



York University Senate
Electronic Voting on Committee Recommendations
Conducted June 21 to June 29 2018

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Executive Committee

Supplemental Report to Senate

Recommendations for Electronic Voting, June 2018

FOR ACTION

1. Nominee for Election as the Vice-Chair of Senate

Senate Executive recommends the following individual as a candidate for election to the position of Vice-Chair of Senate for an eighteen-month term beginning July 1, 2018 and as Chair of Senate for an eighteen-month term beginning January 1, 2020.

The nominee served with distinction as the Chair of the Academic Policy, Planning and Research Committee of Senate in 2010-2011 and 2011-2012, and has extensive governance experience on a wide array of unit, Faculty and University bodies.

No further nominations were received prior to the start of the June 14 meeting of Senate.

Final approval for nominees is given by Senate on a motion "**that nominations be closed.**"

Vice-Chair of Senate (Full-time faculty member; 1 vacancy; eighteen-month term as Vice-Chair after which an eighteen-month term as Chair; Senate Executive meets on the third Tuesday each month at 3:00 p.m.; Senate meets on the fourth Thursday of the month at 3:00 p.m.)

Alison Macpherson, Professor, Kinesiology and Health Studies, Faculty of Health

Lesley Beagrie, Chair
Franck van Breugel, Vice-Chair

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

Recommendations for Electronic Voting, June 2018

For Action

New Programs

- 1. Establishment of a Master of Science Degree Program in Management Practice**
• School of Administrative Studies • Faculty of Liberal Arts & Professional Studies / Faculty of Graduate Studies

ASCP recommends,

That Senate approve the establishment of a Master of Science degree program in Management Practice, anchored in the School of Administrative Studies, Faculty of Liberal Arts & Professional Studies, pending approval to commence by the Quality Council.

Rationale

The proposed program marks the first one for the Markham Centre Campus. It is planned to commence in the F/W 2021-2022 academic year, coincident with the launch of the new campus, and reach its steady state of 50 students by 2024.

Framed around four specializations in applied accounting, applied marketing, entrepreneurship & innovation and managing in professional contexts, Management Practice (MScMP) is a professional masters program designed to provide training in applied research and analysis of business data. A key feature and strength of the program is its rooting in experiential education, delivered through partnerships with big data and data analytics industries located in Markham. All courses in the MScMP are new and unique to it, having been created to support its learning outcomes. The full proposal (in Appendix A) elucidates in detail the program objectives and set of learning outcomes aligned to the degree requirements. The external reviewers note the scholarly expertise of the faculty members at the School make it well equipped to offer the rigorous program. Enhancements were made to the program in response to reviewers' recommendations.

Based at the Markham campus, the program aims to address local industries' need for, and students' interest in, graduate management education. Its target cohort of students are those with undergraduate degrees in business, which distinguishes it from the recently introduced Master of Management program at the Schulich School of Business which is structured as a program for graduates of non-business undergraduate degrees.

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

Consultation on the proposed new program was undertaken as required by York's Quality Assurance Procedures. A decanal statement from Schulich (included in Appendix A) conveys its support for the new initiative. Provincially, several universities offer MSc degree programs in Management, most of which are research-based programs leading to doctoral studies. The construct of the MScMP at York differs in that it will be a terminal masters program providing applied methodological and research training.

Concrete resource planning for a program slated to commence three years out at an in-development campus is an unusual and challenging scenario. Dean Mukherjee-Reed has expressed – both in writing and in person to ASCP - the Faculty's firm commitment to offer this new graduate program and dedicate the required resources to do so. Resources have been earmarked for: additional full-time faculty appointments to help deliver the curriculum and graduate supervision, while also sustaining the large undergraduate Bachelor of Commerce program; new non-academic staff positions to manage its administrative functions; and program-specific support services for students at the new campus. The statement from the Vice-President Academic and Provost reinforces the University's commitment to authorize the new faculty positions for the program.

Approvals: FGS Council 10 May 2018 • ASCP 30 May 2018 • APPR 7 June

2. Establishment of a Graduate Diploma in Management • School of Administrative Studies • Faculty of Liberal Arts & Professional Studies / Faculty of Graduate Studies

ASCP recommends,

That Senate approve the establishment of a Diploma in Management (Type 3¹) anchored in the School of Administrative Studies, Faculty of Liberal Arts & Professional Studies, effective F/W 2021-2022.

