

FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

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DATE: March 16, 2022 for March 23, 2022

AGENDA ITEM: 5

ITEM IDENTIFICATION:

Minor Modifications: Undergraduate Curriculum Changes, Management, UTSC

JURISDICTIONAL INFORMATION:

University of Toronto Scarborough Academic Affairs Committee (AAC) “is concerned with matters affecting the teaching, learning and research functions of the Campus (*AAC Terms of Reference, 2021, Section 4*).” Under section 5.6 of its terms of reference, the Committee is responsible for approval of “Major and minor modifications to existing degree programs.” The AAC has responsibility for the approval of Major and Minor modifications to existing programs as defined by the University of Toronto Quality Assurance Process (*UTQAP, Section 3.1*).

GOVERNANCE PATH:

1. UTSC Academic Affairs Committee [For Approval] (March 23, 2022)

PREVIOUS ACTION TAKEN:

No previous action in governance has been taken on this item.

HIGHLIGHTS:

This package includes minor modifications to the undergraduate curriculum, submitted by the UTSC Management academic unit identified below, which require governance approval. Minor modifications to curriculum are understood as those that do not have a significant impact on program or course learning outcomes. They require governance approval when they modestly change the nature of a program or course.

- The Department of Management (Report: Department of Management)
 - 1 new course
 - GLBC01H3: Global Leadership: Theory, Research and Practice
 - 5 course modifications
 - MGED90H3: Supervised Reading (method of assessment change)
 - MGED91H3: Supervised Reading (method of assessment change)
 - MGTD80H3: Supervised Reading In Management (method of assessment change)
 - MGTD81H3: Supervised Reading In Management (method of assessment change)
 - MGTD82Y3: Supervised Reading In Management (method of assessment change)

FINANCIAL IMPLICATIONS:

There are no significant financial implications to the campus operating budget.

RECOMMENDATION:

Be It Resolved,

THAT the proposed Management undergraduate curriculum changes for the 2022-23 academic year, as detailed in the respective curriculum reports, dated March 23, 2022, be approved.

DOCUMENTATION PROVIDED:

1. 2022-23 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: Department of Management, dated March 23, 2022.



2022-23 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval

Report: Department of Management

March 23, 2022

Management (UTSC), Department of

1 New Course:

GLBC01H3: Global Leadership: Theory, Research and Practice

Description:

Whether corporate, not for profit or governmental, modern organizations require leaders who are willing to take on complex challenges and work with a global community. Effective leaders must learn how to consider and recognize diverse motivations, behaviours, and perspectives across teams and networks. Building upon content learned in GLB201H5 and focusing on applications and real-life case studies; this course will provide students with knowledge and skills to become global leaders of the future. Upon completion of this course, students will be able to adapt culturally sensitive communication, motivation and negotiation techniques, preparing them to apply new principled, inclusive, and appreciative approaches to the practice of global leadership. In preparation for GLB401Y1, this course will include group-based activities in which students collaborate on current issues of global importance. An experiential learning component will help develop skills through interactions with guest lecturers and community partners. Community partners will present real-world global leadership problems to the class, which students will work to analyze and solve. At the end of the term, students will meet in person for final group presentations to deliver key solutions to community partners. This course will be delivered primarily online through synchronous/asynchronous delivery, with specific in-person activities scheduled throughout the course.

Prerequisites: GLB201H5

Corequisites: None

Enrolment Limits: 25 UTSC students in each course section (up to 4 sections). This is a tri-campus course and the enrolment limit for the Minor it supports is 100 students (25 UTSC, 25 UTM, 50 FAS)

Learning Outcomes:

This course will prepare students to apply new principled, inclusive, and appreciative approaches to the practice of global leadership. More specifically, the main component of this course is a work-integrated learning project that will be conducted in conjunction with community partners. This project aims for students to conduct a thorough assessment of the cross-cultural leadership practices needed within organizations and share research/evidence-based strategies that the partner can use to build their global leaders. Students will present their findings via an in-class presentation.

