

FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTM Academic Affairs Committee

SPONSOR: Professor Amrita Daniere, Interim Vice-Principal Academic & Dean
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PRESENTER: Professor Tracey Bowen, Vice-Dean, Teaching & Learning

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DATE: February 2, 2023, for February 9, 2023

AGENDA ITEM: 4

ITEM IDENTIFICATION:

Minor Modification: Graduate Curriculum Changes, Institute for Management & Innovation (IMI), UTM

JURISDICTIONAL INFORMATION:

Under section 5.6 of its terms of reference, the Academic Affairs Committee is responsible for major and minor modifications to existing degree programs. All major modifications shall be reported annually for information to the Committee on Academic Policy and Programs.

GOVERNANCE PATH:

- UTM Academic Affairs Committee [for approval] (February 9, 2023)

PREVIOUS ACTION TAKEN:

None

HIGHLIGHTS:

The Graduate Minor Modification proposals (enclosed) outline Minor Modifications to existing graduate programs and courses. These curricular changes are intended to have significant positive effects on a cumulative basis but are considered to be minor changes in the context of the UTQAP. Proposals for changes brought forward at this meeting were reviewed by the IMI Curriculum Committee on November 1, 2022 and then by the UTM Divisional Graduate

Curriculum Committee on November 23, 2022. Proposed changes will come into effect during the 2023-2024 Academic Year, as noted within each enclosed proposal.

This year, the first set of graduate “Online/ Hybrid-by-Design” course proposals were reviewed. These proposals allow instructors to intentionally and permanently shift their course delivery modes to either online or hybrid. All proposals to alter course delivery modes were pre-vetted by a special advisory committee within the Office of the Dean before being presented to the UTM Divisional Graduate Curriculum Committee for inclusion in this report. Enclosed are two proposals for IMI2003H (*Project Management: Practice & Tools*) and MMI1050H (*Negotiations*) to shift to an online format.

Additional changes include two new courses. The first, IMI1002H – *Social Entrepreneurship: Global Alternative to Neo-Liberal Economics*, will be an inter-disciplinary elective course offered by IMI to support all their professional graduate programs. The second, MMI2000H – *Innovation Management by Design*, will support the Master of Management & Innovation (MMI) Program as its first elective course option. Previously, students completed their required 1.5 credits of electives entirely from other UofT graduate courses.

The final proposal is a course title change from the Master of Biotechnology (MBiotech) Program. This title change for BTC1895H from *Introduction to IT Consulting and Web Design* to *Digital Health Marketing & Regulatory Compliance* marks a shift in the course focus to website design in a medical context.

RECOMMENDATION:

Be It Resolved,

THAT the graduate curriculum changes in the Institute for Management and Innovation (IMI), as detailed in the proposal dated November 23, 2022, be approved effective September 1, 2023.

DOCUMENTATION PROVIDED:

- Minor Modification Proposal: Graduate Curriculum, IMI, UTM

UTM Online/Hybrid Course Proposal Form – effective 2023-2024

To be completed by the instructor and reviewed by the proposing academic unit's curriculum committee, Associate Chair/Program Director and Chair/Director.

1. Provide Course Code & Course Name in full (be sure to include H/Y designators)

Course Code

IMI 2003H

Course Name

Project Management: Practice and Tools

2. List Instructor(s) associated with online/hybrid course mode of delivery & their utoronto email addresses

Note: At the current time, sessional instructors may not be hired to teach courses online unless the department will provide a base Quercus shell with the base course structure in order to ensure basic learning objectives for this online/ hybrid course can be met. If departments plan to make such structures available, they should include a note to this effect in the proposal.

If this is eventually taught by a sessional instructor, the Quercus shell and other support will be provided by IMI.

3. Will this course also be offered as in-person by these instructors or others (including sessionals)? This includes offerings in the same or different terms as the online offering. If yes, please provide a brief statement of the planned in-person offerings; we will follow up as needed. Please answer all other questions in this form ONLY for the online/hybrid version of the course.

There will also be an in-person offering of this course that has already been approved. Depending on demand, both delivery modes may be offered.

4. List Contact Hours for course components as listed in the UTM Calendar (use L, T, P, S)

25L

5. For each course component as listed in 4. above, provide the proposed mode of delivery:

Examples: (Asynchronous, Synchronous or In-person)

Course 1 (24L, 12T): 24L = 12 ASYNC + 12 in-person; 12T = 12 in-person

Course 2 (24L, 12T): 24L = 12 ASYNC+12 SYNC; 12T = 12 SYNC

Course 3 (24L, 12T, 12P): 24L = 12SYNC+12 in-person; 12T = 12 SYNC; 12P = 12 in-person

NOTE: Asynchronous material provided as supplementary to instruction contact hours should not be included here, only list official scheduled contact hours.

25L = 25 SYNC Delivering 1 class of 2 hours in-person for a workshop could also be considered.

6. How does this course fit into your department's/discipline's/unit's academic program(s)?

Is it a required core course? An elective? One of a group of required electives? Recommended for particular pathways? Recommended for those going to graduate school? Etc.

An elective for graduate students within various IMI programs including MMI, MBiotech, MScSM and MUI in addition to other graduate programs across the University. This is part of a suite of IMI course electives. Project Management is a course that IMI students at the St George campus (online and in person) in the Faculty of Applied Science and Engineering.