Rationale

The Diploma in Management is a companion program to the Master of Science in Management Practice, and will also be housed at the Markham Centre Campus. It will provide a dual-function:

- offer undergraduate non-business degree holders for-credit graduate education in introductory management to enhance career opportunities

¹ A diploma offered as a stand-alone, direct-entry program, generally developed by a unit already offering a related Masters or Doctoral degree, and designed to meet the needs of a particular clientele or market.

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

- provide a pathway to the Master of Science in Management Practice for graduates of non-business undergraduate degrees

The external reviewers speculate a target audience for the Diploma will be current employees at the many large companies based in the rapidly growing York Region looking to gain a professional credential. Direct competitor programs in the immediate and surrounding areas are minimal. As such it is expected to be a draw, including for Internationally Educated Professionals (IEPs) already located in Canada.

The intensive two-term program will provide a basic comprehension of the disciplines in business. It requires the completion of eight two-week core modules and a capstone course for a total of 15 credits. Students select their modules from among a group of eight management-focused and two public sector management-focused ones; the latter delivered by faculty members in the School of Public Policy and Administration. The Diploma will be offered on both a full-time and part-time basis, and will include weekend and evening courses to enhance access. Comprehensive consultation with external stakeholders significantly influenced the development of the program learning outcomes, its modular design and the integration of experiential learning in the new curriculum.

As the Diploma is linked with the MSc in Management Practice, so too are its resources. The resources needed to offer the Diploma have been bundled together with the new degree program and, therefore, encompassed within the plans and commitments articulated for the MSc program, noted above.

Approvals: FGS Council 10 May 2018 • ASCP 30 May 2018 • APPR 7 June

Kim Michasiw, Chair

YORK UNIVERSITY

Faculty of Liberal Arts and Professional Studies

Faculty of Graduate Studies

Proposal for Master of Science in Management Practice

June 2018

Intended start date: Fall 2021 (Markham Centre Campus opening)

Location: Markham Centre Campus

Committee members: Alex Rusetski (Chair), Pilar Carbonell, You-Ta Chuang, Joanne Jones, Jonathan Kerr, Marcela Porporato, Hassan Qudrat-Ullah, Adriano Solis, Gary Spraakman, Nabil Tahani, Kelly Thomson and Fuminori Toyasaki.

The committee members thank colleagues, staff and students from the School of Administrative Studies and the Faculty of LA&PS who have collaborated on and supported the development of this proposal. Thanks also to the members of York University community and external partners who have provided invaluable input throughout all the stages of this proposal.

1. Introduction

1.1 Brief Statement of the Degree Program

The Master of Science in Management Practice (MScMP) is a graduate program designed to train future leaders to run organizations with a focus on applied research and analysis of business data that inform evidence-based decision making. The program pays special attention to research methods. The program is developed by the School of Administrative Studies to be offered at York University's new Markham Centre Campus in partnership with organizations such as IBM, Nielsen, York Region, etc. The MScMP will provide flexible course offerings, including blended and evening/weekend courses to better target professionals who desire to obtain a graduate degree in management while continuing full-time employment. The program is designed to allow completion within three terms (one year), provided that the candidate has an undergraduate business degree and adequate quantitative preparation at the time of admission to the program. Candidates without an adequate business and/or quantitative background will be required to complete preparatory courses. Part-time students may take longer time to complete the program. The program will be offered year-round with one admission point in the Fall.

The proposed designation, Master of Science, reflects the program's focus on both scientific knowledge and analysis. As such, the program requires quantitative skills, generally the statistics obtained in an undergraduate business program, as an entry prerequisite. The program will provide the students with a solid conceptual and methodological foundation for research design and data collection. It will introduce the latest analytical techniques and will require a major applied research paper or work placement with a strong applied research component to complete the program. This design follows an emerging trend in the business discipline to use applied research and quantitative methods to train future organizational leaders. The trend is evident not only in increasing number of Master of Science business programs around the world, but also in the fact that most of business program ranking agencies (e.g., *Financial Times*¹) have included a ranking of Master of Science in Management programs.

