

Student Learning Outcomes Assessment

Academic Year 2020-2021 Results

PROCESS

Assessment of student learning at Glasgow Caledonian New York College (GCNYC) follows a process laid out in the College's Institutional Effectiveness Plan. The results are reviewed each trimester, and compiled into an annual report to be shared with all stakeholders.

Learning outcomes assessment at GCNYC was initiated through the evaluation of student research theses. Rubrics were created to 1) assess student learning within the realm of research and scholarly writing, using the thesis handbook as a rubric development guide (Appendix 1), and 2) assess student learning within the academic program of study, using program learning outcomes as a guide. While this was a valuable starting point, results showed that student theses did not fully map to the academic program outcomes, and another method of measuring student learning was developed. The Director of Assessment and Institutional Effectiveness met with the faculty members responsible for teaching the core courses required by each academic program. Faculty Course Assessment Reports (FCARs) were created to show the linkages between course outcomes and program outcomes, and codify student mastery of those outcomes (Appendices 2,3,4,5). The results from these processes are what follows.

THESIS RESULTS

Students' theses were assessed by a second reader according to six criteria, as indicated in Appendix 1, and scored along the following 5 point scale.

A score of **1** = Demonstrates **no** understanding or ability to execute the goal

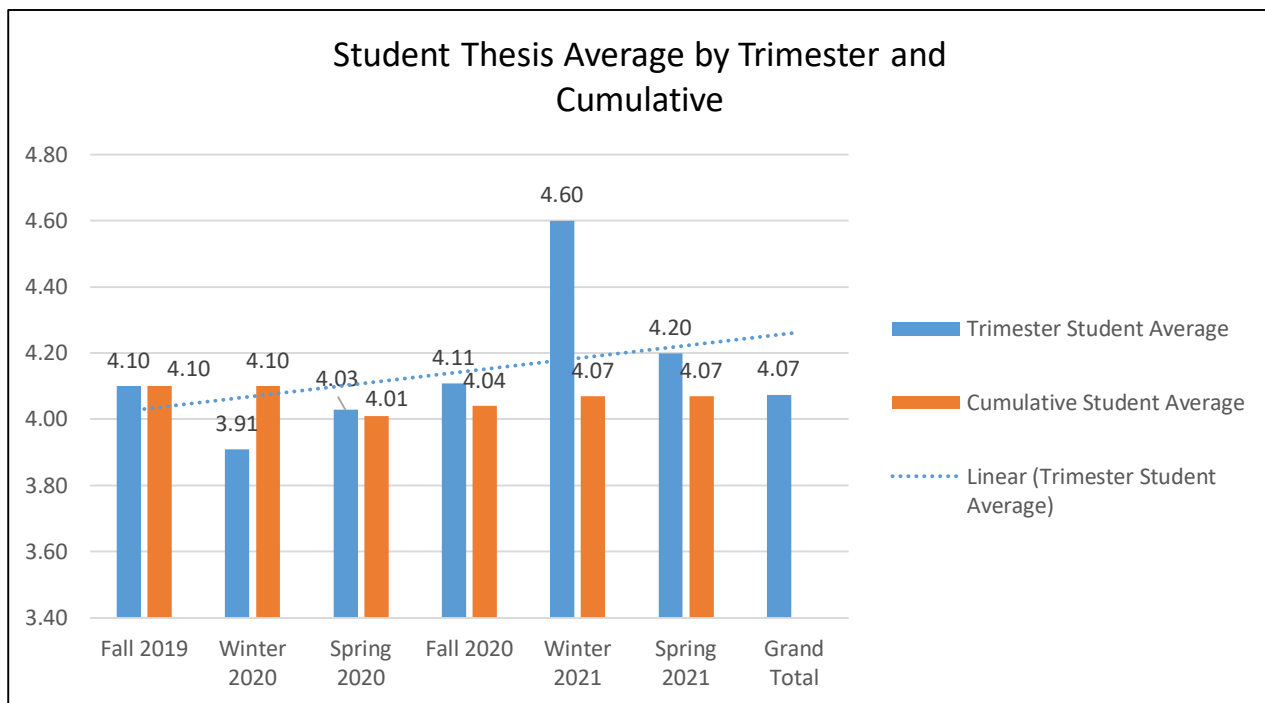
A score of **2** = Demonstrates **little** understanding or ability to execute the goal

A score of **3** = Demonstrates **some** understanding or ability to execute the goal

A score of **4** = Demonstrates **full** understanding or ability to execute the goal

A score of **5** = Demonstrates **superior** understanding or ability to execute the goal

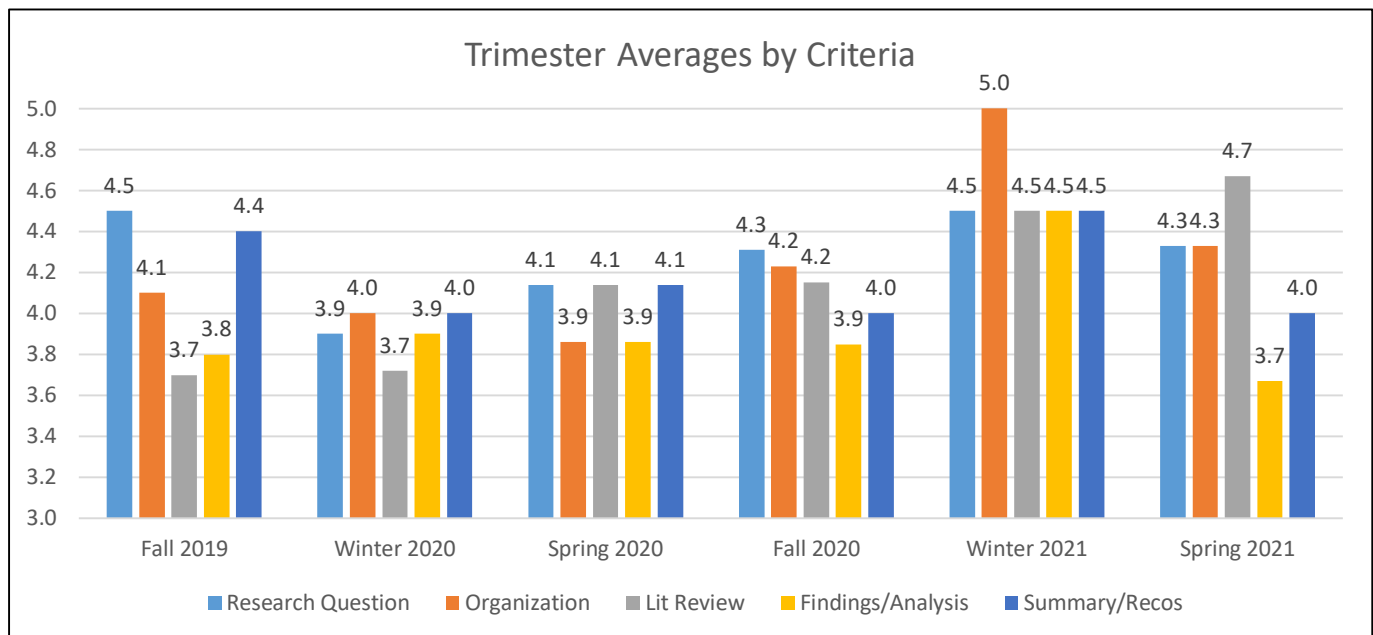
Institutional benchmarking for thesis scores was set at a 4 on the 5-point scale defined above. The overall average thesis score for students has ranged by trimester from **3.91** to as high as **4.60**¹, indicating that most students demonstrate full understanding of the requirements for completing a piece of scholarly research. In fact, two-thirds of theses (31 out of 46 or 67%) scored a 4.0 or better. As indicated in the chart below, the trend for student thesis averages has increased over time and continues to project upward.



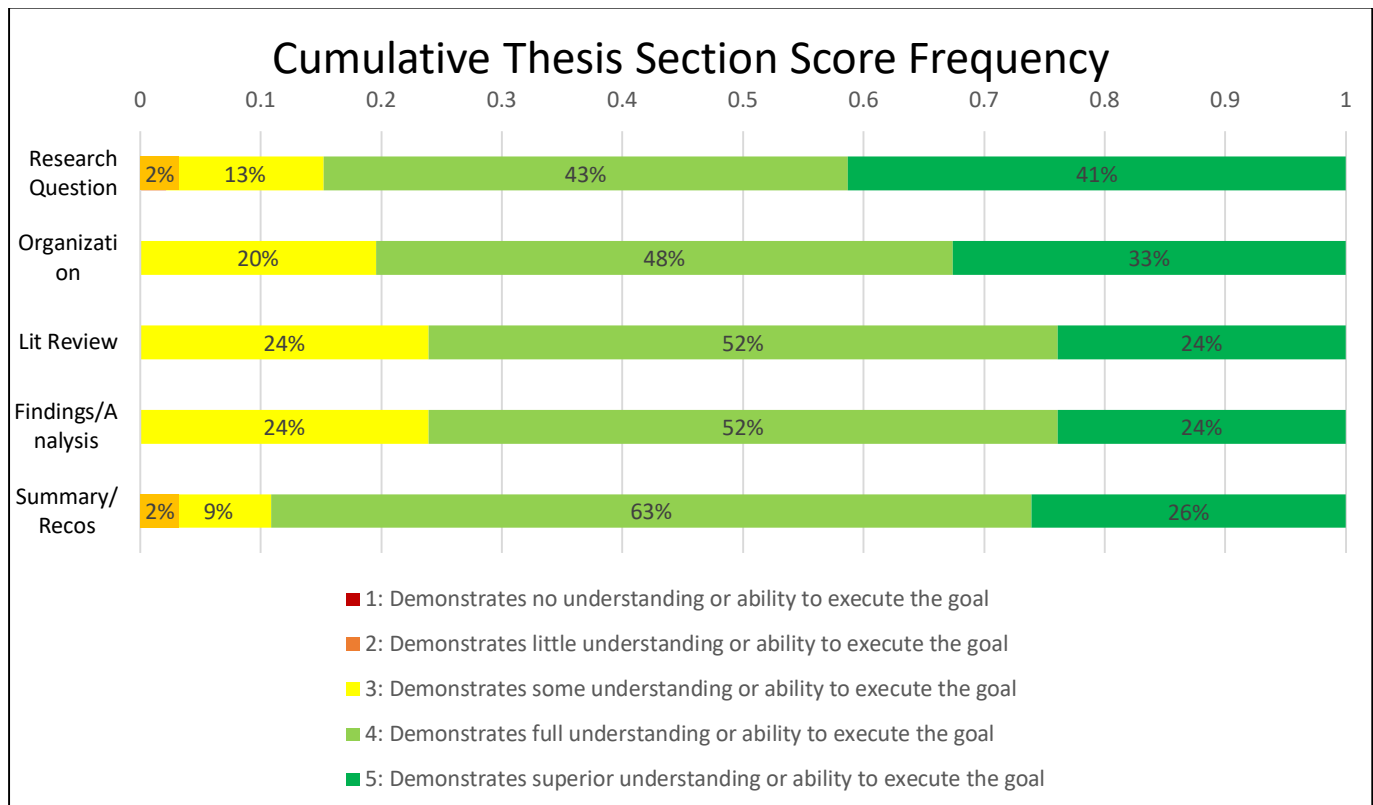
¹ Only two students completed their thesis during this trimester; caution should be taken with interpreting this data.

In the chart below, students' scores in the five criteria of the thesis show results that have improved over time and specifically, year over year. The data has been analyzed and shared, resulting in actionable improvements to the curriculum and the creation of additional supports for students along their academic trajectory. For example, a review of the student theses from 2019-2020 led to the implementation of bi-weekly thesis workshops, a restructuring of the Research Methods course into two separate courses, and increased academic reading and writing requirements in all courses. These changes resulted in significantly higher scores in the Literature Review section from Spring 2020 onwards.

It is also evident from this chart that students' ability to thoughtfully articulate their Findings and Analysis remains an area of weakness. Student scores in this area have consistently lagged behind other criteria, and the cumulative average is 3.87, below the desired 4.0 threshold. The revision to the Research Methods course, namely dividing the course into two shorter courses that begin earlier in a student's program, is designed to address this weakness. The theses assessed in 2020-2021 were completed by students who had not benefitted from this new course structure.



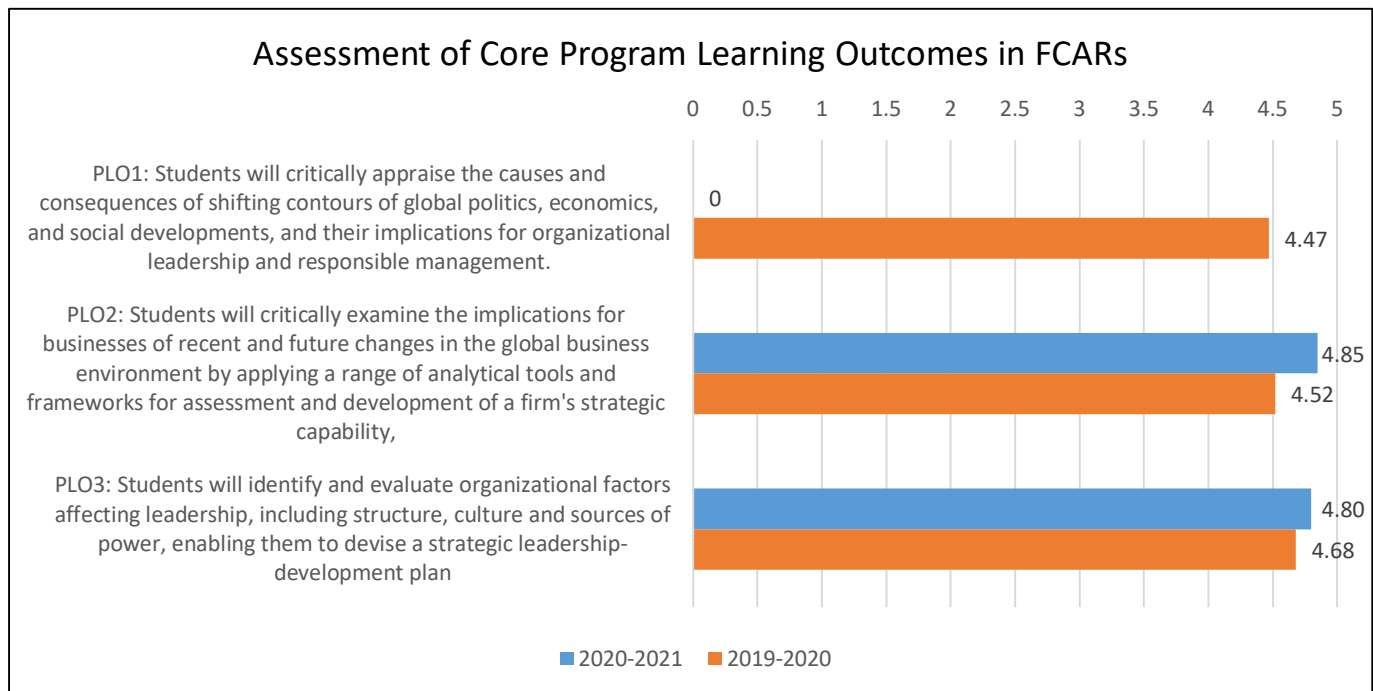
An alternate view of assessing student mastery of the 5 criterion required for student theses can be found in the next chart below. In this chart, the cumulative percentages of students receiving scores of 1, 2, 3, 4, and 5 are broken down. Light green and dark green bars indicate full or superior understanding/ability to execute the goal for each criterion, the equivalent of the expected benchmark of 4.0 or greater. Notably, nearly 90% of students have demonstrated high achievement in providing a thoughtful summary and recommendations for further research. Similarly, 85% of students demonstrated attainment in crafting and articulating a well-defined research question; lastly, 80% of students exhibited sound organization and adherence to parameters set for a cohesive, well-structured research paper. As noted above, scores for the Literature Review have increased; the cumulative percentage of students achieving a 4.0 or 5.0 in that criteria increased from 68% to 76%.



DIRECT MEASURES OF STUDENT LEARNING: ASSESSMENT OF PROGRAM LEARNING OUTCOMES

Faculty Course Assessment Reports (FCARs) show the linkages between course outcomes and program outcomes, and codify student mastery of those outcomes. As mentioned previously, student theses do not fully map to the academic program outcomes. The FCAR results better encapsulate student mastery of the second core program learning outcome than the assessment of student theses since the course assessments were deliberately aligned with course outcomes and thus the overarching core program learning outcome.

The results of the Faculty Course Assessment Reports for both academic year 2019-2020 and 2020-2021 follow. Note that due to extremely small class sizes for the course Navigating Global Change during the 2020-2021 academic year, no FCAR was completed for PLO1 in that year. The data provided here for PLO1 is from the 2019-2020 academic year only.



The first GCNYC core program learning outcome is mapped to three course outcomes within the course titled **Navigating Global Change: Business Practices for the Common Good** (Appendix 2):

Students will critically appraise the causes and consequences of shifting contours of global politics, economics, and social developments, and their implications for organizational leadership and responsible management.

Specific course assessments, such as the Case Study, Group Project, Debate, SDG Presentation, and Multi-Party Negotiation show that between 90% to 100% of students met the benchmarks that establish mastery of the program learning outcome; the overall score for students was 4.47 on a 5-point scale.

The second GCNYC core program learning outcome is mapped to three course outcomes within the course titled **Business Strategy as an Instrument for Economic, Social and Environmental Sustainability** (Appendix 3):

Students will critically examine the implications for businesses of recent and future changes in the global business environment by applying a range of analytical tools and frameworks for assessment and development of a firm's strategic capability, competencies and competitive position in a variety of global settings

Specific course assessments, which include weekly quizzes, two research papers, and one class presentation, show that 100% of students met the benchmarks that establish mastery of the program learning outcome; the overall score for students was 4.85 on a 5-point scale.

