



# York University Senate Notice of Meeting

Thursday, November 23, 2017, 3:00 pm  
Senate Chamber, N940 Ross Building

## AGENDA

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1. Chair's Remarks (L. Beagrie)	
2. Business arising from the Minutes	
3. Inquiries and Communications	
4. President's Items (R. Lenton, for information)	
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a. Election of Members of Non-Designated Senate Committees	
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7. Academic Standards, Curriculum and Pedagogy (F van Breugel).....	18
a. Master of Supply Chain Management Degree Type and Program: Establishment (Notice of Motion) (Appendix A).....	26
b. Master of Marketing Degree Type and Program: Establishment (Notice of Motion) (Appendix B).....	86
c. Revisions to the <i>Senate Common Grading Scheme for Undergraduate Faculties:</i> Approval in Principle (Appendix C) .....	135
8. Academic Policy, Planning and Research (T. Loebel) .....	153
a. Vice-President Research & Innovation Autumn Report (for information) (Appendix A).....	156
9. Other Business	

# York University Senate

## Consent Agenda

Consent agenda items are deemed to be approved or received unless, prior to the start of the meeting, one or more Senators ask that they be dealt with as regular business.

- 10. Minutes of the Meeting of October 26, 2017 (for approval)..... 176
- 11. Changes to the Faculty of Graduate Studies Policy on Graduate Supervision  
(Appendix D, page 139)

M. Armstrong, Secretary

# PRESIDENT'S KUDOS REPORT

NOVEMBER 2017



## GREENEST SCHOOLS

*Corporate Knights* ranked Schulich's MBA program **#2 in the world** for responsible business in their 2017 Better World MBA Ranking issue.



Financial and Business Economics student **Kevin Chau** made history as the first entrepreneur to make a deal with all six investors on the *CBC* television show *Dragons Den*. Summary Scanner, the innovative mobile app he pitched, reduces reading time by summarizing key points of text from a picture.



The Lions field hockey team won the **Ontario University Athletics championship** for the first time since 1996, and were also **U SPORTS silver medalists**.



Professor John E. Moores and four other researchers in his Planetary Volatiles Laboratory at Lassonde received **NASA's Group Achievement Award** for their contributions to the Mars Science Laboratory's (popularly known as Curiosity Rover) first extended mission. This will be the twelfth time in the past six years that researchers from the Laboratory have won the Group Achievement Award.



Students and alumni from the Department of History were recognized at the **2017 Heritage Toronto Awards**:

- PhD graduate Jay Young won the Short Publications Award.
- PhD graduate Daniel Ross was nominated for the Short Publications Award.
- MA student Morgan Cameron Ross was nominated for the Public History Award.





The [Lions men's soccer team](#) defeated the Carleton Ravens to win their fourth Ontario University Athletics banner in five seasons.



Osgoode Professor and lawyer [Faisal Kutty](#) was awarded the Platinum Award of Excellence for community service & leadership at the [2017 Muslim Awards for Excellence Gala](#).



[Thirteen professors at Lassonde](#) have been awarded more than \$2.2 million in Discovery Grants from the Natural Sciences & Engineering Research Council of Canada. In the 2017 competition, all Lassonde professors who applied for a renewal, and 80 per cent of the first-time applicants, were successful. Recipients of the Discovery Grants are:

- Michael Brown, Department of Electrical Engineering & Computer Science
- Marcus Brubaker, Department of Electrical Engineering & Computer Science
- Suprakash Datta, Department of Electrical Engineering & Computer Science
- Manos Papangelis, Department of Electrical Engineering & Computer Science
- William Colgan, Department of Earth and Space Science & Engineering
- Mojgan Jadidi Mardkheh, Department of Earth and Space Science & Engineering
- Jinjun Shan, Department of Earth and Space Science & Engineering
- Jian-Guo Wang, Department of Earth and Space Science & Engineering
- Hossein Kassiri, Department of Electrical Engineering & Computer Science
- Usman Khan, Department of Civil Engineering
- Dan Palermo, Department of Civil Engineering
- Alidad Amirfazli, Department of Mechanical Engineering
- Paul O'Brien, Department of Mechanical Engineering



Faculty of Science Professors Wendy Taylor and Thilo Womelsdorf, as well as Social Science Professor Les Jacobs, are among the researchers who are recipients of a [Canada Foundation for Innovation investment](#) of more than \$554 million.



Lassonde Master's student [Everett Snieder](#) and his team won the Water Environment Federation's 2017 Design Competition for their redesign of Toronto's Exhibition Place using low-impact development techniques.



History Professor [Edward Jones-Imhotep](#) received the prestigious 2017 Abbot Payson Usher Prize from the Society for the History of Technology for his article on pianist Glenn Gould's use of recording media.



First-year student and Lions field hockey player [Jaslan Stirling](#) was named Co-Most Valuable Player of the Year and Rookie of the Year by Ontario University Athletics.



Lassonde Professor [Costas Armenakis](#) was awarded the Canadian Institute of Geomatics' 2017 Geomatics Award for his exceptional contributions to the advancement of geomatics in Canada.



Faculty of Education Professor [Deborah Britzman](#) was featured in the Distinguished Visitor Lecture series at the University of Alberta.



[Professors Emeriti](#) Judith Nagata and Penny Van Esterik were honoured at the 33<sup>rd</sup> Biennial Canadian Council for Southeast Asian Studies for their contributions to the field.



Alumna [Megan Leslie](#) (BA '99) has been appointed the first female president of World Wildlife Fund Canada.



Professor [Ruth Koleszar-Green](#) has been appointed the inaugural special advisor to the president on Indigenous initiatives.



York University and Fermilab announced an agreement to jointly appoint a research scientist who will participate in the [Deep Underground Neutrino Experiment](#).

## Executive Committee – Report to Senate

At its meeting of November 23, 2017

### FOR ACTION

#### 1. Election of Members of Senate Committees

Senate Executive recommends the following candidates for election to Senate committees (non-designated seats) for the remainder of specified terms beginning immediately upon election. Nominations are also accepted “from the floor” if the nominee has consented and is available at the published meeting time of the committee. Under Senate rules, nominators must report prospective nominees to the Secretary prior to the start of the meeting in order to determine their eligibility.

The Committee confirms that the candidate nominated for Tenure and Promotion fulfills the special criteria for membership.

Additional nominees may be forwarded prior to the Senate meeting of November 23. If a vote is required, it will be conducted by electronic means starting on November 24.

Final approval for the slate of nominees is given by Senate on a motion “that nominations be closed” as moved by the Vice-Chair of Senate.

#### **Academic Standards, Curriculum and Pedagogy (1 contact faculty member; 1 year term ending June 30, 2018; ASCP meets Wednesdays at 1:30, normally twice monthly)**

Julie Allen, Contract Faculty, Long Service Teaching Appointee, Philosophy

Kyle Belozarov, Contract Faculty, Continuing Sessional, Biology, Chemistry and Mechanical Engineering, Science / Lassonde

Andrew Scott Mederos, Contract Faculty, Continuing Sessional, Biology, Science / Environmental Studies

#### **Tenure and Promotions (1 full time faculty member; 3 year term ending June 30, 2020; T&P meets Thursdays at 3:00 when Senate is not in session; members also serve on Faculty-level committees)**

Ricardo Grinspun, Associate Professor, Economics / Social Science, LA&PS

# Executive Committee – Report to Senate (cont'd)

## FOR INFORMATION

### 2. Call for Expressions of Interest in Membership on Senate Committees and Other Positions Elected by Senate<sup>1</sup>

The Executive Committee has issued its annual call for expressions of interest in membership on Senate committees and other positions elected by Senate. All terms begin July 1.

Information about membership opportunities and committee mandates can be accessed from the Senate Website.

Senators are strongly encouraged to assist in the process of identifying prospective candidates. An online form -- linked to committee details and membership criteria -- is available for the purpose of suggesting the names of individuals. Information may also be communicated directly to Robert Everett of the University Secretariat ([beverett@yorku.ca](mailto:beverett@yorku.ca)).

The Committee hopes to fill vacant positions by January 2018 on the following committees.

- Academic Standards, Curriculum and Pedagogy (full time faculty members and a contract faculty member)
- Appeals
- Awards
- Tenure and Promotions
- Tenure and Promotions Appeals

In addition, the Committee seeks candidates for one of two Senate nominees to the Board of Governors and the position of Academic Colleague to the Council of Ontario Universities.

### 3. Approval of Members of Senate Committees Nominated by Student Senators

The Executive Committee has approved the individuals listed below as nominated by student Senators to serve on Senate committees for 2017-2018. A position on ASCP will be filled soon.

#### **Academic Policy, Planning and Research**

Auldrey Lopo, Environmental Studies, BES Candidate, Environmental Management  
Martin Sers, Graduate Studies, PhD Candidate, Environmental Studies

#### **Academic Standards, Curriculum and Pedagogy**

Habbiba Ahmed, Faculty of Health, BSc Candidate, Spec. Honours, Global Health

#### **Appeals**

Cory Lewis, Liberal Arts & Professional Studies, BA Candidate, Philosophy  
Talha Tanweer, Lassonde, BEng Candidate, Specialized Honours, Mechanical Engineering  
Rawan Habib, (YFS Senator), Liberal Arts and Professional Studies, BA, Honours Candidate, Major / Minor in Sociology and English

#### **Awards**

Laura Hammill, Faculty of Education, BEd Candidate, Prim/Junior,

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<sup>1</sup> Faculty Councils nominate individuals to serve on Senate Executive, Academic Policy, Planning and Research, and the Sub-Committee on Honorary Degrees and Ceremonials.

## **Executive Committee – Report to Senate (cont'd)**

Yassmin Abidian-Altamirano, Arts, Media, Performance and Design, BA Candidate, Theatre Studies

### **Executive**

Ajay Rakhra, Liberal Arts and Professional Studies, BA Candidate, Business and Society  
John Wu, JD / MBA Candidate, Osgoode / Graduate Studies

### **Tenure and Promotions**

Luigi Giuliano, Schulich, iBBA Candidate, Administration,  
Saad Siddiqui, Lassonde, BEng Candidate, Mechanical Engineering

### **Honorary Degrees**

Azhar Meghani, Schulich, MBA Candidate,

The Committee is grateful to all student Senators for their service to Senate and its committees.

#### **4. Autumn Meeting of Senate Committee Chairs and Secretaries**

The autumn meeting of Senate committee chairs and secretaries was held on November 14. Senate Executive was pleased to learn that committees have tailored their agendas to

- highlight quality in their own activities
- address Senate survey responses
- explicitly tie initiatives to the UAP's objectives.

For details on committee priorities for 2017-2018, please refer to the Senate Executive report to Senate of October, 2017.

#### **5. Senate Meeting in December**

Based on a canvas of Senate committees, it is unlikely that it will be necessary for Senate to meet in December. This will be confirmed well before the scheduled meeting on December 14. However, Senators are asked to reserve time on that date until a definitive announcement is made in case the press of business requires a meeting (continuing Senators may recall that a short meeting was held in December 2015 to transact important business).

#### **6. Welcome to New Members**

Members were pleased to welcome student Senators Ajay Rakhra and John Wu to the Committee.

Lesley Beagrie, Chair and Franck van Breugel, Vice-Chair

# Senate Appeals Committee – Report to Senate

At its meeting of November 23, 2017

## FOR INFORMATION

### 1. Annual Student Appeals Statistics, 2016-17

In this annual report, the Senate Appeals Committee (SAC) describes its activities for the past year, and presents data on Senate and Faculty-level cases.

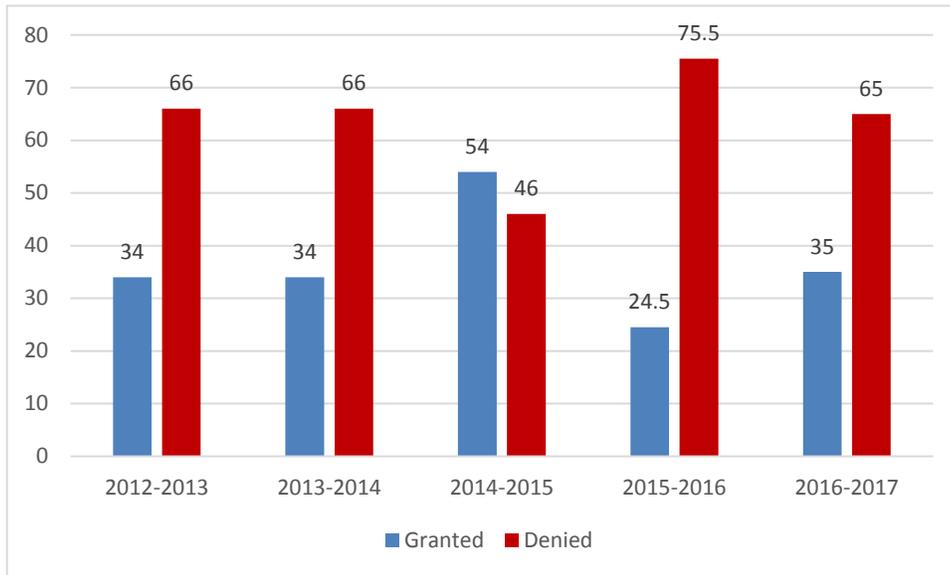
Between July 1, 2016 and June 30, 2017 the committee received 83 new files. Nineteen (19) files were not completed by June 30; an additional 5 files initiated in 2015-16 were completed. The total caseload is a 30% increase over the previous two years, returning to numbers in the three previous years. Figure 1 presents the number of cases from the last five years. Appeals received to date in 2017-18 indicate that this higher number will continue if not increase.

Appeals for late withdrawal without receiving a grade continue to account for the largest number of petitions at the Faculty level (51%) and just over half (37) of the appeals to Senate. There is always a lag between petitions considerations at the Faculty level and when appeals are submitted to SAC; it is expected that the number of late withdrawal SAC appeals will decline in the next year due to the introduction in 2016-17 of the Withdrawn From Course Policy, which allows students to withdraw between the deadline with drop a course without receiving a grade and the end of classes. The second largest number of cases were for waiver required withdrawal or debarment. Other major findings in this report can be summarized as follows:

- The number of new SAC appeals increased significantly over the past two years, up 54% from 2015-16. This increase appears to be continuing in 2017-18, with 34 appeals received in the first four months of the academic year.
- There has been an increase in appeals from graduate students, with three out of five appeals of findings of a breach or penalty for breach of academic honesty.
- In most Faculties, the number of petitions for late withdrawal has decreased, likely due to the implementation of the Withdrawn from Course Policy.
- Faculties granted the W for 34% of late withdrawal petitions (petitions from FGS and Osgoode not included in total as W does not apply to their programs).
- Academic honesty charges increased slightly this year, with plagiarism and cheating still accounting for the greatest number. SAC continues to see a greater number of academic honesty appeals than in the past, the majority are appeals of the penalty rather than of the finding that academic honesty was breached.

Figures 1 and 2 below, and Tables 1-3 give the data for SAC appeals. As the SAC procedures were revised, Table 1, Outcome of Consideration by SAC, provides data for the last four years under the old categories, and Table 1A provides data on decisions under the new procedures.

**Figure 1**  
**Appeals received at Senate Level, By year**



**Table 1<sup>1</sup>**  
**OUTCOME OF CONSIDERATION BY SAC, BY YEAR AND DECISION**

	2012-2013		2013-2014		2014-2015		2015-2016	
	Grant	Deny	Grant	Deny	Grant	Deny	Grant	Deny
Leave to Appeal of Faculty Decisions	20	53	24	63	22	31	20	32
Reconsideration of Leave to Appeal Decisions	0	12	3	15	6	8	1	9
Appeal Hearing Decisions	16	4	18	8	22	4	15	4
<b>Total</b>	<b>36</b>	<b>69</b>	<b>45</b>	<b>86</b>	<b>50</b>	<b>43</b>	<b>36</b>	<b>45</b>

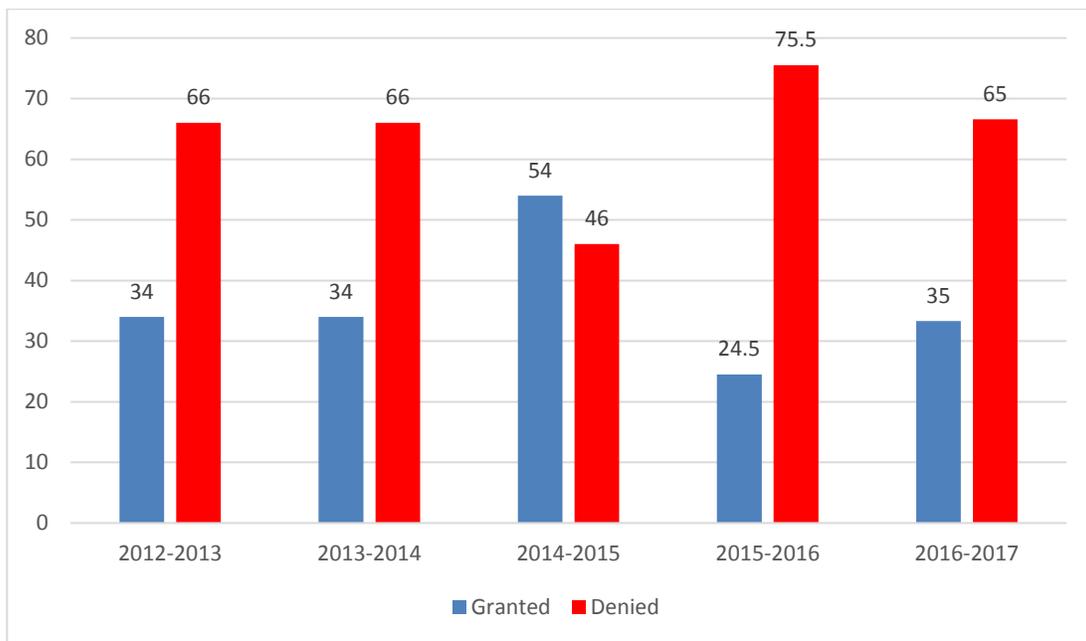
<sup>1</sup> Notes: Decisions are recorded in the year when the final decision is made. With the introduction of Withdrawn as a decision for a late withdrawal appeal in 2016-17, where SAC gives a W decision it is recorded as a granted appeal.

**Table 1A  
OUTCOME OF CONSIDERATION BY SAC, BY YEAR AND  
DECISION, Revised Procedures**

	2016-2017	
	Grant	Dismiss
Appeal hearings	24	7
Dismissal without a hearing	8	33
Reconsideration	5	4

Notes: One appeal granted a hearing *de novo* in an academic honesty case. In the subsequent hearing the appellant was found to have breached academic honesty. Three files were returned to the Faculty as procedures at the Faculty were not yet exhausted. Two appellants for waiver of required withdrawal had already served the year and did not require a SAC decision. One case was settled between the appellant and respondent prior to SAC consideration. Two additional requests for reconsideration were withdrawn.

**Figure 2  
Percentage of Appeals Granted and Denied, by Year**



**Table 2  
SENATE LEVEL APPEALS BY TYPE, YEAR AND NUMBER<sup>2</sup>**

Type of SAC Appeal	2012-2013 76 Appeals	2013-2014 88 Appeals	2014-2015 52 Appeals	2015-2016 53 Appeals	2016-2017 69 Appeals
Late Withdrawal	55	51	30	28	37
Reconsideration of SAC Decision	11	19	14	10	11
Deferment	7	8	1	4	3
Academic Honesty	1	5	9	8	7
Waiver of Required Withdrawal / Debarment	8	8	7	8	13
Grade Reappraisal	2	2	5	3	3
Late Enrolment	0	3	1	0	0
Other	1	6	4	2	5
Waiver of degree/program requirement	5	4	4	1	1
<b>Total</b>	<b>90</b>	<b>106</b>	<b>75</b>	<b>64</b>	<b>80</b>

**Table 3  
APPEALS TO SENATE APPEALS COMMITTEE BY FACULTY OF ORIGIN**

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
AMPD	1	0	0	0	1
Education	0	1	1	0	1
Environmental Studies	0	0	0	0	0
Glendon	3	6	1	3	3
Graduate Studies	0	2	2	5	6
Health	14	19	23	18	14
Lassonde	-	0	0	0	3
Liberal Arts and Professional Studies	35	43	14	14	16
Osgoode	1	2	1	2	0
Schulich	1	2	4	2	10
Science	20	13	9	9	15

The percentage of appeals granted increased slightly in 2016-17 but remains within the norm the last five years, with 2014-15 being an anomaly.

There continue to be a significant number of cases related to findings of breach of academic honesty or the penalty for a breach. Most cases were dismissed, but the Committee continues to encourage Faculties to ensure that the procedures set out in the *Senate Policy on Academic Honesty* are followed and that the factors considered when imposing penalties (Section 2.3 of the *Policy*) are clearly explained in the decision.

<sup>2</sup> Totals exceed individual cases due to reconsiderations and/or multiple appeals within one case.

The committee has noted that students are often reluctant to mention personal circumstances, particularly family problems or mental health disabilities, and only raise them if other grounds have not been successful. While students are advised to mention all circumstances in the first instance, SAC encourages Faculties to emphasize in their online information and advising the importance of providing all information and that the process is confidential. Students also report that they are advised not to mention circumstances for which there is no documentation. This also causes students to omit important information from petitions and appeals, and complicates consideration of appeals when it is mentioned or documentation becomes available at a later stage in the process. SAC encourages Faculties to explore alternative kinds of documentation that might be considered.

**Table 4**  
**NUMBER OF FACULTY-LEVEL PETITIONS IN ENROLMENT CONTEXT**  
**2012-2013 TO 2016-2017**

	2012-13 YU Enrolment 54,590	2013-2014 YU Enrolment 53,974	2014-15 YU Enrolment 52,879	2015-16 YU Enrolment 52,418	2016-17 YU Enrolment 52,122
AMPD	195 Enrolment: 3,024	147 Enrolment: 2,960	194 Enrolment: 2,777	240 Enrolment: 2,729	189 Enrolment: 2,719
Education	125 Enrolment: 566	117 Enrolment: 580	240 Enrolment: 764	151 Enrolment: 559	167 Enrolment: 949
FES	74 Enrolment: 810	69 Enrolment: 643	68 Enrolment: 645	94 Enrolment: 557	56 Enrolment: 501
Glendon	243 Enrolment: 2,535	257 Enrolment: 2,577	225 Enrolment: 2,591	513 Enrolment: 2,591	255 Enrolment: 2,645
Graduate Studies	904 Enrolment: 5,959	812 Enrolment: 5,905	1,051 Enrolment: 5,929	1,071 Enrolment: 5,922	1,202 Enrolment: 5,802
Health	1,296 Enrolment: 9,821	996 Enrolment: 9,960	1,261 Enrolment: 9,738	1,323 Enrolment: 9,843	1,255 Enrolment: 9,619
Lassonde		246 Enrolment: 1,219	260 Enrolment: 1,572	294 Enrolment: 2,077	272 Enrolment: 2,632
LA&PS	3,688 Enrolment: 24,962	4,471 Enrolment: 24,081	4,134 Enrolment: 22,678	4,048 Enrolment: 21,819	3,224 Enrolment: 21,053
Osgoode	59 Enrolment: 934	104 Enrolment: 938	45 Enrolment: 968	65 Enrolment: 943	93 Enrolment: 949
Schulich	393 Enrolment: 1,673	404 Enrolment: 1,730	437 Enrolment: 1,799	452* Enrolment: 1,811	442 Enrolment: 1,775
Science	774 Enrolment: 4,297	638 Enrolment: 3,381	575 Enrolment: 3,418	531 Enrolment: 3,522	590 Enrolment: 3,478

\*Schulich has corrected the number originally reported for 2015-16.

## **2. Annual Reporting of Faculty-level Petition and Appeals Statistics, 2016-2017**

This year, the committee is continuing its efforts to standardize reporting across the University. The data in Table 5 is for petitions initiated July 1, 2016 to June 30, 2017. The data in Table 5 provide the big picture but are not entirely comparable across Faculties.

At the bottom of the table, the total number of appeals for each Faculty and the percentage of petitions which were appealed at the Faculty level is provided. The overall percentage of cases appealed is just 6%, up from 4.9% last year and 5.3% a year earlier. As was noted above, at most Faculties the number of late withdrawal petitions decreased, likely attributable to the implementation of the Withdrawn from Course Policy. While the number increased at Graduate Studies, it should be noted that the policy does not apply to graduate courses.

Graduate Studies noted that the reinstatement of the grades reconciliation exercise led to an increase in petitions for course extension and withdrawal. The significant increase in leaves of absence reflects a change in recording; previously elective leaves and maternity and parental leaves were not normally recorded. Medical/compassionate leave petitions have increase due to active counselling of students facing difficulties; many conclude that a leave would help them address their situation. As FGS has increased advising to students, they have been clearer with their petition requests; in 2016-17 there were none listed under the “other” category.

LA&PS noted last year that the departmental and program waivers were dealt with by departments and no longer required petitions. FGS indicates that it is looking to separate routine requests from exceptions requiring petitions to try to reduce the number of petitions.

In Education, 60% (101) of the petitions, listed under Waiver – Other, were to waive the concurrency rule. This allowed students who began in the 30-credit BEd, no longer offered, to complete their programs. This number will dramatically decrease in the coming years.

Faculties note several initiatives to address the number and quality of petitions. Lassonde has increased advising activities about awareness of deadlines and expectations that students will make informed decisions and making students aware that petitions are granted under exceptional circumstances only. Health has created a video explaining the petitions process and associated forms. In providing more information to students, and sticking more closely to published deadlines, a number Faculties are seeking to decrease the number of retroactive petitions.

Three Faculties noted cancelled petitions. LA&PS cancelled 18% (588) of its 3224 petitions, generally because they were missing required documents, the petition no longer was required, or was resolved by other means.

Removing cancelled petitions from the total, overall 75% of petitions were granted, from a high of 98% in FES to 59% in Science. To a large extent, this explains the variation in the number of cases appealed to the Faculty.

**Table 5  
FACULTY-LEVEL PETITIONS BY TYPE 2016-2017**

Petition Type	Reason	AMPD	ED	ES	GL	GS	HH	LA&PS	LSE	OS	SSB	SC	TOTAL
Course Add	Enrol In Course(s) After The Faculty Deadline	5			14	14	4	27	19		70	5	158
Course Drop	Drop Course(s) After Faculty Deadline	101	4	19	219	95	840	2159	112		34	320	3903
Credit					6	1	2				1		10
Departmental/Programme Waiver	Advanced Standing: Course Substitute			1		6							7
	Advanced Standing: Course Waiver					14					2		16
	Advanced Standing: Course Transfer					37							37
	Course Substitution for Major or Minor Req. (s)			4	1	1					7		13
	Other			1							71		72
	Waiver Of Degree Credit Exclusion Legislation												0
	Waiver with replacement			14		7					4		25
	Take courses out of sequence - Schulich										38		38
	Promotion without satisfying year requirements - Schulich										1		1
	Reduced course load - Schulich										8		8
Exemptions	Degree Exemption(s)												0
Extension	Deferred Standing, extension of deferred standing	5	1	3	4	3	112	424	29		12	144	737
	Course extension					36							36
	Program extension					137							137
Grade Reappraisal	Grade Reappraisal		2	1	2	2	6		1	19	38		71
Leave	Leave of Absence					74					42		116
	LOA Medical/compassionate					219					22		241
	LOA No course available					65							65
	Maternity leave					48					1		49
													0
Letter of Permission	Credit For Course(s) Taken Elsewhere Without LOP	2					5					1	8
Other	Other				6		2	83			6	1	98
Overload	Course Overload	4		1			35	65	13		5	19	142
Readmission													0
Relief against failure	Osgoode only									46			46
Repeat	Repeat Failed Course		5				15		11				31
	Repeat Passed Course												0
Status	Change degree stream		17				32						49
	Change to full-time						35						35
	Change to part-time						66				6		72
	Reinstatement		6			226					1		233
	Withdrawal		7			27							34
	Study at a location other than York					6							6
Stop-out	Education only		24										24
Strike-related	FGS only						1						1
Waiver	Graduate Without Min. Req'd G.P.A.										1	1	2
	Request For Waiver Of Req. Withdrawal*			1			85	213	30		50	80	459
	Request For Waiver Of Req. Debarment			2			26		10		21	3	62
	Upgrade G.P.A. In Attempt To Graduate						24	99				5	128
	Waiver Of Degree Credit Exclusion Legislation						4						4
	Waiver Of General Education Requirement						7					3	10

		AMPD	ED	ES	GL	GS	HH	LA&PS	LSE	OS	SSB	SC	TOTAL
	Waiver Of Honours Standing Regulations			3		1	85	154	13				256
	Waiver Of In-Faculty Requirement				2	22						1	25
	Waiver Of Major Requirement(s)			4		6	1		34		1	4	50
	Waiver Of Upper Level Course Requirements					1	2					3	6
	Other	72	101	2	1	20				28			224
<b>Total</b>	<b>TOTAL</b>	189	167	56	255	1202	1255	3224	272	93	442	590	7745
<b>Appeals</b>		0	2	0	47	28	120	164	4	NA	7	92	464
<b>Percentage of decisions appealed</b>		0.00%	1.20%	0.00%	18.43%	2.23%	3.72%	5.09%	1.47%	NA	1.58%	15.59%	5.99%
*LA&PS required withdrawal and debarment numbers combined													

**Table 6**  
**STUDENT ENROLMENT AND APPEALS BY YEAR**

	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
Enrolment (Heads)	54,590	53,974	52,879	52,418	52,122
Petitions	7,751	8,261	8,490	8,336	7,745
Students Filing Petitions (%)*	14.20%	15.30%	16.05%	15.90%	14.86%
Appeals to SAC	76	88	52	53	69
Faculty Decisions Appealed	0.98%	1.07%	0.61%	0.64%	.90%

\*Note: Some students file multiple petitions.

### **3. Annual Faculty-Level Academic Honesty Statistics, 2016-2017**

SAC includes in its annual report statistics on Faculty considerations of charges of breaches of academic honesty. As in previous years, the majority of cases involved plagiarism and cheating. Most were resolved at the exploratory meeting stage. For 2016-2017, there were 664 reported cases of breaches of academic honesty (or about 1.3% of the total student body at York of 52,122 students), an increase of 18% over last year. See Table 7 for details.

Lassonde, Health and Schulich had significant increases in cases, some of which is attributable to encouragement to formally address suspected breaches of academic honesty. Faculties are aware that many faculty members deal with breaches informally and are taking steps to encourage faculty to use the formal process. At Schulich, there were nine cases where multiple students (2-9) were charged with the same offence, accounting for a good part of the increase.

It is clear that many faculty members find the procedure for exploratory meetings, as set out in the Senate Policy on Academic Honesty, to be cumbersome. We suspect that in Faculties with few to no cases students are being dealt with through informal means. SAC will work on proposals to simplify these procedures to encourage the formal reporting of suspected breaches.

**Table 7**  
**ACADEMIC HONESTY CASES BY FACULTY**  
**2011-2012 TO 2015-2016**

<b>Faculty</b>	<b>2012-2013 n=575</b>	<b>2013-2014 n=571</b>	<b>2014-2015 n=520</b>	<b>2015-2106 N=562</b>	<b>2016-2017 N=664</b>
Arts, Media Performance & Design	12	39	12	13	3
Education	3	0	0	1	0
FES	26	11	8	12	9
Glendon	28	23	14	25	11
Graduate Studies	4	23	14	23	18
Health	66	43	35	52	72
Lassonde		23	21	19	111
LA&PS	326	254	297	284	276
Osgoode	2	2	3	7	6
Schulich	15	65	41	38	68
Science	97	88	75	90	90

**NOTE:** The numbers above refer to charges laid. Where the conclusion of an exploratory meeting was that there was no breach and no formal charge was laid, the case is not recorded. Schulich has corrected the number originally reported for 2015-16.

#### **4. Policies and Procedures**

Revised SAC Procedures went into effect July 1, 2016. The chair reviews all files to determine if they go directly to a hearing or are considered for dismissal without a hearing. As Table 1A shows, in 8 cases where files were considered for dismissal without a hearing, a Panel decided that a hearing should be held; 33 were dismissed. In one case the decision was not to proceed as there was a defect in appeals; this was sent back to the appellant who was given two weeks to rectify it. While the Procedures provide for this decision, it is not made often as the staff will often advise appellants prior to submission. This procedure has worked well; for 2016-17 the committee has a vice-chair who can review files when the chair is not available to ensure timely review.

In 2016-17, new and revised Senate policies provided more options for students who are struggling to continue in their studies. With the implementation of the Withdrawn from Course (W) option, allowing students to withdraw after the deadline to drop the course without receiving a grade and before the end of classes, most Faculties noted a decrease in late withdrawal petitions, some significant. (Note that this policy does not apply to graduate programs, the JD program, experiential learning placements or courses taken through exchange or co-registration at another institution.) In LA&PS late withdrawal petitions declined by just over 20%; at Glendon the drop was 45%. Faculty committees also granted a W as a decision for late withdrawal petitions, with 33% of petitions being granted a W, varying among Faculties from about 17% to 45% of decisions (to 68% of the small number of FES late withdrawal decisions). Only Science experienced an increase in the number of late withdrawal petitions, which they believe may be the result of workshops for struggling students to identify options for moving forward in their studies.

Faculties also note the increase in students petitioning on mental health disability grounds. It has been suggested that there be training for petitions and academic honesty hearing committees on how human rights, equity, and disability, intersect with petitions and academic honesty, what kind of evidence can be required/requested and how to weigh it. In early 2017-18, the same types of questions have arisen with respect to the Policy on Sexual Violence.

#### **5. Hail and Farewell**

The members of the Senate Appeals Committee and the support staff of the Secretariat would like to extend their thanks and appreciation to our departing members for their work on and commitment to, the Senate Appeals Committee this past year: Professors Othon Alexandrakis, Roopa Desai-Trilokekar, Jan Hadlaw and Valeria Tsoukanova, and our student members, Alamgir Khandwala (after three years of service!) and Ajay Rakhra.

A warm welcome is extended to new members: Professors Suprakash Datta, Patrick Ingram, Aymen Karoui and Beryl Pilkington. We look forward to welcoming new student members shortly.

*Natalie Coulter, Chair*

# Academic Standards, Curriculum and Pedagogy Committee Report to Senate

At its meeting of 23 November 2017

## For Action

### 1. Establishment of the Degree of Master of Supply Chain Management • Schulich School of Business / Faculty of Graduate Studies [Notice of Statutory Motion]

It is the intention of the Academic Standards, Curriculum and Pedagogy Committee to make the following recommendation in a statutory motion:

That Senate approve the establishment of the degree of Master of Supply Chain Management.

## Rationale

The full proposal and supporting documentation is included in Appendix A. The proposed Master of Supply Management (MSCM) is a professional Master's degree to be housed in the Schulich School of Business and offered both as full-time and part-time options. It is structured as a program for both graduates of business and non-business undergraduate degrees seeking entry-level analytic or managerial supply chain positions in industry or non-profit organizations. A series of preparatory courses are required for non-business degree holders prior to commencement of the program requirements. The program is distinct from the MBA and other masters' degree programs in business / management offered by the School of Business, and the new stand-alone degree type is necessary to procure that distinction. Supply chain management has become a specialized academic discipline coincident with the evolution of the complex geo-political landscape of international sourcing and transportation of products.

Unique program learning outcomes have been articulated for the new degree program. Most of the curriculum is new and has been designed specifically to support the achievement of the learning outcomes. In alignment with UAP goal to expand experiential education opportunities, an innovative community-involved experiential major research project is part of the program's requirements. The limited offerings of similar programs in Ontario together with the growing number of employment positions in the field, indicate that this new program is expected to fill the gap in post-graduate management education and provide a career-pathway for its graduates.

The breadth of faculty expertise at Schulich, coupled with two additional tenure-stream positions in Operations Management and Information Systems, means the School is well positioned to deliver a high quality program. The external appraisers endorsed the program, and their recommendations for enhancements were made by the proponents.

# **Academic Standards, Curriculum and Pedagogy Committee**

## **Report to Senate**

A decanal statement from the Faculty of Liberal Arts & Professional Studies confirms consultation on and support for the proposed programs. Statements from the anchor Dean and the Provost confirm the resources for the new program, and its alignment with academic plans and the areas of growth expressed in the Strategic Mandate Agreement.

Once the degree type is approved by Senate, a companion resolution to establish the MSCM degree program will come forward for approval.

**Approvals:** FGS 2 November • ASCP 8 November 2017 • APPRC 16 November 2017

### **2. Establishment of the Degree of Master of Marketing • Schulich School of Business / Faculty of Graduate Studies [Notice of Statutory Motion]**

It is the intention of the Academic Standards, Curriculum and Pedagogy Committee to make the following recommendation in a statutory motion:

That Senate approve the establishment of the degree of Master of Marketing.

#### **Rationale**

The proposed Master of Marketing (MMKG) is a professional Master's degree providing specialized marketing management education to prepare students with the skills and knowledge to be "creative thinkers and leaders in marketing for the modern world". The full-time program would be an addition to the growing number of professional master's degrees offered by the Schulich School of Business. Similar to those programs, the Master of Marketing is accessible to students with or without an undergraduate business degree who are seeking to add marketing to their skill set. A series of preparatory courses are required for non-business degree holders prior to commencement of the program requirements.

While there are several graduate Marketing programs in Canada and locally within Ontario, all of them are Master of Science research-based degrees aimed at preparing students for doctoral studies in the field. The Master of Marketing degree program will be set apart by its professional and management-focused structure aimed at providing graduates with career-ready skills. The program was designed "from the ground up" to reflect the current digital and data-driven landscape of the marketing industry. It was informed by input from potential employers, prospective students and Schulich alumni. Program learning outcomes have been articulated and effectively mapped to the requirements.

The external reviewers judged this to be an academically rigorous, coherent program highly relevant to the field of marketing; they highlighted as a distinguishing feature of the program the innovative two-term integrative consulting project. The strength of the

# Academic Standards, Curriculum and Pedagogy Committee

## Report to Senate

marketing area in Schulich is well established and there is confidence that the program will be delivered and managed very effectively.

