IMBA courses in each semester. Despite their importance to the IMBA program, both fall and winter IME courses are currently non-credit. Student evaluations for this course consistently state that they spend in excess of 10 hours to prepare and complete the deliverables due in each 6 hour class. Changing the IME from a non-credit to a credit course will signal the importance of these courses to the IMBA program and will also give students credit for the amount of work required to complete the deliverables due in both IME courses.

IMBA 5004 1.50 International Negotiation Processes and Techniques is a mandatory first year IMBA

course. Since it is a 1.50 credit course, there is only sufficient course time to provide a basic overview of negotiation processes and practices in different countries. By taking IMBA 5004, IMBA students are not eligible to take the second year elective, IBUS 6490 3.00 International Negotiations: Analysis, Strategy and Practice. IBUS 6490 is more suitable for IMBA students than the current IMBA 5004 since it covers key topics in International Negotiation such as culture and the unique challenges of international negotiations that are not taught in IMBA 5004. In addition, IBUS 6490 provides students with a richer learning environment since students practice international negotiation in two experiential simulations. Deleting IMBA 5004 will allow IMBA students to take IBUS 6490 as an elective in their second year.

IMBA 5003 1.50 Global Stakeholder Strategies, while useful in providing students with an in-depth understanding of stakeholder issues and analysis, does not give students sufficient context about why this is important and how to re-frame problems to understand different stakeholder perspectives. This course will be replaced by a new course: IMBA 5150 Leadership Skills in a Global World. IMBA 5150 1.50 Leadership Skills in a Global World includes the stakeholder analysis covered in IMBA 5003 and also gives students a richer understanding of topics such as the Challenges of Dealing with Complex business environments, Sustainability, and tools and techniques for formulating and re-framing complex problems that are required to adapt their thinking to different stakeholder perspectives. The rationale for including this new course in the IMBA program is given in Motion 3.

In its current format, IMBA 5201 3.00 Regional Analysis covers two related, but conceptually distinct topics: the major business challenges and opportunities facing firms in different international countries/regions and international economics. Each of these subject areas is covered separately by two different instructors. This course is currently taught in Term 2 of the IMBA program to supplement topics not covered in IMBA 5102 3.00 The Economic Environment of International Business which is taught in Term 1.

The intent of reducing the credits for IMBA 5201 Regional Analysis is to make Regional Analysis a stand-alone course and focus this course only on topics that relate to this subject such as a PESTLE Analysis and Scenario Planning. The learning objectives of the Regional Analysis portion of this course will not change. This course will be moved to Term 1. The international economics portion of the current IMBA 5201 course will be included in a revised IMBA 5102 Economic Environment of International Business course that is currently under development. The revised IMBA 5102 economics course will be moved to Term 2. This change will consolidate international economics into one course and enhance the student learning experience for both the Regional Analysis content and also the Economic content of the IMBA program. It will also better prepare IMBA students for a career in international business.

This course, which is already taught in a longer version as MGMT 5150 in the MBA program, adopts a multiple perspectives framework and draws on complexity science to teach students core skills required for leadership in a turbulent and complex global environment. MGMT 5150 is a capstone MBA course that provides MBA students with the skills they need to successfully complete their final capstone course MGMT 6100 3.00 Strategy Field Study in the second year of the MBA program. Offering IMBA 5150 Leadership Skills in a Global World, will equip IMBA students with the same skills as MBA students to complete their final IMBA capstone course, IMBA 6200 3.00 International Field Study in their second year.

As part of the program's rebalancing, students will be required to complete 24.00 instead of 21.00 credits of electives. This requirement brings the IMBA more in line with the MBA program, which has a requirement for 27 elective credits. Under the updated structure, students are able to complete a first elective credit in Term 2, thus leaving 21 credits (seven 3-credit courses) for Year 2 (Term 4 and 5). As well, the restructured 602 (International Field Study) structure gives students more flexibility in terms of when to commence and how to complete the 602. Even though the total number of credits required for graduation is higher in the IMBA than the MBA, the IMBA credits include a 9-credit placement and other experiential courses in Terms 1 and 2.

Change to Program/Graduate Diploma Academic Requirements Proposal Form

1. Program/Graduate Diploma: IMBA

2. Effective Session of Proposed Change(s): Fall, 2018

3. Proposed Change(s) and Rationale

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

A. Program Changes

A1. Change the IMBA Program Requirement from a 2 year full time program to a full time program for Year 1 (terms 1 to 3) with the option for students to do the IMBA program part-time in the second year (terms 4 and 5).

RATIONALE: A mandatory two year full time requirement for the IMBA program was necessary in the past since IMBA students had to complete their IMBA 6200 3.00 International Field Study capstone course in second year with other IMBA students. The second year full time requirement is no longer necessary since the IMBA 6200 course requirement for IMBA students was changed in 2016 to allow students to do this field study course with MBA students. Allowing IMBA students to do their second year of the program part-time will give students greater flexibility to finish their IMBA degree without undue financial hardship. This change also aligns the IMBA academic plans and structure with those of the MBA program.

A2. Amend the wording of the Exit Requirement for Second Language Proficiency from a standard of Advanced Mid proficiency to include a progression of two levels from the student's Entry language level.

RATIONALE: The required minimum entry level of second language proficiency is Intermediate High and is assessed with an Oral Proficiency test (OPI) test that is administered by Language Testing International, an outside agency. However, in some cases the entry level OPI language level is over-estimated by the OPI tester which makes it extremely difficult for students to attain an Advanced-Mid proficiency level by graduation. Changing the Exit requirement to a progression of two levels will not change the entry admission requirements and does not change the normally expected exit level of Advanced-Mid. However, it will allow students who are admitted into the program with an inflated OPI score to be assessed using the same educational requirement as students who enter with an Intermediate High language level. This change will better align with the IMBA's academic goal of language development.

A3. Update the IMBA Program Expected Learning Outcomes (ELO's) to a competence based format.

RATIONALE: The key IMBA program learning outcomes have not changed. The purpose of this update is to focus the learning outcomes from the current 4-page document to a set of more concise learning objectives that are supported by learning paths in the IMBA program and to also provide student assessments that allow the measurement of these learning outcomes. The reduction in the number of learning outcomes enables easier communication of these outcomes and a more strategic approach to managing the core IMBA curriculum and key student assessments. Updated IMBA program learning outcomes are attached to this document (Appendix 1).

B. Course Changes to Rebalance Student Workload in the IMBA Program

B1. Increase the credit for IMBA 5100 0.00 Integrated Management Experiences I (offered in Term 1) and IMBA 5200 0.00 Integrated Management Experiences II (offered in Term 2) from 0.00 to 1.50 credits each.

RATIONALE: IMBA 5100 and IMBA 5200 are mandatory capstone courses in the IMBA program. These two courses focus on the integration and application of student learning from core IMBA courses in each semester. Despite their importance to the IMBA program, both fall and winter IME courses are currently non-credit. Student evaluations for this course consistently state that they spend in excess of 10 hours to prepare and complete the deliverables due in each 6-hour class. Changing the IME from a non-credit to a credit course will signal the importance of these courses to the IMBA program and will also give students credit for the amount of work required to complete the deliverables due to both IME courses.

B2. Delete IMBA 5004 1.50 International Negotiation Processes and Techniques

RATIONALE: IMBA 5004 is a mandatory first year IMBA course. Since it is a 1.50 credit course, there is only sufficient course time to provide a basic overview of negotiation processes and practices in different countries. By taking IMBA 5004, IMBA students are not eligible to take the second year elective, IBUS 6490 3.00 International Negotiations: Analysis, Strategy and Practice. IBUS 6490 is more suitable for IMBA students than the current IMBA 5004 since it covers key topics in International Negotiation such as culture and the unique challenges of international negotiations that are not taught in IMBA 5004. In addition, IBUS 6490 provides students with a richer learning environment since students practice international negotiation in two experiential simulations. Deleting IMBA 5004 will allow IMBA students to take IBUS 6490 as an elective in their second year.

IMBA students have a very strong interest in international negotiation and the consistent feedback in course evaluations over the past four years is that due to its condensed format, IMBA 5004 does not provide enough depth about the challenges of international negotiations. Evidence that IMBA 5004 does not adequately meet IMBA student interest in international negotiation is the fact that 50% of the 2017 IMBA cohort enrolled in the ORGS 6560 Negotiations course in their second year. IMBA students are allowed to take this course since unlike IBUS 6490, it does not have an international focus. However, taking ORGS 6560 is a less desirable option for IMBA students in their second year due to its lack of international content.

B3. Replace IMBA 5003 1.50 Global Stakeholder Strategies with IMBA 5150 1.50 Leadership Skills in a Global World

RATIONALE: The proposed new course IMBA 5150 1.5 Leadership Skills in a Global World is already taught in a longer version as MGMT 5150 3.00 in the MBA program. MGMT 5150 is a capstone MBA course and was also a required course for IMBA students prior to the re-structuring of the IMBA program in 2013. In the revised IMBA program, MGMT 5150 was replaced by two new IMBA courses: IMBA 5001 0.00 Contemporary Challenges and Strategic Thinking and IMBA 1.50 Global Stakeholder Strategies. Both of these courses cover some of the material that is taught in MGMT 5150 such as Strategic Thinking and Stakeholder Analysis. IMBA 5001 which is offered at the beginning of the fall semester is valuable for IMBA students since it gives them a framework they can apply to their subsequent core courses. IMBA 5003 (offered in Term 2), is useful in providing students with an in-depth understanding of stakeholder issues and analysis. However, it does not give students sufficient context about why this is important and how to re-frame problems to understand different stakeholder perspectives.

The new IMBA 5150 course content covers stakeholder analysis and puts this analysis into context for students by dealing with topics such as the Challenges of Dealing with Complex business environments, Sustainability, and tools and techniques for formulating and re-framing complex problems. This content is particularly relevant to both MBA and IMBA students and provides Schulich students with the skills they need to successfully complete their final capstone course MGMT 6100 3.00 Strategy Field Study (for MBA students) and IMBA 6200 3.00 International Field Study (for IMBA students) in the second year of their program. Offering IMBA 5150 to IMBA students will equip them with the same skills as MBA students.

B4. Reduce the credit for IMBA 5201 3.00 Regional Analysis course from 3.00 to 1.50 credits

RATIONALE: In its current format, IMBA 5201 3.00 Regional Analysis covers two related, but conceptually distinct topics: the major business challenges and opportunities facing firms in different international countries/regions and international economics. Each of these subject areas is covered separately by two different instructors. This course is currently taught in Term 2 of the IMBA program to supplement topics not covered in IMBA 5102 3.00 The Economic Environment of International Business that is taught in Term 1. These topics include: international trade policy, balance of payments and foreign exchange markets amongst others.

The intent of reducing the credits for IMBA 5201 Regional Analysis is to make Regional Analysis a stand-alone course and focus this course only on topics that relate only to the regional analysis content such as PESTLE Analysis and Scenario Planning. The Regional Analysis learning objectives of this course will not change. This course will be moved to Term 1.

The international economics portion of the current IMBA 5201 course will be included in a revised IMBA 5102 Economic Environment of International Business course that is currently under development. The revised IMBA 5102 economics course will be moved to Term 2. This change will consolidate international economics into one course and enhance the student learning experience for both the Regional Analysis content and also the Economic content of the IMBA program. It will also better prepare IMBA students for a career in international business.

B5. Increase requirement of electives from 21 to 24 credits, for a total of 66 required credits

RATIONALE: This requirement brings the IMBA more in line with the MBA program, which has a requirement for 27 elective credits. Under the updated structure, students are able to complete a first elective credit in Term 2, thus leaving 21 credits (seven 3-credit courses) for Year 2 (Term 4 and 5). As well, the restructured 602 (International Field Study) structure gives students more flexibility in terms of when to commence and how to complete the 602. Even though the total number of credits required for graduation is higher in the IMBA than the MBA, the IMBA credits include a 9-credit placement and other experiential courses in Terms 1 and 2.

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

Updated IMBA program learning outcomes are attached to this document (Appendix A). None of the following proposed program or course changes will affect IMBA program learning outcomes:

Allow IMBA students to switch to part-time in their second year

Change the wording of the Exit Requirement for Second Language Proficiency

Increase the credit given to the IMBA 5100 0.00 Integrated Management Experiences I and IMBA 5200 0.00 Integrated Management Experiences II from 0.00 to 1.50 credits each

Delete IMBA 5004 1.50 International Negotiation Processes and Techniques and IMBA 5003 1.50 Global Stakeholder Strategies. This change has no significant impact on the IMBA program learning objectives since a number of other IMBA courses support the IMBA program learning outcomes that were covered by these courses (such as increasing students' effectiveness in team work and enhancing a global perspective)

Replace IMBA 5003 1.50 Global Stakeholder Strategies with IMBA 5150 Leadership Skills in a Global World. This change will enhance the achievement of student learning outcomes since the new IMBA 5150 course better supports a number of IMBA program learning outcomes listed under the four IMBA learning goals of: Critical Analysis and Strategic Decision Making, Professional Communication and Self-Awareness, Responsible Business and Global Perspective. Students will benefit from acquiring the broader range of skills reflected in the learning outcomes of IMBA 5150 versus the learning outcomes of the IMBA 5003 which IMBA 5150 will be replacing.

Reduce the credit of IMBA 5102 Regional Analysis from 3.00 to 1.50 and focus this course content only on Regional Analysis topics. This change will have no impact on IMBA program learning objectives since the international economics topics currently covered in the IMBA 5102 Regional Analysis course will be covered in a revised IMBA 5102 3.00 Economics course that is currently under development

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

Consultations on the proposed changes included Student Services, the Dean and Associate Dean, and relevant areas (Economics, Organizational Behaviour, Strategic Management and Leadership Skills course director). Master Programs Committee, Executive Committee, Faculty Council.

There is no impact on other programs for any of the proposed changes.

d) A summary of any resource implications and how they are being addressed.
There are no notable resource implications for these proposed changes.

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

There is no impact on students currently enrolled in the IMBA since these changes affect Terms 1 and 2 of the IMBA program. Students currently enrolled in the IMBA program would be allowed to switch to part time status in Terms 4 and 5 once these changes have been approved.

4. Calendar Copy

Using the following two-column format, provide a copy of the relevant program/graduate diploma requirements as they will appear in the FGS Calendar - http://gradstudies.yorku.ca/current-students/regulations/program-requirements/.
Please note: Senate requires that FULL Calendar copy be provided. Please include the entire *graduate program/diploma section, not just text that is being revised.*
Please clearly and visibly indicate how graduate program/graduate diploma information has been changed using strikethrough (left column), bold, underlining, colours, etc*. (right column).*

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
The Schulich IMBA is a specialized MBA program designed for students interested in understanding and exploring the global challenges facing firms in an increasingly complex business environment. The program immerses students in global management education and practice from day one and is designed around two interrelated themes: functional business management and the professional development skills necessary to succeed in an increasingly competitive marketplace.	
This 20-month ~~full-time~~ program consists of 42 required credits, including an international work term and an international capstone-consulting project, and a minimum of **21** elective credits. Students also pursue a 12-week international work term in the summer semester between first and second year to obtain relevant work experience in an industry sector of interest to them and in a country in which they have not had prior work or life experience. Other unique features of the IMBA program include an integrated modular curriculum,	This 20-month program consists of 42 required credits, including an international work term and an international capstone-consulting project, and a minimum of **24** elective credits. Students also …

language development in six supported languages, unique IMBA courses such as the two-semester Integrated Management Experience course and a professional development course, and a smaller cohort that enables IMBA students to take all their first-year courses together. In second year, IMBA students take the same courses as MBA students and have the opportunity to choose one of 18 different specializations as well as to take a semester at one of Schulich's 75 exchange partners around the globe. Please visit http:// schulich.yorku.ca for more information.	… as well as to take a semester at one of Schulich's 75 exchange partners around the globe. **IMBA students may also switch to part time status in year 2 of their studies.** Please visit http:// schulich.yorku.ca for more information.

Updates to Program Regulations (Handbook)

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
The IMBA is full-time 20 month program.	**The IMBA is 5-term program that is full time in the first year (terms 1-3). Students may change to a Part-time status in second year (terms 4 or 5) by submitting a written request using the Enrolment Status Change Form, found in your Graduate Academic Forms Database. This form must be submitted to Student Services by the deadline indicated online and on the form. Students who change their status for a limited period of time (e.g. from full-time to part-time for one Term) must remember to apply to change their status back by the stated deadline on the Enrolment Status Change form. Students who wish to change their status for numerous upcoming terms (e.g. continue part-time for the remainder of the program) should only submit one form.**
<u>Graduation Requirement</u> […] An advanced facility with declared MBA language, satisfied by: - an entrance OPI level of Advanced-Mid, or - successful completion of remedial language requirements (see Language Requirements, below) plus work term	<u>Graduation Requirement</u> […] An advanced facility with declared MBA language, satisfied by: - an entrance OPI level of Advanced-Mid, or - successful completion of remedial language requirements (see Language Requirements, below) plus work term
<u>Language Requirement</u> Entrance ACTFL OPI levels in IMBA supported languages (ESL, French, German, Japanese, Mandarin or Spanish) of Intermediate-High or Advanced-Low are required to enrol in IMBA language courses (when offered) .	<u>Language Requirement</u> Entrance ACTFL OPI levels in IMBA supported languages (ESL, French, German, Japanese, Mandarin or Spanish) of Intermediate-High or Advanced-Low are required to enrol in IMBA language courses (when offered) **until**

~~Students must pass each course with a minimum B-.~~ Where a course is not offered, and/or for unsupported languages with ACTFL OPI levels below Advanced-Mid, students will self-study, and self-fund remedial language training to take an Exit ACTFL OPI in Term 5. ~~Students must achieve a minimum exit level of Advanced-Mid to satisfy the IMBA exit language requirement.~~	**they have achieved the required Exit level language proficiency.** Where a course is not offered, and/or for unsupported languages with ACTFL OPI levels below Advanced-Mid, students will self-study, and self-fund remedial language training to take an Exit ACTFL OPI in Term 5. **To satisfy the IMBA exit language requirement students must achieve the level of Advanced Mid or a progression of two levels in their language fluency, whichever is lower.**
<u>International Management Core Courses</u> IMBA 5001 0.00 Contemporary Challenges and Strategic Thinking IMBA 5002 1.50 Managerial Decisions Analysis IMBA 5003 1.50 Global Stakeholder Strategies IMBA 5004 1.50 International Negotiation Processes and Techniques **IMBA 5100 0.00 Integrative Management Experiences I** IMBA 5101 3.00 Financial Accounting for International Managers IMBA 5102 3.00 The Economic Environment of International Business IMBA 5103 3.00 Introduction to Managerial Finance for International Managers IMBA 5104 3.00 Managing People & Teams in a Global Context IMBA 5105 1.50 Global Management Accounting **IMBA 5200 0.00 Integrative Management Experiences II** **IMBA 5201 3.00 Regional Analysis** IMBA 5202 3.00 Marketing Management in a Global Context IMBA 5203 3.00 Strategy for the Global Organization IMBA 5204 3.00 Design, Control and Improvement of Processes IMBA 511x 0.00 Business Communication and Culture I* IMBA 521x 0.00 Business Communication and Culture II*	<u>International Management Core Courses</u> IMBA 5001 0.00 Contemporary Challenges and Strategic Thinking IMBA 5002 1.50 Managerial Decisions Analysis **IMBA 5100 1.50 Integrative Management Experiences I (1.5 CREDIT CHANGE**) IMBA 5101 3.00 Financial Accounting for International Managers IMBA 5102 3.00 The Economic Environment of International Business IMBA 5103 3.00 Introduction to Managerial Finance for International Managers IMBA 5104 3.00 Managing People & Teams in a Global Context IMBA 5105 1.50 Global Management Accounting **IMBA 5150 1.50 Leadership Skills in a Global World (NEW COURSE)** **IMBA 5200 1.50 Integrative Management Experiences II (CREDIT CHANGE)** **IMBA 5201 1.50 Regional Analysis (CREDIT CHANGE)** IMBA 5202 3.00 Marketing Management in a Global Context IMBA 5203 3.00 Strategy for the Global Organization IMBA 5204 3.00 Design, Control and Improvement of Processes IMBA 511x 0.00 Business Communication and Culture I* IMBA 521x 0.00 Business Communication and Culture II*
<u>Experiential Core Courses</u> IMBA 5000 0.00 Professional Development for International Managers	<u>Experiential Core Courses</u> IMBA 5000 0.00 Professional Development for International Managers

IMBA 5300 9.00 International Work Term IMBA 6200 3.00 International Field Study *if required for language remediation	IMBA 5300 9.00 International Work Term IMBA 6200 3.00 International Field Study *if required for language remediation

Please submit completed forms and required supporting documentation by email to the Coordinator, Faculty Governance– mmschiff@yorku.ca

Schulich School of Business International Master of Business Administration (IMBA) Program Curriculum Map

Key: I = Introduced, D = Developed, R= Reinforced, A = Assessed Individually for Achievement

	Term 1										Term 2								Term 3-4	
	IMBA 5001 0.00 Contemporary Challenges & Strategic Thinking	**IMBA 5002 1.50** Managerial Decisions Analysis	**IMBA 5100 1.50** Intg. Mgmt Experiences I	**IMBA 5101 3.00** Financial Accounting for Intl Managers	**IMBA 5103 3.00** Intro to Managerial Finance for Intl Managers	**IMBA 5104 3.00** Managing People and Teams in a Global Context	**IMBA 5105 1.50** Global Mgmt Accounting	**IMBA 5000 0.00** Prof. Dev. for Intl. Managers	**IMBA 51XX 0.00** Business Comm. & Culture	**IMBA 5201 1.50** Regional Analysis	**IMBA 5000 0.00** Prof. Dev. for Intl. Managers	**IMBA 5200 1.50** Intg. Mgmt. Experiences II	**IMBA 5202 3.00** Marketing Mgmt. in a Global Context	**IMBA 5203 3.00** Strategy for the Global Organization	**IMBA 5204 3.00** Design, Cntrl. & Improvement of Processes	**IMBA 52XX 0.00** Business Comm. & Culture	**IMBA 5102 3.00** The Econ. Envir. of Intl. Bus.	**IMBA 5150 1.50** Global Leadership Skills	**IMBA 5300 9.00** International Work Term	**IMBA 6200 3.00** International Field Study
Goal 1: Critical Analysis & Strategic Decision-Making																				
1.1 Apply knowledge of the theories, concepts, methods, and current research and practical issues in each of the functional disciplines of management in order to make effective managerial decisions in international business.		**I**	**D**	**I**	**I**	**I**	**I**			**I**		**D**	**I**	**I**	**I**		**I**	**R**	**A**	**R**
1.2 Integrate the knowledge from different functional business areas to identify and analyze complex cross-functional international management problems.	**I**	**I**	**D**	**I**	**I**	**I**	**I**			**I**		**D**		**D**					**A**	**R**
1.3 Develop solutions for complex management problems that create value for different global stakeholders.			**I**							**I**		**D**		**A**				**R**		**R**
Goal 2: Professional Communication & Self-Awareness																				
2.1 Create and deliver effective and engaging oral presentations.		**I**	**D**	**R**		**I**			**I**	**I**		**A**	**I**	**I**	**I**			**R**	**R**	**R**
2.2 Write effective business documents appropriate for the target audience	**I**	**I**	**D**	**I**	**I**	**I**	**I**	**I**	**I**		**A**	**R**							**R**	**R**
2.3 Use appropriate skills and strategies to work effectively in teams	**R**	**R**	**I**	**R**	**R**	**D**	**R**	**I**		**R**		**R**	**R**	**R**	**R**		**R**	**R**		**A**
2.4 Engage in personal reflection in order to adapt leadership strategies to different team contexts.						**I**		**I**										**A**	**R**	**R**

Key: I = Introduced, D = Developed, R= Reinforced, A = Assessed Individually for Achievement

	Term 1										Term 2								Term 3-4	
	IMBA 5001 0.00 Contemporary Challenges & Strategic Thinking	**IMBA 5002 1.50** Managerial Decisions Analysis	**IMBA 5100 1.50** Intg. Mgmt Experiences I	**IMBA 5101 3.00** Financial Accounting for Intl Managers	**IMBA 5103 3.00** Intro to Managerial Finance for Intl Managers	**IMBA 5104 3.00** Managing People and Teams in a Global Context	**IMBA 5105 1.50** Global Mgmt Accounting	**IMBA 5000 0.00** Prof. Dev. for Intl. Managers	**IMBA 51XX 0.00** Business Comm. & Culture	**IMBA 5201 1.50** Regional Analysis	**IMBA 5000 0.00** Prof. Dev. for Intl. Managers	**IMBA 5200 1.50** Intgr, Mgmt. Experiences II	**IMBA 5202 3.00** Marketing Mgmt. in a Global Context	**IMBA 5203 3.00** Strategy for the Global Organization	**IMBA 5204 3.00** Design, Cntrl. & Improvement of Processes	**IMBA 52XX 0.00** Business Comm. & Culture	**IMBA 5102 3.00** The Economic Environment of Intl Business	**IMBA 5150 1.50** Global Leadership Skills	**IMBA 5300 9.00** International Work Term	**IMBA 6200 3.00** International Field Study
Goal 3: Responsible Business																				
3.1 Identify and respond to ethical, social, or environmental issues arising in international business decision-making.	**I**					**I**				**I**			**D**	**A**				**R**	**R**	
Goal 4: Global Perspective																				
4.1 Evaluate business challenges and opportunities facing firms when entering foreign markets.		**R**	**I**		**I**	**I**				**D**		**D**	**A**	**D**				**R**		**R**
4.2 Demonstrate linguistic and cultural fluency to adapt to the business culture of a foreign country.						**I**			**I**	**I**						**A**			**R**	

New Course Proposal Template

1. **Program: IMBA**

2. **Course Number:** IMBA 5150

3. **Credit Value:** 1.50

4. **Long Course Title:** Leadership Skills in a Global World

5. **Short Course Title:** Leadership Skills in a Global World

6. **Effective Session:** Winter 2019

7. **Calendar (Short) Course Description:**
This course develops the thinking and reflective skills required for leadership in a turbulent world. Drawing on complexity science, the course applies a multiple perspectives framework to Challenge embedded assumptions and advance students' ability to think creatively, analytically and strategically. Students learn to identify and reframe complex problems more effectively, and to develop and communicate actionable solutions compellingly.