7. How does this course, under the proposed new delivery mode(s), fit into your unit's/discipline's/program's Curriculum Map?

*E.g., what skills or specific knowledge are supposed to be conveyed by this course, as part of the general progress of students toward their degree program? How would this be affected by a move to Online/Hybrid delivery? **NOTE:** if you do not know this answer, please continue with the rest of the form without this information, and we'll follow up later.*

The course enables students to become more proficient at planning, executing and tracking any project that they are tasked with. With projects of different sizes and scope being ubiquitous at home, school and especially the workplace, effective project management is an essential skill set for all professionals. Given the experience teaching online over the last 2 years, we anticipate no issues delivering this courser online.

8. What are the main reasons why you wish to teach this course as an Online or Hybrid course?

Moving to online delivery will permit more students from the various IMI programs to participate, given that many will be concurrently on work terms. It will also facilitate enrollment from students learning or researching on the other campuses where timely travel to Mississauga would not be feasible. Delivering this course will increase access and opportunity for cross-program interactions and exchange within IMI and across UofT.

9. Are there barriers to your offering this course as Online or Hybrid?

E.g., resource issues, access issues, university structural issues, etc. Your ideas on this will be very helpful as we try to decrease these barriers in future.

We do not foresee any issues about resource or access.

10. What do you see as the main advantages for student learning in offering this course as Online or Hybrid?

Being a synchronous online course would significantly improve its accessibility while maintaining the student-professor and student-student interactions (questions, clarifications, active participation, debate).

11. What are the main disadvantages for students in offering this course as Online or Hybrid?

If these are significant, please also include an explanation of how this will be addressed in your course design or unit planning.

Encouraging active class participation can sometimes be difficult with online courses. However, limiting the class size and the use of quick writes (every student providing short, written responses to questions posed by the instructor during class) can mitigate this issue.

12. What accessibility accommodations or designs will you build into your course?

Again, please let us know if you see issues with this aspect of online teaching/learning, so we can work on supports that will be needed.

Online courses by their nature can improve accessibility in most cases.

13. What active student engagement techniques do you plan to use in your course?

We recognize this is a course in progress for many of you, so including both techniques you will use and techniques you are still considering would be helpful, but please make the difference clear.

As mentioned previously, the use of quick writes (written answers to provocative questions, followed by volunteers providing their opinion) will be employed. In addition, student team presentations and peer reviews of assignments (with the review being graded by the professor as opposed to the students grading one another) will be incorporated into the course.

14. How are you developing this course to avoid common academic integrity issues?

Please see the materials provided by the [UTM Academic Integrity Unit](#) and the [Teaching and Learning Collaboration \(TLC\)](#) for advice.

To avoid overlap, each individual and team assignment will be on a different topic but based on a standard rubric. For the final exam, the short answer questions are designed on a more conceptual and application basis focused on a short case so the exam can be open book and even open internet such that collaboration would be too time consuming

UTM Online/Hybrid Course Proposal Form – effective 2023-2024

To be completed by the instructor and reviewed by the proposing academic unit's curriculum committee, Associate Chair/Program Director and Chair/Director.

1. Provide Course Code & Course Name in full (be sure to include H/Y designators)

Course Code

MMI1050H

Course Name

Negotiations

2. List Instructor(s) associated with online/hybrid course mode of delivery & their utoronto email addresses

Note: At the current time, sessional instructors may not be hired to teach courses online unless the department will provide a base Quercus shell with the base course structure in order to ensure basic learning objectives for this online/ hybrid course can be met. If departments plan to make such structures available, they should include a note to this effect in the proposal.

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3. Will this course also be offered as in-person by these instructors or others (including sessionals)? This includes offerings in the same or different terms as the online offering. If yes, please provide a brief statement of the planned in-person offerings; we will follow up as needed. Please answer all other questions in this form ONLY for the online/hybrid version of the course.

No

4. List Contact Hours for course components as listed in the UTM Calendar (use L, T, P, S)

36L

5. For each course component as listed in 4. above, provide the proposed mode of delivery:

Examples: (Asynchronous, Synchronous or In-person)

Course 1 (24L, 12T): 24L = 12 ASYNC + 12 in-person; 12T = 12 in-person

Course 2 (24L, 12T): 24L = 12 ASYNC+12 SYNC; 12T = 12 SYNC

Course 3 (24L, 12T, 12P): 24L = 12 SYNC+12 in-person; 12T = 12 SYNC; 12P = 12 in-person

NOTE: Asynchronous material provided as supplementary to instruction contact hours should not be included here, only list official scheduled contact hours.

36L = 36 SYNC

6. How does this course fit into your department's/discipline's/unit's academic program(s)?

Is it a required core course? An elective? One of a group of required electives? Recommended for particular pathways? Recommended for those going to graduate school? Etc.

This is a required core course for students in the Master of Management in Innovation (MMI) program.

<https://www.utm.utoronto.ca/mmi/>

7. How does this course, under the proposed new delivery mode(s), fit into your unit's/discipline's/program's Curriculum Map?

E.g., what skills or specific knowledge are supposed to be conveyed by this course, as part of the general progress of students toward their degree program? How would this be affected by a move to Online/Hybrid delivery? NOTE: if you do not know this answer, please continue with the rest of the form without this information, and we'll follow up later.