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

- Select and appropriately apply leadership theory to workplace situations
- Understand the impact of culture on work & leadership
- Communicate, negotiate & motivate across different cultures
- Analyse a real-world workplace problem, develop solutions, and present them
- Collaborate with community partners on global leadership topics and challenges

Topics Covered:

- Trait, behavioural and situational theories of leadership
- Modern theories of leadership (authentic, transactional and transformational leadership)
- The GLOBE research project
- Cross-Cultural differences
- Cross-Cultural decision making in organizations
- Business Communication across cultures
- Cross-cultural negotiation
- Motivation across cultures
- Ethical decision making across cultures
- Global leadership and the future

Methods of Assessment:

There will be class activities, including three quizzes and one mini case study worth 15%. One WIL paper 25%, one in-person WIL presentation 20%, participation 10%, and final exam 30%.

Mode of Delivery: Hybrid**Breadth Requirements:**

Social & Behavioural Sciences

Rationale:

GLBC01H3 will be a core course in the new tri-campus Minor in Global Leadership. Organizations are a ubiquitous aspect of modern society, and this course will offer students a unique perspective to help them understand the principles of global leadership from a practical and management perspective. Considering that the scientific study of leadership originates from an organizational and management domain, we offer a fundamental perspective for any students seeking to more comprehensively understand the critical theories and principles of leadership. This will position them to be strong leaders of the future.

This course includes engagement with community organizations through a work-integrated learning project. Community partners will present real-world global leadership situations and problems that their organizations are dealing with to students who will conduct a thorough assessment of the cross-cultural leadership practices needed within a community-based organization and share research/evidence-based strategies that the organization can use to build their global leaders. Students will present their findings via end of term in-class presentations to the community partners. During these in-class presentations, students will come together in person to observe, interact, and learn from the group projects of their peers.

Students will work in small groups and require high levels of interaction with the instructor. To facilitate this high level of learning course sections will be capped at 25 students each. There will be at least one event that will bring all of the sections together in order to interact as a larger group. T.A. support is required for each section, as well as extra T.A. hours for electives if needed.

Consultation:

There has been wide internal consultation within the UTSC Department of Management, specifically with the departmental executive committee, the coordinator of the OBHR area, and relevant faculty who may teach the course. At UTSC, there has been consultation with the Dean's office (Hugh Laurence). At the University, there has been consultation with UTM (Emmanuel Nikiema from the Department of Language Studies), UTSG Munk School Of Global Affairs & Public Policy (Robert Austin & Ron Levi), UTSG Faculty of Architecture, Landscape, and Design (Petros Babasikas, Andrea McGee), UTSG Department of Geography and Planning (Alana Boland), UTSG Office of International (Vanessa Laufer), UTSG Faculty of Applied Sciences and Engineering (Elham Marzi), the UTSG Faculty of Kinesiology and Physical Education (Ashley Stirling), and the Office of the Vice-President, International (Karima Barrow).

The course was approved by the Management Curriculum Committee on February 3, 2022.

The course code was approved by the Dean's Office on 13 January 2022

Resources:

Students will work in small groups and require high levels of interaction with the instructor. To facilitate this high level of learning course sections will be capped at 25 students each. There will be at least one event that will bring all of the sections together in order to interact as a larger group. T.A. support is required for each section, as well as extra T.A. hours for electives if needed.

In the short term, the course will be taught by a sessional instructor or instructors. Depending on enrolment, the course may also require TA support. The Department is requesting additional stipendiary and TA support for the course, and the Dean's Office is supportive, in principle of this request.

In the longer term, the Department of Management plans to submit a request for a new faculty line, at the Associate Rank, in Organizational Behavior and Human Resources, to contribute to Minor in Global Leadership and related areas of need,

including this course. The request will be submitted, through the annual Faculty Complement Committee planning process at UTSC. The Dean will consider this request within the context of the FCC process.

5 Course Modifications:

MGED90H3: Supervised Reading

Methods of Assessment:

To ensure the best possible learning and evaluation experience for all students enrolled in this course, students will be expected to hand in written report (s) to the department. These report (s) will go into detail describing the intended study plan, how this was implemented and what the student has accomplished within their specific reading course. Where possible the department will have the student provide a public presentation of their project, its breadth and depth and discuss what they have learned within this course. Such a public presentation will be informal and being public will allow students to attend so that they too can share in this learning.