A decanal statement from the Faculty of Liberal Arts & Professional Studies confirms consultation on and support for the proposed programs. Statements from the anchor Dean and the Provost confirm the resources for the new program, and its alignment with academic plans and the areas of growth expressed in the Strategic Mandate Agreement.

The proposal, external reviewers' report and the above-noted supporting documentation are attached as Appendix B. Once the degree type is approved by Senate, a companion resolution to establish the MMKG degree program will come forward for approval.

**Approvals:** FGS 2 November • ASCP 8 November 2017 • APPRC 16 November 2017

### **3. Revisions to the Senate Common Grading Scheme for Undergraduate Faculties: Approval in Principle**

ASCP recommends,

That Senate approve in principle the following revisions to the Senate Common Grading Scheme for Undergraduate Faculties:

- change the undergraduate 9-point letter grade to a 13-point letter grade scale (including minus grades) with grades to be calculated to a weighted GPA based on a 4.0 maximum
- establish corresponding numerical ranges for each letter grade and qualitative descriptors for each letter-numerical pair
- broaden the scope of the grading scheme to apply to undergraduate and graduate programs, and align the letter grade scales for both up to "C-"
- retain the grading scale in use for the JD program housed in the Osgoode Hall Law School (no minus grades) but convert its numerical scale to a 4.0 maximum
- retain the Pass / Fail grading scheme for graduate programs housed in the Faculty of Environmental Studies
- change the name of the legislation to the *Policy on York University Grading Schemes*

The resulting grading schemes are set out in Appendix C.

#### **Rationale**

Although Canadian universities may have initially established undergraduate grading schemes unique to their institutions, York University is one of only five institutions remaining with an atypical undergraduate grading scheme. Uniqueness in and of itself is not a reason to change; eliminating unintended consequences of an original practice in a changed landscape however is a compelling rationale. Specific reasons in support of this change are elaborated below.

# Academic Standards, Curriculum and Pedagogy Committee

## Report to Senate

### *Supporting University Priorities: Enhancing Student Success*

One of the seven priorities of the University Academic Plan (UAP) is implementing a student-centred approach to decision-making to enhancing student success. The UAP calls for decisions about academic plans, the learning environment, the campus experience, and academic support strategies to be viewed through “a student lens”. Changing York’s grading scheme is being proposed precisely as a measure to better support students.

Continuing academic endeavors beyond one degree is a common path for post-secondary students today, whether it is graduate studies, a professional degree program or other type of career credential. The application process for all post-secondary programs includes an assessment of a student’s grades and grade point averages, the results of which inform admission decisions. The majority of Canadian institutions use the same letter grade scale; no other universities use a scale similar to York’s. Consequently, all York students’ transcripts are subject to a conversion. The 9-point scheme is difficult to translate and appears to result in inimical interpretations which have been seen to result in inequities for York students.

An analysis of the destinations for transcript orders from York students reveals that the vast majority are sending transcripts to other Ontario universities (30.4%), followed by Ontario colleges (19.45%). Applications to teachers colleges, medical schools, and law schools closely follow for a combined 19.4%. Another 13.4% go to international schools (5% to the US) and the balance of transcripts go to other Canadian post-secondary, divinity schools and professional accreditation bodies. Within Ontario, Ryerson University and the University of Toronto are the largest recipients of applications from York students; both schools use the proposed expanded letter grade scale converted to a 4.3 or 4.0 overall GPA respectively. All Ontario colleges also use the proposed scale with a 4.3 or 4.0 weighted GPA. The Ontario Medical School Application Services (OMSAS) and the Ontario Law School Application Service (OLSAS) use the conversion chart to a 4.0 scale. See Table 1 in the appendix.

Table 1 also illustrates the conversion done by OMSAS and OLSAS for York’s current grading scale. The comparison shows that York undergraduate students who achieve an “A” letter grade in a course are assigned a slightly lower GPA than students who achieve an “A” grade at one of the institutions using the more common scheme. In purely numerical terms, York’s students performing at the 85 – 89 range are not being assessed relative to students performing at the same level from other institutions while students at the lower end of the range are gaining an advantage. Overall, the impact to the ultimate performance of the pool of students being admitted to these programs is not known, however this may contribute to an inconsistent perception of the quality of applicants from York.

Many of York’s peer research-intensive universities, and the OMSAS and OLSAS have in place the 4.0 weighted GPA scale. Aligning York’s structures and processes to that scale

# Academic Standards, Curriculum and Pedagogy Committee

## Report to Senate

better enables its applicants to law, medical and graduate programs to be more easily and directly assessed for admission. This in turn better supports student success, their academic planning and their campus experience.

### *Minus grades*

York's current letter grade and Faculty-established correlating percentage ranges are quite broad and assign the same letter grade to a student performing at an 80% average as to one performing at an 88%, for example. In many programs the effort required to attain an 8% higher outcome is significant and merits consideration within the letter grade and GPA calculation. In consultation meetings on the grading scheme conducted by the Office of the University Registrar, Associate Deans reported that many course directors have expressed a desire to have minus letter grades available.

Except for the "A-" to "A+" range, the proposed scale moves students from a minus grade to a plus grade within 10 percentage points. This affords greater flexibility to provide feedback regarding a student's progression and offers a mid-point milestone for students. For example, a "C-" begins at 60 percent, moves to a "C" at 63 and then a "C+" at 67. The current scale moves from "C" at 60 to "C+" at 65. Within the "A" grades range, the use of an "A-" provides a greater distinction between 85 – 89 before achieving an "A", while continuing to recognize the highly exceptional performance of the "A+" student.

### *Maintaining the Distinction between "A" and "A+"*

York's existing undergraduate grading scheme distinguishes between A+ (9) and A (8). The large majority of Canadian universities also include a distinction between these top two grades in their scheme; only nine assign the same numerical conversion value to A+ and A, and just one in Ontario does. As depicted in Table 1 in Appendix C, the grading scales applied by the Canadian Medical and Law Schools Application Services assign different numerical values for A and A+ grades too; maintaining the distinction in York's grading scheme supports the easy and direct assessment of York applicants for admission to such programs. In addition, the feedback from Faculties on this question revealed unequivocal support for a scale that recognizes the efforts of an A+ student. And finally, several of York's student awards have criteria that call for the exceptional performance of the A+, including the Governor General's Medal for the top grades in the University.

### *York's assessment of applicants from other institutions*

Just as other institutions have defined their formula for grades conversion, so too is York making arbitrary decisions about students' grades from other schools, particularly their use of "minus grades". Moving to the same letter grade scale in place at the majority of Canadian universities facilitates consistent practice and student mobility within the post-secondary landscape nationally to the benefit of students and York.

### *Internal Consistency*

# Academic Standards, Curriculum and Pedagogy Committee

## Report to Senate

Internally, York currently has six different grading schemes in use. Having greater internal consistency on matters that have external implications is valuable for students and the University. As proposed, York would move to a core grading scheme for the University for graduate and undergraduate programs up to the grade of “C-”. One exception to the pan-University scheme would be Osgoode, which would not adopt minus grades (consistent with law schools grading schemes generally) but change to the 4.0 maximum GPA. The other exception would be the Master’s and Doctoral programs in Environmental Studies which have methodically followed a pass/fail grading scheme.

### *Approval in Principle and Moving to the Second Stage*

Adopting a new grading scheme is a significant and time-consuming undertaking that has several components to it. The fundamental changes to the University’s schemes have been identified and set out above. The finer details associated with the changes and the implementation plans still need to be developed. Because the details are directly tied to the proposed new framework, the Committee is asking Senate to express its opinion on the fundamentals of the new framework prior to establishing the details. Senate’s approval in principle of the core elements of the new scheme will, in turn, enable ASCP, the Office of the University Registrar and the Faculties to begin work on the corollary changes necessary for implementation. In other words, the Committee wants to be confident in the direction it is taking this initiative before spending a significant amount of time working out all the particulars.

A key component of the grading scheme is qualitative descriptors for each letter – numerical grade pair to guide course directors’ grading decisions. There are qualitative descriptors in place for the existing undergraduate grading scheme, but the introduction of minus grades requires an expanded set of descriptors. In addition, establishing a formal correlation between a letter and numerical grade (which the current Senate legislation does not include) requires a focused new look at the existing descriptors. This would be the immediate next step in the initiative which would be undertaken by ASCP.

Changing the University’s grading scheme generates a large ripple effect of corollary changes to the policies, academic regulations, requirements and procedures that are based on the 9-point letter grading scale and GPA calculations. The Committee would work in collaboration with Faculties, the Office of the University Registrar and other relevant units to identify all the changes that need to be made concurrently with the revised grading scheme, including for example:

- degree and progression requirements
- program admissions requirements
- awards and other academic honours
- monetary scholarships and awards

Broad consultation with Faculties, administrative units and students on the planning, arrangements and implementation details will underpin the Committee’s work on these

# Academic Standards, Curriculum and Pedagogy Committee Report to Senate

tasks. Once all the associated details are finalized and the effective date determined, the full proposal will be returned to Senate for final approval. The effective date of the revised scheme has not yet been identified, but it is not anticipated to be before the FW 2020-2021 academic year.

**Approvals:** ASCP 8 November 2017

## Consent Agenda

### 4. Changes to the Faculty of Graduate Studies Policy on Graduate Supervision

ASCP recommends

That Senate approve the Faculty of Graduate Studies' revised Policy on Graduate Supervision, set out in Appendix D.

#### Rationale

The Faculty of Graduate Studies established a working group to review the Faculty policy on graduate supervision with a view to enhancing the supervisory experience and process. Changes to the policy were designed to:

- Re-order the document so that it begins with an emphasis on supporting and developing productive supervisory relationships;
- Clearly articulate the roles and responsibilities of faculty and graduate students;
- Introduce the role of the graduate program in supervision;
- Offer a more detailed framework for conflict resolution; and
- Examine the intersections of FGS policy on supervision and other related and intersecting policies on campus

The full rationale is included in Appendix D.

**Approvals:** FGS Council 1 June 2017 • ASCP 8 November 2017

**Academic Standards, Curriculum and  
Pedagogy Committee  
Report to Senate**

**For Information**

**a. Minor Modifications to Curriculum**

The following proposals have been approved by ASCP:

*Faculty of Liberal Arts and Professional Studies*

Minor change to the requirements for the Specialized Honours BCom-ITEC program

Minor change to the requirements for the BA programs in Communications Studies

Franck Van Breugel, Interim Chair

**Note to Senators:** The new course proposals have not been copied for Senate; they are available upon request.

**YORK UNIVERSITY**

**Schulich School of Business**

**Proposal for a Master of Supply Chain Management**

September 22, 2017

Task Force Members:

Tom Beechy  
Markus Biehl  
Adam Diamant  
David Johnston (Chair)  
Murat Krystal  
Mark Thomas

# **1. Introduction**

## **1.1. Brief Statement of the Program**

The proposed Master of Supply Chain Management (MSCM) program is designed to address an unfilled need in post-graduate management education—to increase the available pool of highly capable supply chain management professionals. Supply chain management has become a very complex field over recent years, due not only to the intricacies of sourcing and delivering quality products and services internationally but also by the need to make supply chains safe and reliable. Managers must hold their numerous employees and suppliers to the highest ethical and legal standards. At the same time, the immense volumes of goods transported globally must arrive in a timely and cost-effective manner without disruption.

Graduates emerging from non-business and general business undergraduate programs require specialized education in order to find meaningful employment in entry-level analytic or managerial supply chain positions in private, public or non-profit organizations. As well as recent university graduates, others who currently are working in industry will be able to advance their careers in supply chain management via this proposed degree.

In recent years, several business schools in Europe, the United States and Canada have introduced masters-level programs for the emerging field of supply chain management. This is a specialized degree, not to be confused with the more general Master of Business Administration (MBA) programs. No Ontario university currently provides such a program, although there are a few community colleges offering courses in this area. Our proposed program is unique in Ontario and addresses the need for post graduate preparation in supply chain management.

## **1.2. Endorsed Fields of Study**

N/A

## **1.3. Method Used to Develop the Program**

The program has been designed by a Schulich-based task force established by the Dean of the Schulich School of Business. The task force obtained input from all relevant subject matter disciplines within Schulich, from prospective students, and from potential employers. The task force conducted interviews with management practitioners in industry and government, with consultants, and with industry associations to fully understand the emerging trends and the knowledge requirements for supply chain careers. The task force used detailed job descriptions developed by expert panels from The Canadian Supply Chain Sector Council to inform its decisions about learning objectives and curriculum content. As well, the task force conducted focus groups with potential students.

#### **1.4. Faculty in which the Program is Housed**

The program will be housed in the Schulich School of Business, in parallel to Schulich's other one-year specialized masters programs.

## **2. General Objectives of the Program**

### **2.1. Brief Overview**

The program requires students to complete 39.00 credits of study through either full-time or part-time study. Full-time studies will take 3 terms; part-time will require 6 terms.<sup>1</sup> A very limited amount of advanced standing may be granted to students who possess appropriate prior qualifications. The program is structured to facilitate the acquisition of SCM knowledge and skills mainly during the first two terms (or equivalent), and then extend this knowledge and integrate it through a capstone community-involved experiential project in the students' final term. The course load in term 3 is kept to a manageable amount so that students may also complete an optional internship during that time and focus on interactions with industry and potential employers.

Overall, the program is designed to provide in-depth knowledge and skills that are necessary to navigate and manage in a highly complex and competitive field that encompasses business, government and non-for-profit organizations. While students are exposed to all relevant technical methods required in the field of supply chain management, the program focuses on developing candidates' ability to *manage* in the supply chain. As a result, students will complete not only supply chain courses but also courses in other management disciplines. The final term experiential project will also help practice and further develop a mixture of technical and managerial skills.

### **2.2. Alignment with University and Faculty Missions**

This program will support the University's goals as outlined in the 2015-2020 UAP as follows:

- *Academic Quality and Student Success.* The proposed Schulich Master of Supply Chain Management program is specifically designed to provide a professional managerial education to recently graduated undergraduate students as well as to alumni of undergraduate programs who currently are working in industry. The program's design is based on expected learning outcomes. Paired with teaching facilitated by a highly

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<sup>1</sup> In the remainder of this proposal, when referring to terms, we refer to the equivalent of the terms taken by full time students

capable Faculty, the aims of academic quality and student success are being addressed.

- *Enhanced Quality in Teaching and Learning and Internationalization.* The program will be offered to graduates of all recognized universities worldwide, thereby enhancing achievement of York University's internationalization objective. Instructors will be selected from Schulich's tenure stream faculty and highly experienced industry experts, thus ensuring a first-rate learning experience. Similar to Schulich's other programs, this program will use high impact teaching practices throughout all three terms.

*Enhanced Community Engagement.* The program's learning outcomes have been informed by input from the professional community. As well, the major research project is community-involved. Students will, during the last term, work with organizations to help them analyze and solve supply chain problems in a hands-on fashion.

### **University Goals**

York University's Strategic Mandate Agreement identifies business as an area of both strength and growth. This new program aims to contribute to this growth at the graduate level. By providing a net addition to the University's Masters complement, it will help the University address its goal of enhanced graduate studies, research intensification and reaching the masters- level enrolment target.

### **Faculty Goals**

The Schulich School's academic plan calls for the School to be global, innovative, and diverse. The MSCM program exhibits all of these attributes. The program introduces graduate level management education to individuals who are academically highly qualified but lack organizational knowledge and experience, and offers this preparation to a diverse group of students of widely varying work experience, backgrounds and nationalities. At the same time, the program furthers the Faculty's shared goals of pedagogical innovation in terms of optimized, outcome-oriented curriculum design and the use of experiential community-involved high impact teaching practices. It helps the Faculty round out its offering of direct-entry programs in core management areas and implement its pipeline model of continuing education that spans from an undergraduate degree to a specialized masters degree to a senior leadership degree (MBA) or PhD.

## **3. Need and Demand**

### **3.1. Supply Chain Management as an Emerging Academic Discipline**

"Supply chain management encompasses the planning and management of all activities

involved in sourcing and procurement, conversion, and all logistics management activities; importantly, it also includes coordination and collaboration with channel partners, which can be suppliers, intermediaries, third-party service providers, and customers. In essence, supply chain management integrates supply and demand management within and across companies.”  
*(Council of Supply Chain Management Professionals)*

Twenty-five years ago, supply chain management did not exist as a field of study and research. Supply chain management is a fusion of the traditional disciplines of logistics, transportation, production planning and control, materials management, and purchasing, as well as all aspects of responsible business. As the new discipline has coalesced and emerged as a significant organizational function, insights from organizational behavior, marketing, finance and accounting, and management of information systems became increasingly relevant. The primary driver for the emergence of SCM has been the necessity to integrate the various organizational processes within and across organizations to make, buy and sell globally. While this may have initially been applied to the sale and manufacture of goods, the concept now permeates all sectors of a modern economy, whether in agriculture, government, health care or services industries.

The gold standard for best practice has traditionally been determined as achieving the lowest delivered unit cost, and by quality metrics such as percentage of orders filled on time and speed of delivery. This too is evolving as concerns about environmental and social responsibility are factors in the design and day-to-day management of the global supply chains. Concerns with outsourcing, off-shoring, trade policy, and transparency in international supply chains are public policy concerns that have placed SCM in the public spotlight. Supply Chain managers increasingly confront not only trade-offs between alternatives models of supply chains but ethical dilemmas involved with managing the firm’s relationships with employees, customers, suppliers and communities.

The trajectory of evolving SCM practice will require practitioners that think ‘out of the box’ or at least outside of their functional silos and instead focus on integrating the supply chain from end to end whether it is based domestically or internationally. The key word is integration. Time after time in our consultation with industry for this program, management practitioners told us about the importance of having SCM professionals who can express a clear and compelling vision to senior management of what needs to be done to achieve satisfied customers and secure, efficient, and responsible supply chains. This means aligning SCM decisions with the organization’s strategic, financial, and marketing objectives while simultaneously binding together many processes seamlessly to reliably deliver sustainable performance. Making changes in the supply chain requires the interpersonal skills to manage critical relationships with other professionals within and between organizations.

The skill set required is eclectic, combining both “hard” and “soft” skills. For entry-level SCM positions, practitioners need critical analytic skills that are applicable to day-to-day problem solving. To make any data-driven analysis relevant and actionable requires a managerial perspective on the organization’s goals and its environment. Successful practitioners will need

the requisite skills in negotiation, problems solving and communication within and between organizations often spanning regional and national cultures.

### **3.2. Similar SCM Programs Offered Elsewhere**

**Appendix B** shows an overview of programs in SCM. Data on these programs were collected by online searches and, in some cases, telephone calls to the administration of these programs for further details about policies and programs. In Ontario, a Masters specializing in supply chain management offering both full- and part-time enrollment will be unique. Currently only the University of Windsor offers a specialty masters in SCM, but the only option is full-time enrollment for 16 months. Wilfrid Laurier offers full-time enrollment in a one-year full-time Master of Science in Business Administration in which one option is a concentration in SCM. Admission to this the SCM option is restricted to economics, math and engineering undergraduates. In contrast, the proposed MSCM is not a general business degree (such as our Master of Management) with a specialization (such as the WLU offering). Instead, it is a specialized degree that focuses on SCM that will be open to part-time and full-time students, thus creating a productive learning environment.

In two other provinces, there is a total of three masters-level business programs offering an SCM specialization. The University of British Columbia offers a MSc in Business Administration with a specialization in Transportation and Logistics, with a focus on transportation science and preparation for doctoral research (i.e., rather than professional management). Hautes Etudes Commerciales (HEC) offers an MSc in Global Supply Chain Management, while Concordia offers a Master of SCM. Only Concordia offers part-time enrollment, which requires 3 to 4 years to complete.

In the United States, masters programs in supply chain management are more numerous and varied in delivery. Some universities (i.e., MIT) offer a masters in logistics and SCM that in their engineering schools rather than by their business schools. In contrast, this MSCM, while providing students with knowledge and some facility of all methods used in the field, focuses on the managerial aspects of SCM. It is not an operational research (math) or industrial engineering degree.

Among the SCM masters programs offered by US business schools, the majority of their course requirements usually take the form of 10 to 14 core courses and restrict electives outside the specialty. To cover this content most programs tend to offer one of two enrollment options; either a shorter 9- to 12-month intensive full-time program or a longer 2-year program that may accommodate part-time enrollment. For example, Michigan State's Eli Broad School of Business School offers a 2-year program using a combination of on-line courses, weekend classes, and short periods of on-campus residency to support a part-time program for working professionals. Another top-ranked program is that of Arizona State University's WP Carey School of Business, which offers only an intensive 9-month full-time on-campus program.

In Europe and Australia, a one-year full-time Master of Science in Supply Chain has been adopted by several leading universities (e.g., Rotterdam School of Business, Netherlands; Smurfit School of Business, Ireland; Cranfield School of Business, United Kingdom; and Melbourne School of Business, Australia). The intent in many of these degrees is to support both industry and academic research career paths.

One conclusion in the face of such diversity is that there is strong demand but no dominant model for how best to deliver a master of supply chain management program. Our response has been to design the program from the ground up, based on the program's expected learning outcomes and the needs of learners who may be striving to enter industry or are already working in industry. The proposed program provides the flexibility to accommodate students who wish for (1) an intense 1-year learning experience in preparation or (2) a 2-year part-time program for those working in industry. It takes advantage of a productive mix of direct-entry and experienced students as well as an experiential, community involved capstone (major research) project to integrate and deepen the students' learning.

### **3.3. The Need for SCM Programs**

The demand for management expertise in SCM has been growing consistently in Canada. The Canadian supply chain sector employed approximately 800,000 people in 2014 and has been growing at 2.1% per year despite downward pressure on overall employment due to technological change and off-shore product sourcing.<sup>2</sup> Positions such as purchasing and logistics management increased 4.0% and 3.6% respectively, compounded annually over the same time span.<sup>3</sup> Important for the future education of supply chain professionals is the placement of individuals educated in Canada to international postings in the USA, Europe and Asia by the multi-national corporate employers.

Surveys of supply chain executives indicate that it is going to be hard to find SCM talent. A recent Deloitte survey of 400 executives of multinational firms found that 71% reported difficulty in recruiting supply chain leadership worldwide.<sup>4</sup> A 2014 study into supply chain sector human resource requirements estimated the supply for talent to exceed demand by a ratio of 6 to 1.<sup>5</sup> More specifically, shortages of middle management talent will be exacerbated by managers' retirement as the population ages. Furthermore, there is limited capacity in current supply chain education programs in universities and colleges to offer the volume, variety, and quality of requisite skills for an increasingly knowledge and service driven economy.<sup>6</sup> This

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<sup>2</sup> Supply Chain Sector Facts and Figures. Canadian Supply Chain Sector Council, Downloaded May 1, 2017 from <http://www.supplychaincanada.org/assets/u/SectorFactsandFiguresEnglish.pdf>

<sup>3</sup> Ibid

<sup>4</sup> Supply Chain Talent of the Future Findings from the third annual supply chain survey. Deloitte Development LLC, Whitepaper, 2015.

<sup>5</sup> Ruamsook, K., & Craighead, C.W., 2014, "A Supply Chain Talent Perfect Storm?" Supply Chain Management Review, vol. 18, no. 1, pp. 12-17.

<sup>6</sup> Ibid

shortage will be compounded by a shortage of academically qualified individuals researching and teaching supply chain management.<sup>7</sup>

Employers in industry are looking to fill many different types of jobs in SCM. **Appendix A** contains 21 job descriptions from The Canadian Supply Chain Sector Council. The proposed program focuses on the managerial and entry-level positions involving analytic work (e.g., non-clerical positions) detailed in these descriptions. The ideal job holder described within is an employee who can evolve from being an SCM expert with solid relational and analytic capabilities to become a manager with a broader vision of the organization and its environment-leading decision making that impacts all parts of the organization. A recent article commented on the match between employer needs and graduate capabilities:

“At a meeting organized by the Conference Board of Canada, academic leaders listened to what people who hire university graduates often find missing in the candidates they interview. From IBM to city managers, and from pipeline companies to NGOs, the refrain was the same: They wanted (and were not finding) people who can communicate effectively and persuasively, people who can collaborate across departments to solve problems, people with emotional intelligence who can transcend age and cultural differences and who possess the resilience to embrace failure as a learning experience.”<sup>8</sup>

More specific to the practice of supply chain management in Canada, the Supply Chain Management Association of Canada (SMAC) recognizes the importance of the proposed program. The SCMA is the largest industry association in the Canadian SCM sector. In a public letter of endorsement dated August 18, 2017, the SCMA stated (for letter, see **Appendix J**),

“The Supply Chain Management Association (SCMA) is a supportive partner to the development and launch of the new Masters of Supply Chain Management Degree at the Schulich School of Business, York University. The SCMA considers this a much-needed initiative that will strengthen Canada’s supply chain profession enabling intelligent, competitive, and sustainable supply chains capable of driving Canada’s competitive commercial advantage.”

In March 2017 the task force conducted interviews with industry practitioners that had completed Schulich’s executive education program in supply chain management. Exposed to the program design, they indicated that would be supportive of hiring graduates into both entry level positions and mid-level positions, depending on prior qualifications and experience. As importantly, many of them said that they themselves would be interested in completing the masters degree if it was offered as a part time program that allowed them to pace the course work in order to accommodate the requirements of their professional careers. This can be interpreted not only as a strong endorsement of the curriculum but also the attractiveness of the program among working professionals, many of whom have arrived at their positions largely through on-the-job training.

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<sup>7</sup> Ibid

<sup>8</sup> The Globe and Mail, 12 May 2014

The task force also initiated two surveys of undergraduate degree graduates in order to gauge potential demand. They were followed by interviews with respondents. Eighty seven graduating undergraduate business students from Schulich responded to a survey about their intentions with regard to continuing their education at the masters level either through full time or part time studies. The majority were interested. Follow up Interviews with these students emphasized that Schulich's own graduates are a valuable source of potential future students for the MSCM. A second survey of 154 undergraduate students graduating from other York University programs in both the arts and sciences indicated that a majority were also interested in a masters level business degree. Subsequent analysis indicated that amongst these graduates there was a sense of urgency to be admitted to a program such as the MSCM soon after graduation in order to improve their employability in industry.

This program proposes to serve two sets of potential students. Apart from the traditional direct entry student, the program will be open to SCM practitioners who are currently working in one entry-level facet of supply chain management but wish to progress to higher and broader organizational leadership roles in supply chain management. A part-time option offers the opportunity to both broaden their knowledge while accumulating experience in an area of SCM.

Given this, the MSCM can be seen as an intermediate step on a path of lifelong learning that may, at a later stage, include enrolment in an MBA or EMBA program to complement graduates' skills with those required for senior and more generalized leadership positions.

## 4. Program Content and Curriculum

### 4.1. Program Requirements and Courses

The program consists of thirteen required courses — 11 one-term courses (3.00 credits each), one half-term course (1.50 credits) and one integrative project course (4.50 credits) for a total of 39 credits. **Figure 1** presents an overview of the program structure. As outlined above, the courses are organized into three groups:

- *Group 1* Includes cross-functional business and skill courses.
- *Group 2* consists of SCM-specific functional courses.
- *Group 3* is comprised of courses that focus on the appropriate application of SCM knowledge to decisions that reflect an organization's business context and objectives.

As indicated in **Figure 1**, the Master of Supply Chain Management will be preceded by a mandatory pre-start program. The pre-start program will give the entering students some common ground for moving forward together, since they will be entering the program from widely varying disciplines and with varying competencies. The requirement for any or all AnyPrep modules may be waived if the student has taken subject courses in their previous studies. The pre-start program has two components:

1. Satisfactory completion of AnyPrep online course modules. These courses prepare students with the necessary background for management study and contain quizzes. These courses are already used effectively as pre-start for the Master of Management program.
2. An MSCM program orientation to brief incoming students on program requirements and expectations and offering advising as necessary. It will also engage the students in their first exposure to the current state of the art of supply chain management. The program will introduce students to the use of basic analytic tools (e.g., Excel spreadsheets) and will introduce them to the case study method as used in all Schulich programs. Flying Start is used by a variety of other Schulich masters programs.

**Figure 1**  
**Master of Supply Chain Management Courses**

Pre-Start Advance Preparation		
<ul style="list-style-type: none"> <li>• Mandatory completion of online courses from AnyPrep© in Accounting, Mathematics, Economics, Finance and Statistics</li> <li>• MSCM Program Orientation</li> </ul>		
Group 1		
SB/MSTM 5000	3.00	Business Communication and Team Dynamics
SB/MSTM 5060	3.00	Managerial Decision Analysis
SB/ACTG 5200	3.00*	Financial Decisions for Managers
SB/MKTG 5200	3.00	Marketing Management
SB/MSTM 5210	3.00	Design and Management of Organizational Processes
Group 2		
SB/OMIS 6200	3.00*	Strategic Supply Chain Management SB/OMIS
SB/OMIS 6210	3.00*	Transportation and Logistics Management
SB/OMIS 6220	3.00*	Supply Relationship Management SB/OMIS
SB/OMIS 6230	3.00*	Coordinating Demand and Supply
Group 3		
SB/OMIS 6300	3.00*	Managing Change in Supply Chains SB/OMIS
SB/OMIS 6310	3.00*	Managing International Trade in Supply Chains
SB/OMIS 6320	1.50*	Enterprise Information Systems for Supply Chain Management
SB/OMIS 6400	4.50*	Supply Chain Consulting Project

\* Newly developed course

The program has adopted an innovative structure. Starting in term 1, the focus is on integrating supply chain management in a customer-centric manner into the financial goals of the organization. Effective managers need to understand cross-functional analysis (including responsible business) and manage analytic projects focused on the collection, interpretation, and diffusion of information within the organization. They lead by being effective communicators of the organization's critical opportunities and problems. Term 2 is a deep-dive into the competencies that comprise the supply chain function. The program continues to develop the student's analytic capabilities to act as both a producer and consumer of managerial insight.

Term 3 broadens the scope of students' view to consider the socio-political context of their responsibilities as SCM professionals. At the same time, the MSCM program directs students to consolidate their learning into actionable designs for sustainable changes to an organization's supply chain. Finally, students will complete a community-involved experiential major research project. This project will require students to draw upon many aspects acquired previously in the program, integrate them, place them into an organizational and competitive context, develop actionable recommendations and effectively communicate the results in writing and verbally.

The program will begin at the start of Schulich's summer term with a part time cohort. The expected enrolment for the first offering is 15 students. We anticipate a maximum intake of about 40 students in steady state. This enrolment target is reasonable and achievable, as evidenced by the success of Schulich's other 1-year masters programs. While the SCM program is more specialized than some of the other programs, the MSCM accommodates a broader range of potential applicants because of its flexible part-time and program entry options.

Other program requirements (e.g., promotion and graduation requirements) will be the same as those of other Schulich 1-year masters programs. A copy of the handbook can be found at <http://schulich.yorku.ca/wp-content/uploads/2016/09/2016-2017-Graduate-Policy-Handbook.pdf>.

## 4.2. Courses

**Appendix C** contains the course descriptions. Of the thirteen required courses, four are masters- level courses currently being offered at Schulich (12.00 credits in total); the other nine are unique to the Master of Supply Chain Management (total of 27.00 credits).

Students choosing part-time enrollment or full-time enrollment experience a different pacing of the required courses but will take the courses in the same sequence as depicted in Figure 1. That is, there are three groups of courses that follow sequentially. Each group can be completed in one term full-time or two terms part-time. The total program can be completed in one year full- time or 2 years part-time. The duration of study is reduced if the student is granted advanced standing for prior qualifications. Advanced standing can be granted only for Term 1 courses. Details of the terms and conditions of advanced standing are available on

Schulich's website at the following link: <http://schulich.yorku.ca/student-life-services/new-to-schulich/advanced-standing/>.

### **4.3. Course Level**

All courses are at the graduate level.

### **4.4. Calendar Copy**

Calendar copy is provided in **Appendix D**.

## **5. Program Learning Outcomes and Assessment**

### **5.1. Learning Outcomes**

The program's goals and learning objectives by required courses are detailed in **Appendix E**. They have also been mapped against the Ontario degree level expectations. In addition, their specific content and assessment are mapped out for individual courses in **Appendix F**. A masters program advisory board will be charged with reviewing these objectives on an annual basis under the guidance of the program director and with input from the schools learning management system. The objectives are, in summary:

#### **Goal 1: Core Knowledge & Understanding**

- 1.1 Define the main theories, concepts, and methods in the organizational functions that interface with supply chain management.
- 1.2 Define the main theories, concepts, and methods in the field of supply chain management.

#### **Goal 2: Critical Analysis and Decision-Making**

- 2.1 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.
- 2.2 Identify and analyze critical problems and opportunities in complex supply chains.
- 2.3 Propose sustainable solutions and implementation plans for complex supply chain problems.

#### **Goal 3: Professional Communication**

- 3.1 Prepare and deliver effective oral presentations.
- 3.2 Write effective business documents appropriate for the target audience.
- 3.3 Apply appropriate strategies to work effectively in teams.
- 3.4 Successfully carry out negotiations.

#### **Goal 4: Ethical Behaviour & Social Responsibility**

- 4.1 Identify and respond to ethical, social or environmental issues arising in supply chain decision-making.

#### **Goal 5: Global Perspective**

- 5.1 Describe issues and potential approaches to supply chain decision-making in the global context.

### **5.2. Achieving the Program Learning Objectives**

The expected learning outcomes (**Appendix E**) are supported via a structure that develops students' skills in managing across functional areas by exposure to finance, marketing, data analysis, operations management, etc. within the broader institutional and environmental context of the organization, whether the organization is a business, a non-profit organization, or a governmental unit. While learning to apply these skills, students also learn to be open-minded and yet critical, and to diagnose, analyze and exercise judgment about supply chain decisions that complement the goals and objectives of the greater organization. While courses in specific topics will develop students' analytic and judgment abilities, other more broadly-based courses will enable the student to apply those abilities within the broader context of management and the organization's needs.

The Master of Supply Chain Management program is designed to place an emphasis on teamwork and communication skills from the beginning of the program (e.g., "Business Communication and Team Dynamics" in the first term) through to the final experiential course, the "SCM Consulting Project". Most other courses also will contain substantial experiential learning, as effective management is, by definition, a team function. In the Consulting Project, students will prepare and execute a research plan that requires them to collaborate with stakeholders within and outside the firm (e.g., customers and/or suppliers) to address an issue of strategic importance. Student teams of four to six will work in cooperation with an organization in the Toronto area to solve a multi-dimensional SCM problem. The organization can be an on-going business, a nonprofit or governmental organization, or an entrepreneurial start-up.

### **5.3. Assessment of Learning Outcomes**

The grading and assessment process will be that used in other Schulich masters programs. Overall course grades will be based on the student's performance on the various elements of the course, including written assignments, case analyses, team work, presentations, examinations (mid-term tests and final examinations), and her or his contribution to class participation and learning.

Particular assignments, exercises or exams will also serve to assess the achievement of the learning outcomes. The Chair of the program task force, the AD Academic and Academic Affairs

Officers have mapped each learning outcome onto a particular assessment in a course delivered in the program. From there, an analysis was conducted to ensure the scaffolding of learning in individual courses ensues up to the final individual assessment of the learning outcome. Please see the program's assessment framework in **Appendix E** for further details.

#### **5.4. Normal Program Length**

The normal program length is three terms of full-time study as indicated in **Figure 1**, or two terms for students with the appropriate background. For part-time study, course work may be spread over 4 to 6 terms, depending on prior background. A course load of four to five courses per term is normal for full-time students in Schulich masters programs.

#### **5.5. Delivery Modes**

The program is a course-based professional graduate program. Therefore, the delivery mode focuses on course work. However, the nature of the coursework varies, depending on the expected learning outcomes for each course. Students will engage in various types of experiential learning throughout the program, including case analysis and discussion, team work, and outreach and assistance to external organizations as part of their final term studies. The program also includes a two-term community-involved experiential major research project that helps students integrate their learnings and further expand their research, analytic and professional skills.

## **6. Admission Requirements**

### **6.1. Program Admission Requirements**

The minimum admission requirements are as follows:

- An undergraduate degree from a recognized postsecondary institution with a minimum B+ average in the last two full years (or equivalent) of academic work.
- Three-year cycle undergraduate degrees from institutions that meet the criteria set forth in the Bologna Declaration may be acceptable as the equivalent of an undergraduate honours degree.
- Work Experience is not required, but strong internships or prior work experience is recommended.
- Alternate admissions requirement: Graduates with other 3-year degrees may be admitted as well. All graduates from 3-year degrees must possess at least one year of post-graduation work experience in a sector relevant to the program.
- Proof of English language proficiency if prior studies were not completed in English: TOEFL (iBT): 100 with minimum component scores of 23 or IELTS: 7.0 overall with minimum component scores of 6.5.

- A supplementary application form that shows strong evidence of leadership ability.
- Two letters of recommendation. It is recommended that one of these should be from a professor.

Advanced Standing may be granted for Term 1 courses only, in line with current Schulich regulations regarding the assessment of advanced standing.

## **6.2. Alternative Requirements**

See above.

## **7. Resources**

### **7.1. Areas of Faculty Strength and Expertise**

One of Schulich's greatest strengths is the wide breadth of knowledge and experience of its faculty, which includes specialists in all areas of management in every type of organization as well as those who are experienced with the broader strategic overview that is necessary for successful management in public, private and nonprofit realms. As well, Schulich is one of the very few business schools that has in-house experts in areas such as sustainability, ethics, government, health care, voluntary organizations, and business and the environment.

The resources for this program will be drawn from the general resource base of the Schulich School. This includes instructors for the program from the areas of Accounting, Marketing and Organization Studies (ORGS). Most of them will be members of the Operations Management and Information Systems (OMIS) area (tenure stream and contract), who possess expertise in Supply Chain Management (and currently offer a specialization in this area within the MBA and IMBA programs). The list of tenure stream OMIS and other relevant faculty members is contained in **Appendix G** and their CVs are contained in the CVs package. OMIS members also teach in Schulich's other masters programs and are responsible for teaching and supervising OMIS PhD students. The OMIS area also has permission to hire at least one additional TS colleague. Part time experts will be employed where advisable, likely predominantly from the pool of qualified instructors already teaching at Schulich.

Beyond teaching, resources necessary to support the program will include the relatively small cost of providing the program orientation weekend and the subscription to the AnyPrep courses.