Negotiation is the art and science of securing agreements between two or more interdependent parties. Negotiations are an important part of our daily personal and professional lives, representing a necessary part of our interactions with a wide range of others including employees, employers, buyers, sellers, spouses, friends, and family members. This course aims to familiarize students with the theory and process of effective negotiations. To build their skills as negotiators, students practice a series of negotiations that provide them with invaluable hands-on experience and coaching. These practical experiences are complemented with lectures, readings, and assignments that provide the theoretical framework from which to continue to develop as an effective negotiator.

Offering MMI1050S in an online format will improve both the development of negotiation skills and understanding of how negotiation in a business setting works. This supports the program's main learning objective of "Developing an understanding of how organizations and markets operate." Given that much of real-world business interactions have moved to the virtual space, offering this course online will **better prepare** students for their future careers. Additionally, we emphasize that MMI is a professional program with the aim of preparing students with a background in science for careers in the management of innovation. Negotiation is of prime

importance in students' abilities to perform, excel, and innovate in their future careers. Finally, offering MMI1050 as an online course should fit well in the program's overall design, as many of our professional development workshops are also offered in an online format.

8. What are the main reasons why you wish to teach this course as an Online or Hybrid course?

Offering MMI1050 Online will improve students' experiences by providing a better environment for achieving the following desired learning outcomes (LO):

- 1) Participate effectively and confidently in dynamic negotiations that approximate negotiations in "the real world".
- 2) Create flexible strategic plans that accommodate for uncertainty and contingencies and that can be quickly adapted to changing circumstances.
- 3) Continuously evaluate negotiations contexts and dynamics while distinguishing between critical and extraneous information.
- 4) Interpret verbal and non-verbal cues to inform and update ongoing strategy in response to feedback from negotiations partners and counterparts.
- 5) Identify and resolve problems by focusing on interests before they escalate to rights or power-based conflicts.
- 6) Collaborate and communicate clearly both within and across teams to create maximum joint value for all negotiators.
- 7) Reflect on their own and others' negotiating styles and refine their approach week-to-week to become more effective negotiators.

MMI1050 Negotiations is an almost exclusively experiential course, focused on developing crucial interpersonal negotiation skills. Students leave the course with extensive hands-on experience negotiating a variety of cases, preparing them for future success in their personal and professional lives. In every session, students negotiate with each other in pairs or larger groups. The larger group negotiations can have up to 10-15 students in one breakout room working through the same case. In each 3-hour class, the negotiation itself takes between 90-140 minutes, depending on the complexity of the case. When the course is run in person, there are several challenges. Below, I will discuss each of these challenges in the context of desired learning outcomes (LO) that are better served online.

Running the course online:

- a) provides students with opportunities to participate effectively and develop confidence in dynamic negotiations that approximate real-world negotiations (LO1). As more and more business interactions and negotiations move online, offering this course online provides students with a more realistic preview of what their future workplace negotiations will look like, and prepares them for the negotiations that they will encounter during their careers. It helps them to build skills and professional etiquette required to move comfortably between

individual, small, and large group virtual settings and that will better serve them in a changing and increasingly online world.

- b) allows us to quickly and effortlessly create breakout rooms that comfortably accommodate groups of any size and facilitate “sidebars” (i.e., private meetings within teams, away from other teams). Virtual breakout and sidebar rooms enable students to move almost instantly between rooms with no disruption to anyone else. This makes it easier for teams to coordinate, communicate, collaborate, and innovate, so moving the course online improves students’ experience and ability to continuously evaluate and quickly adapt to changing circumstances (LO2, LO3), and to work both within and across teams to create maximum joint value (LO6). When the class runs in person, the hallways can become crowded and loud with people from different rooms having sidebars at the same time. In the past, this has even become disruptive for classes being held in the immediately vicinity or anyone working nearby, so moving online also improves the experience of other students outside of this course who may otherwise have been disturbed by in-person activity and conversations in the hallway.
- c) maximizes active class time and enriches feedback. Negotiations is a busy and highly participatory class. One of the challenges associated with this course has been providing students with space that is optimized for them to negotiate while the TA and Instructor observe and provide feedback. We need to be extremely efficient with our time to fit in lecture content, active negotiations, debriefing, feedback, and breaks. When meeting in person, precious class time is lost as students travel to and from break out rooms, meaning that in order to get through all of the lecture material and negotiation exercises, we have to cut short discussion or feedback time. Holding the class online via Zoom has eliminated this problem. Students and course delivery staff travel to and from virtual breakout rooms instantly, with absolutely no delay, which improves the Instructor’s and TA’s ability to observe student negotiations and provide feedback. When we run the course online, we can instantly pop between rooms, stay longer in each one, visit more than once, and take great notes on our own computers, making the feedback much richer and more useful for the students. This increased time efficiency and richer feedback improves students’ experiences and ability to achieve LO4 and LO7. In addition to the feedback that we are able to provide, students also have more time to give feedback and learn from each other.
- d) creates a more inclusive environment by eliminating any physical or personal barriers to participation and allowing for a wider use of modalities for information sharing and problem solving. The course requires active participation, and the online environment caters to a much more diverse set of participation preferences (e.g., with or without camera on, via chat, out loud, etc.). Holding the class online makes the course barrier-free, allows students to participate from a comfortable location that accommodates their needs, and participate using a variety of different modalities, making it possible for all students to access this course and achieve the learning outcomes. Additionally, when working together online, students can easily share their screens and other links/resources and send direct private messages to their team members. This wider use of modalities makes it quicker and easier for students to collaborate, communicate, and solve problems before they escalate (LO3, LO4, LO5, LO6).