Rationale:

The method of assessment has changed for reading courses to ensure these courses are leading to the desired outcome in terms of student learning and evaluation. In addition, the written and public presentation component will increase the impact of this course by diffusing the learning to a wider audience. This change is to formulize the assessment process, which will help students work towards their proposal projects.

Consultation: DCC Approval: Sept 17, 2021

Resources: None.

MGED91H3: Supervised Reading

Methods of Assessment:

To ensure the best possible learning and evaluation experience for all students enrolled in our reading courses, students will be expected to hand in a written report (s) to the department. These report (s) will go into detail describing the intended study plan, how this was implemented and what the student has accomplished within their specific reading course. Where possible the department will have the student provide a public presentation of their project, its breadth, and depth and discuss what they have learned within this course. Such a public presentation will be informal and being public will allow students to attend so that they too can share in this learning.

Rationale: The method of assessment has changed for reading courses to ensure these courses are leading to the desired outcome in terms of student learning and evaluation. In addition, the written and public presentation component will increase the impact of this course by diffusing the learning to a wider audience. This change is to formulize the assessment process, which will help students work towards their proposal projects.

Consultation: DCC Approval: September 17, 2021.

Resources: None.

MGTD80H3: Supervised Reading In Management

Methods of Assessment:

To ensure the best possible learning and evaluation experience for all students enrolled in our reading courses students will be expected to hand in a written report (s) to the department. These report (s) will go into detail describing the intended study plan, how this was implemented and what the student has accomplished within their specific reading course. Where possible the department will have the student provide a public presentation of their project, its breadth, and depth and discuss what they have learned within this course. Such a public presentation will be informal and being public will allow students to attend so that they too can share in this learning.

Rationale: The method of assessment has changed for reading courses to ensure these courses are leading to the desired outcome in terms of student learning and evaluation. In addition, the written and public presentation component will increase the impact of this course by diffusing the learning to a wider audience. This change is to formulize the assessment process, which will help students work towards their proposal projects.

Consultation: Consultation within the department curriculum committee members. The Department Curriculum Committee approved the proposal on Sept. 17, 2021.

Resources: None. We hope to piggyback the public lecture component with our existing departmental brown-bag presentation series.

MGTD81H3: Supervised Reading In Management

Methods of Assessment:

To ensure the best possible learning and evaluation experience for all students enrolled in our reading courses students will be expected to hand in a written report (s) to the department. These report (s) will go into detail describing the intended study plan, how this was implemented and what the student has accomplished within their specific reading course. Where possible the department will have the student provide a public presentation of their project, its breadth, and depth and discuss what they have learned within this course. Such a public presentation will be informal and being public will allow students to attend so that they too can share in this learning.

Rationale: The method of assessment has changed for reading courses to ensure these courses are leading to the desired outcome in terms of student learning and evaluation. In addition, the written and public presentation component will increase the impact of this course by diffusing the learning to a wider audience. This change is to formulize the assessment process, which will help students work towards their proposal projects.

Consultation: DCC Approval: September 17, 2021.

Resources: None

MGTD82Y3: Supervised Reading In Management

Methods of Assessment:

To ensure the best possible learning and evaluation experience for all students enrolled in our reading courses students will be expected to hand in a written report (s) to the department. These report (s) will go into detail describing the intended study plan, how this was implemented and what the student has accomplished within their specific reading course. Where possible the department will have the student provide a public presentation of their project, its breadth, and depth and discuss what they have learned within this course. Such a public presentation will be informal and being public will allow students to attend so that they too can share in this learning.

Rationale: The method of assessment has changed for reading courses to ensure these courses are leading to the desired outcome in terms of student learning and evaluation. In addition, the written and public presentation component will increase the impact of this course by diffusing the learning to a wider audience. This change is to formulize the assessment process, which will help students work towards their proposal projects.

Consultation: DCC Approval: September 17, 2021.

Resources: None.