8. **Expanded Course Description:**
Same as the Calendar course description

9. **Evaluation:**

Assignment/Task	Weight	# of Assignments	Assessment
Complexity Challenge Team Project	40%	1	Group
Class Reflections	25%	5	Individual
Course Reflection	15%	1	Individual
Course Contribution	20%		Individual
Total	**100%**		

10. **Integrated Courses:**
N/A

11. **Rationale:**
IMBA 5150 supports a number of different IMBA Program Learning Outcomes such as developing solutions for complex management problems that create value for different global stakeholders and engaging in personal reflection to adapt leadership strategies to different team contexts.

The learning objectives of the IMBA 5150 course are the same as the existing MGMT 5150 course which is a mandatory first year course for MBA students. These course learning objectives are described below:

This course will introduce IMBA students to some of the new mindsets needed for making a positive difference in today's turbulent and complex global environment. For example, today's leaders must have the capacity to accept and deal with unpredictability and be adept at

recognizing and integrating multiple perspectives and priorities. They must be able to spot and anticipate emerging trends and patterns; ask and explore provocative questions about their organizations and the world at large; deal with challenging ethical issues; and generally think both “inside” and “outside the box” in a deep and probing way.

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

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

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

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

There is no significant overlap between existing IMBA courses since this course will replace IMBA 5003 1.50 Global Stakeholder Strategies

12. **Faculty Resources:**
    This course will be offered in Term 2 of the IMBA program. There are a number of Schulich instructors who could teach this course including: Theo Tolias, Kate Ellis, Steve Weiss, Detlev Zwick, Wissam AlHussaini.

13. **Crosslisted Courses:** N/A

14. **Bibliography and Library Statement:**
    Andersen, E. (2016). “Learning to Learn.” Harvard Business Review, 94(3), 98-101.

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

Wendell-Wendellborg, T. (2017). “Are You Solving The Right Problems?”, Harvard Business Review, 95 (1; January/February), 76-83.

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

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

Martin, R.L. & Golsby-Smith, T. (2017). "Management Is Much More Than A Science", Harvard Business Review, 95(5), 128-135.

Argyris, C. (2002). "Teaching Smart People How to Learn", Harvard Business Review, 69(3), 99-109.

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

Sull, D. N. (1999). "Why Good Companies Go Bad". Harvard Business Review, 77(4), 42-50.

Smith, W.K., Lewis, M.W. & Tushman, M.L. (2016). “’Both/And’ Leadership”. Harvard Business Review, 94(5), 62-70.

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

O’Hara, C. (2014). “How to Tell a Great Story”, Harvard Business Review, July 30. (Digital Article).

15. **Physical Resources:** N/A

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

16. Instructors and Faculty Coordinator

Initial instructor
Theo Tolias

Alternative instructors
Kate Ellis, Steve Weiss, Detlev Zwick, Wissam AlHussaini.

Course coordinator
Ingo Holzinger, Schulich Course Coordinator, Skills for Leadership

17. Specializations

Primary area or specialization
IMBA

Secondary areas or specializations
N/A

18. Student Contact and Enrolment

Contact hours
18 hours course contact hours and individual student contact hours as required

Maximum enrolment
35

Expected enrolment
30-35 students

Evidence for enrolment expectations
This will be a mandatory first year IMBA core course that all 1st year IMBAs will be required to attend

19. Human Participants Research
N/A

20. Conditions for Approval

a) **The Area is deleting courses with at least the same total number of credits.**
IMBA 5003 1.5 Global Stakeholder Strategies is being deleted

b) **Provide a convincing case for the proposed course.**
The proposed IMBA 5150 course content covers stakeholder analysis currently covered in IMBA 5003 1.50 Global Stakeholder Strategies and puts this content into context for students by dealing with topics such as the Challenges of Dealing with Complex business environments, Sustainability, and tools and techniques for formulating and re-framing complex problems. This content is particularly relevant to both MBA and IMBA students and provides students with the skills they need to successfully complete their final capstone course MGMT 6100 3.00 Strategy Field

Study (for MBA students) and IMBA 6200 3.00 International Field Study (for IMBA students) in the second year of their program. Offering IMBA 5150 to IMBA students will equip them with the same skills as MBA students.

Course Originator

Alexandra Campbell — *January 30, 2018*
Signature — Date

Alexandra Campbell
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 (minimum 6) confirm that they have examined this course proposal. They feel it is a worthwhile addition to the SSB curriculum and does not, to their knowledge, significantly duplicate the content of existing courses.

Ingo Holzinger	Theodore J. Noseworthy
Kate Ellis	Theodore Tolias
Detlev Zwick	Ashwin Joshi
Peter Darke	Thomas Medcof

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.

Alexandra. Campbell — January 30, 2018
Signature — Date

Alexandra Campbell — IMBA Program Director
Name of Coordinator or Director — Area or Specialization

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

Alexandra Campbell	*January 29, 2018*
Signature	Date
Alexandra Campbell	IMBA Program Director
Name of Program Director	Program

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

Markus Biehl	February 8 2018
Signature	Date
	MPC-PCC
Name of Committee Chair	Committee.

MEMORANDUM
Peter F. Bronfman Business Library

SUBJECT: Library Statement for
IMBA 5150 – Leadership Skills in a Global World

FROM: Sophie Bury
Head, Bronfman Business Library

DATE: February 2nd 2018

IMBA 5150 – Leadership Skills in a Global World

The library can support IMBA 5150 *Leadership Skills in a Global World* which is proposed to form part of the IMBA program. This course, which is already taught as MGMT 5150 in the MBA program, adopts a multiple perspectives framework and draws on complexity science to teach students core skills required for leadership in a turbulent and complex global environment.

The bibliography for this course contains materials that can be accessed at the library through annual subscriptions. As this course is already taught as part of the MBA program, the library has had relevant support in place, which will clearly transfer to this new course, as taught in the IMBA program.

Required reading materials include many articles from the *Harvard Business Review*. Due to licensing restrictions these articles cannot be linked from learning management systems or e-reserves. They can be found by searching the library's catalogue or by using the search widget provided through this guide: researchguides.library.yorku.ca/HBR Other prescribed article readings can be accessed via the library web site, or linked to from course web sites using permalinks. Alternatively, such articles can be placed on e-reserve by placing an online request with the Bronfman Business Library.

For students who wish to supplement their weekly reading on topics of relevance to this course, a number of relevant library sources are available. Relevant journal and news article databases are likely to be of greatest relevance, given topics covered in this course, and include *Proquest Business*, *Business Source Complete*, and *Factiva*. Students in this course may find it helpful to consult the library's finding business articles guide: researchguides.library.yorku.ca/businessarticles

The main project in this course where library resources will be relevant is the Complexity Challenge Team Project where students work on a challenge a company is facing to identify problems and opportunities, and to come up with recommended strategies and actions with the goal of attaining positive impact for various stakeholders. The library offers a range of relevant company research sources including company news sources, ESG/CSR reports, analyst reports, SWOTS, company financials, and detailed company profiles. These are offered through a range of subscription databses including but not limited to: *Sustainalytics*, *Thomson One Investext*, *Marketline*, *Lexis Nexis Academic*, *Hoovers*, and *Mergent Online*. In researching both the industry and market contexts in which their organizations operate, the library's subscription industry and market research

report sources will be highly relevant including databases such as *BMI Research*, *IBISWorld,* and *Passport*.

The Bronfman Business Library's research guides will benefit students in this course by acting as pathfinders on key areas of focus for the team project including company research, industry research, and market research. They can be found at: researchguides.library.yorku.ca

In addition, the library is also developing a suite of online learning resoures for business students called BRYT (Business Research at York Toolkit) - bryt.library.yorku.ca - which includes both videos and PDF resources offering strategies and tips on searching a wide range of business research databases. At the current time modules are available on conducting articles, company, industry and market research. Options to integrate BRYT content in Schulich's Learning Management Systems are offered.

The Bronfman Business Library also offers a Masters Level Research Tools Workshop in both the Fall and Winter terms, which will be highly relevant to students in this course, as it is tailored to embed examples from the core first year MBA course MGMT 5150. Schulich Student Services reaches out to course directors for this course every term to make sure students are aware of the opportunity to attend, and this could easily be extended to students in IMBA 5150. Finally, assistance with research and information resources is available from reference staff at the Business Library. Reference service is provided in-person, by phone, by e-mail, and via virtual chat reference available from every page of the Business Library website: www.library.yorku.ca/cms/bbl/

MGMT 5150 xx 1.50: Leadership Skills in a Global World

Course Outline
Winter 2019

January: TBA
Room TBA

Instructor
TBA

Assistant
Michelle Le
N203A SSB
(416) 736-5942
imba@schulich.yorku.ca

Brief Description
This course develops the thinking and reflective skills required for leadership in a turbulent global world. Drawing on complexity science, the course applies a multiple perspectives framework to challenge embedded assumptions and advance students' ability to think creatively, analytically and strategically. Students learn to identify and reframe complex problems more effectively, and to develop and communicate actionable solutions compellingly.

Prerequisites/Corequisites/Course Exclusions: None

Contents

Course Learning Outcomes

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

Peter Drucker

“Business as usual” has ceased to exist. Turbulence and transition are the new normal. For anyone who has followed the news in recent months and years, the above rings true. In the current context of rapid economic, social and technological change, capacities for flexibility, innovation, and – in particular – new ways of thinking are at a premium.

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

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

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

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

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

Deliverables at a Glance

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

Assignment/Task	Quantity	Weight	Total	Author
Complexity Challenge Team Project	1	40%	40%	Team
Class Reflections	5	5%	25%	Individual
Reflection: As a Future Leaders, I Will Need to…	1	15%	15%	Individual
Course Contribution	1	20%	20%	Individual
			100%	

All weighted assignments are graded. For details, see "Assignments/Projects: Descriptions & Evaluation" (p. 8). More detailed descriptions of the main assignments (team project and reflection papers) will be posted on Moodle.

Course Material

Canvas: Canvas is the course website and functions as a digital course outline. You will find the weekly readings/viewings, detailed descriptions and due dates for all assignments, a course calendar, course updates, various course materials and resources, and a companion Twitter feed (*@Leaderskills*) that is used to share course relevant articles, news items, and resources.

Readings: All mandatory and optional readings and other resources are listed under the class modules on Canvas. Some readings can be downloaded directly from Canvas. Others can be accessed through York University's library website. A link to the library website and instructions on how to access the readings are provided. It is assumed that you have read and thought about the issues explored in the readings before coming to class. Adequate preparation is absolutely necessary to benefit fully from class and be able to contribute to discussions.

There is no textbook for the course.

Preparation for Class and Course Contribution: Expectations

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

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

Class-by-Class Syllabus

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

Date	Class Session	Topic	Assigned Readings & Resources	Assigned Work Due
Jan. 8	1	Leading the Possible: Leadership Challenges in a Turbulent World	Andersen, E. (2016). "*Learning to Learn*." *Harvard Business Review*, 94(3), 98-101. Soundview Executive Book Summaries: Taleb, N.N. (2007). "*The Black Swan*", Random House. Reviewed by Stephen Wolter. Achi, Z. & Garvey Berger, J. (2015). "Delighting in the Possible", *McKinsey Quarterly*, 2015, Number 2 (March).	Class Reflection
Jan 9	2	The Art of Reframing I: Are you Solving the Right Problem?	Wendell-Wendellborg, T. (2017). "Are You Solving The Right Problems?", Harvard Business Review, 95 (1; January/February), 76-83. Ancona, D., Malone, T.W., Orlikowski, W.J. & Senge P.M (2007). "In Praise of the Incomplete Leader", *Harvard Business Review*, 85 (2; February), 92-100. Folbre, N. (2015, October 11). Review of the book *How the Other Half Banks*, by Mehrsa Baradaran. *The New York Times Sunday Book Review*, BR14.	Class Reflection
Jan 10	3	The Art of Reframing II: Creating New Ways of Thinking	Sawhney, M. & Khosla, S. (2014). "Managing Yourself: Where to Look for Insight", *Harvard Business Review*, 92(11), 126-129. Martin, R.L. & Golsby-Smith, T. (2017). "Management Is Much More Than A Science", *Harvard Business Review*, 95(5), 128-135.	Class Reflection
Jan 11	4	Convergent Thinking: Probing the Possible	Argyris, C. (2002). "Teaching Smart People How to Learn", *Harvard Business Review,* 69(3), 99-109. Liedtka, J.M. (2006). "Using Hypothesis-Driven Thinking in Strategy Consulting", *Darden Business Publishing Teaching Note BP-0486*	Class Reflection
Jan 12	5	Convergent Thinking: Getting to Maybe	Sull, D. N. (1999). "Why Good Companies Go Bad". *Harvard Business Review*, 77(4), 42-50. Smith, W.K., Lewis, M.W. & Tushman, M.L. (2016). "'Both/And' Leadership". *Harvard Business Review*, 94(5), 62-70. Ashford, S.J. & Detert, J. (2015). "Get the Boss to Buy In". *Harvard Business Review*, 93(1/2), 72-79. O'Hara, C. (2014). "How to Tell a Great Story", *Harvard Business Review*, July 30. (Digital Article).	Class Reflection
Jan 13	6	Complexity Challenge Team Project	No readings assigned for this class	Team Presentations and Project Deck Reflection: As a Future Leader I Will Need to…

Assignments/Projects: Descriptions & Evaluation

Complexity Challenge Team Project

40%

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

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

For this project, each team will be required to

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

PLEASE NOTE: A peer grade allocation process will be used to assess the contributions of individual members to the team. Criteria for the peer evaluation include attendance and participation at team meetings; preparation for meetings; cooperativeness in getting work done; time and effort put into the project; timeliness and quality of the work; use of interpersonal and group dynamic skills to build a high performing team; and any other relevant elements of teamwork. Take this very seriously, because your instructor does.

Class Reflections

5 REFLECTIONS; 5% EACH

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

Class reflections are due at 8:00 a.m. on the morning after class.

End of Course Reflection

15%

For this reflection, consider – in a deep, meaningful way – what has stuck with you from this course and how you can apply these ideas, concepts, and techniques to make a positive leadership difference in your career or life. You may reflect on any concepts and ideas introduced in class or in the readings, but bear in mind that the purpose of this reflection is not to describe or summarize them. The purpose is to explore and think more deeply about how you can develop the knowledge, skills, and attitudes necessary to become an effective future leader.

This reflection paper is due three days after the last class.

Course Contribution

20% OF COURSE GRADE

Twenty percent of the overall score are allotted to your active contributions to in-class discussions and the submission of homework as indicated in the course outline. Weekly contributions are assessed based on the following rubric:

Grade	Contribution
A	Is prepared and demonstrates a strong understanding of assigned readings; makes regular contributions of high quality; raises new and/or important issues, significantly enhancing the quality of class discussions; contributes original ideas; clearly demonstrates listening skills and adds value to discussions; actively participates in team/group exercises and supports positive team dynamics during exercises.
B	Is prepared and contributes to the discussions, demonstrating a good understanding of the material and/or issues discussed; advances discussions to a certain degree without adding highly original contributions; is fully present; contributes to team/group exercises.
C	Attends class; say nothing or very little of added value; does not actively participate in team/group exercises.
F	Does not show up for class.

Calculation of Course Grade

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

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

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

This course will not be graded on a curve. However, students should expect that 'average' performance, overall and in each individual assignment, will lead to a grade of B or B+. Only outstanding performance on any of the assignments, which is rare by definition, will lead to a grade in the A-range (A-, A, or A+). **Late assignments are penalized one grade point (e.g. B+ to B) per day late.**

General Academic Policies: Grading, Academic Honesty, Accommodations

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

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

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

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

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

Quick Reference: Summary of Classes, Activities and Deliverables

Class No., Title and Date	Guest In-Class Case/Exercise	Reading Preparation (excluding cases, optional)	Written Preparation
1.Leading the Possible: Leadership Challenges in a Turbulent World January 8		Learning to Learn Executive Book Summaries of "*The Black Swan*" Delighting in the Possible	Starting Career Resume Class Reflection
2. The Art of Reframing I: Are you Solving the Right Problem? Jan 9	Case: *How the Other Half Banks*	Are You Solving the Right Problem? In Praise of the Incomplete Leader How the Other Half Banks	Class Reflection
3. The Art of Reframing II: Creating New Ways of Thinking Jan 10	Case: *How the Other Half Banks*	Managing Yourself: Where to Look for Insight Management Is Much More Than A Science	Class Reflection
4. Convergent Thinking: Probing the Possible Jan 11	Case: *How the Other Half Banks*	Teaching Smart People How to Learn Using Hypothesis-Driven Thinking in Strategy Consulting	Class Reflection

5. Convergent Thinking: Getting to Maybe Jan 12	Case: *How the Other Half Banks*	Why Good Companies Go Bad "Both/And" Leadership Get the Boss to Buy In How to Tell a Great Story	Class Reflection
6. Presentations: Complexity Challenge Team Project Jan 13	Team Presentations		Project Deck Reflection: As a Future Leader I Will Need to…

New Course Proposal: EMBA 6455: Responsible Business Leadership

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

2. **Course Number:** EMBA 6455

3. **Credit Value:** 2.0

4. **Long Course Title:** Responsible Business Leadership

5. **Short Course Title:** Responsible Business Leadership

6. **Effective Session:** Spring 2018

7. **Calendar (Short) Course Description:**
   This course introduces students to five fundamental strategies companies use to respond to growing pressures to adopt more responsible business practices. Through these strategies, students will develop an understanding of the major causes that leave companies at odds with society and how leadership in responsible business requires graduates to challenge the fundamental institutions that guide industrial activity.

8. **Expanded Course Description:**
   Business is the modern engine of economic growth providing immense benefits for society including innovation, income for individuals, essential goods and services for consumers, taxation revenue, and higher standards of living across the globe. Yet business has recently been put under the microscope in the backdrop of a wide range of social, ecological, and economic scandals that have rocked society's faith in the once highly reputable business institution. This course introduces students to five fundamental strategies companies use to respond to growing pressures to adopt more responsible business practices. Through these strategies, students will develop an understanding of the major causes that leave companies at odds with society and how leadership in responsible business requires graduates to challenge the fundamental institutions that guide industrial activity. By the end of this course, students can expect to be able to: (a) understand the sources of tension between the interests of business and interests of society that exert pressure for more responsible or sustainable approaches to business; (b) identify, understand, and apply five strategic responses firms can use to respond to pressures for more responsible or sustainable approaches to business; (c) identify, understand and apply the fundamental challenges that inhibit businesses from pursuing progressive sustainability strategies; and (d) understand how firms go about overcoming these challenges and exemplifying leadership in responsible business.

9. **Rationale:**
   Society's expectations of business graduates are evolving as the business leader of the future is expected to possess the skills necessary to excel in an environment that demands accountability along multiple non-financial outcomes. As a result, sustainability (or responsible business) has become a strategic issue for business in all sectors, whether the goal is to stay the course and to mitigate risk that might come with increased regulation or unprecedented stakeholder pressure or to more proactively play a leadership role in challenging the many industry practices that are responsible for society's most vexing problems.

10. **Evaluation:**

Assessment is based on four components:
Individual course contribution (20%): This covers both the online and the in-class portion of this course.
Individual simulation reflection assignment (15%): Based on their own experience, the simulation and one additional reading.
Individual two-part debate assignment (15%): Students have to argue an assigned position with a peer regarding the role of a company in addressing an important societal issue.
Group presentation (50%): Teams need to develop a business that exemplifies leadership in responsible business in a select group of industries and present it to the class in the last session of the course.

11. Integrated Courses:

This course is not integrated.

12. Crosslisted Courses:

This course is not crosslisted.

13. Faculty Resources:

This course will be taught by Mike Valente, who is an Associate Professor of organization studies and sustainability at the Schulich of Business, York University. His research examines the intersection between business and society with an emphasis on how and why businesses respond to sustainability in different ways and has been published in leading journals in the field. Mike teaches business and sustainability across multiple programs at the School and has been nominated for teaching awards. Mike has consulted for a number of organizations working to adopt sustainability and recently ventured into directorship roles at businesses adopting progressive levels of sustainability.

14. Physical Resources:

This course will be offered annually at Schulich's Keele campus in a blended/hybrid format combining 40% online preparation over 3-4 weeks with 60% in-class learning over three consecutive days. All necessary online resources and the necessary physical resources will be provided by Schulich through our Learning Management System. Students can also access the online and physical resources of the York University Library.

15. Bibliography and Library Statement:

There is no textbook for this course. All the online resources, including videos, simulations etc. as well as the required and supplementary readings will be made available electronically through our Learning Management System and/or the York University Library website. As per the attached statement, the York University Library also allows access to other relevant readings and databases.

MEMORANDUM
Peter F. Bronfman Business Library

SUBJECT: Library Statement for EMBA 6455
Responsible Business Leadership

FROM: Angie An
Business Librarian

DATE: January 19, 2018

EMBA 6455: Responsible Business Leadership

York Universities Libraries (YUL) will be able to support the proposed course EMBA 6455: *Leadership for Responsible Business*. YUL has a strong collection of books, periodicals and databases in relevant subject areas for this course and will be able to support the course's stated objectives of understanding the sources of tension between the interests of business and interests of society that exert pressure for more sustainable approaches to business; identifying, understanding, and applying five strategic responses firms can use to respond to pressures for more sustainable approaches to business; identifying, understanding and applying the fundamental challenges that inhibit businesses from pursuing progressive sustainability strategies; and understanding how firms go about overcoming these challenges and exemplifying leadership in sustainability.