### **7.2. Role of Retired and Contract Instructors**

Contract instructors play an essential role in the Schulich School of Business. All our contract

instructors are well-experienced in their respective fields and with confronting the day-to-day realities of managing within organizations. They bring their real-world experience into the classroom and apply them to course instruction, case analyses, assignments, projects, presentations, and students' experiential learning in the 'real world' of management. As alluded to above, Schulich will make use of qualified contract instructors as advisable.

Retired professors also are valuable teaching resources due to their long experience and insight, but they are not expected to take a significant teaching role.

### **7.3. Laboratory Facilities/Equipment**

This program requires no research equipment or facilities. Thus, no research support is necessary as the MSCM is not a research-based degree program.

### **7.4. Space**

Given the expected initial size of the program, space constraints are not an issue. By the time the cohort is expected to grow to the extent that large classrooms are needed, the new extension to the Schulich building will have been completed.

### **7.5. Support Services**

The primary support services will be the library, information technology, career services and student services, all of which are already in existence at Schulich and serve its other 11 degree programs. We anticipate the possibility of needing one additional career advisor and an additional academic recruiter. These resources may be shared with the Master of Marketing.

### **7.6. Financial Support and Supervisory Capacity**

As this is not a research-based program, no special financial support will be provided other than the financial aid and scholarships that are generally available to Schulich masters-level students. Similarly, there is no need for research supervisors.

### **7.7. Enrolment Projections**

The program anticipates starting with a part time cohort of about 15 students in Summer 2019. In Summer 2020 a cohort of full time students will be added in addition to another intake of part time students, amounting to an intake of about 30 heads. The program hopes to take in 40 heads per year in steady state.

## **7.8. Support Statements and Consultations**

Please see the Dean's resource statement (**Appendix H**) and the University Librarian's statement (**Appendix I**).

The proponents have consulted widely across many areas within its Faculty. The Schulich AD Academic has integrated feedback from FGS and obtained input from Senate ASCP. Even though this program does not overlap with any other graduate programs elsewhere at York University, the Schulich AD Academic consulted with the Faculty of Liberal Arts & Professional Studies. Dean Mukherjee-Reed has conveyed the Faculty's concurrence with the establishment of the new programs.

**Appendix A**  
**Sample of Supply Chain Management Positions**

Position	Level
Computer & Information Systems Manager	Manager
Customer Service Manager	Manager
Customs Brokerage Employee	Entry
Emergency and Continuity Manager	Manager
Forecasting and Demand Management Specialist	Entry
Information Systems Analyst	Entry
Inventory Manager	Manager
Logistics Analyst	Manager
Logistics Manager	Manager
Logistics Planner	Entry
Materials Manager	Manager
Postal & Courier Service Manager	Manager
Procurement Officer	Manager
Purchasing Manager	Manager
Regulatory/Compliance Manager	Manager
Retail and Wholesale Buyer	Entry
Sales and Marketing Manager - Supply Chain	Manager
Security Risk Management Specialist	Entry
Security and Safety Manager	Manager
Strategic Sourcing Analyst	Entry
Supply Chain Manager	Manager
Terminal Manager	Manager
Transportation Manager	Manager
Warehouse Operations Manager	Manager

**Appendix B**  
**Master Level Programs Offering a Supply Chain Management Specialization**  
**in Canada, the U.S.A., Europe, and Australia**

University location	Degree granted	Duration	Required Course Load <sup>8</sup>	Status	Comments
<b>CANADA</b>					
University of British Columbia Vancouver, BC	MSc Business Administration Option in SCM	12 months	10 courses	Full-time	Focuses on preparation for PhD programs in Logistics
University of Windsor Windsor, Ontario	Master of Management - Logistics and Supply Chain Management	16 months	13 courses	Full-time	Focused on the recruitment of foreign students and their adaptation to the Canadian job market.
Wilfrid Laurier University, Waterloo, Ontario	MSc Business Management Concentration in SCM	12 months	11 courses	Full-time	Admission restricted to science, engineering, mathematics, business, economics or a related field.
Hautes Etudes Commerciales (HEC), Montreal Quebec	MSc Global Supply Chain Management	16-26 months	12 courses	Full-time	Has the option to do Masters thesis to pursue an academic career
Concordia University, Montreal, Quebec	Master of SCM	16 months or 3 to 4 years for Part-Time Program	10 courses	Full-time and Part-time	Only Canadian Masters SCM program with a formal part-time option
<b>UNITED STATES (for sample schools mentioned in the proposal)</b>					
Massachusetts Institute of Technology Boston, Mass.	MSc Logistics	10 months	10 courses	Full-time	Strongly recommends 2 years work experience. Program offered by the Engineering Faculty
Michigan State University	MSc SCM	2 years	14 courses	Part-time	
Arizona State University	Masters Global Logistics	9 months	9 courses	Full-time	
<b>EUROPE AND AUSTRALIA</b>					
Rotterdam School of Business Netherlands	MSc SCM	12 month	9 courses	Full-time	
University College Dublin Ireland	MSc SCM	12 month	11 courses	Full-time	
Cranfield University United Kingdom	MSc Logistics and SCM	12 month	14 courses	Full-time	
University of Melbourne Australia	Masters of SCM	15 month	12 courses	Full-time	

<sup>8</sup> "Course load" may include a choice of full-term core courses, a limited menu of electives, and/or a capstone or thesis course. By this standard the Schulich MSCM requires the equivalent of 13 courses (including the SCM consulting project)

## **Appendix C**

### **Master of Supply Chain Management Course Summaries**

Courses are arranged into three groups. See Figure 1. This is the sequence in which students are expected to take them for both full-time and part-time enrolled students. For a full-time student, each group corresponds to a full term of study. For a part-time student, they may take 2 of the courses from each group in a term depending on their schedule and course availability.

#### **1. Required Courses (39 credits)**

##### **ADVANCE PREPARATION (required by all confirmed entrants)**

Satisfactory completion of the **AnyPrep.com**® online video courses prior to commencement of studies:

Required:

- Accounting Mathematics Economics Finance Statistics
- Master of Supply Chain Management Orientation Program (on site at Schulich prior to the start of Term 1)

#### **Group 1 Courses**

##### **SB/MSTM 5000 3.00 Business Communication and Team Dynamics**

This course will sharpen students' ability to communicate in both verbal and written formats. Students will learn how to design, create, manage, and work effectively within teams. The course uses a workshop format that relies heavily on in-class experiential learning, including small group exploration, class discussions, self-assessments, and peer feedback, developing skills in communication and the management of team dynamics.

##### **SB/MSTM 5060 3.00 Managerial Decision Analysis**

This course leads students through the problem analysis and decision-making process using qualitative and quantitative data. The course focuses on first framing the analytic task, including a fundamental (root) cause problem analysis; data collection, types of data and sources, triangulation and reliability analysis; analyzing the problem from various perspectives (framing / reframing); decision trees and decision tables (including multi criteria decision making) and risk and sensitivity analysis. The course will introduce the student to various methods such as regression and time series, optimization, spreadsheet modelling to support descriptive analytics (e.g., data visualization, query, data slicing), predictive analytics (e.g., forecasting, classification, simulation) and prescriptive analytics (e.g., optimization). In addition, we will address issues in the use of analytics such as to the descriptive and predictive validity and reliability in supporting business decisions.

### **SB/ ACTG 5200 3.00 Financial Decisions for Managers**

This course will provide students with an understanding of the financial implications of organizational decision making and how financial measures can be used to monitor and control operations. Concepts will include capital budgeting, financial statements, break-even analysis, non-routine decision making, pricing decisions, profit and loss calculation, ROI, the operating budget, and budgeted financial statements.

### **SB/MKTG 5200 3.00 Marketing Management**

This course familiarizes students with the major marketing concepts such as buyer behaviour, segmentation, targeting, positioning, product/service development and management, pricing, distribution, and communication. It stresses the application of these concepts to profit, not-for-profit, large, small, new, mature, service, product-based, domestic and international organizations. It also reinforces specific skills such as problem-solving, verbal presentation, business writing and group work.

### **SB/MSTM 5210 3.00 Design and Management of Organizational Processes**

Organizations, whether in manufacturing, service, nonprofit or public sectors are comprised of bundles of processes that must and work together effectively and efficiently to accomplish tasks. People, materials and information must be configured into responsive supply networks within and between organizations to create value for key stakeholders such as customers. This course covers some of the basic yet powerful ideas from operations management about how to improve quality, use fewer resources, and be flexible in the face of rapid and sudden change.

The focus is on not only basic tools and techniques for getting work done, such as project management, but also on the key trade-offs that managers must make when designing internal processes and supply chains. We examine how we can harness emerging technologies such as information technology and cope responsibly with other emerging changes (e.g., information security) in the marketplace and in society.

## **Group 2 Courses**

### **SB/OMIS 6200 3.00 Strategic Supply Chain Management**

In this integrative course, we examine the major choices confronting senior managers in managing the flow of product, money and information to achieve an effective supply chain strategy leading to a sustainable organization. More specific decision making covered in other courses, whether choice of transportation mode, location of facilities, or inventory policy etc., will be placed in the context of the needs of the overall organization to grow and manage market, technology and financial driven risk. We will examine alternative supply chain network designs such as the online and bricks and mortar hybrids found in the omni-channel world of on-line retailing. The latest ideas for improving overall supply chain effectiveness such as postponement and digitalization will be introduced. Translating supply chain concepts and actions into the language of the Chief Financial Officer (CFO) for both public and private organizations is critical. Money as well as product must flow.

Information must flow to suppliers (e.g., procurement, risk contracts), forward to customers (e.g., shipments; new product designs), to internal systems (production planning, bills of materials, material requirements planning), and to customers. The information involved is collected to provide performance metrics that inform managerial decision making. The long-term consequences of SCM design choices on the responsible management of the enterprise to be both socially and environmentally sustainable is introduced. Overall design of the governance of a supply chain should be informed by an understanding the dynamics of decision making within and between firms. We use both case study and simulations to understand the behavioral dynamics underlying what is often a collaborative decision making process.

Prerequisites: SB/MSTM 5060 3.00 Managerial Decision Analysis; SB/ACTG 5200 3.00 Financial Decisions for Managers

### **SB/OMIS 6210 3.00 Transportation and Logistics Management**

This course examines the importance of various modes of transportation and the necessary investment in transportation processes and infrastructure in controlling costs, managing risk and improving customer service. The economic role of transportation in Canada and globally will be highlighted. Inter-modal and terminal services in the competitive market will be studied. This will include performing benefit and cost analysis of alternative modes and configurations of transportation. Regulation on tariffs, competition and operations will be examined for their impact on the security of supply, costs and transit times. We introduce techniques and principles for improved routing of various modes of transportation through a logistical network (e.g., planes, boats, trains trucks and pipelines). The integration of new technology, public infrastructure, transportation policy and other emerging influences on the transportation and logistics component of a complete supply chain strategy will be discussed.

Prerequisites: SB/MSTM 5060 3.00 Managerial Decision Analysis; SB/ACTG 5200 3.00 Financial Decisions for Managers

### **SB/OMIS 6220 3.00 Supply Relationship Management**

Just as Marketing is focused on acquiring and retaining strong customer relationships, Supply Chain managers must find the best suppliers and work with them to secure a supply of quality and cost-effective goods and services. Traditionally this task has been the concern of an organization's purchasing function. Purchasing has evolved to focus on the strategic sourcing and implementation of supplier relationships under the functional name 'supply management'. In this course, we concentrate on identifying a purchasing organization's critical supply needs. This includes balancing the need for cost, quality and the secure delivery of wide variety of goods and services. We examine ethical processes that follow sustainable practices for identifying and selecting competent suppliers. An important part of implementing appropriate supply relationships is designing, negotiating and problem solving inter-organizational agreements.

Prerequisite: SB/ACTG 5200 3.0 Financial Decisions for Managers

### **SB/OMIS 6230 3.00 Coordinating Demand and Supply**

An effective supply chain requires the synchronization of many decisions regarding how much, when, where product and services will be produced, ordered, managed, and sold for. In this course, we work with both qualitative and quantitative models for forecasting demand, aggregate planning, coordination of inventory processes, and revenue management. We first investigate models used to forecast demand and discuss the accuracy of these predictions. We then focus on aggregate planning and examine the role of concepts in material requirement planning (MRP) and distribution requirement planning (DRP) when managing raw materials, work-in-progress, and finished goods inventories. We discuss conceptual theories and data-driven strategies for managing inventory, balancing the need for efficiency and cost effectiveness with responsiveness and sustainability. Finally, we demonstrate how managers can use pricing strategies and revenue management as a lever to better match supply with demand. These themes detail the dynamics of multi-echelon supply chains in which organizations compete to maximize their financial performance and market position in order to achieve optimal outcomes.

Prerequisite: SB/MSTM 5060 3.00 Managerial Decision Analysis

### **Group 3 Courses**

#### **SB/OMIS 6300 3.00 Managing Change in Supply Chain**

Major changes to supply chains must integrate logistics, inventory management, purchasing, distribution, production scheduling, customer service and manufacturing. Aligning these functions with those of customers and suppliers can be an implementation challenge. It requires creativity but also leadership to overcome organizational silos and more positively bring out the best from all stakeholders involved. Where analysis of current SCM practices in an organization may define the challenges moving forward, the evaluation of options for innovation is an exercise in balancing uncertain risks and rewards. Organizations confront myriad market, technology and financial risks in making changes for the future. A positive approach to managing both risk and opportunities is to take a design for supply chain approach to other organizational programs and processes such as new product development process, supply chain information technology implementations (e.g., ERP, market entry and exit and continuous process improvement initiatives). This requires the engagement of customers, suppliers and employees as stakeholders in change. This course is designed to relate directly to the organizational issues involved in the execution of the Supply Chain Consulting Project. The objective is to avoid short sighted solutions to local problems that fail to address longer term organization wide goals. It emphasizes solid research-based reasoning in setting performance goals and anticipation of the risks of change. Furthermore, the course focuses attention on incorporating 'best practice' in managing teams and engaging stakeholders in the design of SCM policies with the goal of rapid and even implementation.

Prerequisite: SB/OMIS 6200 3.00 Strategic Supply Chain Management

### **SB/OMIS 6310 3.00 Managing International Trade in Supply Chains**

Plant location, supplier selection and product and process development are no longer solely national issues. This course will focus on the practical issues affecting the success of a network of supply and distribution operating across multiple countries. This includes developing a realistic international business plan, which can be applied to sourcing, market entry, exporting, importing, licensing and foreign direct investment. Students will apply their knowledge from previous courses in the program to address the multilateral issues of international value at the same time practice their skills through role playing and case study in analyzing, negotiating and problem solving.

Prerequisites: SB/OMIS 6200 3.00 Strategic Supply Chain Management; SB/OMIS 6210 3.00 Transportation and Logistics Management; SB/OMIS 6220 3.00 Supply Relationship Management

### **SB/OMIS 6320 1.50 Enterprise Information Systems for Supply Chain Management**

This course provides an overview of Enterprise Information Systems (EIS) applied to integrating business intelligence into supply chain management decision making. This includes how to leverage Enterprise Resource Planning (ERP) and other supply chain management systems to increase the accuracy of forecasting and operational planning and track supply chain network activity. We address how best to design and use dashboards, data visualization, scorecards, and operational/real-time reporting that leverage the capabilities of EIS. The fundamental success factors and a road map for moving from traditional siloed business functions to an integrated process-based ERP/EIS environment are introduced. We use common EIS solutions to illustrate how best practice SCM concepts can be supported. Emerging technology such as blockchain and their potential impact on organization wide IS will be introduced.

Prerequisites: SB/MSTM 5210 3.00 Design and Management of Organizational Processes; SB/OMIS 6200 3.00 Strategic Supply Chain Management

### **SB/OMIS 6400 4.50 Supply Chain Consulting Project**

The Supply Chain Consulting Project (SCP) combines academic learning with practical experience. Students will be formed into groups of four to six students per group, mixing different academic and personal backgrounds to achieve diversity of backgrounds and viewpoints. Each group will work with the MSCM program administration to find an organization in the Toronto area that agrees to allow them to investigate a SCM-related opportunity or problem as defined in the first two terms of the program. Students must first evaluate the organization's current SCM strategy before moving on to the more specific project work. The organization can be an on-going business, a start-up, or a nonprofit or community organization. Each student group will engage in a collaborative work project that will be negotiated between the student group and the organization's management, to be approved by the course director.

The project will require students to apply classroom knowledge to real world management issues. During the SCP, students will be encouraged to use the entire scope of the Master of Supply Chain Management curriculum to develop actionable recommendations for the client

organization.

## **Appendix D**

### **Master of Supply Chain Management Calendar Copy**

The Schulich Master of Supply Chain Management program is for those who aspire to a leadership role in designing and changing organizational supply chains. This 39-credit program is designed to develop analytic and executional skills to solve managerial problems and support business opportunities for a broad cross-section of organizational supply chain situations whether in the private, nonprofit, or governmental sectors. True to the cross-functional nature of modern Supply Chain Management (SCM), the program is designed to add value to persons with previous undergraduate degrees in areas such as engineering, health, science, social science, and business. For those currently working in industry, the program is structured to allow part-time enrollment. Students enrolled full-time can finish the program within one year, while part-time students can finish within as little as 2 years.

In particular, the program will give students:

- Knowledge of the latest concepts and methods involved in designing SCM and managing their day-to-day operation.
- Skills in the management of critical relationships between organizational functions and partners in the supply chain such as suppliers and customers.
- An ability to select the appropriate methods of analysis for evaluating management issues and problems using qualitative and quantitative data while taking into account risk, uncertainty, ambiguity and corporate responsibility in a global environment.
- An ability to work effectively in groups and teams, and to communicate analyses, outcomes and conclusions effectively to senior managers and other stakeholders such as suppliers, customers, employees and communities.
- An understanding of the evolving regulatory and ethical obligation to manage in a socially responsible manner.

The Master of Supply Chain Management courses combine theoretical knowledge with practical application. The program is highly experiential, culminating in an SCM Consulting Project towards the end of each student's program.

#### **Admission Requirements**

The minimum admission requirements are as follows:

- An undergraduate degree from a recognized postsecondary institution with a minimum B+ average in the last two full years (or equivalent) of academic work.
- Three-year cycle undergraduate degrees from institutions that meet the criteria set forth in the Bologna Declaration may be acceptable as the equivalent of an undergraduate honours degree.
- Work Experience is not required, but strong internships or prior work experience is recommended.

- Alternate admissions requirement: Graduates with other 3-year degrees may be admitted as well. All graduates from 3-year degrees must possess at least one year of post-graduation work experience in a sector relevant to the program.
- Proof of English language proficiency if prior studies were not completed in English: TOEFL (iBT): 100 with minimum component scores of 23 or IELTS: 7.0 overall with minimum component scores of 6.5.
- A supplementary application form that shows strong evidence of leadership ability.
- Two letters of recommendation, at least one of which must be from a professor.

Advanced Standing may be granted for Term 1 courses only, in line with current Schulich regulations regarding the assessment of advanced standing.

**Appendix E**  
**Master of Supply Chain Management (MSCM) Program**  
**Learning Goals and Objectives**

Graduates of the program are able to:

**Goal 1: Core Knowledge & Understanding**

---

1.1 Define the main theories, concepts, and methods in the organizational functions that interface with supply chain management.

*Assessment:*

- *Final exam in OMIS 6200 – Strategic Supply Chain Management*

1.2 Define the main theories, concepts, and methods in the field of supply chain management.

*Assessment:*

- *Final exam in OMIS 6300 – Managing Change in Supply Chains*

**Goal 2: Critical Analysis and Decision-Making**

---

2.1 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.

*Assessment:*

- *Project Management Simulation in MSTM 5210 – Design and Management of Organizational Processes*

2.2 Identify and analyze critical problems and opportunities in complex supply chains.

*Assessment:*

- *Final exams in OMIS 6200 – Strategic Supply Chain Management*

2.3 Propose sustainable solutions and implementation plans for complex supply chain problems.

*Assessment:*

- *Final exam in OMIS 6300 – Managing Change in Supply Chains*

### **Goal 3: Professional Communication**

---

3.1 Prepare and deliver effective oral presentations.

*Assessment:*

- *Presentation in OMIS 6400 – Supply Chain Consulting Project*

3.2 Write effective business documents appropriate for the target audience.

*Assessment:*

- *Final Exam in OMIS 6300 – Managing Change in Supply Chains*

3.3 Apply appropriate strategies to work effectively in teams.

*Assessment:*

- *Peer Assessment & Reflective Journal in OMIS 6400 – Supply Chain Consulting Project*

3.4 Successfully carry out negotiations.

*Assessment:*

- *Negotiation Exercise in OMIS 6310 – Managing International Trade in Supply Chains*

### **Goal 4: Ethical Behaviour & Social Responsibility**

---

4.1 Identify and respond to ethical, social or environmental issues arising in supply chain decision-making.

*Assessment:*

*ent:*

- *Final Exam in OMIS 6300 – Managing Change in Supply Chains*

### **Goal 5: Global Perspective**

---

5.1 Describe issues and potential approaches to supply chain decision-making in the global context.

*Assessment:*

- *Midterm exam in OMIS 6310 – Managing International Trade in Supply Chains*

**Appendix F**  
**Master of Supply Chain Management (MSCM) Program**  
**Curriculum Map**

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

The following learning objectives have been mapped against the Ontario degree level expectations (please see below).

	Term 1					Term 2				Term 3			
<b>Program Level Goals &amp; Learning Objectives</b>	<b>MKTG 5200 3.00</b> Marketing Management	<b>ACTG 5200 3.00</b> Financial Decisions for Managers	<b>MSTM 5060 3.00</b> Managerial Decision Anlys.	<b>MSTM 5210 3.00</b> Design & Management of Organizational Processes	<b>MSTM 5000 3.00</b> Business Communication & Team Dynamics	<b>OMIS 6200 3.00</b> Strategic Supply Chain Management	<b>OMIS 6210 3.00</b> Transportation & Logistics Management	<b>OMIS 6220 3.00</b> Supply Relationship Management	<b>OMIS 6230 3.00</b> Models for Coordinating Supply & Demand	<b>OMIS 6300 3.00</b> Managing Change in Supply Chains	<b>OMIS 6310 3.00</b> Managing International Trade in Supply Chains	<b>OMIS 6320 1.50</b> Enterpr. Info. Systems for Supply Chain Management	<b>OMIS 6400 4.50</b> Supply Chain Consltg. Proj.
<b>Goal 1: Core Business Knowledge &amp; Understanding</b>													
1.1 Define the main theories, concepts, and methods in the organizational functions that interface with supply chain management.	I/A	I/A		I/A		R/A	R	R	R	R	R	R	R
1.2 Define the main theories, concepts, and methods in the field of supply chain management.				I		D	D	D	D	R/A	R	R	R
<b>Goal 2: Critical Analysis and Decision-Making</b>													
2.1 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.				I/A	R					R	R	R	R

	Term 1					Term 2				Term 3			
<b>Program Level Goals &amp; Learning Objectives</b>	<b>MKTG 5200 3.00</b> Marketing Management	<b>ACTG 5200 3.00</b> Financial Decisions for Managers	<b>MSTM 5060 3.00</b> Managerial Decision Anlyns.	<b>MSTM 5210 3.00</b> Design & Management of Organizational Processes	<b>MSTM 5000 3.00</b> Business Communication & Team Dynamics	<b>OMIS 6200 3.00</b> Strategic Supply Chain Management	<b>OMIS 6210 3.00</b> Transportation & Logistics Management	<b>OMIS 6220 3.00</b> Supply Relationship Management	<b>OMIS 6230 3.00</b> Models for Coordinating Supply & Demand	<b>OMIS 6300 3.00</b> Managing Change in Supply Chains	<b>OMIS 6310 3.00</b> Managing International Trade in Supply Chains	<b>OMIS 6320 1.50</b> Enterpr. Info. Systems for Supply Chain Management	<b>OMIS 6400 4.50</b> Supply Chain Constlg. Proj.
2.2. Identify and analyze critical problems and opportunities in complex supply chains.			D	I		D/A	D	D	D	R	R	R	R
2.3 Propose sustainable solutions and implementation plans for complex supply chain problems.						I	D	D	D	A	R	R	R
<b>Goal 3: Professional Communication</b>													
3.1 Prepare and deliver effective oral presentations.				R	I	R	R	R	D	R	R	R	A
3.2 Write effective business documents appropriate for the target audience.	D	D	D	D	I	D	D	D	D	R/A	R	R	R
3.3 Apply appropriate strategies to work effectively in teams.	R	R	R	R	I	R	R	R	R	D	D	R	A

	Term 1					Term 2				Term 3			
<b>Program Level Goals &amp; Learning Objectives</b>	<b>MKTG 5200 3.00</b> Marketing Management	<b>ACTG 5200 3.00</b> Financial Decisions for Managers	<b>MSTM 5060 3.00</b> Managerial Decision Anlyns.	<b>MSTM 5210 3.00</b> Design & Management of Organizational Processes	<b>MSTM 5000 3.00</b> Business Communication & Team Dynamics	<b>OMIS 6200 3.00</b> Strategic Supply Chain Management	<b>OMIS 6210 3.00</b> Transportation & Logistics Management	<b>OMIS 6220 3.00</b> Supply Relationship Management	<b>OMIS 6230 3.00</b> Models for Coordinating Supply & Demand	<b>OMIS 6300 3.00</b> Managing Change in Supply Chains	<b>OMIS 6310 3.00</b> Managing International Trade in Supply Chains	<b>OMIS 6320 1.50</b> Enterpr. Info. Systems for Supply Chain Management	<b>OMIS 6400 4.50</b> Supply Chain Constlgt. Proj.
3.4 Successfully carry out negotiations.						I		D			A		R
<b>Goal 4: Ethical Behaviour &amp; Social Responsibility</b>													
4.1 Identify and respond to ethical, social or environmental issues arising in supply chain decision making.				I		D	D	D	R	A	R		R
<b>Goal 5: Global Perspective</b>													
5.1 Describe issues and potential approaches to supply chain decision-making in the global context.				I		R	R	R		R	D/A		R

## Mapping of Master of Supply Chain Management (MSCM) Program Goals and Objectives against Master Degree Level Expectations

MSCM Goal	MSCM Objective	Master Degree Level Expectation
Core Knowledge & Understanding	<p>1.1 Define the main theories, concepts, and methods in the organizational functions that interface with supply chain management.</p> <p>1.2 Define the main theories, concepts, and methods in the field of supply chain management.</p>	<p><u>Depth and breadth of knowledge</u></p> <p>A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.</p> <p><u>Research &amp; Scholarship:</u></p> <p>A conceptual understanding and methodological competence that:</p> <p>a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p> <p>b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</p> <p>c) enables a treatment of complex issues and judgments based on established principles and techniques;</p>
Critical Analysis and Decision-Making	<p>2.1 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.</p> <p>2.2 Identify and analyze critical problems and opportunities in complex supply chains.</p> <p>2.3 Propose sustainable solutions and implementation plans for complex supply chain problems.</p>	<p><u>Level of application of knowledge:</u></p> <p>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p> <p><u>Research &amp; Scholarship:</u></p> <p>On the basis of that competence, has shown at least one of the following:</p> <p>b) Originality in the application of knowledge.</p> <p><u>Professional capacity / autonomy:</u></p> <p>a.ii) decision-making in complex situations</p> <p>b) The intellectual independence required for continuing professional development</p> <p>d) The ability to appreciate the broader implications of applying knowledge to particular contexts</p>

		<p><u>Awareness of limits of knowledge:</u></p> <p>Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines</p>
Professional Communication	<p>3.1 Prepare and deliver effective oral presentations.</p> <p>3.2 Write effective business documents appropriate for the target audience.</p> <p>3.3 Apply appropriate strategies to work effectively in teams.</p> <p>3.4 Successfully carry out negotiations.</p>	<p><u>Research &amp; Scholarship:</u></p> <p>On the basis of that competence, has shown at least one of the following:</p> <p>a) development and support of a sustained argument in written form</p> <p><u>Level of communications skills:</u></p> <p>The ability to communicate ideas, issues and conclusions clearly.</p> <p><u>Professional capacity / autonomy:</u></p> <p>a) The qualities and transferable skills necessary for employment requiring:</p> <p style="padding-left: 40px;">i) exercise of initiative and of personal responsibility and accountability</p>
Ethical Behaviour & Social Responsibility	<p>4.1 Identify and respond to ethical, social or environmental issues arising in supply chain decision-making</p>	<p><u>Professional capacity / autonomy:</u></p> <p>a) The qualities and transferable skills necessary for employment requiring:</p> <p style="padding-left: 40px;">i) exercise of initiative and of personal responsibility and accountability; and ii) decision-making in complex situations;</p> <p>c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research</p>
Global Perspective	<p>5.1 Describe issues and potential approaches to supply chain decision-making in the global context.</p>	<p><u>Professional capacity / autonomy:</u></p> <p>a.ii) decision-making in complex situations</p> <p>d) The ability to appreciate the broader implications of applying knowledge to particular contexts</p> <p><u>Awareness of limits of knowledge:</u></p> <p>Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines</p>

## Mapping of Master Degree Level Expectations against Master of Supply Chain Management (MSCM) Program Goals and Objectives

Master Degree Level Expectations		MSCM Goal	MSCM Objective
1. Depth and breadth of knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	Core Knowledge & Understanding	1.1 Define the main theories, concepts, and methods in the organizational functions that interface with supply chain management.  1.2 Define the main theories, concepts, and methods in the field of supply chain management.
2. Research and scholarship	A conceptual understanding and methodological competence that: a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c) enables a treatment of complex issues and judgments based on established principles and techniques; and, On the basis of that competence, has shown at least one of the following: a) development and support of a sustained argument in written form; or b) originality in the application of knowledge.	Critical Analysis and Decision-Making	2.1 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.  2.2 Identify and analyze critical problems and opportunities in complex supply chains.  2.3 Propose sustainable solutions and implementation plans for complex supply chain problems.
3. Level of application of knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.		
4. Professional capacity / autonomy	a) The qualities and transferable skills necessary for employment requiring: i) exercise of initiative and of personal responsibility and accountability; and ii) decision-making in complex situations; b) The intellectual independence required for continuing professional development; c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to appreciate the broader implications of applying knowledge to particular contexts.	Ethical Behaviour & Social Responsibility	4.1 Identify and respond to ethical, social or environmental issues arising in supply chain decision-making

5. Level of communications skills	The ability to communicate ideas, issues and conclusions clearly.	Professional Communication	<p>3.1 Prepare and deliver effective oral presentations.</p> <p>3.2 Write effective business documents appropriate for the target audience.</p> <p>3.3 Apply appropriate strategies to work effectively in teams.</p> <p>3.4 Successfully carry out negotiations</p>
6. Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	Global Perspective	5.1 Describe issues and potential approaches to supply chain decision-making in the global context.

**Appendix G**  
**Faculty Members – Schulich School of Business**

Surname	Given Name	Rank	Fields			
			Accounting	Marketing	OMIS	ORGS
Annisette	Marcia	Associate	x			
Belk	Russell	Professor		x		
Bell	Chris	Associate				x
Biehl	Markus	Associate			x	
Campbell	Alexandra	Associate		x		
Chung	Janne	Associate	x			
Cook	Wade	Professor			x	
Darke	Peter	Professor		x		
deCarufel	Andre	Associate				x
Everett	Jeffrey	Professor	x			
Fischer	Eileen	Professor		x		
Gainer	Brenda	Associate		x		
Giesler	Markus	Associate		x		
Graham	Cameron	Professor	x			
Hsu	Sylvia	Associate	x			
Irving	Richard	Associate			x	
Johnston	David	Professor			x	
Kanagaretnam	Kiridaran	Professor	x			
Karambayya	Rekha	Associate				x
Kim	Henry	Associate			x	
Kistruck	Geoffrey	Associate		x		
Kristal	Murat	Associate			x	
Levesque	Moren	Professor			x	
Li	Zepeng	Assistant			x	
Mawani	Amin	Associate	x			
McKellar	James	Professor			x	
Morgan	Gareth	Professor				x
Neu	Dean	Professor	x			
Noseworthy	Theodore	Associate		x		
Oliver	Christine	Professor				x
Pan	Yigang	Professor		x		

Surname	Given Name	Rank	Fields			
			Accounting	Marketing	OMIS	ORGS
Qu	Sandy Qian	Associate	x			
Rice	Marshall	Associate		x		
Rosin	Hazel	Associate				x
Sirsi	Ajay	Associate		x		
Tan	Hongping	Associate	x			
Tasa	Kevin	Associate				x
Thorne	Linda	Professor	x			
Trivedi	Viswanath	Associate	x			
Valente	Mike	Associate				x
Wright	Lorna	Associate				x
Yeomans	J. Scott	Professor			x	
Zietsma	Charlene	Associate				x
Zwick	Detlev	Associate		x		
Holzinger	Ingo	CLA				x
Middleton	Alan	CLA		x		
Beechy	Tom	Professor Emeritus	x			
Westney	Eleanor	Professor Emerita				x
Berengut	Rhona	Sessional Lecturer				x
Clark	Jane-Michele	Sessional Lecturer		x		
Farrell	Elizabeth	Sessional Lecturer	x			
Friedman	Steven	Sessional Lecturer				x
Kong	Douglas	Sessional Lecturer	x			
Lakats	Linda	Sessional Lecturer			x	
Ord	Steve	Sessional Lecturer		x		



**Schulich**  
School of Business  
York University

# Memorandum

**To:** To Whom It May Concern  
**CC:** Professor David Johnston, Chair, MSCM Task Force  
**From:** Markus Biehl, Acting Dean  
**Date:** May 10, 2017  
**Subject:** Master of Supply Chain Management Proposal

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**OFFICE OF THE DEAN**

**Associate Dean  
Academic**

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I would like to enthusiastically express my full support for the proposed Master of Supply Chain Management (MSCM) program. This program will enable students who have graduated from business or non-business programs to obtain the critical functional and cross-functional skills needed for a successful career in the diverse field of supply chain management.

Currently, only one comparable specialized program exists in Ontario (University of Windsor), only two more across Canada, and very few others world-wide. This is a shame, given the complexity of the field and its high impact on customer service, the swift availability of aid to crisis locations, and the significant impact on an organization's cost of providing products or services. Traditionally, supply chain managers have grown into their positions, rather than receiving an advanced education. The task force's feedback from supply chain professionals clearly indicated the unserved need for such education. Also, a particular need appears to exist for an option that accommodates part-time studies as well as full-time.

Schulich is very well positioned to help fill this need through both full-time and part-time options. Schulich is fully capable of delivering quality education and experiential skills that can support graduates in making a contribution to society through organizations of various types.

The Schulich School has the resources in place to offer this program. The Operations Management and Information Systems (OMIS) area, which will deliver the program (with support from other areas), is authorized to hire an additional tenure-stream faculty member and potentially another faculty member in the near future. It is expected that the additional colleague will be in place before the program starts. Any additional non-academic resources that will be required as the program grows (such as additional recruiting, student or career support personnel) will be added via the usual mechanisms. Some of these resources may be shared with the Master of Marketing and other programs. Also, Schulich is in the progress of building an addition to its existing building. This addition will address the shortage of lecture space well before the time the program is set to start.

In conclusion, I wish to express my full support for this program and thank the task force for a well-conceptualized proposal.





MEMORANDUM

YORK UNIVERSITY  
LIBRARIES

Office of the  
University Librarian

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www.library.yorku.ca

To: Dr. David Johnston  
Management Science Specialization, Schulich School of Business

From: Joy Kirchner, University Librarian

Date: May 16, 2017. 

Subject: Library Statement of Support for the Proposed Master of Supply Chain Management Degree, Schulich School of Business

York University Libraries are well positioned to provide strong support for the Master of Supply Chain Management degree proposed by the Schulich School of Business. The resources held by the Peter F. Bronfman Library are extensive and are complemented by holdings found in the other library locations, particularly Scott Library, Steacie Science & Engineering Library, and also in the Osgoode Hall Law School Library. The students and faculty have access to an excellent collection of journals (print and electronic), a growing monograph collection, as well as an exhaustive array of electronic resources such as government statistical data bases, extensive ebook packages, geospatial files, and economic and business databases. This collection building is informed by continual monitoring of faculty research interests and changes in the curriculum to ensure that the breadth and depth of the collection reflects the interests and needs of the School and the wider York University community.

Students in the Schulich School of Business have been extremely well served by the outreach activities and expertise of the librarians and committed staff in Bronfman. In addition to continuing to build extensive collections for teaching, learning, and research in the field, targeted library instruction has bolstered the research skills of current students and will do so for future students as well. Research assistance continues to be offered in the libraries and online, and students may use the librarian consultation service as outlined in Xuemei Li's statement.

In conclusion, the Libraries can provide strong support for this proposed program. In anticipation of a positive outcome, we very much look forward to continuing to build collections and services to support curricula and research in this area.

cc: Xuemei Li, Business Librarian, Peter F. Bronfman Library  
Sophie Bury, Head, Peter F. Bronfman Library  
Adam Taves, Acting Associate University Librarian, Collections and Research





portable  
intelligence inc.

June 6, 2017

David A. Johnston

Professor

Task Force Leader for Masters of Supply Chain Management Schulich School of Business

York University

4700 Keele Street

Toronto, Canada

Re: Proposed Masters of Supply Chain Management program

Dear Professor Johnston,

It is with much enthusiasm that I whole-heartily support the efforts of your task force. As supply chains become more complex the need for professionals in this space will only grow.

Having spent a career in supply chains over the past 25 years, I can personally attest to the dearth of good supply chain management education. While communication skills are key, people in this space need the discipline and knowledge that comes from a formal education. Most supply chain executives I've come across are drawn from two disciplines: finance or logistics. Given the specialized focus of their backgrounds, it comes as no surprise that their "solutions" often revolve around cost savings or minimizing head count.

As they say "if a person only has a hammer they'll look for nails." This is not the approach we need if Canada is to maintain its competitiveness as an exporting nation. We need leaders in supply chain who can develop appropriate strategies and most importantly, lead their colleagues through the deployment process.

I look forward to the launch of this program, with admittedly some self-interest – sending Pi managers through the program and hiring some great graduates!

