SUMMER 2026 | VOLUME 1

SAS BREW

The Annual Newsletter of
the School of Administrative Studies

School of
Administrative Studies

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Table of Contents

Director's Remarks	Statement from SAS Director	3
Introducing SAS Brew	The Annual Newsletter of the School of Administrative Studies	4
Introducing SAS	The Roles of Faculty Members in the Early Development of the School of Administrative Studies (SAS)	5
SAS Research Highlights	Fall 2025 Research Day Report	6
	Spring 2026 Research Day Report with Tracy Jenkin	8
	Tri-Council Research Projects: Pharmaceutical R&D and Vaccine Public Procurement	10
	SSHRC Insight Grant Awarded for research on Agentic AI in Financial Crime Compliance	11
	MScMP — Major Research Papers	12
Innovation at SAS	Social Innovation and Entrepreneurship (ADMS 3950)	14
	Innovative Teaching with AI Showcased at Markham Campus	16
Faculty Member's Research Highlights	Sharing an Exciting Year for My Research!	18
Department Highlights	Summary of Interview with CEO Laura Nashman	19
	SAS Representation at UNIQLO-York University Retail Panel	21
	The Global Macro Strategy Group (GMSG)	22
	SAS and SDUFE Advance Global Bcom BTM Pathway	24
Celebrating Student Success	From Classroom to Crucible: Crowning the SAS Marketing Champs	26
	Evolving Beyond University: Transitioning to Full-Time Career	28
Credit		31

Director's Remarks

I am honoured to have been asked to contribute a message for this inaugural edition of *SAS Brew*. It gives me a chance to express my sincere gratitude to all of you.

The School of Administrative Studies would not be possible without you: your talents, your expertise, and your enduring dedication. Our students would not be able to grow in their learning journey without the constant attention you pay to advancing their education. We all know too well that for every hour spent in front of a classroom, there are many more spent confined to an office preparing those lectures!

Our School is a collective effort, built by combining all our strengths—professors and staff alike—towards the common purpose of providing students with the best education that we can offer. So, I cannot thank enough the hard work that goes on behind the scenes with Carolyn, Charleen, Cynthia, Deborah, Despina, Ellen, Pui, Sabina, Sandy, Sefath, Silas and Sugi.

Following our recent convocation, I want to look back at what we have achieved so far. First, I should thank our graduating students—we wish them every success in their future endeavours and, yes, we will be there when they need a reference letter or some guidance as they take their next steps!

We have seen daily examples of innovation in teaching, impactful research, and meaningful contributions to the broader community across all our programs, but several achievements this year stand out: our DARE recipients in Finance and BTM, all the colleagues who secured SSHRC research grants, the long–awaited launch of the DEM PhD program, our two workshops organized by the Research Committee featuring Professors Laleh Samarbakhsh and Tracy Jenkin, as well as the monthly DEM speaker series that brought to campus several outstanding professionals such as Dr. Na-Koshie Lamptey, Toronto's Deputy Medical Officer of Health.

Throughout the year, several recruitment events also provided opportunities for us to connect, engage with future students and their families, and enjoy time together—thank you to everyone who participated during those important occasions. We also held our first School Meeting at the new Markham Campus, and I look forward to even greater participation in future gatherings. These moments remind us that the School is more than a place to work; it is also a community committed to the public good, and I'm proud to be a member alongside you.

Finally, I would like to thank SASCOM for their initiative in launching this newsletter and for their noble efforts to bolster our sense of community. I encourage all members of the School to contribute to, engage with, and do all that you can to help make *SAS Brew* a dynamic and inclusive space that reflects the diversity and energy of our community.

I look forward to seeing this initiative grow and to celebrating many more accomplishments together.

Warm regards,
Cristóbal Sánchez-Rodríguez

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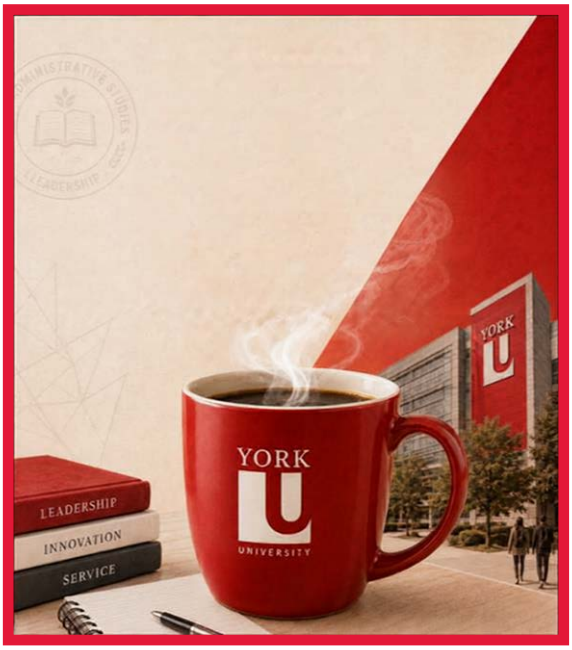
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Introducing SAS Brew

We are delighted to launch the first edition of *SAS Brew* ☕, the official newsletter of the School of Administrative Studies. This newsletter has been created as a space to celebrate our school community, share stories, highlight achievements, and strengthen connections among our faculty, staff, instructors, students, alumni, and partners.

The idea behind *SAS Brew* is simple: to bring together the many voices, initiatives, accomplishments, and everyday contributions that make SAS such a vibrant and dynamic academic community. Through this newsletter, we hope to showcase the exciting work taking place across our programs, classrooms, research projects, committees, student initiatives, and community engagements.

As this is our first edition, we are especially grateful to everyone who contributed content, ideas, updates, and encouragement. Your participation has helped shape *SAS Brew* into a collective reflection of our school's energy and spirit. ✨



SAS Brew newsletter cover with a steaming red York U coffee mug.

We would also like to extend a special thank you to our talented student design team 🎨 — Sydney Yeom, Shahd Elsayad, and Trong Nhan Tran — for their creativity, commitment, and thoughtful work in bringing the visual identity of *SAS Brew* to life. Their contributions have been instrumental in making this first edition engaging, professional, informative, and visually appealing.