There's no textbook for this course, however, required readings will be posted on the EMBA Learning Space. Additional course readings will also be posted online by the instructor. The Business Library also offers an e-reserve option for instructors who wish to provide access to required course readings through the reserves section of the library catalogue. This would ensure that all the articles are linked to the relevant course code/instructor name in the reserve section of YUL's catalogue, giving students 24/7 access to these articles.

Searching of the YUL catalogue by topics covered in this course retrieves a substantial number of materials including books, e-books, journals, government documents, and various multimedia items. Relevant subject headings include, but are not limited to: Sustainable Development, Social Responsibility of Business, Business Ethics, Corporate Governance, Sustainable Development and Environmental Protection, Executive Ability, Organizational Effectiveness. Many of the hardcopy publications are located at the Scott Library, Peter F. Bronfman Business Library, Steacie Science and Engineering Library and Osgoode Hall Law School Library. It should be noted that in many cases hyperlinks to relevant materials are provided directly within catalogue records. Relevant e-books are available via *Books 24/7* and *Scholars Portal Books*, and students may access them anytime and anywhere by signing in with a valid Passport York account.

YUL's book collection is further complemented by a strong collection of journals of relevance. The full-text of many of the journals is available online, which allows around the clock access from on and off-campus locations. Titles such as *Corporate Governance: An International Review, Journal of Business Ethics*, *Administrative Science Quarterly, Energy for Sustainable Development, Journal of Education for Sustainable Development, Sustainable Development, Leadership in Action, Journal of Leadership Studies,* and *Journal of Leadership and Organizational Studies* will provide students with useful supplementary resources.

YUL subscribes to many full-text online article databases supporting keyword searching to identify articles in journals, trade magazines and newspapers that include current and retrospective articles on topics covered in this course. The databases include, but are not limited to: *Business Source Complete, ProQuest Business,* and *Scholar's Portal.*

Students will have 24/7 on and off-campus access to current and historical major Canadian newspapers through databases such as *Canadian Newsstand Major Dailies, CBCA Current Events*, and *Proquest Historical Newspapers*. International newspaper and media coverage is available through databases such as *Factiva*, *Lexis Nexis Academic*, and *Financial Times Historical Archive (1880-2010).*

The Bronfman Library has created a number of useful online research guides, such as: *Business Ethics Guide, and Corporate Governance Guide*. These guides, as well as many other business-specific guides, can be accessed at: http://www.library.yorku.ca/web/bbl/guides.

Another useful online resource that supports this course is Business Research at York Toolkit (BRYT), it is a collection of demo videos, step-by-step instructions and research guides to help students find quality and authoritative resources for their business research assignments. It can be accessed at: http://bryt.library.yorku.ca/.

While relevant information resources in the Libraries' collection will be fundamental in supporting the course, library services available in support of students are key as well. Core services available to students include Reference and Instructional support. Assistance with research and information resources is available from reference staff at library locations on campus in person, by email, by telephone and by virtual chat reference.

Kellogg Schulich

EXECUTIVE MBA GLOBAL NETWORK

KS16 Module 5
Spring 2018
EMBA 6455 Responsible Business Leadership

Instructor
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Contents

Instructor Biography

Mike Valente is an Associate Professor of organization studies and sustainability at the Schulich of Business, York University. His research examines the intersection between business and society with an emphasis on how and why businesses respond to pressures to act responsibly. Mike teaches responsible business across multiple programs at the business school. Mike has consulted for a number of organizations working to adopt responsible business practices and recently ventured into directorship roles at businesses adopting progressive levels of sustainability.

Course Description

Business is the modern engine of economic growth providing immense benefits for society including innovation, income for individuals, essential goods and services for consumers, taxation revenue, and higher standards of living across the globe. Yet business has recently been put under the microscope in the backdrop of a wide range of social, ecological, and economic scandals that have rocked society's faith in the once highly reputable business institution. The sugar industry's efforts to mask their own research that found connections between sugar consumption and cancer, unethical sales tactics of Canadian financial institutions on unsuspecting consumers, deliberate efforts by grocery retailers and food manufacturers to fix prices of commodity goods, the role of investment banks in the 2008 financial crisis, and BP's careless cost-cutting strategy that led to the Gulf of Mexico oil spill have all fueled debate about business' role in society.

Society's expectations of business graduates are therefore evolving as the business leader of the future is expected to possess the skills necessary to excel in an environment that demands accountability along multiple non-financial dimensions. As a result, sustainability (or responsible business) has become a strategic issue for business in all sectors, whether the goal is to stay the course and to mitigate risk that might come with increased regulation or unprecedented stakeholder pressure or to more proactively play a leadership role in challenging the many industry practices that are responsible for society's most vexing problems. This course introduces students to five fundamental strategies companies use to respond to growing pressures to adopt more responsible business practices. Through these strategies, students will develop an understanding of the major causes that leave companies at odds with society and how responsible business leadership requires graduates to challenge the fundamental institutions that guide industrial activity.

This is a blended course. It comprises five units, two delivered online and three in a classroom setting. The online units will be available to students from April 1 - April 23, 2018. Instructional methods include: simulations, video lectures, cases, readings, assignments, and quizzes. The classroom modules will be delivered over three days from April 26 – April 28, 2018 inclusive. Instructional methods include: cases, guest speaker, mini-lectures, small group exercises, large group discussions, and group work.

Course Learning Outcomes

By the end of this course, students can expect to be able to:

a) Understand the sources of tension between the interests of business and interests of society that exert pressure for more responsible or sustainable approaches to business.
b) Identify, understand, and apply five strategic responses firms can use to respond to pressures for more responsible or sustainable approaches to business.
c) Identify, understand and apply the fundamental challenges that inhibit businesses from pursuing progressive responsible business strategies.
d) Understand how firms go about overcoming these challenges and exemplifying responsible business leadership.

Deliverables at a Glance

In the table below, the impact of each task on your final grade for the course is indicated in the "weight %" column.

Assignment/Task	*Quantity*	*Weight*	*Total*	*Individual/Group*	*Due*
Course Contribution	1	20%	20%	Individual	NA
Simulation Reflection Assignment	1	20%	20%	Individual	April 15th, 2018
Debate Assignment (2 parts)	1	20%	20%	Individual	1: April 20th, 2018 2: April 23rd, 2018
Group Presentation	1	40%	40%	Group	April 28th, 2018
Total			**100%**		

Please submit all assignments via the KS Learning Space: https://learningspace.schulich.yorku.ca
For details of each assignment, see "Assignments: Description and Evaluation" (p. xx).

Course Material

Reading Material: There is no textbook but there is a coursekit and some additional readings available online. Required reading for each class is listed below. Materials for the course can be found on the EMBA Learning Space.

Class Preparation and Participation

Class Participation (20%)

Course contribution represents 20% of your final grade. Because this is a hybrid course (part online, part face-to-face), you are expected to prepare the material required for each unit and to effectively participate in course activities and discussions inside and outside of the classroom. Contributing to online units means actively participating in online simulations, video lectures, and quizzes, the results of which will be incorporated into the face-to-face units. Contributing to the face-to-face units involves incorporating examples and illustrations from outside the classroom; providing sound analysis of readings, videos, and cases; putting forth insightful questions, commentary, or answers; and applying course material to analyses. Contribution is graded as follows:

Grade	Contribution
F	Does not attend class and does not participate in online units
C/C+	Attends face-to-face units but does not participate. Partial and basic engagement in online units (e.g. low participation in exercises)
B-/B	Contributes to the face-to-face discussion, but at a basic level – e.g. summarizing facts and asking questions for clarification. Minimal engagement in online units.
B+/A-	Contributes with answers to the assigned questions and/or builds on or challenges comments made in face-to-face units in ways that elicit student learning. Strong engagement in online units.
A/A+	Contributes by analyzing/applying course material within a class and across classes and is willing to take risks in attempting to answer difficult questions. Strong engagement and performance in online units.

Assignments: Description and Evaluation

1. Simulation Reflection Assignment

This assignment coincides with Unit 1 (see syllabus). Once students have completed the simulation, viewed the Unit 1 video lecture, and read the Economist article here, they must reflect on the following statement:

"The pursuit of profit is good for society"

In writing this assignment, students must incorporate the following:

- A brief description of the strategy used during the simulation.
- How natural capital, carrying capacity, and ecological footprint (introduced in the video lecture), explain the outcome of the simulation (please be brief and to the point)
- Reactions to the views in the Economist article
- Your views on the above statement

The assignment must be written within 800 words. The reflection assignment is due by **12pm on Sunday, April 15th** and represents 20% of your final grade. The assignment must be submitted via the *Learning Space* https://learningspace.schulich.yorku.ca. Any delays will be subject to the normal penalties (see below).

2. Debate Assignment

This assignment coincides with Unit 2 and requires that students read the case entitled "PepsiCo: Defining a Role in a Sustainable Society" (see syllabus below). For this assignment students will be randomly placed in pairs by **9am, Monday April 16th** to participate in a debate.

Student A will be assigned the following position:

*"PepsiCo **can** play a productive role in addressing the obesity epidemic"*

Student B will be assigned the following contrasting position:

*"PepsiCo **cannot** play a productive role in addressing the obesity epidemic"*

Both students are expected to visit a grocery store to conduct some research on PepsiCo's products (note that PepsiCo has multiple food banners) and to incorporate that research into their arguments. Each student will provide a maximum of three arguments in support of their assigned position. Students are required to apply material from the Unit 2 video lecture by clarifying which responsible business strategy they believe PepsiCo can achieve and why. Students must present their arguments via text within 400 words in a Microsoft Word document. Students must send their document to their counterpart (copying the EMBA office) by **12pm on Friday, April 20th, 2018**. Each student is then required to respond to their peer's arguments in 400 words or less. Students must send their respective documents (which will include their original arguments, their partner's arguments, and the student's rebuttal) to the EMBA office by **12pm on Monday, April 23rd**. Students must put the last names of both Student A and Student B in the email subject line and must ensure that each 400-word text block is preceded by the student's name. Students will be graded equally on their original arguments (10%) and on their response to their peer's arguments (10%) for a total of 20%.

3. Responsible Business Leadership Project

The final project represents 40% of your final course grade and will constitute a slideshow presentation in our final unit. The group project requires that students conceptualize a business that exemplifies

responsible business leadership. Group composition will be determined by the EMBA office and will be used for both courses in this module (i.e. Professor Valente and Professor Konson). For both courses of this module (Professor Konson's and Professor Valente's), groups choose one of the following types of companies: small restaurant, daycare, specialty food store (butcher, fish market, and bakery). The presentation will take place in the second half of our last class (**Saturday, April 28th, 2018)** and should be divided into two main blocks.

a) Institutional Forces (Units 1, 2, & 3): The first block of slides is meant to identify critical challenges (i.e. institutional forces) that make it difficult for companies like yours to adopt a progressive responsible business strategy. More specifically, you must identify and explain the top cognitive, normative, and/or regulatory forces across the organization, industry, supply chain and/or broader society that lock-in unsustainable practices.

b) Strategies (Units 4 & 5): The second block requires student groups to explain how the company is going to overcome these challenges and exemplify responsible business leadership. As discussed in our last class, responsible business leadership is defined as not only avoiding the temptation to adopt unsustainable practices but to actively seek to challenge industry behaviour. It also requires a consideration of how this commitment to responsible business will remain resilient over time and therefore not succumb to mission drift. Students are expected to apply the tools identified in units 4 and 5 and are welcome to draw on some of the tools from Professor Konson's course if they find them helpful in the implementation of their strategy.

At the conclusion of each of the three in-class units, groups will have the opportunity to build their presentation by applying the material covered. Not all students are required to present. Presentation time will be determined once groups have been formed. A short question and answer period will follow each group presentation.

Peer Evaluation: Following the presentation, each member of the group will evaluate their group members (including themselves) on a scale of 1 to 5 based on their contribution and commitment to group performance. This evaluation is due by 12pm on Monday, April 30th and must be submitted to the EMBA office. Grades of the group project will be withheld until all evaluation scores have been received.

Assignments: General Rules

Late Submissions

- Please contact the instructor a reasonable time <u>before</u> the submission deadline if, for any reason, you require an extension for any assignment. Please note that a few hours prior to the deadline is not considered reasonable. Extensions are only granted in justified circumstances, with submission of supporting documentation upon request.
- Assignments received late <u>without</u> an approved extension will receive the standard EMBA penalty – i.e. one letter grade applied <u>each</u> week (or fraction thereof) that the assignment is late. For details see the *EMBA Guideline on Assignment Submission*.

Academic Honesty is fundamental to the integrity of university education and any degree program, and applies in every course offered at Schulich and within the Kellogg EMBA Global Network. This particular course is subject to the rules mandated by York University and the Kellogg Honor Code, which you signed at the outset of the program. For details please refer to your Student Guide and the following website:

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

Accommodations might be sought due to religious reasons, unavoidable absences or disabilities. In these cases, please contact the EMBA office (with copies to the instructor and the academic director).

Calculation of Course Grade

In this course, final course grades will be determined by the following process: All assignments and projects will be marked using the letter grades from A+ through F. To calculate the final grade, letter grades for each assignment will be translated into grade points using the conversion scheme detailed below. These are then added using the percentage weight of each assignment and rounded up or down to the nearest full grade point, which is finally translated back into the corresponding letter grade.

Letter Grade	A+	A	A-	B+	B	B-	C+	C	C-	F
Grade Points	9	8	7	6	5	4	3	2	1	0

Syllabus

A. Online Course Components

The online course component represents 40% of the course and is divided into two units. **Before beginning, students must watch an introductory video and participate in a short survey available on Learning Space.**

Unit 1: Denying Responsibility (April 1st to April 15th)

Unit 1 is available from Sunday, April 1st, and is divided into three parts.

a) Simulation: Students begin the first unit by participating in an online simulation. Students are randomly placed in an industry with six to eight other students where they compete in a game. Full participation in this simulation represents 25% of your contribution grade (i.e. 5 out of 20%) or 5% of your total grade, while performance in the simulation, measured by total assets accumulated, represents a bonus opportunity of up to 2 percentage points to your final grade (2% if you place 1st and 1% if you place 2nd). To prepare for the simulation, students must watch a tutorial available on Learning Space with instructions on how to participate. The simulation will run over 10 days beginning at **7am on Tuesday, April 3rd** and ending at **7am on Friday, April 13th**. On each day, students log in to the simulation to make two sets of decisions for their firm. The first set can be made anytime between 7am and 7pm of the day while the second set can be made anytime between 7pm and 7am.

b) Video Lecture: Following the simulation, students must read The Economist article entitled "Profit and the Public Good" available here and then must watch a video entitled Denying Responsibility that introduces some of the foundational course concepts.

c) Simulation Reflection Assignment: Following the video, students must complete Assignment #1 outlined above. The reflection assignment is due by **12pm on Sunday, April 15th** and represents 20% of your final grade. The assignment must be submitted via the *Learning Space* https://learningspace.schulich.yorku.ca. Any delays will be subject to the normal penalties (see below). Due dates are indicated in the syllabus below

Unit 2: Defending Irresponsibility (April 16th to April 23rd)

Unit 2 will begin on Monday, April 16th and will consist of two parts.

a) Video and Quiz: To prepare for this unit, students must watch the video entitled Defining Irresponsibility. Students will then complete a quiz that tests their understanding of these five strategies.

b) Debate: By 9am on April 16th, students will be randomly placed in pairs to participate in a debate. At this point, students must read the case entitled "PepsiCo: Defining a Role in a Sustainable Society". The first part of the assignment is due by **12pm on Friday, April 20th, 2018** and the second part of the assignment is due by **12pm on Monday, April 23rd**. See assignment details above.

B. In-Class Course Components

The in-class component represents 60% of the course and is divided into three units across three 3-hour classes. In each of these three units, time will be allocated for groups to work on their final project.

Unit 3: Isolating Responsibility (April 26th, 9am-12:15pm, Rm X211)

Unit 3 will be divided into three parts, two of which represent debriefs and extensions of some of the online content and one of which represents new material. To prepare for this class, students must read the Meridian Credit Union case and watch a video entitled Institutional Theory.

a) Simulation Debrief: We will spend 20 minutes debriefing the simulation to understand more deeply why the simulations ended the way that they did and what this means for the notion that the pursuit of profit is good for society.

b) PepsiCo Case Analysis: Using the online debate that students submitted as a departing platform, we will then conduct a brief analysis of the PepsiCo case.

c) Meridian Credit Union: We will spend the second half of this class on a new case to round out the fundamental challenges associated with adopting responsible business. Students must read the Meridian case and watch the video entitled Institutional Theory. Students are expected to come to class with the following questions answered:

i) Which of the five responsible business strategies was MCU founded on? Be specific by basing your assessment on their core competencies, culture, and competitive positioning as per our Unit 2 video.

ii) What has challenged this strategy in the last several years? What responsible business strategy do you think MCU is employing today? Why? What institutional forces are at play here?

We will end our analysis of the case with a list of questions for a Meridian guest speaker joining us in our next class.

Unit 4: Embedding Responsibility (April 27th, 9am-12:15pm, Rm. X211)

Unit 4 will be divided into two parts.

a) Guest Lecture: We will follow up our analysis of Meridian Credit Union with a visit from an executive from Meridian Credit Union. This executive will chat with us about how s/he thinks Meridian can overcome the fundamental challenges associated with adopting a responsible business strategy while answering questions we posed in our previous class.

b) Honey Care: We'll spend the second half of the class examining a social enterprise in Kenya called Honey Care Africa that set out to revolutionize the beekeeping sector in Kenya and challenge the traditional exploitative agricultural practices in the region. We'll draw on Porter and Kramer's Creating Shared Value model in our analysis and cover the concept of meta-organizations as tools for responsible business leadership. Students must read the Honey Care Africa case in preparation for class and aim to answer the following question:

   i) How does Honey Care create value? How does Honey Care capture value to remain financially viable over time relative to competitors who take on an less responsible strategy? Revisit the video on Defending Irresponsibility (if necessary) and define Meta-Organizations. How are meta-organizations relevant here?

Unit 5: Transforming for Responsibility (April 28th, 9am-12:15pm, Rm. X211)

We'll spend our last unit examining the most progressive form of responsible business leadership. Unit 5 will be divided into three parts:

a) Revisiting the Simulation: We'll start by revisiting the simulation that kicked off our course and compare it to a revolutionary business model that takes on a complexity approach. Students must watch the a TED talk entitled "How I Fell In Love with a Fish" and answer the following question:

   i) According to this video, what does it take to challenge the conventional approach to business you enacted in the simulation?

b) Patagonia's Attempted Transformation: We'll spend the first half of the class looking at Patagonia, an apparel company that is often earmarked as a leader in sustainability adoption. Through this case we'll quickly distinguish eco-efficiency and natural capitalism and then explore

how and why responsible business leadership comes down to leading a transformation. Students should consider the following questions in preparation for class:

i) Is Patagonia competitive? Are they profitable?
ii) Patagonia faces a paradox in this case. What is the paradox and why does it run counter to fundamental business principles?
iii) How could Patagonia overcome this paradox?

c) Student Presentations: We will end the course with group presentations of the final project. Presentation time will be determined once groups have been formed. Groups are expected to have worked on the slide presentations at the conclusion of our two previous classes and outside of class time as needed. Not all students are required to present.

DRAFT ONLY!!

MOTION REGARDING ESTABLISHING A SEARCH COMMITTEE

Preamble:

At the Faculty Council meeting of February 9 2018, a subcommittee of Schulich Faculty Council comprised of Preet Aulakh, Eileen Fischer, Richard Irving and Dirk Matten was charged with the task of

developing a proposal on how the search committee for the new dean of our faculty should be composed, and how the members should be selected. The procedures need to take into account the newly adopted York University Procedures for Decanal Searches (UPDS)[1]

Motion:

The subcommittee proposes the following composition, and procedures for selecting members, of the search committee for the decanal search for the Schulich School of Business

The Search Committee Composition

1.1. Voting Members
a) Chair (a presidential appointee, normally the Provost, as per the UPDS).
b) Outside faculty member (a presidential appointee, a member who is familiar with the Faculty and the UPDS).
c) Six (6) full-time faculty members, elected by the Faculty Council, as per the UPDS.
d) One (1)part-time faculty member (see request to amend UPDS below).
d) Two (2) staff members, one from YUSA the other a P& N (see request to amend UPDS below)
e) Two (2) student members, as per the UPDS.

1.2. Non-Voting Members
f) the Secretary (presidential appointee, normally an experienced senior staff member from outside the Faculty), as per the UPDS

[1] The document York University: University Procedures for Decanal Searches can be located at http://vpap.info.yorku.ca/files/2012/06/University-Procedures-for-Decanal-Searches.pdf

Amendment Request

Faculty Council shall request an amendment from the President to University Procedures for Decanal Searches to allow for a Schulich part-time faculty member to be appointed to the committee. The rationale is that part time faculty members play a vital role in the delivery of curriculum, yet too often have little say in matters of vital importance to them, such as the selection of the new dean.

Faculty Council shall also request an amendment to allow for greater staff representation on this search, given the great diversity of the staff who are so critical to the school's mission.

Principles of Membership

a) All members of the Search Committee must be available for meetings between August 2018 and the conclusion of its work.
b) Membership of the Search Committee should reflect the diversity of the School and the School's commitment to maintaining and enhancing that diversity.

Candidacy Guidelines and Procedures

a) Any member of the Schulich community is eligible to be a candidate for selection in the category corresponding to their respective constituency (i.e., full-time faculty, part-time faculty, staff, student), and may become a candidate by self- nomination.
b) Candidates for committee membership will be invited to self-identify in relation to affirmative action designated groups: women, racial/visible minorities, persons with disabilities, and aboriginal peoples.
c) The Executive Committee of Faculty Council will work proactively to ensure that the totality of candidates for election are reflective of the demographic diversity of the Faculty, as well as of diversity in terms of seniority, areas of experience/expertise.
d) All candidates (faculty, staff, and students) will be invited to provide a brief candidate statement of up to 150 words. Candidates will be invited to use their candidate statement to respond to the following question: "What expertise and strengths do you bring to committee?"
e) Candidate statements shall be made available to the voters in a secure, digital format in advance of the balloting.

Balloting Procedures

a) The balloting will be conducted through the Office of the Faculty Council through a secure, anonymous eVote.
b) There shall be a ballot for each of the constituencies: full time faculty members, part time faculty, staff and students.

Voting Procedures

a) All members of Faculty Council are eligible to cast votes on the ballot that reflects their constituency. (Since part-time faculty are not members of Faculty Council, arrangements will need to be made to facilitate having them vote for the part-time faculty member on the search committee, if the proposed amendment is approved).
b) If the number of candidates for a constituency is not greater than the number of available places available on the search committee for that constituency, then the vote shall be considered to be a ratification vote.
c) Each voter may cast the number of votes commensurate with the number of available places available on the search committee for his or her constituency (e.g., faculty members may cast up to 6 votes; part-time faculty may cast one vote (assuming the amended procedures are allowed); staff members may cast one vote in either the YUSA or P&M category depending on which they are a member of; and students may cast a vote in either the under-graduate or graduate category.
d) The eVote data will be made available to the secretary to the Chair of Faculty Council in de-identified format and shall be kept confidential. The data shall be retained until the formal appointment of the Search Committee, after which it shall be discarded.

Selection Process

a) The candidates with the highest number of votes shall be selected, subject to the following selection criteria:

- For the student constituency (2 members): that there be one undergraduate (elected by the undergraduate student body) and one graduate student (elected by the Graduate Student Association)
- For the faculty constituency (6 members):
    - that there be no more than two members from any of the traditional functional departments (accounting, economics, finance, marketing, operations management/information systems, organizational studies, policy/strategy)
    - that there be at least 2 female faculty members
    - there shall be at least one member with senior administrative experience

b) It is a principle of the selection process that a single candidate may fulfill more than one selection criterion.
c) In the case of a tie, the candidate will be selected from the affirmative action designated groups: women, racial/visible minorities, persons with disabilities, and aboriginal peoples.