The third GCNYC core program learning outcome is mapped to five course outcomes within the course titled **Values-Based Leadership Skills for an Interconnected World** (Appendix 4):

Being an exceptional leader in today's complex and fast-moving business environment demands specific skills and the ability to successfully predict and adapt to changing realities. Through their words, actions and behaviors values-based leaders seek to inspire, influence and motivate others in their organization to lead with shared values and implement them consistently to the benefit of their business, people and the planet. In Values-Based Leadership Skills for an Interconnected World, students will accelerate their leadership by reflecting on their own assets and developmental needs,

learn how others perceive them and leverage this new self-awareness to create their own leadership development action plan.

Specific course assessments that include two response papers, one group discussion lead, a leadership journal, a leadership action plan, and a final presentation, show that 100% of students met the benchmarks that establish mastery of the program learning outcome; the overall score for students was 4.80 on a 5-point scale.

In the 2020-2021 academic year, the FCAR process was expanded to include the **Research Methods** course, (Appendix 5) another course taken by all students and a requirement for students wishing to move onto completing their thesis. The core program learning outcome attributed to the Research Methods course is:

Students will critically evaluate literature and select and utilize appropriate qualitative and quantitative methodologies in the formulation of research.

This core program learning outcome is mapped to six course outcomes within the Research Methods course and is assessed through multiple components of the students' proposal for their thesis project and research. The outcomes show that between 85% to 100% of students met the benchmarks that establish mastery of the program learning outcome; the overall score for students was 4.16 on a 5-point scale.

In future years, the FCAR process will continue to scale up to include additional courses taught at GCNYC; all courses will eventually be encapsulated in this process. For example, academic year 2021-2022 will see the inclusion of **Global Political Economy** and **Money as a Force for Social Good**.

INDIRECT MEASURES OF STUDENT LEARNING: ASSESSMENT OF PROGRAM LEARNING OUTCOMES

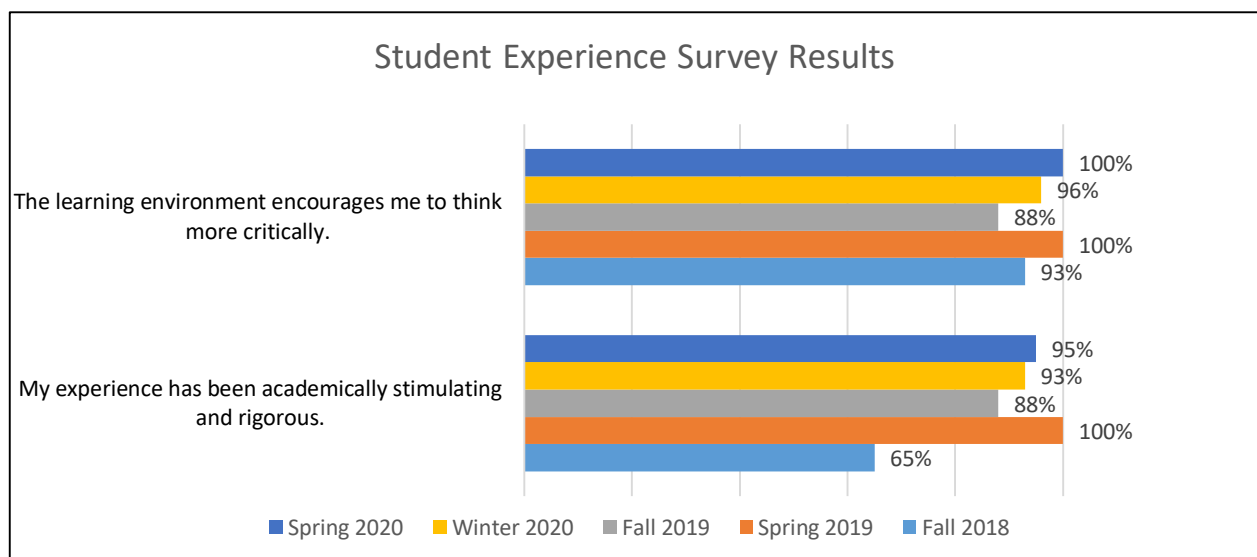
In the final section of this report are indirect measures of student learning as evidenced in the Student Experience Survey (Appendix 6), Student Course Evaluation Survey (Appendix 7), Annual Grade Report (Appendix 8, and the report on Alumni Outcomes (Appendix 9). The Student Experience Survey, while originally administered each trimester, is now deployed annually, and the Student Course Evaluation Survey is administered at the end of each trimester.

Student Experience Survey:

Response rates for the Student Experience Survey are as follows:

- Spring 2020 = 22 Respondents (61% response rate)
- Winter 2020 = 26 Respondents (50% response rate)
- Fall 2019 = 32 Respondents (48% response rate)
- Spring 2019 = 6 Respondents (66% response rate)
- Fall 2018 = 15 Respondents (60% response rate)

As evidenced in the chart below, GCNYC students were mostly in agreement both years about topics pertaining to academic quality and the learning environment.



For example, similar numbers of students reported that their experience had been academically stimulating and encouraged them to think critically. In addition, qualitative feedback collected from students indicates the following:

- Most students appreciate the small class size and would like to see that continue
- Some students felt that they did not have enough program-specific courses in their curriculum, while others would like to be able to take courses from other academic programs.
- Many students appreciated the shared collaboration or engagement with industry speakers, community organizations, and businesses.

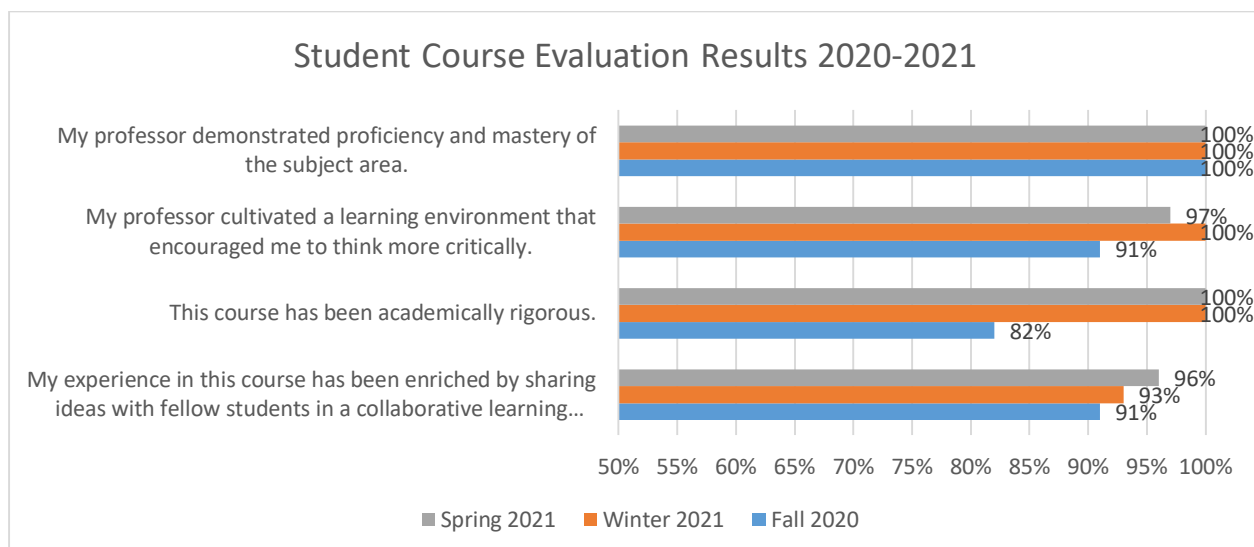
Student Course Evaluation Surveys:

Response rates for the Student Course Evaluation Surveys are as follows:

- Fall 2020 = 10 Respondents (29% response rate)
- Winter 2021 = 15 Respondents (71% response rate)
- Spring 2021 = 14 Respondents (43% response rate)

Responses in the course evaluation surveys echoed similar sentiments about academic quality.

As evidenced in the chart below, agreement and satisfaction levels among GCNYC students remained consistently high from the Fall trimester through the Winter and Spring terms.



Lastly, qualitative feedback is presented below in response to open-ended questions offered in the Student Course Evaluation survey:

14. What has been your favorite part of the course so far/What does the instructor do particularly well?

- brilliant, critical thinker,
- passionate about their subjects, experts,
- flexible and understanding during the COVID-19 pandemic,
- approachable, thoughtful, gave great feedback,
- enthusiastic, made it easy to participate in class,
- had great contacts/guest speakers, hosted study group sessions on weekends,
- supportive of their students,
- able to explain complex concepts in a way that was easily understood

Student responses regarding the the course included the following:

-course material was applicable to what was going on and linked to current affairs,
- included great perspective and explored different points of view

Annual Distribution of Grades Report:

The annual grade report (Appendix 10) is created in the fall and reviewed and discussed during a subsequent Academic Board meeting. The report shows the distribution of grades by course and program over each trimester, and serves as a tool to identify patterns in instruction, grading, and assessment. The report also helps to determine the validity and consistency of grading practices within the College. The 2020-2021 distribution of grades by academic term shows a large percentage of students achieving A's

and A-'s---roughly 73% to 80% of course grades. This appears to be a fairly typical grade distribution among graduate level courses at other institutions. Grades from the prior year, also included in the report for comparison sake, are almost identical.

More than three quarters of students completing their thesis this year earned an A or an A- in the Thesis course. Prior years' results show that one student withdrew and 5 students extended their thesis over the course of two trimesters. Of those 5, 4 received a grade of A and one ultimately failed the course. This may indicate that students are now entering the Thesis course more prepared to succeed than in previous years due to curriculum changes (eg, increased reading and writing assignments), supplemental supports (eg, bi-weekly Thesis workshops), and revision of the Research Methods + Thesis track.

Alumni Outcomes Report:

The annual alumni outcomes report represents a collection of data pertaining to the employment of GCNYC alumni six months after graduating. These data are collected from alumni relations and publicly available sources in order to create a robust picture of our alumni. This merging of sources provides us with a knowledge rate, representing the percentage of alumni for whom we have data. According to the National Association of Colleges and Employers' (NACE), the recommend knowledge rate threshold is 65%; the knowledge rate for GCNYC is **97%**.

Despite nearly half of them graduating in the middle of a world-wide pandemic, GCNYC students have fared quite well in their careers post-graduation. Out of 69 reachable graduates, 97% are employed or pursuing a doctoral degree (see Figure 1).

A further look at the 67 graduates working or pursuing a doctoral degree indicates that their education at GCNYC propelled them forward in their career (Figure 2). Only six graduates remain in the same professional position as when they entered the college while 61 (91%) of them either advanced or pivoted into roles within sustainability or social impact.

Figure 1.

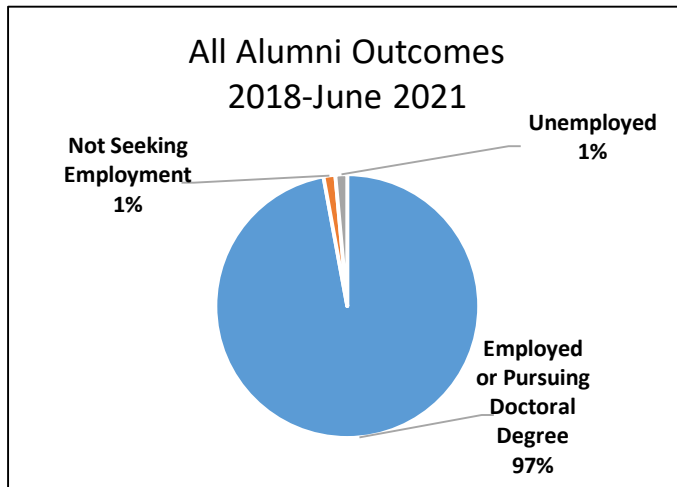
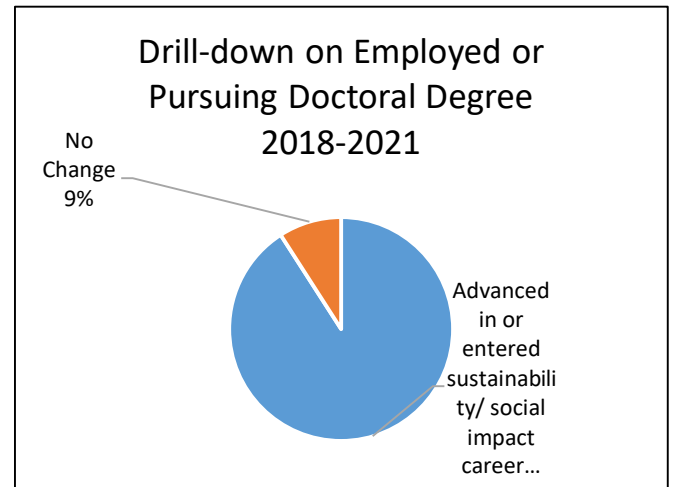


Figure 2.



Appendices:

1. Thesis Rubric
2. Faculty Course Assessment Report for Navigating Global Change
3. Faculty Course Assessment Report for Business Strategy
4. Faculty Course Assessment Report for Values-Based Leadership
5. Faculty Course Assessment Report for Research Methods
6. Student Experience Survey Report
7. Student Course Evaluation Survey Report
8. Annual Grade Report
9. Alumni Outcomes Report

2020 THESIS RUBRIC

Please evaluate to what level each thesis demonstrates adherence to the thesis criteria, using the following scale:

- 5** = Demonstrates **superior** understanding or ability to execute the goal
4 = Demonstrates **full** understanding or ability to execute the goal
3 = Demonstrates **some** understanding or ability to execute the goal; lacking in some understanding or ability
2 = Demonstrates **little** understanding or ability to execute the goal; mostly lacking in understanding or ability
1 = Demonstrates **no** understanding or ability to execute the goal

Student: _____

Program of Study: _____

Title of Thesis: _____

Adviser: _____

RESEARCH QUESTION	<ul style="list-style-type: none"> Identifies and articulates clearly a focused and concise research question Presents a complex question that requires synthesis and analysis of ideas and sources 	1	2	3	4	5
ORGANIZATION	<ul style="list-style-type: none"> Constructs clear sentences and focused paragraphs with logical and smooth transition between paragraphs Demonstrates appropriate formality for assignment Adheres to overall structure for presentation of material: introduction, literature review, methodology, findings and analysis, summary and recommendations Fulfills requirements of assignment (format, length, etc.) 	1	2	3	4	5

RESEARCH: LITERATURE REVIEW AND METHODOLOGY	<ul style="list-style-type: none"> • Accesses information retrieval systems in libraries and online • Evaluates validity of sources • Demonstrates consideration of multiple perspectives • Summarizes and synthesizes the arguments and idea of others with proper citations • Describes an appropriate research design, justifies data sources, and explains methodology for data collection 	1 2 3 4 5
FINDINGS AND ANALYSIS	<ul style="list-style-type: none"> • Appropriately organizes and reports the study's main findings, including the presentation of relevant data • Explains how evidence supports thesis • Makes distinction between source material and student's own interpretation • Makes knowledgeable and thoughtful observations 	1 2 3 4 5
SUMMARY AND RECOMMENDATIONS	<ul style="list-style-type: none"> • Provides a cohesive summary of the research • Emphasizes the value and relevance of the research conducted • Makes thoughtful recommendations for future research • Makes thoughtful recommendations for the field, practice, or industry 	1 2 3 4 5

Faculty Course Assessment Report (FCAR)

Course: Navigating Global Change: Business Practices for the Common Good

Number of Credits: 4

Instructor: Seisei Tatebe-Goddu

Year: 2019-2020

Course Description

This course reflects the fact that organizations do not operate in a vacuum: they are both shaped by and themselves also shape the geo-political, economic, social and technological environments in which they operate. Understanding the interaction between organizations and their wider contexts is essential to effective management and responsible leadership. This course is designed to equip students with the information and analytical skills required to critically reflect upon some of the most significant issues which pose challenges to business managers and organizational leaders in the modern world.

Final Grade Distribution

	A	A-	B+	B	B-	W D	Total
Fall 2019	1	12	2		1		16
Winter 2020	1	1		1	1		4

Modifications Made to the Course

In Fall 2019, I assigned a 10-page case study, group presentation, and final debate. The class participation grade was comprised of a 401(k) assessment, lifecycle analysis exercise, current affairs presentation, preparation for an in-class human-centered design exercise, and a presentation on the Sustainable Development Goals. The group presentation included a written summary and the grade was partly determined by a peer group member evaluation that was conducted confidentially via Google forms. In addition, I only had four required texts. There was one guest speaker. Another GCNYC professor had requested that I include lifecycle analysis material, which I did, but that meant eliminating the behavioral economics content I had included in prior classes.

In Winter 2020, the assignments were the same, with the exception of the lifecycle analysis, which I eliminated as the professor who had previously requested it was able to accommodate the subject in her syllabus. This allowed me to introduce a new module on multi-party negotiation to pilot (behavioral economics was an interesting topic for students, but I had received feedback whenever I introduced negotiation theory to the class that this was more desirable). I assigned four books (three of which were the same). The last few classes were disrupted by COVID-19 and needed to be taught remotely. With such a small class, I invited former students to participate in supporting current students during debate prep and invited guests (friends and acquaintances from other networks) into the human-centered design and negotiation modules so that there was more interaction among the group.