We look forward to seeing *SAS Brew* grow as a platform for connection, recognition, and storytelling within our school. Thank you for being part of this exciting beginning.

Warm regards,
SAS Communications Committee
School of Administrative Studies
(Hamid Arian, Victoria Daniel, Anirban Kar, Isha Sharma)

Author's Profile


Hamid Arian


Victoria Daniel


Anirban Kar


Isha Sharma

The Roles of Faculty Members in the Early Development of the School of Administrative Studies (SAS)

The purpose of this summary is to acknowledge the contribution of those who built SAS in its early iteration as the Department of Administrative Studies within York University.

By 1970, it had become apparent that there was a need for a part-time program in business at York. A major impetus for prompt action was that the Institute of Chartered Accountants of Ontario (ICAO) had recently determined that a university degree should be required for qualification as a CA. York's Faculty of Administrative Studies (FSA) was not interested in part-time courses and programs insisting, however, that the Department of Administrative Studies not compete with their daytime MBA and BBA programs.

A logical location at York to house a part-time business program, which would include accounting-related courses, was Atkinson College. Atkinson was a relatively new York faculty which began offering in 1962-63 degrees and degree credit courses dedicated to part-time students. It may have been the only university unit in Toronto willing to guarantee to the accounting profession that it would provide regularly to part-time and summer students instruction in Toronto in all the subject areas demanded by ICAO on a regular basis. Since 1964, Atkinson College had been offering courses in a summer semester – an innovation then. It was thus chosen by York to house a new unit which came to be named "the Department of Administrative Studies".

By 1971, three new academic tenure stream entry-level appointments were authorized and filled with a mandate to work on building a new academic department. Two were in finance, which was recognized as an appropriate academic subject area for accountants by the Department and York University. Those appointed to organize, prepare, coordinate, staff and facilitate program development were Jan Nicholson (Chair) and, to teach and supervise accounting-related courses, Paul Evans. During the first ten years, Jan and Paul were also joined full-time by Keith Lehrer (who replaced Dan Thornton in the second finance position around 1975), Forbes Cavanagh (Management Accounting), Carl Gary (Administration), and Randy Hoffman (Management). A significant number of part-time adjunct course appointments were held by David Coates, Steven Reece, Donald Richardson and Eugene Zimmerman, all of whom assisted in course and program development.

Senior faculty members from Economics and Political Science (George Eaton), Law (Victor MacKinnon) and Management Science (Jim Radford) joined the Department and provided senior leadership. The new Department of Administrative Studies, together with the recently established Social Welfare Program, occupied an entire floor in a new six-story extension to an existing Atkinson Building and was among its first occupants. The requirements for a Bachelor of Arts in Administration were set. Courses quickly filled and were often offered in multiple sections each term.

With this as a start, it is hoped that we will be able to collaboratively prepare a comprehensive School history. Please let me know at pevans@yorku.ca if you are interested in participating.

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SAS RESEARCH HIGHLIGHTS

Fall 2025 Research Day Report



Discussion during Fall 2025 Research Day

Generously supported by LA&PS Global & Community Engagement (GCE) Events & Outreach Fund, the School of Administrative Studies hosted the “Research Day” on December 3, 2025. The event brought together faculty and visiting scholars for discussions on graduate supervision and emerging research.

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The morning program featured the Supervisors Panel of "Master of Science in Management Practice (MScMP)". Panellists Isha Sharma, Marcela Porporato, and Poland Lai shared practical insights on supervising master's students, addressing best practices, common challenges, and strategies for fostering strong academic progress. The session drew significant engagement from attendees, who raised questions about mentorship approaches and workload balance.

The afternoon continued with a research presentation by Dr. Laleh Samarbakhsh from Toronto Metropolitan University. Her research presentation, "Executive Age, Executive Gender, and Financial Statement Comparability," explored how demographic characteristics of corporate leaders shape reporting outcomes and firm–level transparency.

The event concluded with an informal networking session, offering participants the opportunity to connect and exchange ideas.



Discussion during Fall 2025 Research Day



Presentation during Fall 2025 Research Day

School Director Cristóbal Sánchez-Rodríguez says, "The Research Day's strong turnout and positive feedback signify the School's strategic priority of fostering a supportive and high-performing research environment."

Access further information about **Master of Science in Management Practice (MScMP)**

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Spring 2026 Research Day Report with Tracy Jenkin



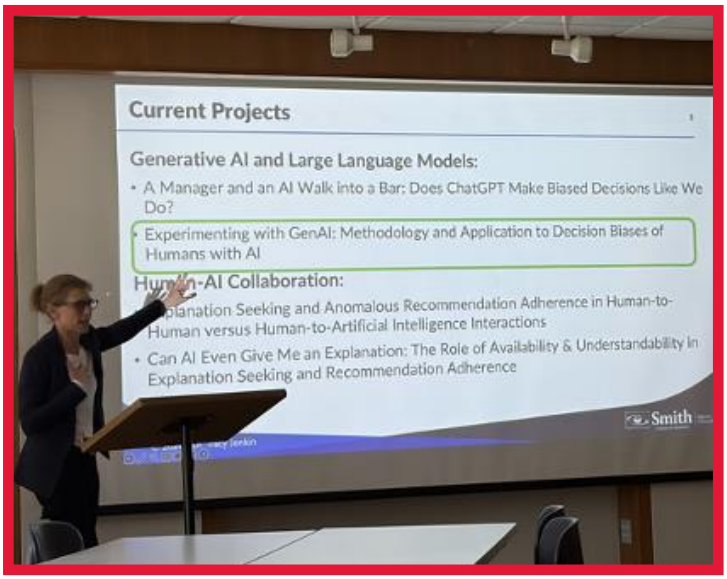
Professor Tracy Jenkin in the presentation during Spring 2026 Research Day

The School of Administrative Studies hosted the Spring “Research Day” On April 30, 2026. The event brought together faculty and visiting scholars for discussions on “Advancing AI in Research”. The event features guest speaker Professor Tracy Jenkin from Queen’s University, an Affiliate Member of the Ingenuity Labs Research Institute, and a Faculty Affiliate of the Vector Institute. Her research examines human–AI collaboration and decision-making, with a focus on large language models, decision biases, and AI explanations.