All the Best and Good Luck,

Jeff Lem, BBA, MBA, P.MM

President

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August 18, 2017

Dezső J. Horváth  
Dean & Tanna H. Schulich Chair in Strategic Management, Professor of Policy  
Schulich School of Business  
York University

*By email: dhorvath@schulich.yorku.ca*

**Re: Letter of Support for the new *Masters of Supply Chain Management Degree***

Dear Dean Horváth:

The Supply Chain Management Association (SCMA) is a supportive partner to the development and launch of the new *Masters of Supply Chain Management Degree* at the Schulich School of Business, York University. The SCMA considers this a much-needed initiative that will strengthen Canada's supply chain profession enabling intelligent, competitive, and sustainable supply chains capable of driving Canada's competitive commercial advantage.

The SCMA is committed to supporting, participating in, and developing this new new degree because we strongly believe that supply chains can be one of Canada's global competitive advantages. Founded in 1919, the SCMA is the only Canadian-headquartered end-to-end supply chain management association and is the voice of more than 7,000 supply chain members, including demand planning, procurement, operations, warehousing, inventory management, and transportation practitioners. Our members cut across the public and private sectors, across all industries, and consist of both SMEs and large multinationals, with deeply integrated links to the North American and global marketplace. The SCMA sets the standards for excellence and ethics, and is the principal source of professional development and accreditation in supply chain management in Canada.

Supply chain management (SCM) is a key strategic and competitive advantage that can position organizations to new levels of success. 820,000 people work in the supply chain sector in Canada delivering more than 4 million tons of goods across our country every day. The SCM sector has an estimated value of \$162.1 billion. Historically, SCM played a vital role in Canada's economic success during its founding years. Hudson's Bay and The North West Company were successful due in large part to efficient and established supply chains across Canada.

Today, SCM finds itself at the forefront of technology and innovation, such as artificial intelligence, blockchain and driverless vehicles. Its role has become vital in value creation for organizations by contributing to innovation and product development. Technological transformation of supply chains is one of the most important business trends of our time. As well, with global operations and supply chains becoming more complex, companies in manufacturing, retail and technology, and the consulting firms that service them, are scrambling to fill the skills gap and hire people with supply chain expertise. This new degree will allow for enhanced talent development and professional skills development, and will contribute to filling the skills gap, helping to ensure that there is an increasing talent pool from which Canadian industry and public-sector organizations can draw to lead the way in creating the global supply chains of tomorrow.

.../ 2

The SCMA greatly appreciates the opportunity to partner with Schulich on this new degree and looks forward to contributing to the new program by providing program graduates with advanced standing and a clear pathway to obtain Canada's preeminent supply chain certification, the Certified SCMP professional designation. The SCMA believes that the new degree, and the pathway provided to graduates to obtain the Certified SCMP designation, will have a real impact in supporting our goals of professionalizing the supply chain management community in Canada and supporting a highly innovative, technology-driven and modern economy in Canada.

The SCMA looks forward to working further with Schulich to formalize our support for the degree and the pathway into the Certified SCMP designation.

Should you have any questions about the SCMA or our commitment to this new degree, please don't hesitate to contact us directly.

Sincerely,



Christian Buhagiar  
President & CEO  
SCMA National

Sincerely,



Kelly Duffin  
President and CEO  
SCMA Ontario

Copy: *David A. Johnston, Professor, Schulich School of Business*  
*Mark Thomas, Program Director, Schulich Executive Education Centre*

**External Appraisal Report**  
**on**  
**the Proposed Master of Supply Chain Management (MSCM)**

Schulich School of Business  
York University

Submitted on September 5, 2017

By

Dr. Jaydeep Balakrishnan  
Professor, Operations & Supply Chain Management  
Haskayne School of Business  
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and

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## 1. Introduction

On August 22, 2017, an external review by site visit was undertaken of the activities and impact of the proposed new Master of Supply Chain Management (MSCM) program. The Schulich School of Business at York University will begin offering the program in Summer 2019, provided that it gets approved by the University.

The objective of this review is to evaluate the academic quality of the proposed new degree program and the capacity of Schulich to deliver it in an appropriate and effective manner. The review was conducted, at the request of Dr. Alice Pitt, Vice Provost Academic at York University, by a Peer Review Team (hereafter, the PRT) consisting of two external reviewers, assisted by the internal coordinators Dr. Markus Biehl, Associate Dean Academic, and Dr. David Johnston, MSCM Task Force Chair, in the Schulich School of Business.

The PRT relied on a number of sources of information such as:

- 1) *Proposal for Master of Supply Chain Management*, prepared by the Schulich School of Business, describing the context, mandate, objectives, strategy, need & demand, and program structure of the proposed program.
- 2) Documents requested by the PRT during the site visit, including the 2014-17 Strategic Mandate Agreement (SMA) between the Ministry of Training, Colleges and Universities and York University and Schulich's recent Strategy Planning document, a support letter from the Supply Chain Management Association (SCMA), as well as the course outlines of existing Group 1 core courses, which are part of the MSCM curriculum.
- 2) Interviews with key stakeholders within and outside the Schulich community. In particular, the PRT met with the following list of academic administrators, faculty/program representatives, and other relevant personnel:
  - Dr. Alice Pitt, Vice Provost Academic, York University
  - Dr. Fahim Quadir, Interim Dean, Faculty of Graduate Studies & AVP Graduate, York University
  - Dr. Markus Biehl, Acting Dean / Associate Dean Academic, Schulich School of Business
  - Dr. Marcia Annisette, Associate Dean Students, Schulich School of Business
  - MSCM Program Task Force & Faculty
    - Dr. David Johnston, Task Force Chair & Operations Management and Information Systems (OMIS)
    - Dr. Markus Biehl, Associate Dean Academic
    - Dr. Tom Beechy, Professor Emeritus, Accounting
    - Dr. Murat Kristal, OMIS & Director, MBAN
    - Dr. Adam Diamant, OMIS
    - Mr. Mark Thomas, OMIS
    - Dr. Ashwin Joshi, Marketing; Director, MBA
    - Ms. Emily Rush, Academic Affairs Officer

- York University Libraries & Bronfman Business Library
  - Mr. Adam Taves, Associate University Librarian, Collections & Research
  - Ms. Sophie Bury, Head, Peter F. Bronfman Business Library
  - Ms. Xuemei Li, Assistant Librarian, Peter F. Bronfman Business Library
- Schulich Students
  - MBA Students: Ms. Allie Simpson, Mr. Levin Maaskant, Mr. Devang Rawat, and Ms. Cortney Mills
  - BBA Student: Ms. Araba Bansah
  - Executive Education Program: Mr. Paul Sarrouh (via Telephone)
- Admissions, Student Services & Career Development, Schulich School of Business
  - Ms. Melissa Judd, Assistant Dean, Students
  - Ms. Keshia Gray, Director, Student & Enrolment Services
  - Mr. Rob Hines, Exec. Director, Career Development Centre
- Mr. Sean Siddik, Chief of Staff, Office of the Dean, Schulich School of Business

These individual/group interviews, along with the program proposal and additional documents given during the site visit, provided the PRT with a sense of the program’s background, strengths and weaknesses, and some challenges it may face. An excellent tour of Schulich building and its facility guided by Mr. Sean Siddik was quite informative and insightful, and helped the PRT understand and feel the general academic environment Schulich offers to its students.

Overall, the PRT believes that the documents and the consultation opportunities were very helpful as they provided most of the relevant information for the review process. This report will discuss major issues relating to program learning goals and outcomes, resources, and program quality measures/indicators. It will also identify strengths, weaknesses, opportunities and challenges with respect to the proposed program, and make a list of recommendations for possible actions in the future.

## **2. General Objectives of the Program**

The program name and degree designation, *Master of Supply Chain Management*, is appropriate as it clearly indicates that it is a Master’s level professional degree in a specific field of study. The learning goals of the proposed degree program are clear and consistent with the degree-level expectations of York and with Schulich’s mission and academic priority – “to provide a balanced perspective on theory and practice, analytical and qualitative skills, and specialized and integrative approaches to management” through development of global, innovative and diverse learning experiences for students. The learning outcomes are also aligned with York’s graduate degree-level expectations.

The overall university planning framework creates a foundation of high expectations related to maintaining academic rigor, and excellence in research, teaching and in student learning. At Schulich, all faculty are involved in the university’s teaching mission. Thus, the general objectives of the proposed degree program are clearly set out. As indicated in the proposal, they are indeed consistent with the University and Faculty mission and academic plans.

The degree requirements of the proposed program are clearly set out in the proposal and are appropriate. The mix of cross-functional business background and skill courses, SCM-specific functional courses, and courses focusing on the appropriate application of SCM knowledge to business decision making, combined with a real-life supply chain consulting, is in line with the degree level expectations. It will also provide the extensive background knowledge and managerial and analytical skills needed to succeed in the work market or in additional future graduate programs.

### **3. Need and Demand**

The proposal called the field of supply chain management as an emerging academic discipline. The PRT fully agrees with that sentiment. Market demand for supply chain management & logistics professionals in Canada and the world is high and growing; however, the number of qualified graduates for this profession doesn't keep up with the increasing market demand. As the proposal pointed out, more and more employers in today's business environment are looking for potential employees who have not only technical/analytical ('hard') training but also managerial/organizational ('soft') skills. The proposed curriculum, the PRT believes, will provide its students with both 'hard' and 'soft' skills, which are critical in today's work environment. Schulich's reputation and established track record in excellence, relevance, globalization and experiential learning offer opportunities to its students for such an innovative academic program.

However, the PRT is of the opinion that the description of the process (on page 8 of the proposal), by which it was determined that the program was justified, is too brief. It was not very clear from the description that the process was adequate. In discussions during the site visit, the PRT ascertained that the program task force had done much more in this respect than what was described in the proposal. The PRT is satisfied that the task force has done due diligence in this regard but would like the report to have more details on the work actually done.

### **4. Program Content and Curriculum**

The proposed program is unique and quite innovative in the following ways as it reflects the current state/trends in supply chain management.

- 1) It focuses on producing highly trained supply chain management professionals - a very high market demand area.
- 2) It offers both an intense one-year full-time study through direct-entry and a two-year part-time study for experienced working professionals.
- 3) The program offers applicants with 'Advanced Standing', which allows them to complete the program in 8 months.
- 4) The program provides its students with both 'hard' and 'soft' skills, which are critical in today's work environment.
- 5) The program has an innovative structure which consists of thirteen required courses. These courses are organized into three distinct groups: (i) cross-functional business concepts and skill courses; (ii) SCM specific functional courses; and (iii) application of SCM knowledge to decision making.

- 6) The program adopts an integrated experiential learning approach that requires the students to complete a community-involved major supply chain consulting project.

All the courses offered in the proposed program are graduate level courses. Even for students with Advanced Standing, the program requires them to take a minimum of two-thirds of the course requirements at the graduate level.

Upon careful review of the program curriculum in the proposal, the PRT has the following concerns.

- Discussion on supply chain risks is quite limited to a few areas in only one course (SB/OMIS 6300). SC risks could arise in many areas and many forms. As “Dealing with SC Risks” in many forms and many areas is extremely important in the SC professional environment, the PRT believes the coverage of SC risks should be extended to more than one course in the curriculum.
- Based on the discussion with the task force members during the site visit, the curriculum may not include student learning/use of any SC/ERP/EIS software/solution available on the market. While student’s understanding ERP concepts/framework is important, we also believe that student exposure to any reliable ERP software/solution in their decision making process in a real-time basis during the program would benefit the students.
- The curriculum does not provide any opportunities for the students to relate/connect to SC professional associations (APICS, ISM, SCMA) and the designations (CSCP/CLTD, CPSM/CPSD, SCMP) offered by these associations.
- It is not clear where current and relevant topics such as humanitarian/disaster SCM can be incorporated.
- Page 12 refers to student group sizes of ‘four to six’. The PRT is concerned that this large size may result in inadequate learning situation for some students.
- In OMIS 6230 ‘Models’ in the title might be unnecessarily constraining. It could be dropped. Furthermore, the course description refers to MRP and DRP while the detailed course schedule does not appear to have any time devoted to these topics.
- OMIS 6300 is titled ‘Managing Change in Supply Chains’, which can be quite confusing. Given that the word ‘change management’ is often related to organizational change, yet the course is about something very different. Perhaps ‘Managing turbulence in ..’, ‘Managing dynamically ..’ or the like might be more appropriate. In the same course it is not clear why there is need for the section on ‘Implementing SCM Information Systems’ when there is a separate course in IS (OMIS 6320).
- There seem to be only a few instances of the use of supply chain simulations as learning tools in the program.

## **5. Program Structure, Learning Outcomes and Assessment**

The program has an innovative structure, which consists of thirteen required courses, and adopts an integrated experiential learning approach that requires the students to complete a community-involved major supply chain consulting project. The program curriculum will certainly provide the students with not only fundamental business and advanced analytics skills, but also how to integrate their knowledge and skills, and analyze and solve real-life organizational problems.

The learning outcomes of the proposed degree program are clear and consistent with the degree-level expectations and the University's mission and academic plan.

Based on the program curriculum and structure shown in the proposal, the PRT believes that the students will have sufficient knowledge and skills in both areas (i.e., soft and hard) upon successful completion of the program. The program is uniquely designed to produce competent supply chain management professionals who can also communicate their solutions effectively to non-technical individuals in workplace. Additional distinct advantages for the students completing this program include: integration of theory with application and extensive real-life problem-solving experience through SC consulting project. This type of graduate who has the right combination of soft and hard skills as well as real-life business consulting experience is highly demanded by employers and advanced academic programs. There is no doubt in the mind of the PRT that such graduates will make positive contributions in the future to the society they belong to.

The program delivery includes: (i) Lecture courses with assignments, essays and tests/exams; (ii) Case method courses with case analysis and essays; (iii) Seminar courses with student project and presentation; (iv) Project management simulation; and (v) Application of appropriate strategies to team decision making through the supply chain consulting project. Many Group 3 courses bring real-life situations to classroom setting via guest-speakers and projects. These delivery methods are appropriate and effective in order to reach the intended program learning outcomes and degree level expectations.

## **6. Admission Requirements**

The admission requirements for the proposed program are aligned with the learning outcomes and those of the competition – a four-year undergraduate degree from a recognized university with a minimum grade average B+ in the last two full years of academic work, combined with an evidence of leadership ability and letters of recommendation. Non-mandatory work experience for admission can be debatable; however, it is not uncommon nowadays that many business schools in Canada and the USA are receiving fresh university graduates into their professional graduate programs. The required level of English language proficiency for applicants who have obtained an undergraduate degree from a non-English institution is quite appropriate.

Alternative admission requirements, which include a three-year undergraduate degree with at least one year of post-graduation work experience in a sector relevant to the proposed program, are appropriate and quite common for a professional master's degree program. Alternative

requirements, however, should include an optional interview if Schulich has some doubt about particular applicants and/or their academic/professional credentials.

As the proposal indicates, use of Advanced Standing (i.e., waiver of Term 1 courses except MSTM 5000) is acceptable; however, it is not clear in the document that who gets the status.

## **7. Resource Requirements**

### **7.1 Administrative/Teaching/Library/Student Support Resources**

Based on an annual intake of 30 students (starting with a part-time cohort of 15 students in Summer 2019) and a total number of 40 students per year in steady state, the proposal suggests that the program may require additional supporting staff - one additional career advisor and one additional academic recruiter. Having had a discussion with the personnel in Admissions, Student Services & Career Development during the site visit, the PRT agrees to the suggestion in terms of the level of additional support for the program as these resources can be shared with the Master of Marketing program, which is also currently under review.

The PRT does not anticipate need for additional resources in the library and IT support service areas since these services are already in place for 11 other graduate degree programs at Schulich. York University Libraries, including Peter Bronfman Business Library, with an excellent collection of academic & professional journals as well as a wide range of economic and business databases, are well positioned to support the proposed Masters program. There may be some challenges in the future, however, in terms of expertise of library support staff, as new graduate degree programs are becoming more specialized. The PRT foresees neither additional level of student funding nor increased supervisory need since the proposed master degree is not a research-based program.

With respect to teaching resources for the proposed program, Schulich has been known for its great strengths in the quality of teaching, the wide breadth of knowledge and experience, and both managerial & technical expertise through use of full-time faculty and retired and contract instructors. The proposal indicates (and confirmed by the Associate Dean Academic) that the OMIS area has permission to hire one or two additional tenure-stream faculty prior to the beginning of the new proposed program. These additional teaching resources, along with already available, full-time academic faculty and qualified contract instructors, who can bring real-life business experience into classroom setting, will certainly well position Schulich to support this proposed program.

However, the PRT has the following concerns with teaching resources for the program.

- Out of 11 OMIS full-time faculty, only 2 or 3 faculty members have shown to have expertise in supply chain management, evidenced by their previous and current research areas and teaching experiences.
- It looks like none of the 55 full-time/retired/sessional faculty members listed in the proposal has a SC professional designation/certification, such as CSCP, CPSM or SCMP.

Many courses in the curriculum can be taught by full-time faculty members without extensive professional or real-life experiences. Some courses, however, seem to be very specialized in nature and contents and should be taught by contract practitioners, who have a wide range of real-life experiences as well as a professional designation/certification. The PRT believes that success of the proposed degree program really depends upon successful recruitment of contract instructors who not only have great professional/practical experiences in the course subject areas but also can provide a high level of academic rigor in student learning.

## **7.2 Additional Resources**

As mentioned in 7.1, the proposed Master of Supply Chain Management is not a research-based program. Since the students in the program are not expected to conduct in-depth research in supply chain management, the success and sustainability of the program do not heavily rely on faculty research or their intellectual assets. For the same reason, the PRT foresees neither additional level of student funding nor increased supervisory need.

## **8. Quality of Student Experience**

All indicators (faculty, current & future students, support staff, potential employers, and professional association) attest that the proposed program will ensure the intellectual quality of the student experience and will be a high-quality degree producing graduates who are well respected in the workplace.

The Schulich School of Business has a great vision/mission and has a clear understanding of its mandate and future plans for continuous improvement. The administration at York University offers great leadership to its students, faculty and staff. The PRT believes that the proposed program, which is based on the integrated experiential learning approach and the concept of university-industry partnership for student learning, is a great initiative for higher education in the field of supply chain management. It also believes that the students in the proposed program will receive great academic education and real-life learning experiences within and outside the classroom and will be in great demand by employers and advanced academic programs.

## **9. Other Issues**

The PRT observed that the Schulich School of Business is adding an extension to its current building. This is no doubt an asset to proposed Master program in terms of physical resources available.

## **10. Summary and PRT's Recommendations**

The PRT was impressed with the dedication of the administration, faculty and staff of the proposed Master of Supply Chain Management program as well as the pride of the students and alumni. All students and alumni the PRT met during the site visit noted the quality of the faculty. The proposed program will definitely serve a current niche which is appreciated by students, employers and the society since it will train students in solving SC-related organizational

problems in real-life settings through ‘integrated experiential learning in the workplace’ experiences. The innovation within the program can be attributed to the excellent faculty members’ teaching and training within Schulich and industry-community partnerships that are involved in the operation of the program. Once the program has begun, it is encouraged that learning goals be effectively and consistently measured.

For further improvement of the proposed program, the Peer Review Team (PRT) would like to make the following major and minor recommendations.

### **Major Recommendations:**

**Recommendation 1:** Alternative admission requirements should include an optional interview if Schulich has some doubt about particular applicants and/or their academic/professional credentials.

**Recommendation 2:** With respect to Advanced Standing (i.e., waiver of Term 1 courses except MSTM 5000), the proposal or program should clearly and explicitly explain the requirements. (i.e., who gets this status and what are the conditions?)

**Recommendation 3:** As ‘supply chain risks’ arise in many areas and many forms in the real business world, the topic(s) should be explicitly discussed in each and every course in the curriculum.

**Recommendation 4:** Students should have the opportunity to experience some ERP software/solution during their study. This can be done in SB/OMIS 6320 or through a special boot camp offered annually to the students.

**Recommendation 5:** Initiate discussion with national/international SC professional associations for exclusive partnership with one of them in order to help the students for future career advancement and professional designation.

**Recommendation 6:** When hiring full-time faculty or contact instructors, consider those who have extensive teaching and research experiences in the field of supply chain management or who currently work in the field of supply chain management and have a SC designation.

**Recommendation 7:** While the student service level is good, the PRT urges the Schulich School to be vigilant in preventing any loss of the ‘personal touch’ in student services due to increased numbers.

**Recommendation 8:** The PRT recommends that the task force investigate the use of more experiential exercises such as computer based simulation.

**Recommendation 9:** The task force should examine whether groups as large as six students will hamper effective student learning.

**Recommendation 10:** The task force should consider introducing flexibility in course descriptions to incorporate topics that may become relevant such as humanitarian/disaster SCM/blockchain and other customized topics.

**Recommendation 11:** The articulation of how the need and demand for the program was justified needs to be expanded in the proposal to describe accurately the work done in this regard.

**Recommendation 12:** Once the program has begun, it is recommended that the program's learning goals and outcomes be effectively and consistently measured on an ongoing basis.

**Minor recommendations:**

- On page 9, both AnyPrep and program orientation descriptions should have some expected hours attached to them.
- On page 11 under Goal 2.1, 'managing a project' is referred to. The PRT feels that a better phrase might be 'managing a supply chain process'.
- On page 12 the very last bullet of 6.1 refers to 'professor'. A term such as 'academic faculty member' may be more appropriate.
- On page 14, 'TS' is not defined.
- Figure 1 should perhaps be Table 1.
- On page 13 the proposal refers to 'two-term'. This could have '(4.5 credit)' added for clarification.
- The title of OMIS 6230 needs to be reviewed. Furthermore, the course needs to be reviewed for consistency between the syllabus and actual coverage of topics such as MRP.
- The task force should review the title for OMIS 6300. Also the need for a section on IS in the course needs to be reviewed.

# Response to Reviewers of Supply Chain Management Proposal

September 17, 2017

The task force would like to thank the Professors Balakrishnan and Cho for their endorsement of our proposed program and their thoughtful comments and recommendations for improvement going forward. In this document, we would like to offer a point by point response to these comments and recommendations with reference to specific changes we have made to the revised proposal. The changes fall in three categories. The first is to better document the extensive process by which the program was researched and designed. The second is improvements to the proposed administration of the program. Finally, the addition and subtraction of the content in proposed curriculum. We present our changes in this order with relevant excerpts from the external reviewer report presented in italics.

## Proposal Research and Design Process

***Recommendation 11:*** *The articulation of how the need and demand for the program was justified needs to be expanded in the proposal to describe accurately the work done in this regard.*

The Task Force kept this section relatively brief in the interests of providing a concise document. We have complemented Sections 3.2 and 3.3 with a more detailed description of our engagement with industry and potential students and of our literature review to support our analysis of potentially competing masters level programs.

## Program Administration

***Recommendation 1:*** *Alternative admission requirements should include an optional interview if Schulich has some doubt about particular applicants and/or their academic/professional credentials.*

We concur with the reviewers. Schulich already interviews all qualified Masters applicants and intends to do the same for applicants to the Master of Supply Chain Management.

***Recommendation 2:*** *With respect to Advanced Standing (i.e., waiver of Term 1 courses except MSTM 5000), the proposal or program should clearly and explicitly explain the requirements. (i.e., who gets this status and what are the conditions?)*

We have made this section clearer at the end of Section 4.2 by inserting a link to our webpage, which explains the requirements and process in detail.

***Recommendation 5:*** *Initiate discussion with national/international SC professional associations for exclusive partnership with one of them in order to help the students for future career*

*advancement and professional designation.*

We have begun discussions with professional supply chain associations, namely the Supply Chain Management Association of Canada, the largest such association in Canada. The SCMAC have endorsed the proposal. We have included a description in Section 3.3 and their letter in Appendix J. Our discussions have begun to formulate how we can secure a “fast track” to a professional designation for MSCM students. Schulich also has a chapter of APICS – The Operations Management Society, which also offers a professional certification in SCM. We will approach APIC for similar discussions.

***Recommendation 6:*** *When hiring full-time faculty or contact instructors, consider those who have extensive teaching and research experiences in the field of supply chain management or who currently work in the field of supply chain management and have a SC designation.*

This recommendation is in line with Schulich’s hiring requirements for tenure stream colleagues and part time instructors. The former needs to demonstrate excellent instructional ability and world class research potential in a particular field. The latter needs to possess a graduate degree in a related field and practical expertise in the field they are hired to teach. We agree with the reviewers that, ideally, instructors should have a professional designation affiliated with the practice of SCM. As such certifications are broad based rather than a display of expertise in a particular field of SCM, however, it will not always be possible or desirable to limit hiring to certified professionals especially in emerging fields such as business analytics and sustainability.

***Recommendation 7:*** *While the student service level is good, the PRT urges the Schulich School to be vigilant in preventing any loss of the ‘personal touch’ in student services due to increased numbers.*

Thank you for this caution. Schulich as an organization continuously strives to achieve a high level of service. As the proposal suggests, staff complements and service performance are continuously being reviewed to ensure a high level of support for students.

***Recommendation 12:*** *Once the program has begun, it is recommended that the program’s learning goals and outcomes be effectively and consistently measured on an ongoing basis.*

This is an important suggestion. We have added to Section 5.1 specific actions in the governance of the program such that learning objectives and their fulfillment are systematically reviewed. The continuous measurement of program level learning outcomes will be implemented in Schulich’s new Learning Management System.

### Program Curriculum

Some of the external reviewers’ recommendations motivated changes in specific course outlines. Others are what the task force considers to be themes that run across courses and are part of the program learning objectives. In that regard, we have tried to make these connections more explicit.

*“OMIS 6300 is titled ‘Managing Change in Supply Chains’, which can be quite confusing. Given that the word ‘change management’ is often related to organizational change, yet*

*the course is about something very different. Perhaps 'Managing turbulence in ...', 'Managing dynamically ...' or the like might be more appropriate. In the same course it is not clear why there is need for the section on 'Implementing SCM Information Systems' when there is a separate course in IS (OMIS 6320)."*

Managing organizational change is a fundamental component of managing change to supply chains. More specifically, it is change within firms that make possible changes between firms. Changing information systems is one of those critical topics that reflect this approach. This is why this topic appears in multiple courses. That being said, the topic is approached differently in those courses. In OMIS 6300, IS implementation is approached as enabling organization-wide functionality. In OMIS 6320 the focus is on the technical challenges of IS implementation. Nevertheless, we have the course outline for OMIS 6300 to make this difference clearer.

***Recommendation 3:*** *As 'supply chain risks' arise in many areas and many forms in the real business world, the topic(s) should be explicitly discussed in each and every course in the curriculum.*

Risk identification, avoidance and mitigation is a common theme across SCM topics as the external reviewers have indicated. We have modified the learning objectives and motivation sections of a number of course outlines. This begins explicitly in OMIS 6200 in discussing the design of SCM. It carries on in subsequent courses such as OMIS 6230 in the detailed examination of analytic models for coordinating supply chains which consider specific risks to SCM metrics such as product availability. In other Group 2 courses (e.g., 6210 and 6220) there is an undercurrent of risk management in all course learning objectives to deal with the downside of managing specific functions involved with purchasing, logistics and supply coordination. The management of risk is mentioned in our description of the overall program description Appendix D.

***Recommendation 4:*** *Students should have the opportunity to experience some ERP software/solution during their study. This can be done in SB/OMIS 6320 or through a special boot camp offered annually to the students.*

An excellent suggestion. Similar to the workshops the Master of Business Analytics offers on occasion, we can see offering an introduction that shows students what such systems look like. In the meantime, OMIS 6320 explicitly teaches how such systems are structured and function.

***Recommendation 8:*** *The PRT recommends that the task force investigate the use of more experiential exercises such as computer based simulation.*

Experiential education is an effective approach to teaching complex concepts beyond the level of "knowledge." The task force is very supportive of this pedagogical approach. Currently a number of SCM courses in the Schulich MBA use computer and physical simulations, as will newly proposed courses in the MSCM. For example, see Classes 5 and 6 in OMIS 6200 or Class 2 in OMIS 6320. We will be looking for opportunities to expand their use as both the technology advances and their fit with program emerge.

***Recommendation 9:*** *The task force should examine whether groups as large as six students will hamper effective student learning.*

We have modified the proposal to reflect a smaller maximum group size. Our experience shows that groups of up to 5 students work well. In reality, we expect the groups to be smaller in this program.

***Recommendation 10:*** *The task force should consider introducing flexibility in course descriptions to incorporate topics that may become relevant such as humanitarian/disaster SCM/blockchain and other customized topics.*

The taskforce balanced the need to provide an explicit but robust general course outline as required by the university graduate studies requirements but at the same time maintaining flexibility to change individual classes as events and technology warrant. We have added specifically a class on humanitarian logistics in Class 9 to OMIS 6210. Other topic such as blockchain, an emerging technology for securing information, will be mentioned in OMIS 6320. To that end, we have included mention in the course outline under objectives and topics such as blockchain and the intent to identify emerging technologies that impact SCM IT and ERP systems. As the field of SCM is moving constantly, courses will be updated on a continuous basis to reflect the newest developments and trends.

#### Response to Minor Recommendations:

We also made note of a variety of minor comments and reflected them in the revised version of the program proposal and, in some cases, changes to individual course outlines.

Office of the Dean

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# Memorandum

To: Franck van Breugel, Interim Chair, ASCP

Cc: Cheryl Underhill, Secretary, ASCP

From: Ananya Mukherjee-Reed, Dean

Date: November 15, 2017

Subject: Decanal Statement for Schulich Program Proposals in Master of Marketing and Master of Supply Chain Management

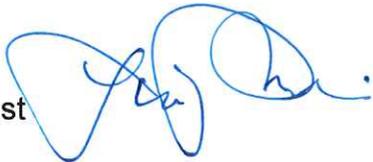
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I am writing to confirm that we do not see any duplication with the above-named proposals with our existing programs or with the graduate programs proposed by the School of Administrative Studies which are currently going through the approval process.

## Office of the Vice-President Academic and Provost

### Memorandum

To: Tom Loebel, Chair, Senate APPRC  
Kim Michasiw, Chair, Senate ASCP

From: Lisa Philipps, Interim Vice-President Academic & Provost 

Date: November 7, 2017

Subject: Master of Supply Chain Management, Schulich School of Business

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I have reviewed the proposal from the Schulich School of Business to introduce a Master of Supply Chain Management program and new degree designation (MSCM). In reviewing the proposal, I also considered the external reviewers' report and Schulich's response to that report.

Supply Chain Management is a complex and rapidly evolving area of research and study that includes business, legal, safety, and ethical aspects in a global context. In developing the proposal, colleagues in Schulich consulted with both industry and potential students in order to understand and address current needs and demand. As a result, the program encompasses general management courses and those focusing more specifically on supply chain management, as well as an experiential education component. It offers a range of knowledge and skills (including analytic, communication, and problem solving) to meet the needs of students who are entering the industry or who are already working in the area and wish to advance to leadership positions. The program will be unique in Ontario in that it will be available in either a full-time (three terms) or part-time (six terms) format to address students' need for flexibility. It will add to York's range of high quality graduate programs preparing students for success in their careers. It is noteworthy that the proposal is supported by the Supply Chain Management Association of Canada; and the program will provide a pathway to SCMP professional designation.

The reviewers' report is highly positive in relation to the need for the program, the appropriateness of the program design to serve its audience, and the capacity of the School to deliver the program. The reviewers describe it as "unique and quite innovative." They have made a number of suggestions in relation to the presentation of the proposal, program administration, and the curriculum, the latter including the

## Office of the Vice-President Academic and Provost

expansion of reference to supply chain risks and humanitarian/disaster issues, and more use of software systems and supply chain simulations. They also comment on the importance of utilizing contract instructors who bring real life experience and professional designation to their teaching. Colleagues in Schulich have provided a detailed response to the reviewers' report and have incorporated many of the suggestions into the proposal, including some modifications/clarification of the curriculum.

The proposal projects an initial intake of 15 students, growing to an intake of 40 students annually at steady state. The program requires 39 credits over three or six terms; the curriculum comprises both existing and new courses and, as noted, includes a community-involved experiential education research project in the final term, intended to allow students to integrate the knowledge and skills they have acquired.

The program will be delivered primarily by the Operations Management and Information Systems area of Schulich, drawing upon other areas of the School, and supplementing full-time teaching with teaching by expert practitioners. I am happy to confirm that two new tenure stream appointments in OMIS – which may be relevant for this program - have been authorized for July 2018 and recruitment is under way. The Associate Dean, on behalf of the Dean, has underlined the importance of the introduction of this program and confirmed that Schulich has resources in place to initiate the program; any additional academic or non-academic resources that may be required as the program grows will be considered through usual processes.

I am pleased to record my support for this proposal.

Cc: Dean D. Horvath  
A. Pitt

**Note to Senators:** The new course proposals have not been copied for Senate; they are available upon request.

# YORK UNIVERSITY

## Schulich School of Business

### Proposal for a Master of Marketing Program

September 23, 2017

**Task Force Members:**

Professors Marshall David Rice (Chair), Ashwin Joshi, Detlev Zwick, Alexandra Campbell, Tom Beechy (Professor Emeritus). The Task Force thanks the many members of the Schulich community who have collaborated on and supported the development of this proposal, particularly Academic Affairs Officer, Emily Rush.

# 1. Introduction

## 1.1 Brief Statement of the Program

The proposed Master of Marketing (MMKG) program is designed to prepare individuals to seek and obtain meaningful employment in marketing positions, whether in private, public or non-profit organizations.

Several business schools in Canada and the United States have introduced specialized masters programs in marketing, bearing various names such as Master of Science in Marketing, or simply 'Master of Marketing'. Others have introduced marketing specializations in direct-entry research-oriented general management programs. These designations are used to avoid confusion with Master of Business Administration (MBA) programs, which admits students with work experience. Unlike the Master of Management, the proposed program is highly specialized, rather than providing a broad base of managerial knowledge and skills.

This is a professional degree program in marketing. The degree focuses on strategic thinking, tactical decision making, and analytical techniques in marketing. The objective is to produce well-rounded marketing thinkers who have the potential to become leaders within this function of their organizations.

## 1.2 Endorsed Fields of Study

N/A

## 1.3 Method Used to Develop the Program

The program has been designed by a Schulich-based task force established by the Dean of the Schulich School of Business. The Task Force obtained input from marketing faculty members, staff at the Schulich Executive Education Center, prospective students via focus groups, a survey of corporate alumni and hiring managers and from extensive interviews with over 25 potential employers. Input from potential employers and alumni was used to construct the program learning outcomes. The learning outcomes in turn informed which courses are needed to provide future graduates with the required knowledge and skills. The program was discussed again with potential employers for a last round of input in order to validate the program design.

## 1.4 Faculty in which the Program is Housed

The program will be housed in the Schulich School of Business.

# 2. General Objectives of the Program

## 2.1 Brief overview

The Schulich School of Business proposes to establish a Master of Marketing (MMKG) program to prepare students with the necessary skills and knowledge to obtain entry-level marketing positions

in business or other types of organizations (e.g., nonprofit organizations, governmental bodies, or entrepreneurial start-ups) upon graduation. The overall objective of the program is as follows:

The Master of Marketing program provides specialized marketing management education. The program emphasizes strategic and analytical topics needed to generate insights and solutions to today's challenging marketing environment, including strategic planning, consumer behavior, brand management, marketing research, analytics, and digital marketing. Students are challenged to consider both theoretical and applied perspectives. While teaching hands-on skills necessary for initial employment, the ultimate goal is to create creative thinkers and leaders in marketing for the modern world.

The program is designed primarily for students who have recently graduated from a non-business degree program such as science, engineering, liberal arts, and applied arts. In addition, the program will appeal to recent graduates of business school programs who did not pursue a marketing specialization in their undergraduate programs and now wish to enhance their marketing education. Lastly, the program may attract some individuals who have worked in other fields of business and wish to add marketing to their skill set.

We define the aspired-to profile of this program's graduate as follows:

The graduate from the Master of Marketing program is:

- intellectually strong and highly motivated;
- one who exhibits leadership and/or entrepreneurial qualities;
- an effective communicator and team player;
- able to use modern digital marketing tools;
- well versed in the strategy, tactics and methods of marketing;
- able to effectively manage marketing projects; and
- aware of his/her organization's ethical and social responsibilities.

The proposed program will achieve these objectives over the course of 3 terms of full time study and the completion of 42 credits. Students will complete a set of short online preparatory modules (similar to students admitted to the Master of Management), then take marketing and other relevant courses over the following three terms.

## **2.2 Alignment with University and Faculty Missions**

This program will support the University's goals as outlined in the 2015-2020 UAP as follows:

- *Academic Quality and Student Success.* This proposed Schulich Master of Marketing program is designed to provide pre-professional managerial preparation to high-performing post-secondary graduates, thereby enabling them to move into employment with increased prospects of advancement. The Schulich School of Business is recognized worldwide as a leader in management education. The proposed Master of Marketing

program not only draws from existing expertise in preparing students for marketing, but also builds upon that educational and professional expertise by providing an avenue for candidates who are inexperienced in marketing to acquire and hone essential skills in private, public, or non-profit organizations.

- *Enhanced Quality in Teaching and Learning and Internationalization.* The program will be available to graduates of all recognized universities worldwide, thereby enhancing achievement of York University's internationalization objective. The program's design is based on expected learning outcomes as well as experiential education. Similar to Schulich's other programs, this program will use high impact teaching practices throughout all three terms. As such, the University's goals of pedagogical innovation and a high-quality student experience are being addressed.
- *Enhanced Community Engagement.* The program's learning outcomes are based on input from the professional community. As well, its major research project is community-involved. Students will, over the course of two terms, work with organizations to help them analyze, solve and implement particular marketing problems.

#### University Goals

York University's Strategic Mandate Agreement identifies business as an area of both strength and growth. This new program aims to contribute to this growth at the graduate level. By providing a net addition to the University's Masters complement, it will help the University address its goal of enhanced graduate studies, research intensification and reaching the masters-level enrolment target.