9. Are there barriers to your offering this course as Online or Hybrid?

E.g., resource issues, access issues, university structural issues, etc. Your ideas on this will be very helpful as we try to decrease these barriers in future.

No, in fact, moving the class online reduces the resource, access, and structural barriers that exist when offering the course in person.

10. What do you see as the main advantages for student learning in offering this course as Online or Hybrid?

Please see my response to #8 above.

Moving the class online improves student learning in the following ways:

- a) provides students with opportunities to participate effectively and develop confidence in dynamic negotiations that approximate real-world negotiations in an increasingly remote/hybrid work world.
- b) allows us to quickly and effortlessly create breakout rooms that comfortably accommodate groups of any size and facilitate “sidebars”, making it easier for teams to coordinate, communicate, collaborate, and innovate, and increases their ability to continuously evaluate and quickly adapt to changing circumstances, and to work both within and across teams to create maximum joint value.
- c) maximizes active class time and enriches feedback from both the instructor/TA and peers.
- d) creates a more inclusive environment by eliminating any physical or personal barriers to participation and allowing for a wider use of modalities for information sharing and problem solving.

An additional benefit not mentioned above is that I am able to invite a much more diverse and international set of experts to our negotiations experts panel that is held at the mid-point of the semester.

11. What are the main disadvantages for students in offering this course as Online or Hybrid?

If these are significant, please also include an explanation of how this will be addressed in your course design or unit planning.

One potential difficulty for students might be finding a place to join the class if they are on campus for other classes (i.e., not at home or somewhere else where they have their own set up). I’m not sure how to address this problem myself, but please do let me know if there are structural solutions I can explore. HOWEVER, for MMI we are usually able to avoid this by scheduling this course first thing in the morning and not scheduling a class in the afternoon afterwards.

12. What accessibility accommodations or designs will you build into your course?

Again, please let us know if you see issues with this aspect of online teaching/learning, so we can work on supports that will be needed.

I will make sure to follow guidelines and best practices for my course materials and powerpoint slides (e.g., <https://support.microsoft.com/en-us/office/make-your-powerpoint-presentations-accessible-to-people-with-disabilities-6f7772b2-2f33-4bd2-8ca7-dae3b2b3ef25>).

I also think a lot about accommodation for different comfort levels for participation and give students lots of different options for demonstrating engagement with the class.

Also, please see point 8d above.

13. What active student engagement techniques do you plan to use in your course?

We recognize this is a course in progress for many of you, so including both techniques you will use and techniques you are still considering would be helpful, but please make the difference clear.

Students are already extremely actively engaged. We are negotiating cases for most of the class and during our debrief time, students participate by raising their hand and contributing out loud or via the chat. I also use polls, word clouds, and other tools to assess and direct student engagement throughout class time.

For future offerings, I am also considering moving away from self-reflection papers and using more discussion board-based activities in order to increase student's engagement and sense of community.

14. How are you developing this course to avoid common academic integrity issues?

Please see the materials provided by the [UTM Academic Integrity Unit](#) and the [Teaching and Learning Collaboration \(TLC\)](#) for advice.

My main strategy is to be flexible and accommodating so that students (hopefully) never feel stressed/desperate enough to engage in an academic offence. I promote a culture of academic integrity in class by going over expectations and use an academic integrity commitment statement at the beginning of all assessments.

Beyond that, I am clear about what work can be completed collaboratively and what work must be done independently, and regularly search online for my assessment questions/assignments.

The final exam is “open-book”. Of course, I cannot guarantee that they won’t do this, but I do make it explicit that students are only allowed to consult their course materials, not browse the internet or chat with each other. I also make use of randomization of questions and versioning to vary things as much as possible.



University of Toronto Minor Modification Proposal: New Graduate Courses

This template should be used to create a new graduate course. **All fields are required.**

Graduate Department/Unit/Centre/Institute For courses offered by collaborative specializations, list supporting unit.	Institute for Management & Innovation (IMI)
Faculty/academic division	University of Toronto Mississauga (UTM)
Dean's Office contact	Yen Du Manager, Academic Programs, Reviews & Quality Assurance Yen.du@utoronto.ca

Part 1: ROSI

The data will be used to complete the ROSI record.

New Course—fill out ALL fields	
Course designator and number (e.g., HIS 5XXXH)	IMI1002H
FCE weight (e.g., 0.5, 1.0)	0.5
Full course title for transcript (max 60 characters)	Social Entrepreneurship: Global Alternatives to Neo-Liberal Economics
Abbreviated title (max 30 characters)	Social Entrepreneurship
Available via Student Web Services (yes or no)	Y
Course type (regular, modular, continuous or extended)	Regular
Evaluate* function in ROSI used by unit (yes or no) *university's online course evaluation system	Yes
Delivery Mode (in-person, online, hybrid)	Hybrid
Required course (yes or no)	No
Grading scale (letter grades or CR/NCR)	Letter
Course prerequisites; if yes, please list (e.g., HIS 5XXXH)	None
Course credit exclusions; if yes, please list (e.g., HIS 5XXXH)	None

Effective Date

The earliest effective date is September 1, 2023. Courses that will be offered for the first time in either the Winter/ Spring 2024 or Summer 2024 terms can indicate January 1, 2024 or May 1, 2024, respectively. Effective dates cannot be retroactive.