1.2 Specializations

The MScMP program will provide the following specializations within the management field:

- **Applied accounting research**, focusing on embedding analytics in financial decisions regarding revenue management, performance management, assurance, and risk;
- **Applied marketing research**, focusing on the methods of gathering primary and secondary data related to consumer behaviour and market performance and on the ways of analyzing, interpreting, and acting on these data;
- **Entrepreneurship and innovation**, focusing on developing an understanding of how structured analytical approaches to evaluating market and product-based opportunities and their alignment with operational structure can enhance outcomes. In this stream, various theories and analytical methods are used to assess these opportunities and their potential before launch and to explore market behavior and possible reactions after launch;
- **Managing in professional contexts** focusing on using qualitative and quantitative techniques to understand, define and generate solutions to the distinctive organizational challenges that emerge in professional contexts from medicine to higher education that are distinct from traditional

¹ <http://rankings.ft.com/businessschoolrankings/rankings>

organizations. In this stream, students will deepen their theoretical understanding about how organizing occurs in professional contexts and drawing on analytical techniques and critical thinking skills, how they can apply this learning to improve outcomes;

- **Supply chain management**, with application of analytics to the design, operation and improvement of activities and networks associated with the flow of materials, products and services, as well as relevant information, from suppliers through end users, aimed at minimizing cost and maximizing overall value along the supply chain. In this stream, the use of various analytical methods in planning and coordination of demand and supply, planning and management of inventories, and other key supply chain concerns will be examined.

1.3 Method Used to Develop the Program

The program has been designed by members of the School of Administrative Studies (SAS) working closely with the School's Markham Planning group and other relevant stakeholders. The scope and focus of the program was determined through consultations with 1) prospective students who are currently enrolled in SAS advanced undergraduate courses; 2) colleagues from all areas of the SAS; and 3) potential employers and partner organizations.

Potential employers and partners include executives of large companies with a strong presence in Markham and York Region and senior administrators of York Region responsible for business development. The key questions asked at the consultations were a) what set of skills is currently in highest demand; and b) what kind of curriculum would allow to fill this demand. Evidence emerges from these consultations that companies are demanding 'evidence-based management' that comes from cross-disciplinary education. The proposed program is designed to provide its graduates with hard and soft skills that enable them to manage organizations using decision inputs obtained from collecting and analyzing relevant data. At the initial proposal stage, the following executives expressed their support for the proposed program:

- Dino Basso, Commissioner for Corporate Services, Regional Municipality of York
- Sanjeev Gill, National Industry Executive for Research, IBM Canada
- Carolyn Parkinson, Vice President Human Resources, Nielsen Canada
- Stephen Kouri, Vice-President, Sales & Trade Marketing, Smucker Foods of Canada
- Ray Kong, Executive Vice President, Loyalty, Ipsos Canada
- Fang Chang, PhD, Director Model Quantification, CIBC
- Terry Volpel, President and CEO of ISM-Canada, the Canadian affiliate of the Institute for Supply Management

The investigation of the industry demand was complemented by the look into the student interest. Consultations with students included: 1) informal and unstructured consultations with several students in advanced courses of the Bachelor of Administrative Studies program, soon to be renamed Bachelor of Commerce, which were conducted in Fall and Winter 2017; 2) a discussion with three members and leaders of professional students' clubs who made a presentation during the School meeting in March 2017; 3) a survey of students enrolled in Summer 2017 3000- and 4000-level classes (252 students completed pen-and-pencil surveys with additional 14 completing an online version of the survey); 4) an online survey of leaders of New College student clubs (4 clubs responded); and 5) discussions with recent alumnae that continue to collaborate with the School in diverse capacities conducted in June 2017. The key questions were: a) to what extent do current SAS students need a boost in skills to be competitive in the job market; b) how attractive would the proposed master's program be for current undergraduate SAS

students, and c) what specific features and characteristics will ensure a high demand for the program. The evidence collected suggests that many students believe that a simple undergraduate degree might not be enough to land a meaningful job in a reasonable time. Majority of respondents indicated that a master's degree can improve their chances of getting a job. The data points to a substantial potential demand for the proposed program mainly due to perceived quality of the undergraduate program, location and familiarity with course directors and staff. Discussions also suggested that there is a demand for specific skill sets, often related to big data and data visualization, which the students need to improve their chances for employment.

The involvement of external stakeholders is expected to be ongoing with the program being periodically reviewed and updated to adapt to the changing market conditions.