#### Faculty Goals

The Schulich School's academic plan calls for the school to be innovative and diverse. The Master of Marketing program has both attributes. The program offers graduate-level marketing education for individuals who are academically highly qualified. The program will offer career preparation to a diverse group of individuals of widely varying backgrounds, nationalities and work experience levels. At the same time, the program furthers the Faculty's shared goals of pedagogical innovation in terms of optimized, outcome-oriented curriculum design and the use of experiential community-involved high impact teaching practices. The Master of Marketing helps the Faculty round out its offering of direct-entry programs in core management areas and implement its pipeline model of continuing education that spans from an undergraduate degree to a specialized masters degree to a senior leadership degree (MBA) or PhD.

## 3. Need and Demand

### 3.1 Similar Programs Offered Elsewhere

We have identified 19 programs in North America that offer specialized graduate education in marketing. Of these programs, nine are in Canada and ten are in the USA, as shown in **Appendix A**. Of the nine Canadian programs, 5 reside in Ontario.

The Canadian programs vary in length from 12 months to 20 months. While the existing Canadian programs offer an intensive marketing education, they have a research focus and are all named *Master of Science in Marketing*. The goal of these programs is primarily to prepare students for doctoral programs or to help graduates obtain research positions in industry. As such, these programs would not be direct competitors of the MMKG program. The proposed Schulich program is professional and management-focused, and its aim is to produce graduates who can pursue entry-level marketing positions in a wide range of organizations, both in the public and private sector.

The United States has ten competing programs; most are named 'Master of Science in Marketing'. The American programs, unlike the Canadian master of science programs, are *management* focused rather than research focused, despite their "Science" names. Thus, the U.S. programs are similar to the proposed Schulich MMKG. The U.S. programs vary in length from 8 to 24 months but the most common format is a 3-term 12-month program. Thus, these programs have a similar format to that of the proposed MMKG. Given that the proposed program aims to target predominantly Canadian direct-entry students, the U.S. programs are not considered to be competing with this program.

One difference between the proposed MMKG and some of the American programs is that the US programs offer specific 'streams' within the degree. For example, some of the streams offered in the American programs include marketing communications, marketing analytics, customer insights, product management, and digital marketing. While our program may offer streams in the future, we will not be offering streams at this time.

The proposed MMKG has not been based on any existing master of marketing program(s) but has been designed from the ground up, based on input from potential employers and the resulting expected learning outcomes with a focus on the skills students will need upon entering the workforce in any type of organization, or as entrepreneurs. The deliberate program structure, along with its 2-term integrative consulting project, distinguish the program from any relevant potentially competing program.

### 3.2 Need and Demand

Over the past two decades, the marketing industry has undergone a period of significant, if not revolutionary, change. Through the rapid expansion of the Internet and other digital technologies, marketers now have an unparalleled level of data on consumers and markets. Furthermore, organizations and marketers have new ways of reaching consumers through social media, often in real-time.

This rapid technological change has created growth and new job opportunities in the marketing field. The Canadian government's *Occupational Projection System* predicts robust job growth with 56,900 projected job openings in professional occupations in advertising, marketing and public relations (NOC Codes: 0124 and 1123)<sup>1</sup>. Similarly, the U.S. Bureau of Labor Statistics predicts a 9% growth rate for 'Advertising, Promotion and Marketing Managers' between 2014 and 2024.<sup>2</sup> This growth rate is faster than the average for all occupations in the United States.

The Schulich Master of Marketing program also helps address "the problems young adults are having in finding career-building jobs" [Rob Carrick, *The Globe and Mail*, 24 August 2015]. Modern marketing is complex and entry level positions require individuals who understand both basic marketing and consumer behavior theory, along with technical skills for a digital age. The Master of Marketing program has been designed to educate students in these areas.

Beyond the above data, the Task Force carefully examined demand for the proposed Master of Marketing Program. Specifically, we examined demand in three ways:

1. Interviews with more than 25 marketing executives
2. Survey of hiring managers and former Schulich graduates working in marketing
3. Two focus groups with potential students

Findings from these three groups indicated that there is significant interest and enthusiasm for the program. The marketing executives and hiring managers we spoke with indicated that there was a clear need for people who possessed good communication skills, teamwork ability, and a knowledge of modern digital marketing tools. We have specifically designed the program to produce this type of graduate. Several executives that we spoke with commented that they wished this degree had been around when they were pursuing their university education.

Two focus groups were held with undergraduate students at York as well as with respondents who attended an 'Experience Schulich' recruitment event on March 10, 2017. Respondents in both groups showed strong interest in the proposed program. Several of the focus group participants were aware that some Canadian universities offer more research-focused 'Master of Science in Marketing' degrees. These students were pleased that our degree would be management-focused. Furthermore, these individuals indicated that they thought our program would be 'unique' and that 'there was nothing out there like us'. Other students indicated that they knew friends who they thought would be very interested in the degree. Based on our research findings, we believe that demand for the MMKG program will be strong.

Finally, we approached marketing firms to provide feedback on the program and indicate to us whether they would be interested in hiring our graduates. Feedback letters are contained in Appendix I.

We expect that the first cohort (in Fall 2018) will attract 30 students. First year enrolment will be capped at 50 students. This enrolment target is reasonable and achievable, as evidenced by the

success of Schulich's other direct-entry Master's programs (e.g., the Master of Management started with an inaugural class of 50 students in Fall 2016). The expected steady-state maximum enrolment target is 100 students across two sections of about 50 students each.

## **4. Program Content and Curriculum**

### **4.1 Program Requirements**

The MMKG will require the completion of 42 credits over three terms of full-time study, preceded by a mandatory pre-start program. The pre-start program will consist of the satisfactory completion of online course modules in Accounting, Finance, and Statistics offered by AnyPrep. These online courses are already in place for the Master of Management program and have been viewed as helpful by the students currently enrolled in that program. The program commits to covering the AnyPrep fees for the required modules. The requirement for any or all AnyPrep modules may be waived if the student has taken subject courses in their previous studies.

All program requirements currently in force for Schulich's 3-term master degrees (including promotion and graduation requirements) will apply to this program as well. A copy of the handbook can be found at <http://schulich.yorku.ca/wp-content/uploads/2016/09/2016-2017-Graduate-Policy-Handbook.pdf>.

### **4.2 Courses**

The program will run over three consecutive terms starting in September and consist of 14 required 3.00 credit courses (see Figure 1; course descriptions are provided in Appendix B). No electives are available as the program is comprehensive and will serve the students well. As the program grows and matures we may consider electives in the future. Of the fourteen required courses, six are existing masters-level courses. The other eight courses are unique to the Master of Marketing.

The courses will provide students with essential business knowledge and skills in the first term, including business communication and teamwork, basic marketing, and essential research skills. In the Winter and Summer terms, students will gain more specific knowledge in marketing topics including consumer behavior/insights, digital marketing strategies, analytics, brand management, professional selling and financial decisions for marketers.

Course scheduling was carefully considered in the design of the program. Courses that teach student fundamentals of data collection and analytics are taught in the first two terms. The program contains an experiential community-involved project that spans terms 2 and 3. In term 2, students will define the projects with their clients, collect and analyze relevant qualitative and quantitative data, and develop actionable recommendations. In term 3 the student teams will implement their recommendations, thus completing an entire marketing project from planning to implementation. The courses throughout, before and during the research project, will enable

students to use appropriate marketing and management methods in their final term experiential implementation of a strategic market plan. The project will provide students with a first experience working in real life marketing projects and facilitate their entry into employment.

Figure 1

### Program Structure

<b>Master of Marketing (MMKG)</b>			
<b>Pre-Program Preparation</b>	<b>Term 1 (Fall)</b>	<b>Term 2 (Winter)</b>	<b>Term 3 (Summer)</b>
Mandatory completion of 3 <b>AnyPrep<sup>®</sup></b> online courses	<b>SB/MSTM 5000 3.00</b> Business Communication & Team Dynamics	<b>SB/ACTG 5200 3.00*</b> Financial Decisions for Managers	<b>SB/MGMT 6810 3.00</b> Creativity and Innovation
	<b>SB/MGMT 5100 3.00*</b> Business Decision Making	<b>SB/MKTG 6000 3.00*</b> Marketing Field Project 1 – Strategy	<b>SB/MKTG 6001 3.00*</b> Marketing Field Project 2 - Implementation
	<b>SB/MKTG 5200 3.00</b> Marketing Management	<b>SB/MKTG 6140 3.00*</b> Consumer Insights	<b>SB/MKTG 6550 3.00</b> Brand Management
	<b>SB/MKTG 6050 3.00</b> Marketing Research	<b>SB/MKTG 6230 3.00*</b> New Topics in Digital Marketing	<b>SB/MKTG 6570 3.00</b> Strategic Professional Selling
	<b>SB/MKTG 6560 3.00*</b> Digital Marketing Strategy	<b>SB/MKTG 6370 3.00*</b> Marketing Analytics	

\* = New Course

### **4.3 Course Level**

All courses are graduate-level courses.

### **4.4. Calendar copy**

The calendar copy is provided in **Appendix C**.

## **5. Program Learning Outcomes and Assessment**

### **5.1 Learning Outcomes**

As described above, the MMKG program learning outcomes were developed through extensive discussion with Schulich marketing faculty, industry experts, and through a survey of hiring managers and graduates of the Schulich School of Business who currently work in marketing positions. Complete details on this research and findings are in **Appendix D**.

The Task Force used the results of this data-gathering to help us develop the learning outcomes of the degree. They are shown below. **Appendix E** provides a detailed map showing how individual courses support the learning outcomes. A list of the final assessments designed to measure achievement the learning outcomes is available upon request. The outcomes have also been mapped against the Ontario degree level expectations (included in Appendix E).

### **Program Learning Outcomes:**

Graduates of the MMKG program are able to:

#### **Goal 1: Core Knowledge and Understanding**

- 1.1 Define the main theories, concepts, and methods in the field of marketing.

#### **Goal 2: Critical Analysis and Decision-Making**

- 2.1 Identify and analyze a complex marketing problem using appropriate quantitative and qualitative research methods.
- 2.2 Devise a clear, cost-effective, innovative and actionable marketing plan that delivers consumer insights to satisfy the needs of an organization.
- 2.3 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.

### **Goal 3: Professional Communication**

- 3.1 Deliver a clear, effective and engaging oral presentation using appropriate technology.
- 3.2 Write a clear, effective and engaging business document appropriate for the target audience.
- 3.3 Apply appropriate strategies to work effectively in teams.

### **Goal 4: Ethical Behaviour & Social Responsibility**

- 4.1 Describe, analyze, and devise solutions for ethical and social issues that arise in marketing.

## **5.2 Achieving the Program Learning Objectives**

The Task Force spent considerable time linking detailed course content and course activities to the learning outcomes and ensuring that scaffolding is in place across courses, where needed, so students can achieve the learning outcomes the program sets out for them.

For example, when consulting with business organizations, hiring managers, and Schulich alumni, we received the clear message that a very important factor for success in marketing positions is the ability to communicate well, think critically, make effective oral presentations, and work well in teams. The Master of Marketing program was designed to help students achieve these objectives. This begins in the first term (e.g., “Business Communication and Team Dynamic course) through to the final experiential course (e.g., “Marketing Field Project 2 - Implementation”). Many other courses in the program place considerable emphasis on communication, presentations skills and the ability to work in teams including Marketing Research, Brand Management, Digital Marketing Strategy and Consumer Insights.

To achieve the program learning objectives, the MMKG program has been designed to provide significant amounts of experiential learning. Throughout the program, students will collect relevant real-world data to help an organization develop its marketing plans and then implement them. Direct organization/company involvement happens in a number of courses including Digital Marketing Strategy and especially the two-course capstone sequence *Market Field Project 1 – Strategy* and *Marketing Field Project 2 – Implementation* (MKTG 6000 and MKTG 6001).

## **5.3 Assessment of Learning Outcomes**

The grading and assessment process will be that used in other Schulich masters programs. Overall course grades will be based on the student’s performance on the various elements of the course, including written assignments, case analyses, team work, presentations, examinations (mid-term tests and final examinations), and her or his contribution to class participation and learning.

Particular assignments, exercises or exams will also serve to assess the achievement of the learning outcomes. The Chair of the program task force, the AD Academic and Academic Affairs Officer have mapped each learning outcome onto a particular assessment in a course delivered in the program. From there, an analysis was conducted to ensure the scaffolding of learning in individual

courses ensues up to the final individual assessment of the learning outcome. Please see the program's curriculum map in **Appendix E** for courses in which particular learning outcomes will be assessed.

#### **5.4 Normal Program Length**

The normal program length is three terms of full time study, as indicated in **Figure 1**.

#### **5.5 Delivery Modes**

The program is course-based. Therefore, the delivery modes are via structured course work. However, the nature of the coursework varies, depending on the expected learning outcomes for each course. Students will engage in various types of experiential learning throughout the program, including case analysis and discussion, team work, working with data sets, as well as outreach and assistance to external organizations. The program also includes a two-term community-involved experiential major research project that helps students integrate their learnings and further expand their research, analytic and professional skills.

## **6. Admission Requirements**

### **6.1 Program Admission Requirements**

The minimum admission requirements are as follows:

- An undergraduate degree from a recognized postsecondary institution with a minimum B+ average in the last two full years (or equivalent) of academic work.
- Three-year cycle undergraduate degrees from institutions that meet the criteria set forth in the Bologna Declaration may be acceptable as the equivalent of an undergraduate honours degree.
- Under alternate admission requirements, graduates with other 3-year degrees may be admitted as well. All graduates from 3-year degrees must possess at least one year of post-graduation work experience.
- Proof of English language proficiency if prior studies were not completed in English: TOEFL (iBT): 100 with minimum component scores of 23 or IELTS: 7.0 overall with minimum component scores of 6.5.
- A supplementary application form that shows strong evidence of leadership or entrepreneurial ability.
- Two letters of recommendation, at least one of which should be from a professor.
- Work Experience is not required, but strong internships or prior work experience is recommended.

Advanced Standing may be granted for MGMT 5100 and MKTG 5200 only, in line with current Schulich regulations regarding the assessment of advanced standing.

### **6.2 Alternative Requirements**

The program has no alternative admission requirements.

## **7. Resources**

### **7.1 Areas of Faculty Strength and Expertise**

One of Schulich's greatest strengths is the wide breadth of knowledge and experience of its faculty, which includes specialists in all areas of management in every type of organization as well as those who are experienced with the broader strategic overview that is necessary for successful management in public, private and nonprofit realms. As well, Schulich is one of the very few business schools that has in-house experts in areas such as sustainability, ethics, government, health care, voluntary organizations, and business and the environment.

The resources for this program will be drawn from the general resource base of the Schulich School. This includes instructors for the program, who will stem from the areas of Marketing, Accounting, Organizational Studies, and Operations Management and Information Systems (see Appendix F). Most courses, including the major research project, will be taught by members of the Marketing (MKTG) area (tenure stream and contract), who currently offer a specialization in this area within the MBA and IMBA programs. Schulich's Marketing faculty members are leaders in their research areas world-wide, teach in Schulich's other masters programs and educate and supervise students in their PhD program (see the CVs package for further details). The MKTG area is in the process of hiring one additional TS colleague. Part time experts will be employed where advisable, likely predominantly from the pool of qualified instructors already teaching at Schulich.

Beyond teaching, resources necessary to support the program will include the relatively small cost of providing the program orientation weekend and the subscription to the AnyPrep courses.

### **7.2 Role of Retired and Contract Instructors**

Contract instructors play an essential role in the Schulich School of Business. All contract instructors are well-experienced in their respective fields and in confronting the day-to-day realities of managing within organizations. They bring their real-world experience into the classroom and apply them to course instruction, case analyses, assignments, projects, presentations, and students' experiential learning in the 'real world' of marketing. As alluded to above, Schulich will make use of qualified contract instructors as advisable.

Similarly, retired professors also are valuable teaching resources due to their long experience and insight but are not expected to play a major teaching role.

### **7.3 Laboratory Facilities/Equipment**

No research equipment or facilities will be required to support this program. As well, no research support is necessary as the MMKG is not a research-based program.

#### **7.4 Space**

Given the expected initial size of the program, space constraints are not an issue. By the time the cohort is expected to grow to the extent that large classrooms are needed, the new extension to the Schulich building will have been completed.

#### **7.5 Support Services**

The primary support services will be the library, information technology, career services and one staff member from student services, all of which are already in existence at Schulich and serve its other 11 degree programs. We anticipate the possibility of needing one additional career advisor and an additional academic recruiter. These resources may be shared with the Master of Supply Chain Management.

#### **7.6 Financial Support and Supervisory Capacity**

As this is not a research-based program, no special financial support will be provided other than the financial aid and scholarships that are generally available to Schulich masters-level students. Similarly, there is no need for research supervisors.

### **8. Enrolment Projections**

We expect that the first cohort (in Fall 2018) will attract 30 students. First year enrolment will be capped at 50 students. This enrolment target is reasonable and achievable, as evidenced by the success of Schulich's other direct-entry Master's programs (e.g., the Master of Management started with an inaugural class of 50 students in Fall 2016). The expected steady-state maximum enrolment target is one full class (up to 55 students), with a potential to add a second cohort over time.

### **9. Support Statements and Consultations**

Please see the Dean's resource statement (**Appendix G**) and the library statement (**Appendix H**).

The proponents have consulted widely across many areas within its Faculty. The Schulich AD Academic has integrated feedback from FGS and obtained input from Senate ASCP. Even though this program does not overlap with any other graduate programs elsewhere at York University, the Schulich AD Academic has consulted with the Faculty of Liberal Arts & Professional Studies. Dean Mukherjee-Reed has conveyed the Faculty's concurrence with the establishment of the new programs.

## Appendix A

### Masters-Level Marketing Programs in Canada and U.S.A.

University	Degree Granted	Duration	General Approach	Specializations
<b>Canada</b>				
Guelph University	MSc in Marketing & Consumer Studies	16 months (4 terms)	Research-focused. 6 half-credit courses (incl. 1 elective); enrolment in the marketing and consumer studies seminar (MCS*6950) for each term of full-time study; thesis.	
Brock University	MSc in Management (Marketing stream)	20 months (5 terms)	Research-focused. 4 courses in marketing (incl. 2 electives); 2 courses in research methodology; 2 research seminars; thesis.	
Wilfred Laurier University	MSc in Management (Marketing)	12 months (3 terms)	Research-focused. 6 courses (incl. 2 electives); major research paper	
Queens University	MSc in Marketing	12 months (3 terms)	Research-focused. 10 courses; Major Research Project.	
University of Saskatchewan	MSc in Marketing	20 months (4 terms)	Research-focused. Year 1: 8 core marketing courses + electives; Year 2: research seminar + thesis.	
Concordia University	MSc in Marketing	20 months (5 terms)	Research-focused. 45-credit program offered on a full or part-time basis. 2 core courses & 6 electives + thesis.	
University of Manitoba	MSc Specialization in Marketing	16 months	Research focused. 6 credit hours of required courses; 6 credit hours of research methods courses; 6 credit hours of electives; thesis	
HEC Montreal	MSc in Marketing	16 months (4 terms)	Thesis-track: 7 courses; research workshop + thesis Supervised Project-track: 12 courses + supervised project (in company or	<ul style="list-style-type: none"> <li>• Research and Analysis</li> <li>• Marketing Management</li> </ul>

			research lab)	
Université Laval	MSc in Marketing Analysis  MSc in Marketing	12 months	45 credits of coursework  45 credits: 21 credits of coursework + thesis	
<b>United States</b>				
Columbia University	MSc in Marketing	12 months (3 terms)	Focus on marketing analytics and research skills. Ten full graduate-level courses (30 credits): Five core courses, two electives in marketing, a minimum of two electives chosen from courses offered by the doctoral program or by other schools at Columbia; thesis and related internship (in a company or serving as a research assistant to a faculty member).	
Johns Hopkins University	MS in Marketing	12 months (full-time) / 24 months (part-time)	36 credits: Business Foundations (14 credits), Functional Core (6 credits), Marketing Electives (16 credits). Online part-time format available Fall 2017.	
Temple University	MSc in Marketing	12 months (full-time) / 24 months (part-time)	30 credit hours. Marketing Communications Stream: 28.5 credits of required courses + 1.5 credits of electives. Consumer Insights Stream: 24 credits of required courses, 3 credits of upper-level statistics, 3 credits of electives. Full and part-time options. Online courses available.	<ul style="list-style-type: none"> <li>• Marketing Communications</li> <li>• Consumer Insights</li> </ul>
Texas A&M University	MS in Marketing	12-16 months (3-4 terms)	15 credit hours of required prerequisites; 36 credit hours (incl. 9 credit hours of electives) + professional internship in summer term.	

New York University	MS in Integrated Marketing	24 months	40 credits: 9 required courses + 4 courses in area of concentration; internship; capstone course. Full and part-time options available.	<ul style="list-style-type: none"> <li>• Brand Management</li> <li>• Digital Marketing</li> <li>• Marketing Analytics</li> </ul>
University of Southern California	MS in Marketing	12 months (full-time) / 24 months (part-time)	30 credit units: 18 units of required coursework and 12 units of electives.	<ul style="list-style-type: none"> <li>• Analytics</li> <li>• Consumer Behaviour</li> </ul>
Georgia State University	MS of Marketing	12 months (3 terms)	10 required courses. Students with non-business background required to take an additional 1-3 online foundation courses.	Students also earn a Graduate Certificate of Specialization in Brand & Customer Management
University of Alabama	Master of Science in Marketing	8 months (2 terms)	4 required courses (incl. 2 client-based marketing projects) + courses specific to specialization.	<ul style="list-style-type: none"> <li>• Marketing Analytics</li> <li>• Professional Sales</li> <li>• Marketing Management</li> </ul>
University of Maryland	MS in Marketing Analytics	12 months (3 terms)	30 credits: 22 credits of required courses, 6 credits of application courses, 2-credit action learning project.	
City University of New York (Baruch College)	MS in Marketing	12 months (3 terms)	31.5 credits: required and elective courses (depending on specialization).	<ul style="list-style-type: none"> <li>• Marketing Management</li> <li>• Marketing Analytics</li> <li>• Digital Marketing</li> <li>• International Business</li> </ul>

## **Appendix B**

### **Master of Marketing Course Structure**

#### **Required Courses (42 credits)**

##### **SB/MSTM 5000 3.00 Business Communication and Team Dynamics**

This course will sharpen students' ability to communicate in both verbal and written formats. Students will learn how to design, create, manage, and work effectively within teams. The course uses a workshop format that relies heavily on in-class experiential learning, including small group exploration, class discussions, self-assessments and peer feedback, developing communication skills, and managing team dynamics.

##### **SB/MGMT 5100 3.00 Business Decision Making**

Using lectures, team-based exercises, interactive discussions and cases, this course will introduce students to the key management concepts and theories about how businesses operate, compete, provide value to customers, and make money. It will provide a solid foundation to help students develop the general management skills (e.g., problem-solving, teamwork, critical thinking, networking, and decision-making) required to be successful in their chosen career path.

##### **SB/MKTG 5200 3.00 Marketing Management**

This course gives students an introduction to marketing that can be applied to a variety of products and services across various industries and market sectors. The purpose of this course is to familiarize students with the major marketing concepts such as buyer behavior, targeting, market segmentation, and marketing research, as well as the major decisions made by marketers such as product/service development, pricing, managing channels of distribution, and marketing communications choices.

##### **SB/MKTG 6050 3.00 Marketing Research**

This course develops students' understanding of basic and advanced market research methods. Students will learn to conduct research studies and to evaluate completed research projects, developing proficiency in defining research questions, developing research designs, selecting appropriate samples, conducting analysis and writing actionable management reports. Also examined are brand maps, current trends in data collection, and data privacy issues.

##### **SB/MKTG 6560 3.00 Digital Marketing Strategy**

This course explores the ways in which digital marketing tools support overall marketing and business strategies. The course covers both fundamental strategic challenges as well as specific digital marketing tools. It will discuss which aspects of the business should be delivered online, and to inform executive decisions about how digital marketing environments affect communication, pricing, channel, targeting and positioning strategy.

### **SB/ACTG 5200 3.00 Financial Decisions for Managers**

This course will provide students with an understanding of the financial implications of managers decision-making and how financial measures can be used to monitor and control business operations. Concepts will include capital budgeting, financial statements, break-even analysis, non-routine decision making, pricing decisions, profit and loss calculation, ROI, and Operating Budget and budgeted financial statements.

### **SB/MKTG 6000 3.00 Marketing Field Project 1 – Strategy**

In this course, you will be required to use the theoretical knowledge that you will be acquiring in the program to address a marketing problem that is being encountered by a real-world client. You will work with an assigned client to (i) clearly establish the outcomes that the client is seeking to achieve, (ii) understand the importance of these outcomes for the client's long-term growth and success, and (iii) develop the most effective and efficient means by which to attain these outcomes. Additionally, the course focuses on the development of communication skills across written and oral mediums. The course is intended to exercise and develop analytical skills, quantitative skills, attention to detail, presentation skills, teamwork skills, and an ability to work in high pressure and time sensitive environments.

### **SB/MKTG 6140 3.00 Consumer Insights**

Anticipating consumer response is at the heart of marketing strategy. Consumer theory provides a broad framework for effectively designing marketing research that speaks to strategy, as well as identifying key consumer insights in data interpretation. This course examines contemporary theories and research concerning common forms of consumer behavior, and uses these concepts to provide practical insights into all aspects of the marketing mix. The topics relate to many different elements of the consumer behaviour process, including: perception, motivation, memory, self-concept, attitude judgment, choice, post-purchase responses, and consumer culture. Measurement, testing, and interpretation of consumer responses are emphasized throughout.

### **SB/MKTG 6230 3.00 New Topics in Digital Marketing**

Mobile, Social media (i.e., Facebook, Instagram, Twitter, blogs, wikis, etc.), Content, Search, Big Data and other current and emerging tools and techniques are continuously transforming digital marketing practice. This course is designed to make students aware of the latest digital marketing trends and tools and explores these techniques and tools from the perspective of strategic and tactical marketing application. As new tools and techniques become popular, viable and begin affecting marketing managers' everyday practice, they will be integrated into the course. This course also asks how these digital marketing tools support overall marketing and business strategies. The course covers both fundamental strategic challenges as well as specific digital marketing tools. As always with marketing practices, techniques and tools, we need to ask how emerging techniques support effective marketing communication, customer acquisition strategies, customer relationship management, customer satisfaction and, ultimately, sales.

### **SB/MKTG 6370 3.00 Marketing Analytics**

Students learn methods and techniques to analyze and report on data generated from marketing activities. Common web analytic platforms such as Google Analytics will be reviewed and used to report on digital marketing activities. Key performance indicators (KPI), marketing dashboards, return on investment (ROI), customer satisfaction, loyalty and social media metrics will be generated and analyzed to meet the reporting needs of a broader marketing management

strategy.

### **SB/MKTG 6001 3.00 Marketing Field Project 2 - Implementation**

This course requires you to implement the strategic recommendations that you made in the prior course in this sequence—*Marketing Field Project 1 - Strategy*. Your team will work with your client over the term to (i) implement your recommendations, (ii) monitor the extent to which the intended outcomes are being attained, and (iii) devise corrections to your implementation plan as warranted by the results you are observing. You will learn key principles of project management that will enable you to execute these steps in an effective and efficient manner. As well, the course will require you to engage extensively with issues relating to ethics through all the phases of implementation. Thus, this course contributes to developing of your ethical sensitivity, to the well-being of clients, and to the current state of marketing knowledge. As well, this course focuses on the developing written and oral communication skills. You will develop your analytical skills, quantitative skills, attention to detail, presentation skills, teamwork skills, and an ability to work in high pressure and in time-sensitive environments.

### **SB/MGMT 6810 3.00 Creativity and Innovation**

Creativity and innovation are essential leadership skills in this ever-changing environment. This applied-learning course arms Masters graduates with the right mix of creativity-enhancing tools and techniques to explore innovation in contemporary business contexts. These techniques include lenses of human understanding, creativity, visual thinking and holistic visioning. Bridging a necessary gap, the outcomes are applied to practical business issues.

### **SB/MKTG 6550 3.00 Brand Management**

This course covers the scope and dynamics of brand management tasks and decisions in a variety of industries and settings. Topics covered include fundamental brand management concepts such as brand purpose and positioning, segmentation and targeting, building brand equity, brand portfolio strategy, and brand extension theory, as well as the integration of on-line and off-line brand building strategies that deliver authentic and consistent total brand experiences aligned with the brand's overall strategy and positioning. At the end of the course, students will understand how and why brand building is a powerful and compelling managerial philosophy for firms and will have the knowledge and perspective necessary to develop and manage strong brands that provide a competitive advantage to the firm.

### **SB/MKTG 6570 3.00 Strategic Professional Selling**

Professional sales is a highly lucrative and satisfying career path for graduates. In fact, many organizations require newly-hired staff to spend time in sales before moving into another function such as marketing. In this course students will learn frameworks and tools that will help them succeed in professional sales. Specifically, students will learn how to: segment customers to focus the sales effort; develop sales plans to define the sales strategy; serve customers by developing customer plans; and, manage a sales force by learning fundamentals of sales management.

## **Appendix C**

### **Master of Marketing Calendar Copy**

#### **Program Overview**

The Schulich Master of Marketing enables students to obtain a wide range of competencies relevant to marketing departments and organizations. In only one year of full-time study, this 42 credit program will allow students to develop the skills needed to carry out substantial marketing projects for any type of organization, whether business, nonprofit, or governmental. The program will allow students to develop a broad knowledge of marketing theory and practice. Furthermore, students will be taught state of the art digital marketing and research tools that will allow them to make an immediate contribution to the organizations that hire them.

In particular, the program will give students:

- Knowledge of the major topic areas within marketing
- An ability to select the appropriate methods of analysis for evaluating marketing issues and problems using quantitative and qualitative data
- An ability to work effectively in teams and to manage small and large projects to a successful conclusion
- An ability to communicate analyses, outcomes and conclusions effectively to a range of audiences
- An ability to write effective and actionable marketing and research reports
- An understanding of the obligation to act in a socially and ethically responsible manner at all times

The Master of Marketing courses combine theoretical knowledge with practical application. The program is highly experiential, culminating with the design and implementation of a marketing project during Terms 2 and 3.

#### **Admission Requirements**

The minimum admission requirements are as follows:

- An undergraduate degree from a recognized postsecondary institution with a minimum B+ average in the last two full years (or equivalent) of academic work.
- Three-year cycle undergraduate degrees from institutions that meet the criteria set forth in the Bologna Declaration may be acceptable as the equivalent of an undergraduate honours degree.
- Under alternate admission requirements, graduates with other 3-year degrees may be admitted as well. All graduates from 3-year degrees must possess at least one year of post-graduation work experience.
- Proof of English language proficiency if prior studies were not completed in English: TOEFL (iBT): 100 with minimum component scores of 23 or IELTS: 7.0 overall with minimum component scores of 6.5.
- A supplementary application form that shows strong evidence of leadership or entrepreneurial ability.

- Two letters of recommendation, at least one of which should be from a professor.
- Work Experience is not required, but strong internships or prior work experience is recommended.

Advanced Standing may be granted for MGMT 5100 and MKTG 5200, subject to the relevant regulations.

## Appendix D

### Process to Understand and Develop Program Learning Outcomes

A survey was sent to hiring managers and graduates of Schulich programs currently working in marketing. The goal of the survey was to determine key competencies and skills essential to graduates, to learn specialized skills and market specific technologies. Specifically, the instrument asked three questions:

Q1. What competencies and skills do you believe our graduates will require to obtain a marketing job at the completion of the degree?

Q2. Are there specialized skills in particular topic areas of marketing that would be useful for new graduates to have?

Q3. What marketing-specific technology and software are most important for new hires to be familiar with?

We received responses from a wide range of organizations to our survey. This included responses from Pepsico, Scotiabank, General Motors, the Kraft Heinz Company, Ipsos Canada, General Mills, Proctor and Gamble, Energizer, and Valeant to name a few. Results are seen in the following tables:

**Q1.** What competencies and skills do you believe our graduates will require to obtain a marketing job at the completion of the degree?

<b>Required Competencies and Skills</b>	
Segmentation	Strategic Planning/Thinking
Knowledge of Marketing Principles/Skills	Brand Management
Analytical/ Problem Solving Skills	Financial Skills
Communication Skills (written & verbal)	Teamwork/Collaboration Skills
Project Management Skills	Creative/Innovative
Risk-taker	Effective Listening Skills
Persuasive Skills	People Skills
Leadership Skills	Innovative
Understanding of Canadian Retailer Environment	Multitasking Skills
Organizational Skills	Competitive Analysis
Logical	Statistics Skills
Presentation Skills	Market Research (Qualitative & Quantitative)
Social/Digital Media	Commercial Acumen
Sales Analysis	Speaker of Foreign Languages
Willingness to Learn	Data Visualization
Time Management	Prioritization
P&L Ownership	Data Simplification
Data Analysis	Photoshop & Excel/PowerPoint Skills
Lead & Funnel Building Skills	Strategic Business Planning
General/team Management	Brand Management
Psychographics	Cross-functional Management
Understanding/Predicting Trends	Consumer Engagement/Behaviour

**Q2.** In addition to core competencies and skills, are there specialized skills in particular topic areas of marketing that would be useful for new graduates to have?

<b>Specialized Skills</b>	
Trend Analysis	Data Analysis
Consumer Behaviour/Engagement	Insight Marketing
Growth & Pipeline Driven Marketing	Stakeholder Management
P&L Finance	Sales Knowledge
Social/Digital Media Marketing	B2B Marketing
Market Research Skills	Excel/PowerPoint Skills
ROE & ROI	Public Relations
Segmentation	Brand Building
Ability to Code	Fundamental Knowledge of Design
Account Management	Category Development
Influencer Marketing	Data Analytics
Content Marketing	Product Marketing
Public Business Marketing	Consumer Insight
Data-driven Marketing	Mobile-first Marketing
Integrated Marketing	Teamwork/Collaboration Skills
Creative/Innovative	eCommerce
Trade Marketing	Shopper Marketing
Professional Selling	Business Case Development
Iterative Marketing Plans	Demographic Understanding

**Q3.** Finally, what marketing-specific technology and software are most important for new hires to be familiar with?

<b>Important Marketing Technology/Software</b>	
AC Nielsen	Feature Vision
Microsoft Excel/PowerPoint/Word/Project/Office	SAP/Peoplesoft
Brand Analytics	Post-Analysis on Campaigns/Brand Building Tactics
CRM Tools	Content Management Tools
Software Development	Forecasting/Projection
Regression	Market Sizing
Photoshop	Marketing Automation
Publishing Tools	CMS Management
Sales Force	Infographics Programs
MarketTrack Database	Loyalty Database
Ipsos	Social Media
Planogram Software	Google Analytics
Project Management Systems	Advertising Technology
Break-even Analysis	Budgeting/Budget Planning
Programmatic Buying	Web Analytics
XLS	Salesforce
Hootsuite	Daily Active Clients (DAC)
Omniure	Cost per Acquisition
Customer Relationship Management Software	Analytics Software

## Appendix E

### Master of Marketing (MMKG) Curriculum Map

I = Introduced; R = Reinforced; A = Assessed Individually for Achievement

	Term 1					Term 2					Term 3			
Program Level Goals & Learning Objectives	MSTM 5000 Business Comm. & Team Dynamics	MGMT 5100 Business Decision Making	MKTG 5200 Marketing Management	MKTG 6050 Marketing Research	MKTG 6560 Digital Strategy	ACTG 5200 Financial Decisions for Managers	MKTG 6000 Marketing Field Project 1 - Strategy	MKTG 6140 Consumer Insights	MKTG 6230 New Topics in Digital Marketing	MKTG 6370 Marketing Analytics	MKTG 6001 Marketing Field Project 2 – Implementation	MGMT 6810 Creativity & Innovation	MKTG 6550 Brand Management	MKTG 6570 Strategic Professional Selling
<b>Goal 1: Core Business Knowledge &amp; Understanding</b>														
1.1 Define the main theories, concepts, and methods in the field of marketing.		I	A	R	R	R	R	R	R	R	R	R	R	R
<b>Goal 2: Critical Analysis and Decision-Making</b>														
2.1 Identify and analyze a complex marketing problem using appropriate quantitative and qualitative research methods.			I	A	R	R	R	R	R	R	R	R	R	R
2.2 Devise a clear, cost-effective, innovative and actionable marketing plan that delivers consumer insights to satisfy the needs of an organization.			I	R	R	R	R	R	R	A	R	R	R	R
2.3 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.							I	R			A			

	Term 1					Term 2					Term 3			
<b>Program Level Goals &amp; Learning Objectives</b>	<b>MSTM 5000</b> Business Comm. & Team Dynamics	<b>MGMT 5100</b> Business Decision Making	<b>MKTG 5200</b> Marketing Management	<b>MKTG 6050</b> Marketing Research	<b>MKTG 6560</b> Digital Strategy	<b>ACTG 5200</b> Financial Decisions for Managers	<b>MKTG 6000</b> Marketing Field Project 1 - Strategy	<b>MKTG 6140</b> Consumer Insights	<b>MKTG 6230</b> New Topics in Digital Marketing	<b>MKTG 6370</b> Marketing Analytics	<b>MKTG 6001</b> Marketing Field Project 2 – Implementation	<b>MGMT 6810</b> Creativity & Innovation	<b>MKTG 6550</b> Brand Management	<b>MKTG 6570</b> Strategic Professional Selling
<b>Goal 3: Professional Communication</b>														
3.1 Deliver a clear, effective and engaging oral presentation using appropriate technology.	I	R	R	R	R		A	R	R		R	R	R	R
3.2 Write a clear, effective and engaging business document appropriate for the target audience.	I	R	R	R	R	R	R	R	R	R		R	R	A
3.3 Apply appropriate strategies to work effectively in teams.	I	R	R	R	R		R	R	R	R	A	R	R	R
<b>Goal 4: Ethical Behaviour &amp; Social Responsibility</b>														
4.1 Describe, analyze, and devise solutions for ethical and social issues that arise in marketing.			I	R					R	A	R			

## Mapping of Master Degree Level Expectations against Master of Marketing (MMKG) Program Goals and Objectives

Master Degree Level Expectations		MMKG Goal	MMKG Objective
1. Depth and breadth of knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	Core Knowledge & Understanding	1.1 Define the main theories, concepts, and methods in the field of marketing.
2. Research and scholarship	A conceptual understanding and methodological competence that: a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c) enables a treatment of complex issues and judgments based on established principles and techniques; and, On the basis of that competence, has shown at least one of the following: a) development and support of a sustained argument in written form; or b) originality in the application of knowledge.	Critical Analysis and Decision-Making	2.1 Identify and analyze a critical marketing problem using appropriate quantitative and qualitative research methods.  2.2 Devise a clear, cost-effective, innovative and actionable marketing plan that delivers consumer insight to satisfy the needs of an organization.  2.3 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.
3. Level of application of knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.		
4. Professional capacity / autonomy	a) The qualities and transferable skills necessary for employment requiring: i) exercise of initiative and of personal responsibility and accountability; and ii) decision-making in complex situations; b) The intellectual independence required for continuing professional development; c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to appreciate the broader implications of applying knowledge to particular contexts.	Ethical Behaviour & Social Responsibility	4.1 Describe, analyze, and devise solutions for ethical and social issues that arise in marketing.