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Professor Tracy Jenkin in the presentation



A photo with Professor Tracy Jenkin

The event begins with an informal networking luncheon, giving participants an opportunity to connect and exchange ideas. After that, Professor Tracy Jenkin first shares the presentation of "In Conversation with AI: Studying Decision Biases in Human–LLM Interaction."

The presentation examines decision biases in LLMs, investigates how interacting with biased AI influences human decision-making, and introduces new experimental and analytical methods for studying human–LLM conversations. Following up, Professor Tracy Jenkin leads an interactive workshop on using AI tools for research with SAS colleagues. The session drew significant engagement from attendees, who raised questions about practical solutions.

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Tri-Council Research Projects: Pharmaceutical R&D and Vaccine Public Procurement



An image of a COVID-19 vaccine

Project 01

Collaboration between Competitors in Pharmaceutical Innovation

with Drs. Zahra Jamshidi and Can Baris Cetin, supported by the SSHRC Insight Grants and the NSERC Discovery Grants

The COVID-19 pandemic triggered unprecedented research and development (R&D) collaboration among leading pharmaceutical firms. Remarkable examples include Pfizer-BioNTech and Sanofi-GSK partnerships to develop mRNA vaccines, which had never been used in vaccines.

Our research aims to further enhance health and economic well-being by promoting more such collaborations. This is not just a potential game-changer but also a catalyst for urgent policy change in the pharmaceutical industry. The research project aims to further enhance the industries with rival collaboration in innovation, limited component substitutability, and legal barriers to health and economic well-being by promoting more such collaborations, focusing on collaboration.

Project 02

Designing Public Vaccine Procurement Contracts

with Dr. Hongmei Sun, supported by the CIHR Project Grants

The low vaccine coverage rate, below the socially optimal level, has been a major concern internationally. For example, Canada recently reported shortages of the new shingles vaccine, hepatitis A and B shots, and rabies vaccine. It was also reported that manufacturers of COVID-19 vaccines established inadequate capacity before regulatory approval. Reasons for insufficient capacity include risks in vaccine development and regulatory approval, high demand uncertainty, and manufacturers' fear of losing the cost of capacity-building—at-risk capacity.

However, there is a conflict of interest between government buyers and vaccine manufacturers in the procurement contracts. The proposed research seeks to shed light on the optimal government vaccine procurement contracts in an infectious disease outbreak.

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SSHRC Insight Grant Awarded for research on Agentic AI in Financial Crime Compliance

Professors Isha Sharma and Pilar Carbonell have received a SSHRC Insight Grant for a research project examining the adoption and impact of agentic AI in Canadian financial crime compliance. The 4-year project focuses on how professionals in federally regulated financial institutions understand, evaluate, and use AI in areas such as anti-money laundering, anti-terrorist financing, and sanctions compliance.

The research will explore organizational readiness, regulatory expectations, perceived risks, and the evolving role of human judgment in AI-enabled compliance work.

By focusing on an emerging and highly consequential application of AI, the project contributes to ongoing conversations about technology adoption, governance, and responsible innovation in organizational settings.



Group discussion on AI in financial crime compliance

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MScMP – Major Research Papers

Class of 2026

A snapshot of student research across Accounting, Marketing, and Supply Chain Management.

This year, MScMP students are undertaking major research projects across a diverse range of contemporary business and management topics. Their research addresses themes such as financial markets and corporate disclosure, sustainability and responsible management, digital transformation and artificial intelligence, customer and employee experiences, social media and identity, public procurement, supply-chain resilience, and geopolitical risk. Collectively, these projects reflect the interdisciplinary nature of the MScMP program and its emphasis on research that responds to emerging organizational, technological, and societal challenges.

1. Tianyi Zheng

Accounting • Prof. Na Li

The relationship between the financial distress and cybersecurity breaches

2. Junjie Xu

Accounting • Prof. Gajindra Maharaj

Strategic signalling in the digital era: An institutional analysis of corporate, environmental, social and governance communication and green self-promoting tactics across industries

3. Adnan Akib Hasan

Accounting • Prof. Cristobal Sanchez Rodriguez

Technological advancement and sustainable management practices: A bibliometric analysis and aviation-specific deep dive

4. Hoi Wai (Karen) Yeung

Accounting • Prof. Stella Peng

Corporate governance and CSR disclosure quality: Evidence from US retail firms

5. Melonie Miller

Accounting • Prof. Saikat Sarkar

Is gold a more lucrative investment than bitcoin: An empirical analysis

6. Xiao Yu

Accounting • Prof. Romi Lee Sevel

Technological advancement and sustainable management practices: A bibliometric analysis with an integrative review of audit and insurance

7. Jane Onyebueke

Accounting • Prof. Semih Yildrim

Effects of trade-related economic uncertainty on loan loss provisions for bank profitability: Canadian banks

8. Michael Pogorzelski

Accounting • Prof. Daniel Richards

Consumer Resourcefulness: Financial well being as a mediator

9. Samuel Baidoo

Marketing • Prof. Lee Li

Culturally embedded customer experiences and perceived competitive advantage: A study of Ghanaian Indigenous grocery retailers in the Greater Toronto Area

10. Kapela Nallathamby

Marketing • Prof. Alex Rusteski

Bridging perfectionism, social media visibility, and pricing behavior: A qualitative study of emerging service-based creatives

11. Yuyan Diao

Marketing • Prof. Jing Wang

Supervisory support and employee voice in the Canadian public sector: A relational perspective

12. Shalaine Wallace

Marketing • Prof. Jodie Whelan

Identity congruent authority cues and consumer responses under identity threat

13. Nneamaka Ezepue

Marketing • Prof. Anoosheh Rostamkalei

Exploring the role of digital emotional support in shaping change readiness and integration experiences among West African newcomers in Canada

14. Ipsita Guha

Marketing • Prof. Isha Sharma and Pilar Carbonell

Effectiveness of AI service agents in the context of service recovery: Role of AI agent's anthropomorphism and service failure severity

15. Umer Karim

SCM • Prof. Alex Rusteski and Adriano Solis

SME participation in public procurement: An exploratory study of participation barriers in Canada's public sector supply chain

16. Manaf Saidi

SCM • Prof. Fuminori Toyasaki

Managing sustained geopolitical maritime risk: Modelling risk, anticipation, and recovery

INNOVATION AT SAS

Social Innovation and Entrepreneurship (ADMS 3950)

I have been developing and teaching a new course in Social Innovation and Entrepreneurship: one of the most rewarding experiences I have had in the classroom.