September 1, 2023

Part 2: New Course Documentation

Please complete all fields below. If available, please include either a draft or proposed course syllabus as Appendix A.

Course Description

Students will examine a variety of social venture forms and consider how such ventures can be evaluated, managed, and financed. First, students will discuss and debate the principles of social entrepreneurship and apply them to cases of for-profit, not-for-profit, and hybrid organizations. Second, students will analyse how the goals, structures, and practices of those ventures contribute to their success—or failure. Third, students will put their knowledge into action by contributing to a consulting project for a social venture. The course content has a broad international reach as many of the innovations in the field come from the Global South.

Academic Rationale

Briefly indicate the academic reason for creating the course, its impact to the program and unit, and the expected impact to students (both current and future).

The course will contribute to IMI's multi- and inter-disciplinary approaches to examining innovation. As well, it will provide an academic focus for ICUBE's work with social enterprises. ICUBE will help to match students and local social enterprises for in-course case studies and projects that match the objectives of the course. All potential partners and projects will be thoroughly vetted by the course instructor to ensure appropriateness to course objectives, a suitable fit with student(s), and academic rigour. Projects will be closely monitored throughout the course as well. It will serve as an initial stepping-stone towards creating a community of social entrepreneurship scholars at UTM. The proposed course provides students with knowledge to become effective global citizens while understanding the realities of working in the intersection of public, private, and civil society through a hands-on project.

Learning Outcomes

Identify the course objectives and explain how this course contributes to the achievement of Program Learning Outcomes (PLOs).

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

- define a 'social enterprise';
- identify organizations that meet the criteria of a 'social enterprise';
- evaluate a social enterprises effectiveness at addressing social problems against established organizational tools;
- assess the sustainability of a social enterprise by analyzing its market viability, competitor organizations, and efficacy in addressing social problems;
- describe and assess various funding structures employed by social enterprises and their merits; and
- apply this knowledge to a live social entrepreneurship consulting engagement.

Similarity/Overlap with Other Courses & Consultation

NA

Resource Requirements

1. Confirm who will teach this proposed course and/ or how teaching in this course will be staffed. If applicable, describe the potential impact to teaching resources across the program.
2. Identify any space and equipment needs for this proposed course (such as computer labs, wet labs, etc.).
3. Identify any library resources required for this proposed course.

Dr Ann Armstrong will teach the course. Dr Laura Derkson would also be able to teach the course. The University library system already provides access to the key scholarly journals in the field. An appropriate room is required for any in-person elements, to be scheduled in conjunction with other IMI courses in the dedicated IMI rooms.

Governance Approval

Program Sign-Off	N/A
Unit Sign-Off	IMI Graduate Curriculum Committee November 1, 2022
Decanal Sign-Off	UTM Divisional Graduate Curriculum Committee November 23, 2022
Divisional Council Approval	UTM Academic Affairs Committee (AAC) February 9, 2023

Appendix A: Proposed Course Syllabus

Provide a proposed/ draft course syllabus.

Description

In this course, students will learn how entrepreneurs create organizations that address social problems using innovative, sustainable approaches. Students will examine a variety of social venture forms and consider how such ventures can be evaluated, managed, and financed. Social Entrepreneurship has three primary components. First, students will discuss and debate the principles of social entrepreneurship and apply them to cases of for-profit, not-for-profit, and hybrid organizations. Second, students will analyse how the goals, structures, and practices of those ventures contribute to their success—or failure. Third, students will put their knowledge into action by contributing to a consulting project for a social venture. The course is hands-on and project-based. Those who enjoy critically discussing ideas—and then acting on those ideas—will enjoy this course. The course content has a broad international reach as many of the innovations in the field come from the Global South.

Learning Outcomes

By the end of the course, students should have the ability to articulate the definition of a social enterprise and identify organizations that do/do not fall within these criteria; to evaluate social enterprises within the historical set of organizational tools individuals have applied to addressing social problems; to analyze the long-term viability of a nascent or established social enterprise by considering market viability, competitor/complementary organizations, and efficacy in addressing the key social problem; to analyze and articulate the various funding structures that social enterprises employ, as well as their relative merits/challenges; and to apply this conceptual knowledge to a live social entrepreneurship consulting engagement.

Assignments

Class Contribution (10%) - You are expected to attend and actively participate in each class session. I expect you to arrive on time, stay for the entire session, and actively contribute to class discussion. As well, there will be opportunities to participate in discussion boards.

Case Analysis (25%) - You will analyze “*Carrot Rewards: Carrot at a Crossroad*” ** which is included in the case package.

Team Report (40%) - You will work with a social enterprise to design a project of mutual benefit.

Team Contribution (10%) - You will perform a ‘360’ evaluation of everyone’s contribution.

Journals (15%) - You will write an entry on specific classes.