Incomplete Slate of Nominees

In the event that the procedure described above does not result in a fully-formed slate of nominees for the Search Committee, then the Office of the Faculty Council shall formulate, with input from the Faculty Council membership at large, a proposal for remediating action and bring it forward for approval at Faculty Council at the earliest practicable occasion.

Upon Formulation of Slate of Committee Membership

a) Once the slate of nominees for committee membership has been identified by the Faculty Council using the procedures outlined above, the President shall formally establish the Search Committee as a committee advisory to the President as per the UPDS.
b) The nominees become recognized as members of the Search Committee only once the Search Committee has been formally established by the President.
c) Once formed, the Search Committee will then conduct its duties in accordance with the provisions of the UPDS.

Search Process.

The search process shall, consistent with practices in the recent past at York and elsewhere, be "closed" in the sense that the identities of the candidates will be kept confidential and will be known only by members of the search committee.

Course Change Proposal Template

1. **Program**
   IMBA

2. **Course Number and Credit Value**
   IMBA 5003 1.50

3. **Course Title**
   a) **Long Course Title**
      Global Stakeholder Strategies

   b) **Short Course Title**
      Same as above

4. **Existing Pre-requisites/Co-Requisites**
   Please list any existing pre/co-requisites for this course and ensure that this information aligns with what is included on the attached course outline.

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**
	other (please specify)

6. **Effective Session of Proposed Change(s)**
   Fall 2018

7. **Academic Rationale**
   IMBA 5003 supports one of the IMBA Program ELO's which is to develop solutions for complex management problems that create value for different global stakeholders. However, while this course provides an in-depth understanding of stakeholder analysis, it does not give students sufficient context about why this is important and how to re-frame problems to understand different stakeholder perspectives. Deleting IMBA 5003 will not affect IMBA Program learning outcomes since global stakeholder analysis is covered in other IMBA courses.

   IMBA 5003 will be replaced by a new course IMBA 5150 1.50. The proposed IMBA 5150 course content covers stakeholder analysis and puts this analysis into context for students by dealing with topics such as the Challenges of Dealing with Complex business environments, Sustainability, and tools and techniques for formulating and re-framing complex problems. IMBA 5150 is a shortened version of the capstone MGMT 5150 course that is offered in the MBA program.

8. Proposed Course Information

Existing Course Information (Change from)	Proposed Course Information (Change to)
N/A	N/A

9. Consultation

Originator

Alexandra Campbell	*January 30, 2018*
Signature	Date
Alexandra Campbell	IMBA Program Director
Name	Area or Specialization

Approvals:

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

James Darroch	*January 26, 2018*
Signature	Date
James Darroch	Area Coordinator, Policy
Name	Area or Specialization

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

Alexandra Campbell	*January 30, 2018*
Signature	Date
Alexandra Campbell	IMBA Program Director
Name of Program Director	Program

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

Markus Biehl	February 8th 2018
Signature	Date
	MPC - PCC
Name of Committee Chair	Committee

Course Change Proposal Template

1. **Program**
   IMBA

2. **Course Number and Credit Value**
   IMBA 5004 1.50

3. **Course Title**
   a) **Long Course Title**
      International Negotiation Processes and Techniques

   b) **Short Course Title**
      N/A

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**
	other (please specify)

6. **Effective Session of Proposed Change(s)**
   Fall 2018

7. **Academic Rationale**
   IMBA 5004 is a mandatory first year IMBA course. Since it is a 1.50 credit course, there is only time to provide a basic overview of negotiation processes and practices in different countries. By taking IMBA 5004, IMBA students are not eligible to take the second year elective, IBUS 6490 3.00 International Negotiations: Analysis, Strategy and Practice. IBUS 6490 is more suitable for MBA students than the current IMBA 5004 since it covers key topics in International Negotiation such as culture and the unique challenges of international negotiations that are not taught in IMBA 5004.

   Removing IMBA 5004 1.50 will have no impact on IMBA Program Learning Outcomes. The improvement of students' analytic and strategic skills is covered in other IMBA courses such as IMBA 5001 0.00 Contemporary Challenges and Strategic Thinking and IMBA 5203 Strategy for the Global Organization.

8. **Proposed Course Information**

Existing Course Information (Change from)	Proposed Course Information (Change to)
N/A	N/A

9. Consultation

Originator

Alexandra Campbell	*Jan 30, 2018*
Signature	Date
Alexandra Campbell	IMBA Program Director
Name	Area or Specialization

Approvals:

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

Rekha Karambayya	*Jan 24, 2018*
Signature	Date
Rekha Karambayya	Area Coordinator, Organizational Behaviour
Name	Area or Specialization

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

Alexandra Campbell	*Jan 30,2018*
Signature	Date
Alexandra Campbell	IMBA Program Director
Name of Program Director	Program

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

Markus Biehl	February 8th, 2018
Signature	Date
	MPC-PCC
Name of Committee Chair	Committee

Required Attachments
N/A

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 Change Proposal Template

1. **Program**
   IMBA

2. **Course Number and Credit Value**
   IMBA 5100 0.00 and IMBA 5200 0.00

3. **Course Title**
   a) **Long Course Title**
      IMBA 5100 0.00 Integrated Management Experiences I and IMBA 5200 0.00 Integrated Management Experiences II

   b) **Short Course Title**
      Same as above

4. **Existing Pre-requisites/Co-Requisites**
   N/A

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

	in course number
X	**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
	expire course
	other (please specify)

6. **Effective Session of Proposed Change(s)**
   Fall 2018

7. **Academic Rationale**
   IMBA 5100 and IMBA 5200 are mandatory capstone courses in the IMBA program. These two courses focus on the integration and application of student learning from core IMBA courses in each semester. Despite its importance to the IMBA program, both fall and winter IME courses are currently non-credit. Student evaluations for this course consistently state that they spend in excess of 10 hours to prepare and complete the deliverables due in each 6 hour class. Changing the IME from a non-credit to a credit course will signal the importance of these courses to the IMBA program and will also give students credit for the amount of work required to complete the IME courses.

   One learning outcome of the IMBA program is to integrate the knowledge from different functional business areas to identify and analyze complex cross-functional international management problems. Increasing the credit given to the IMBA 5100 0.00 Integrated Management Experiences I and IMBA 5200 0.00 Integrated Management Experiences II from 0.00 to 1.50 credits reinforces to students the importance of these courses to achieving this learning outcome. There is no change in the learning outcomes/objectives of these two courses

8. Proposed Course Information

Existing Course Information (Change from)	Proposed Course Information (Change to)
IMBA 5100 0.00 Integrated Management Experiences I IMBA 5200 0.00 Integrated Management Experiences II	IMBA 5100 **1.50** Integrated Management Experiences I IMBA 5200 **1.50** Integrated Management Experiences II

9. Consultation

Originator

Alexandra Campbell	*January 30, 2018*
Signature	Date
Alexandra Campbell	IMBA Program Director
Name	Area or Specialization

Approvals:

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

Ashwin Joshi	*January 30, 2018*
Signature	Date
Ashwin Joshi	MBA Program Director
Name	Area or Specialization

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

Alexandra Campbell	*January 30, 2018*
Signature	Date
Alexandra Campbell	IMBA
Name of Program Director	Program

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

Markus Biehl	February 8th 2018
Signature	Date
	MPC-PCC
Name of Committee Chair	Committee

Required Attachments

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Course Outlines for IME I and IME II

IMBA 5100J 0.00 Integrated Managerial Experiences I

Course Outline
Fall 2018

Class Logistics: Dates
Class 1: September 5th
Class 2: October 13th
Class 3: November 3rd
Class 4: November 17th
Class 5: December 1st
Class 6: December 15th

Class Logistics: Class Times - All Classes are from 9am to 4pm (9am to 12 pm; 12pm to 1pm Lunch Break; 1pm to 4pm)

Class Logistics: Room TBA

Instructor Information
Name: Ashwin W. Joshi, PhD
Office: N325
Email: ajoshi@schulich.yorku.ca
Tel: 647-409-7302

Administrative Support Information
Name: Mima Gualtieri
Office: N203A
Email: imba@schulich.yorku.ca
Tel: 416-736-5942

Ashwin W. Joshi is Associate Professor of Marketing and Director of the MBA Program at the Schulich School of Business. Ashwin has taught across the BBA, MBA, EMBA ,and Phd Programs at Schulich. Additionally, in his capacity as an instructor in the Schulich Executive Education Center, Ashwin has delivered programs for Executives around the world in areas such as marketing strategy, new product development, and analytical skills.

Brief Description
This course is multi-functional multi-disciplinary that builds on the analytical skills students are learning in each of the functional core courses during Term 1. Students will analyze an organization and its corresponding industry in order to assess the key risks (strategic, financial, organizational, regulatory, and competitive) facing them.

Prerequisite and co-requisite: None

Contents

Course Learning Outcomes

During the Fall term, you will be taking courses in the following functional areas: Financial Accounting, Managerial Accounting, Organizational Behavior, Finance and Economics. The purpose of the present course (i.e., Integrated Management Experiences – 1) is to give you an opportunity to integrate your learnings in these functional area courses. The course does this by requiring you to examine a Canadian multi-national company using each of the functional area lenses in the process of identifying the challenges faced by this company and developing solutions that comprehensively address these challenges

Learn how to Integrate Functional Knowledge: Over the course of the Fall 2016 term, you will acquire functional knowledge in the areas of financial accounting, managerial accounting, finance, economics, and organizational behavior. In this course, you will learn how to integrate the knowledge from each of these functional areas in the process of identifying and addressing the challenges that are faced by a particular Canadian multi-national company.

Develop Research Skills: While you learn key concepts in the core courses, in this course, you will learn to apply these concepts in the context of a particular Canadian multi-national company. This will require you to develop hypotheses about the company based on your understanding of the key concepts in the core courses and to test these hypotheses using secondary data that you will be collecting about your chosen company. In short, you will learn research skills, that is, you will learn how to develop hypotheses and to test them using company data.

Develop Strategic Thinking Skills: In this course, you will learn to (a) identify business challenges, (b) analyze the company and its external environment to establish the root cause(s) of these business challenges, (c) develop alternative approaches to resolving the business challenges, (d) evaluate these alternative approaches to land on a recommended approach, and (e) articulate the steps that need to be implemented – and the sequence in which they are to be implemented – in order to comprehensively address these challenges.

Develop Strategic Story-telling Skills: Whereas strategic thinking leads to the development of a strategy, this strategy has to be sold internally in order for the organization to become aligned with the strategy. In this course, you will learn how to develop presentation story-boards that will enable you to convey your strategy in an effective and efficient manner to your audiences.

Develop Presentation Skills: In addition to learning how to develop presentation story-boards, you will also learn how to deliver presentations. Over the term, you will make numerous presentations both individually and as part of a team. The intent is to create a sense of comfort in your toward the task of presenting your ideas to audiences.

Course Format: How the Learning Outcomes will be attained

We will use a mix of (a) Lectures, (b) In-Class Exercises, (c) Outside-of-Class Group work, and (d) In-

Class Presentations, to attain the learning objectives.

The purpose of the lectures will be to introduce key concepts and methodologies that will enable you to integrate the functional knowledge that you are acquiring over the course of the term. The in-class exercise will be focused on applications of the key concepts to real world situations. Given the nature of this course, you will work extensively in groups and much of this activity will occur outside of the stipulated class meeting times. I will give you clear milestones in terms of what is expected from you and by when. This information is intended to help you schedule your team meetings. Finally, you will be required to make a number of in-class presentations. The purpose of these presentations is to grow your comfort level with presenting and to develop your ability to sell your ideas to audiences.

Deliverables at a Glance

The table below provides information on the mark allocations to each of the deliverables that are discussed above.

DATE	ASSIGNMENT	QUANTITY	%WEIGHT	%TOTAL	AUTHOR
Sep.5th	Dell Case Presentation	1	20	20	Group
Oct .13th	Challenge Statement and Situation Analysis Presentation	1	20	40	Group
Nov. 3rd	Strategic Alternatives and Recommendation Presentation	1	20	60	Group
Nov. 17th	Implementation Plan Presentation	1	20	80	Group
Dec. 1st	Implementation Plan Presentation	1	20	80	Group
Dec.15th	Final Presentation	1	20	100	Group
Sep. 5th Oct. 13th Nov. 3rd Nov. 17th Dec. 1st Dec. 15th	In-class Presentations	5	0% but marks deducted for failure to present		Individual

For details, see “Written Assignments/Projects: Descriptions” (p.7) and “Evaluation …” (p. 10).

This is a presentation intensive course. You will make a number of presentations both as part of a group and as individuals. Each class will begin with between 3 and 5 presentations by students – on an individual basis – where they present their response to a specific question (e.g., What is your greatest strength?). The class will then listen to the presentations of each of the groups. NOTE: all individuals are required to be active contributors to the presentation.

Course Material

The instructor will post the lecture notes and any additional reading materials on Course Materials Database (CMD) prior to each lecture. There is no course kit for this course.

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 Attendance, Preparation for Class and Class Participation: Expectations

Attendance. Attendance in class is a requirement for this course and your attendance is expected for the full duration of each class. As noted on the first page of this document, this course meets on six D a y s (September 5, October 13, November 3, November 17, December 1, December 15). Note that attendance will be taken for each class. Please inform the instructor before the class if you need to miss the class. Permissible reasons to miss class are a job interview, illness (note from a medical professional required) or participation in a sanctioned Schulich school activity (note required).

Preparation. This course will be conducted in a highly interactive format. You are expected to come to class well-prepared and ready to participate, and contribute your ideas, insights and analyses.

Class Participation (contribution). At the beginning of each class, individuals will be called at random to make a brief presentation on a generic topic (e.g., What are your greatest strengths?). Class participation will be evaluated by the instructor based on the quality individual presentations that each student makes over the course of the term. NOTE: class participation has negative marks assigned to it. In other words, if – when called upon to present (based on a random draw) – you fail to present, then 3 marks will be deducted from your total mark for the course. This penalty will apply each time that you fail to present.

Class-by-Class Syllabus

Background to Class 1 – September 5th: Introduction to: (A) the Strategic Analysis Framework, (B) International Market Expansion Group Assignment

A. Strategic Analysis Framework: The strategic analysis framework is a systematic and comprehensive methodology for the analysis of business cases. It comprises the following major stages:

1. Issue identification and development of a strategic problem statement
2. Situation Analysis to identify KEY Strengths, Weaknesses, Opportunities, and Threats
3. Development of a mutually exclusive and collectively exhaustive set of alternatives to address the strategic problem statement
4. Explication of a methodology to evaluate strategic alternatives
5. Development of an implementation plan that brings to life the recommendation arrived at in Step 4

B. International Market Expansion Group Project: In Class 1, you will be assigned to an International Market Expansion Group Project. NOTE: (i) your groups (n = 6 members) are pre-assigned by the IMBA office, and (ii) the assignment of a specific company to a specific group will be done through a

randomized process. Each group will focus upon 1 Company (details of the company will be made public in the class) and will be tasked with applying the strategic analysis framework to that company. All companies have been chosen because they are looking to expand their Canadian operations into foreign markets. Your task in this project is to address the following questions in the context of the particular company – using the tools identified in the strategic analysis framework:

1. Should the company expand into international markets?
2. Which market should it enter first? What should the subsequent markets be? - explain Why.
3. How should the company enter the chosen markets?

Both IME 1 and IME 2 will cover these three questions. Note, however, that whereas the primary focus in IME 1 is on questions 1 and 2, the primary focus in IME 2 is on question 3.

Each group will make FOUR in-class presentations pertaining to the International Market Expansion Group project. Each presentation will be assigned 45 minutes for the delivery of the presentation, Q&A, and feedback. I expect nothing short of your best effort at each of the presentations. Each member of the group is required to speak during each presentation.

Presentation 1: Understanding the company – its strengths, weaknesses, opportunities, threats, and understanding the company's rationale for expanding into foreign markets.
Presentation 2: Examination of Foreign Market Expansion Options
Presentation 3: Development of a high level foreign market entry implementation plan
Presentation 4: A comprehensive presentation that answers WHY the company should seek foreign markets, WHICH market is should enter, and HOW it should enter the chosen market. (NOTE: The discussion of "HOW" is at a preliminary level in IME 1 and at a detailed level in IME 2). – one for each phase of the strategic thinking process. Each group will be assigned 45 minutes of class time in which they will make their presentation for the week on a specific phase as it pertains to the company.

These presentations represent the HEART of this course. I expect nothing short of your best effort at each of the presentations. Each member of the group is required to speak during each presentation.

Class 1 – September 5th: Introduction to: (A) the Strategic Analysis Framework, (B) International Market Expansion Group Assignment
9am to Noon: The class will be introduced to the strategic analysis framework, the intent of which is to you to identify business challenges and to develop validated solutions that address these challenges. The framework will require you to systematically integrate knowledge from all of the functional area courses that you are taking in the Fall term. The framework will be applied to the RIM case study.
Noon to 1pm: Lunch
1pm to 2.15pm: You will work in your *assigned groups* (assigned by the IMBA office) to apply this framework to the Dell case study.
2.15pm to 2.30pm: Break
2.30pm to 4pm: Three groups (chosen randomly) will make an in-class presentation (20 minutes long) for the Dell case.
NOTE: In this class, the International Market Expansion Group Project will also be discussed.

Class 2 – October 13th: (Presentation 1 of 4) Understanding the company – its strengths, weaknesses, opportunities, threats, and understanding the company's rationale for expanding into foreign markets.
9am to 9.45am: Group 6
10am to 10.45am: Group 1
11am to 11.45am: Group 4
12pm to 12.45pm: Group 3
1pm to 1.45pm: Group 2
2pm to 2.45pm: Group 5
3pm to 4pm: Each functional area (e.g., accounting, economics) will present a list of questions that need to be addressed using data from your assigned company. You will use this time to work on developing answers to the functional area questions.

Class 3 – November 3rd: (Presentation 2 of 4) Examination of Foreign Market Expansion Options.
9am to 9.45am: Group 5
10am to 10.45am: Group 2
11am to 11.45am: Group 3
12pm to 12.45pm: Group 4
1pm to 1.45pm: Group 6
2pm to 2.45pm: Group 1
3pm to 4pm: Each functional area (e.g., accounting, economics) will present a list of questions that need to be addressed using data from your assigned company. You will use this time to work on developing answers to the functional area questions.

Class 4 – November 17th: (Presentation 3 of 4) Development of a high level foreign market entry implementation plan
9am to 9.45am: Group 4
10am to 10.45am: Group 1
11am to 11.45am: Group 5
12pm to 12.45pm: Group 6
1pm to 1.45pm: Group 3
2pm to 2.45pm: Group 2
3pm to 4pm: Each functional area (e.g., accounting, economics) will present a list of questions that need to be addressed using data from your assigned company. You will use this time to work on developing answers to the functional area questions.

Class 5 – December 1st: (Presentation 3 of 4) Development of a high level foreign market entry implementation plan
9am to 9.45am: Group 4
10am to 10.45am: Group 1
11am to 11.45am: Group 5
12pm to 12.45pm: Group 6
1pm to 1.45pm: Group 3
2pm to 2.45pm: Group 2
3pm to 4pm: Each functional area (e.g., accounting, economics) will present a list of questions that need to be addressed using data from your assigned company. You will use this time to work on developing answers to the functional area questions.

Class 6 – December 15th: (Presentation 4 of 4) International Market Expansion Group Project: WHY, WHICH, and HOW (NOTE: A representative of your assigned company (e.g., the CEO) will be invited to come and listen to your presentation.)
9am to 9.45am: Group 2
10am to 10.45am: Group 3
11am to 11.45am: Group 6
12pm to 12.45pm: Group 1
1pm to 1.45pm: Group 4
2pm to 2.45pm: Group 5
3pm to 4pm: Your final answers to the functional area questions need to be submitted on this date and at this time.

Written Assignments/Projects: Descriptions

Date: Class 1 – September 5th
Deliverable: Presentation deck for the Dell Case. NOTE: A detailed presentation will be provided from 9am to 12pm using the RIM case as an example . You will use this knowledge to prepare a presentation deck for the DELL case.
Length: The deck will be no longer than 30 slides.
Value: 20%

Date: Class 2 – October 13th
Deliverable 1: Presentation deck for **Understanding the company – its strengths, weaknesses, opportunities, threats, and understanding the company's rationale for expanding into foreign markets. NOTE: A template for the Class 2 presentation will be provided in Class 1.**
Length: The deck will be no longer than 30 slides.
Deliverable 2: Draft 1 (of 3) Responses to the Functional Area Questions (see List of Questions Below)
Value: 20%

Date: Class 3 - November 3rd
Deliverable 1: Presentation deck for Examination of Foreign Market Expansion Options. **NOTE: A template for the Class 3 presentation will be provided in Class 2.**
Length: The deck will be no longer than 30 slides.
Deliverable 2: Draft 2 (of 3) Responses to the Functional Area Questions (see List of Questions Below)
Value: 20%

Date: Class 4 – November 17th:
Deliverable 1: Presentation deck for Development of a high level foreign market entry implementation plan. **NOTE: A template for the Class 4 presentation will be provided in Class 3.**
Length: The deck will be no longer than 30 slides.
Deliverable 2: Draft 3 (of 3) Responses to the Functional Area Questions (see List of Questions Below)
Value: 20%

Date: Class 5 – December 1st:
Deliverable 1: Presentation deck for Development of a high level foreign market entry implementation plan. **NOTE: A template for the Class 4 presentation will be provided in Class**

Date: Class 6 - December 15th:
Deliverable 1: Presentation deck for International Market Expansion Group Project: WHY, WHICH, and HOW . **NOTE: A template for the Class 5 presentation will be provided in Class 4.**
Length: The deck will be no longer than 40 slides.
Deliverable 2: Final write-up on all the Functional Area Questions.
Value: 20% of final grade in this course and 20% of final grade in all Core functional area courses

SAMPLE CORE FUNCTIONAL AREA QUESTIONS

The final presentation on Dec 15th will count for 20% of your final grade in this course as well as 20% of your final grade in all Fall functional area courses. In addition to your presentation you will need to write an Appendix for each functional area course that answers specific questions for that course. Each appendix should be no longer than 6-8 pages. NOTE: The questions for each functional area course will be given to you by the instructors of the courses. Below are a SAMPLE of the types of questions you may be expected to answer.

IMBA 5101 3.0: Financial Accounting for International Managers
For the accounting portion of this project, you are required to provide an analysis of the firm's financial performance, stability and make a recommendation based upon its solvency, profitability, liquidity, leverage, and current as well as future investment potential.
(Note: this is an IMBA 5101 assignment, and since we do not address stock valuation models in this course please do not base your investment decision on the use of these models.)

If your company does not follow Canadian IFRS, you must identify the extent to which its IFRS is similar/different from Canadian IFRS.
In your report, please provide the following (see pages 737-743 FRIEDLAN TEXT for guidance):
· Identify users, constraints, objectives
· Key accounting policies
· Qualitative analysis of companies choice of accounting policies
· A 3 to 5 year comparative analysis (with industry leader) of all key ratios
· Common size financial analysis
· Trend analysis
· Any other analyses that you think are relevant (information from the annual report, business strategy, market analyses, etc., but, again do not use a stock valuation model)
· A recommendation and conclusion
· Key to this analysis is the choice of use of graphs and relevant comparisons

IMBA 5102 3.0 The Economic Environment of International Business
The economics portion will involve a review of the operating environment of a public company, at both national and international levels as appropriate. Areas of discussion should include a review of major economic drivers of the industry in question and a systematic analysis of possible game changers and their business implications. Students will examine the various forces that determine economic and financial performance of the company using a number of analytical paradigms from economics and

management. Relying principally on secondary information and drawing on key accounting information, financial analyses, and industry statistics, students will undertake a rudimentary bench-marking exercise to ascertain and comment on the company's performance, prospects, and challenges.