The course brings together students from different disciplines. We focus on understanding the complexity of social issues before jumping to solutions. I teach system mapping and help students describe a complex system using the ASHOKA framework: resources, rules, roles, relations, and results. In designing solutions, students must move beyond advocacy or donation and think about how they can show agency: how they can design a business that creates meaningful, even small, but lasting change.

One way I try to make the experience real is by collaborating with social entrepreneurs. They visit the class, share their journey (often including the messy, uncertain parts), and then leave students with a real challenge to work on, such as how, through the establishment of a business, one can mitigate or alleviate employability challenges for persons with disability. Or design a business that can help under-resourced communities gain better access to the resources that help them achieve their goals.

From there, students work in groups to map the system using the Ashoka framework, which becomes a turning point. They start to see how different actors, incentives, and structures are interconnected, and how feedback loops shape outcomes. We spend time unpacking reinforcing loops and balancing loops. Once they see this, they realize why simple, linear solutions often fall short and where real leverage for change might actually sit.

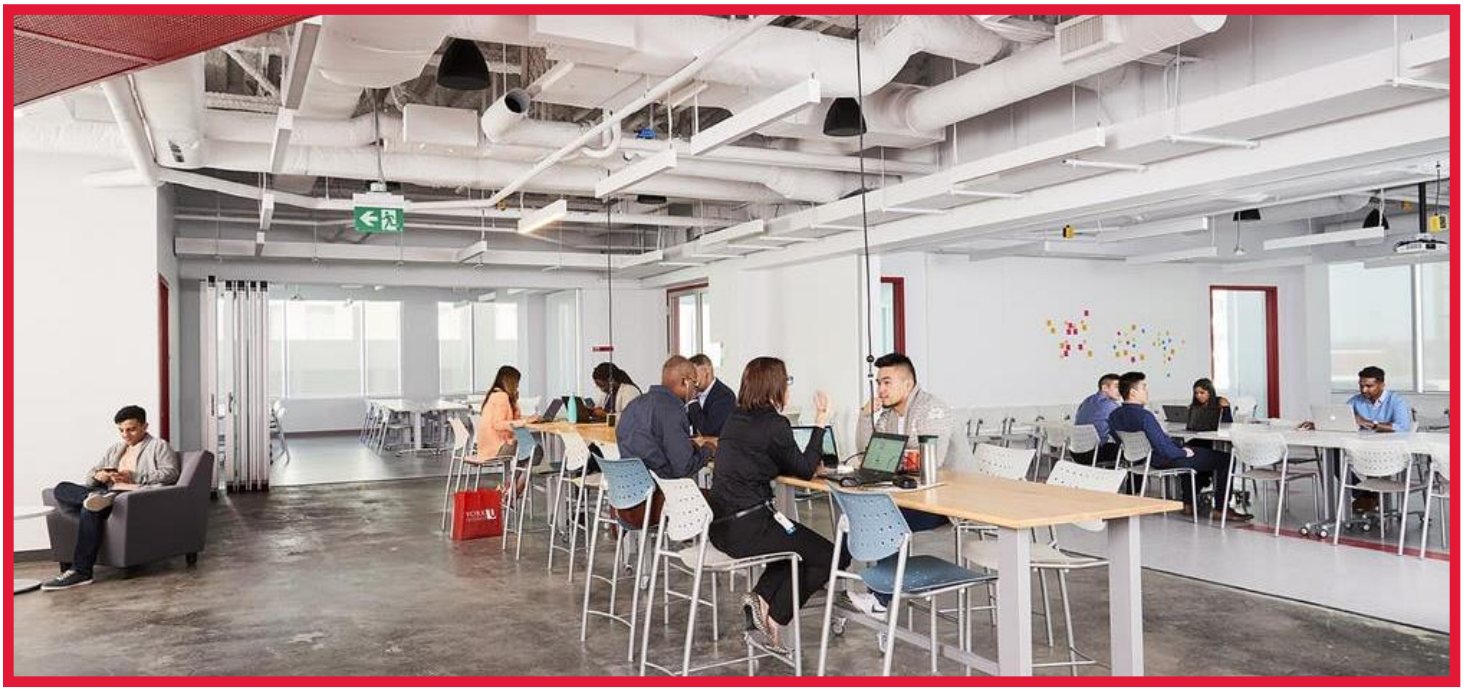
After that, students build out their ideas using the Sustainable Business Model Canvas. We have multiple consultation and peer-review sessions where ideas are refined, and sometimes completely rethought. At the end, students present their ideas to the entrepreneurs, receive feedback, and submit a report explaining how their solution could shift the system over time, rather than just treating the symptoms.

This experience has been rewarding on all sides. Students rise to the challenge with enthusiasm. The entrepreneurs gain fresh perspectives and, as they put it, give back to the university. For me, it is a space where teaching feels alive, evolving, and connected to the real world.

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A photo of Innovation York Entrepreneurship Initiative

If you are addressing a social or environmental challenge, or know someone who is, I would love to connect and possibly bring you into the classroom. If you can introduce the course to students passionate about making change, the classroom will be enriched by the diversity. Also, you are always warmly invited to our end-of-semester celebration (with baked goods), where students share their assigned readings through a poster session. It is an inspiring way to see how their thinking has evolved. Feel free to reach out!