1.4 Faculty and Unit

The MScMP will be anchored at the School of Administrative Studies, which is part of the Faculty of Liberal Arts and Professional Studies and offered at York's new Markham Centre Campus.

2. General Objectives of the Program

2.1 Brief Overview

The proposed MScMP program will provide students with analytical skills and knowledge required of middle and upper-level management positions in organizations that rely on data to make decisions. This includes almost all types of established and emerging organizations (non-profit, government, for profit) across a range of industry sectors (agriculture, manufacturing and services).

More specifically, the program aims to ensure that students:

- understand the importance of evidence-based decision-making for improving an organization's performance and understand the limitations of particular types of data and analytical tools;
- are familiar with key methods of qualitative and quantitative research, data collection and analysis;
- are familiar with emerging trends and tools in cognitive technology in data analytics;
- are able to apply relevant theories, methodologies, and critical thinking skills to solve organizational/management problems and issues.
- are able to identify sources of information and data best suited to inform managerial decisions in the selected specialization while understanding ethical considerations in using personal data for research;
- are able to work efficiently in groups and teams and to effectively communicate analyses, outcomes and conclusions to a range of audiences;

2.2 Alignment with University and Faculty missions and academic plans

The proposed MScMP program responds to the University's 2014-17 Strategic Mandate Agreement (SMA) that identifies business as a program area of strength (pp. 4, 13) and Business/Management /Administration as a program area of growth (p. 13). The SMA also specifies that "*requests for future program approvals during the course of this Agreement may include not only areas of growth but areas of strength as well*" so the proposed management-focused graduate program aligns with the mandate well. The priority role of business is also reflected in the University Academic Plan (UAP) for 2015-2020: "*Increasing comprehensiveness requires that we expand in the areas of health, engineering, science, business and professional programs...*" (p.12). The proposed program expands the breadth and scope of business and professional programs offered by York University thus advancing it toward the goals set by the UAP.

Experiential learning approach which is a significant part of the proposed program is listed as an area of strength in the SMA (p. 7). Similarly, the UAP sets a priority goal to "*incorporate to the extent possible an experiential component in every program including activities such as ... community based or community service learning, local or international internships or cooperative placements, field studies, research opportunities including capstone independent research projects, etc.*" (p.18). The proposed program responds to his goal by partnering with major providers of business analytics tools like IBM and Nielsen and incorporating on-site research projects as an option for its capstone portion.

The requirement for a major applied research paper or an applied research focused work placement of this program is aligned with York University's Strategic Research Plan (SRP) 2013-2018, as it is intended to enhance the scholarship of socially engaged research (p.25), but most importantly is to integrate research in education (pp. 28, 29). While the SAS faculty are actively engaged in academic research and publish in top-tier journals, their opportunities to teach at the graduate level are still limited. The proposed program will allow SAS faculty to share the results of their academic pursuits with a motivated and prepared student body through the program developed and managed by the School of Administrative Studies.

As one of the largest interdisciplinary faculties in Canada, the Faculty of Liberal Arts and Professional Studies is committed to offer relevant programs including professional programs and with this respect, the proposed MScMP will enrich the Faculty's portfolio of such programs. Evidence based decisions in all types of organizations are critical, so the proposed MScMP is geared to enhance students' exposure to how evidence is gathered, organized, communicated, and acted upon. The skills to be acquired will be of particular use for liberal arts graduates, for that reason enrolment will be capped at a level that can be managed by the program and its available resources. Projected enrolment can be achieved, and it will contribute to the Faculty's overall graduate enrolments projections.

The UAP sets seven priority areas for the University future development. It lists opening a new campus at Markham as an important step towards expanding the University's reach and specifies the priority of ensuring a superior campus experience for students there. A part of the process of enhancing student experience is offering a complete package of relevant programs. A master's program in business complements the offering in the area which is established as one of priority fields to be offered at York's new Markham location. The proposed program will not only provide growth mandated in the SMA, but also demonstrate the University's commitment to offering a high quality, multi-tiered management program at Markham.

3. Need and Demand

3.1 Similar Programs Offered at York and by Universities in Ontario and the Rest of Canada

The proposed program does not overlap significantly with any other master's programs at York University and will be the only one of its nature and scope at Markham campus. Lassonde School of Engineering is planning a Professional Master of Data Science and although there might be some overlaps in the statistical treatment of data, the focus of the proposed MScMP program is on several specific areas of business/management rather than on data management and analysis.