Course Outcomes Assessment

Program Outcome	Course Outcome	Assignment & benchmark	Percent and number of students that met benchmark for outcome	Percent and number of students that did not meet benchmark for outcome
Students will critically appraise the causes and consequences of shifting contours of global politics, economics, and social developments, and their implications for organizational leadership and responsible management	Students will critically reflect on the causes, effects, and implications of the shifting contours of global, political, economic, and social developments;	Case Study Group Project Debate SDG Presentation Benchmark: 75% of students will rate a 4.0 out of 5.0 (or 80 out of 100)	Case Study: 90% of students exceeded the benchmark; average score was 85.4 or 4.27 on a 5pt scale Group Project: 100% of students exceeded the benchmark; average score was 92.2 or 4.61 on a 5pt scale Debate: 100% of students exceeded the benchmark; average score was 88.5 or 4.43 on a 5pt scale SDG Presentation: 100% met or exceeded the benchmark; average score was 90.2 or 4.51 on a 5pt scale	10% of students (two students, one in each trimester) did not exceed the benchmark on the Case Study.
	Students will apply research and analysis techniques from social science and related disciplines to gather evidence, evaluate challenges, and identify solutions to problems faced by organizations and business leaders;	Case Study Group Project SDG Presentation Human-Centered Design Benchmark: 75% of students will rate a 4.0 out of 5.0 (or 80 out of 100)	Case Study: 90% of students exceeded the benchmark; average score was 85.4 or 4.27 on a 5pt scale Group Project: 100% of students exceeded the benchmark; average score was 92.2 or 4.61 on a 5pt scale SDG Presentation: 100% met or exceeded the benchmark; average score was 90.2 or 4.51 on a 5pt scale Human-Centered Design: 75% exceeded the benchmark; average score was 87 or 4.35 on a 5pt scale	10% of students (two students, one in each trimester) did not exceed the benchmark on the Case Study. 25% of students (one student out of a class of four) did not exceed the benchmark on the Human-Centered Design.
Students will critically appraise the causes and consequences of shifting contours of global politics, economics, and social developments, and their implications for organizational leadership and responsible management	Students will critically reflect upon the concepts of “sustainability” and its implications for private sector institutions;	Group Project SDG Presentation Multi-Party Negotiation Benchmark: 75% of students will rate a 4.0 out of 5.0 (or 80 out of 100)	Group Project: 100% of students exceeded the benchmark; average score was 92.2 or 4.61 on a 5pt scale SDG Presentation: 100% met or exceeded the benchmark; average score was 90.2 or 4.51 on a 5pt scale Multi-Party Negotiation: 100% exceeded the benchmark; average score was 90.6 or 4.53 on a 5pt scale	N/A
Students will critically appraise the causes and consequences of shifting	Students will examine and debate some of the contested issues and	Group Project Case Study Debate	Case Study: 90% of students exceeded the benchmark; average score was 85.4 or 4.27 on a 5pt scale	10% of students (two students, one in each trimester) did not exceed

	contours of global politics, economics, and social developments, and their implications for organizational leadership and responsible management	complex problems which business leaders and organizational managers encounter;	SDG Presentation Multi-Party Negotiation Benchmark: 75% of students will rate a 4.0 out of 5.0 (or 80 out of 100)	Group Project: 100% of students exceeded the benchmark; average score was 92.2 or 4.61 on a 5pt scale Debate: 100% of students exceeded the benchmark; average score was 88.5 or 4.43 on a 5pt scale SDG Presentation: 100% met or exceeded the benchmark; average score was 90.2 or 4.51 on a 5pt scale Multi-Party Negotiation: 100% exceeded the benchmark; average score was 90.6 or 4.53 on a 5pt scale	the benchmark on the Case Study.	
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Blank Sheet for Data Analysis

Case Study	Fall 2019: 94% exceeded benchmark; avg score was 87.2	90% of students exceeded the benchmark; average score was 85.4 or 4.27 on a 5pt scale
	Winter 2020: 75% exceeded benchmark; avg score was 83.5	
Group Project	Fall 2019: 100% exceeded benchmark; avg score was 91.9	100% of students exceeded the benchmark; average score was 92.2 or 4.61 on a 5pt scale
	Winter 2020: 100% exceeded benchmark; avg score was 92.5	
Debate	Fall 2019: 100% exceeded benchmark; avg score was 90.4	100% of students exceeded the benchmark; average score was 88.5 or 4.43 on a 5pt scale
	Winter 2020: 100% exceeded benchmark; avg score was 86.5	
SDG Presentation	Fall 2019: 100% exceeded benchmark; avg score was 90.1	100% met or exceeded the benchmark; average score was 90.2 or 4.51 on a 5pt scale
	Winter 2020: 100% met or exceeded benchmark; avg score was 90.3	
Human-Centered Design	Winter 2020: 75% exceeded benchmark; avg score was 87	75% exceeded the benchmark; average score was 87 or 4.35 on a 5pt scale
Multi-Party Negotiation	Fall 2019: 100% exceeded benchmark; avg score was 90.6	100% exceeded the benchmark; average score was 90.6 or 4.53 on a 5pt scale

Student Feedback

- SeiSei is really precise, engaging and intentional in her lectures. She really designed the class to be about breaking out of the shell and opening up to take in accurate and relevant information through unbiased channels. She is extremely challenging and engaging.
 - Seisei expects you to show up and put in 100% every time to get the most out of the class. The critical thinking and the choice of reading and engaging assignments.
 - Seisei is a master at getting people to be more critical in their thinking. Her ability to "zoom out" and "zoom in" at a moment's notice is brilliant. She is great at boiling down complex situations to their underlying components and helping students "see" what is at the heart, even if there is no clear-cut "solution". And THAT is the conundrum we will have in navigating global change -- truly comprehending ALL sides so we can make informed choices. Seisei challenges students to do this - to pull back, clarify, reconsider, question, and sit in resolve or indecision as warranted.
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- If Seisei gave feedback of any kind it would have been helpful. It felt like we were just given a grade without understanding what we did well and what we could improve upon.
 - I would also like more feedback on grades, how I am doing during the course of the trimester.
 - The only thing I could think of is for her to have a TA to help with grading so we could have additional feedback on our assignments.
 - More feedback throughout the course would be really helpful. We all know Seisei is incredibly busy and it's tough being compared to the extremely detailed and thoughtful feedback from David Grad but it would be great to get some kind of feedback on each project. Even just knowing where we did well and where we fell short by circling the rubric would be helpful and give us something to improve upon.

Reflection

Many of the students I get have never been asked to think about the state of the world, global systems, or their role in perpetuating or challenging the status quo. For these students, it is imperative that they are exposed to new information, ideas, and ways of thinking that cause them to question, think critically, and understand that to change the world requires new skills--primary among them, the ability to shift their own and others' mindsets. In these ways, I believe my teaching style and approach to be effective; a number of former students have switched careers or jobs, or have gained clarity about the role they want to play in current jobs to ensure colleagues and companies are economically, environmentally, socially better. It's clear from the feedback that students need more written feedback; while I provide extensive verbal feedback during class, people learn in different ways and there needs to be more room for students to receive tangible, specific, written feedback on assignments.

In Fall 2019, there was a mix of students in terms of level of awareness -- several were quite savvy when it comes to sustainability; most were not. Teaching to different levels can be challenging, but I believe that more sophisticated students were still able to go in-depth in the subject areas they cared about most. The inclusion of lifecycle analysis was a mistake; though I did the topic justice, I am not an expert in it, and I believe students would have gained more from the prior behavioral economics work or the multi-party negotiation module I introduced in Winter 2020.

The class in Winter 2020 was **very** small and had a particularly weak student. As a result, two students flourished, one struggled, and one was far behind the others. My assessment of the weakest student was that they were not ready for a graduate-level course and should not have been admitted to the program.

***Proposed Actions for Course Improvement**

10-15 students are easier to teach in this course because it was deliberately constructed to maximize interaction among students and utilize facilitation and training best practices. One loses the majority of the benefits of interactivity when the class dips below 6 people. I'm surprised to see the distribution of grades for the human-centered design module, as it has been my impression that this is the easiest part of the course for most students to grasp. That leads me to believe that there is a misalignment in the introduction and assignment for preparation--I will assess how the preparation is assigned to see if I can do this more clearly and set clearer expectations in the future.

Future changes should increase the opportunity for written feedback on assignments. If possible, I would recommend a TA for any class with more than 10 students to ensure that this happens. I have already included short response papers (1-2 pages) in my next syllabus so that students can receive feedback much sooner in the semester and have an opportunity to course-correct.

Faculty Course Assessment Report (FCAR)

Course: Business Strategy as an Instrument for Economic, Social and Environmental Sustainability

Number of Credits: 4

Instructor: Gaston de los Reyes

Year: 2020-2021

Course Description

This course aims to provide students with academic knowledge and analytical tools with which to discuss and practice strategic management in a world characterized by rapid change and increasing concerns for economic, social and environmental sustainability. The course seeks to address the who, what, why, where and how of strategic decisions, with an emphasis on generating sustainable growth across national boundaries. Students will develop the knowledge and skills required to undertake the necessary research and analysis to advise a firm on the issues organizations face, and the choices they must make, to develop strategies for sustainable growth

Final Grade Distribution

	A	A-	B+	B	B-	WD	Total
Spring 2021	7	2					9

Modifications Made to the Course

I developed the following approach to the subject, as explained in the syllabus: We will develop a framework for business strategy starting from the values-conscious tradition in “Business Policy” that flourished at Harvard Business School and gave rise to a concept of strategy rooted in “the Harvard group’s insistence that both personal values and aspirations and standards of performance asked of the firm by society should be regarded as essential considerations in the choice of corporate purpose.” Every class session is anchored around new concepts to enrich your capabilities as a critical thinker and innovative, resourceful business strategist.

Assignments/Assessments

Weekly Prep Work: Comprehension and judgment questions about assigned readings, videos, and podcasts (graded for completion only).

Class Participation: Rubric based on student contribution to class learning.

Note on a Manager-Entrepreneur I admire (Note 1): See Exhibit A with assignment template.

Strategic Action Plan for a Company-Venture I admire (Note 2): See Exhibit B with assignment template.

Strategic Action Plan Presentation (Presentation): Presentation to class of Strategic Action Plan.

Course Outcomes Assessment

Program Outcome	Course Outcome	Assignment & benchmark	Percent and number of students that met benchmark for outcome	Percent and number of students that did not meet benchmark for outcome
<p>P1. Students will critically examine the implications for businesses of recent and future changes in the global business environment by applying a range of analytical tools and frameworks for assessment and development of a firm's strategic capability, competencies and competitive position in a variety of global settings.</p> <p>P2. IFBI SLO #2: Students will understand and critically assess the evolution of social business and innovative finance tools through various cultural, political, and economic contexts from the perspective of investors and social enterprises.</p> <p>P3. Students will critically examine the implications for businesses of recent and future changes in the global business environment by applying a range of analytical tools and frameworks for assessment and development of a firm's strategic capability, competencies and competitive position in a variety of global settings.</p> <p>P4. IFM SLO#3: Students will demonstrate an in-depth and practical understanding of the strategic factors necessary to shift an existing business or develop a new business with holistic impact considerations throughout its value chain.</p>	<ul style="list-style-type: none"> ▪ C1. Bring your values to bear on the formulation of organizational strategy; ▪ C2. Assess and construct the activity eco-system of an organization through innovation and institutional entrepreneurship ▪ C3. Diagnose organizational, political, and cultural blockages to strategy for the common good ▪ C4. Adopt the point of view of the transaction ▪ C5. Evaluate governance alternatives for the implementation of successful strategy ▪ C6. Understand how internal and external reporting practices figure into successful strategy ▪ C7. Design multistakeholder initiatives that open the door to prosperity 	<p>Weekly Prep Work</p> <p>(C1, C2, C3, C4, C5, C6, C7)</p>	<p>GCNYC students (6): 100% of students surpassed the threshold, with an average score of 98.6</p> <p>Fellows (3): 100% of students surpassed the threshold, with an average score of 94.4</p> <p>Total (9): 100% of students surpassed the threshold, with an average score of 97.2</p> <p>3 Fellows excluded for non-participation</p>	None
		<p>Note 1</p> <p>(C1, C2, C3, C4, C5)</p>	<p>GCNYC students (6): 100% of students surpassed the threshold, with an average score of 94.6</p> <p>Fellows (3): 100% of students surpassed the threshold, with an average score of 96.7</p> <p>Total (9): 100% of students surpassed the threshold, with an average score of 95.3</p> <p>3 Fellows excluded for non-participation</p>	None

			Note 2 (C1, C2, C3, C4, C5, [C6], [C7]) <i>(Brackets indicates it depends on student choice of project)</i>	GCNYC students (6): 100% of students surpassed the threshold, with an average score of 97.2 Fellows (3): 100% of students surpassed the threshold, with an average score of 97.2 Total (9): 100% of students surpassed the threshold, with an average score of 97.2 3 Fellows excluded for non-participation	None	
			Presentation (C1)	GCNYC students (6): 100% of students surpassed the threshold, with an average score of 99.2 Fellows (3): 100% of students surpassed the threshold with an average score of 96.7 Total (9): 100% of students surpassed the threshold, with an average score of 98.3 3 Fellows excluded for non-participation	None	

Student Feedback

- Gaston has a great energy, teaching methods and stimulate everyone to express themselves and create critical thinking
 - Brilliant subject matter expert. Really incorporates topics together seamlessly and really supports the students in learning and development
 - Gaston is so enthusiastic and knowledgeable. He takes very complicated theory and made it understandable and relatable through real examples. His passion is tangible.
 - Gaston is clearly very knowledgeable about this and related subjects. Having never taken a business strategy class before, it was helpful recapping all the information at the beginning of each class.
 - The professor is very knowledgeable and excited about the material. He has also been very helpful and accessible.
 - Gaston's course was incredibly engaging, relevant and rewarding. He pushes you to think outside of the box and move from theory to practical application. He also doesn't give an exercise or reading unless it has a purpose which I really appreciate it. There was no busy work in this class. It was all meant to help us evolve as stronger thinkers, more proactive and responsible business leaders and as proponents of the common good. I would highly recommend this class to another friend/peer/coworker.
 - Gaston is so delighted to be teaching that class is fun. His perspective as a lawyer is enriching. The homework assignments were massive, but when I put it all together, it was worthwhile, and without them, I would have learned a fraction of what I did.
 - he is passionate and knowledgeable about the class subject. He is approachable and provides good feedback on class assignments
-
- Sometimes I felt that was too much content analyzed in a superficial way. I would rather focus on less framework and authors but with more depth.
 - Posting the homework earlier in the week would've been a big help - I know a lot of us are juggling other classes and a career, so time management is even more critical.
 - I thought the more structured class participation moments (breakout sessions or group work) were great and would have been open to more!
 - Nothing that I can think of specific to teaching
 - I think Gaston is a great teacher. Just keep on doing what he is doing.
 - narrow down the amount of readings, articles, and subjects covered in order to have more time for deeper analysis and critical thinking exercises. Also, I think he should pick on students to share their views and opinions, as it oftentimes feels like he continues talking about the same point for a long time. It is true that this is also the students' fault (since they are not voluntarily participating and giving feedback), but in those cases it is best to get them to participate and that way keep class more engaging.

Reflection

From a certain point of view, I have been prepping this class a long time—as long as I've been researching the “Business Policy” approach to strategy since the first-year of my PhD program. In a more concrete sense, however, I was figuring out what I was teaching as I taught week-to-week. As a student fairly noted, I often posted homework much too late—this happened because I was negotiating alternate readings with myself and the process of picking and creating reading questions would get delayed, especially since the start of the week was always consumed with figuring out what I was going to do in class for 3.5 hours on Tuesdays. Anyway, I got through it and now have a 1.0 version of the class to improve rather than starting nearly from scratch (the concrete prep I already had under my belt was a 6-session executive ed course on strategy from fall 2020). Though I need to work on the timing so students have cracked into each writing assignment earlier in the term, I am pleased with how the framing of the assignments worked out. My theory was to create a human sense of strategy by getting students to think about a person they admired in the first assignment, and then to couple the strategy recommendation in the final project with the personal framework for strategy for the common good that students crafted for themselves. I feel good about the learning students marshalled and evidenced with these writing assignments.

*Proposed Actions for Course Improvement

- ✓ Starting with a full set of teaching materials (including examples of successful assignments), I aim to have 90+% of the course posted and ready on BB by day one.
- ✓ Now that I can see the breadth of what I covered and what worked well and not so well, I can streamline and adjust orderings. I can also bring in the voices of women and people of color more fully into the materials and conversation and bring out the relevance of strategy to address white supremacy and male-dominant sexism as well as the issues of imperialistic colonization through capitalism that we did address.
- ✓ I implemented the student “support” groups I intended to create for the final projects too late. Students did practice presenting to each other in groups before the final session but I see more potential with this organizing form. To be fair, part of the problem last term was inconsistent commitment from several fellows.

Exhibit A

Template: Note on a Manager-Entrepreneur I Admire

1. Executive Summary

One medium-length or two short paragraphs that deliver the essential points of the memo.

2. Why [insert name]?

One paragraph explaining and justifying your decision to focus on your subject.

3. Biographical Sketch

Half page on the life of your subject. What do we need to know about their heritage, early life, influences, etc., to understand how they come to be a strategic innovator?

4. The Strategic Context

Your job in this section is to set the stage for the specific strategic innovation/success that you wish to feature. You should provide the reader the context needed to understand what you admire about your subject's approach. This could include describing the company's history, the competition, the internal organization, the regulatory context, etc. You should finish with a question or puzzle.

5. The Admirable Strategy

This section is the heart of the Note. Here you connect the subject with their strategy and explain how they responded to the question or puzzle. Please provide enough substance to really understand what we should learn from your subject's strategic imagination.

6. Key Lessons

In this section, please translate your discussion of the strategy into numbered lessons (two to four recommended).

Exhibit B Template:

1. Executive Summary

One medium-length or two short paragraphs that deliver the essential points of the memo.

2. Why [insert name]?

One paragraph explaining and justifying your decision to focus on the venture in question *at this moment in time*.

3. History of the Venture/Company Sketch

Half page to full page on the pre-history of the venture. What do we need to know about its founders, early life, influences, etc., partners, regulatory status, customers, employees to understand the strategic context you're focusing on?

4. The Strategic Context

Your job in this section is to set the stage for the specific action plan that you will develop and defend next. Your analytical skills will come through in this section, showing that you have harnessed the concepts and cases we studied together. Remember that framing of issues is enormously influential on the dialogue that ensues. You should finish with a question or puzzle that captures the importance of this moment in time for the venture.