Readings and Materials

You will need to buy a case package from HBSP. The contents are noted below by **. You will receive a link to buy the package. Additional materials will be posted on Quercus.

Session #	Date	Topics	Prepare	Read
		Introduction to Social Entrepreneurship		Ganz, M., Kay, T. and Spicer, J. (2018) Social Enterprise is not Social Change, <i>SSIR</i> , Spring, https://ssir.org/articles/entry/social_enterprise_is_not_social_change .
		Understanding the Social Economy		Quarter, J., Mook, L. and Armstrong, A. (2018) <i>Understanding the Social Economy: A Canadian Perspective, 2nd ed</i> , Toronto, UTP, 3-28.
		Organizational Structures and Geographies	Analyze – Dees' Article	(1) Kerlin, J.A. (2010) A Comparative Analysis of the Global Emergence of Social Enterprise, <i>Voluntas</i> , 21: 162-179 and (2) Dees, G. (1996) Social Enterprise Spectrum: Philanthropy to Commerce. **
		Social Enterprise Challenges	Analyze – Post and Wilson (2011)	Post, J.E. and Wilson, F.S. (2011) Too Good to Fail, <i>SSIR</i> , Fall, 65-71
		Social Enterprises in Practice 1	Analyze – Hope Blooms: Marketing a Social Enterprise after Dragons' Den **	Watch – Dragons' Den Clip from CBC
		Social Enterprises in Practice 2	Analyze – Shrujan: Weaving long Lasting Threads of Life **	
		Social Enterprises in Practice 3	Analyze – iOpenEye: Theatre and #MeToo in Nigeria **	Higgins, A. (2020) Can Harambe Transform Africa?, <i>SSIR</i> , Winter, 18-25.

		Engagement Preparation	In-class work on Scoping	
		Social Enterprises in Practice 4	Analyze – Fairphone: Organizing for Sustained Social Impact **	
		Planning a Social Enterprise		enp (nd) <i>The Canadian Social Enterprise Guide, 2 ed.</i> , Chapters 2 and 6. and Mustafa, M., Khan, S.S. and Greco, A. (2020) Four Lessons for Launching a Social Enterprise, <i>SSIR</i> , Fall, 57-58
		Funding a Social Enterprise		Harji, K. and Hebb, T. (2021) Impact Investing in Canada: Notes from the Field, in Phillips, S.D. and Wyatt, B. Eds) <i>Intersections and Innovations: Change for Canada's Voluntary and Nonprofit Sector</i> . Edmonton: Muttart Foundation.
		Engagement Work	In-class work on deliverable	
		Diverse Economies	Analyze - The Banker Ladies Film, https://www.caroline-shenaz-hossein.com/projects- 1	Carty, W. (2021) Applying a Gender Lens to Social Entrepreneurship, <i>SSIR</i> , Winter, 57-58.E. and Wilson, F.S. (2011) Too Good to Fail, <i>SSIR</i> , Fall, 65-71 and Hossein, C. S. (2020): Racialized People, Women, and Social Enterprises: Politicized Economic Solidarity in Toronto, <i>Feminist Economics</i> , https://doi.org/10.1080/13545701.2020.1821078 .
		Engagement Work	In-class work on deliverable	



University of Toronto Minor Modification Proposal: Changes to Existing Graduate Courses

This template should be used to reactivate a closed/deactivated course; rename an existing course; renumber an existing course; etc.

Graduate Department/Unit/Centre/Institute For courses offered by collaborative specializations, list supporting unit.	Institute for Management & Innovation (IMI)
Faculty/academic division	University of Toronto Mississauga (UTM)
Dean's Office contact	Yen Du Manager, Academic Programs, Reviews & Quality Assurance Yen.du@utoronto.ca

Part 1: ROSI

The data will be used to complete the ROSI record.

Changes to an Existing Course (fill out applicable fields)	
Current course designator and number (required) (e.g., HIS 5XXXH)	BTC1895H
Deactivated course designator, number and weight (e.g., HIS 5XXXH)	
Splitting or amalgamating courses (list course designators, numbers and weights)	
New designator and number (e.g., HIS 5XXXH)	
New/renamed full course title for transcript (max 60 characters)	Digital Health Marketing & Regulatory Compliance
New/renamed abbreviated title (max 30 characters)	Digital Health Marketing
New FCE weight of an elective course (e.g., 0.5, 1.0)	
Change to grading scale (from letter grades to CR/NCR or vice versa)	
Change to course type (from regular to continuous, modular, extended, etc.)	
Change to delivery mode (in-person, online, hybrid)	

Effective Date

The earliest effective date is September 1, 2023. January 1, 2024 or May 1, 2024 may also be appropriate if course changes are not expected to take effect until later terms. Effective dates cannot be retroactive.

Part 2: Course Change Proposal

Please complete all fields below.

Description of Proposed Change

Briefly outline the change being proposed.

This course is being amended from IT consulting to “Digital Health Marketing & Regulatory Compliance”

Course Description: This course gives the students for the foundation of healthcare related information disseminated from a website related to digital health. Product information in healthcare not only has to follow some basic concepts of website design and data collection, but must also be regulatory compliant with respect to such organizations as the Pharmaceutical Advertising Advisory Board (PAB). Students will explore key elements of website design for this purpose. Lastly, students will be exposed to social listening in health as a data gathering tool from web traffic.