5. Level of communications skills	The ability to communicate ideas, issues and conclusions clearly.	Professional Communication	<p>3.1 Deliver a clear, effective, and engaging oral presentation using appropriate technology.</p> <p>3.2 Write a clear, effective, and engaging business document appropriate for the target audience.</p> <p>3.3 Apply appropriate strategies to work effectively in teams.</p>
6. Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.		See objectives 1.1, and 2.1 – 2.3.

## Mapping of Master of Marketing (MMKG) Program Goals and Objectives against Master Degree Level Expectations

MMKG Goal	MMKG Objective	Master Degree Level Expectation
Core Knowledge & Understanding	1.1 Define the main theories, concepts, and methods in the field of marketing.	<p><u>Depth and breadth of knowledge</u></p> <p>A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.</p> <p><u>Research &amp; Scholarship:</u></p> <p>A conceptual understanding and methodological competence that:</p> <p>a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p> <p>b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</p> <p>c) enables a treatment of complex issues and judgments based on established principles and techniques;</p>
Critical Analysis and Decision-Making	<p>2.1 Identify and analyze a critical marketing problem using appropriate quantitative and qualitative research methods.</p> <p>2.2 Devise a clear, cost-effective, innovative and actionable marketing plan that delivers consumer insight to satisfy the needs of an organization.</p> <p>2.3 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.</p>	<p><u>Level of application of knowledge:</u></p> <p>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p> <p><u>Research &amp; Scholarship:</u></p> <p>On the basis of that competence, has shown at least one of the following:</p> <p>b) Originality in the application of knowledge.</p> <p><u>Professional capacity / autonomy:</u></p> <p>a.ii) decision-making in complex situations</p> <p>b) The intellectual independence required for continuing professional development</p> <p>d) The ability to appreciate the broader implications of applying knowledge to particular contexts</p>

		<p><u>Awareness of limits of knowledge:</u></p> <p>Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines</p>
Professional Communication	<p>3.1 Deliver a clear, effective, and engaging oral presentation using appropriate technology.</p> <p>3.2 Write a clear, effective, and engaging business document appropriate for the target audience.</p> <p>3.3 Apply appropriate strategies to work effectively in teams.</p>	<p><u>Research &amp; Scholarship:</u></p> <p>On the basis of that competence, has shown at least one of the following:</p> <p>a) development and support of a sustained argument in written form</p> <p><u>Level of communications skills:</u></p> <p>The ability to communicate ideas, issues and conclusions clearly.</p> <p><u>Professional capacity / autonomy:</u></p> <p>a) The qualities and transferable skills necessary for employment requiring:</p> <p style="padding-left: 40px;">i) exercise of initiative and of personal responsibility and accountability</p>
Ethical Behaviour & Social Responsibility	<p>4.1 Describe , analyze, and devise solutions for ethical and social issues that arise in marketing.</p>	<p><u>Professional capacity / autonomy:</u></p> <p>a) The qualities and transferable skills necessary for employment requiring:</p> <p style="padding-left: 40px;">i) exercise of initiative and of personal responsibility and accountability; and</p> <p style="padding-left: 40px;">ii) decision-making in complex situations;</p> <p>c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research</p>

## Appendix F

### Faculty Members – Schulich School of Business

Surname	Given Name	Rank	Fields			
			Accounting	Marketing	OMIS	ORGS
Annisette	Marcia	Associate	x			
Belk	Russell	Professor		x		
Bell	Chris	Associate				x
Biehl	Markus	Associate			x	
Campbell	Alexandra	Associate		x		
Chung	Janne	Associate	x			
Cook	Wade	Professor			x	
Darke	Peter	Professor		x		
deCarufel	Andre	Associate				x
Everett	Jeffrey	Professor	x			
Fischer	Eileen	Professor		x		
Gainer	Brenda	Associate		x		
Giesler	Markus	Associate		x		
Graham	Cameron	Professor	x			
Hsu	Sylvia	Associate	x			
Irving	Richard	Associate			x	
Johnston	David	Professor			x	
Kanagaretnam	Kiridaran	Professor	x			
Karambayya	Rekha	Associate				x
Kim	Henry	Associate			x	
Kistruck	Geoffrey	Associate		x		
Kristal	Murat	Associate			x	
Levesque	Moren	Professor			x	
Li	Zhepeng	Assistant			x	
Mawani	Amin	Associate	x			
McKellar	James	Professor			x	
Morgan	Gareth	Professor				x
Neu	Dean	Professor	x			
Noseworthy	Theodore	Associate		x		
Oliver	Christine	Professor				x
Pan	Yigang	Professor		x		
Qu	Sandy Qian	Associate	x			
Rice	Marshall	Associate		x		
Rosin	Hazel	Associate				x
Sirsi	Ajay	Associate		x		
Tan	Hongping	Associate	x			

Surname	Given Name	Rank	Fields			
			Accounting	Marketing	OMIS	ORGS
Tasa	Kevin	Associate				x
Thorne	Linda	Professor	x			
Trivedi	Viswanath	Associate	x			
Valente	Mike	Associate				x
Wright	Lorna	Associate				x
Yeomans	J. Scott	Professor			x	
Zietsma	Charlene	Associate				x
Zwick	Detlev	Associate		x		
Holzinger	Ingo	CLA				x
Middleton	Alan	CLA		x		
Beechy	Tom	Professor Emeritus	x			
Westney	Eleanor	Professor Emerita				x
Berengut	Rhona	Sessional Lecturer				x
Clark	Jane-Michele	Sessional Lecturer		x		
Farrell	Elizabeth	Sessional Lecturer	x			
Friedman	Stephen	Sessional Lecturer				x
Kong	Douglas	Sessional Lecturer	x			
Lakats	Linda	Sessional Lecturer			x	
Ord	Steve	Sessional Lecturer		x		



**Schulich**  
School of Business  
York University

**Appendix G**  
**Statement of Support from Anchor Dean**

# Memorandum

**To:** To Whom May Concern  
**CC:** Professor David Rice, Chair, MMKG Task Force  
**From:** Markus Biehl, Acting Dean  
**Date:** June 4, 2017  
**Subject:** Master of Marketing Proposal

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**OFFICE OF THE DEAN**

**Associate Dean  
Academic**

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I would like to express my full and enthusiastic support for the proposed Master Marketing (MMKG) program. This program will enable students who have graduated from both business and non-business programs to obtain the critical skills needed for successful careers in the ever-evolving field of marketing.

As the task force's research points out, most graduate programs related to Marketing are research-oriented, intended to prepare students for entry to a PhD program. In Canada, only the Université Laval offers a professional Marketing program. In the United States, professional marketing master programs range from 8 months and 12 credits to 24 months and 36 credits. Nevertheless, discussions with executives, hiring managers, and Schulich alumni who work in the field all have pointed to the need for a professional program in marketing. One might wonder what took us so long to put 1+1 together.

Schulich is proud to have one of the world's best consumer research departments. Our highly recognized colleagues will help deliver the new program. As Schulich is located in Toronto, the Marketing area will have access to very high-level expert practitioners who will provide additional expertise to support Schulich's tenure-stream teaching complement. As well, the Marketing area is in the process of recruiting an additional tenure-stream faculty member whom we expect will join York shortly.

We hope to attract an inaugural class of approximately 30 students, and then to organically grow the program to two cohorts. Schulich has the resources in place to offer this program. Any additional academic and non-academic resources that will be required as the program grows (such as additional recruiting, student or career support personnel) will be added via the usual mechanisms. Some of these resources may be shared with the Master of Supply Chain and other programs. Schulich is in the progress of building an addition to its existing building, which most certainly will be completed by the time this new program will start, thereby addressing the current shortage of classroom space within Schulich.

In conclusion, I wish to express my full support for the proposed Master of Marketing program and thank the task force for having developed a well-designed professional masters program.



**Appendix H**  
**Statement from the University Library**



**MEMORANDUM**

**YORK UNIVERSITY  
LIBRARIES**

**Office of the  
University Librarian**

516 Scott Library  
4700 Keele Street  
Toronto ON  
Canada M3J 1P3  
Tel 416 736 5601  
Fax 416 736 5451  
www.library.yorku.ca

**To:** Dr. M. David Rice  
Associate Professor, Marketing Specialization, Schulich School of Business

**From:** Adam Taves, Acting Associate University Librarian, Collections and  
Research (for Joy Kirchner, University Librarian)

**Date:** April 18, 2017

**Subject:** Library Support for the proposed Master of Marketing Program

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As Sophie Bury's attached statement indicates, York University Libraries are very well-positioned to provide strong support for the Master of Marketing (MMKG) program in the Schulich School of Business. The Libraries continue to collect monographs and an extensive array of journals in this area, and subscribe to key databases for the field and a wide number of its related disciplines. This collection building is informed by continual monitoring of faculty research interests and changes in the curriculum to ensure that the breadth and depth of the collection reflects the interests and needs of this program, as well as the wider Schulich School of Business and York University communities.

Students in the MMKG program have been well-served by the outreach activities and expertise of Sophie Bury and her colleagues in the Bronfman Business Library. In addition to continuing to build extensive collections for teaching, learning, and research in the field, the Bronfman Business librarians provide instruction programs and extensive online resources aimed at bolstering the research skills of MMKG students. Moreover, they make themselves available for consultations with students to discuss their research needs. Beyond that dedicated assistance, York University Libraries more widely provide numerous supports for graduate students, including a dedicated reading room, reference services, and access to Learning Commons partners to support the development of learning skills and writing skills.

In conclusion, the Libraries are well-positioned to support this program and we look forward to continuing to build collections and services to support curricula and research needs in the field of Marketing.

cc: Sophie Bury, Head, Bronfman Business Library



## Appendix I - Industry Support Statements



April 21<sup>st</sup>, 2017

Dr. Marshall Rice  
Professor  
Schulich School of Business, York University

Dear Marshall:

**Re: Masters of Marketing Degree**

I hope this finds you well. Having over 30 years in the advertising and marketing business, I read with great interest your description of the proposed new program. I think it is a great idea and would prove to be extremely useful for today's students. There is no question that the advertising and marketing industries in Canada needs graduates with this type of education.

I love the fact that not only will it teach students the necessary core skills but that it also has an Ethical Behaviour and Social Responsibility component. Years ago, this industry was all about "smoke and mirrors". This is no longer the case. The course content you are proposing will be perfect for today's changed marketing world.

I look forward to hearing more about it as it goes forward.

Best Regards,

Paul

Paul Greenberg  
Director of Strategic Marketing and Client Service  
Lenick In-House

April 6, 2017

Adam Lacombe  
Marketing Manager  
TribalScale Inc.  
[alacombe@tribalscale.com](mailto:alacombe@tribalscale.com)  
647-239-5101

To Whom it May Concern,

I am writing to show my support for the development of a Schulich Master of Marketing (MMKG) Degree Program. I am a marketing professional, and current Marketing Manager at TribalScale Inc, a software development firm in downtown Toronto. I firmly believe that the introduction of this program would greatly benefit the Schulich business community, as well as the Canadian marketing community at large.

The need for advanced marketing programs is evident across our industry as more BBA and BComm graduates are entering the market without the specific skills needed to specialize in the field. The MMKG program has been developed to equip graduates with the skills and knowledge necessary to create a foundation of success for their careers in marketing, brand management, digital marketing, and analytics.

The marketing industry is only continuing to broaden and segment in the digital era, creating an increased demand for highly educated and specialized graduates. This is a pivotal opportunity for Schulich to help shape that next generation of marketing professionals.

For any clarification or further discussion, please don't hesitate to reach out to the email or phone number above. I look forward to watching the program flourish.

Best Regards,



Adam Lacombe



**April 10th, 2017**

To Whom It May Concern,

It is with great enthusiasm that I give my support to the proposed Master of Marketing Degree at the Schulich School of Business.

With marketing being such a dynamic and ever changing industry, I strongly believe this program can help students stay on the leading edge, and gain a holistic approach to marketing. Often times, students have the option to take marketing as a single course within a program, but this limits the level of detail and topics the course can cover. With a Master of Marketing Degree, students will have the option to gain a full circle approach covering everything from digital marketing and brand management all the way to financial decisions and marketing analytics.

In conclusion, I fully support the efforts of Professor Ashwin Joshi and team, as they seek to develop a Master of Marketing Degree, designed to provide specialized management education in marketing. As a Schulich BBA alumni, I would most definitely consider this program to pursue my master's degree, as well as recommend this degree to my peers.

Sincerely,

A handwritten signature in blue ink, appearing to read "Kiran Sandhu".

Kiran Sandhu  
Marketing Assistant, Mrkt360





M. David Rice  
Associate Professor of Marketing  
Schulich School of Business  
York University

April 25, 2017

Dear Professor Rice.

I am happy to provide this letter of recommendation regarding the Master of Marketing Degree. In my capacity as Managing Director of Mandrake Human Capital, I have the opportunity to work with a wide variety of clients in providing executive search services in the Marketing and Advertising sectors. Mandrake is the leading search firm in the CPG segment and has been working in this segment since 1970.

We are noticing that our clients want candidates' education to be more focused in their area of specialization with emphasis on strategic and critical thinking, inclusion of digital strategies and applied content. Your program meets these needs especially in the requirement of two field projects. You have covered the main competencies in marketing, namely research, digital/analytics, sales, communication and teams and building a brand. I am confident that our clients will greatly value students who have taken the extra step to obtain this focused degree.

Regards,

Dr. Deborah Nixon  
Managing Director  
Mandrake Human Capital.

## References

1. <http://occupations.esdc.gc.ca/sppc-cops/w.2lc.4m.2@-eng.jsp>
2. <https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm>

# York University Quality Assurance Procedures (YUQAP) New Program Appraisal

## External Appraisal Report on the Proposed New Master of Marketing (MMKG)

Site Visit August 15, 2017

### External Reviewer(s)

Dale Griffin, Academic Director, Peter Dhillon Centre for Business Ethics, Professor of Marketing and Behavioural Science, UBC Sauder School of Business, University of British Columbia  
Scott Radford, Associate Dean (Teaching and Learning), Associate Professor (Marketing), Haskayne School of Business, University of Calgary

### 1. Outline of the Visit

The all-day visit took place on August 15, 2017 and began with an introductory briefing by and frame-setting discussion with the Vice Provost Academic Alice Pitt and the Interim Dean of the Faculty of Graduate Studies Fahim Quadir. Following this we had a presentation by and discussion with the Dean of the Schulich School of Business, Dezso Horvath, and members of his strategic team (Associate Dean Academic Markus Biehl and Associate Dean Students Marcia Annette). This briefing provided the review team with insights into how the new Master of Marketing program fits into the broader strategy and program portfolio of the Schulich School. We next met with the members of the Master of Marketing Program Task Force (Professor David Rice, Marketing, Chair, Markus Biel, Associate Dean and Associate Professor of Operations Management, Associate Professor Ashwin Joshi, Marketing, Associate Professor Alexandra Campbell, Marketing, Associate Professor Detlev Zwick, Marketing, and Emily Rush, Academic Affairs Officer) who provided detail into the processes of development, testing, and refinement of the curriculum for the new program. Given the depth of the discussion, we met with the MMKG task force again in the afternoon. We also met with senior staff leaders responsible for admissions, student life, and career development for the new program (Melissa Judd, Assistant Dean, Students, Keshia Gray, Director, Student and Enrolment Services, and Rob Hines, Executive Director, Career Development Centre).

We also met with a large and lively group of students from the undergraduate, MBA, and Master of Management programs to discuss their opinions of the new program and its possible effects on other programs at the Schulich School. Our penultimate meeting was with university and school librarians (Adam Taves, Associate University Librarian, Collections and Research, and Sophie Bury, Head, Peter F. Bronfman Business Library) to discuss the library and archival resources necessary to support aspects of the MMKG, in particular the industry research project. Finally, we reconvened with the dean's team who answered questions left from the day's interactions. Overall, we found the personal interviews extremely helpful even given the extensive written briefing materials we were provided on the new program.

We were provided with a building tour of the main business building, on which we saw classrooms large and small, breakout rooms, computer laboratories and informal working and social spaces. We were also shown the layout and use of the executive hotel and teaching building, and the location of the new business building and its functions described.

## 2. General Objectives of the Program

- Are the program name and degree designation(s) appropriate?

In our view, the Masters of Marketing name and designation is appropriate in terms of the level of instruction, the level of challenge, the methods of assessment, and the content of the program. (Note, however, that the short form of the degree name is variously given in the documents and titles as MMKG and MMKTG).

- For graduate programs that wish to have a Quality Council endorsed field(s), are the fields indicated in the proposal appropriate? NA
- Are the general objectives of the program clear and are they consistent with University and Faculty missions and academic plans?

The objectives of the program are clear and, we believe, genuinely held by the leadership and the program design committee. The program has a focus on educating students with or without undergraduate degrees in business to be prepared for successfully entering a broad array of professional marketing positions and thus to be equipped with skills in general marketing strategy, digital marketing practices, and relevant decision-making frameworks. As a professional program, the central objective is to develop the knowledge, competencies, and confidence for students to successfully enter employment in the marketing field, which is consistent with the university's objective of Fostering Student Success. Because the program will recruit incoming students from Canada and around the world, the program will support the university's mission of Internationalization, although that is not a central objective of the program. Furthermore, because the program includes substantial material on digital marketing and includes a challenging and ambitious practical professional project, the program also supports the university's mission of Innovation and Enhanced Quality in Teaching. Both the outreach to the business and alumni community involved in developing the program and the internship component of the program will support the university objective of Enhanced Community Engagement. The program also supports the Faculty's educational goal of pedagogical innovation and its strategic goal of providing a rich set of program choices that range from undergraduate to advanced executive offerings serving both those trained in and engaged in business and those without any business background.

## 3. Need and Demand

- Is there sufficient explanation of need/demand for the program?

In our opinion, there is a strong case for both the community and economic need and student demand for the program. As noted in the proposal, there is no other professional or management-focused masters-level program in Marketing in Canada. There are several comparable programs in the U.S., but we agree with the program team that there is likely to be significant pent-up demand on both the student side and the hiring community side in Canada and internationally. The interest from the hiring community is well-documented in the proposal, as a result of personal interviews with hiring managers and archival research on the number of relevant jobs; this is also evidenced by several letters of support for the program by hiring firms in Appendix I. The demand from the student side has been gauged by two focus groups and informal discussions with students at admission information sessions for other, related programs. Although there is a shortage of specific demand data, we are convinced by the market analysis that the program is likely to be filled, and the graduates hired, especially as the program is starting with a relatively small cohort and expanding as required.

#### 4. Program Content and Curriculum

The program is being presented as a 12 month, 3 semester program that will focus on development of marketing skills, knowledge, and competencies. This program is designed as a cohort based program where all students will be taking the same complement of 42 credit hours of required courses. These courses will all be delivered at the graduate level and all courses are being designed specifically for this program.

Overall the proposed curriculum is timely and it is expected that the topics that students will be learning will be valued by employers. Although the program has some aspects that are quite innovative and creative, there are some aspects of the proposed program that would benefit from revision. The overall program is consistent with the traditions of marketing education, there is an opportunity to rethink the way that the full package of marketing education is being delivered and we would invite the faculty to reassess some of the curriculum choices. In our discussion with the Program Task Force we provide some suggestions to address the innovativeness of the program. This discussion was quite positive and the faculty members seemed receptive to these suggested ideas. We would encourage them to think about how they can ensure the timeliness of this program across all courses not just a few courses. Below we provide some specific examples of the more and less innovative components of the proposed curriculum

Knowledge and competence in digital marketing and marketing analytics are absolutely necessary in the current marketing environment. This program proposes three courses to cover these topic areas. In particular the digital marketing courses are intended to change and adapt each year along with the changing marketing landscape. This will ensure that these courses remain current and topical for students.

The proposed two -semester field project course is another innovative and interesting component of the program. Projects that work with community partners are a staple of experiential learning in business education and, we would suggest, are a necessary part of a MMKG. This project is designed to provide two distinct learning opportunities for students: Proposal and Implementation. While the former is common in business education, the latter is quite innovative. Students will be paired with companies for this project. In the first semester, they will begin by proposing strategic marketing alternatives to the firms and in the second semester, they will work with the firms to implement and monitor the alternatives. While this is an innovative activity it is also risky and may have many challenges. We discussed these extensively with the faculty and they are mindful of these potential challenges: this type of project raises some potential fiduciary obligations to the client who will now be investing in student ideas; clients may withdraw between the proposal and implementation stage; and clients may not be forthcoming with implementation data because of confidentiality concerns. For this project to be successful, clients will need to be well chosen, strong communication of expectations will be expected, and the faculty will need to have processes in place to ensure that students are not disadvantaged by a poor client relationship. We are confident that the faculty have considered these issues and that they have staff and faculty resources in place to support this learning initiative. We look forward to seeing the execution of this innovative project.

In contrast to these innovative aspects of the program, there are also a few missed opportunities. A new program design offers the opportunity to rethink some of the fundamental delivery of a program. Some additional work could be done to strengthen the remaining complement. For example, the title of MKTG 6140, Consumer Insights, was at first compelling, a closer look at this course revealed that it is a traditional consumer behavior course. Similarly, courses like MKTG 6440, New Products, does not deviate substantially from traditional marketing course offerings at the undergraduate level. While there is nothing wrong with these courses we are certain they will be well delivered by competent faculty, it left us wanting a bit more. There were two main reasons for this desire.

First, in discussion with the students, they expressed a desire for more industry preparation rather than a generic marketing program. The current program is somewhat aligned with digital marketing, however, even this is becoming increasingly generic in marketing. Students expressed a desire for electives that would allow them to study topics that are of particular interest to them and may better prepare them for a specific stream of marketing. There may be room in the program to create an elective stream that is more industry specific and may help students prepare for specific marketing disciplines. For example, students could take a course specifically on writing, communication, and copywriting, that would be specific to the Advertising Industry, while others could take a Brand, Category, and Product management course, that could prepare them for a career in Packaged Goods marketing, still other could take a course on Experience Marketing, which could prepare them for careers in tourism, services, or retail management.

Second, the desire for innovativeness, leadership, and entrepreneurial thinking that is quite prominent in the school's mandate and the school's own marketing, is missing here. While we are not suggesting that the program deviate from the traditions of marketing, nor are we suggesting that this program become an entrepreneurship program, there is some room in the program to address both of these issues. For example, a course in Creativity and Innovation or New Venture Marketing could help foster entrepreneurial thinking and creative problem solving.

This program offers an opportunity for students to learn how to practice at the highest level of marketing, but to do so, it there are some additional changes to the program that will facilitate this approach to marketing. There are some components of the program that very clearly take this approach and we would be quite interested to see the program embrace this throughout.

## **5. Program Structure, Learning Outcomes and Assessment**

The program learning outcomes are clear and well communicated. These learning outcomes are well aligned with the school mission and vision and the overall objectives of the program. While the four goals proposed provide a solid foundation for the program, we suggest that there is still some work to do with two of the learning outcomes, specifically 1.1 and 4.1. These learning outcomes are clearly articulated and it is clear that they could easily be assessed. However, the level of learning suggested in these outcomes does not seem commensurate with a graduate level program.

*Learning outcome 1.1 – Graduates of the MMKG program are able to define the main theories, concepts, and methods in the field of marketing* – This outcome is certainly a necessary requirement for graduates of a MMKG program, however, this outcome is at the lowest level of Bloom's Taxonomy (Knowledge). While knowledge is important, for a graduate level program we would expect to see a higher level of knowledge and understanding. We would expect participants to not only be able to define marketing concepts but to explain and synthesize their knowledge. The current program structure would be able to accommodate this change and there should be appropriate assessment points to evaluate this criteria at a higher level.

*Learning outcome 4.1 – Graduates of the MMKG program are able to describe the ethical and social responsibilities of organizations engaged in marketing.* Ethical reasoning requires a nuanced interpretation of a variety of different sources, perspectives, and evidence. While it is important that graduates can describe ethical responsibilities, it is also important that they demonstrate these responsibilities in practice, that they question and critique ethical choices, and that they can synthesize the results of ethical decisions.

The current proposal maps outcome 4.1 to the Master's degree level expectation for professional capacity/autonomy. This requires that graduates can conduct "decision-making in complex situations" and "demonstrate ethical behavior consistent with academic integrity". The faculty have made a choice to insert ethics in several courses rather than offer a specific course on ethics. We think this is an acceptable approach and the proposed courses offer an appropriate place to conduct this type of learning.

Learning outcomes 2.1, 2.2, 2.3, 3.1, 3.2, and 3.3 are well conceived and appropriate learning outcomes for a graduate level program. They are well placed in the curriculum, they scaffold appropriately, and the proposed learning assessments are appropriate.

The program length is appropriate. Discussions with students and support services indicated that similar one year programs have a substantial, but appropriate work load. In other programs, there are adequate services and programs in place to support students as they are transitioning for other program and it is expected that these same approaches will be applied to the current program.

## **6. Admission Requirements**

- Are the admission requirements appropriately aligned with the program learning outcomes?

The admission requirements focus on overall academic performance (B+ average in the final two undergraduate years), with evidence of interest in leadership and entrepreneurship supported by optional work experience or internships. This seems appropriate, as the program is demanding and evidence of good overall academic performance is necessary. However, the program contents themselves are self-contained, so there is limited need to align learning outcomes with specific prior experience.

- Is there sufficient explanation of any alternative requirements, if any, for admission into an undergraduate, graduate or second-entry program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience?

There is some consideration of non-North American academic pathways, with specific attention to the need for 3-year undergraduate program graduates to have a year of post-graduate work experience before entry to the MMKG. However, the admission requirements are quite focused and offer relatively few alternative pathways. Prior learning experience (in most cases, an undergraduate business degree) can be recognized through advance credit for two of the graduate courses. However, as this is a new degree program we agree that it is appropriate to begin with relatively fixed admission requirements and add flexibility as the student population becomes more defined over time.

## **7. Resources**

This program is part of a larger set of one year professional programs. The administrative unit has demonstrated success in launching and running these programs. The school is well aware of the resources required to run these types of programs and they have invested, and will continue to invest, the appropriate resources to support this program.

The marketing department is a strong unit within the Business school. They demonstrate both research expertise and teaching experience appropriate to deliver a program like this one. The members of the Marketing Program Task Force have extensive experience in administration of other programs within the school. In addition, many of the learning activities that are being

proposed for this program have been piloted successfully in other programs. There seems to be a strong commitment from the department to support this program.

The library resources available are very good. They have an excellent mix of traditional academic sources such as journals and books from the major scholarly outlets. In addition, the library has a good selection of practitioner sources (e.g. Brand Week, AdAge) and data sources (e.g. WARC, CARD Online). These sources will be critical for the final project. If students are to provide proposals that will be implemented it is important that timely, accurate, and specific data and sources are available. As noted above, the marketing landscape is changing quickly, particularly with the rise of digital marketing. It is important that the library ensure the timeliness of these sources on an ongoing basis. For example, it will be important to ensure that publications do not have long moratorium periods before they are available electronically. The head of the business library was well aware of these issues and is well positioned to ensure that these resources are available in a timely manner.

While the resources are quite good, there are always areas for improvement. In particular, because this program is intending to stay timely it is important that the DVD and VHS collection be updated to newer formats and newer content consistent with the new reality. They may want to consider investing in a streaming video library that could be used for blended classes and in-class demonstrations.

## **8. Quality of Student Experience**

Is the evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience?

It is evident that the program development committee members have invested a good deal of thought into creating an experientially rich, managerially coherent, and academically challenging program. The members of the program team have considerable experience in monitoring and maintaining the quality of student experience in a variety of full-time and high-quality Masters-level programs, so we have confidence in their expertise and commitment to this dimension. Furthermore, given the academic excellence and substantial size of the Schulich School's research faculty in Marketing, we have every confidence that the necessary human resources are available to ensure an intellectually rigorous program. Nonetheless, it will require careful monitoring and assessment of student experience and student employment outcomes to maintain the appropriate balance between intellectual rigour, research-based curriculum, and practically relevant professional training, and between research-based faculty instruction and adjunct community-based faculty instruction. Fortunately, the staff supporting the student recruiting, retention, and employment opportunities are also highly qualified and committed, and the internal processes necessary for monitoring and constantly evaluating the program coherence are well-established in the school.

## **9. Other Issues**

One additional point we raised with the program development team was the potentially onerous work-load associated with teaching and managing the two industry project linked courses. The school has recently hired a full-time staff member to recruit and manage community-based business projects, and that will certainly help make these courses manageable. Nonetheless, the demands on the faculty instructor of these courses will be intense and we suggest that the school carefully monitor the need for supplementary credit for this pair of courses that are so crucial for student success in this program.

## **10. Summary and Recommendations**

In sum, we believe that the proposed Masters of Marketing is likely to be popular with students and employers, has a good fit with the university and the school's strategic priorities, will serve a need in the regional and national economy, is academically rigorous and also highly relevant to current professional trends in marketing, provides a coherent program structure, and has a strong and committed set of faculty and staff members to support it. The proposed program will be rolled out carefully and slowly, starting with a small cohort, which reduces risk. We have provided a few suggestions for further improvement in the curricular structure to make the program even more current and innovative. We give our strong endorsement to the proposed program structure, which we believe is well-designed and is likely to provide a valuable service to students, the business community, the regional and national economy, and the university.

**York University  
Schulich School of Business**

**Master of Marketing  
Response to External Appraisal Report**

September 22, 2017

The Schulich School of Business would like to express our sincere thanks to Professor Dale Griffin (Sauder School of Business, University of British Columbia) and Scott Radford (Associate Dean, Haskayne School of Business, University of Calgary) for their valuable appraisal of the proposed Master of Marketing (MMKG) program.

We are very pleased that the reviewers had a positive reaction to the proposed degree. We are also appreciative of the many helpful thoughts and suggestions that they made to improve our proposal.

In particular, the Master of Marketing Task Force appreciates the reviewers' suggestion that our program would benefit from a greater focus on innovativeness and entrepreneurial thinking. Toward this end, we have implemented their suggestion by including a course in 'Creativity and Innovation' into our core curriculum.

We also appreciate the reviewers' suggestion that elective courses be added to the curriculum to help students prepare for specific marketing disciplines (advertising, brand or product management etc.). The Task Force agrees that electives would be a good addition to the program. At the moment, however, we think that the program is fairly comprehensive and should serve the students well. As the program grows and matures we will certainly consider this in the future.

Finally, the reviewers suggest enhancements to the learning outcomes of the program. With regard to objective 1.1, we certainly agree that students will need to be able to explain and synthesize their knowledge. Objective 1.1 is intended to be a specific and measurable expression of the breadth of knowledge and understanding that students will gain in the program. Objective 2.1 and 2.2 then require that students apply this knowledge and understanding in order to perform tasks of higher-order thinking (i.e., identifying and analyzing a critical marketing problem and devising a marketing plan). In order to facilitate effective measurement of these particular objectives at the individual student level, the two levels of thinking have simply been expressed as separate outcomes. As such, we are confident that the reviewer's concern about objective 1.1 has already been addressed. With regards to objective 4.1, the reviewers' suggestion that the program enhance the level of thinking required is very well taken. To this end we have strengthened the program components related to ethical and social responsibility and have added a new assessment in the Marketing Analytics course in which students will be required to identify, analyze and devise recommendations for ethical and social issues that arise in the field.

Once again, we thank the reviewers for their thoughtful and valuable service to York University.

Office of the Dean

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# Memorandum

To: Franck van Breugel, Interim Chair, ASCP

Cc: Cheryl Underhill, Secretary, ASCP

From: Ananya Mukherjee-Reed, Dean

Date: November 15, 2017

Subject: Decanal Statement for Schulich Program Proposals in Master of Marketing and Master of Supply Chain Management

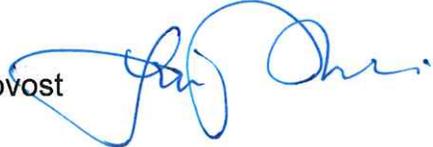
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I am writing to confirm that we do not see any duplication with the above-named proposals with our existing programs or with the graduate programs proposed by the School of Administrative Studies which are currently going through the approval process.

## Office of the Vice-President Academic and Provost

### Memorandum

To: Tom Loebel, Chair, Senate APPRC  
Kim Michasiw, Chair, Senate ASCP

From: Lisa Philipps, Interim Vice-President Academic & Provost 

Date: November 7, 2017

Subject: Master of Marketing, Schulich School of Business

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I have reviewed the proposal from the Schulich School of Business to introduce a Master of Marketing program and new degree designation (MMKG). In reviewing the proposal, I also considered the external reviewers' report and Schulich's comments on its response to that report.

Consistent with York's objective to provide high quality programs that respond to student interests and prepare graduates for success in their careers, this is a professional Masters program intended to serve students with interests in careers in marketing in the public and private sectors and whose undergraduate degrees are in areas other than business/marketing. It will be distinct from other Marketing programs in Ontario, which tend to be research-focused, in its attention to strategic and analytic thinking, encompassing both theoretical and applied aspects, and to the development of skills such as communication, teamwork, and digital marketing. In developing the proposal, colleagues in Schulich have consulted with both potential employers and students in order to address their needs.

The reviewers' report is highly positive in relation to the need for the program, the appropriateness of the program design to serve its audience, and the capacity of the School to deliver the program. Colleagues in Schulich have considered and incorporated suggestions regarding opportunities to enhance the program's innovativeness and the articulation of learning outcomes.

The proposal projects an initial intake of 30 students, growing to 50-55 students, with the potential to add a second cohort as the program becomes established. The program requires 42 credits over three terms; the curriculum comprises both existing

## **Office of the Vice-President Academic and Provost**

and new courses and includes a significant experiential education component which will see students working with community partners to develop and implement a project.

As indicated by the reviewers and the Associate Dean, on behalf of the Dean, Schulich already has significant faculty strengths in the Marketing area and can draw upon local expertise to supplement full-time teaching. I am happy to confirm that a new tenure stream appointment in Marketing has been authorized and recruitment is under way. As the reviewers have noted, there may be resources associated with the teaching and management of the industry project courses. The Associate Dean has confirmed that Schulich has resources in place to initiate the program; any additional academic or non-academic resources that may be required as the program grows will be considered through usual processes.

I am pleased to record my support for this proposal.

Cc: Dean D. Horvath  
A. Pitt

**Proposed Undergraduate Grading Scheme**

Letter Grade	Percent Range	GPA Value
A+	90-100	4
A	85-89	3.9
A-	80-84	3.7
B+	77-79	3.3
B	73-76	3
B-	70-72	2.7
C+	67-69	2.3
C	63-66	2
C-	60-62	1.7
D+	57-59	1.3
D	53-56	1
D-	50-52	0.7
F	0-49	0

**Proposed Graduate Studies Grading Scheme; lowest grade of C- before F applied<sup>1</sup>**

Letter Grade	Percent Range
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
F	0-59

**Proposed Osgoode Grading Scheme**

Grade	GPA	Descriptor
A+	4	Excellent
A	3.8	
B+	3.3	Good
B	3	
C+	2.3	Acceptable
C	2	
D+	1.3	Marginal
D	1	
F	0	Fail
AL	0	Allowed

<sup>1</sup> With the exception of graduate programs within the Faculty of Environmental Studies which follow a Pass / Fail grading scheme.