5. My Action Plan

This section is the heart of the Note. Based on your analysis of the strategic context, what do you recommend the venture do to move forward and successfully create shared value, responsibly? Exactly what you recommend will depend on the case—be sure to consider potential shifts inside the organization's structure; alliances to develop; approaches to take towards regulatory voids, including potential norm-taking and norm-making, how to approach governments, etc. Be sure that your approach tracks your personal framework in Exhibit A. Be sure to speak about why you care about the recommendation: your whole self should come through in the articulation and argument in support of your recommendation.

6. Answering Objections

To successfully defend a strategic recommendation, especially one that is more radical, you need to prepare to answer the key objections. You will try to capture the most significant reservations likely to be felt by top management towards your proposal and then argue against the objection and in support of your proposal.

7. Key Principles

In this section, please extract the key principles that govern your recommendation.

Exhibit A This exhibit should include the personal strategy framework you develop in this class.

Faculty Course Assessment Report (FCAR)

Course: Values-Based Leadership Skills for an Interconnected World

Number of Credits: 4

Instructor: David Grad

Year: 2020-2021

Course Description

Being an exceptional leader in today's complex and fast-moving business environment demands specific skills and the ability to successfully predict and adapt to changing realities. Through their words, actions and behaviors values-based leaders seek to inspire, influence and motivate others in their organization to lead with shared values and implement them consistently to the benefit of their business, people and the planet.

In Values-Based Leadership Skills for an Interconnected World, students will accelerate their leadership by reflecting on their own assets and developmental needs, learn how others perceive them and leverage this new self-awareness to create their own leadership development action plan. Because performance in a leadership role requires more than just knowledge and skills, we will use group experiential activities to help students gain an understanding of the factors that drive effective values-based leadership across the spectrum of contexts affecting their ability to achieve great results. Additionally, at the completion of this course, students will also have developed specific leadership competencies, such as, leveraging their emotional intelligence to effectively develop and manage relationships, communicating effectively and motivating and coaching others.

Final Grade Distribution

	A	A-	B+	B	B-	W D	Total
Winter 2021 and Spring 2021	5						

Modifications Made to the Course

Course Outcomes Assessment

Program Outcome	Course Outcome	Assignment & benchmark	Percent and number of students that met benchmark for outcome	Percent and number of students that did not meet benchmark for outcome
Students will identify and evaluate organizational factors affecting leadership, including structure, culture and sources of power, enabling them to devise a strategic leadership-development plan	Students will understand key components of leadership and self-management as demonstrated in written assignments, presentations and reflections in their leadership journal.	Written Analysis Group Discussion Lead Final Presentation Leadership Journal Benchmark: 75% of students will receive an 80 out of 100/ 4.0 out of 5.0 on an assessment	Written Analysis: 100% of students met the benchmark; average score was 93.5 or 4.68 on a 5pt scale Group Discussion Lead: 100% of students met the benchmark; average score was 95 or 4.75 on a 5pt scale Final Presentation: 100% of students met the benchmark; average score was 95.75 or 4.79 on a 5pt scale Leadership Journal: 100% of students met the benchmark; average score was 100 or 5.0 on a 5pt scale	None
Students will identify and evaluate organizational factors affecting leadership, including structure, culture and sources of power, enabling them to devise a strategic leadership-development plan	Students will demonstrate self-awareness and reflective thinking, leading to identification of strategies for continued development, resulting in the creation of an actionable leadership-development plan	Leadership Action Plan Benchmark: 75% of students will receive an 80 out of 100/ 4.0 out of 5.0 on an assessment	Leadership Action Plan: 100% of students met the benchmark; average score was 100 or 5.0 on a 5pt scale	None
Students will identify and evaluate organizational factors affecting leadership, including structure, culture and sources of power, enabling them to devise a strategic leadership-development plan	Students will understand how to voice their values when facing ethical challenges in their role, as demonstrated in exploration of Giving Voice to Values in their Leadership Journal	Giving Voice to Values section of Leadership Journal (#7) Benchmark: 75% of students will receive an 80 out of 100/ 4.0 out of 5.0 on an assessment	Leadership Journal: 100% of students met the benchmark; average score was 100 or 5.0 on a 5pt scale	None
Students will identify and evaluate organizational factors affecting leadership, including structure, culture and sources of power, enabling them to devise a strategic leadership-development plan	Students will demonstrate increased leadership presence, reflected as greater self-confidence and performance in delivering presentations	Group Discussion Lead Final Presentation Benchmark: 75% of students will receive an 80 out of 100/ 4.0 out of 5.0 on an assessment	Group Discussion Lead: 100% of students met the benchmark; average score was 95 or 4.75 on a 5pt scale Final Presentation: 100% of students met the benchmark; average score was 95.75 or 4.79 on a 5pt scale	None

Students will identify and evaluate organizational factors affecting leadership, including structure, culture and sources of power, enabling them to devise a strategic leadership-development plan	Students will be able to demonstrate competency in their nonverbal and verbal communication to increase their ability to influence others.	<p>Written Analysis Group Discussion Lead Final Presentation</p> <p>Benchmark: 75% of students will receive an 80 out of 100/ 4.0 out of 5.0 on an assessment</p>	<p>Written Analysis: 100% of students met the benchmark; average score was 93.5 or 4.68 on a 5pt scale</p> <p>Group Discussion Lead: 100% of students met the benchmark; average score was 95 or 4.75 on a 5pt scale</p> <p>Final Presentation: 100% of students met the benchmark; average score was 95.75 or 4.79 on a 5pt scale</p>	None	
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Blank Sheet for Data Analysis

	Spring 2021
Written Analysis (response papers 1 and 2)	Class Average: 93.5 or 4.68 All students exceeded benchmark of 80
Group Discussion Lead	Class Average: 95 or 4.75 All students exceeded benchmark of 80
Final Presentation	Class Average: 95.75 or 4.79 All students exceeded benchmark of 80
Leadership Journal and Leadership Action Plan	Class Average: 100 or 5.0 All students exceeded benchmark of 80

Student Feedback

- Very warm and inviting. Feels like a safe place to share, learn and grow from your experiences. David brings in so many real-time examples as well as past experiences to drive his points home
 - David was both informative and highly engaging. He used a variety of lectures, activities and discussions to break up the classes, which really helped break things up. Every concept he taught, he tried to back up with an example from his own life. And he always seemed truly interested in our life experiences as well. I felt my opinions were always heard. His one-on-one coaching session provided me with valuable insights about my own leadership style and work ethic, that has already changed the way I think about things. I honestly can't speak more highly of him as a professor!
 - David is so passionate and personally engaged. He is an extremely positive and nurturing tutor. I have greatly enjoyed his course and have personally gained and learnt a great deal.
 - I very much enjoyed and learned from this course. I liked how all of our materials were uniquely informative and valuable but came together by the end of the course to link the parallel concepts. I also appreciated how collaborative and interactive our sessions were. The professor overall also showed a lot of commitment to our learning process and I felt very supported in my growth as a student and leader.
-
- Maybe could be more timely on grades/feedback but wasn't a big issue
 - I would love to hear from people he has led in professional settings, and hear from their POV what the experience was like!
 - Exercises in class that enabled us to think through ideas that had been presented by lecture or in reading were very effective - more of this would mean that concepts "sink in" and become highly relevant to the individual.
 - I think I would be open to even more structured interactive discussions, which was one of my favorite components of the class.

Faculty Observation Feedback

Commendations:

- Synthesis of a variety of sources (Aristotle, Giving Voice to Values, contemporary leadership literature) that elucidates issues facing the student in leadership/communication
- Clear and compelling statement of the purpose of this class session
- Highly professional slides and presentation with engagement directed to student's view
- Active use of innovative *digital nudge* approach to activate learning retention and digestion between classes

Recommendations:

- *Further flipping of the classroom.* Recognizing that it's difficult to extrapolate from an independent study, my main suggestion would be to experiment with flipping the classroom more by involving students in active learning before class with written Q&A—potentially with your own short video lectures—so class time can focus on problem solving and integration.
- *Style slides for GCNYC class.* Much of the content presented was branded with the instructor's leadership consulting firm. My recommendation is for slides to be branded for GCNYC, giving credit as appropriate where due.

Reflection

As mentioned last year, I have been very satisfied with most of the structure and content of the course. That said, I continue to update articles, the mandatory and suggested reading list, examples I bring to lectures and experiential activities I feel reflect the changing nature of leadership as both business and societal culture shifts. Additionally, I have continued to respond to prior feedback from both students and faculty to improve the experience of the course. I invited more guest speakers last term to provide leadership perspectives that support and add to the topics related to our course learning objectives and this term, have expanded that more. I added a 2.25-hour role playing exercise around Giving Voice to Values this term, so I can continue to better assess the students' understanding of this critical learning outcome. One significant shift this term has been to ask each student at the beginning of each class to provide insights they have gained from at least 2 of the assigned readings from the week leading up to class. I have

provided 30-40 minutes for this reflection and the resulting discussion after each student takes their turn and have found that it is deepening their understanding of the learning objectives as well as providing a strong entry point for the lecture and/or experiential activities for each week's topic. I continue to refine the writing assignments and rubrics in order to both meet the course learning objectives and provide more opportunities for students to practice critical thinking skills and writing. Finally, beginning last term, I have added more peer coaching and one-on-one coaching for each student when they begin working on their leadership action plans. Students have told me this has been quite valuable, and I would add that a number of former students continue to reach out to me with help on continuing to improve their leadership by working on that action plan long after finishing the course. This, to me demonstrates value that transcends their time in the course and in quite a few cases, even their time at GCNYC, which makes me very pleased.

***Proposed Actions for Course Improvement**

As I implement the small changes to the course outlined above, I will be keeping a sharp eye on student and faculty feedback to ensure the course adapts and innovates to deliver the most powerful learning experience possible. One significant shift I am working on and plan on rolling out later this term is a new approach to the class, *organizational context and culture*, which comes near the end of the term. The past year and a half has seen significant shifts in where and how professionals work, whether it be in-person, virtually or a combination of both as well as how professionals at all levels have had to respond to the growing need to understand and contend with a variety of perspectives on diversity, equity and inclusion. While I plan to keep many of the core components of how to build and maintain a culture that supports success through values-based leadership, I will be incorporating new research and analysis around how cultivating a positive organizational culture must address the evolving cultural reality.

Faculty Course Assessment Report (FCAR)

Course: Research Methods

Number of Credits: 4

Instructor: Christine Farrugia

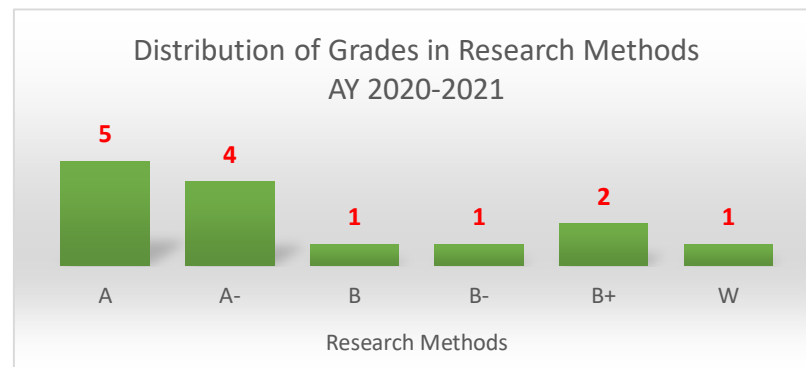
Year: 2020-2021

Course Description

This course aims to develop foundational skills in social science research needed for basic and applied research at the Master's level. Students will be introduced to problem definition, research design, methods of data collection and analysis, ethical issues in research, report writing, and presentation. Students should be able to critically evaluate new concepts, ideas, and evidence from a range of sources and transfer their skills into practice. Emphasis is placed on logic and argumentation, evaluation and synthesis of information, and written communication skills.

Final Grade Distribution

	A	A-	B+	B	B-	W/ D	F	Total
Fall 2020	1	1		1	1			4
Winter 2021	1		2					3
Spring 2021	3	3				1		7



Modifications Made to the Course

Changes made in Fall 2020 (Tri A): A) In Tri A, I adjusted the required course textbooks to move *How to Write a Master's Thesis* (Bui) from a required to an optional textbook. I introduced this textbook in Tri C of the previous academic year to provide a comprehensive resource on thesis writing that was easily understandable for a master's level student. Based on my own reflection and the feedback of the students in Tri C of Spring 2020, the material in this book turned out to be too duplicative of the GCNYC Thesis Handbook and other assigned readings in the course and created some confusion about which guidance to follow. Moving the book from required to optional was intended to help the students to more closely focus on the GCNYC handbook, while preserving the textbook as a resource for those wanting additional support in thesis writing. B) The majority of the course content and assignments remained the same as the previous semester. The only significant change was the addition of readings and class discussion about applied research and evaluation methods. This change was made in response to feedback from the Thesis revision committee who identified a need for students to better understand the difference between basic and applied research and to be exposed to opportunities in applied research areas. As part of this tweak to the curriculum, I invited a guest speaker to the class – the Director of Evaluation and Learning from Amnesty International USA. C) The final change that was made in fall 2020 was the development of a Blackboard course site and a course Resource List with the GCU Library. This change was implemented

to better support students in the delivery of remote instruction. As part of developing the Blackboard site, I created grading rubrics for assignments and made the scoring viewable for students.

Changes made in Winter 2021 (Tri B): A) In Tri B, the Research Methods course was changed to a hybrid format that was partially a traditional class and partially an independent study. This change was made because of the low class enrollment of 3 students. Low enrollment made it difficult to run a full class, as Research Methods is structured to incorporate a large amount of discussion and peer learning. Following the fall semester when there were just 4 students enrolled, the peer learning component and class discussions suffered because of low enrollment, as well as challenges posed by specific students in the class. The move to a hybrid independent study format in Tri B was intended to address the challenges posed by low enrollment. B) The main research methods textbook was changed to one that is available electronically through the GCU Library. This change was made to ease students' textbook expenses. As well, the new textbook is focused on research methods for business students. The content and tone of the new textbook is more accessible and understandable than the previous textbook, which student feedback noted was dry, dense, and difficult to understand. C) In Tri B, I also made changes to some course policies. I introduced a late attendance policy, stating that late arrival to class of 10 minutes or more for 3 classes will count as an absence. I also clarified the Draft Final Paper assignment to explicitly state that attendance and participation in the peer review session are a requirement for successfully completing the assignment. D) To encourage better-prepared and more thoughtful class discussion, I reintroduced journals/discussion papers as graded assignments, which I had done three semesters earlier. This change was made after two semesters of providing discussion questions in the syllabus that were not structured as assignments and were ungraded. Posing ungraded discussion questions was only moderately effective at getting students to think deeply about the research article case examples, and moving back to graded discussions aimed at deepening students' engagement with the material. E) The Blackboard course site was revamped to make it more comprehensive and user friendly for students.

Changes made in Spring 2021 (Tri C): A) In Tri C, Research Methods returned to a regular format class with a higher enrollment that supported discussion and effective peer learning. B) The Discussion Paper assignment was converted to a Discussion Leadership assignment. Each student signed up for two Discussion Leadership sessions to lead the class discussion of the research papers used as a case examples. This change built students' abilities in talking about research and also eased their writing burden in a course with a heavy writing requirement. Otherwise, the course content, structure, and assignments remained largely the same as the previous semester. C) In Tri C, I further developed the grading rubrics to add narrative descriptions to each item in the grading scales.

Course Outcomes Assessment

Program Outcome	Course Outcome	Assignment & benchmark	Percent and number of students that met benchmark for outcome	Percent and number of students that did not meet benchmark for outcome
Students will critically evaluate literature and select and utilize appropriate qualitative and quantitative methodologies in the formulation of research.	Demonstrate advanced working knowledge of foundational social science research concepts.	Overall Proposal Benchmark: 75% of students will receive an 80 out of 100/ 4.0 out of 5.0 on an assessment / 3.0 out of 4.0 on an assessment	13; 100%	0
	Select a research topic of appropriate size and scope and defend its relevance to the area of study.	Introduction Section of the Final Proposal Research Questions in the Final Proposal Benchmark: 75% of students will receive an 80 out of 100/ 4.0 out of 5.0 on an assessment/ 3.0 out of 4.0 on an assessment	Introduction: 11; 85% Research Questions: 13; 100%	Introduction: 2; 15% Research Questions: 0
	Critically evaluate and synthesize literature to develop an effective argument in support of a research topic.	Literature Review Section of the Final Proposal Benchmark: 75% of students will receive an 80 out of 100/ 4.0 out of 5.0 on an assessment/ 3.0 out of 4.0 on an assessment	12; 92%	1; 8%
	Select and utilize appropriate methodologies in the formulation of an individual research proposal for a Master's dissertation.	Research Methods Section of Final Proposal Data Collection Instrument in Final Proposal Benchmark: 75% of students will receive an 80 out of 100/ 4.0 out of 5.0 on an assessment/ 3.0 out of 4.0 on an assessment	Research Methods Section: 12; 92% Data Collection Instrument: 12; 92%	Research Methods Section: 1; 8% Data Collection Instrument: 1; 8%

	Control, organize, analyze, and communicate in writing qualitative and quantitative research findings in an efficient and effective manner.	<p>Writing Component of Final Proposal</p> <p>Benchmark: 75% of students will receive an 80 out of 100/ 4.0 out of 5.0 on an assessment/ 3.0 out of 4.0 on an assessment</p>	12; 92%	1; 8%
	Develop a research proposal for the MS dissertation.	<p>Overall Proposal</p> <p>Benchmark: 75% of students will receive an 80 out of 100/ 4.0 out of 5.0 on an assessment/ 3.0 out of 4.0 on an assessment</p>	13; 100%	0

Blank Sheet for Data Analysis

	Fall 2020	Winter 2021	Spring 2021	Combined Results for AY 2020-21
Write-up of Research Topic and Questions	73%	85%	86%	82%
Annotated Bibliography	91%	83%	93%	90%
Midterm – Research Concept Note	85%	85%	90%	87%
Data Collection Instrument	85%	95%	91%	90%
Draft Proposal	100%	100%	100%	100%
Final Proposal	90%	89%	91%	90%
Class Participation	80%	100%	100%	94%
Journals/Discussion Papers	n/a	90%	n/a	90%
Discussion Leadership	n/a	n/a	99%	99%

Student Feedback

Commendations:

- Christine is a subject matter expert for sure. She always showed up to class prepared and organized with clear slides that helped further the reading. She gave plenty of timely feedback and was well organized on black board. She gave plenty of time for peer to peer feedback and discussion. She is fair considerate yet rigorous with high expectations. I have learned so much in this class thanks to Christine's passion about the subject.
- Christine was very organized. She gave us time in class to work and discuss things with other students which was very helpful. Overall, I was engaged throughout the class.
- Christine is incredibly detailed and passionate in the subject of research methods, she explains complex ideas in a very clear and understandable manner. I liked how her homework reading connected to our in-class case discussions because it was helpful to connect big ideas with applicable case scenarios. Another big love of this class is Christine's detailed feedback on all our homework submissions and papers. Her feedback is very detailed and shows incredible thought and intention. There are big ideas I learned in this class I wish I had learned earlier-- very valuable ways to see and organize ideas and info. I also really liked how she taught us how to maximize our use of the GCU Library, this is something I hadn't been shown prior to this class.
- I really loved Christine's teaching method the workload amount of this course. I felt as though this semester was the most manageable as a full time employee. And Christine is very knowledgeable in her field.
- This class had a much more "academic" feel than other classes at GCNYC, but I think that was due to the nature of the course work.