IMBA 5103 3.0 Introduction to Managerial Finance for International Managers
The finance portion will involve analysis of the business risk, cost of capital, stock valuation and risk management of the company assigned. For Canadian companies, the best source of Canadian public company financial reports is the database of Canadian public companies available at www.sedar.com. The comparable website for firms listed in the U.S. is http://www.sec.gov/edgar.shtml .

Your group is acting as financial consultants for a large institutional investor with a significant position in the assigned company. The investor is considering whether to support a management buyout in which the company would be taken private and restructured with a plan for a future IPO at a higher price. Your assignment is to advise on the desirability of this plan by completing the steps below.

Required:
a. Drawing on your analysis of the economy and industry in the economics portion of this assignment, as well as the financial analysis conducted in the accounting portion, provides an assessment of the company's business risk.
b.Employing an appropriate mix of the techniques presented in class, the text and readings, calculate today's costs of each of the sources of long-term capital for the company. Determine the relevant capital structure weights and find the weighted average cost of capital as of today. Be sure to explain the steps involved in your analysis and to document key assumptions.
c. Select one major division of the company that you believe holds good potential for expansion. Explain briefly the reasons for your choice. Conduct an assessment of the business risks of each division. Drawing on your assessment and on any other relevant tools, calculate an appropriate adjustment to the overall firm weighted average cost of capital for each division. Be sure to explain the steps involved in your analysis and to document key assumptions.
d. Drawing on your economic analysis and on the pro forma statements in your accounting analysis estimate the growth rate(s) for the company's future dividends. Use these growth rates along with the cost of equity you calculated for the cost of capital estimate in the dividend valuation model and estimate a range for the value of the company's stock. Based on this analysis, provide your comments on the feasibility of the management buyout. Be sure to explain the steps involved in your analysis and to document key assumptions.
e. Summarize the risks faced by the company and the risk management techniques it employs. Based on your knowledge of best practices, assess the risk management of the company and make recommendations for changes as appropriate. Looking beyond derivatives hedging, what alternatives to its current strategy are available to the company to manage or hedge its currency exposure? Discuss the advantages and disadvantages of each alternative briefly.

IMBA 5104 3.0 Managing People and Teams in a Global Context
The following are suggested areas to consider from the point of view of this course. You do not have to be encyclopedic - these are guidelines that may be relevant to a greater or lesser degree for different target companies. In assignment this short, it is usually better to focus on fewer things and go into more detail on them than to skim over many things and do none of them justice.

Potential topic areas include:
1.How would you describe the corporate culture of the company? How is it reflected in the company's products, brands, advertising, communications (e.g. its web site/Facebook page)?

2. How does the company take into account national cultures in the countries in which it does business? Does it hire senior executives from the host country or send expats? Are there differences in what products are sold in different places? How might their advertising differ if you were to compare two countries? Is it just translation or do they have different cultural messages?
3. How does the company handle crisis situations like a major recall or a public relations disaster?
4. What can you conclude about the leadership of the company? Does the executive team reflect diversity? Can you describe their leadership "style" (autocratic/participative) from their actions/decisions or how they portray themselves on company communications or in media interviews/profiles? Would you describe them as effective or ineffective? Why (give examples)?
5. More generally, how do they manage their people? Do they pay fair wages? Do they have frequent strikes or other industrial actions against them? Do they provide any of the things that make companies "admired" (e.g. on-site daycare; diversity programs, etc.)? How do they motivate their employees – mainly by money or do they use "intrinsic" rewards – e.g. some autonomy, interesting work etc.?

IMBA 5105 1.50 Global Management Accounting
1. A brief overview of the company's goals and strategies and a summary of the risks identified for the business.
2. Based on the topics discussed in the course (e.g., CVP Analysis, Cost Analysis, Outsourcing), identify the management accounting tools that are used by the business to mitigate the risk mentioned in (1) above - explain how they are applied and assess the effectiveness of these tools used in the business.
3. In comparison to other companies within the industry, assess what tools their competitors use to mitigate these risks and assess their effectiveness.
4. Discuss how budgeting will help the company to carry out their strategies and goals.
5. Discuss the company's transfer pricing policies (if any) and/or corporate tax practices and the risks associated with these practices.

Evaluation of Written Assignments/Projects

Please see the "Deliverables At A Glance" section on p. 2 for more detailed information. For each assignment, we will discuss the requirements in detail in class. The instructor will also post a detailed grading grid on CMD several weeks before each assignment in due. The grading grid will detail the requirements for each assignment and the grading components and weightings. Finally, students are encouraged to ask the instructor for help or clarification if they are having difficulty with a specific aspect of an assignment.

Since the course is based on group work, it is critical to ensure that free-riding does not occur. Each student will receive qualitative (after Class 3) and quantitative (after Class 3 and after Class 5) from their group.

The qualitative feedback will entail an assessment by the group of each individual in two areas. This will be submitted by the group to each individual member at the end of Class 3. All evaluations will be submitted to the instructor as well. The evaluation will cover two areas:

(a) The Individual's Strengths
(b) Areas that the individual needs to improve upon

With respect to the quantitative feedback, each group will submit the following form to me after your Class 3 and Class 5 presentation.
NOTE:
(i) The total in column 3 should be 0.

(ii) This has to be a consensus decision by the group.
(iii) I may or may not use this information to assign grades to individual group members.

Group Number:
Client Name:

GROUP MEMBER NAMES	STUDENT NUMBER	Grade (+2; +1; 0; -1; -2)	Signature
1.			
2.			
3.			
4.			
5.			
6.			

Penalty for late submission is as follows:
If your presentation is not ready on each date, you will receive a mark of zero for that component of the course. Given the nature of this course, late submission is not an option.

Calculation of Course Grade

In this class, final course grades will be determined by the following process: Each piece of work during the term will receive a numerical grade out of 100%. At the end of the term, the instructor will calculate a final numerical grade out of 100% according to the weightings of each assignment. Equivalences are as follows:

Percentage	Letter Grade	Number Grade	Comments
Below 50%	F		Failing
50-54	C-	1	Acceptable
55-59	C	2	Acceptable
60-64	C+	3	Acceptable
65-69	B-	4	Good
70-74	B	5	Good
75-79	B+	6	Good
80-84	A-	7	Excellent (Dean's List)
85-89	A	8	Excellent (Dean's List)
90 and above	A+	9	Excellent (Dean's List)

Please note the requirements for student attendance on p. 4 above in the section entitled "Student Attendance, Preparation For Class and Class Participation: Expectations".

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 C- (1). To keep final grades comparable across courses, sections of required core courses are normally expected to have a mean grade between 4.7 and 6.1.

The Schulich School does not use a percentage scale or prescribe a standard conversion formula from

percentages to letter grades. Conversions within a course are at the discretion of the instructor.

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

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

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

Exams (Absence from)
Mid-term. Students who miss a mid-term examination must contact their course instructor within 24 hours and provide the course instructor with documentation substantiating the reason for the absence. A copy of the documentation must also be submitted to Student Services; it will be placed in the student's file.
Final. Within 24 hours of missing a final examination, students must contact the Director of Student Services, at (416) 736-5060 and must also contact their course instructor. Formal, original documentation regarding the reason for missing the exam must be submitted to the <Director of Student Services, Associate Director, Undergraduate Programs Unit> (SSB Room W262) within 48 hours of missing the final exam. Students who miss a final exam due to illness must have their doctor complete an "Attending Physician's Statement." **For a copy of this document, visit http://www.registrar.yorku.ca/pdf/attending-physicians-statement.pdf.**

Quick Reference: Summary of Classes, Activities, and Deliverables

DATE	IN-CLASS ACTIVITY	REQUIRED READING	REQUIRED DELIVERABLE
September 5th	Lecture/Presentation	RIM Case; DELL Case	PPT. Deck
October 13th	Presentation and Feedback	Company Reports	PPT. Deck
November 3rd	Presentation and Feedback	Company Reports	PPT. Deck
November 17th	Presentation and Feedback	Company Reports	PPT. Deck
December 1st	Presentation and Feedback	Company Reports	PPT. Deck
December 15th	Final Presentations		PPT. Deck

IMBA 5200 0.00: Integrated Management Experiences II

Course Outline
Winter 2018

Saturdays from 9:00 am – 12 noon and 1:00 pm to 4:00 pm: N108
Wednesday April 11 from 5:30 pm to 10:00 pm: W133
Our first class is on Saturday January 20, 2017 at 9:00 am

Instructor
Graeme Deans
N205C, Seymour Schulich Building
416 736 2100 x 44603
gdeans@schulich.yorku.ca
Office hours: Immediately before or after class or 5:30 – 6:45 pm Mondays, otherwise please email Instructor to arrange an appointment

Assistant
Michelle Le
N203A SSB
(416) 736-5942
imba@schulich.yorku.ca

Graeme Deans has over 30 years of management consulting experience with Booz & Company (now Strategy&), AT Kearney and Ernst & Young, and has advised Fortune Global 1000 clients on strategic and operational issues in North America, Asia and Europe. He has also been a part-time instructor at the Schulich School of Business since 2009.

Brief Description
This multi-functional and multi-disciplinary course will build on the analytical skills that students are acquiring in each of the core functional courses during Term 2. Students will analyze and discuss five cases to learn how to apply and integrate the strategic, marketing, operations and regional analysis concepts, tools and frameworks they learn concurrently throughout Term 2. The cases and management exercise may change from one year to the next.

Prerequisite and co-requisite courses are as follows:

- Co-requisite: IMBA 5201 3.00 (Region Analysis), IMBA 5202 3.00 (Marketing Management in Global Context), IMBA 5203 3.00 (Strategy for the Global Organization), and IMBA 5204 3.00 (Design, Control and Improvement of Processes)
- Pre-requisite: IMBA 5100 0.00 (IME 1) and all first-term IMBA courses

Contents

Course Learning Outcomes

The objective of this course is to integrate the material learned concurrently in the functional management courses in Term 2: Strategy, Marketing, Region Analysis and Operations. In addition, the course will build on the analytical and assessment skills developed in IME 1 to develop the problem-solving capabilities required for successful international business managers.

The key learning experience in IME 2 will be the opportunity for students to develop and apply their knowledge and integrative skills through the preparation, analysis and discussion of five business cases. The cases will present complex management problems that cut across strategic, operational, marketing and regional issues. Each case explores a different industry, company, business scenario and position in the business life cycle, so students will have the opportunity experience a variety of business challenges and to learn about and discuss opportunities and issues faced by management in multiple business situations.

The course will use a combination of lectures and interactive classroom discussions to explore the business opportunities, issues, interdependencies and trade-offs at the intersection of each of the functional management courses. For example, the trade-offs between global product or service consistency and tailoring a product or service to fit local tastes is a critical issue that occurs at the intersection of Marketing and Region Analysis.

In addition, in each class the instructor will present case studies based on his professional experience to illustrate the concepts we will be learning during the term.

Over the course of the term, students should strive to develop their own perspectives on a structured approach to solving complex business problems and, through the case discussions, have a chance to practice how to apply their approach under simulated business conditions.

By the end of this course, students should feel confident with integrating what they have learned in each of the functional core courses from both Term 1 and 2, and applying those skills to answer key business questions, and identify and capitalize on opportunities, problems and risks facing any company in any industry.

Deliverables at a Glance

This course will be conducted in a highly interactive format. Students are expected to come to class well-prepared and ready to participate, and contribute their ideas, insights and analyses.

We will discuss a business case in each class. The reason for this is to expose students to several different industries and business situations to improve their analytical skills and business judgment, and to provide them with insights into management tools and levers that may be applied depending on how the company is performing and what its strategic objectives are for the future. We will discuss the following cases:

- Session 1: In our first session, we will discuss the Paragon Tools case, a fictitious case that explores the trade-offs between organic growth and growth by acquisition. We will work through this case together in class and it will not be graded
- Session 2: In our second session, we will discuss the business issues surrounding one of the largest, most successful global product launches ever, the Gillette Sensor razor. This case explores the strategic, marketing, operational and global / regional issues facing Gillette as it prepares to launch its biggest product ever in over 50 countries simultaneously. Each team will prepare a case write-up (~1,000 words and exhibits, if needed) and students should be ready to actively participate in the class discussion.
- Session 3: In this session, students will prepare and present the Consolidated Bakeries case, which examines the strategic, organizational, marketing and operational choices facing a major bread bakery competing across several distinct regional markets in the United States. Each team will make their presentation to panel of senior business executives who will question them on their work and assist in the evaluation of their performance.
- Session 4: In our fourth session, we will discuss the IKEA case. This case examines how IKEA can build on its success in European and global markets and achieve their organic growth targets in the US market.. Each team will prepare a case write-up (~1,000 words and exhibits, if needed) and students should be ready to actively participate in the class discussion.
- Session 5: The final session will consist of an Integrative Management Case Exercise on the company your team has chosen in the Fall term. Students will work with their assigned groups to prepare and present an integrative case analysis on your company. For the purposes of the IME 2 presentation, students will synthesize the most important findings across all four of their core functional courses into a PowerPoint presentation of **a MAXIMUM OF FIVE SLIDES.** The presentation portion will consist of a presentation of 10 minutes followed immediately by a Q&A session of 10-15 minutes.

  Drawing on course material from all winter courses you will need to address the following questions about your company:

  1. Prioritize the issues facing your company
  2. What are your prioritized recommendations to help your company successfully move their business forward (based on the threats and opportunities facing them?) (ie. what should they do?)

  For the Q&A, questions will be posed by a panel of instructors from the Winter 2016 courses.

In addition to submitting a paper copy of each case write-up in class, you will have to demonstrate the originality of your work. The easiest way to do this is to submit an electronic copy of it to Turnitin. This is a web-based service that checks for plagiarism. If you want to demonstrate your originality in some other way, you are invited to do so, but your method must be approved by the instructor. Detailed instructions for using Turnitin will be provided.

In the table below, the impact of each task on your final grade for the course is indicated in the "% weight" column.

Assignment/Task	Quantity	% Weight	Total %	Author
Gillette case write-up	1	15	15	Team
Consolidated Bakeries case presentation	1	20	20	Team
IKEA US case write-up	1	25	25	Team
Company team presentation	1	25	25	Team
Class participation	1	15	15	Individual
			100%	

For details, see "Written Assignments/Projects: Descriptions" (p. 6) and "Evaluation …" (p. 6).

Course Material

The cases and required reading for the course is contained in the Course Kit. It is available for purchase from the York University Bookstore (http://bookstore.blog.yorku.ca). In addition, the instructor will post the lecture notes and any additional reading materials on CMD prior to each lecture.

Course kits are available for purchase from the York University Bookstore.

The *Course Materials Database (CMD)* has been created within Schulich's Lotus Notes. It contains general information for Schulich students and information and materials specific to this course. Check it frequently.

Student Attendance, Preparation for Class and Class Participation: Expectations

Attendance. Attendance in class is a requirement for this course and your attendance is expected for the full duration of each class. As noted on the first page of this document, this course meets on five Saturdays and in the evening of April 13, and attendance will be taken for each class. Please inform the instructor before the class if you need to miss the class. Permissible reasons to miss class are a job interview, illness (note from a medical professional required) or participation in a sanctioned Schulich school activity (note required).

Preparation. This course will be conducted in a highly interactive format. You are expected to come to class well-prepared and ready to participate, and contribute your ideas, insights and analyses.

Class Participation (contribution). Class participation will be evaluated by the instructor based on the quality and frequency of meaningful contributions by each student over the course of the term. Meaningful contributions, by definition, add insight and depth to the topics and issues we discuss in class (as opposed to repetition of facts). In addition, because all of the assignments will be done in teams, part of the class participation grade will be based on peer review feedback on team members. We will discuss the class participation grading in more detail in the first lecture.

Class-by-Class Syllabus

Session 1 (Week 2 / January 20) – Integrative Tools and Techniques For Analyzing Complex Global Business Problems

Readings:

- Students ***MUST*** read the Paragon Tools case (contained in your course kit) before the class. We will be working on the case extensively during the class.

Session Topics:

- Instructor and student introductions
- Course overview and objectives
- Discussion and review of some of the most common and frequently-used strategic, operations and marketing frameworks used to understand a company's current business situation and to develop perspectives on a company's future strategic business options
- Detailed discussion of the Paragon Tools case

Business Skill: Issue Trees

- This week's business skill focus is on how to develop an analytical framework, or "issue tree", to analyze a business problem and use it to write up a case or prepare a business report

Assignment:

- Students are reminded that the Gillette team case write-up is due next class. Students should read the case, write it up as a team and prepare to discuss it and hand it in during the next class. The class will be divided into teams of 4-5 students each, and team composition will remain the same for the term.

Session 2 (Week 4 / February 3) – Integrating Strategy and Marketing: Gillette Case Discussion

Session Topics:

- Discussion of the Gillette case, and initial feedback
- Discussion of common financial analysis techniques and how they are typically applied in business situations
- Project management and leadership techniques for successful team member participation and team leadership effectiveness
- Discussion and exercises on how to build high-performing teams
- IME in action: Global retailing industry case study

Business Skill: Brainstorming

- This week's business skill focus is on how to generate and prioritize innovative ideas using the combined knowledge and experience of a team, in a short period of time

Assignment:

- Hand in your team's Gillette case write-up
- Students are reminded that the Consolidated Bakeries case must be prepared for presentation in class at the next session.

Session 3 (Week 8 / March 10) – Integrating Operations and Regional Analysis: Consolidated Bakeries Discussion

Session Topics:

- Team presentations of the Consolidated Bakeries case, and initial feedback from guests
- We will be joined by Sahar Rahman (VP, Loblaws) who will assist in the evaluation of student presentations
- Detailed feedback on Gillette case write-up
- Description of the change management methodologies, frameworks and techniques business leaders use to implement recommendations to solve major business problems and manage large transitions and transformations within companies

- IME in action: Three change management case studies

Assignments:

- Each team to hand in their PowerPoint slides from the Consolidated Bakeries case presentation
- Each student will complete and hand in a Peer Review Evaluation Form at the end of the session to help the instructors assess the relative contributions of each of their team members. The form will be used by the instructors in allocating individual grades
- Students are reminded that the IKEA US case write-up is due next class. Students should read the case, write it up as a team and prepare to discuss it and hand it in during the next class

Session 4 (Week 10 / March 24) – Integrating Marketing, Operations and Regional Analysis: IKEA US Discussion

Session Topics:

- Detailed feedback on Consolidated Bakeries case presentations
- Discussion of the IKEA US case
- We will be joined by Andrea Wolfson (Senior Manager, EY Advisory) who will discuss career paths for IMBAs and describe her experience as a change management consultant
- Overview of effective means of communication to deliver value to audiences of business executives
    - Logical writing (reports and presentations)
    - Effective, "high-impact" charts and exhibits
    - High-impact presentations
- IME in action: Canadian airline case study

Business Skill: Effective PowerPoint Slides

- This week's business skill focus is on techniques and guidelines to prepare effective PowerPoint presentation slides. We will discuss a practical, 6-point methodology to ensure high-impact, easy-to-present slides and charts.

Assignments:

- Hand in your IKEA US team case write-up

Session 5 (Week 12 / April 7 from 9:00 am to 12 noon only) – Integrated Management Experiences: Sharing International Business Experience

Session Topics:

- Detailed feedback on the IKEA US case write-up
- We will be joined by two business executives with international experience and perspectives, who will share their perspectives and offer advice to students for pursuing successful careers in international business

Session 6 (Wednesday April 11 from 5:30 pm to 10:00 pm) –Company Team Presentation

Session Topics:

- Team presentations on your company, and initial feedback from professors
- We will be joined by the IMBA Marketing, Strategy, Region Analysis and Operations Professors, who will assist in the evaluation of student presentations

Assignments:

- Each team to hand in their PowerPoint slides from the integrative presentation on your company

- Each student will complete and hand in a Peer Review Evaluation Form at the end of the session to help the instructors assess the relative contributions of each of their team members. The form will be used by the instructors in allocating individual grades

Written Assignments/Projects: Descriptions

Due Date

Week 4 Gillette Sensor case write-up
Requirements to be discussed in class
Max length: 1,000 words, plus up to 10 exhibits
Value: 15%

Week 8 Consolidated Bakeries case presentation
Requirements to be discussed in class
Max length: Five PowerPoint slides
Value: 20%

Week 10 IKEA US case write-up
Requirements to be discussed in class
Max length: 1,000 words, plus up to 10 exhibits
Value: 25%

April 11 Company team presentation
Requirements to be discussed in class
Max length: Five PowerPoint slides for this course (additional requirements for other core courses – instructions to be provided by each Professor)
Value: 25%

Evaluation of Written Assignments/Projects

Please see the "Deliverables At A Glance" section on p. 2 for more detailed information. For each assignment, we will discuss the requirements in detail in class. The instructor will also post a detailed grading grid on CMD several weeks before each assignment in due. The grading grid will detail the requirements for each assignment and the grading components and weightings. Finally, students are encouraged to ask the instructor for help or clarification if they are having difficulty with a specific aspect of an assignment.

Penalties for late submission are as follows:

- 5% off immediately if a **hard copy** of your assignment is not submitted by the end of the class in which it is due (ie. at 10:00 pm on the due date)
- An additional 5% off per day for each day the assignment is late, beginning at midnight on the due date

- 10% off if I have to print your paper
- FYI, I do not chase students/teams who haven't handed in papers

Calculation of Course Grade

In this class, final course grades will be determined by the following process: Each piece of work during the term, including the final exam, will receive a numerical grade out of 100%. At the end of the term, the instructor will calculate a final numerical grade out of 100% according to the weightings of each assignment. Equivalences are as follows:

Percentage	Letter Grade	Number Grade	Comments
Below 50%	F		Failing
50-54	C-	1	Acceptable
55-59	C	2	Acceptable
60-64	C+	3	Acceptable
65-69	B-	4	Good
70-74	B	5	Good
75-79	B+	6	Good
80-84	A-	7	Excellent (Dean's List)
85-89	A	8	Excellent (Dean's List)
90 and above	A+	9	Excellent (Dean's List)

Please note the requirements for student attendance on p. 4 above in the section entitled "Student Attendance, Preparation For Class and Class Participation: Expectations".

General Academic Policies: Grading, Academic Honesty and Accommodations

Grades at Schulich are based on a 9-value index system according to the table above. The top grade is A+ (9) and the minimum passing grade is C- (1). Students are reminded that they must maintain a cumulative GPA of at least 4.2 to remain in good standing and continue in the program, and a minimum of 4.4 to qualify for their degree. Please note that the Faculty Council of the Schulich School of Business has established that "*…the average grade for core SSB courses offered at the MBA level should be between 4.7 and 6.1*". In order to keep grades comparable across courses, this course will be graded in accordance with these grading guidelines.

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

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

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

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

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

Quick Reference: Summary of Classes, Activities and Deliverables

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation
Week 4. Feb 3 Gillette Sensor case	Gillette Sensor case	Gillette Sensor case	Gillette Sensor case write-up
Week 8. Mar 10 Consolidated Bakeries case presentation	Consolidated Bakeries case	Consolidated Bakeries case	Consolidated Bakeries case presentation
Week 10. Mar 24 IKEA US case	IKEA US case	IKEA US case	IKEA US case write-up
Week 12. Apr 11 Company team presentation	Company presentation	Readings and research on your company from each Winter 2016 course	Company team presentation

Supplementary Information On Final Presentation

The final presentation on April 11th will count for 25% of your final grade in this course as well as 20% of your final grade in the following three core courses: Strategy, Marketing and Regional Analysis. In addition to the presentation, groups are required to write an Integrated Report of 8 pages (font 12, 1.5 spaced) with appendices if necessary. Appendices do not count as part of the 8 pages. You should include Appendices (if necessary) to provide additional information needed for specific core course questions. You need to select a specific region/country that your IME firm currently operates in and answer 2 fundamental questions in your presentation and report:

1. Prioritize the Issues facing your IME firm
2. What are your prioritized recommendations to help your IME firm move its business forward (based on the threats and opportunities facing the firm in the region/market you have chosen?