**Table 1: OMSAS and OLSAS Conversion for commonly used scale vs York's**

OMSAS/OLSAS GPA	Most Common Conversion		York Conversion	
4	A+	90-100	A+	90-100
3.9	A	85-89		
3.8			A	80-89
3.7	A-	80-84		
3.3	B+	77-79	B+	75-79
3	B	73-76	B	70-74
2.7	B-	70-72		
2.3	C+	67-69	C+	65-69
2	C	63-66	C	60-64
1.7	C-	60-62		
1.3	D+	57-59	D+	55-59
1	D	53-56	D	50-54
0.7	D-	50-52		
0	F	0-49	E/F	<50

**Table 2: Schemes in Use Other Universities**

Grading Scale Types & Distribution	Number of universities	
13 point, with minus	19	A+ to F scale; minuses included
11 point, with minus	19	Mostly BC Universities; no D+ or D-
12 point, with minus	15	Mostly Quebec; differences are at low end of scale
10 point, with minus	3	
6 point, no minus grades	3	
9 point, no minus	3	
9 point, with minus	3	
5 point, no minus	2	
8 point, no minus	2	
10 point, no minus	1	
14 point, with minus	1	
5 point, with minus	1	
7 point, no minus	1	

**Table 3: Review of Top Feeders and Users of York Transcripts** (representing 80% of transcript orders)

<b>University</b>	<b>% of orders</b>	<b>Undergraduate Scheme in Use</b>	<b>A+ lowest</b>	<b>A lowest</b>	<b>A- lowest</b>
Ryerson	16%	13 point with minus, 4.33 top GPA	90	85	80
Brock	8%	Percentage only; no GPA published	NA	NA	NA
U of T	7%	13 point with minus, 4.00 top GPA, same GPA to A and A+	90	85	80
WLU	6%	13 point with minus; 12 point GPA	90	85	80
UOIT	6%	10 point with minus, 4.00 GPA, grades lower than C condensed	90	85	80
Lakehead	6%	7 point no minus, no GPA published	90	80	no minus
U of O	6%	11 point, with minus, use 10.00 GPA	90	85	80
Queens	4%	13 point with minus, 4.33 top GPA	90	85	80
Trent	4%	13 point with minus, no GPA published	90	85	80
Windsor	4%	13 point with minus, 13.00 GPA	93	86	80
Dalhousie	3%	11 point with minus, 4.33 top GPA	90	85	80
Western	3%	6 point, no minus, no GPA published	90	80	no minus
Nipissing	3%	5 point, no minus, no GPA published	NA	80	no minus
McMaster	2%	13 point with minus, 12 point GPA	90	85	80
Waterloo	2%	Percentage only; no GPA published	NA		
<b>Proposal</b>					
York University		13 point scale with minus, 4.0 top GPA	90	85	80

## York University Common Grading Scheme for Undergraduate Faculties

### Existing Policy

(Approved by Senate 22 May 1980)

Senate approved the following grading schemes for the Faculties of Administrative Studies, Arts, Atkinson College, Education, Fine Arts, Science and Glendon College:

- A+ 9: Exceptional Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts, techniques in satisfying the requirements of an assignment or course.
- A. 8: Excellent Thorough knowledge of concepts and/or techniques with a high degree of skill and/or some elements of originality in satisfying the requirements of an assignment or course.
- B+ 7: Very Good Thorough knowledge of concepts and/or techniques with a fairly high degree of skill in the use of those concepts, techniques in satisfying the requirements of an assignment or course.
- B. 6: Good level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.
- C+. 5: Competent Acceptable level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.
- C. 4: Fairly Competent Acceptable level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the requirements of an assignment or course.
- D+. 3: Passing Slightly better than minimal knowledge of required concepts and/or techniques together with some ability to use them in satisfying the requirements of an assignment or course.
- D. 2: Barely Passing Minimum knowledge of concepts and/or techniques needed to satisfy the requirements of an assignment or course.
- E. 1: Marginally Failing
- F. 0: Failing

## Rationale

### Changes to Faculty of Graduate Studies

#### Policy on Graduate Supervision

##### Context

Graduate supervision has emerged as a consistent topic of concern over the last decade within Canada and internationally. Students and faculty members wrestle with new issues that affect graduate student research, including the changing nature of the dissertation, shifting contexts in research ethics and intellectual property, and more explicit recognition of the needs for graduate research training within varying disciplinary contexts.

While Canadian Graduate and Professional Student Survey (CGPSS) data show general satisfaction with the quality of graduate supervision nationally, provincially, and at York University, there remain significant concerns when the supervisory relationship is strained or breaks down for many different reasons. These instances of student-supervisor conflict place faculty members, program administrators, and especially students in precarious positions and perhaps more importantly, these conflicts often negatively affect the learning environment for both students and supervisors. Concerns have been raised at York by the York University Graduate Student Association (YUGSA) about the inadequacy of current conflict resolution procedures, echoing concerns raised at Graduate Program Director (GPD) meetings and at Faculty Council.

Within this context, the Working Group on graduate supervision was entrusted with the task of reviewing and enhancing Faculty of Graduate Studies (FGS) policy and guidelines, informed by wide consultation with the university community. Informed by research into national best practices, the Working Group herein makes policy recommendations to support our students, faculty, and programs, making sure that we provide a safe and positive environment for successful academic collaborations between graduate students and their supervisors.

##### Research and Activities

The Working Group undertook a review of domestic and international practices, policies, and tools around graduate supervision. Institutions reviewed included:

###### Canada

- University of Calgary - [http://grad.ucalgary.ca/files/grad/graduate\\_sueprvison\\_best\\_practices.pdf](http://grad.ucalgary.ca/files/grad/graduate_sueprvison_best_practices.pdf)
- McGill University website - <https://www.mcgill.ca/gradsupervision/supervisors-and-supervisees>
- UBC, History - <http://www.history.ubc.ca/content/graduate-student-supervision-department-history-guidelines-best-practices>
- McMaster - <http://ccl.mcmaster.ca/resources/pdf/Supervision%20&%20Mentoring%20of%20Postgrad%20Students.pdf>
- Western University - [https://www.uwo.ca/tsc/faculty\\_programs/graduate\\_supervision.html](https://www.uwo.ca/tsc/faculty_programs/graduate_supervision.html)
- University of Toronto - <https://www.sgs.utoronto.ca/Documents/supervision+guidelines.pdf>
- Queen's University - <http://www.queensu.ca/sgs/sites/webpublish.queensu.ca.sgswww/files/files/faculty%20-%20supervision/13-0360%20Graduate%20Supervision%20Handbook%20April%202016update.pdf>
- Simon Fraser University - <https://www.sfu.ca/dean-gradstudies/faculty/supervisory-committee.html>
- University of Victoria - <https://www.uvic.ca/graduatestudies/assets/docs/docs/policies/Supervisory%20Relationship%202007.pdf>

- Ryerson University - <http://www.ryerson.ca/content/dam/lt/programs/conference/2012/sessionmaterials/SupervisingGradStudents.pdf>

### **International**

- Trinity College, Dublin - [https://www.tcd.ie/Senior\\_Tutor/postgraduateadvisory/documents/Supervision-Guidelines.pdf](https://www.tcd.ie/Senior_Tutor/postgraduateadvisory/documents/Supervision-Guidelines.pdf)
- University of Reading - <http://www.reading.ac.uk/web/files/graduateschool/pgrsupervisiongoodpracticeguide.pdf>
- University of Pennsylvania - [http://www.upenn.edu/provost/images/uploads/Graduate\\_Supervsr\\_2011.pdf](http://www.upenn.edu/provost/images/uploads/Graduate_Supervsr_2011.pdf)

In addition to reviewing the findings of the most recent CGPSS Survey, the Working Group developed and launched initial surveys for graduate students and faculty members. While the response rate to both student and faculty surveys was low and the respondents were not fully representative of the entire graduate community, the results highlight some common themes pertaining to the challenges of graduate supervision:

- The number one challenge noted by both students and supervisors is time, especially time to meet.
- Students noted that timely feedback and general response time on written work is an issue.
- Of the 108 respondents, 20 of them noted some sort of abuse of power by supervisors, including but not limited to intimidation, exploitation, and harassment.
- Students suggested the development of written expectations and timelines, as well as some accountability mechanism for supervisors and their supervisory practices.
- Faculty responses identified poor quality of some students, especially their poor writing skills as a major challenge. They also noted lack of motivation in students, as well as mismatched expectations, as areas of significant concern.
- Faculty members suggested a number of options to enhance the supervisory relationship. These include offering course release or some other form of formal recognition for supervision as well as supports for supervisors such as holding of workshops, putting together handbooks for supervisors, and providing clear deadlines/milestones for students.

### **Formal Consultation Process**

Survey data, consultation sessions, and research underscored the need for policy improvements in the following three main areas:

- Articulation of timelines
- Conflict resolution
- Organizational structure of the existing policy document

Responding to the call from students and faculty for enhanced policy, the Working Group drafted a proposed policy change and circulated it for review and feedback. The following points were central to the discussions and written feedback:

- It is important to specify the different roles of FGS, the graduate program, supervisors, students, in a way that appreciates considerable differences across programs and Faculties.
- The specific role for graduate program offices needs to be articulated. This is a complex task given that programs vary in their size (from 6 to 298 students - 2016 enrollment data). Difficulties also arise from varying roles of the program office staff.
- There was a strong call from students for supervisors to be held accountable for poor supervisory practices. They also suggested the introduction of a policy that includes methods of intervention if supervision is not satisfactory and clarification around the procedure for changing supervisors when necessary.

As noted above, draft documents were circulated for review and on-line feedback. In addition to posting the documents on line and inviting comments from all registered graduate students and all faculty appointed to FGS, the Working Group also hosted 10 in-person consultation sessions for students, faculty and staff:

Student Consultations:

- March 16, 2017 from 1-2pm in room 280N YL
- March 30, 2017 from 10-11am in room 519 KT

Graduate Faculty Consultations:

- March 16, 2017 from 9:30 - 10:30am in room 280N YL
- March 27, 2017 from 10-11am in room 280N YL

Graduate Program Assistant Consultation Sessions:

- March 9, 2017 from 10-11am in room 280N YL
- March 30, 2017 at 2pm in room 519 KT

Graduate Program Director Consultation Session:

- March 21, 2017 from 10-11am in room 280N YL

Associate Deans Graduate Consultation Session

- March 15, 2017 from 3-4pm in room 956 KT

York University Graduate Students' Association Consultation Session:

- March 23, 2017 from 1-2pm in room 626 KT

Faculty of Graduate Studies Council Consultation Session:

- April 6, 2017 from 3-4pm in the Senate Chamber

Information gathered at each of these sessions was considered in the revision of the policy proposal.

## Faculty of Graduate Studies Policy on Graduate Supervision

**AS REVISED**

### **Graduate Supervision Guidelines**

Graduate supervision serves an important role in training promising scholars. Positive, respectful, professional, and productive working relationships are paramount to the success of graduate students and their advisors/supervisors. These guidelines are designed to support an environment in which such a professional working relationship can flourish.

Students and supervisors are strongly encouraged to review and discuss the “Discussion Topics to Inform Productive Supervisory Relationships Guidelines for Advisors/Supervisors and Graduate Students” [insert link] document, as a way of clarifying mutual expectations and setting the foundation for a productive supervisory relationship.

### **Guidelines for Supervisors**

The supervisor’s principal task consists of helping students realize their scholarly potential. This can only be accomplished in a relationship that offers insights born of experience, and furnishes the requisite challenges, stimulation, guidance and genuine support. The student has a right to expect expertise, accessibility and support from the supervisor. The supervisor must offer substantive and procedural assistance with the design, planning and conduct of feasible research projects, introduction to the network of scholars in the area of specialization, and support for the presentation and publication of research results. At the same time, the supervisor must ensure that the scholarly standards of the university and the discipline are met in the student’s work.

It is the responsibility of the supervisor to:

1. Be reasonably accessible to the student for consultation and discussion of the student’s academic progress and research problems. The frequency of such meetings will vary according to the discipline involved and the stage and nature of the student’s work, but should normally occur at once a month, and never less than once each term.
2. Give timely response to submitted written work, with constructive and concrete suggestions for improvements. This normally means within 3 weeks or as agreed upon between supervisor and student.
3. Make satisfactory arrangements in advance with the approval of the Graduate Program Director for the supervision of the student when on leave or sabbatical, or on extended absence from the university.

4. Convene an annual meeting of the supervisory committee, normally in the spring, to evaluate the student's Report on Progress, and submit a copy of the completed Report to the Graduate Program Director after the meeting. Apart from highlighting the student's academic progress thus far, the Progress Report should also clearly identify the challenges, if any, facing the student, including considerations for students with disability.
5. In conjunction with the Graduate Program Office, ensure the student is aware of University, Faculty and program requirements and standards to which the thesis/dissertation is expected to conform.
6. Assist the student with attempts to acquire external funding, including meeting appropriate deadlines, and to engage in scholarly development (e.g., conference presentations and publications).
7. Offer supervision and advice appropriate to the stage of the student's work, helping the student to establish and modify a suitable timetable for completion of the various stages of the thesis/dissertation project:
  - at the proposal stage, assist the student with selection of a suitable and manageable topic and approach;
  - at the research stage, assist the student with initial research design and subsequent modification, with alleviating current and anticipated problems, with interpretation and analysis of findings, and with bringing the project to completion;
  - at the writing stage, assist the student with appropriate and timely feedback on individual draft chapters, and with revision to the draft thesis/dissertation as an integrated whole;
  - at the oral defence stage, advise the student on preparation for the examination and assist the student to interpret and comply with any changes recommended by the examining committee.
8. When the final draft of the thesis or dissertation is complete, ensure that all members of the committee have read the document and are agreed that it is ready to proceed to an oral defence. Suggest possible members of the examining committee to the Graduate Program Director (i.e., outside examiner, external examiner). Ensure that a master's thesis is sent to the examining committee at least 15 business days prior to the date of the examination, and a doctoral dissertation at least 20 business days prior to the date of the examination.
9. Appropriately acknowledge in published material the contributions of the student, including consideration of joint authorship of publications. Where the student's research comprises a component of the supervisor's research program, and joint

publication is envisaged, it must be recognized that the responsibility for utilization of data and for publications is held jointly by the supervisor and student. Endeavour to clarify at the outset of the supervisory relationship expectations regarding the responsibility and publication credit for work initiated, designed and researched by the student, but supported financially or otherwise by the supervisor.

10. Conform to basic principles of academic integrity and professionalism in the development of a mature and objective relationship with the student. It must be recognized that there is a power imbalance in the supervisory relationship and that any form of harassment or exploitation of students is unacceptable.
11. Conform to the graduate program and Faculty processes in the event of a supervisory relationship which is unsatisfactory for any reason or in situations where there is a change of supervisors for any reason.
12. Even though “each student has final responsibility for her or his academic honesty” (Senate Policy on Academic Honesty), it is incumbent on the supervisor to ensure, to the extent that it is practicable in the circumstances, the academic integrity of primary research data, and the consistency with academic integrity and practice of interpretations relating to such data.

### **Guidelines for Students**

By entering into a graduate program, the student has made a commitment to devoting the time and energy necessary to engage in research and writing a thesis/dissertation which constitutes a substantial and original contribution to knowledge in a field. The supervisor has a right to expect from the student ability, initiative and receptivity to feedback.

It is the responsibility of the student to:

1. Become informed about and conform to University, Faculty and graduate program requirements and procedures for completion of the graduate degree, with regard to such matters as degree milestones, research ethics, registration and graduation requirements, thesis/dissertation style and quality standards, year-end evaluations, etc.
2. Advise their supervisor if they are a student with disability and discuss recommended academic accommodations and possible impact, if any, on the program.
3. Develop, in conjunction with the supervisor and supervisory committee, an intended timetable for completion of all stages of the thesis/dissertation, and work to realize that timetable, meeting appropriate deadlines.

4. Meet regularly with the supervisor to review progress. The frequency of such meetings will vary according to the discipline involved and the stage and nature of the student's work, but should normally occur once a month, and not less than once each term. Interact with other members of the supervisory committee as appropriate.
5. Keep the supervisor and graduate program office informed of where the student may be contacted, and respond appropriately to all communications received.
6. Prepare a Report on Progress for an annual meeting with the supervisory committee.
7. Give serious consideration to and respond to the advice and feedback received from the supervisor and the supervisory committee.
8. Recognize that the supervisor and other members of the supervisory committee may have other teaching, research and service obligations which may preclude immediate responses.
9. Recognize that where the student's research comprises a component of the supervisor's research program, and joint publication is envisaged, the responsibility for utilization of data and for publications is held jointly by the supervisor and student. In such cases, the thesis/dissertation, or draft papers, together with a copy of the raw data, shall be made available to the supervisor prior to submission for publication.
10. Conform to the graduate program and Faculty processes in the event of a supervisory relationship which is unsatisfactory for any reason or in situations where there is a change of supervisors for any reason.
11. Conform to basic principles of academic integrity and professionalism in the development of a mature and objective relationship with the supervisor, the supervisory committee, and other scholars. The entire graduate program, including research and writing of the thesis/dissertation, shall be conducted under the strictest rules of ethics and academic honesty. As stated in the *Senate Policy on Academic Honesty*, "A lack of familiarity with the Senate Policy and Guidelines on Academic Honesty on the part of a student does not constitute a defence against their application." With that in mind, it is incumbent on each student to ensure the academic integrity of his or her primary research, and of the interpretations relating to such research.

## **Role of the Graduate Program Office in Graduate Supervision**

The role of the Graduate Program Office (GPO) in supporting graduate student supervision is a very important one. The GPO is responsible for setting program expectations, ensuring that graduate students have a clear sense of understanding of how to successfully fulfill their degree requirements in a timely manner, and assist in resolving difficulties.

Programs differ greatly across Faculties and disciplines and therefore operate in different ways. The GPO role in supervision may include:

- assisting students in confirming a supervisor;
- reviewing the student's progress from time to time and reminding students of important deadlines;
- reviewing and approving supervisory committee composition;
- reviewing and filing annual progress reports, with input from both supervisors and students;
- reviewing, approving and scheduling oral defences;
- assisting and supporting students with personal difficulties impacting their progress; and
- participating in the resolution of any supervisor-student conflicts.

## **Master's Thesis Supervisory Committees**

### **Composition of Committee**

Master's thesis supervisory committees consist of a minimum of two faculty members appointed to the Faculty of Graduate Studies, at least one of whom must be from the program in which the student is enrolled, and who serves as the principal supervisor.

In exceptional circumstances, and with the prior approval of the Dean, one additional member may be appointed who is not a member of the Faculty of Graduate Studies. Such recommendations are to be accompanied by a brief rationale and an up-to-date curriculum vitae, which should be attached to the [Supervisor & Supervisory Committee Approval Form \(.pdf\)](#).

### **Approval Timelines**

The membership of each master's thesis supervisory committee, including the Chair, must be recommended by the appropriate Graduate Program Director for approval and appointment by the Dean of Graduate Studies no later than the second term of study (or equivalent for part-time students) or, for students in the Graduate Program in Environmental Studies, by the end of the third term of study.

### **Approval Process**

Recommendation for membership of a master's thesis supervisory committee is formally initiated by the graduate program director via submission of a Supervisor & Supervisory Committee Approval Form (.pdf). The Supervisor & Supervisory Committee Approval Form is to be used when recommending the establishment of a supervisory committee, to add members to an incomplete committee, and to make changes to an existing committee. Final approval of supervisory committee membership recommendations rests with the Dean of the Faculty of Graduate Studies.

### **Supervisor's Roles and Responsibilities**

A thesis supervisor (Chair of the supervisory committee) shall:

- be reasonably accessible to the student, normally meeting once a month and never less than once each term; and,
- ensure that a copy of the student's thesis is sent to each member of the student's thesis examining committee as far as possible in advance of the date of the student's oral examination, but no later than 15 business days prior to the date set.

### **Supervisory Committee Roles and Responsibilities**

A thesis supervisory committee shall:

- review a student's research proposal and recommend its approval to the appropriate Graduate Program Director and the Dean not less than three months prior to the date set for the oral examination;
- review the student's progress from time to time, normally every six (6) months and never less than once each year. Reports to the Graduate Program Director of unsatisfactory progress may require a student to withdraw from a program of studies or withdraw from the graduate program in which the student is enrolled;
- meet annually with the student, normally in the spring, to evaluate the Report on Progress submitted by the student and submit a completed copy of the Report on Progress to the Graduate Program Director after the meeting; and,
- read the thesis in a timely fashion and make a recommendation to the Graduate Program Director regarding the oral defence.

## **Doctoral Dissertation Supervisory Committees**

### **Composition of Committee**

A dissertation supervisory committee will consist of a minimum of three members from the Faculty of Graduate Studies, at least two of whom must be members of the graduate program in which the student is enrolled. The principal supervisor must be a Full Member of the graduate program in which the student is enrolled. An Associate Member of the graduate program may serve as a co-supervisor on the condition that the other co-supervisor is a Full Member of the graduate program.

In exceptional circumstances and with prior approval of the Dean, the third, or an additional member, may be appointed who is not a member of the Faculty of Graduate Studies. Such recommendations are to be accompanied by a brief rationale and a up-to-date curriculum vitae, which should be attached to the Supervisor & Supervisory Committee Approval Form (.pdf).

### **Approval Timelines**

For doctoral students to remain in good academic standing, they must have a supervisor and supervisory committee in place in accordance with program requirements. The minimum Faculty of Graduate Studies requirements are as follows: A supervisor must be recommended by the appropriate graduate program director for approval by the Dean of Graduate Studies no later than the end of the fifth term of study (end of second term of PhD II). Students will not be able to register in the seventh term of study (the onset of PhD III) unless a supervisor has been approved. A supervisory committee must be recommended by the appropriate Graduate Program Director for approval by the Dean of Graduate Studies no later than the end of the eighth term of study (end of second term of PhD III). Students will not be able to register in the tenth term of study (the onset of PhD IV) unless a supervisory committee has been approved.

### **Approval Process**

Recommendation for membership of a doctoral dissertation supervisory committee is formally initiated by the graduate program director via submission of a Supervisor & Supervisory Committee Approval Form (.pdf). The Supervisor & Supervisory Committee Approval is to be used when recommending the establishment of a supervisory committee, to add members to an incomplete committee, and to make changes to an existing committee. Final approval of supervisory committee membership recommendations rests with the Dean of the Faculty of Graduate Studies.

### **Supervisor's Roles and Responsibilities**

A dissertation supervisor (Chair of the supervisory committee) shall:

- be reasonably accessible to the student, normally meeting once a month and never less than once each term.
- ensure that a copy of the student's dissertation is sent to each member of the student's dissertation examining committee as far as possible in advance of the date of the student's oral examination, but no later than 20 business days prior to the date set.

### **Supervisory Committee Roles and Responsibilities**

A dissertation supervisory committee shall:

- review the student's research proposal and recommend its approval to the appropriate Graduate Program Director and the Dean not less than six months prior to the date set for the oral examination;

- review the student's progress normally each month and never less than once each term. Reports to the Graduate Program Director of unsatisfactory progress may require a student to withdraw from a program of studies or withdraw from the graduate program in which the student is enrolled;
- meet annually with the student, normally in the spring, to evaluate the Report on Progress submitted by the student and submit a completed copy of the Report on Progress to the Graduate Program Director after the meeting; and,
- read the dissertation in a timely fashion and make a recommendation to the Graduate Program Director regarding the oral defence.

### **Annual Progress Reports**

It is clearly established that completion rates are enhanced and average completion/withdrawal times reduced if supervisory committees meet regularly (at least annually) with each student, usually in the spring, and carefully evaluate the student's activities and progress, keeping in mind any delays attributable to disability related circumstances.

### **Master's Programs**

A thesis supervisory committee shall meet annually with the student, normally in the spring, to carefully evaluate the Report on Progress (.pdf) submitted by the student and submit a completed copy of the Report on Progress to the Graduate Program Director after the meeting. In accordance with program requirements and procedures, students in non-thesis program options may be required to submit a progress report to the Graduate Program Director. Reports to the Graduate Program Director of unsatisfactory progress may require a student to withdraw from a program of studies, or withdraw from the graduate program in which the student is enrolled.

### **Doctoral Programs**

In accordance with program requirements and procedures, students in doctoral programs must submit a Report on Progress (.pdf) to the Graduate Program Director on an annual basis, normally in the spring. Once established, a dissertation supervisory committee shall meet annually with the student, normally in the spring, to carefully evaluate the Report on Progress submitted by the student and submit a completed copy of the Report on Progress to the Graduate Program Director after the meeting. Reports to the Graduate Program Director of unsatisfactory progress may require a student to withdraw from a program of studies, or withdraw from the graduate program in which the student is enrolled.

## **Conflict Resolution**

The intent of the policy is to provide guidance regarding York University's policies, procedures and resources available to graduate students to resolve potential conflicts and problems that may arise during their program. A clear set of expectations agreed between the supervisor and student at the outset of the supervisory relationship, that is reviewed regularly, is recommended to avoid many instances of conflict. However, at times, there are situations that require further action.

Conflicts should be resolved as close to the source as possible. Students and Supervisors are encouraged to address any issues promptly and informally. The supervisor should document the discussions and keep a record of any agreements made. In the event of a conflict that resists immediate resolution, the student and/or the supervisor may approach the Graduate Program Director (GPD) for advice. The GPD is responsible for arranging informal consultation and mediation. The GPD, or the parties involved, may request advice and/or mediation assistance from the Dean's office within their home Faculty. Students may seek support from the York University Graduate Student's Association (YUGSA). In cases where the supervisor and the GPD are the same person, a student can seek support from the Faculty of Graduate Studies (FGS).

If conflicts continue to persist, any party may seek the advice of the Faculty of Graduate Studies. When FGS becomes aware of a supervisory breakdown, an Associate Dean of FGS reaches out to the student and invites her/him to a meeting to discuss the issue. Students may enlist YUGSA to represent them at any meeting with program and/or FGS representatives.

If informal resolution is unsuccessful or inappropriate, and the GPD determines that the supervisor-student relationship is beyond repair, the GPD will attempt in good faith to work with the student to find alternative supervision within the unit, and will keep FGS apprised of these efforts. In cases where the GPD is the student's supervisor, another member of the program executive will assume this responsibility.

If the student refuses to accept the supervision provided, or if no supervision can be secured after diligent efforts are made, then the student is not fulfilling the academic requirement of having a supervisor and, on academic grounds, will be withdrawn.

Patterns of unsatisfactory supervision may result in a review of a supervisor's appointment to the graduate program as per the graduate program's appointment criteria.

Conflicts related to graduate supervision may connect to, or be informed by, many university policies and procedures. Depending on the nature of the concern, other university and provincial regulations may apply. Parties to a conflict are encouraged to identify and follow the appropriate university and external policies and seek out support from university offices as those policies are applied. These policies include, but are not limited to:

### **Relevant Senate Policies**

- [Academic Accommodation for Students with Disabilities \(Policy\)](#)
- [Academic Honesty \(Policy\)](#)
- [Conflict of Interest for Employees \(Policy and Guidelines\)](#)
- [Gender-Free Language \(Policy\)](#)
- [Personal Relationships between Instructors and Students \(Policy\)](#)
- [Racism \(Policy and Procedures\)](#)
- [Responsibilities of Faculty Members \(Statement and Procedures\)](#)
- [Responsible Conduct of Research \(Policy\)](#)
- [Sexual Violence Policy](#)
- [Workplace Harassment \(Policy\)](#)
- [Workplace Violence \(Policy\)](#)

### **FGS Policies**

- Academic Honesty - <http://gradstudies.yorku.ca/current-students/regulations/academic-honesty/>
- Academic Petitions and Appeals - <http://gradstudies.yorku.ca/current-students/regulations/petitions/>
- Intellectual Property - <http://gradstudies.yorku.ca/current-students/thesis-dissertation/intellectual-property/>
- 

### **Other York Resources**

- Code of Student Rights and Responsibilities - <http://www.yorku.ca/oscr/studentconduct.html>

### **Province of Ontario**

- Workplace Violence and Workplace Harassment - <https://www.labour.gov.on.ca/english/hs/topics/workplaceviolence.php>

It is essential in resolving conflict that all parties have the support they require. York University Offices that may provide support include, but are not limited to:

- Osgoode Mediation Clinic - <http://www.osgoode.yorku.ca/community-clinics/osgoode-mediation-clinic/>
- Centre for Human Rights, Equity and Inclusion - <http://rights.info.yorku.ca/>
- Counselling and Disability Services - <http://cds.info.yorku.ca/>
- Deans' Offices - <https://atlas.cookie.uit.yorku.ca/atlas/servlet/atlas/>
- Faculty of Graduate Studies - <http://gradstudies.yorku.ca/>
- Graduate Program Offices - <https://atlas.cookie.uit.yorku.ca/atlas/servlet/atlas/>
- Office of Student Community Relations - <http://oscr.students.uit.yorku.ca/>
- Office of the Ombudsperson - <http://ombuds.info.yorku.ca/>
- Personal Counselling Services - <http://pcs.info.yorku.ca/>
- York University Faculty Association - <http://www.yufa.ca/>
- York University Graduate Students' Association - <http://www.yugsa.ca/>

# Academic Policy, Planning and Research Committee

## Report to Senate

At its meeting of November 23, 2017

### FOR INFORMATION

#### 1. Vice-President Research and Innovation Annual Report

Vice-President Haché will present his annual report on research to Senate this month after reporting to APPRC on November 16.

Senators will note that the report highlights particularly important information that points to accomplishments and ongoing challenges relevant to academic planning and the pursuit of University Academic Plan and Strategic Research Plan goals. It does not paint the full picture of York's research activities, of course, but does open important spaces for dialogue. For example, in our consideration of the report, we noted the development of an *Equity, Diversity and Inclusion Action Plan* and suggested ways in which its principles, values and goals may be adapted for other purposes.

We encourage Senators to review the report in advance and prepare comments and questions.

Documentation is attached as Appendix A.

#### 2. Tracking Progress / Indicators Initiative

Discussion of the VPRI report at APPRC recalled the project launched by the Committee last January when it asked Faculty Councils to address the following questions:

How can York improve its tracking of progress and how can it use indicators to greatest advantage?

What specific indicators do you employ or should be employed to create the most inclusive possible set of indicators across the spectrum of scholarly, research and creative activities? Please provide concrete examples.

Responses were received from all Faculties and an effort at synthesis is underway. The Committee would very much like to reanimate a dialogue about tracking progress and indicators, and will do so in the near future. The conversation takes on additional importance in the context of our desire to influence system-wide indicators in SMA3 and to develop institutional ones that tell the York story fully and well.

# Academic Policy, Planning and Research Committee

## Report to Senate (cont'd)

### 3. APPRC / ASCP Forum of Ideas

APPRC will partner with ASCP to host a “Forum of Ideas” devoted to collegial discussion of successful program renovation and redevelopment. The idea behind the forum emerged from discussions this autumn about the utility of learning from colleagues how about why they embarked on major curriculum projects and how they went through the process. Members of APPRC believe that it would be helpful to learn from programs that have undertaken changes. Senators will be formally invited to this event, which will be open to the community.

Some details have yet to be finalized but the likely date will be in early February. We imagine an event at which one hour is devoted to posters and discussions during a wine and cheese reception, and one hour devoted to discussion with proponents.

### 4. Questions for Academic Planners

As previously reported, APPRC has agreed to continue the tradition of engaging the Deans, Principal and University Librarian as a prominent feature of the planning cycle. The Committee has requested written responses to two questions. In person-meetings will not be arranged except at the request of respondents or if there are aspects of a written submission that the Committee wishes to pursue in greater detail.

As we indicated to respondents, this year’s exercise coincides with a variety of internal initiatives related to renewal of the Strategic Research Plan, accelerating planning for the Markham Centre Campus, strategic enrolment management (not least in the context of SMA2) and recommendations developed by Institutional Integrated Resource Plan working groups. Most importantly, it comes two years after Senate approved the University Academic Plan 2015-2020. After a good deal of stage-setting last year, APPRC is now focused on the implementation of UAP priorities and objectives. Last year we were advised that the questions we pose should highlight the predominant themes of the UAP, while enhancing our tracking of progress on specific objectives over time. The wording of our questions reflects that advice.

Submissions of five pages in length are due by January 15, 2018. We have posed the following questions:

#### Question 1:

“Innovative, Quality Programs for Academic Excellence” form Priority 1 of the University Academic Plan. At the *unit* or *program level* specifically, which initiatives are being undertaken in pursuit of Priority 1? How and why did you identify, prioritize and develop these initiatives?

Please note that Senators are interested in understanding

- how “academic excellence” is understood by programs and the collegial processes undertaken to create that understanding
- how the pursuit of academic excellence will be measured internally and externally
- the factors contributing to, hampering, or preventing success in these undertakings

# Academic Policy, Planning and Research Committee

## Report to Senate (cont'd)

### Question 2:

Which of the other priorities and objectives of the UAP are commanding the greatest attention in 2017-2018, and why?

Senators are interested in understanding

- the factors that have promoted these objectives to the forefront
- what research objectives are being pursued and how in the context of promoting quality and academic excellence?

In discussions last year APPRC created space for planners to identify ways in which APPRC or Senate might be assistance or could help achieve pan-University goals. The Deans, Principal and University Librarian have been invited to do the same in written submissions this year.

### **5. Institutional Integrated Research Plan**

Provost Philipps is scheduled to bring APPRC up to date on the status of IIRP recommendations at its meeting of November 16. This will be a preliminary report which will afford an opportunity to provide input into the document. A fuller report will come to Senate in January 2018.

### **6. Markham Campus Planning**

APPRC will have a detailed discussion of planning for the Markham Centre Campus at its meeting of November 30. It will report to Senate on the outcome of its deliberations at the first opportunity.

### **7. Welcome to New Members**

The Committee is pleased to welcome its student members for the year, Auldrey Lopo and Martin Sers, both of the Faculty of Environmental Studies. The Committee is still without a member from AMPD and two student Senators. We hope these vacant positions will be filled soon.

T. Loebel  
Chair of APPRC



# VPRI Annual Update 2017

**Dr. Robert Haché, Vice-President Research & Innovation**

# Royal Society of Canada 2017

## Division of Humanities



**Richard C. Hoffmann**  
Professor Emeritus,  
Department of History,  
Faculty of Liberal Arts &  
Professional Studies



**David McNab**  
Associate Professor,  
Department of Equity  
Studies, Faculty of  
Liberal Arts &  
Professional Studies

## Division des Lettres et Sciences Humaines



**Marcel Martel,**  
Professor, Avie Bennett  
Historica Canada Chair,  
Department of History,  
Faculty of Liberal Arts &  
Professional Studies

## Division of Social Sciences



**Russell Belk**  
Professor, Marketing  
Specialization,  
Schulich School of  
Business



**Lesley A. Jacobs**  
Professor,  
Department of  
Political Science,  
Faculty of Liberal Arts  
& Professional  
Studies

## College of New Scholars, Artists and Scientists



**Deanne Williams**  
Professor, Department  
of English, Faculty of  
Liberal Arts &  
Professional Studies

# Canada Research Chairs 2017

## Tier 1



**David Hood**  
Faculty of Health



**Thomas Baumgartner**  
Faculty of Science



**Leah Vosko**  
Faculty of Liberal Arts &  
Professional Studies



**Michael Brown**  
Lassonde School of Engineering



**John Tsotsos**  
Lassonde School of Engineering



**Gordon Flett**  
Faculty of Health

## Tier 2



**Regina Rini**  
Faculty of Liberal Arts &  
Professional Studies



**Ethel Tungohan**  
Faculty of Liberal Arts &  
Professional Studies



**Raymond Kwong**  
Faculty of Science



**Chris Caputo**  
Faculty of Science

# York Research Chairs

Tier I



**Deborah Britzman**  
Pedagogy and  
Psycho-Social  
Transformations



**Eric Hessels**  
Atomic Physics



**Laurence Harris**  
Multisensory  
Integration



**Zheng Hong  
(George) Zhu**  
Space Technology

Tier II



**Kristin Andrews**  
Animal Minds



**Sapna Sharma**  
Global Change Biology



**Robert Allison**  
Stereoscopic Vision and  
Depth Perception

# Recognizing Leadership in Research 2017

## President's Research Excellence Award 2017



**Anne Russon**  
Associate Professor  
Department of  
Psychology

## President's Emerging Research Leadership Award 2017



**Amro Zayed**  
Associate Professor,  
York Research Chair  
Department of Biology

# Current York Research Chair Statistics

---

<b>Canada Research Chairs (24 Active Chairs)</b>	<b>Target</b>	<b>Occupancy</b>
Women	35% (8 Chairs)	25% (6 Chairs)
Visible minorities	15% (4 Chairs)	17% (4 Chairs)
Persons with disabilities	4% (1 Chair)	(N. L. #<5)
Aboriginal Peoples	1% (0)	(N. L. #<5)

---

## **York Research Chairs**

### **22 Active Chairs**

Women	45%	(10 Chairs)
Visible minorities	36%	(8 Chairs)

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## Additional YRC Statistics

Total	22
Affiliated with Social Science and Humanities	8
Affiliated with Natural Sciences / Health / Engineering	14
Centrally Supported	16
Faculty-based	3
VISTA funded	3

# Research Performance: Building Capacity for Research Success

SSHRC  CRSH

- Awarded 1 Partnership grant = \$3.6M - Linda Peake
- 25 Insight grants = \$3.1M
- 12 Insight Development grants = \$646,858.