Recommendations:

- I think more up to date case studies would have helped - there were a few that were so much more relevant than others that were dry and a chore to read
- Some explanations were still unclear, would suggest referencing examples so that students could have and understand better.
- Not much to improve, it was a really insightful course and I learned a lot! Not really teaching, but more of the time in between some of the classes and assignments/reading. There were a few weeks when I felt short of reading because of big assignments due at the same time. I know there was a lot of ground to cover in a short time, but definitely would have benefitted from a little more time in between big assignments & reading would help to fully digest and feel better prepared.
- I think examples from business would be helpful - or even examples from previous students on how they framed their questions would be helpful. It has been great to hear about and read other students' theses, but hearing about how they started and framed their questions and lit review would add a helpful layer.

Course Observation Feedback

Commendations:

- Accessible, easy going, and engaging presentation and discussion of survey methods
- Instructor conveyed authority based on subject-matter expertise
- Excellent rapport among students and instructor
- Effective combination of opening lecture on important issues in research methods and ethics (bias) followed by methodical movement through key elements of survey methods

Recommendations:

- Use more class time for problem solving and application.
- Further flipping of the classroom.
- Use examples wherever possible in presenting new ideas in research methods

Reflection

The Research Methods curriculum has undergone continuous change each trimester since I began teaching at GCNYC in January 2020. The changes have aimed at better tailoring fundamental social science research methods to master's level students with little to no experience in conducting empirical research or writing research papers. The evolution of Research Methods has been largely successful and has improved student learning in many areas. Data analysis and interpretation is an area that still needs improvement, but the challenge to date has been in finding enough time in the course to build these skills. With the coming revision to the Research Methods curriculum in 21/22, Research Methods II will provide more time to focus on these areas.

Another challenge has been dealing with low course enrollments (5 or fewer students), especially during the height of the pandemic lockdown when enrollment stagnated. It is challenging to conduct the course effectively without a critical mass of students to engage in discussion, raise questions, and provide feedback to their classmates. Since Tri C (spring 2021), the enrollment trajectory has been moving in a more positive direction, and the richness of class discussion and depth of student learning is noticeably improved.

Proposed Actions for Course Improvement

In the 2021/22 academic year, the Research Methods curriculum will be restructured to divide Research Methods into a two-course sequence. Research Methods I (2 credits) is designed to develop students' skills and knowledge to research and prepare a critical literature review appropriate for a Master's thesis proposal. Students will be introduced to problem definition, the craft of research questions, working with scholarly literature, report writing, and presentation. Research Methods I supports students in preparing the Introduction and Literature Review sections of their thesis proposals. In the semester following RM1, students will enroll in Research Methods II (2 credits), which will prepare students with skills and knowledge in research design and research methods. Students in Research Methods II will be supported in developing the Methodology section of their thesis proposals and will gain the skills needed to collect and analyze data, and write up findings in their thesis semester. This restructuring of the Research Methods curriculum grows out of the recommendations of the Thesis Revision Committee that met in 2020.

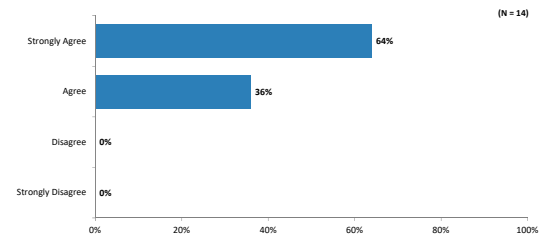
In addition to the planned curriculum changes, I will continue to build opportunities into the class for students to engage in peer learning and experiential activities. While a certain degree of lecture is necessary in Research Methods to explain concepts that are new and sometimes difficult for master's students to grasp, I plan to seek more opportunities for students to actively engage in this learning, rather than passively receive lectures. The introduction of Discussion Leadership in Tri C was very successful in this regard, and I would like to build on this success.

Revised Student Experience Survey for 2021

Results and Analysis

GoSurvey
© 2021

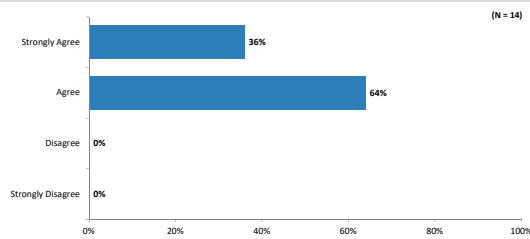
The GCNYC administration/staff provides a supportive experience.



18

GoSurvey
© 2021

GCNYC provides opportunities for students to become involved in the college community.



16

GoSurvey
© 2021

Please explain why you answered Disagree or Strongly Disagree to the previous question.

Response No Answer text

19

GoSurvey
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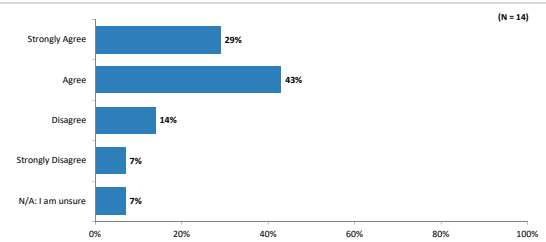
Please explain why you answered Disagree or Strongly Disagree to the previous question.

Response No Answer text

17

GoSurvey
© 2021

GCNYC has a strong commitment to diversity, equality and inclusion.



20

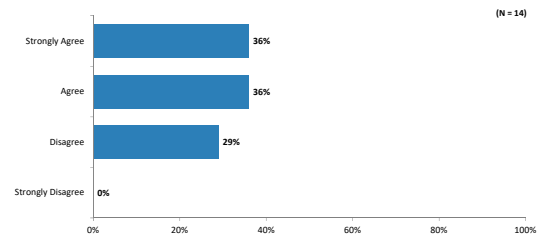
GoSurvey
© 2021

Please explain why you answered Disagree or Strongly Disagree to the previous question.

Response No	Answer text
1	The NYC campus is not diverged especially in terms of race.
5	Not much Diversity in student body or the professors
8	The student body is mostly caucasian and female. While I believe we say we're committed to equality, we don't do well on having a mixed student body. More diversity would add to our stated commitment "for the common good".

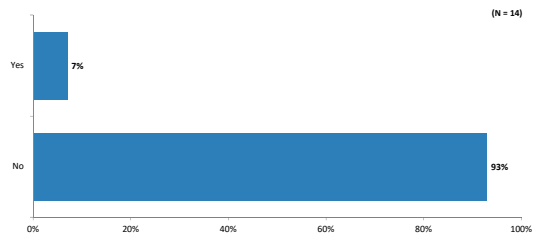
21

I am able to use my GCNYC email account with ease.



24

During your time at GCNYC, have you personally been the target of an insensitive or insulting remark regarding your race, ethnicity, gender identity, country of origin, culture, sexual orientation, religious background, political affiliation, disability status, or socioeconomic background from another member of the GCNYCCommunity?



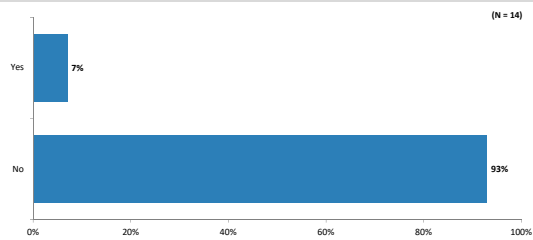
22

Please explain why you answered Disagree or Strongly Disagree to the previous question.

Response No	Answer text
5	I wish it was a gmail account Outlook feels clunky and old school
8	I don't use outlook normally and I cannot get it to sync with my phone, so I only get GCNYC emails on my laptop. This would be another thing that it would be helpful to cover during orientation . And our student email addresses are too long AND we cannot get US student discounts because our emails don't end with .edu!!!

25

During your time at GCNYC, have you seen another GCNYCstudent be the target of an insensitive or insulting remark regarding their race, ethnicity, gender identity, country of origin, culture, sexual orientation, religious background, political affiliation, disability status, or socioeconomic background from another member of the GCNYCCommunity?



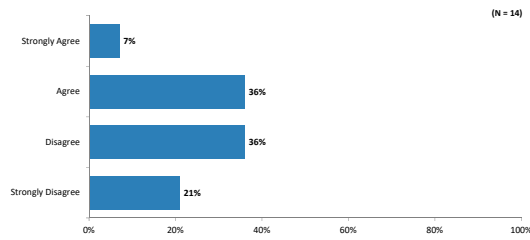
23

Please explain why you answered Disagree or Strongly Disagree to the previous question. (Continued)

Response No	Answer text
9	I've had issues receiving emails through Outlook and having things automatically put into my Junk Folder but it seems to be resolved
14	It is better now, but often have issues getting it to load on my computer

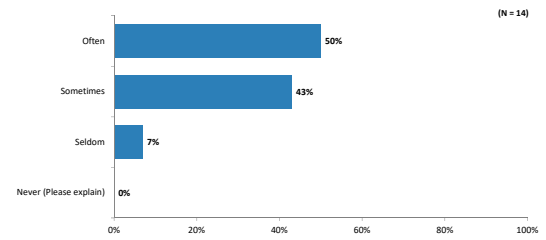
26

The process of billing and paying tuition is efficient and easy to navigate.



27

I use the online GCU Library to conduct research for my courses:



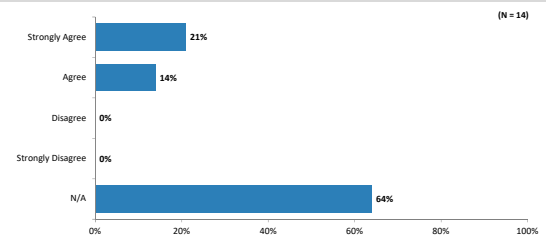
30

Please explain why you answered Disagree or Strongly Disagree to the previous question.

Response No.	Answer text
3	The website isn't very user-friendly - and I didn't even know how to pay tuition until it was due!
5	hard to remember the old process but it was always hard to remember how to find where to pay it was not an intuitive experience
8	Hobson's radius is impossible to get into. And it would have been nice to take advantage of financial aid, but this info was never shared !
10	I find it hard to navigate the tuition payment. Wish it was easier to find and just press a link to directly pay each semester.

28

If you received counseling services: Counseling services were reliable and supportive.



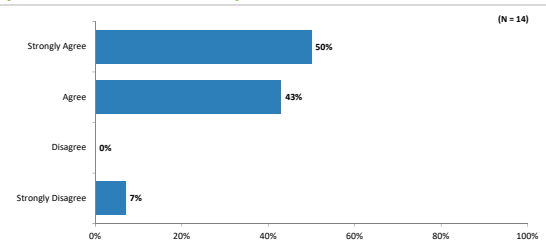
31

Please explain why you answered Disagree or Strongly Disagree to the previous question. (Continued)

Response No.	Answer text
12	Lack of communication surrounding loans. Billing application is confusing
13	Navigating to the right page is cumbersome, not intuitive. The page name does not correspond to "Payment" function.
14	not sure I know where to do it, HOBSON'S was very difficult to navigate

29

My academic advisor is a helpful resource.



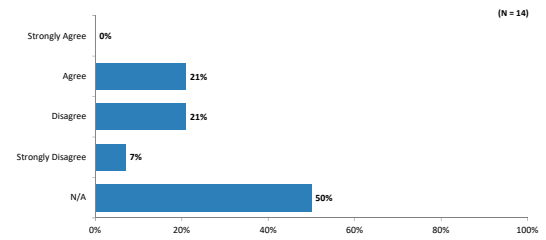
32

Please explain why you answered Disagree or Strongly Disagree to the previous question.

Response No	Answer text
8	I hardly ever heard from her, but I don't know if it mattered because there were no choices in the program because there are no electives! What was she supposed to say???

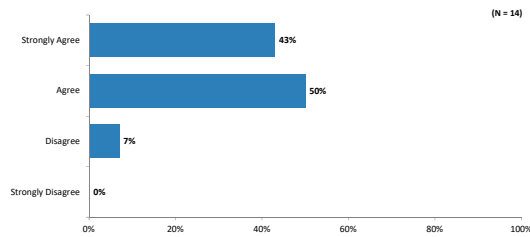
33

IT service is efficient and helpful.



36

The GCNYC Weekly Community Update email is a useful source of information about happenings and events at the College.



34

Please explain why you answered Disagree or Strongly Disagree to the previous question.

Response No	Answer text
8	GCU IT is terrible at responding.
13	It's hard to know where to go. Takes several days to get help. Password setting and resetting is a particular pain point!
14	have not found them to be particularly timely in responding

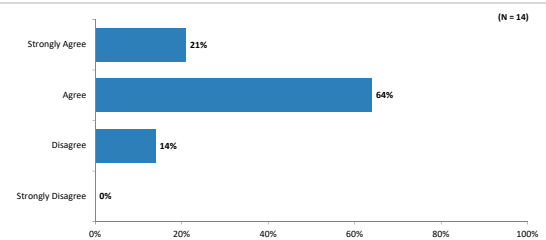
37

Please explain why you answered Disagree or Strongly Disagree to the previous question.

Response No	Answer text
8	There were many programs I missed or received notifications after the event occurred.

35

GCNYC has set me up for success in my professional endeavors, whether that would be a promotion, career change, or new venture.



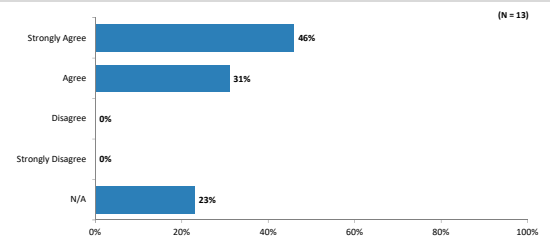
38

Please explain why you answered Disagree or Strongly Disagree to the previous question.

Response No	Answer text
2	No real application of degree or support in moving into an entirely new area after graduation. After courses, no feedback from professors. After thesis, no check in from thesis advisor - all initiated by myself.
14	more hard skills are needed- like accounting and finance math.

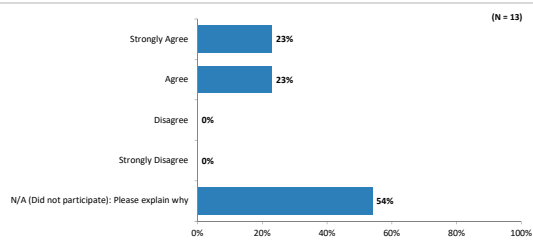
39

If you participated in any of the other zoom workshops, did you find them to be valuable and informative?



42

If you participated in the Career Bootcamp workshop series or other Career Services Programming, did you find it to be valuable and informative?



40

Please explain why you answered Disagree or Strongly Disagree to the previous question.

Response No	Answer text
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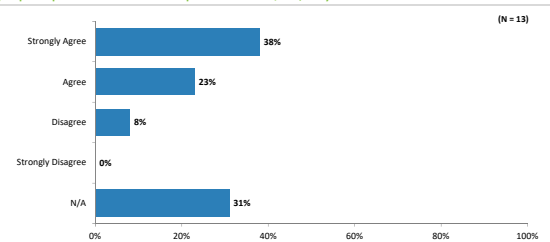
43

Please explain why you answered Disagree or Strongly Disagree to the previous question.

Response No	Answer text
-------------	-------------

41

If you participated in a Thesis workshop with Dr. Kerri Quinn, did you find it to be valuable and informative?



44

Please explain why you answered Disagree or Strongly Disagree to the previous question.

Response No	Answer text
2	It was more about the students who were participating and spending the entire time talking about them then the writing process for which Kerri is extremely helpful. But would be much better one on one.

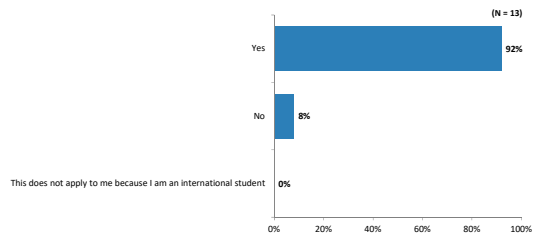
45

Please explain why you answered Disagree or Strongly Disagree to the previous question.

Response No	Answer text
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46

I am aware that I can apply for federal student loans to pay for my tuition at GCNYC



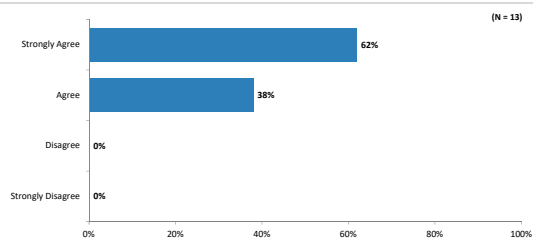
46

What does GCNYC do well?