The specific core course IME questions you need to address in your presentation and report are given below. Each group has 10 minutes to present and 10-15 minutes to answer questions posed by all Winter core course instructors (~3-5 minutes per instructor for all core courses). As discussed previously, groups are responsible for preparing 5-page PowerPoint presentation and handing out copies to the instructors prior to beginning their presentation. The quality of the presentation will also be considered in your final grade.

IMBA 5201 - Regional Analysis

When completing your analysis please be sure to consider the following course specific questions and address them in your written report:

- Given the strategy and marketing mix you are recommending to your IME firm for the country/region you have chosen, which factors from the PESTLE framework will be most important for your firm to take into consideration in making their decisions? Why?

- What is the impact on Danone of economic factors in the region you have chosen (eg. Market demand and growth for their type of products, the role of interest rates and currency exchange rates in determining the cost of capital as well as the outsourcing of inputs; the effect of competition and costs such as tariffs, custom fees, currency fluctuations, value-added taxes; the impact of the foreign market's various trade agreements)

IMBA 5202 – Marketing Management in Global Context

Your group will need to need to pick a specific region (or country) of your choice in which your firm operates. Drawing on course material from all winter courses you will need to address the following questions about your firm in this particular region:

1. Prioritize the Issues facing your firm
2. What are your prioritized recommendations to help your firm move its business forward (based on the threats and opportunities facing the firm in the region/market you have chosen?

From a marketing perspective, you need to address the following issues:

- Target market (target group within the country/region you have chosen)
- Firm positioning
- Recommended Marketing Mix Strategy and whether or not this strategy is adapted or standardized from what your firm does in Canada.

IMBA 5203 – Strategy for the Global Organization

Your group will need to need to pick a specific region (or country) of your choice in which Danone operates. Drawing on course material from all winter courses you will need to address the following questions about Danone in this particular region:

1. Prioritize the Issues facing your firm.

2. What are your prioritized recommendations to help your firm move their business forward (based on the threats and opportunities facing them in different markets)?

From a strategic perspective, your answers to the above two questions should be based on:

1. What business are they in? What business should they be in?

2. Do they have the resources and capabilities to implement their strategy into the future?

Course Change Proposal Template

1. **Program**
   IMBA

2. **Course Number and Credit Value**
   IMBA 5201 3.00 Regional Analysis course

3. **Course Title**
   a) **Long Course Title**
      Regional Analysis

   b) **Short Course Title**
      Regional Analysis

4. **Existing Pre-requisites/Co-Requisites**
   N/A

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

	in course number
X	**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)
X	**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)**
   Fall, 2018

7. **Academic Rationale**
   IMBA 5201 currently covers two related but conceptually distinct topics: the major business challenges and opportunities facing firms in different international countries/regions and the theories that underlie international economics. Each of these topics is covered separately by two different instructors. The international economics portion of 5201 will be moved to a revised IMBA 5102 3.0 Global Economics course. The Regional Analysis portion of this course will remain unchanged and be a stand-alone 1.50 credit course. To improve the student learning experience and balance student work load IMBA 5201 will be moved to Term 1 and the IMBA 5102 Economics course will be moved to Term 2.

   Reducing the credits for IMBA 5201 will have no effect on IMBA Program ELO's since the course content that relates to the Regional Analysis portion of this course remains unchanged and the international economics portion of this course will be moved to IMBA 5102.

8. **Proposed Course Information**

Existing Course Information (Change from)	Proposed Course Information (Change to)
IMBA 5201 3.00 Regional Analysis	IMBA 5201 1.5 Regional Analysis

9. Consultation

Originator

Alexandra Campbell	*Jan 30, 2018*
Signature	Date
Alexandra Campbell	IMBA Program Director
Name	Area or Specialization

Approvals:

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

Farrokh Zandi	*January 30, 2018*
Signature	Date
Farrokh Zandi	Economics
Name	Area or Specialization

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

Alexandra Campbell	*Jan 30, 2018*
Signature	Date
Alexandra Campbell	IMBA
Name of Program Director	Program

Program Committee

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

Markus Biehl	February 8th 2018
Signature	Date
	MPC-PCC
Name of Committee Chair	Committee

Required Attachments

Regional Analysis Course outline

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.

IMBA 5201 1.50 Regional Analysis

Course Outline
Fall 2018
TBA

Instructor:
TBA

Assistant:
Michelle Le
416-736-5942
imba@schulich.yorku.ca

Brief Description
Before making any strategic international decision, an organization needs to gather information to assess the potential of a market and the corresponding risk. This course will give you the tools and frameworks to analyze any country or region of the world to provide that information.

Prerequisites/Corequisites/Course Exclusions: This course is not open to MBA students.

Contents

Course Learning Outcomes

i. Understand the major issues facing a corporation as it contemplates entering new markets.
ii. Apply the PESTLE framework (political, economic, social/cultural, technological, legal and environmental factors) to analyze a region from a business perspective.
iii. Understand the major business challenges and opportunities facing firms in different international countries/regions.
iv. Gain an overview of three major regions of the world – Asia Pacific, the Americas and Europe.

Deliverables at a Glance

Students are expected to do the assigned readings, participate actively in class and of course complete assignments. In table below, the impact of each task on your final grade for the course is indicated in the ”% weight “column.

Assignment/Task	Quantity	% Weight	Total %	Author
Regional Analysis Assignment	1	30	20	individual
Class Participation: Regular	1	20	10	Individual
Scenario Analysis Presentations	1	30	20	Group
Integrative Case Analysis Presentation (panel guided)*	1	20	20	Group
		100%		

For details, see "Written Assignments/Projects and Exam[s]: Descriptions" (p. 7) and "Evaluation …" (p. 8)

Course Material

The required readings for other sections of the course can be accessed from the library's e-resources or from the web directly. Each section of a Schulich-based course has a Course Materials Database ('CMD') created within Lotus Notes. Every CMD includes some important general information for Schulich students.

You are encouraged to check the course CMD it frequently. Also, students are encouraged to read the business section of at least one of the following: *The Globe & Mail, National Post, The Economist*, *The Financial Times (London),* or other similar publications.

Student Preparation for Class and Class Participation: Expectations

Preparation. You should have high expectations of the course. This course is team taught and we have high [but clearly not impossible] expectations of you. To have those mutual expectations met, we need respect all around as well as an environment where students taking the course emphasize cooperation, but do not eliminate competition.

Class Participation (Contribution). It is important to do the readings before coming to class. Good class discussion depends on this, and the grade for your participation also depends on good class discussion. You should also go back after class and re-read the assigned material (skimming this time) to see what has been emphasized in the class discussion**.** In terms of grasping the material, it is a good idea to **reread your notes from the class discussion after each and every session** to make sure you understand the concepts and their applications. If things are unclear, talk to classmates and/or reread the text/readings. If they are still unclear, see one of us.

Class 1 **Tools for Understanding International Markets**

Prep:

- Importance of analyzing the macro-environment of a market
- Components of this analysis (PESTLE)

Read:

1. Canada – PESTLE Analysis (MarketLine, Retrieved June 17, 2016) – Posted on CMD (This is an example of a PESTLE Analysis.)
2. Market risk basics:

http://www.imf.org/en/publications/REO

https://www.cia.gov/library/publications/the-world-factbook/geos/br.html

https://data.worldbank.org/indicator/IC.BUS.EASE.XQ?end=2017&locations=CN&start=2017&view=m

https://www.transparency.org/

http://www.edc.ca

Class 2

Integrating the Pestle Framework: A Case Study in Scenario Planning in the Services Sector

Prep:

- Scenarios for mode of entry focused on services
- Guest speaker: Vikki Dunn, EVP Strategic Marketing and Communications at CSA Group (based in USA): Her global responsibilities include market intelligence, corporate marketing, internal and external communications, digital media, public affairs, and government relations.

Read:

1. Maack, J.N. (2001). "Scenario Analysis: A Tool for Task Managers." World Bank. Report, http://siteresources.worldbank.org/EXTSOCIALDEV/Resources/3177394-1167940794463/ScenarioAnalysisMaack.pdf
2. Lawrence Wilkinson (2009) "How to Build Scenarios" http://www.wired.com/wired/scenarios/build.html
3. Services Trade and the Global Economy OECD: https://www.youtube.com/watch?v=cCmxe0XAgek
4. https://www.mckinsey.com/business-functions/digital-mckinsey/our-insights/digital-globalization-the-new-era-of-global-flows

The Americas: NAFTA and beyond

Prep:

- Applying PESTLE framework to the Western Hemisphere
- Guest speaker: David Short, Senior Counsel, Trade & International Affairs, FedEX Express (based in USA): David's responsibilities include CRM with the 220+ FedEx global country clients along with liaison U.S. Government agencies involved in international affairs, as well as various industry associations such as the U.S. Chamber of Commerce.

Read:

1. https://piie.com/system/files/documents/end-of-nafta-what-policymakers-should-know.pdf
2. https://www.thebalance.com/mexico-s-economy-facts-opportunites-challenges-3306351
3. https://www.mckinsey.com/global-themes/employment-and-growth/can-latin-america-reignite-growth-by-connecting-with-consumers

Class 4 **European Union and the impact of Brexit**

Prep:

- Applying the PESTLE framework to the EU, particularly in the post-Brexit era
- Guest speaker: Marie-Lucie Morin, formerly Canada's Deputy Minister of International Trade, now a Corporate Director with companies that have EU connections.

Read:

1. https://www.mckinsey.com/global-themes/employment-and-growth/the-brightening-mood-of-european-business-and-what-it-means-for-investment
2. http://www.canadainternational.gc.ca/eu-ue/commerce_international/index.aspx?lang=eng
3. https://www.bennettjones.com/Blogs-Section/CETA-Means-New-Business-Opportunities-Starting-This-Week
   Middle East:
4. https://www.pwc.com/m1/en/services/tax/doing-business-guides-middle-east.html
5. https://www.forbes.com/sites/dominicdudley/2017/11/03/best-worst-places-to-do-business-middle-east/#5bb100db731b

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Class 5 **Asia-Pacific Region: not all Asian markets are created equal**

Prep:

- Applying PESTLE framework to the Asia-Pacific Region
- Guest speaker: Bob Pickard, Principal of Signal Leadership Communication Inc Bob spent 13 years building PR businesses in Asia Pacific in Seoul and Tokyo where he was North Asia President of Edelman and then Singapore where he was the regional CEO for Burson-Marsteller, responsible for a 38-office network across South and East Asian markets including India, China, Japan, Indonesia and all the ASEAN countries.

Read:

1. https://www.pwc.com/gx/en/ceo-agenda/apec/doing-business-in-asia-pacific-2017-18.
2. http://www.nortonrosefulbright.com/knowledge/publications/145443/doing-business-in-asia-pacific-2016

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3. **https://www.mckinsey.com/global-themes/india/indias-economy-why-the-time-for-growth-is-now**

Class 6 IME Integrative Assignment

Written Assignments/Projects: Descriptions and Evaluation Criteria

Due Date TBA

Regional Analysis Assignment

The assignment is a memo of 4-5 pages about the major business challenges and opportunities facing firms in a particular industry sector and country/region. [NOTE: The country/region will be selected based on your group presentation.] You will be preparing a scenario analysis outlining the impact over time of a business-changing event, based on your readings and the class lectures and discussions, plus additional research. You will then make recommendations to your senior executives based on your research. The memo should be typed or word-processed, double-spaced in 12 point font point and margins of at least 1 inch. It will be due by 5 pm on February 22nd. The assignment will be graded on:

- how deep the level of analysis is
- how comprehensive it is – no important factors left out
- how persuasive your memo is – evidence backing up your recommendations

The penalty for late submission is 25% of the assignment total mark per day.

Participation

Your Participation Grade will be based on:

1. your attendance, meaningful contributions to in-class discussions, and awareness of issues in required readings; and

Scenario Analysis Presentations:

The last 3 classes are dedicated to particular regions. In each of these classes, 2 groups will be responsible for making a presentation of no more than 15 minutes and leading a discussion around a country in the region of that particular class, based around the PESTLE framework and incorporating a scenario analysis**.** Which country to concentrate on will be chosen by the group in consultation with the instructor. One week before the class please also give the instructor one reading relevant to your discussion to post on the CMD for the class to prepare for the discussion.

Calculation of Course Grade

You will be assigned a number grade for each of the 5 components of the course. Your course grade, as suggested on page 2, will then be calculated by weighted averaging of these components' grades. The resulting numeric grade will be converted to letter grades according to the following scale: 90+ (A+), 85-89 (A), 80-84 (A-), 77-79 (B+), 74-76 (B), 70-73 (B-), etc. This conversion formula might not be the same as that used in other courses as Schulich School of Business does not have a standard policy for translating percentages into letter grades. Such conversions within a course are at the discretion of the instructor.

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

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

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

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

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

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

Exams (Absence from)
Mid-term. Students who miss a mid-term examination must contact their course instructor within 24 hours and provide the course instructor with documentation substantiating the reason for the absence. A copy of the documentation must also be submitted to Student Services; it will be placed in the student's file.
Final. Within 24 hours of missing a final examination, students must contact the Director of Student Services, at (416) 736-5060 and must also contact their course instructor. Formal, original documentation regarding the reason for missing the exam must be submitted to the <Director of Student Services, Associate Director, Undergraduate Programs Unit> (SSB Room W262) within 48 hours of missing the final exam. Students who miss a final exam due to illness must have their doctor complete an "Attending Physician's Statement." **For a copy of this document, visit http://www.registrar.yorku.ca/pdf/attending-physicians-statement.pdf.**

New Course Proposal: EMBA 6055: Business Tax Strategy

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

2. **Course Number:** EMBA 6055

3. **Credit Value:** 2.0

4. **Long Course Title:** Business Tax Strategy

5. **Short Course Title:** Business Tax Strategy

6. **Effective Session:** Spring 2018

7. **Calendar (Short) Course Description:**
   This course is designed to sharpen the understanding of how taxes affect business decisions and how recent trends in tax regulation change challenges and opportunities firms face in the globalized world. The focus is on tax planning, tax strategy, and the effect of taxes on location decisions, investment decisions, and corporate structure.

8. **Expanded Course Description:**
   The underlying objective of this course is to provide high-level insights on taxation relevant for executives, providing participants with the necessary concepts that can be applied around the world. The course is designed to sharpen the understanding of how taxes affect business decisions and how recent trends in tax regulation change challenges and opportunities firms face in the globalized world. The focus is on tax planning, tax strategy, and the effect of taxes on location decisions, investment decisions, and corporate structure. No prior tax knowledge is required. The course combines interactive lectures with case studies and readings. Each session will focus on specific topics relevant for executives in corporate decision-making. The goal of this class is to discuss the theoretical background and apply it to key decisions in multinational firms.

9. **Rationale:**
   Business goes global, but taxes stay local. This provides opportunities as well as challenges for firms that are highly relevant for executives when making decisions for firms operating internationally. For example, firms can avoid taxes by exploiting differences in tax rates around the world and shifting profits and businesses to low tax countries. At the same time, firms have to deal with potential double taxation on cross-border investments. In addition, many countries implement complex regulations to fight tax avoidance.

10. **Evaluation:**
    Assessment is based on two components:
    Group Cases (50%): There will be two in-class short cases or exercises on which a group prepares written responses. The cases are handed out during class and students work on these cases in break-out sessions during class time. There will be a debrief after the in-class case session.
    Individual take-home exam (50%): The exam will focus on the lecture content and is a take-home exam that is to be worked on individually. More information on the exam will be provided during class.

11. **Integrated Courses:**
    This course is not integrated.

12. Crosslisted Courses:

This course is not crosslisted.

13. Faculty Resources:

This course will be taught by Professor Martin Jacob, who holds the Chair of Business Taxation at our partner in the Kellogg network, the WHU – Otto Beisheim School of Management, which he joined in 2010 after completing his doctorate at Eberhard-Karls-Universität Tübingen, Germany. Professor Jacobs has also been a Visiting Scholar at the Kenan-Flagler Business School, University of North Carolina at Chapel Hill, USA and at the Uppsala Center for Fiscal Studies, Uppsala, Sweden. His research interests are taxation and investment decisions; taxation and payout policies; capital gains taxation; empirical tax research; tax avoidance and income shifting – topics, on which he has published in many leading journals, including the *Journal of Accounting and Economics*; *the Review of Financial Studies*; and the *Journal of Financial Economics*. Professor Jacobs has received various awards for his teaching and research, including, in 2014, the Young Talent Award from the German Academic Association for Business Research.

14. Physical Resources:

This course will be offered annually during a global elective week at the campus of the Otto Beisheim School of Management at WHU in Vallendar, Germany, which is our partner within the global Kellogg network. WHU will provide all the necessary physical resources before, during and after the course. These resources can be supplemented with the resources of York University Library, should this prove necessary (see below).

15. Bibliography and Library Statement:

All required readings will be made available to participants by the Otto Beisheim School of Management before and during the course. Further readings can be accessed remotely via the York University library, which also allows electronic access to relevant readings and toolkits.

MEMORANDUM
Peter F. Bronfman Business Library

SUBJECT: Library Statement
Business Tax Strategy
Kellogg Schulich EMBA Program

FROM: Stephanie Quail
Business Librarian, Peter F. Bronfman Business Library

DATE: January 22, 2018

Business Tax Strategy is a proposed new EMBA course, which will be taught at Kellogg's Vallendar campus in Germany. The course aims to teach students high-level insights about global corporate taxation issues. Over the course of ten classes, students will explore topics such as tax incentives, the effect taxes play on investment, and cross-border taxation.

Students will be provided with all of the required readings for the course; however, they may also want to access some of the library's specialized business eResources for their course work. Although York University Libraries is not required to support this course directly, the online resources available to support this course are summarized below, and are available remotely to all registered students.

The Peter F. Bronfman Business Library's Accounting and Tax research guide (http://researchguides.library.yorku.ca/accounting) is a useful starting point, as it highlights key online tax research resources the library subscribes to:

- **Statutes, regulations, case law, and commentary for Canada and the United States** available through Intelliconnect's Canadian Tax Library and Intelliconnect's US Tax Library.
- **Scholarly and trade articles** available through ProQuest Business, Business Source Complete (includes Harvard Business Review articles), and Scholars Portal Journals.
- **Major international business news articles** available through Factiva.

Additionally, students may want to consult the eBooks section of the Business Research Guide (http://researchguides.library.yorku.ca/business), as it provides access to the following eBook databases:

- **Scholarly and practitioner-focused eBooks** available through Books 24x7, Springer eBooks, and eBooks at Scholars Portal.

Finally, students may want to consult some of the eLearning support content on the Business Research at York Toolkit website (http://bryt.library.yorku.ca/). This website provides students with access to short videos and step-by-step PDF resources that show students how to quickly retrieve information for a variety of business research tasks such as company, industry, and corporate social responsibility research. The accounting and taxation research content will be added by May 2018.

Business Tax Strategy

Professor Martin Jacob
Chair of Business Taxation
WHU – Otto Beisheim School of Management
E-Mail: martin.jacob@whu.edu
Office Hours: Anytime during normal working hours and after class

Course Description:

Business goes global, but taxes stay local. This provides opportunities as well as challenges for firms that are highly relevant for executives when making decisions for firms operating internationally. For example, firms can avoid taxes by exploiting differences in tax rates around the world and shifting profits and businesses to low tax countries. At the same time, firms have to deal with potential double taxation on cross-border investments. In addition, many countries implement complex regulations to fight tax avoidance.

This course is designed to sharpen the understanding of how taxes affect business decisions and how recent trends in tax regulation change challenges and opportunities firms face in the globalized world. The focus is on tax planning, tax strategy, and the effect of taxes on location decisions, investment decisions, and corporate structure. Importantly, the course does not require any prior tax knowledge. The course provides the participants with the necessary concepts that can be applied around the world.

Course Format:

The underlying objective of this course is to provide high-level insights on taxation relevant for executives. The course combines interactive lectures with case studies and readings. Each session will focus on specific topics relevant for executives in corporate decision-making. The goal of this class is to discuss the theoretical background and apply it to key decisions in multinational firms.

Prerequisites:

The course does not require specific tax knowledge. It is one objective of this class to introduce the topic of business tax strategy. If participants have tax knowledge from

their work experience, this will be very helpful in in-class interactions.

Grading and Exams:

The grading is based on two components:

(50%) Group Cases

We will have two in-class short cases or exercises on which a group prepares written responses. The cases are handed out during class and you work on these cases in break-out sessions during class time. There will be a debrief after the in-class case session.

(50%) Take home exam (individual)

The exam will focus on the lecture content and is a take-home exam that is to be worked on individually. I will provide more information on the exam during class.

Course Outline

The following is a tentative schedule of topics that we discuss in class. The schedule depends on the progress in class and on your input and interactions. All topics will eventually be covered.

Class 1: Introduction to Taxation

(Reading: Scholes, Wolfson et al. (2015), Chapter 1 & 2)

The objective of this class is to give you a general introduction to the topic of taxation. Why do we have taxes? What are taxes? Why do companies need to consider taxes? Are taxes a CEO level topic?

Class 2: International Tax Competition

(Reading: Devereux et al. (2008))

The objective of this class is to give you an overview over tax systems in the world and trends over the past decades. How have tax systems evolved? Why did they develop in this way? What are the implications for corporations?

Class 3: Taxation in the National Context

(Reading: Schanz & Schanz (2010), Chapter 4)

The objective of this class is to introduce the personal income tax and the corporate tax in more detail. How do we tax employees? How do we tax managers? How do we tax corporations?

Class 4: Tax effects on Investment and Financing Decisions
(Reading: Schanz, Schanz (2010), Chapter 3)
The objective of this class is to understand how capital budgeting as well as financing decisions are affected by tax systems.

Class 5: Group Work First Case

Class 6: Taxing Multinational Businesses
(Reading: Scholes, Wolfson et al. (2015), Chapter 10)
The objective of this class is to understand how businesses that act across borders are taxed. Which country has the right to tax cross-border businesses? How is residency defined? How to deal with double taxation?

Class 7: Cross-Border Profit Shifting
(Reading: Scholes, Wolfson et al. (2015), Chapter 11)
The objective of this class is to discuss the main ways how firms shift profits across borders. Specifically, we discuss transfer pricing regimes, shifting profits with financing structures, and the role of tax rulings.

Class 8: Group Work Second Case

Class 9: Tax Incentives and Location Decisions
(Reading: Scholes, Wolfson et al. (2015), Chapter 11)
The objective of this class is to provide an overview of the tax factors that affect location decisions.

Class 10: Recent Trends in Corporate Taxation
The objective of the final class is to discuss recent trends in taxation and how they affect businesses going forward.

Faculty of Graduate Studies

Course Change Proposal

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

2. **Course Number and Credit Value**
   EMBA 6440 2.00

3. **Course Title**
   a) **Long Course Title**
      Analytical Decision Modeling

   b) **Short Course Title**
      Analytical Decision Modeling

4. **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
	expire course
	other (please specify)

5. **Effective Session of Proposed Change(s)**
   Spring 2018

6. **Academic Rationale**

This course is offered during the Miami Live-in week to both Kellogg-Schulich EMBAs as well as EMBA students in the Kellogg global network. The new title and short description better reflect the positioning of the course and more explicitly address the intended audience.