- 48 Discovery grants = \$6.9M, (62% success rate)
- 5 Research Tools & Instruments grants = \$594,761 (36% success rate)

**INNOVATION.CA**  
CANADA FOUNDATION FOR INNOVATION | FONDATION CANADIENNE POUR L'INNOVATION

- Awarded largest ever CFI Innovation fund grant = \$3.1M.
- 6 awards in the John R. Evans Leaders Fund (JELF)



- 4 Early Researcher Awards
- -Ian Garrett, AMPD
- -Theodore Noseworthy, Schulich
- -Sapna Sharma, Science
- -Graham Wakefield, AMPD

**YORK**  
UNIVERSITÉ  
UNIVERSITY 

# York's National Rankings:

(Source: Research Infosource)

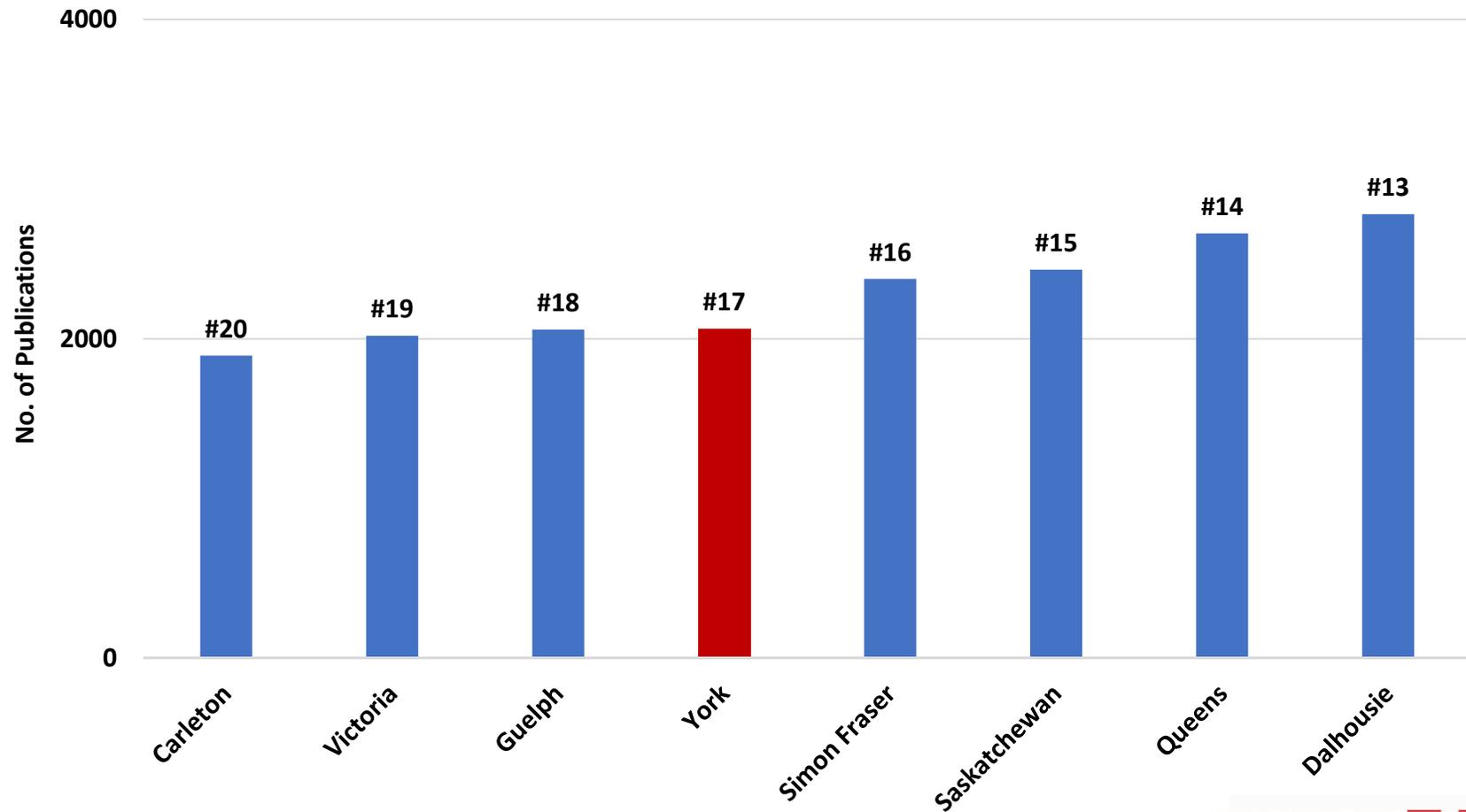
	FY2012	FY2013	FY2014	FY2015	FY2016
Publication Rank	#19	#19	#19	#19	#18
Publication Impact	#11	#11	#16	#26	#22
Publication Intensity	#33	#34	#30	#31	#26
Total Sponsored Research Income	#22	#22	#21	#21	#21
Research Funding Intensity	#38	#37	#39	#34	#36

\*Based on Thomson Reuters



# Research Productivity – Number of Publications 2016

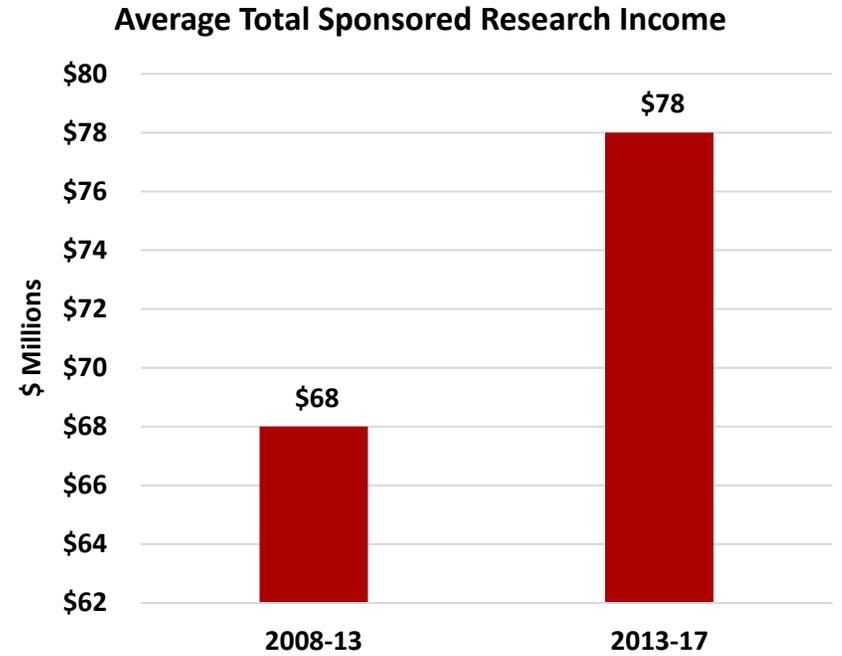
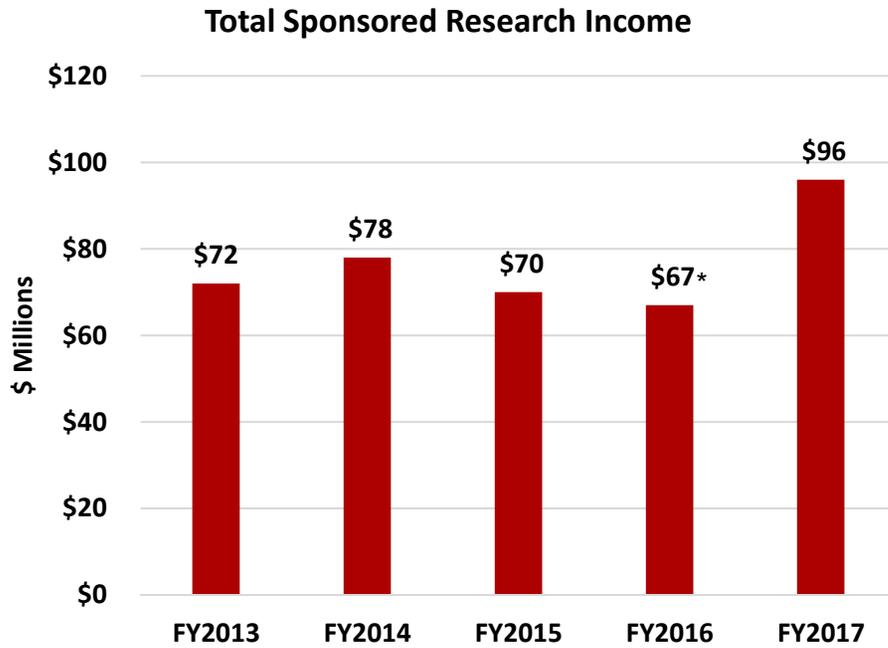
Source: SciVal Data



Ranking out of 49 Canadian Universities



# York's Sponsored Research Income

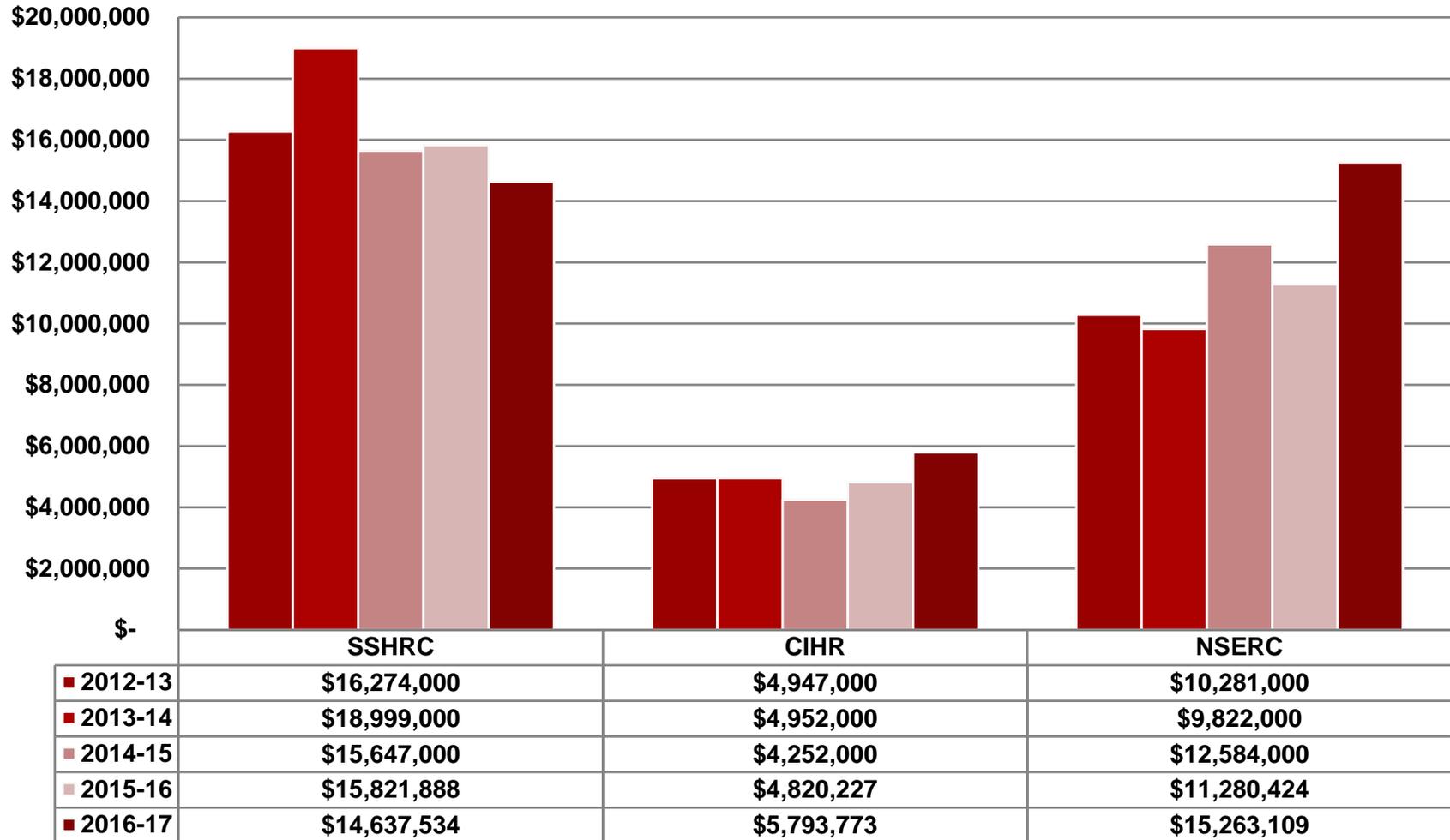


**Ranked #21 in Canada 2014-2016**

\* 2017 Research Infosource

# York Tri-Council Research Funding 'Federal Grants' Funding

Source: COFO Financial Report of Ontario Universities



12

total values for the three agencies under sponsored research are the amount which Research Accounting provides for fund 500 revenue plus the SSHRC and NSERC scholarships in fund 600

## Other Expressions of York's Scholarly & Creative Leadership

- Creative Activity (eg:)
  - Presented 2016 Media Architecture Summit
  - York Artists at Nuit Blanche
  - Work by York students, faculty and alumni featured at TIFF
  - Art Gallery of York University receives major awards for exhibitions, publication design and writing from Ontario Association of Art Galleries (OAAG)
- York continues to be a leader in disciplines where books are the primary form of scholarship
- Broad variety of Video & Web related outputs
- Capturing impacts through Altmetrics -under development

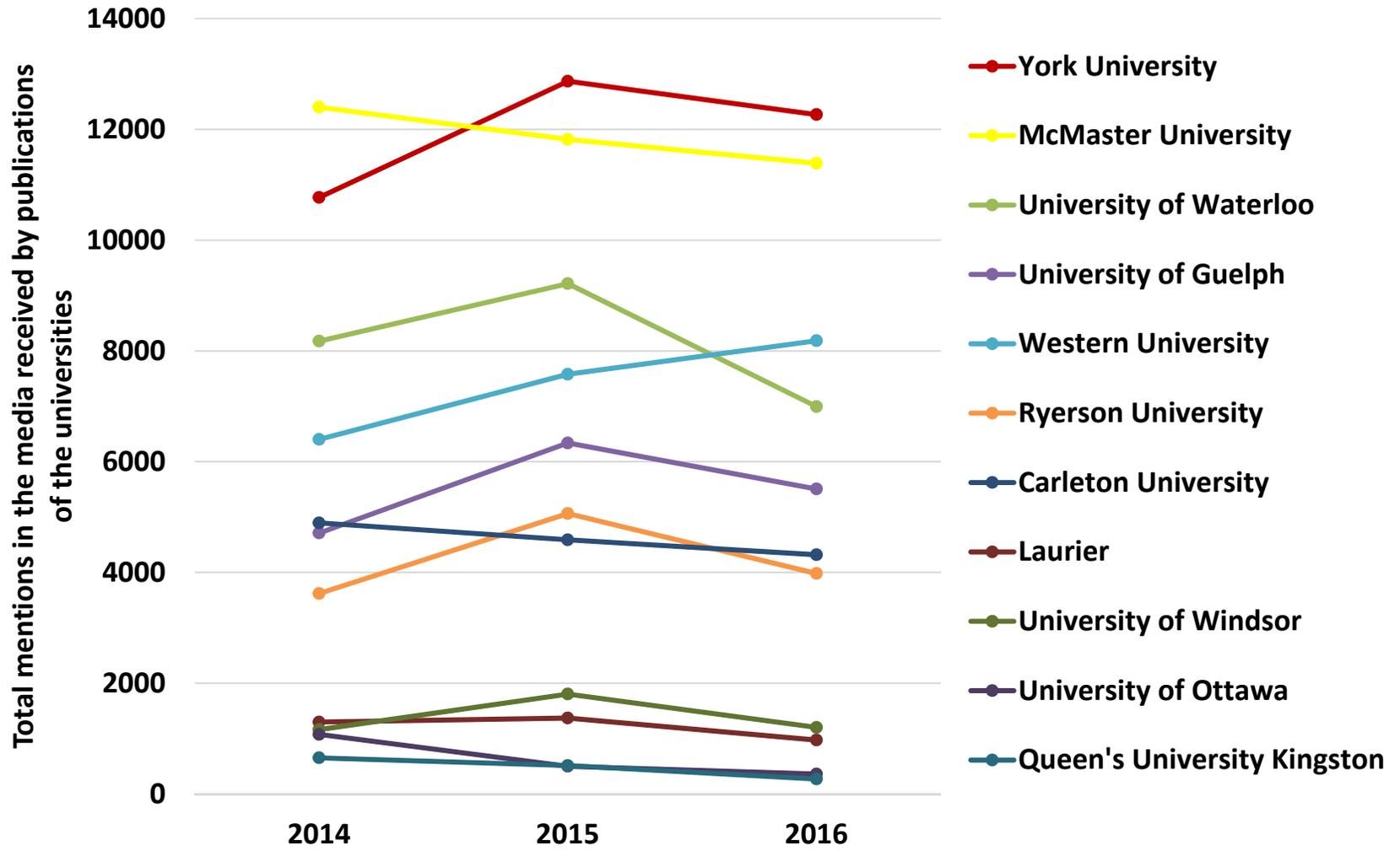


**agYU** **out there**

# Mass Media- Online Mentions- York Research

Source: SciVal

## York U is #2 in Ontario

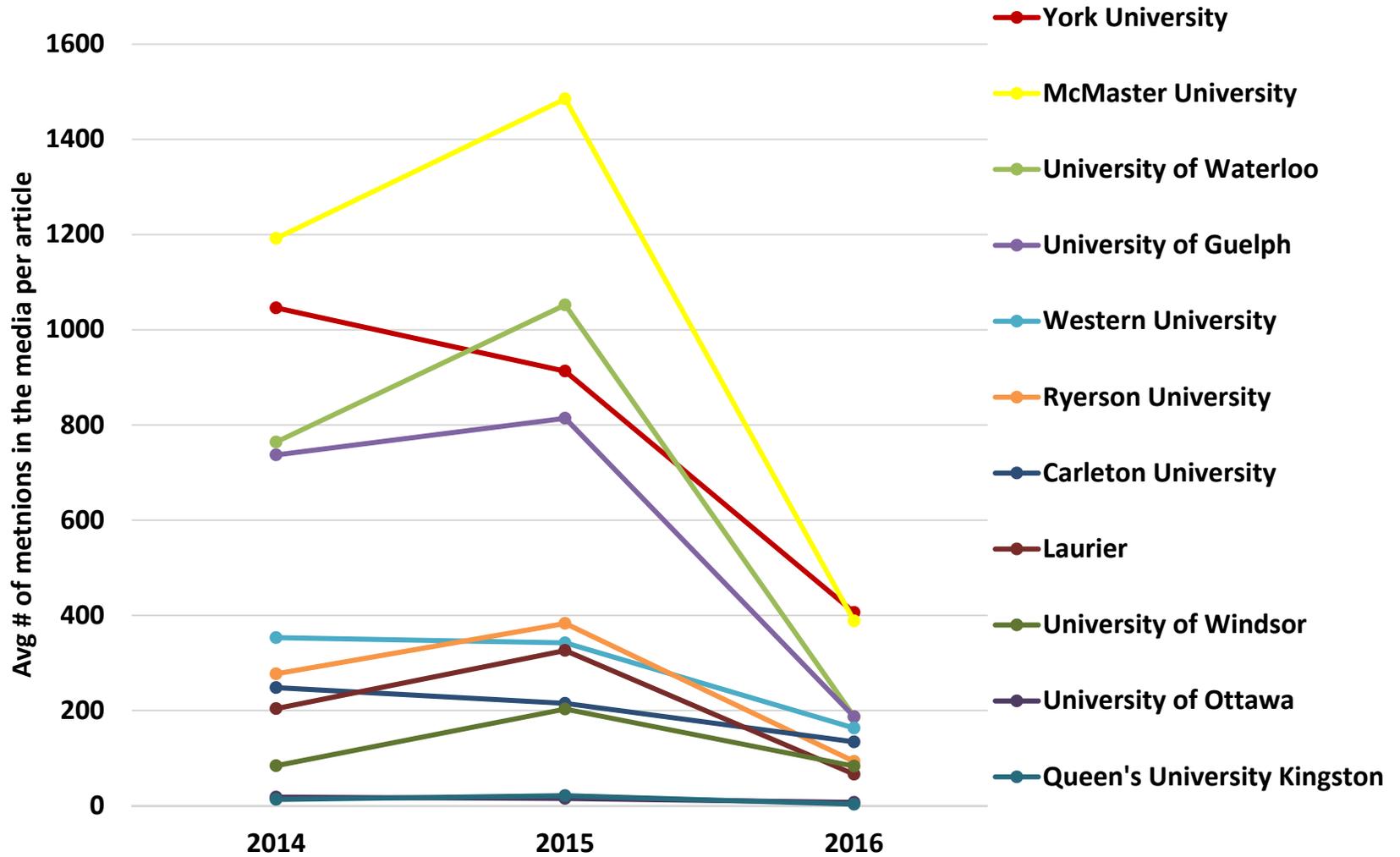


\*UofT removed from graph

# Media Exposure Print Mentions- York Research

Source: SciVal

## York U is #2 in Ontario



\*UofT removed from graph

# Developing York's Reputation as a Centre for Innovation



**Building the Innovation Umbrella**



# Innovation York

## *New Initiatives*

- Launch of IBM Innovation Space



- Expansion of LaunchYU mentorship program



Launch of the Aird & Berlis  
Startup Source Market  
Entry Award

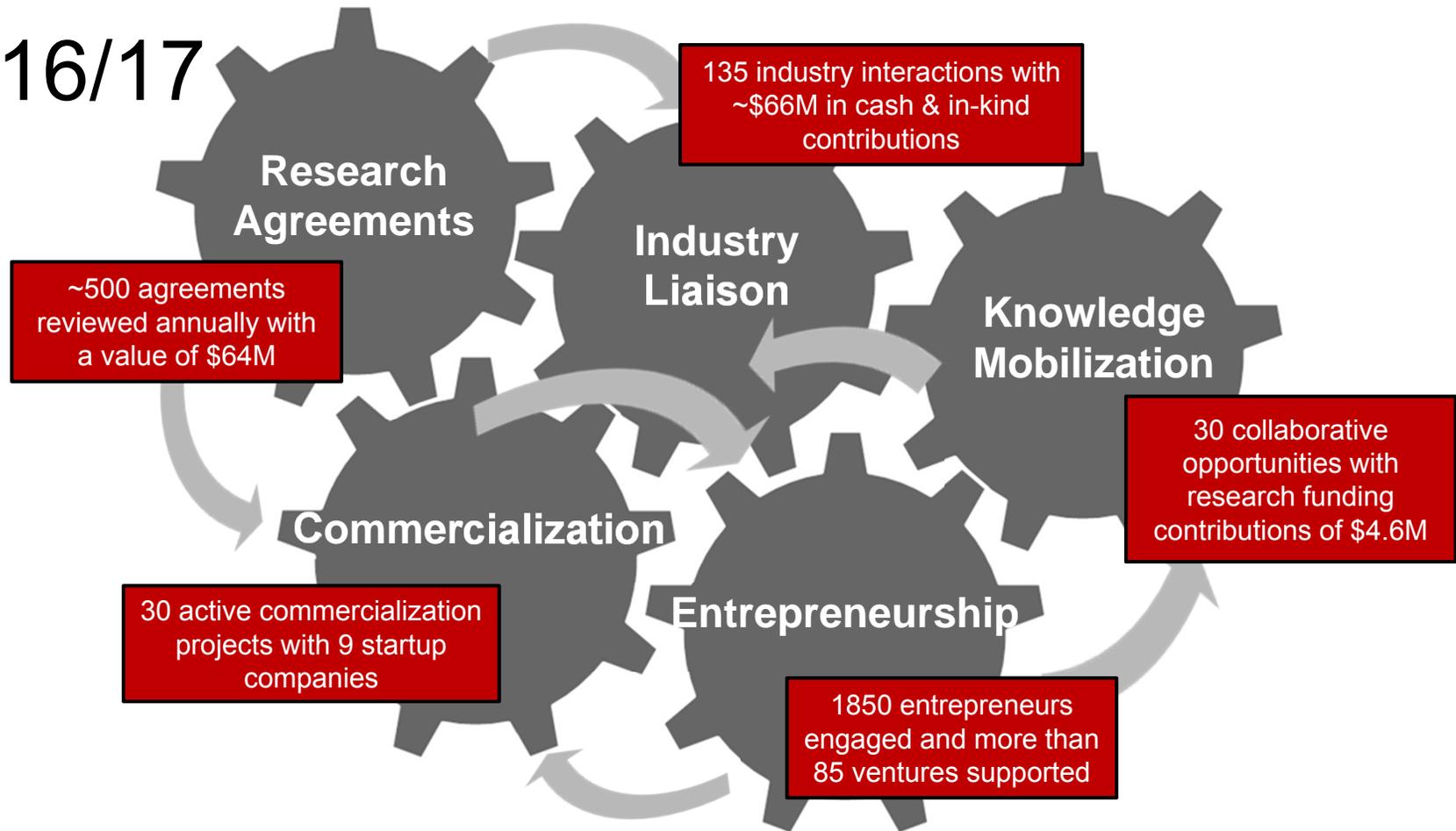


- Launch of new Innovation and Entrepreneurship Centre



# Innovation York Activity

2016/17



# Coming Attractions

- Development of a new Strategic Research Plan to provide a renewed vision for research development (2018-2023)
- PIER implementation through response in Faculty IRPs
  - Libraries/ Provost/ VPRI working to support units and Faculties to develop impactful Altmetrics
- New York *Equity, Diversity and Inclusion Action Plan* responding to CRC expectations
- Canada 150 Chair results December 2017
- Benefits of Supercluster and Strategic Innovation Fund engagement for universities
  - Training
  - Research Partnerships

# Comments, Questions, Discussion



## The Senate of York University – Minutes

**Meeting:** Thursday, October 26, 2017, 3:00 pm  
 Senate Chamber, N940 Ross

L. Beagrie (Chair)	L. Hammill	A. Perry
F. Van Breugel (Vice-Chair)	D. Hastie	L. Phillipps
M. Armstrong (Secretary)	M. Herbert	R. Pillai Riddell
A. Ahmed	R. Hornsey	A. Pitt
H. Ali-Hassan	R. Irving	J. Podur
C. Altilia	M. Jacobs	E. Porco
J. Amanatides	A. Kimakova	L. Porco
K. Amoui	J. Kirchner	F. Quadir
G. Audette	T. Knight	M. Rajabi Paak
A. Avolonto	J. Lazenby	A. Rakhra
S. Barrett	R. Lee	L. Sanders
M. Biehl	R. Lenton	V. Saridakis
O. Birot	C. Lewis	L. Sergio
S. Bohn	S. Liaskos	M. Sers
H. Campbell	T. Loebel	J. Sharma
J. Clark	A. Lopo	D. Skinner
J. Clodman	W. Maas	L. Sossin
A. Czekanski	C. McAulay	P. Szeptycki
A. Davis	P. McDonald	T. Tanweer
R. De Costa	K. Michasiw	C. Till
W. Denton	J. Michaud	G. Turlakis
Y. Dina	P. Millett	J. van Rensburg
I. Ferrara	T. Moore	G. Vanstone
N. Fisher-Stitt	J. Moores	R. Wellen
L. Fromowitz	A. Mukherjee-Reed	J. Wu
B. Gainer	J. O'Hagan	H. Wu
A. Glasbeek	S. Paradis	J. Yeomans
R. Grinspun		M. Zito

### 1. Chair's Remarks

The Chair of Senate, Professor Lesley Beagrie of the Faculty of Health, spoke of the celebration and inspiration characterizing Fall Convocation ceremonies and the installation of the President, welcomed new Vice-President Finance and Administration Carol McAulay to her first meeting of Senate, and expressed condolences on the passing of Professor Michael Michie, fondly remembered for his dedication and good cheer. A recent meeting of the Council of Ontario University Academic Colleagues reinforced the sense that York's collegial governance was a model of openness and positive interaction, and she encouraged Senators to preserve and enhance the space that has been created. Senators were encouraged to attend a roundtable sponsored by Enable York at 10:30 a.m. on Tuesday, November 7 in Room 519 Kaneff Tower.

# The Senate of York University – Minutes

## 2. Minutes

At the request of a Senator the minutes of the meeting of September 28, 2017 were removed from the consent agenda. Two changes to the text of item 10 b. were accepted:

- a new point was added that reads “There was insufficient attention in the draft paper to a stand-alone Faculty and its academic leadership and that a revised version should be prepared to address concerns raised”
- a reference to ADMS to read the School of Public Policy and Management

With these changes, it was moved, seconded and *carried* “**that Senate approve the minutes of the meeting of September 28, 2017.**”

The Provost advised that the Markham governance options paper had been amended to reflect discussion at the September Senate meeting by indicating that a Faculty model was in scope.

## 3. Business Arising from the Minutes

There was no business arising from the minutes.

## 4. Inquiries and Communications

### a. Academic Colleague to the Council of Ontario Universities

The Chair attended recent meetings of COU Colleagues and the Council on behalf of Professor David Leyton-Brown. She reported that discussions pivoted around the challenges associated with government-mandated change at Ontario universities. Strategies discussed in this regard included the role of Senate and the need for focused consultations at all levels to promote awareness of and appropriate responses to, directives from Queen’s Park. The meetings also yielded early insights into the province’s desire to increase STEM enrolments and develop an internationalization strategy. The Career Kick Start Strategy is now unfolding with the aim of promoting a highly skilled workforce.

## 5. President’s Items (R. Lenton)

President Lenton also recalled Professor Michie and his invaluable contributions to Atkinson College and personal support for her when she served as its Dean. Recent incidents that have touched the University community, including a vehicular accident that claimed the life of a York graduate student, served as reminders that we need to be mindful of the safety and wellbeing of others.

## The Senate of York University – Minutes

President Lenton gave thanks for the enthusiasm and community spirit that made her installation so memorable and heartening. Pointing to the monthly Kudos report, she offered highlights that included the largest CFI grant ever received by the University, the election of alumnus Jagmeet Singh as leader of the federal NDP, and recognition garnered for new buildings on campus. Following up on questions raised in September, the President confirmed that York is working closely with the management of the new Quad residences to ensure the implementation of appropriate security protocols consistent with University norms, including coordination with the University's security team and Toronto Police Services.

Now that the Ministry of Advanced Education and Skills Development has signed Strategic Mandate Agreement II, it is time to consider how best to influence system-wide metrics for the next round while developing indicators that tell York's compelling story fully and well. York is a partner in three of the ten Canadian Innovation Supercluster Initiative applications approved for the final selection round, and the University is in talks with the Ministry of the Environment and Climate Change on the possibility of locating a new facility on the Keele campus, one that should have benefits for research activities and could be an anchor tenant for a research park. York has indicated interest in Toronto's Amazon bid, but in any event should assess and pursue opportunities in the areas of Artificial Intelligence and STEM disciplines.

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

### Committee Reports

#### 6. Executive Committee

##### a. Election of Members of Non-Designated Senate Committees

The Vice-Chair presented candidates for election to Senate committees and confirmed that no other nominations had been received. It was moved, seconded and *carried* "**that nominations be closed.**" Senator Grinspun expressed his interest in membership on the Tenure and Promotions Committee.

##### b. Tenure and Promotions Document: Changes

It was moved, seconded and *carried* "**that Senate approve, without amendment, changes to the Tenure and Promotions Policy, Criteria and Procedures as set out in Appendix A.**"

It was asked what was meant by "area of teaching" in a part of the document not covered by the amendments. The Co-Chair of the Tenure and Promotions Committee agreed to take up this matter. The Vice-Chair stressed that units would need to adopt these changes approved by Senate in their own standards.

## The Senate of York University – Minutes

### c. Information Items

The Executive Committee's information items included the following:

- Senate committee vacancies and upcoming round of nominations
- Senate committee priorities for 2017-2018
- academic implications of the strike at Colleges of Applied Arts and Technology
- the Committee's response to an inquiry regarding Senate membership for students in the Faculty of Education and the need to adhere to rules concerning proxies and substitutes

## 7. Tenure and Promotions

The Tenure and Promotions Committee presented its annual report on Tenure and Promotions for 2016-2017. In doing so the Committee's Co-Chair stressed that the Committee has prioritized unit level standard reviews and feedback this year and will furnish updates to Senate. The Committee is also concerned about the following issues:

- some file preparations committee are evaluating rather than merely assembling and transmitting documentation
- unit standards not always shared with reviewers
- some Faculties are not following course evaluation guidelines regarding the need for student signatures

In response to questions the Co-Chair confirmed that some units have guidelines for alternate stream applications that differ from the Senate framework. In cases of inconsistency standards have been turned back to the originating units. Even so, it was argued that more detailed guidance should be given to units.

## 8. Tenure and Promotions Appeals

### a. Report on Appeals in 2016-2017

The T&P Appeals Committee reported on the outcome of two cases that it had dealt with in 2016-2017.

## 9. Academic Standards, Curriculum and Pedagogy

- ### a. Revisions to the Senate Policy on Sessional Dates and the Scheduling of Examinations

## The Senate of York University – Minutes

It was moved and seconded “**that Senate approve revisions to the Policy on Sessional Dates and the Scheduling of Examinations set out in Appendix A to provide for a four-day Fall Reading Week, effective FW 2018-2019.**”

The Chair of ASCP summarized the rationale for proposing the change and noted that it was made possible by the introduction of a personalized study day between students’ final class and first examination.

There were concerns that the amendments contradicted the express reasons for moving the autumn break to a date later in the term. For example, scheduling Reading Week in the days after Thanksgiving meant that classes would be barely one-third into the term whereas the current break coincided with test and examination preparation and assignment completion. Earlier breaks benefitted first year students but not the majority of students who were enrolled in upper years. A Senator doubted that a one-day pause between the final day of classes and first examinations could be implemented. The Registrar gave assurances that it would be possible to do so. At the same time, an increase in formal examinations increases pressures on scheduling and may be at odds with students’ interest in alternative forms of assessment. ASCP’s Chair acknowledged the impact of teaching practices and stressed the need for instructors to be flexible in order to make the earlier break work.

Those speaking in favour of the motion stressed the desirability of using the language of accommodation rather than access, addressing mental health, and adding two additional days for study and other pursuits. The York Federation of Students and the Student Representative Roundtable strongly endorsed the proposal. Longer autumn reading weeks were said to be the norm elsewhere and have worked well.

On a vote, the motion *carried*.

- b. Bachelor of Education and Bachelor of Education (Technological Education) Programs: Changes to Admissions Requirements

It was moved, seconded and *carried* “**that Senate approve revisions to the BEd admission requirements as follows, effective FW 2018-2019:**

- **for the Bachelor of Education (BEd) program (Consecutive option) to permit applicants of First Nation, Metis or Inuit ancestry to apply to the Primary / Junior certification level if they hold a secondary school graduation diploma; and**
- **for the Bachelor of Education (Technological Education) program to permit applicants with a Certificate of Qualification aligned with the Technological Education curriculum**

## The Senate of York University – Minutes

### c. Information Items

ASCP's report contained information on the following matters:

- sessional dates for the academic years of Fall-Winter 2018-2019, Fall-Winter 2019-2020 and Fall-Winter 2020-2021 based revisions to the Senate Policy on Sessional Dates and the Scheduling of Examinations approved at the meeting
- issues associated with the “Religious Observances” clause of the Senate Policy on Sessional Dates and the Scheduling of Examinations, the guidance ASCP has issued for interpreting the clause, and the aims of an exercise geared toward clarifications and revisions
- its comments on the consultation paper on governance models for the new Markham Centre campus

ASCP also reported having approved minor modifications for the following programs

#### Faculty of Environmental Studies

- waiver of Section 5c of the Senate Policy on Sessional Dates and the Scheduling of Examinations for ENVS 4800 3.0 Advanced Topics in Environment and Health, to permit the intensive week-long course to be offered during February Reading Week at York's co-campus in Costa Rica

#### Faculty of Graduate Studies

- a change in name of the specialization in History and Theory of Psychology to Historical, Theoretical, and Critical Studies of Psychology, Graduate Program in Psychology
- a minor change to the requirements for the MA and PhD programs in Psychology, Clinical Psychology Specialization, Clinical Neuropsychology Sub-specialization
- a minor change to requirements for the MA in Development Studies

## 10. Academic Policy, Planning and Research

### a. Provost's Autumn Report Focusing on Complement and Enrolments

The Provost presented the autumn report focusing on complement and enrolments. The 2016-2017 year had been a success, from a surge in first choice applications to strong conversions. There was still room for improvement overall, particularly in the case of domestic 105s. No program had lowered their cutoffs and retention had improved. Enrolment challenges will continue due to a flow through trend that will see somewhat small upper year enrolments. Summer enrolments were not as healthy as hoped and an analysis is being undertaken to understand the reasons why and how to address them.

## The Senate of York University – Minutes

A number of innovative first year strategies had proven beneficial and were worthy of study and emulation. Goals for the period covered by Strategic Mandate Agreement 2 including capitalizing on rebounding applications, undergraduate enrolment growth in select areas and strengthened graduate enrolments.

A Senator observed that University's Website remains difficult to navigate for those interested in part-time studies, and that non-traditional student recruitment efforts were lacking. The Provost agreed to follow up on this matter.

With regard to complement data, an increase in failed searches is being analyzed. Student / faculty member ratios are improving but continued improvement is contingent upon an increase in faculty members (which remains a high priority for the University).

Comments generated by the report included the following:

- graduate enrolment outlooks are not promising given the real and growing anxieties felt about the future, mental health challenges and the diminishment of services (in this regard it was noted that FGS has a Wellness Services office)
- the complement recovery chart appeared to mask discrepancies in faculty hirings, and data provided to the Board suggested that the complement in LA&PS was down
- it would be helpful for these reports to include more detailed information about contract faculty numbers to provide a full sense of teaching resources
- alternate stream appointments now represent approximately five per cent of the overall complement
- searches can fail for a number of reasons such as the lack of a spousal hiring policy, immigration issues, disagreements within committees, and awaiting another opportunity in the hopes of attracting even more qualified candidates
- it is essential to have a nuanced discussion about the interplay of complement and enrolments, one that takes into account both University trends and Faculty-specific considerations

### b. Other Information Items

APPRC provided information on these items:

- progress on the Strategic Research Plan renewal process
- Markham Centre Campus planning
- the University Academic Plan and Engagement of Senate and the Collegium
- the development of questions for the Deans, Principal and University Librarian and variations in the proposed form of engagement
- major items expected in November

## The Senate of York University – Minutes

APPRC will hold a detailed discussion about the state of Markham Centre Campus planning in November, after which it will report to Senate. The Committee aims to keep Senators apprised of developments and alert to challenges and opportunities. On the academic planning front, the Committee will try a novel format in the hopes of enriching planning dialogues involving the Deans, Principal and University Librarian. In general, APPRC wants to widen and maintain a positive space for exchanges. In this light, consideration is being given to a forum that will provide opportunities for narratives about experiences with program innovations.

There were comments that the collegium has been barred from participation in meaningful planning exercises. Too often, it was argued, colleagues are left out of fundamental conversations about the nature of quality, research enhancements, governance and overall planning. It is imperative to re-engage faculty members in academic planning, not least contract faculty members who are frequently left out of structures and processes, including searches. It was also thought that Markham discussion papers needed to incorporate more provisional language so as not to pre-empt interrogations of basic planning assumptions. In response, the President noted that the academic leader of Markham is now styled as a Deputy Provost with a five year term. She agreed that it was important to engage contract faculty members in collegial processes. To that end, one will be invited to serve on the Provostial search committee. About Markham governance, the Chair of APPRC stressed that the Committee is very much interested in flexible, fair and practical solutions.

### 11. Other Business

There being no further business, it was moved, seconded and *carried* “**that Senate adjourn.**”

### Consent Agenda Items

#### 12. **New field in Socio-Cultural and Policy Studies in Sport and Physical Activity in the Graduate Program in Kinesiology and Health Science, Faculty of Health / Faculty of Graduate Studies: Establishment**

*Senate approved by consent* an ASCP recommendation to establish a new field in Socio-Cultural and Policy Studies in Sport and Physical Activity in the Graduate Program in Kinesiology and Health Science, Faculty of Health / Faculty of Graduate Studies

#### 13. **Change Admission Requirements for the Master of Arts in Information Systems and Technology, School of Information Technology, Faculty of Liberal Arts & Professional Studies / Faculty of Graduate Studies**

*Senate approved by consent* an ASCP recommendation to change admission requirements for the Master of Arts in Information Systems and Technology, School of

## The Senate of York University – Minutes

Information Technology, Faculty of Liberal Arts & Professional Studies / Faculty of Graduate Studies.

### 14. Senators on the Board of Governors re: October 3, 2017 Meeting of the Board

Senate *received* a synopsis of the October 2, 2017 meeting of the Board of Governors as presented by Senator Mutimer and Senator Sergio.

L. Beagrie, Chair \_\_\_\_\_

M. Armstrong, Secretary \_\_\_\_\_