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Innovative Teaching with AI Showcased at Markham Campus

At the Markham campus, one of our newly introduced courses, Introduction to Innovation & Creativity (ADMS 2920) is attracting significant attention for its hands-on, forward-thinking approach to learning.



Group photo from the York University Markham Campus visit

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On March 5, the university's Interim President, Lisa Phillips, visited the campus and met with Professors Andrew Sarta and Anoosheh Rostamkalaei, a student representative, and colleagues from the Libraries' Multimedia Lab. The visit offered an in-depth look at how large language models (LLMs) and virtual reality headsets are integrated into the classroom. It highlighted the course's focus on experiential learning, its preparation for a dynamic technological landscape, and its use of current technologies to better understand problems and propose solutions.

Building on this engagement, the course was again featured on March 27, when the campus welcomed the Federal Minister of Energy and Natural Resources of Canada. Minister Tim Hodgson, accompanied by Interim President Phillips, reviewed the innovations taking place in ADMS 2920. Selected for its innovative approach to teaching with AI, ADMS 2920 highlighted how emerging technologies could be incorporated into the future of learning. A highlight of the visit was a live student demonstration featuring an AI agent in a virtual reality environment.

The success of the course and these visits reflect a strong spirit of collaboration behind the scenes. Special thanks are extended to the Libraries' Multimedia Lab team, Kris Joseph, Ted Belke, and Tim Tan Huynh for their invaluable support in facilitating the technological components that make these experiences possible.

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FACULTY MEMBER'S RESEARCH HIGHLIGHTS

Sharing an Exciting Year for My Research!

Together with my co-authors Winny Shen (Schulich, York University) and Franki Kung (Purdue University, USA), our paper was recently accepted for publication in a special issue at Community, Work, and Family. In this "voices" piece, we posit the integration of a multiple-goal system perspective to expand the frontiers of our understanding and investigation of work-family relationships.

The summers of 2025–2026 have also brought wonderful opportunities to attend and present at academic conferences. In July of 2025, I was fortunate to travel to Copenhagen, Denmark, for the Academy of Management Annual Conference. Together with my long-time collaborator, Amanda Sargent (Bentley University, USA), we presented a paper with the results of an experimental study that uncovered how different combinations of (in)consistent family-relevant leader behaviours differentially influence employees' judgments of family supportive supervision. Another of the projects I'm involved in with Amanda Sargent, Emily Corwin (Bentley University, USA), and Megha Yadav (Indiana University - South Bend, USA) was also presented as a poster to feature qualitative findings on how intersectionality shapes experiences of career sponsorship.

Last but not least, this June (2026) I will be going to the Work and Family Researchers Network Biennial Conference in Montreal, QC. On behalf of myself and Jessie Zhan (Wilfrid Laurier University), I will be presenting a poster at the preconference event about how individuals' cognitive boundary work is facilitated and/or constrained by the broader work and family contexts they are operating within. Moreover, the invitation to be part of a symposium focused on various marginalized identities and experiences across the work-family interface is giving me a chance to showcase a meaningful new project in my research program. Alongside Amanda Sargent, I will be discussing our integrative review and research agenda devoted to understanding organizational leaders' role (and responsibility?) when the employees they manage are experiencing intimate partner violence—a pervasive and alarming problem that doesn't stop at the proverbial door of the workplace.

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DEPARTMENT HIGHLIGHTS

Summary of Interview with CEO Laura Nashman

In November 2025, Anirban Kar, Faculty SAS, conducted an interview with Laura Nashman, CEO, BC Pensions.

This engaging career-focused conversation focused on employer expectations, career preparation, leadership development, and the realities of navigating a changing labour market. The session gave students an opportunity to hear directly from an experienced senior leader and to ask questions about recruitment, early-career pathways, internships, technology skills, and professional growth.



Interviewer Laura Nashman, CEO of BC Pensions

Laura emphasized that technical knowledge and credentials remain important, but they are only part of what employers value. She encouraged students to develop critical thinking, curiosity, adaptability, humility, and the ability to identify opportunities for improvement in organizations. She also highlighted the growing importance of understanding how technology and AI affect business processes, decision-making, risk, service quality, and organizational change.

A central theme of the conversation was leadership. Laura described leadership not simply as a job title or skill, but as a "way of being" and a way of showing up for others. Drawing on her own career journey, she encouraged students to use university experiences—including group projects, student clubs, sports, volunteering, and part-time work—as opportunities to practice different roles and discover where they feel most energized. She also distinguished leadership from management and

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emphasized the importance of humility, empathy, listening, confidence, and situational awareness. The discussion also addressed gender and leadership, mentorship and coaching, balancing work and studies, and how students can recognize positive signals during the recruitment process. Students asked thoughtful questions about entering accounting and pension-related careers, applying for internships without meeting every listed requirement, and preparing for technology-related roles.

Participants expressed strong appreciation for Laura's generosity, wisdom, and practical advice. The session reflected SAS's commitment to connecting students with experienced professionals and supporting their development as thoughtful, adaptable, and career-ready graduates.

Meet the interviewer: Laura Nashman

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SAS Representation at UNIQLO-York University Retail Panel

On February 24, Professor Isha Sharma represented York University's School of Administrative Studies at an event hosted by the Schulich Centre for Career Design.

The event, titled "LifeWear Meets the Consumer: How UNIQLO's Store-Centred Model, AI, and Inclusive Design Are Rewriting Retail," brought together academic and industry perspectives on the evolving retail landscape. Drawing on her expertise in marketing and consumer behaviour, Professor Sharma shared her thoughts on how emerging technologies are influencing consumer expectations, decision-making, and retail experiences in the context of UNIQLO.

The discussion also examined how UNIQLO's store-centred model, use of artificial intelligence, and emphasis on inclusive design are helping reshape the relationship between retailers and consumers. The event provided students with valuable insights into the future of retail and the growing importance of combining technology with a strong understanding of consumer needs.