7. **Proposed Course Information**

Existing Course Information (Change from)	Proposed Course Information (Change to)
Long Title: *Analytical Decision Modeling* *Short Title:* *Analytical Decision Modeling* *Course Description:* *In this course we will learn how to structure, analyze, and solve business decision problems on Excel spreadsheets. We will address problems involving optimal resource allocation (how to best utilize the available resources), risk analysis (how to incorporate uncertainty in problem parameters), data analysis (how to summarize the available data into useful information) and forecasting (how to extrapolate the past into the future). In each area, we will consider specific problems in operations, finance and marketing, build models to represent them on spreadsheets, analyze and solve them using the available Excel commands, tools and add-ins, and study their economic interpretation.*	*Long Title:* *Decision Modeling and Optimization in Excel* *Short Title:* *Decision Modeling and Optimization in Excel* *Course Description:* *In this course we will learn how to set up, analyze, and solve business decision problems in Excel. We will focus on problems of resource allocation and risk analysis of decisions involving uncertainty. We will emphasize hands-on, in-class learning through examples drawn from a variety of business applications. Examples of resource allocation decisions will include optimizing product mix, investment portfolio, project selection, product promotion, cashflow matching, workforce planning, and production scheduling.*

8. Consultation

N/A

9. Approvals

a) Originator

Signature

Date

Matthias Kipping

Name

b) Area or Specialization

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

Signature

Date

Matthias Kipping

Kellogg-Schulich Executive MBA

Academic Director, KS EMBA	Area or Specialization

c) Degree Program

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

Signature	Date
Markus Biehl	*Kellogg-Schulich Executive MBA*
Name of Program Committee Chair	Program

Required Attachments

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

Decision Modeling and Optimization in Excel

Professor: Sudhakar "Sid" Deshmukh
Office: Jacobs 584
Telephone: (847) 491-5155 (O), (847) 492-1146 (H), (847) 764-9334 (M)
E-mail: s-deshmukh@kellogg.northwestern.edu

Course Overview

In this course we will learn how to set up, analyze, and solve business decision problems in Excel. We will focus on problems of **resource allocation** and **risk analysis** of decisions involving uncertainty. We will emphasize hands-on, in-class learning through examples drawn from a variety of business applications. Examples of resource allocation decisions will include optimizing product mix, investment portfolio, project selection, product promotion, cashflow matching, workforce planning, and production scheduling. Risk analysis examples will include uncertainty in performance evaluation, supply chain management, revenue management, project valuation, cashflow analysis, option pricing, competitive bidding, and searching for alternatives. In each case, we will develop a decision model on an Excel spreadsheet, analyze and solve it using the available Excel commands, tools and add-ins, perform sensitivity analysis of the solution, and study its economic interpretation. In this sense, the course may be viewed as integrating various functional areas of management on a common Excel platform. Our practical approach to problem solving in Excel should appeal to managers who find spreadsheets a natural, intuitive, user friendly medium for organizing information and performing "what if" analyses. We will demonstrate how it can in fact serve as a visual, flexible, powerful tool for problem solving that is indispensable in modern business analysis.

However, the emphasis of this course will not be on learning Excel per se, but on logical, analytical thinking, and systematic, structured approach to problem solving using Excel. Working knowledge of basic Excel will be assumed, so that we can focus on analytical modeling and problem solving aspects of the course. Thus, knowing how to develop simple formulas with relative and absolute addresses, and how to create charts will be essential. However, a typical Excel user may not be familiar with more advanced tools, techniques and add-ins that have significantly increased the power of spreadsheet analysis. This course will introduce and apply these advanced Excel skills, thereby furthering the spreadsheet knowledge base of even an expert Excel user. For example, we will employ Excel's **Solver** tool for decision optimization, **Simtools** and **@Risk** add-ins for Monte Carlo simulation, and **Precision Tree** add-in for sequential decision analysis. Thus, the Excel modeling and analysis experience gained in this course should enhance your analytical ability as well as Excel skills. And, hopefully, we will have fun doing so!

Given the hands-on, in-class learning involved in this course, attending each class, on time, with a laptop, coming to class prepared, and actively participating in analytical modeling and problem solving in class will be absolutely essential. The course requirements consist of building, analyzing, and solving models of the assigned cases. All work may be submitted in groups of three members. Class participation and peer evaluations will also be considered in determining the final course grade. There will be no examinations.

Text: *Practical Management Science*, by W. Winston and C. Albright, Cengage Learning, 2016

Course Packet: Classroom examples, homework cases, and supplementary readings

Course Requirements

- **Prerequisites:** Everyone is expected to know basic Excel. This includes developing simple formulas with relative and absolute cell references, and creating and editing charts, which we will review in the first class. Everyone is also expected to know basic operations and finance. Finally, everyone should have interest in analytical thinking and problem solving in general.

- **Grading:** The course grade will be based on homework assignments (70%), class participation (20%), and peer evaluation (10%). Class participation includes on time attendance as an essential component. Each group member must fill out the peer evaluation form that summarizes everyone's contribution to the group output.

- **Class Work:** A detailed class schedule below shows course topics, classroom examples, homework cases, and supplementary readings. Preparation for each class involves reading and thinking about cases to be analyzed in that class. Excel files of the case data should be downloaded from Canvas *before* (not during) the class. The problem solving process involves modeling, analysis, solution and its interpretation. It seems deceptively simple to watch someone else do it, or to just read their solution, whereas the only way to learn this important and difficult skill is by practicing it yourself. Given the hands-on nature of the course, you should make your own notes on modeling ideas and Excel tips shown in class. Everyone is expected to attend all classes, on time, and actively contribute to the class discussion, sharing ideas, experiences and insights into problem solving in Excel.

- **Homework:** Case assignments are designed to enhance your understanding of the process of modeling and analysis learned in class. Sufficient guidelines and numerical answers will be provided for each assignment, so grading will not be based on correctness of answers per se, but on demonstrated comprehension of the problem, logic of the model developed, application of concepts, methods and tools learned in class, and clarity of presentation. The credit will be distributed approximately as follows:
  - 25% for a short write-up explaining the problem, model, analysis and results
  - 25% for the organization of the spreadsheet, its logic, clarity and readability, with documentation, formula lists, gridlines, row and column headings, color coding, shading,..
  - The remainder of the credit will be equally distributed among the specific questions asked

  Although homework assignments may be submitted as a group, everyone is expected to work on each assignment individually first, then discuss it together to produce the best group output. Assignment solutions will be discussed in class when they are due, so late submissions will not be accepted or graded. Any assignment re-grading requests must be submitted in writing and will be subject to re-grading the entire submission.

- **Guidelines:** Each submission should include (a) short write-up explaining your model, analysis and conclusions, and (b) supporting exhibits such as spreadsheets, charts, formulas, figures, etc. Think of your submission as a business report that you will present to your client or superior, who does not have time or patience to try to understand your work. So it is in your best interest to explain your work – the thought process in setting up the problem, step by step development of the model, its analysis, and final results – as clearly as possible. A concise, logically organized, well documented and aesthetically pleasing report will improve your chances of getting your client's business, next promotion, or a higher course grade. Your goal should be to communicate your work as clearly and effectively as possible, so the reader can follow it instantly and effortlessly. Communicating technical work is an important skill that you will develop as a side benefit of this course. Here are some suggestions:

- ***Format***: Each submission should be typewritten, showing
  - The title of the assignment, your group number and names of the participating members
  - Font size of at least 10 points, and page margins of at least 1/4" for readability

- ***Write-up***: This should be a clear and concise explanation of your approach to the problem, model, analysis, and conclusions. Use a presentation style format with outlines, bullets and tables, rather than literary, verbose essays. The write-up should include
  - **Executive Summary:** Overview of the problem addressed, key issues involved, and your solution, clearly demonstrating your understanding of the problem and the results
  - **Model:** Explanation of the logical structure of your model, outlining its step-by-step development, which clearly displays your thought process in solving the problem. State the objective, decisions and tradeoffs involved**,** as well as the key assumptions made to simplify your analysis. (Do not simply restate the problem data as assumptions). Explain key *formulas in words*, such as: Cash Receipts this month = 0.2*Sales 2 months ago + 0.8*Last Month's Sales + 0.2*This month's sales
  - **Analysis:** Summarize the key Excel functions, commands and tools used to analyze and solve your model and how. (Do not simply list them.)
  - **Conclusions:** Provide concrete answers to the specific questions asked. Highlight the key results and provide an intuitive economic interpretation. Make references to the exhibits attached, but do not simply state "See Exhibit 1 for answer to part (a)".

- ***Spreadsheets*:** Spreadsheets are notoriously difficult to understand, trace the logic of, and debug, even for the person who creates them, let alone for an unfamiliar reader. It is *your* responsibility to make your spreadsheets absolutely clear and easy to follow. For traceability, try to organize your model and results on one page. If it cannot fit on one page, determine logical break point(s) and provide sufficient documentation to guide the reader from one page to the next. The goal is to help the reader follow your work effortlessly. Each spreadsheet should be self-contained and well documented, showing
  - The title of the exhibit that clearly describes its content
  - Careful, logical layout, with data separated from the model, its analysis, and results
  - Key cell formulas displayed using the Formula List add-in. Try to place the formula text close to the cells containing the formulas. For conciseness, do not repeat similar formulas, manually typing instead "copied to..". Make sure to print the gridlines, and row and column headings, without which formula lists are useless. Add explanations, comments and text boxes to help the reader understand your spreadsheet
  - Color coding and shading to highlight contents of key cells and results, with a legend

- **Kellogg Honor Code:** We will strictly follow the Kellogg honor code as described at http://www.kellogg.northwestern.edu/stu_aff/policies/honorcode.htm. In particular, you must *not* obtain solutions to homework assignments from other students in the past or present classes. Also, you must not include your name on a group report if you have not contributed substantially to the group work. Finally, you must report any violations of the honor code that you observe.

- **Class Room Etiquette:** We also will strictly follow the Kellogg classroom etiquette as described at http://www.kellogg.northwestern.edu/stu_aff/policies/etiquette.htm. In particular, everyone is expected to attend all classes, and on time. To minimize delays and disruptions, please come to class early and set up your laptop, so that the class can start on time, and then stay in your seat until the end of the class. In order to minimize distraction to your fellow students, you must not use cell phone, e-mail, or browse the internet during class. Thanks!

Peer Evaluation

As the course proceeds, please evaluate all members of your group (including yourself) in terms of their contributions to the group assignments and the final project. Highlight your own name and score each group member on each assignment on a 10 point scale, and record the scores below. At the end of the course, compute average scores for all of your group members in the last column and return this evaluation form, folded and stapled for confidentiality. Please fill out this form carefully, as it will be an important input used in determining individual course grades. Submission of the peer evaluation forms is mandatory; your grade may be withheld for failure to submit it. These peer evaluations will be guarded with utmost confidentiality, and will be used only by me, and only for grading purposes.

During this peer evaluation process, please keep in mind the following criteria in terms of each individual group member's contribution.

- **Communication**: Does the group member listen to and consider others' points of view? Communicate ideas well? Adhere to the group meeting schedule? Is open to feedback?
- **Innovation:** Does the group member generate ideas on how to achieve group goals? Apply past knowledge and experience to the current project? Offer alternative approaches to current ways of thinking? Challenge the status quo when necessary? Encourage innovative thinking among the group members?
- **Initiative:** Does the group member help move the group forward efficiently? Go beyond the requirements of the task? Look for opportunities to improve? Help others in the group's understand the background material?
- **Team Orientation:** Does the group member work well with the group? Acknowledge and pay attention to the group and individual activities? Treat all members as colleagues? Complete individual task requirements to achieve group goals? Give other members credit for their ideas? Consider the group goals as the top priority? Attend all group meetings or provide advance notice when absent? Inform the group of his/her task so that it can be completed when absent?

Your Name and Group Number:

Assignment:	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**Average**
Group Member								
1								
2								
3								

Comments:

OPNSX 450 (Winter 2017) **Decision Modeling and Optimization in Excel** **S. D. Deshmukh**

Day	Classwork	Homework	Readings
	I. Excel in Modeling		
Feb 3 (Fri)	Introduction to Decision Modeling Review of Excel: *Goal Seek* and *Data Tables* Case: New Product Development: Breaking Even	Case: Saving for the Future (Due February 13)	Chapters 1 and 2 Chapter 7, section 3 New Product Development Submission
	Case: The Price Is Right: *Solver* and *Solver Table* Case: Buy Now, Pay Later		"Essential Excel" "Principles of Spreadsheet Modeling"
Tutorial	Case: Mastering the Mortgage		
	II. Resource Allocation		
Feb 4 (Sat)	Introduction to Resource Allocation **Product Mix Optimization** Case: Producing p-Pads for Profit	Case 3.1: Shelby Shelving (Due Feb 27)	Chapter 3
	Sensitivity Analysis: *Shadow Prices* **Portfolio Optimization** Case: Planning a Proper Portfolio		"Interpreting the Solver Report"
Tutorial	Choose Your Crew The Big Mac Attack!		
March 2 (Th)	Case: Picking Peachy Projects Case: Matching Asset-Liability Cashflows Case: Make me Wine (and Wealthy too!)	Case: Red Brand Canners (Due March 13)	Chapter 4 Chapter 6, section 3
	Capacity Optimization Case: Workforce Planning at Gulf Coast Airlines Case: Production Planning at Organic OJ	Case: MacPherson Refrigeration Ltd. (Due March 20)	
Tutorial	Review of Probability and Introduction to Simulation Case: Pay for Performance		

Day	Classwork	Homework	Readings
	III. Risk Analysis		
March 3 (Fri)	Introduction to Risk Analysis Case: Stocking up for Sale – Data Analysis and Modeling	Confederated Pulp and Paper (Due March 27)	
	Case: Stocking up for Sale – Optimal Decision		Chapter 10
Tutorial	The Battle of the Sexes Let's Make a Deal!		
March 4 (Sat)	**Simulation Modeling** Case: New Product Development – Project Valuation Case: New Product Development – Cashflow Analysis	Case 10.2: Ebony Bath Soap (Due April 3)	Chapter 11
	Optimal Decision Case: The Best Bid Case: Waiting for the Right Offer	Case 11.1: College Fund Investment (Due April 10)	
Tutorial	Decision Tree Analysis: *Precision Tree* Case: Project Management		Chapter 9

Faculty of Graduate Studies

Course Change Proposal

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

2. **Course Number and Credit Value**
   EMBA 6540 2.00

3. **Course Title**
   a) **Long Course Title**
      Designing Brand Experiences (Blended Course)

   b) **Short Course Title**
      Designing Brand Experiences

4. **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
	expire course
	other (please specify)

5. **Effective Session of Proposed Change(s)**
   Spring 2018

6. **Academic Rationale**

The new title and the revised course description reflect the change to a blended format with the course now delivered 40% online and 60% in a classroom setting.

7. **Proposed Course Information**

Existing Course Information (Change from)	Proposed Course Information (Change to)
Long Title: *Designing Brand Experiences* *Short Title:* *Designing Brand Experiences* *Course Description:* *Focusing on the branded corporation as a value creating system, this course aims to develop (a) an integrative managerial approach and mind-set for designing compelling and distinctive brand experiences in today's hyper-competitive marketplace, and (b) the knowledge and perspective necessary to lead, facilitate and support the design and implementation of desired brand experiences and to continuously enhance them over time.*	*Long Title:* *Designing Brand Experiences (Blended Course)* *Short Title:* *Designing Brand Experiences* *Course Description:* *Focusing on the branded corporation as a value creating system, this course aims to develop (a) an integrative managerial approach and mind-set for designing compelling and distinctive brand experiences in today's hyper-competitive marketplace, and (b) the knowledge and perspective necessary to lead, facilitate and support the design and implementation of desired brand experiences and to continuously enhance them over time.*

8. Consultation

N/A

9. Approvals

a) Originator

Signature

Date

Matthias Kipping
Name

b) Area or Specialization

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

Signature

Date

Matthias Kipping
Academic Director, KS EMBA

Kellogg-Schulich Executive MBA
Area or Specialization

c) Degree Program

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

Signature	Date
Markus Biehl	*Kellogg-Schulich Executive MBA*
Name of Program Committee Chair	Program

Required Attachments

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

Kellogg Schulich

EXECUTIVE MBA GLOBAL NETWORK

KS16 MODULE 5

APRIL 2018

EMBA6540: DESIGNING BRAND EXPERIENCES (BLENDED COURSE)

Instructor
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Contents

Instructor Biography

Ashley Konson is the President of Global Brand Leaders Inc. His passion is helping clients discover and apply leading thinking and the best practices of brand leaders from around the globe for *making brands strong inside out*™. Prior to founding his company, he worked in senior and executive level marketing positions in the United States, Canada, and South Africa, with Nestle, The Walt Disney Company, Imax Ltd and Holt Renfrew.

Ashley is the lead faculty for the MBA and MMKG Brand Management programs and is regularly recognized for "Teaching Excellence." He is a two-time winner of the prestigious Seymour Schulich MBA Teaching Excellence Award (2012 1st, 2009 2nd). He has been nominated for this award eight times in the past nine years.

Ashley's applied research focuses on: Leadership Philosophy, Brand and Business Strategy, Organizational Design and Culture, Brand Assets Strategy, Designing Brand Experiences, Change Management and Personal Branding

Course Description

This is a blended course. It comprises five units, two delivered online and three in a classroom setting. The online units will be available to students from April 1 - April 25, 2018. Instructional methods include: video lectures, readings, lean-in individual reflection assignments, and group work. The classroom units will be delivered over three days from April 26 – April 28, 2018. Instructional methods include: mini-lectures, small group exercises, large group discussions, and group work.

The goal of this course is to deepen your knowledge of brand and business management by proposing an integrative managerial approach and mind-set to designing brand experiences to better prepare a company to compete in today's hyper-competitive marketplace. With a fundamental focus on the branded corporation as a value creating system, this course will highlight a strategic approach that will enable you to (1) comprehend how your leadership philosophy and business strategy provide the foundations for designing compelling and distinctive brand experiences (2) understand why building a brand-centric organization is crucial to the implementation and evolution of the desired brand experiences, (3) recognize that the process for designing powerful brand experiences and then continuously improving them over time requires a corporation-wide commitment to profoundly understanding the customers you are choosing to serve, and (4) develop an understanding of the brand experience design challenge, of Design Thinking, and of several important tools in the brand experience design toolbox and the knowledge to apply this methodology and these tools in the business world

Course Learning Outcomes

1. To develop an integrative managerial approach and mindset for designing compelling and distinctive brand experiences in today's hyper-competitive marketplace
2. To develop the knowledge and perspective necessary to lead, facilitate and support the design and implementation of desired brand experiences and to continuously enhance them over time

Deliverables at a Glance

Learning in this course is cumulative. The course deliverables and sequencing have been carefully planned to ensure that completion of the lean-in individual assignments during the two online units will provide a solid foundation on which students can build their knowledge during the three classroom units and during their group project work.

Assignment/Task	Quantity	Weight %	Total %	Author/ Individual/Group	Due
Lean-in individual reflection assignments for online unit one: • Visual depiction of a business strategy	2	10	20	Individual	To be completed during Unit 1 online. See dates for completion

Assignment/Task	Quantity	Weight %	Total %	Author/ Individual/Group	Due
• Segmenting the product-market for luxury hotel guests					on Learning Space.
Lean-in individual reflection assignments for online unit two: • Leadership philosophy for Patagonia or Starbucks • Starbucks' Service Quality Compass focusing on cast and setting	2	10	20	Individual	To be completed during Unit 2 online. See dates for completion on Learning Space
Designing a brand experience for a busy premium business (restaurant, daycare, specialty food store such as butcher, fishmonger, bakery)	1	50	50	Group	April 27, 2018
Class contribution	1	10	10	Individual	During three classroom units
			100%		

For details, see "Assignments: Description and Evaluation" (p. 4)

Course Material

The principal materials for the course include: The two books and chapters highlighted below:

1. Disney Institute and Theodore Kinni, *Be Our Guest: Perfecting The Art Of Customer Service*, Disney Editions, 2011
2. Alan Pennington, *The Customer Experience Book: How To Design, Measure and Improve Customer Experience In Your Business*, Pearson Education, 2016
3. Chernatony, Leslie de, Ch. 4 "Brand Visioning,"3rd *Edition, From Brand Vision to Brand Evaluation*, pp. 113-156, Routledge, 2012
4. Perrault, D. William, et al, "Focusing Marketing Strategy with Segmentation and Positioning," *Basic Marketing: A Marketing Strategy Planning Approach,* pp 86-115

Class Preparation and Participation

Student learning in this course occurs through conscientious preparation for every unit, and by personal engagement through lean-in individual reflection assignments during online units, and through

meaningful particpation and contributions to small and large group discsussion during classroom units and group project work.

It is vital therefore, for students to be diligent in preparing for every unit if they aspire to maximize their learning during this course. Students will be expected to have reviewed all required readings prior to the beginning of each unit.

Preparation. A minimum of 2 hours of individual work is required to properly prepare for each online and classroom unit. Students may complete the preparatory work for the two online units during the time allocated for completion of each unit. The preparatory work for the three classroom units may be completed at any time during this course prior to the beginning of each unit. Past experience indicates that students should allocate 20–30 minutes for completion of each lean-in individual reflection assignment, and a minimum of 15 hours of work to complete the group project. You are responsible for preparing in advance for all online and classroom units as required. This includes reading the relevant material, reviewing lecture notes and conducting any market analysis and personal observation requested during the course by the instructor.

Class Participation (contribution). Attending class during the classroom units and meaningfully contributing to class discussions is a crucial means of affirming and consolidating the personal learning that is desirable from this course. It is also the key to advancing group learning. "Significant contributions" add depth and challenge or redirect discussion rather than simply providing factual information. Your attendance and the quality and quantity of your verbal remarks will be evaluated and graded prior to the end of each classroom unit. The following scale wiill be used for assessing your contribution,

Points	Contribution
0	Does not show up for class
1	Attends class but says nothing or very little
2	Contributes to the discussion - most of the contributions are not highly original but demonstrate basic understanding of the case or material - i.e. summarizes case facts or asks questions for clarification and is usually prepared, having read the cases before the class
3	Makes a **significant** contribution to the class by making important points with a significant element of originality or demonstrating mastery of difficult theoretical issues or concepts; is always prepared having read and analyzed all cases prior to class, shares in class presentations, contributes to in-class group work

Assignments: Description and Evaluation

Individual Lean-in Assignments for Online classes: 40%

You will be required to complete two short individual lean-in assignments during each online unit (Course grade weight of 10.0% each. 40% in total) to support your learning of key concepts and frameworks discussed in these units. These assignments will be assigned to you during each online unit and you will

be required to complete the assignments by the dates indicated on Learning Space and to upload your assignments using the mechanism provided to you through Learning Space.

Submission Method: Submit via the Learning Space (turnitin.com) no later than midnight on dates indicated on Learning Space.
Evaluation: Please see the project requirements and grading rubric below.

Group Project: Designing a brand experience for a busy premium business 50%

The group project focuses on the design of a brand experience for a busy premium business. You may choose from the following list for the type of business your team desires to focus on during this project: restaurant, daycare or specialty food store (butcher, fishmonger, and bakery)

Completing the group project will require you to demonstrate your knowledge and the application of important concepts, frameworks and tools integral to designing compelling and distinctive brand experiences that will be covered in course readings, lectures and classroom discussions.

You will be expected to complete some parts of the group project by the last date of the online units in order to ensure completion of your group project by midnight on April 27, 2018 (See Unit 1, 2 in table below). The instructor will meet with project teams virtually during the time provided for completion of the online modules at the request of the team captain to provide any coaching or guidance that may be required. You will also be provided time during each classroom unit to begin work on the part of your project that is covered in that class under the guidance and supervision of the instructor.

Max Length: 10 PowerPoint Slides. (Detailed instructions to be provided at the beginning of the course)
Due Date: April 27, 2018
Submission Method: Submit via the Learning Space (turnitin.com) by midnight on April 27, 2017
Evaluation: Please see the project requirements and grading rubric below.