Response No	Answer text
1	the sustainability aspect. A lot of great concepts. Great professors
2	Listening to students and giving them the chance to participate in the community.
3	Faculty and staff definitely seem to care about helping students succeed. I also love how many different events and seminars are offered!
4	Creates a community, a sense of ownership, connections, incredibly personable tutors who clearly care about their subject matter and students, they go above and beyond
7	Teach

49

I would recommend GCNYC to others.



47

What does GCNYC do well? (Continued)

Response No	Answer text
8	A lot, but I only have 7 minutes to finish this and it's very, very long.
9	I've been very impressed with the GCNYC faculty and staff. They are very accessible, helpful and all seem personally committed to the success and growth of their students.
10	They do a wonderful job at connecting with their community and supporting them by listening to feedback and needs. They also have a wonderful staff that is caring and committed to instilling the values "for the common good" throughout everything they teach and do for their students.

50

What does GCNYC do well? (Continued)

Response No	Answer text
11	building a strong community through engaging conversations - love all of the webinars that we have been having this past year. GCNYU does well including students and sharing new information across the school.
12	Personal touch is exceptional. Through admissions process, Dominique was excellent and communicative. I feel apart of the GCNYC community even online.
13	Awesome faculty, awesome student body. Synchronous learning and learning from other students' industry experience is the top differentiator for me!
14	teach theory

53



What would you like to see improved at GCNYC? (Continued)

Response No	Answer text
10	I think it would be valuable to bring more faculty with fashion/ or design backgrounds into the community. I also think the class of "research methods" is so valuable and would have been really terrific earlier in the school term.
11	Improving UX and IT experience- signing up for classes could be more user-friendly. Setting up more partnerships where students could be placed in.

54



What would you like to see improved at GCNYC?

Response No	Answer text
1	More POC, including professors
2	Teachers giving final papers/ work a grade and an overall assessment. Spent an entire semester on a business plan for social entrepreneurship and would have been helpful to have feedback to execute. No teachers give grades/feedback, especially on final papers/work and it's terrible. also, there should be pre-requisites.
3	Logistical information isn't the most well-communicated, and info would often change from one person to the next!

52



What would you like to see improved at GCNYC? (Continued)

Response No	Answer text
12	More consistency across classes, specifically related to use of Blackboard. More communication with students if assignments differ from what is listed in the syllabus (Navigating Global Change specifically).
13	Introduce students to the GCU library earlier on! Unfortunately the first class I have used the library for is Research Methods. I should have been using it all along. Also introduce academic writing earlier on. (As a student returning after 15 years post-undergrad, it took some time to adapt to writing.)

55



What would you like to see improved at GCNYC? (Continued)

Response No	Answer text
7	I think there should be faculty advisors. Their perspectives would compliment those of the staff advisors.
8	All the things I mentioned previously.
9	Some of the interactions with digital tools like Blackboard can still be improved, though I know it's a new system for the college and will improve over time.

53



What would you like to see improved at GCNYC? (Continued)

Response No	Answer text
14	more hard-skills so graduates are more competitive with sustainable MBA grads

56



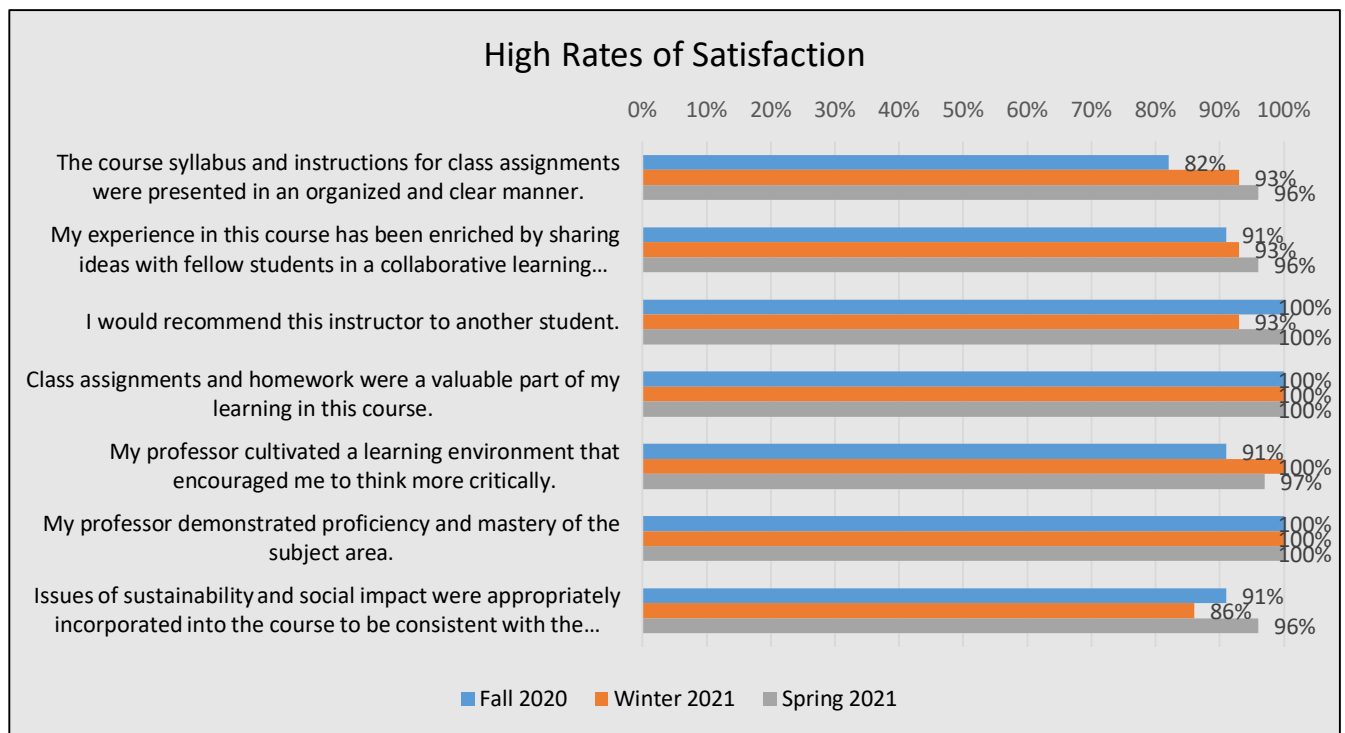
Course Evaluation Survey

Summary of Responses

AY 2020-2021: Trimesters A, B, and C

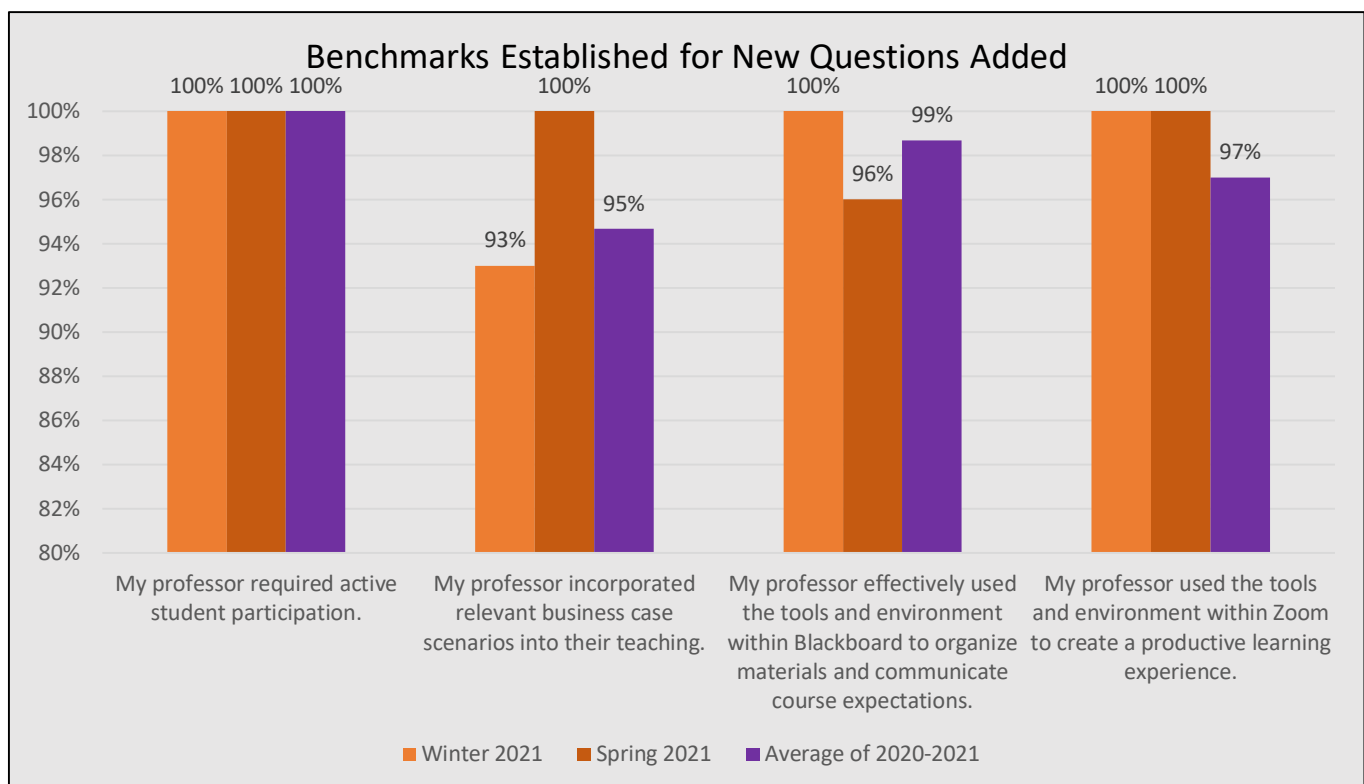
A. High Rates of Satisfaction

As evidenced in the graph below, satisfaction levels among GCNYC students remained high from the Fall trimester through the Winter and Spring terms. Topics pertaining to the professor, instruction, course content, and the learning environment received consistently high levels of approval.



B. Introduction of New Survey Questions

The Course Evaluation Survey underwent a review process in late 2020, with some questions modified and new questions added beginning in the Winter 2021 survey deployment. In the chart below, Winter and Spring results are shown in brown, with the average scores in purple. These average scores will serve as benchmark scores for future iterations of the survey. All results show extremely high levels of agreement among students pertaining to instruction, pedagogy, and use of digital resources. It is worth noting that during the Fall 2020 trimester, the College began using Blackboard as its Learning Management System (LMS), and anecdotal feedback from students and faculty alike indicated a need for guidance, training, and the development of instructional materials. These resources were created and shared with faculty and students during the Winter and Spring trimesters, and have been incorporated into all Faculty Onboarding and New Student Induction processes.



C. Opportunities for Improvement

Although the quantitative data does not show any areas significantly in need of improvement, a review of the qualitative feedback shows some areas which faculty may want to review. For example, a student commented in the Spring 2021 that she benefitted greatly from reading a transcript of the Zoom class session, made possible when her instructor recorded the class meeting. She indicated that it was a useful tool to ensure that she did not miss dialogue among her peers owing to the long class time (~3.5 hours) and the possibility of misunderstanding classmates who speak with an accent.

Other students noted that it would be helpful for their instructors to post the class content ahead of time rather than the day before class so that they have enough time to read and synthesize course material while juggling other responsibilities. One student highlighted the writing-intensive nature of her course and lamented that other courses should increase the amount of writing required so as to further strengthen the students' abilities to synthesize readings and communicate effectively.

Students compared their instructors' use of Blackboard and noted that some are avid users who maintain very organized and easy to navigate course shells, while others haven't.

Overall, students consistently noted the passion and engagement among their instructors, and had many positive things to say about instruction and classroom management.

What advice would you give to prospective students considering pursuing their M.S. at GCNYC?

Response No	Answer text
1	Talk to Kerri if you're unsure of anything!
3	As with any masters program, it's a lot of work! I would recommend blocking out your weeknights for all the classes and homework you'll have to do!
4	Be very aware of the work /time requirement and make sure that your schedule is compatible. Have a good sense of why you are embarking upon your studies and what you want to gain.

57

What advice would you give to prospective students considering pursuing their M.S. at GCNYC? (Continued)

Response No	Answer text
11	Be open to new ideas and sharing/ learning knowledge. Come with good intentions and a purpose. Be ready to be challenged and questioned to self-discovery. Invest time in your schoolwork and engaging with other students.
12	Be open-minded to new experiences and different styles of teaching.
13	Go for it!

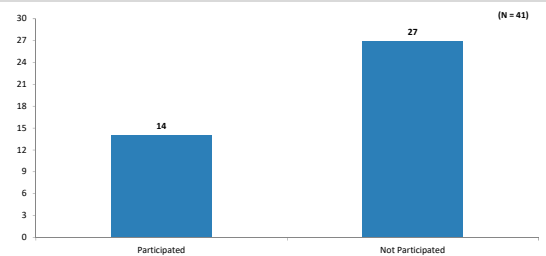
60

What advice would you give to prospective students considering pursuing their M.S. at GCNYC? (Continued)

Response No	Answer text
7	I personally would have found it helpful to have read part of the reading for this weeks Global Ethics course assignment: Chapter 11 Ethical Issue in the Developing World in: <ul style="list-style-type: none">Stanwick P. Stanwick S. Understanding Business Ethics SAGE Publications, 3rd Edition, 2015 (referred to as UBE further on in this syllabus) and available online in e-Books section of GCU library (search through Discover). It is very much tied into the mission of the school, and part of the chapter focuses on Muhammad Yunus.

58

Response rate for the survey



61

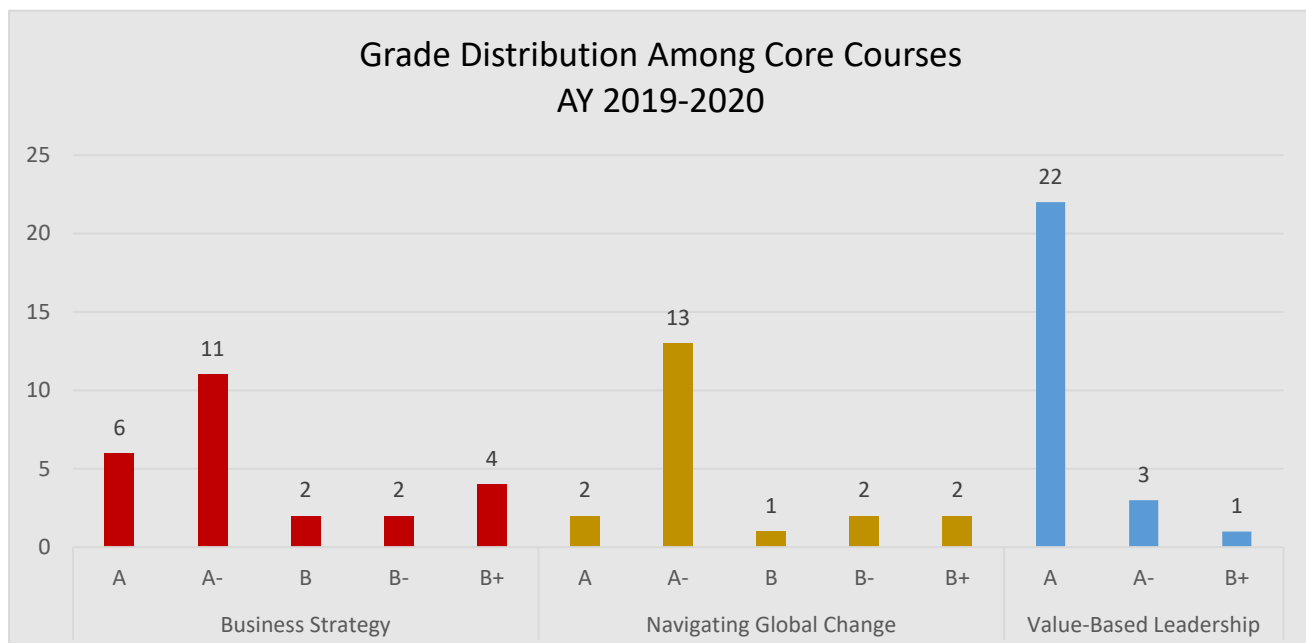
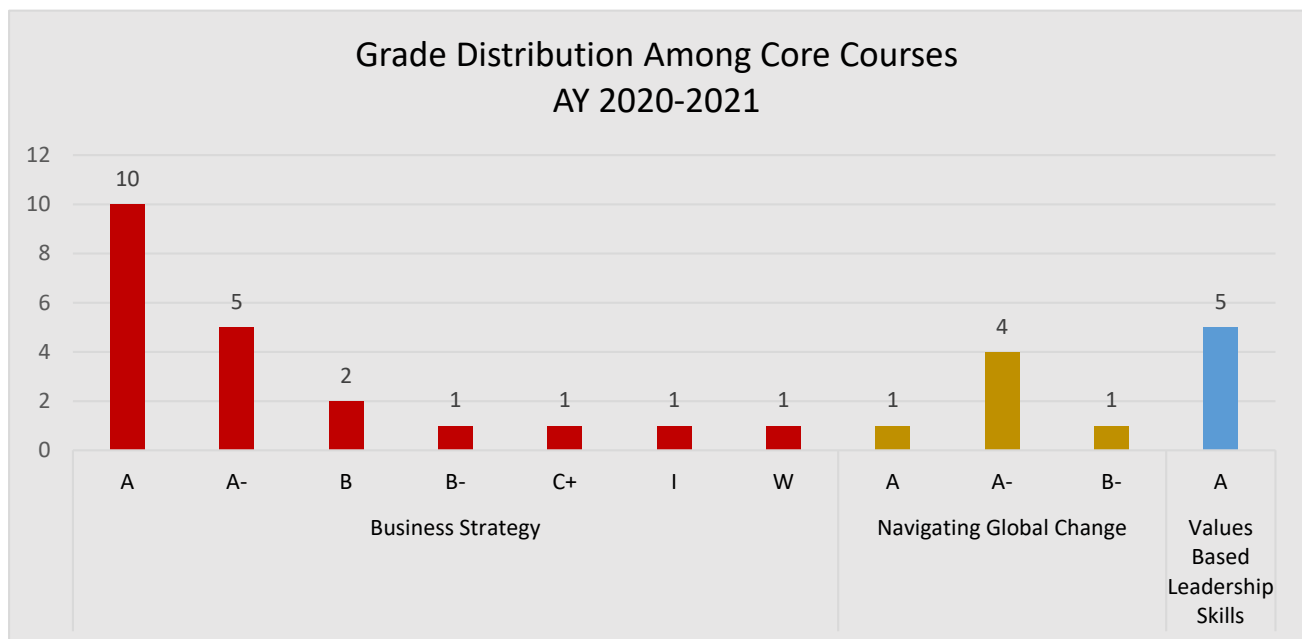
What advice would you give to prospective students considering pursuing their M.S. at GCNYC? (Continued)

Response No	Answer text
8	The degree program is quick, the professors are working in their fields and very knowledgeable, it is affordable and in-person/ on-line for convenience, that students are interesting and work in many fields, it is a good place for those interested in impact fields.
9	I would say that if they come with a commitment to effecting positive change and to learn as much as possible, they'll find their experience at GCNYC very valuable.
10	Enjoy the experience of learning, take it at your own speed.