Check out the detailed post **here**



SAS Representation of Uniqlo-York University Retail Panel

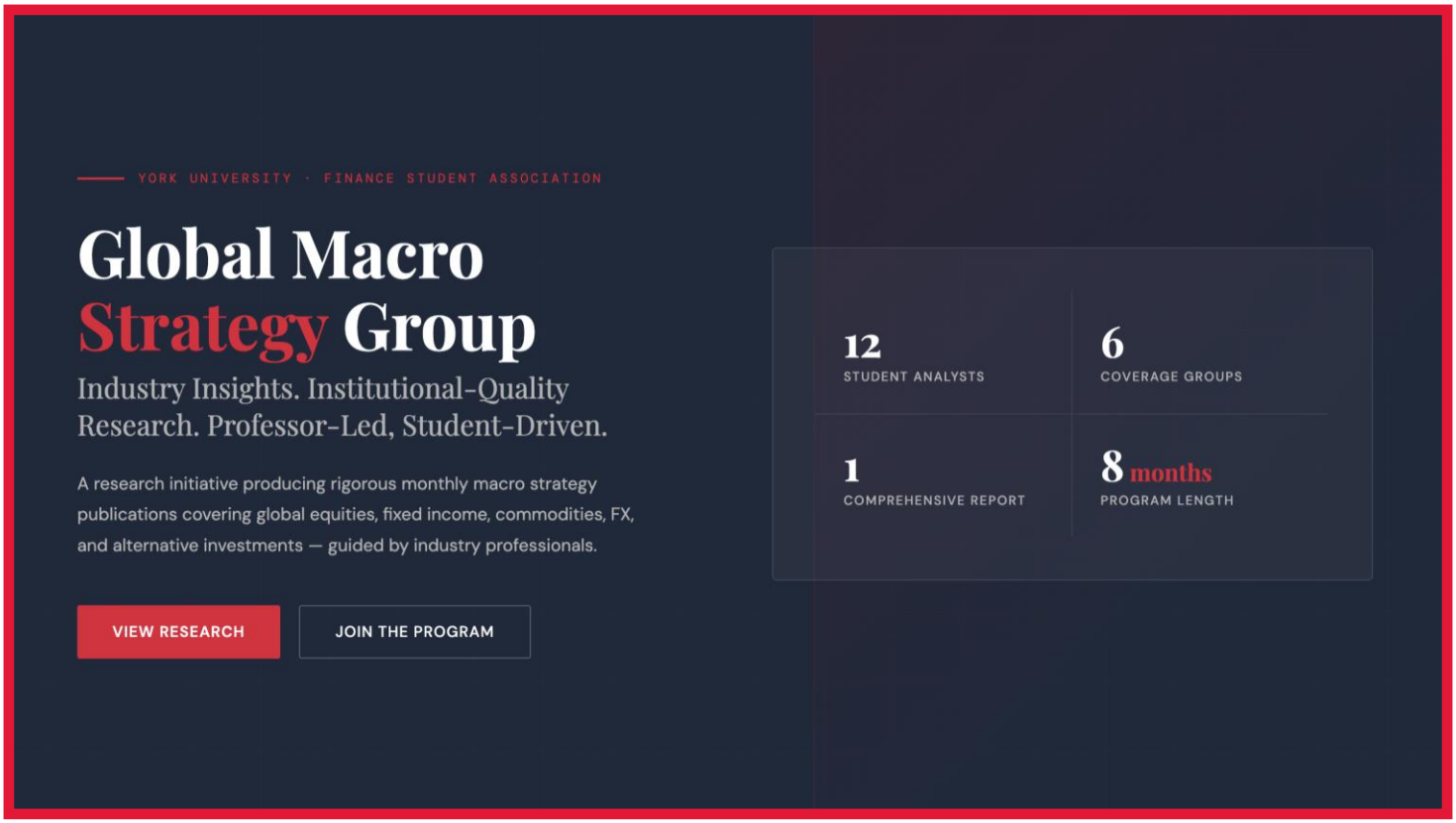
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The Global Macro Strategy Group (GMSG)

The Global Macro Strategy Group (GMSG) is a student-driven, professor-guided research initiative designed to prepare finance students for careers in capital markets through hands-on, real-world experience.



The Global Macro Strategy Group (GMSG) Website (www.gmsgyorku.com)

The program is led by Nadeem Kassam, CFA, MBA, an Adjunct Professor at York University and a seasoned investment professional with over 15 years of experience across portfolio management, equity research, and investment strategy. He has held roles at major financial institutions and currently serves as Chief Investment Strategist and Chief Operating Officer, bringing direct industry expertise into the program's design and mentorship.

GMSG is structured to mirror how professional investment teams operate. Students are divided into coverage groups—such as economics, equities, fixed income, commodities, and foreign exchange—and analyze current

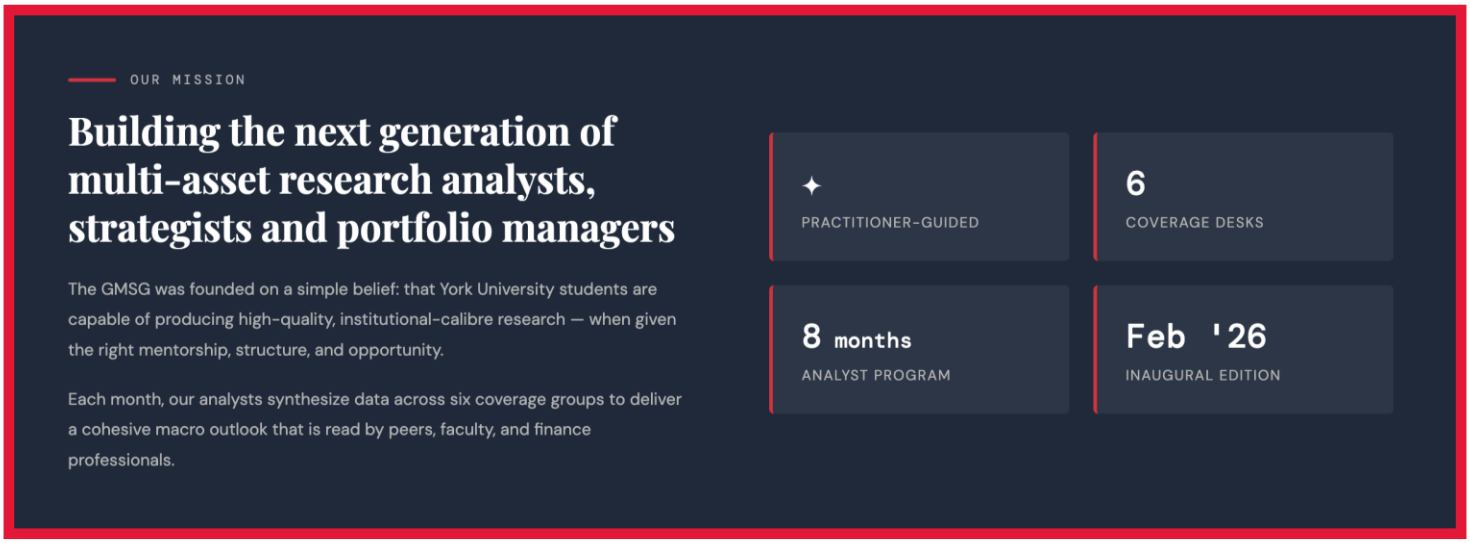
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global market conditions within their areas. Their insights are combined into a unified macro strategy report, similar to those produced by investment banks and asset managers.