For this group project you are required to:

Page	***Weight***	***Expectations***
Cover		Name of business. Project team
1	10%	Leadership philosophy–A Brighter Future. Brand Purpose, Best Self (Unit 2)
2	10%	Needs-based segmentation model for the product-market in which you are choosing to compete representing four customers segments (Unit 1)
3	5%	Value proposition for your chosen brand and business (Unit 1)
4	10%	A service quality compass for your business (Unit 2)
5	10%	A vivid description for your business (Unit 3)
6	10%	A service blueprint for your business (Unit 3)
7	10%	A persona representing a real person from a customer segment you're choosing to serve with your value proposition (Unit 4)
8	10%	An empathy map for your persona (Unit 4)
9	10%	A "rough" base customer journey map (Unit 4)
10	15%	A customer journey map for your persona (Unit 4)
Bonus page	Just for fun	An example of the three customer loyalty measures in action (Unit 5)

Bonus page	Just for fun	Three examples using behavioural psychology to drive loyalty (Unit 5)
	50%	

The following grading rubric will apply to the four individual assignments and to the group project:

A+	An *exceptional* piece of work that that is *creative or innovative* in its conception or execution and which uses *substantial* theory and/or evidence to support its main propositions. It will demonstrate *excellent* knowledge of the subject material and an ability to apply this knowledge in *novel ways* to stimulate new insights. It will also have *no errors* in understanding or applying knowledge, will accurately define *all* its key terms, and will be *very well* written or delivered.
A	An *excellent* piece of work that is *highly competent* in its conception or execution and which uses a *good* amount of theory and/or evidence to support its main propositions. It will demonstrate *excellent* knowledge of the subject material and an ability to apply this knowledge to different contexts. It will also have *only minor errors* in understanding or applying knowledge, will accurately define *all* its key terms, and will be *very well* written or delivered.
A-	A *very good* piece of work that is *competent* in its conception or execution and which uses *some* theory and/or evidence to support its main propositions. It will demonstrate *very good* knowledge of the subject material and an ability to apply this knowledge to different contexts. It will also have *very few errors* in understanding or applying knowledge, will accurately define *most* of its key terms, and will be *well* written or delivered.
B+	An *above average* piece of work that is *competent* in its conception or execution and which uses *limited* theory and/or evidence to support its main propositions. It will demonstrate *reasonable* knowledge of the subject material and some ability to apply this knowledge to different contexts. It will also have *some errors* in understanding or applying knowledge, will accurately define only *some* of its key terms, and will be *reasonably well* written or delivered.
B	An *average* piece of work that is *adequate* in its conception or execution and which uses *limited* theory and/or evidence to support its main propositions. It will demonstrate *adequate* knowledge of the subject material and some ability to apply this knowledge to different contexts. It will also have *some errors* in understanding or applying knowledge, will accurately define only *some* of its key terms, and will be *adequately* written or delivered.
B-	A *below average* piece of work that is *adequate* in its conception or execution and which uses *limited or no* theory and/or evidence to support its main propositions. It will demonstrate *below average* knowledge of the subject material and *limited or no* ability to apply this knowledge to different contexts. It will also have *a number of errors* in understanding or applying knowledge, will accurately define *few* of its key terms, and will be *adequately* written or delivered.
C+	A *below average* piece of work that is *poor* in its conception or execution and which uses *limited or no* theory and/or evidence to support its main propositions. It will demonstrate *below average* knowledge of the subject material and *limited or no* ability to apply this knowledge to different contexts. It will also have *considerable errors* in understanding or

	applying knowledge, will accurately define *few if any* of its key terms, and will be *poorly* written or delivered.
C	A *poor* piece of work that is *poor* in its conception or execution and which uses *limited or no* theory and/or evidence to support its main propositions. It will demonstrate *poor* knowledge of the subject material and *no* ability to apply this knowledge to different contexts. It will also have *considerable errors* in understanding or applying knowledge, will accurately define *few if any* of its key terms, and will be *poorly* written or delivered.
C-	A *very poor* piece of work that is *very poor* in its conception or execution and which uses *no* theory and/or evidence to support its main propositions. It will demonstrate *very poor* knowledge of the subject material and *no* ability to apply this knowledge to different contexts. It will also have *a lot of errors* in understanding or applying knowledge, will accurately define *few if any* of its key terms, and will be *very poorly* written or delivered.

Assignments: General Rules

Late Submissions

- Please contact the instructor a reasonable time before the submission deadline if, for any reason, you require an extension for any assignment. Please note that a few hours prior to the deadline is not considered reasonable.
- Assignments received late without an approved extension will receive the standard EMBA penalty – i.e. one letter grade applied each week (or fraction thereof) that the assignment is late. For details see the *EMBA Guideline on Assignment Submission*.

Academic Honesty is fundamental to the integrity of university education and any degree program, and applies in every course offered at Schulich and within the Kellogg EMBA Global Network. This particular course is subject to the rules mandated by York University and the Kellogg Honor Code, which you signed at the outset of the program. For details please refer to your Student Guide and the following website:
http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_webstation.nsf/page/Academic+Honesty!OpenDocument

Accommodations might be sought due to religious reasons, unavoidable absences or disabilities. In these cases, please contact the EMBA office (with copies to the instructor and the academic director).

Calculation of Course Grade

In this course, final grades will be determined by the following process: All assignments and projects will be marked using the letter grades from A+ through F. To calculate the final grade, these letter grades for each assignment will be translated into grade points using the conversion scheme detailed below. These are then added using the percentage weight of each assignment and rounded up or down to the nearest full grade point, which is finally translated back into the corresponding letter grade.

Letter Grade	A+	A	A-	B+	B	B-	C+	C	C-	F
Grade Points	9	8	7	6	5	4	3	2	1	0

Module-by-Module Syllabus

Topics, readings, and other preparations for every module are listed below

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Unit 1 Online: April 1-April 14 ,2018. Illuminates the link between a well-conceived business strategy and the aspiration of designing compelling brand experiences.

Key Learning in this unit:

- Illuminating why our business strategy is the foundation for compelling brand experiences
- Getting on the same page about "brand," and the importance of aligning your brand and business strategy for conceiving and delivering desired brand experiences
- Developing a practical knowledge of needs-based segmentation as the starting point for nurturing the empathy about our customers so crucial for designing winning brand experiences

Instructional methods:

- Video lectures. Readings. Lean-in personal reflection exercises. First group project work session.

Reading:

- Perrault, D. William, et al, "Focusing Marketing Strategy with Segmentation and Positioning," *Basic Marketing: A Marketing Strategy Planning Approach,* pp 86-115
- Alan Pennington, Ch. 1 & 2 *The Customer Experience Book: How To Design, Measure and Improve Customer Experience In Your Business*

Assignment Due: Submit via the Learning Space (turnitin.com) by midnight on last date of completion for this module

- Lean-in individual reflection assignments for online module one 20%

Unit 2 Online: April 12-April 25. Highlights the importance of conceiving our leadership philosophy as the north star for designing compelling brand experiences and investigates how Disney's leadership philosophy working in concert with its business strategy creates the perfect conditions for the practical magic that makes this company an exemplar for designing compelling brand experiences.

Key learning in this unit:

- Highlighting the importance of conceiving our leadership philosophy as the north star for designing compelling brand experiences
- Understanding the experience economy and its influence on designing the brand experiences so crucial for business success today

- Examining Disney's *practical magic* for insights to inform our strategies and actions for designing and implementing winning brand experiences
- Exploring managerial frameworks for illuminating key company-wide interdependencies for delivering and improving brand experiences

Instructional methods:

- Video lectures. Readings. Lean-in personal reflection exercises. Second group project work session.

Reading:

- Chernatony, Leslie de, Ch. 4 "Brand Visioning,"3rd *Edition, From Brand Vision to Brand Evaluation*, pp. 113-156
- Disney Institute and Theodore Kinni, Ch. 2.3.4.5. *Be Our Guest: Perfecting The Art Of Customer Service*
- "Putting The Service Profit Chain To Work", James L. Haskett et al., *Harvard Business Review*, Jul-Aug 2008

Assignment Due: Submit via the Learning Space (turnitin.com) by midnight on last date of completion for this module

- Lean-in individual reflection assignments for online module one 20%

Unit 3 Classroom: April 26, 2108. 1:30-4:45pm. Examines the brand experience design challenge, introduces *design thinking*, and begins to explore important tools in the brand design toolbox

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Key learning in this unit:

- Understanding the brand experience design challenge
- Examining why artfully managing meaning and perceptions is integral to delivering compelling brand experiences
- Using vivid descriptions in designing brand experiences
- Introducing *design thinking* and important concepts and tools in the brand experience design toolbox
    - Moments of truth
    - Wow moments
    - Expectations and memories
    - Service Blueprinting

Instructional methods:

- Mini-lectures. Small group exercises. Large group discussions. Third group project work session.

Reading:

- Alan Pennington, Ch. 3 & 4, *The Customer Experience Book: How To Design, Measure and Improve Customer Experience In Your Business*
- "Managing the Total Customer Experience", Leonard L. Berry et al., *MIT Sloan Management Review*, Spring 2002, Vol. 43 No. 3.

Unit 4 Classroom: April 27, 2108. 1:30-4:45pm. Deepens your knowledge of important tools in the brand design toolbox

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Key learning in this unit:

- Deepening our knowledge of some important tools in the brand design toolbox
  - Personas
  - Empathy maps
  - Customer journey maps

Instructional methods:

- Mini-lectures. Small group exercises. Large group discussions. Fourth group project work session.

Reading:
Alan Pennington, Ch. 5, 6 & 7, *The Customer Experience Book: How To Design, Measure and Improve Customer Experience In Your Business*

Assignment Due: Submit via the Learning Space (turnitin.com) midnight on April 27, 2018

- Group Project: Designing a brand experience for a busy restaurant 50%

Unit 5 Classroom: April 28, 2108. 1:30-4:45pm. Explores key managerial imperatives for designing and improving brand experiences over time

---

Key learning in this unit:

- Highlighting why focusing on the customer journey is important for winning brand experiences
- Examining why measuring customer loyalty, effort and expectations is so crucial for improving brand experiences over time
- Understanding how you can leverage behavioural psychology in designing and improving brand experiences
- Discovering why the secret to success is putting employees first
- Group project presentations and knowledge sharing
- It's a wrap!

Instructional methods:

- Mini-lectures. Small group exercises. Large group discussions. Fifth group project work session (Just for fun).

Reading:

- Alan Pennington, Ch. 8, "How to use measures to drive and deliver your experience" The Customer Experience Book: How To Design, Measure and Improve Customer Experience In Your Business

- "Customer Experience: Creating Value Through Customer Journeys", *Mckinsey & Company Customer Experience Service Line,* Number 1 2006. (optional)
- "The One Number You Need To Grow", Fredrick F. Reichheld, *Harvard Business Review,* December 2003 (optional)
- "Stop trying To Delight Your Customers", Mathew Dixon et al., *Harvard Business Review,* Jul-Aug 2010 (optional)

Faculty of Graduate Studies

Course Change Proposal

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

2. **Course Number and Credit Value**
   EMBA 6670 2.00

3. **Course Title**
   a) **Long Course Title**
      Entrepreneurial Finance

   b) **Short Course Title**
      Entrepreneurial Finance

4. **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
	expire course
	other (please specify)

5. **Effective Session of Proposed Change(s)**
   Spring 2018

6. **Academic Rationale**

This course used to be offered as a compulsory course by a Kellogg professor to our Kellogg-Schulich students until 2012, when the professor left Kellogg. A very similar course is now being offered as an elective to both Kellogg-Schulich EMBAs as well as other students in the Kellogg global network by a professor at the WHU-Otto Beisheim School of Management in Germany. Please note that no course description is available for the previous course.

7. **Proposed Course Information**

Existing Course Information (Change from)	Proposed Course Information (Change to)
Course Description:	*Course Description:* *The purpose of this course is to help prospective founders, investors and managers acquire cutting-edge knowledge and skills to make successful financing and investment decisions in entrepreneurial settings. It focuses on financial economic foundations of a new venture, examining financing options, appropriate capital and governance structures, and risk management tools at each stage of its lifetime, from idea to exit.*

8. Consultation

N/A

9. Approvals

a) Originator

Signature

Date

Matthias Kipping

Name

b) Area or Specialization

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

Signature

Date

Matthias Kipping

Academic Director, KS EMBA

Kellogg-Schulich Executive MBA

Area or Specialization

c) Degree Program

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

Signature

Date

Markus Biehl	*Kellogg-Schulich Executive MBA*
Name of Program Committee Chair	Program

Required Attachments

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

Entrepreneurial Finance

Syllabus

KELLOGG-WHU EMBA

Professor Serden Ozcan
Chair of Innovation and Corporate Transformation
Academic Director, Executive Education
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Course Description

We are living the golden age of entrepreneurship. Thousands of new ventures are started every month around the world. And never before are so many people enamored with the idea of launching their own business as they are nowadays. Yet, about three-quarter of start-ups do not return investors' capital, and a good portion of survivors limp along without access to more capital. While these failures can stem from dramatic shifts in markets and technology, poor financial management of the venture is no less responsible for them.

In this course, we focus on financial economic foundations of a new venture. We examine a new venture's financing options, appropriate capital and governance structures, and risk management tools at each stage of its lifetime, from idea to exit. These choices are complex in nature, create path dependency (i.e. have long-term repercussions for future financial decisions), and substantially influence the magnitude of economic value created and captured by the start-up, and how this value is distributed among its shareholders.

The course is divided into four themes.

Table 1: Course Themes	
Theme 1: Entrepreneurial finance: The first six months	This module provides an overview of the key financial decisions and considerations entrepreneurs must make in creating and launching a viable new venture.
Theme 2: Sourcing non-institutional capital	In this module, we focus on raising capital through initial coin offerings (ICOs), accelerators and business angels. We examine and contrast their value proposals, business models and key operational processes and outline strategies for successful fundraising through these channels.
Theme 3: Venture capital	This module is about how VCs work with entrepreneurs to create successful ventures. We first explore the venture capital investment selection. Specific topics will include deal sourcing, due diligence, deal structuring, financing instruments, risk minimization, valuation, term sheets and negotiation. Subsequently, we analyze the post-investment management processes.
Theme 4: Exit strategies	The purpose of this module is to introduce the exit options for entrepreneurs and to develop a strategic and operational roadmap for a successful execution of an exit strategy.

Learning objectives

The purpose of this course is to help prospective founders, investors and managers acquire cutting-edge knowledge and skills to make successful financing and investment decisions in entrepreneurial settings.

Teaching method

The course will be delivered in a highly interactive environment using a combination of presentations, class discussions and simulations. In addition, interactions with industry experts will enable participants to gain real world experience.

There is no textbook. Course slides will be provided prior to the course.

We will use our proprietary online simulation software to run waterfall exercises. Practical information about simulations will be provided separately. Each group should be in possession of at least one laptop to perform the simulations.

Program

Table 2: Detailed Content		
May 23, 2018 (Wednesday)	08.30-10.00 Theme 1	In the early days of a start-up so many things need attention, yet none is more fundamental in the long-run than setting up a proper ownership and renumeration model for founders. We start our five-day journey with an indepth look at the smartest ways to structure ownership and compensation for the founding team members. Some of the themes we cover include founder agreements, distribution of equity, cap table, vesting and founder renumeration.
May 23, 2018 (Wednesday)	10.15-11.45 Theme 1	Once the company is started, the founders need to assemble a world class team that will help find the product-market fit and accelerate the development of the start-up. Those who come on board believe in the start-up and are ready for the adventure. Founders must install an effective renumeration policy that not only rewards initial believers for the risk they take; it incentivizes them to make significant contribution to make the start-up a success. Core team renumeration, employee options, option pools, bonus policies and compensation of non-investor board members are among the themes we cover in this module. Required reading: First Round Capital (2014)
May 24, 2018 (Thursday)	08.30-10.00 Theme 2	In the seed stage, founders can approach various sources of capital. We cover three common sources though a particular emphasis is placed on business angels, their business models and risk instruments. We conclude the session with

		an overview of alternative financing instruments that are typically available at this stage: Required readings: Torres (2015); Hataway (2016); Fleming and Sorenson (2016); WHU Lecture Note: Convertible Debt
May 24, 2018 **(Thursday)**	10.15-11.45 Theme 3	The start-up has accumulated several compelling proof points. It is time to raise VC funding. In this session, we shed light on the world of VC by introducing its most pervasive structural features. These include staged investment model, syndication, preferred equity and its variants, fund and portfolio models and fund-level constraints Required readings: Diane (2013); Strebulaev et al. 2013; Kupor (Sep 2016a)
May 25, 2018 **(Friday)**	08.30-11.45	The founders are ready to cross into the VC world. They need to go through several stages en-route to a succesful closing of VC investment. Meet the practice. Hear about how seasoned VC professionals select their investments: Johannes Virkkunnen, Head of ICT Investments, European Investment Fund David Zimmer, Managing Partner, Coparion GmbH (Kellogg-WHU 2009) *European Investment Fund (EIF):* Based in Luxembourg, EIF operates as an investment arm of European Investment Bank specializing in direct and fund of funds investments. It has invested over EUR 9 billion to more than 300 European VC and private equity funds. *Coparion Gmbh:* Coparion is a VC firm specializing in early growth phase investments in all technology sectors. With assets under management of EUR 225 million, it makes an investment up to EUR 10 mn per start-up, usually in several stages. Coparion is based in Cologne.

May 26, 2018 (Saturday)	08.30-10.00 Theme 3	Once the due diligence proves favourable, venture capitalists extend a term sheet, which is the basis for investment negotiation and the eventual investment placement. In this session, we discuss the key terms and provisions in the term sheet and examine the dynamics of negotiation between the venture capitalists and the founders. Required reading: Malhotra (2013); Roizen (2015)
May 26, 2018 **(Saturday)**	10.15-11.45 Theme 3	Meet the start-up valuation expert. Exercise: Valuation of a real life start-up Dirk Sassmannhausen (PhD (WHU)), CFO and co-founder of La Famiglia, a private early-stage venture capital fund based in Berlin; Former senior controller at High-Tech Gruenderfonds, which is Europe's largest and most active early-stage investor. Dirk has been closely involved in the structuring of over 250 transactions at more than 150 start-ups in Europe. Required reading: Kupor (Sep 2016b) Recommended reading: WHU Lecture Note: OPM Valuation
May 27, 2018 **(Sunday)**	08.30-10.00 Theme 4	An important aspect of venture capital investing is the exit strategies. In this module, we explore trade sales, which are the predominant exit strategies, and unveil best practices associated with preparing, structuring and closing exit deals. Required reading: EIF (2017)
May 27, 2018 (Sunday)	10.15-11.45 Theme 4	WHU Case: The China Gambit (Debriefing) Wrap Up.

Overall Grading

- **Group case (30% of the total grade).** You will provide a report on the WHU Case: The China Gambit. In your report, you should address the study questions listed at the end of the case. Submissions are due by May 26, 2018: 23.59.
- **Group assignments (1 & 2) (20% of the total grade).** Two short group assignments will be distributed to you in advance.
- **Individual take-home (final) essay (50% of the total grade**). Essay questions are generally deliberately open-ended questions. To write a really good essay you should extend beyond what we discussed in class, and demonstrate your ability to think and

analyze on your own. Don't pad your answer with anything just to fill up space. Stick to the question. Avoid unrelated tangents as well as long, unwieldy paragraphs that combine several distinct arguments or ideas. Write a comprehensive, specific answer. Be clear and precise. Reread every sentence very closely. Maximum length of your essays: 4 pages (excluding the title page, references and appendix). Essays should be well structured and carefully proofread. You may use class literature, handouts, course slides and notes while writing your essay. Additional sources are welcome. If used, additional sources must also be cited in full.

Groups reports and final essays must be submitted in 12-point typeface, double-spaced, one-inch margins.

- **Class participation (10%, "extra credit").** Active participation and contribution to discussion and other in-class activities is very important in this course. What does it take to get a top assessment?
  - Attendance is important by default.
  - Come to class prepared. Study the readings. Analyze and reflect upon them. Think about examples. Relate to other themes.
  - Demonstrate frequent and consistent involvement in class discussions. Ask questions. Stimulate discussions. Inspire. Criticize. Offer counter arguments and alternative solutions. Synthesize.

Late Submission

Late submission of essays without approval for an extension will be penalized by 10% per day up to 10 days, i.e. marks equal to 10% of the assignment's weight will be deducted as a 'flat rate' from the mark awarded. For example, for an essay that has a possible highest mark of 15, the student's awarded mark will have 1,5 marks deducted for each late day. If late submission is due to illness or misadventure as well as the program management and ask for extension.

Contact

I will have office hours every day from 14.00 until 16.30. For any course-related issues, please feel free to come by during the office hours. You can also contact me via e-mail. You are also welcome to ask for an appointment with me outside the office hours.

Executive Committee
Schulich School of Business
Meeting Minutes

A meeting of the Executive Committee of Faculty Council for the 2017-2018 academic year was held on Friday January 26th 2018 at 11:30am in SSB N201.

Present:

A. Campbell (Director, IMBA Program), A. Simpson (President, GBC), C. Deng (President, PhD Students' Association), D. Zwick (Director, BBA/iBBA Programs), E. Rush (Secretary), J. McKellar (Chair, Faculty Council), K. Tasa (Director, MMgt Program), M. Annisette (Director, MAcc Program; Associate Dean, Students; Chair, Masters Admissions Committee), M. Biehl (Acting Chair; Associate Dean, Academic), M. Szaki (Executive Officer), R. Ricer (Appeals Secretary).

Absent/Regrets:

A. Joshi (Director, MBA Program, C. Pimentel Lucas (President, UBS), D. Horvath (Dean), D. Johnston (Vice-Chair, Faculty Council), D. Matten (Associate Dean, Research), E. Fischer (Director, PhD Program), G. Klar (Director, MF Program), H. Kim (Chair, SAC), J. Darroch (Chair, Nominating Committee), M. Kipping (Director, EMBA Program), M. Kristal (Director, MBAN Program), P. Aulakh (Chair, Tenure & Promotions Committee).

1. Chair's Remarks

The Chair welcomed committee members and reviewed the agenda.

He noted that he is awaiting a response from the Provost with regards to the conflicts with the proposed date for the Schulich Succession Planning Committee's session with faculty.

The Committee agreed to add the decanal search as an item to the agenda for Faculty Council. The Committee also agreed that the transcript of the President's remarks from the October 13th 2017 Faculty Council meeting and the revised search procedures memo should be included in the package.

2. Enquiries & Communications

VP Haché's remarks were added to the agenda.

3. Dean's Remarks

Dean Horváth will make his remarks at the upcoming council meeting.

4. Ph.D./GBC/UBS Initiatives

Student representatives will provide updates at the upcoming council meeting.

5. BBA/iBBA Program Committee

a) Motion: Rename the Certificate in Managing International Trade and Investment (CMITI) as Certificate in International Management (CIM)

D. Zwick presented this motion, indicating that it involved a simple name change to more accurately describe what is taught. Seconded by K. Tasa. All in favour. Motion carried and the item was added to the agenda.

6. Student Appeal

One student appeal was heard by the Committee. For further information, please contact Rachel Ricer, Appeals Panel Secretary, at rricer@schulich.yorku.ca.

7. Adjournment

The committee agreed to adjourn.

Consent Agenda:

The following items were approved by consent:

1. BBA/iBBA Program Committee

a) Curricular Change: MGMT 2040 3.00 – Ethics, Social Responsibility, and Sustainability in Business *(title, description)*

2. EMBA Program Committee

a) New Course Proposals:

1. EMBA 6015 2.00 – The New Era of Marketing in China
2. EMBA 6025 2.00 – Contemporary Issues about Chinese Financial Markets and Institutions

3. Master Programs Committee/Programs Coordinating Committee

a) Curricular Change:

1. ACTG 6160 3.00 – Advanced Financial Accounting *(addition of research component)*
2. MGMT 6300 3.00 – Case Analysis and Presentation Skills *(pre-requisites and co-requisite)*

4. Minutes of the Last Meeting: 2017.12.01