59

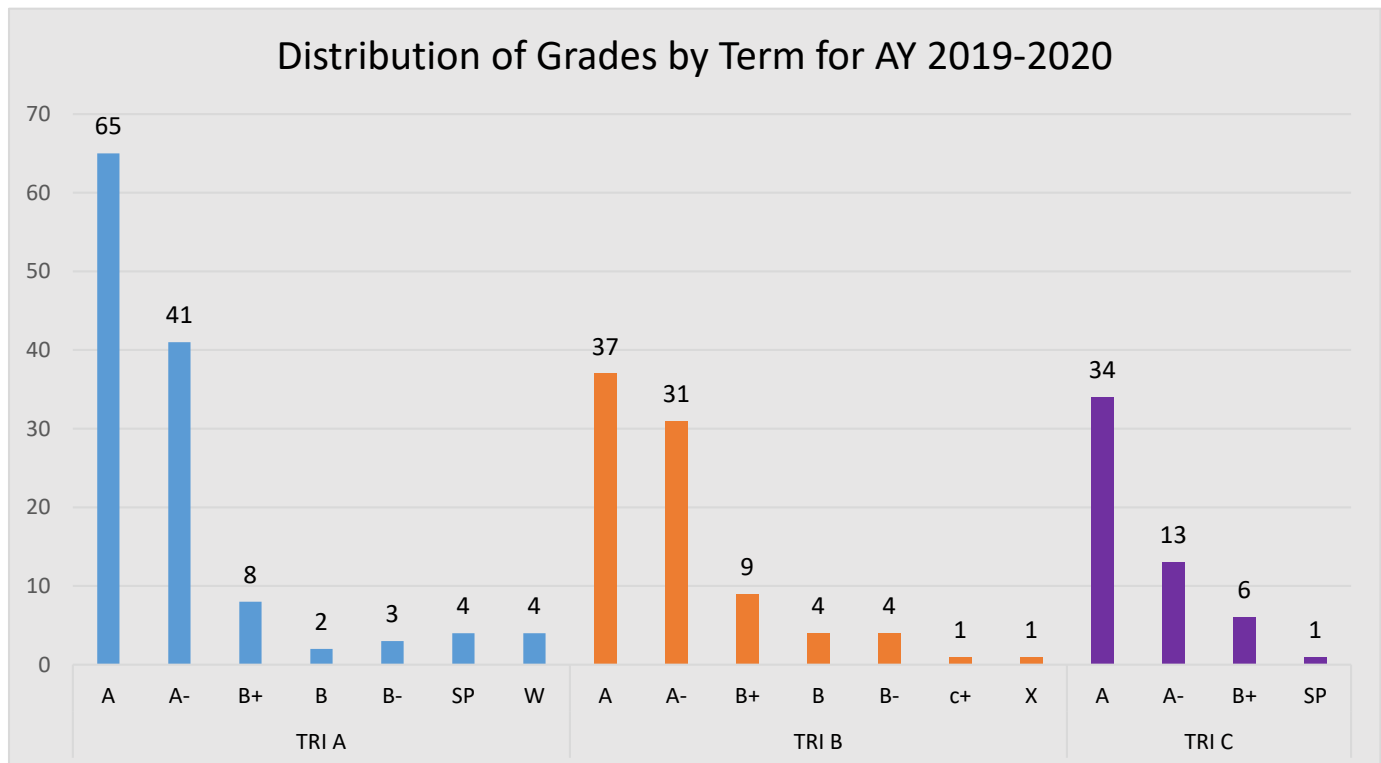
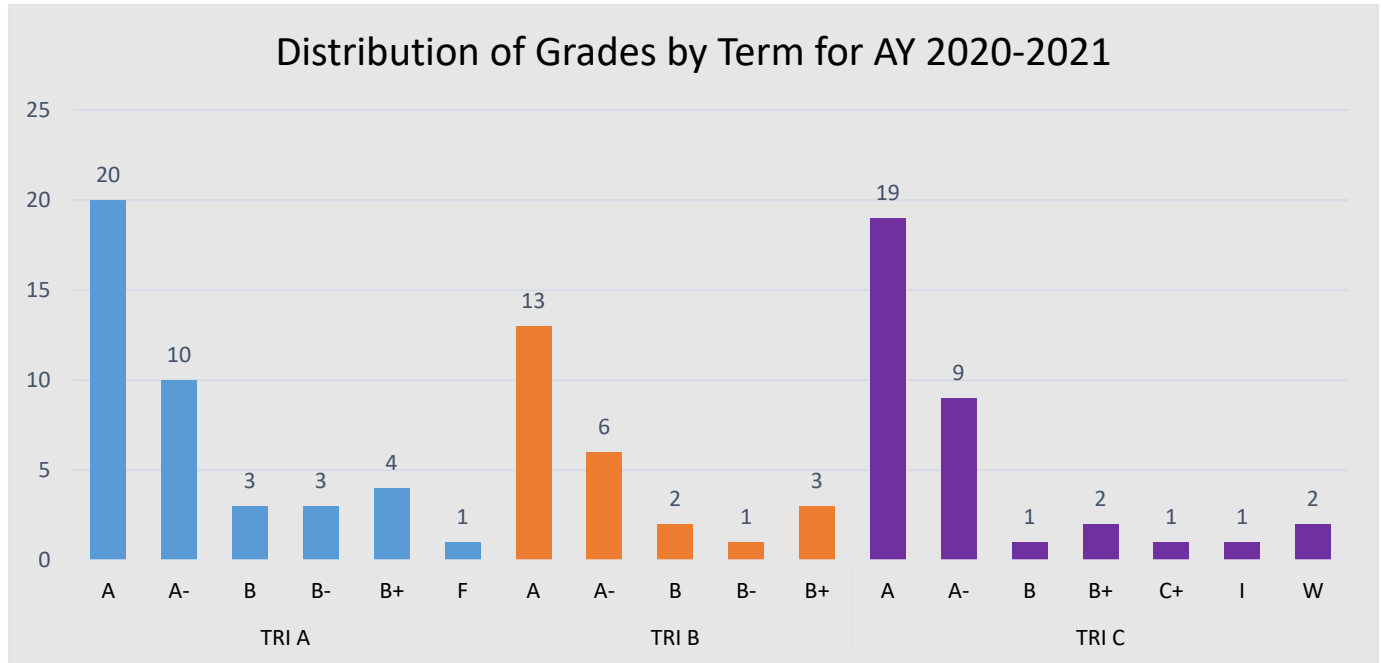
GCNYC Distribution of Grades Report AY 2020-2021

All matriculated GCNYC students take three core courses prior to enrolling in courses specific to their academic program or major. Navigating Global Change and Values Based Leadership are two of those courses and are typically taken in a student's first trimester. As the chart below indicates, both courses had small class sizes and even an independent study in 2020-2021 due to low enrollment of new students in trimesters A and B. The Business Strategy course had higher student enrollment due to students who matriculated in the prior year coupled with the inaugural Fellowship program (students who were enrolled in the course but not matriculated at the College).



GCNYC Distribution of Grades by Term AY 2020-2021

Distribution of grades by academic term shows a large percentage of students achieving A's and A-'s---roughly 73% to 80% of course grades. This appears to be a fairly typical grade distribution among graduate level courses at other institutions. Grades from the prior year, shown in the second chart below, are almost identical.



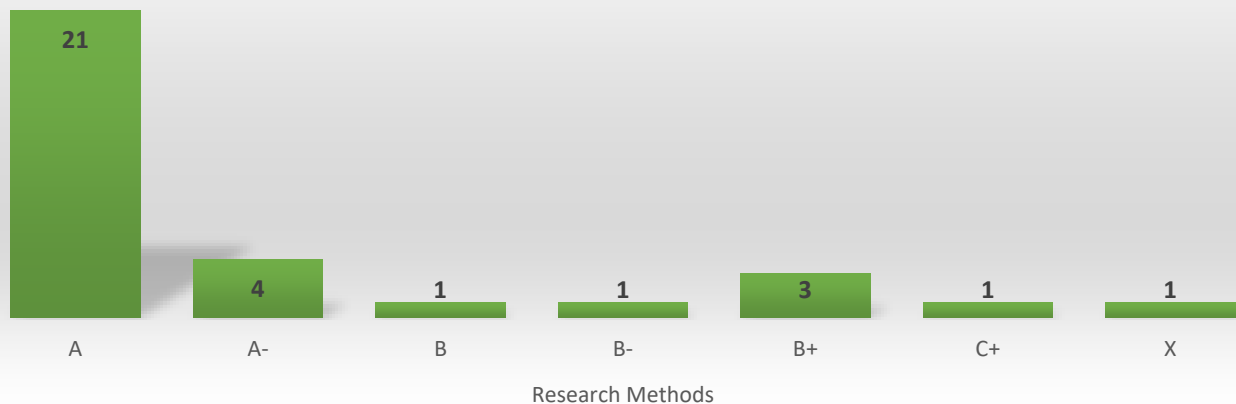
Research Methods Course Distribution of Grades

Student final grades in the Research Methods course skew heavily to the upper end of the grade scale, but also show a broader distribution of grades than in the previous years' results. For example, 2019-2020 A and A- grades comprised 78% of the course grades, while in 2020-2021, A and A- grades comprised only 64% of course grades. It is possible that prior year revisions to the Research Methods course are the catalyst for this change, indicating that students find the course more challenging than in prior years. If this is the case, then students would likely be better prepared for the subsequent, culminating Thesis course. Those results can be found on the following page.

Distribution of Grades in Research Methods
AY 2020-2021

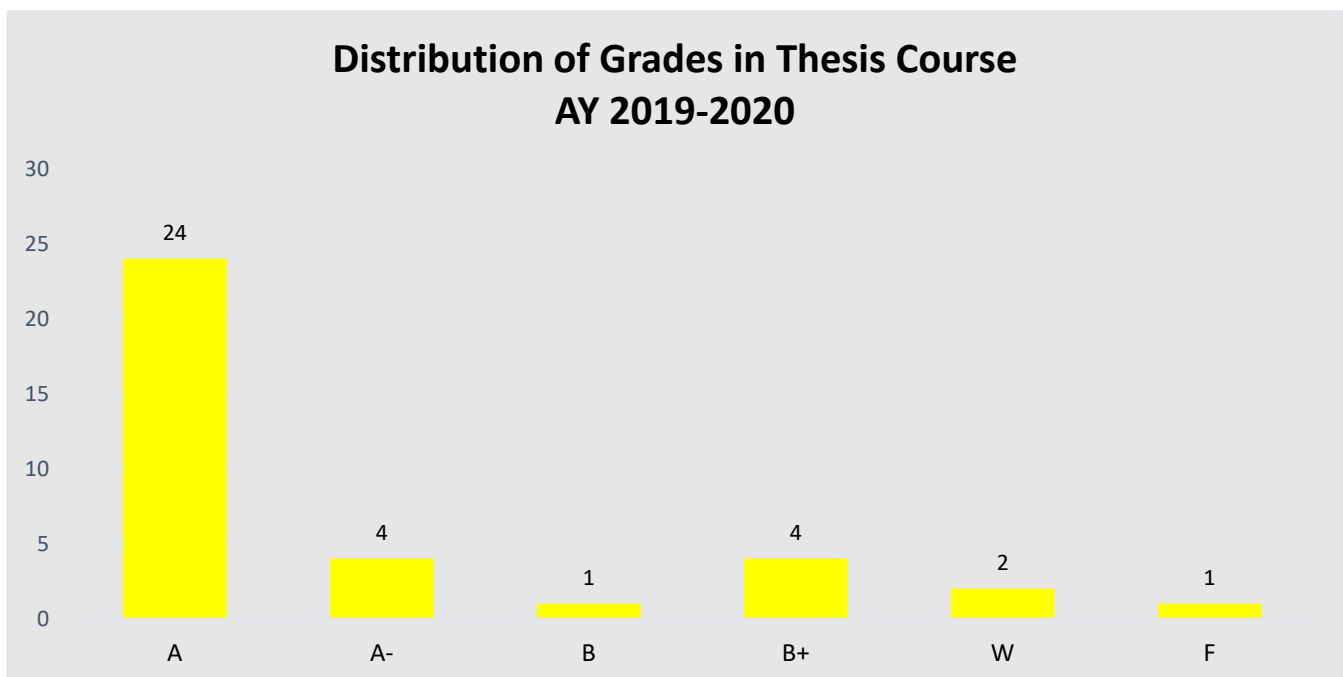
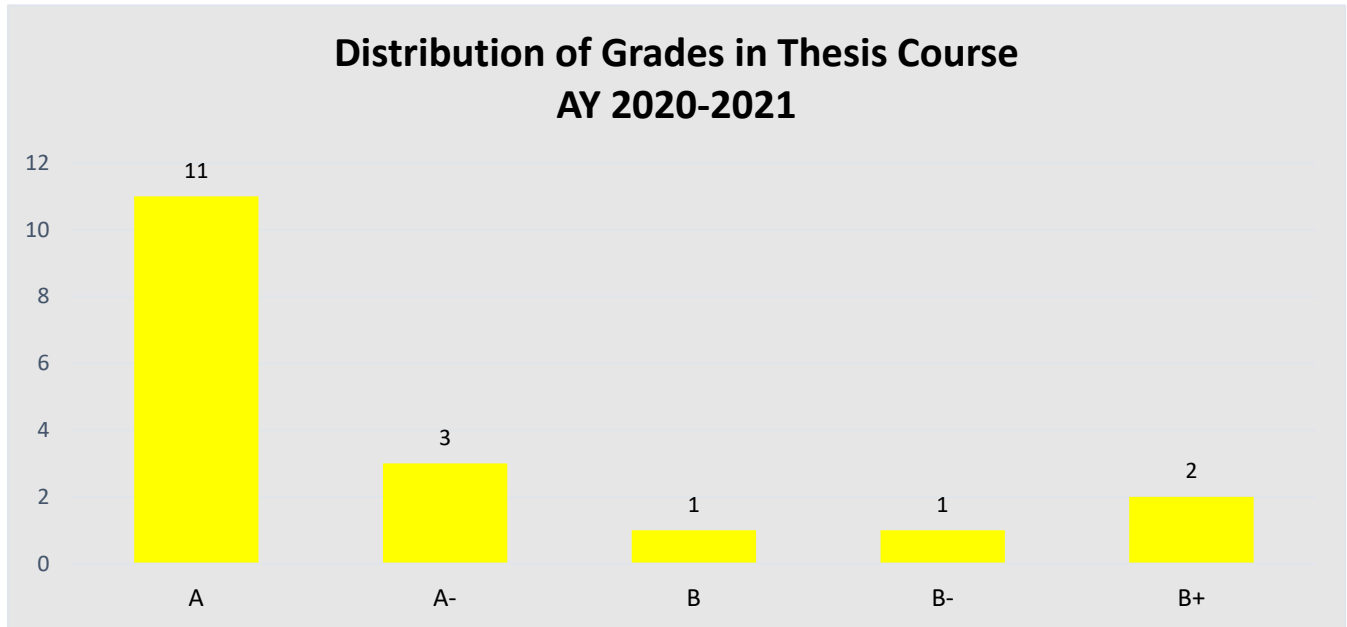