A key focus is on producing institutional-quality research. Students apply financial theory to real market data, developing skills in macroeconomic analysis, valuation, and cross-asset strategy. The program also emphasizes communication and judgment, requiring students to identify key insights and present them clearly—an essential skill in finance.



The Global Macro Strategy Group (GMSG) Website (www.gmsgyorku.com)

Through structured collaboration, mentorship, and published research output, GMSG provides students with a tangible portfolio of work. Overall, it bridges the gap between academic learning and industry expectations, equipping students with the technical and professional skills needed to succeed in competitive finance careers.

Explore the website

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SAS and SDUFE Advance Global BCom BTM Pathway

The School of Administrative Studies (SAS) is advancing an important international education initiative with Shandong University of Finance and Economics (SDUFE) in China through a proposed hybrid offshore offering of York University's Bachelor of Commerce (BCom) Specialized Honours degree in Business Technology Management (BTM).



Vari Hall at York University

The proposed pathway reflects SAS's commitment to global engagement, innovative curriculum delivery, and student-centred access to high-quality business education. Under the model, students would complete the first three years of study at SDUFE in Jinan, China, before coming to York University's Keele Campus in Toronto for their fourth year. The structure is designed as a 3+1 pathway, combining the strengths of both institutions while giving students a clear route to complete York's existing BCom BTM degree requirements.

The collaboration builds on a relationship between York University and SDUFE that dates back several years and has developed through sustained academic dialogue, curriculum mapping, and institutional engagement. The initiative responds to a changing global higher education environment, where students and families increasingly seek flexible international pathways that reduce the financial, immigration, and logistical barriers associated with four full years of overseas study. By enabling students to begin their York-connected education closer to home and transition to Toronto for the final year, the pathway expands access while preserving academic quality and the integrity of the existing degree.

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The proposed offering does not change the core learning outcomes or academic expectations of York's BCom BTM program. Students would continue to complete the required 78 program credits associated with the BCom BTM stream, while 42 non-major credits completed at SDUFE would be recognized through block transfer credit. York courses offered at SDUFE would be delivered in English, with York-assigned instructors teaching selected program courses on site. The curriculum includes foundational and advanced work in business, information systems, data management, business analytics, e-commerce, project management, enterprise resource planning, digital marketing, business process management, and strategic information systems.

A distinctive feature of the pathway is its emphasis on business technology management as a globally relevant field. As organizations across sectors continue to rely on digital systems, data, analytics, and technology-enabled decision-making, graduates with both business knowledge and technological fluency are increasingly well-positioned to contribute to organizational transformation. The program is designed to help students understand how information technology supports business strategy, improves processes, manages risk, and creates value across local and global markets.

The initiative also reflects York University's broader commitment to internationalization and borderless education. It aligns with York's priority of advancing global engagement and with the Faculty of Liberal Arts & Professional Studies' commitment to connecting students and faculty scholars to global opportunities. For SAS, the collaboration creates an opportunity to extend the reach of its curriculum, deepen international partnerships, and welcome a new cohort of students whose perspectives will enrich the classroom experience at York.

Quality assurance and student support are central to the proposed model. Program coordinators from both institutions would work together to support students academically and administratively, while curriculum oversight, grading standards, academic integrity expectations, and student performance monitoring would remain connected to York's established processes. The agreement also includes structures for joint management, academic quality control, and ongoing collaboration between the two universities.

The proposed York–SDUFE pathway represents a forward-looking model of international business education. It combines academic rigour, cross-cultural learning, and practical preparation in business technology management. Most importantly, it offers students a more flexible and globally connected route to a York University commerce education, while strengthening SAS's role in developing innovative, inclusive, and internationally engaged academic programming.

This unique program is the result of the time and effort of several SDUFE colleagues, LA&PS past Dean (J. J.) and current Interim Dean (Kate), Associate Dean Global & Community Engagement (MJ), Associate Dean Programs (Maggie), past SAS Director (Nelson), current SAS Director and past Undergraduate Programs Director (Cristóbal), current Undergraduate Program Director (Mustafa), SAS Champion (Adriano) and several members of the SAS Faculty who offered valuable insights during discussions.

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CELEBRATING STUDENT SUCCESS

From Classroom to Crucible: Crowning the SAS Marketing Champs

The Live Client Learning program (LCL: ADMS 4211) concluded its eighth season with an "Unscripted" Grand Awards Finale at The Rivoli on Queen Street West. Designed to bridge academic theory and real-world marketing, LCL provides industries with "plug-and-play" talent while offering students an authentic taste of the corporate arena. Through rigorous real-world case competitions, the program officially crowned its newest champions: the Season 8 Survivors.