Academic Rationale

Briefly indicate the academic reason for the change, its impact to the program and unit, and the expected impact to students (both current and future).

The name of the course is being changed to reflect a shift in focus on website design in a medical context. In the past the course was focused on website design but was not incorporating elements of medical compliance needed in the dissemination of such information from a website. This change, puts more emphasis on the regulatory compliance of medical information pertaining to a medical product, released from a website to the public. There will be more emphasis on the analysis of website traffic data with respect to medical information downloaded.

Consultation

Consultation on the proposed title change occurred within the MBiotech Program in the Fall of 2022. Additional consultation occurred across the IMI programs through the IMI Curriculum Committee on November 1, 2022.

Resource Requirements

1. Confirm if the proposed change will alter current teaching arrangements for the course and/ or teaching resources across the program. If yes, describe the impact. If no, state no change.
2. Confirm if the proposed change will alter current space and/ or equipment needs for the course (such as computer labs, wet labs, etc.). If yes, describe the impact. If no, state no change.

3. Confirm if the proposed change will alter current library resources required for the course. If yes, describe the impact. If no, state no change.

Course title change will not require any changes to the resourcing of the course.

Governance Approval

Program Sign-Off	Dr. Leigh Revers January 24 2023
Unit Sign-Off	IMI Graduate Curriculum Committee November 1, 2022
Decanal Sign-Off	UTM Divisional Graduate Curriculum Committee November 23, 2022
Divisional Council Approval	UTM Academic Affairs Committee (AAC) February 9, 2023



University of Toronto Minor Modification Proposal: New Graduate Courses

This template should be used to create a new graduate course. **All fields are required.**

Graduate Department/Unit/Centre/Institute For courses offered by collaborative specializations, list supporting unit.	Institute for Management & Innovation (IMI)
Faculty/academic division	University of Toronto Mississauga (UTM)
Dean's Office contact	Yen Du Manager, Academic Programs, Reviews & Quality Assurance Yen.du@utoronto.ca

Part 1: ROSI

The data will be used to complete the ROSI record.

New Course—fill out ALL fields	
Course designator and number (e.g., HIS 5XXXH)	MMI2000H
FCE weight (e.g., 0.5, 1.0)	0.5
Full course title for transcript (max 60 characters)	Product Management by Design
Abbreviated title (max 30 characters)	PMBD
Available via Student Web Services (yes or no)	Yes
Course type (regular, modular, continuous or extended)	Regular
Evaluate* function in ROSI used by unit (yes or no) *university's online course evaluation system	Yes
Delivery Mode (in-person, online, hybrid)	In person
Required course (yes or no)	No (elective course)
Grading scale (letter grades or CR/NCR)	Letter grade
Course prerequisites; if yes, please list (e.g., HIS 5XXXH)	N/A
Course credit exclusions; if yes, please list (e.g., HIS 5XXXH)	N/A

Effective Date

The earliest effective date is September 1, 2023. Courses that will be offered for the first time in either the Winter/ Spring 2024 or Summer 2024 terms can indicate January 1, 2024 or May 1, 2024, respectively. Effective dates cannot be retroactive.

Part 2: New Course Documentation

Please complete all fields below. If available, please include either a draft or proposed course syllabus as Appendix A.

Course Description

Innovation is equal parts idea generation and execution. A successful innovation manager needs to be able to nurture both their team's ability to come up with breakthrough ideas grounded in insight and human need, as well as build, sustain, and evolve a new concept within an organization. This all requires deep empathy for others, agile collaboration, and management skills which are all better learned through practice than theory.

Product Management by Design will immerse students in a case study that is relevant to current real-world challenges so that they will need to rapidly apply and adapt their learnings and develop new business concepts. In the first half of the course, they will learn about Business Design, a human-centred approach to product, service, and experience innovation and strategy through an intensive bootcamp lasting two days. At the end of those two days, students will have discovered rich insights about human needs, prototyped a new idea and tested it to improve it for their identified user group.

For the second half of the course, students will apply Product Management concepts to build and evolve their idea by learning how to go from concept to commercialization in a way that minimizes risk of failure while balancing the needs of multiple stakeholders - customers, team members, and the broader organization.

Academic Rationale

Briefly indicate the academic reason for creating the course, its impact to the program and unit, and the expected impact to students (both current and future).

MMI students have to take 3 electives for degree completion. At this point, MMI does not offer any elective course and students take electives from other departments. In some cases, IMI/UTM have to pay to other departments. Hence, having our own elective course will add value to the program.

As businesses transform digitally and technologically, and as customer expectations evolve, this course will prepare students to spark, drive, and sustain innovation so that they may be future-ready leaders in managing innovations.

This course teaches the core innovation skills that organizations are seeking today. Business Design and Product Management are increasingly sought after by Fortune500 companies, with an increasing number of new jobs having some aspect of the two in their descriptions and requirements. Business Design and Product Management teaches to identify

opportunities for innovation, to build and manage a new product, service, or idea, and to leverage innovation for sustainable competitive advantage within an organization.

Learning Outcomes

Identify the course objectives and explain how this course contributes to the achievement of Program Learning Outcomes (PLOs).