Distribution of Grades in Research Methods
AY 2019-2020



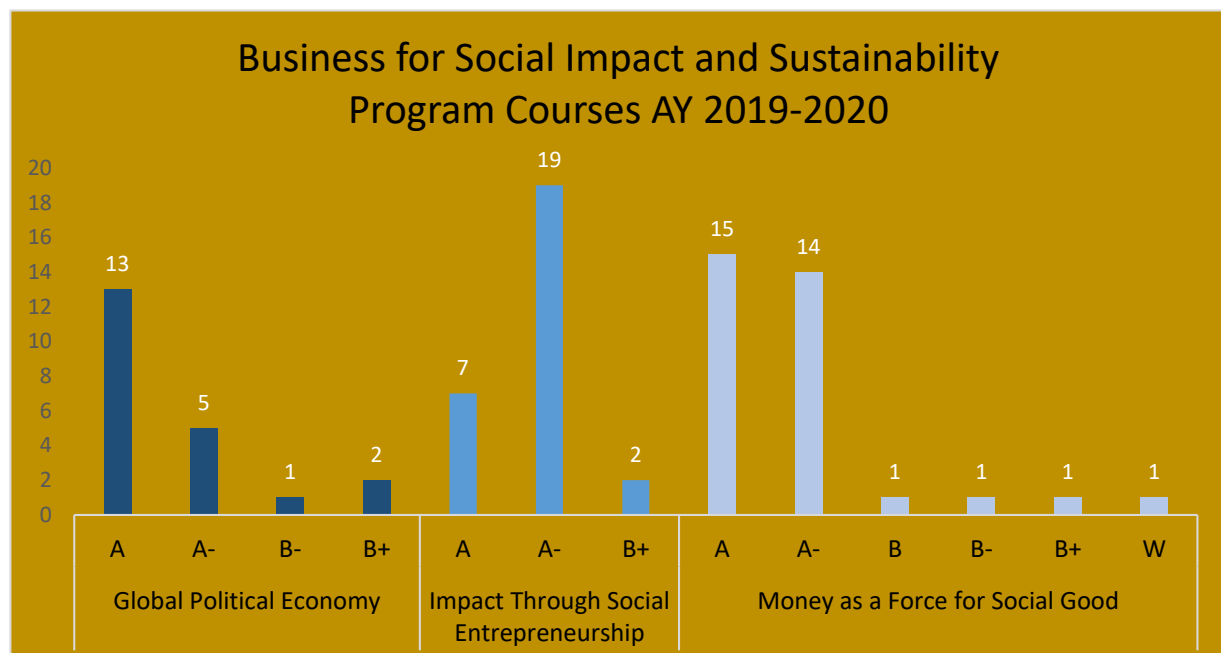
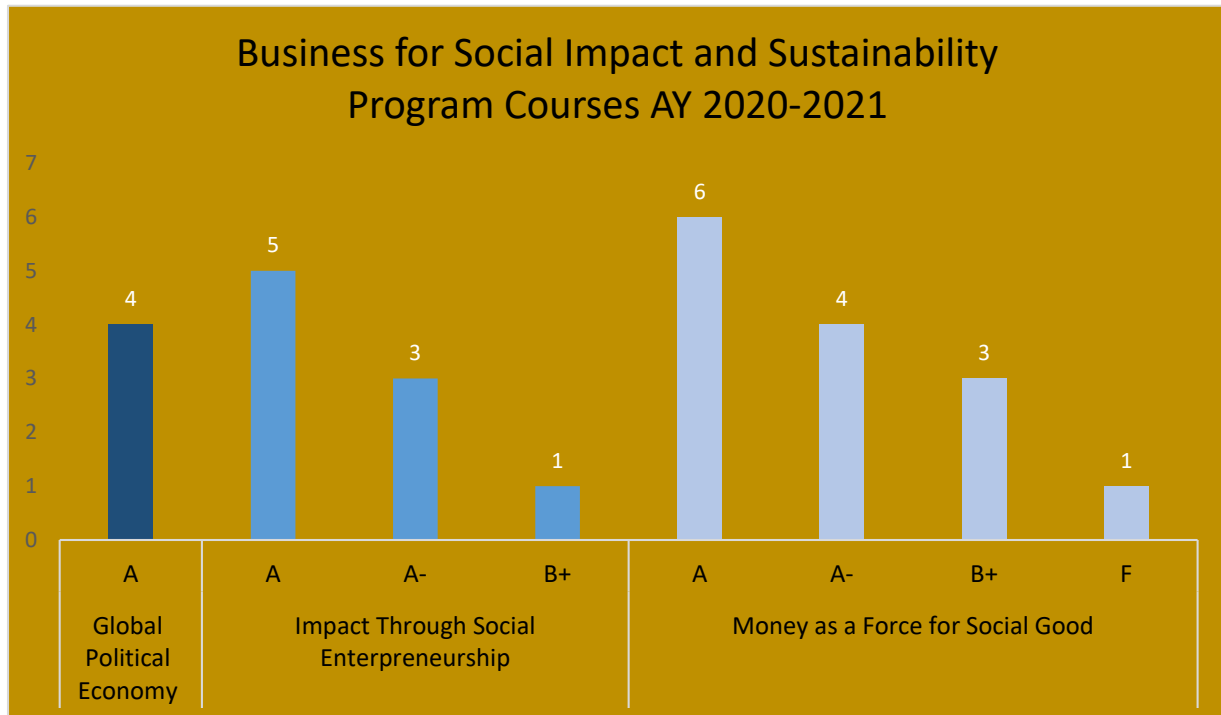
Thesis Course Distribution of Grades

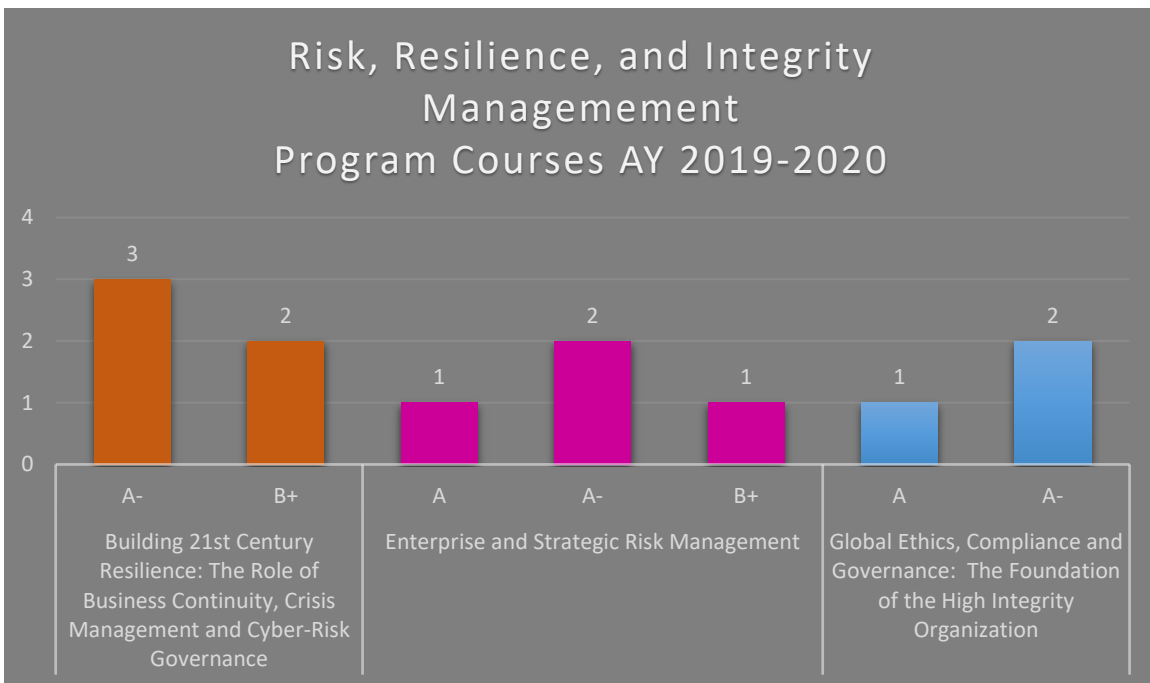
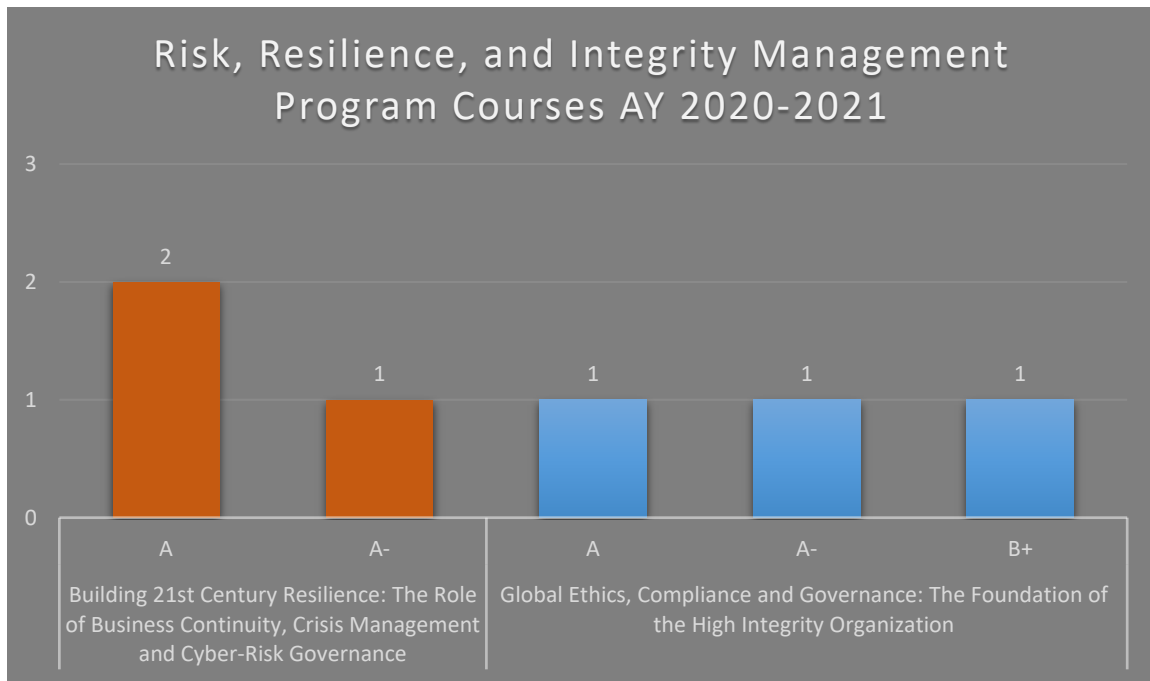
More than three quarters of students completing their thesis this year earned an A or an A-. Prior years' results show that one student withdrew and 5 students extended their thesis over the course of two trimesters. Of those 5, 4 received a grade of A and one ultimately failed the course. This may indicate that students are now entering the Thesis course more prepared to succeed than in previous years due to curriculum changes (eg, increased reading and writing assignments), supplemental supports (eg, bi-weekly Thesis workshops), and revision of the Research Methods + Thesis track.



Distribution of Grades by Academic Program Courses

Distribution of grades in the academic program courses is reflected in the charts below. Note the small class sizes in these courses, which makes it challenging to compare to previous years' results.





Career Outcomes for Graduates of Glasgow Caledonian New York College

The Director of Assessment and Institutional Effectiveness annually coordinates a collection of data pertaining to the employment of GCNYC alumni six months after graduating. These data are collected from alumni relations and publicly available sources in order to create a robust picture of our alumni. This merging of sources provides us with a knowledge rate, representing the percentage of alumni for whom we have data. According to the National Association of Colleges and Employers' (NACE), the recommended knowledge rate threshold is 65%; the knowledge rate for GCNYC is **97%**.

Despite nearly half of them graduating in the middle of a world-wide pandemic, GCNYC students have fared quite well in their careers post-graduation. Out of 69 reachable graduates, 97% are employed or pursuing a doctoral degree (see Figure 1).

A further look at the 67 graduates working or pursuing a doctoral degree indicates that their education at GCNYC propelled them forward in their career (Figure 2). Only six graduates remain in the same professional position as when they entered the college while 61 (91%) of them either advanced or pivoted into roles within sustainability or social impact.

Figure 1.

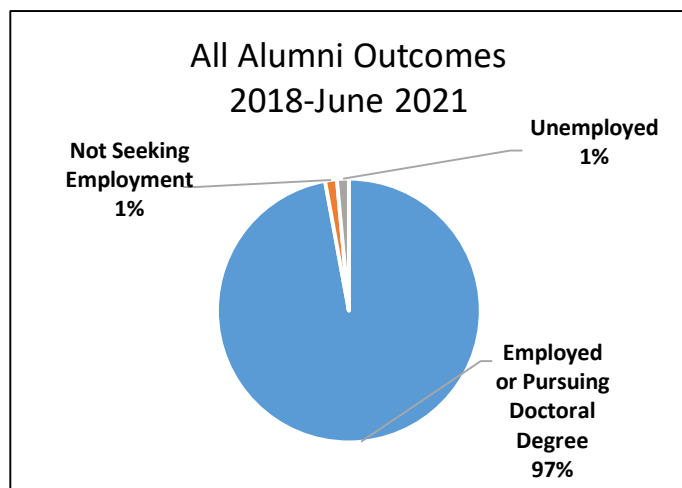
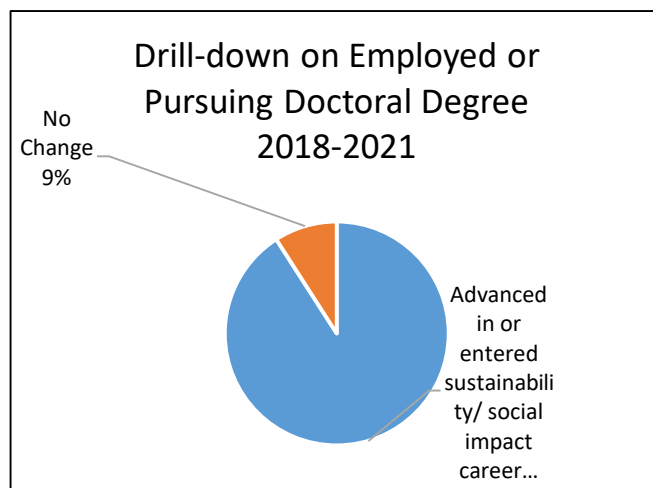


Figure 2.



Further analysis by cohort entry date indicates that the likelihood of pivoting or advancing in one's career increases as the length of time after graduation increases (Table 1). For example, 67% of graduates from the September 2019 cohort had advanced in their career or entered a sustainability or social impact career, compared with 93% of their peers from the September 2017 cohort. Conversely, graduate outcomes by completion date (Table 2) do not follow any noticeable pattern, as evidenced on the following page. Lastly, students graduating in the height of the COVID-19 pandemic, in June 2020, appeared to struggle the most with achieving positive career outcomes: only 71% of those graduates have advanced in their career or entered a sustainability or social impact career, as compared with the 94% average of the remaining graduates.

Table 1.

Cohort	Number Advanced or Pivoted	Percent Advanced or Pivoted	Number Did Not Advance or Pivot/Unemployed
Sep-17	14	100%	0
Apr-18	12	92%	1
Sep-18	13	87%	2
Jan-19	11	92%	1
Apr-19	6	86%	1
Sep-19	6	75%	2

Table 2.

Exit Date	Number Advanced or Pivoted	Percent Advanced or Pivoted	Did Not Advance or Pivot/ Unemployed
Dec-18	14	93%	1
Jun-19	8	100%	0
Dec-19	13	87%	2
Mar-20	4	100%	0
Jun-20	10	71%	4
Dec-20	11	85%	2
Apr-21	2	100%	0

Lastly, below is a sampling of graduates' employers and position titles.

Position Title	Employer
<i>Central Materials Manager</i>	Benjamin Moore
<i>Circular Supply Chain Consultant</i>	(Consultant)
<i>Client Support Specialist</i>	Yext
<i>Communications Director</i>	Movement Strategy Center
<i>Compliance Associate</i>	GLG
<i>Consultant on e-Commerce and Digital Innovation Strategy</i>	(Consultant)
<i>Corporate Responsibility Specialist</i>	PVH
<i>Creative Design Partner</i>	Martini Education and Opportunity Trust
<i>Creative Director</i>	Mariza Scotch Design Consultation
<i>Creative Strategist</i>	Herve Leger
<i>Design Director and founded Alternew</i>	Eastman Footwear Group
<i>Design Director and Founder</i>	Uptex, IDC
<i>Designer and Sustainability Lead</i>	Bonobos
<i>Designer of Women's Leather Goods</i>	Coach
<i>Director of Career Services/ Ph.D student</i>	GCNYC
<i>Director of Operations and Title IX Coordinator</i>	GCNYC
<i>Director of U.S. Store Operations and founded sustainable shoe company</i>	Sogno Toscano
<i>Director, Design Technology</i>	Coach
<i>Director, Global Merchandising Men's Ready to Wear</i>	Coach
<i>Division Vice President</i>	Michael Kors
<i>Email Marketing Manager</i>	King & Partners
<i>Executive Director</i>	Responsible Business Coalition at Fordham University
<i>Finance and Operations Assistant</i>	Bowery Farming
<i>Founder</i>	Lorenza Wong Consulting
<i>Founder and Creative Director</i>	Inspire.Me.Daley

<i>Founder and Lead Consultant</i>	MYABISI
<i>Global Shaper</i>	World Economic Forum
<i>Manager of Sustainability Initiatives</i>	Nation Design
<i>Manager, Employee Engagement</i>	L'Oreal
<i>Materials Specialist</i>	Material Connexion
<i>Merchandise Planning Analyst</i>	Sprouts Farmer's Market
<i>Partner and Sustainable Designer</i>	Mount Sunny
<i>Procurement</i>	Stormonth Group
<i>Procurement Specialist</i>	Gotham Greens
<i>Production Costing Manager</i>	Supreme
<i>Program Project Manager</i>	1Health
<i>Project Management, Global Marketing</i>	Tiffany & Co
<i>Project Manager 3D Digital Transformation and freelance contributor to Hecho por Nosotros</i>	Calvin Klein
<i>Collaborator and Researcher</i>	Hecho por Nosotros
<i>Retail Industry Expert and founded Charcy Evers</i>	Coleman Research
<i>Sales Specialist</i>	BentoBox
<i>Senior Designer and Sustainability Lead</i>	Children's Apparel Network
<i>Senior Manager of Paid Media & Digital Strategy; Social Entrepreneur</i>	Climate Nexus
<i>Senior Manager of Talent Acquisition</i>	attn:
<i>Senior Manager Sustainability</i>	Theory
<i>Senior Sample Coordinator</i>	Basic Resources
<i>Senior Sustainability Strategist</i>	Forum for the Future
<i>Senior Vice President of Supply Chain Innovation</i>	Savory Institute
<i>Site Merchandising</i>	Macy's
<i>Store Manager</i>	Bonpoint
<i>Sustainability Consultant</i>	Great Forest a Waste Consulting
<i>Sustainability Consultant</i>	(Consultant)
<i>Sustainability Lead</i>	Macy's
<i>Sustainability Division Director; Dir of Strategic and Creative Partnerships at Fashion Revolution</i>	Chapter 2 Clothing; Fashion Revolution
<i>Sustainable Sourcing and Development Manager</i>	Thousand Fell
<i>Training Support</i>	Social and Labor Convergence program
<i>Vice President, Raw Materials (Sustainability Sourcing)</i>	PVH Corporation
<i>Visual Merchandising & Trade Marketing Manager</i>	IWC Schaffhausen
<i>Wholesale Buyer and Planner</i>	Kendra Scott