This year, a select cohort of eight elite students tackled intense business challenges from five premier clients: Yamaha Motor Company, Sofina Foods, Queen Street BIA, Supaagents, and Clearly Canadian. Split into two competing teams—InterLnk and Fluidus—the students rose to every occasion, pitching innovative, data-driven marketing solutions under high-pressure conditions. Week after week, they defended their strategies before a jury of seasoned corporate and academic professionals.



Fluidus, the runner-up team in this year's LCL Marketing showcase

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InterLnk, the winning team of this year's final LCL competition

The energy was electric at the finale as clients and learning partners presented awards recognizing the students' stellar performances. The supportive crowd united industry leaders and academia, including the YorkU SAS Marketing Faculty, Associate Dean of Teaching & Learning Dr. Neil Buckley, and Director of YorkU SAS Dr. Cristobal Sanchez-Rodriguez.

Course Director Pallavi Sodhi expressed immense pride in the cohort’s growth and achievements. "LCL is more than a competition or a course," Sodhi remarked. "It is a crucible that transforms ambitious students into marketplace leaders. Each of these eight participants is deeply deserving of accolades."

Congratulations to our marketing stars of tomorrow! Your hard work has truly set a new benchmark for excellence.

Continue reading here

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Evolving Beyond University: Transitioning to Full-Time Career



Members of IUC YorkU for a group photo

The International Unity Club YorkU hosted “Evolving Beyond University: The Full-Time Transition,” an event designed to support students—especially international students—as they prepare for life and career opportunities after graduation. Held on November 17, 2025, the event brought together more than 60 students and professionals for an evening of reflection, career learning, practical advice, and networking.

The event reflected the core purpose of the International Unity Club: to help international students feel more connected, supported, and confident as they navigate the Canadian academic, social, and professional environment. Founded with the recognition that many international students benefit from guidance as they adjust to new educational and work contexts, IUC has grown into a student-led community that brings together international and domestic students through friendship, mentorship, events, and professional learning.

The opening remarks delivered by Anirban Kar emphasized this founding spirit. Students were reminded that the transition into full-time work is not simply a matter of securing a first role; it is also a process of learning,

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adapting, staying resilient, and remaining open to unexpected opportunities. The remarks highlighted two especially important lessons for students preparing for the full-time career transition: persistence and open-mindedness. Persistence matters in the effort required to customize applications, learn from interviews, and continue despite uncertain outcomes. Open-mindedness matters because meaningful career learning can come from different industries, roles, locations, and experiences.

The event was led by IUC co-presidents Devang Patel and Julie Nguyen and supported by the club's directors and executives across Marketing, Operations, Human Resource Management, IT, Legal, and Accounting and Finance. The evening included opening remarks, an introduction to IUC, panelist introductions, a "Myth or Fact?" activity, a panel discussion, audience Q&A, sponsor benefits, and open networking. This structure encouraged students to participate actively, reflect on common career assumptions, and connect with professionals and peers in a supportive environment.

The panel featured four professionals and emerging leaders representing diverse career pathways: Nawshin Nawal, Email Marketing and Sales Coordinator at ZOOMER and former Customer Development Analyst Intern at Unilever; Ritika Saraswat, GenAI Enablement professional at Deloitte and founder of Re-Defined; Vidur Kalive, Lead AI Architect at York University; and Vishakha Karwal, Program Support In-Charge at RISC Foundation and former Acquisition, Partnerships and Expansion Intern at Scotiabank. Together, the panellists brought perspectives from marketing, consulting and analytics, artificial intelligence, finance, entrepreneurship, and community leadership.

A central message of the discussion was that the transition from university to full-time work is rarely linear. Panellists shared candid reflections on career pivots, early professional adjustments, immigration -related uncertainty, networking, industry expectations, and the changing role of artificial intelligence in the workplace. Their stories helped students see that professional growth often comes through exploration, setbacks, reinvention, and a willingness to learn from each opportunity.



Women engaging in discussion during the networking

Networking emerged as one of the strongest themes of the evening. The discussion challenged the idea that students must be extroverted to build meaningful professional relationships. Instead, the event emphasized that networking is built through curiosity, intention, consistency, and the courage to show up.

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Women engaging in discussion during the networking

Vishakha Karwal's message—"Show up anyway"—captured one of the evening's most practical lessons: students do not need to feel fully ready before entering new spaces; being present can itself create opportunity.

The role of artificial intelligence in career readiness was also discussed in depth. Rather than treating AI only as a source of anxiety, the panel encouraged students to see it as a tool for learning, problem-solving, adaptability, and professional growth.

Vidur Kalive's reflections on AI and education helped students consider how emerging technologies are reshaping expectations across industries and how students can prepare by developing curiosity, judgment, and a willingness to keep learning. The event was particularly meaningful for international students, many of whom are navigating career decisions alongside questions of belonging, immigration, cultural adjustment, and professional identity. By bringing together panelists with varied experiences and career paths, IUC created a space where students could see multiple models of success and understand that no single path defines the transition from university to full-time work.

The evening was also strengthened by the support of sponsors Financial Modelling Institute and SCHMOOZY, who provided students with professional development opportunities, including financial modelling resources and networking support. These contributions extended the value of the event beyond the panel discussion by offering students practical tools to support their career preparation.

The event concluded with appreciation for the panellists, sponsors, attendees, and the IUC team, whose planning and dedication made the evening possible. More than a career panel, "Evolving Beyond University: Transitioning to Full-Time Career" demonstrated the importance of student leadership, mentorship, and community-building in helping students move from uncertainty to possibility.

For the School of Administrative Studies, the event highlighted how student-led initiatives can complement classroom learning by creating spaces for reflection, professional connection, and applied career guidance. It also affirmed the value of inclusive programming that supports international students while welcoming the broader student community. As students prepare for the next stage of their lives, the event offered a timely reminder: each career journey is unique, comparison is rarely helpful, and progress often comes from remaining persistent, open-minded, positive, and ready to learn through both the highs and the lows.

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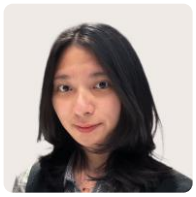

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