- Introduce the main concepts of Business Design and Product Management, so that students have a high-level grasp of what they are and how they are different from other innovation methodologies
- Discuss the link between innovation, creativity, and business problem solving so that students know why Business Design and Product Management are being used by companies, government entities, and civil society organizations
- Students will practice the mindsets and tools relevant to
 - Understanding user groups, using empathy to uncover needs and define problems (i.e. interviewing and synthesis)
 - Generating new ideas and concepts to address unmet needs, visualizing concepts and ideas (i.e. brainstorming, personal development, journey mapping)
 - Prototyping and testing concepts to ensure that they deliver value (i.e. rapid prototyping, gathering feedback)
 - Creating competitive advantage by leveraging organizational capabilities
- Students will learn to apply multiple Product Management frameworks and tools to deliver better organizational outcomes, such as:
 - Roadmaps and prioritization
 - Agile Product Development and its variations
 - MVP driven product management
 - Product Strategy
 - Product Launches
 - Post-MVP development
 - Outcome driven Product Management and metrics

Similarity/Overlap with Other Courses & Consultation

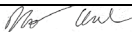
We have consulted with Professors Angele Beausoleil and Andrew Seepersad, who are respectively the Academic Director and Associate Director of the Rotman Business Design Initiative, as that area is most likely to have courses that overlap with this one. Our sense is that there should not be much overlap in course content. In particular, the course content at Rotman focuses on venture design, while this course will focus more on product design and product management.

Resource Requirements

1. Confirm who will teach this proposed course and/ or how teaching in this course will be staffed. If applicable, describe the potential impact to teaching resources across the program.
2. Identify any space and equipment needs for this proposed course (such as computer labs, wet labs, etc.).
3. Identify any library resources required for this proposed course.

1.	The development of the course will be jointly overseen by the MMI program director, Matthew Osborne, and Angele Beausoleil. Prof. Osborne will take the role of lead coordinator so that the oversight of the course is within IMI. Course development will be done in close consultation with Professors Beausoleil and Seepersad given their expertise in Business Design; we believe such consultation will be beneficial to IMI as it may generate additional collaborations with Rotman, and in particular the Business Design Initiative. Course instruction will occur through experienced sessional lecturers; our plan is to have the course co-taught by Jeremy Fish and Blake van Delft.
2.	The Business Design bootcamp requires a room suitable for the students and faculty to be able to move around and hang course materials on the wall <ol style="list-style-type: none"> a. traditional classroom set up is not ideal. b. ideally, the room is modular, with 4-6 large tables that can be moved around to suit the evolution of the bootcamp. c. A room with windows is also preferred. d. IMI will assist with finding appropriate space. Depending on availability, we may use the MMI classroom, DV 1148.
3.	Students will benefit from access to cloud-based virtual software (currently, we plan to use Google Drive) to collaborate and manage information about their case study findings.
4.	No library resources are required
5.	The course will not require a teaching assistant.

Governance Approval

Program Sign-Off	 Matthew Osborne, Program Director Oct. 12, 2022
Unit Sign-Off	IMI Graduate Curriculum Committee November 1, 2022
Decanal Sign-Off	UTM Divisional Graduate Curriculum Committee November 23, 2022
Divisional Council Approval	UTM Academic Affairs Committee (AAC) February 9, 2023

Appendix A: Proposed Course Syllabus

Provide a proposed/draft course syllabus.

Lecture 1 (2 hours, BD):

We will cover an introduction to business design and product management, outlining why they are critical and complementary components of innovation management. Examples of companies and products which have used/currently use these principles will be presented to students. Students will also learn about why these concepts are becoming increasingly more common and important as competition changes and innovation becomes a must.

Lecture 2 (2 hours, BD):

In Gear 1, the first of three phases of business design, ethnography will be discussed to show students how to use curiosity and inquiry to discover unmet needs and frame a challenge. This is a critical starting point as it will put students on the path to innovate around an insight and human need.

Bootcamp 1 (12 hours, BD):

Next, two days of business design bootcamp (12 hours over two days) will cover Gears 2 and 3 allowing students to first learn about how to come up with breakthrough ideas in an inclusive way, visualize those ideas so that they can be shared for feedback, and then prototyped and tested with relevant user groups. Finally, they will be introduced to business strategy and modelling so that they can begin to consider how their ideas would connect with an organization's aspiration, goals, and core competencies. They will end the day with a presentation of the idea to their peers and guest speakers (if available).

Lecture 3 (2 hours, PM):

Students will take a closer look at product management as a function. Students will explore the job of Product Management, talk about and learn the key skills and competencies, and discover product management frameworks

Bootcamp 2 (12 hours, PM):

Over the course of 2, 6-hour bootcamps we will delve deeper into product management - how to build a product, agile and scrum, Jobs to Be Done, Minimum Viable Products, the key components of a product launch, pre-mortems, outcome-driven product management, product roadmaps, tracking and metrics, stakeholder management, and the future of product management. These bootcamps will also feature guest speakers as well as interactive activities to get students to practice the concepts and teachings they learn throughout the day.

Lecture 6 (2 hours):

Students will learn about career opportunities in BD and PM, and guest speakers will highlight how the two disciplines have supercharged their careers.

Grading
 Business Design 33%
 Product Management 33%
 Participation 33%

**Business Design & Product Management at UTM
 MMI Intensive**

Instruction
 26-32 hours
 30% online
 70% in person