The Schulich School of Business (SSB) offers the MBA program, Master of Business Analytics, Master of Management (MMgt), and prepares to launch the Master of Marketing (MMKG) and Master of Supply Chain Management (MSCM) programs, all at the Keele campus. While some content overlap is unavoidable - all programs are in business/management fields, - the proposed MScMP program differs by the population targeted and/or by learning objectives. The MBA is a flexible two-year program which requires at least two years of work experience to be admitted and focuses on developing managerial and leadership skills for general management positions in 18 areas of specialization. The MScMP is a direct-entry one-year program for students with previous business education². More importantly, the MScMP provides greater focus on analytical techniques and the use of big data in five areas of specialization, this way providing students with a more specialized, technical skills set compared to the MBA.

The other four master's programs are direct-entry full-time programs and target (MMgt) or accept students with non-business degrees. The MBAN prepares general specialists in business analytics. The MScMP is different in two aspects: a) it has a strong managerial focus on top of the analytics training focusing not only on data collection and analysis but also on application of the analysis' results; and b) having five specializations, the MScMP can focus on tools and software relevant to specific areas of management. Unlike the highly specialized MScMP, the Master of Management provides a broad base of managerial knowledge preparing students for new careers in business or management. The general areas of SSB's MMKG and MSCM overlap somewhat with respective areas of specialization in the MScMP, but the key focus of the proposed program is on training students to collect relevant data and use the to inform managerial decision using the tools most relevant to specific areas.

In summary, the program we are proposing targets a different set of students (those with prior business education), is flexible enough to be completed part-time, and trains candidates focusing on specific aspects of their selected areas of interest of the management field. The MScMP will be offered at the new Markham Centre campus and is designed to capture an untapped demand for applied management research graduate education at York University and in the York Region. The proposed program will allow York University to open the Markham City Centre campus with a well-rounded set of graduate and undergraduate management programs making it more attractive to domestic and international students. Table 1 and Table 2 provide additional detail of programs offered or planned at York University.

² Students without a prior business degree will have to earn a graduate diploma in a management-related field by taking, for example, a Graduate Diploma in Management currently being proposed by the SAS. This will introduce some general management content similar to the MBA and bring total program length up to two years making it comparable in terms of time commitment to other two-year direct-entry master's programs. But the learning objectives of the proposed master's program remain substantially different.

Table 1: Master's programs offered by Schulich School of Business

	Description	How the MScMP is different
Master of Business Administration (MBA)	A flexible two-year program with a requirement of two years of work experience. Provides management and leadership skills in 18 areas of specializations. Offered at Keele campus and at downtown Toronto location.	The MScMP has no work experience requirement. It focuses specifically on analytical tools and use of data to inform managerial decisions in 5 areas of specialization. Students with prior business education can complete the program in one year. The program is created specifically for Markham campus.
Master of Business Analytics (MBAN)	A full-time day program. Focus on data management and analysis with certification in SAS software. The focus on management in general is secondary. Offered at Keele campus.	The MScMP aims at preparing managers rather than analysts. The main focus is less on methodologies and more on application of the results of the analysis in running of an organization. The MScMP provides flexibility in scheduling to accommodate working students.
Master of Management (MMgt)	A direct entry full-time day general management program aimed at candidates with non-business undergraduate degrees. Offers no specializations. Offered at Keele campus.	The MScMP targets candidates with quantitative strengths and business degrees. It also has an applied research focus reflected in its courses and the requirement of an MRP or an approved substitution and allows students to specialize in one of the five specializations. The MScMP provides flexibility in scheduling to accommodate working students.
Master of Marketing (MMKG)	A proposed direct entry full-time day program aimed at candidates with non-business undergraduate degrees. Prepares student for taking positions in marketing. To be offered at Keele campus.	The MScMP targets candidates with business degrees. Its Marketing Research specialization has a specific focus on research design and data analytics with the goal to prepare rigorously trained candidates for analytical job positions in the marketing field. The MScMP provides flexibility in scheduling to accommodate working students.
Master of Supply Chain Management (MSCM)	A proposed direct entry full-time day program aimed at candidates with non-business undergraduate degrees. Prepares student for taking positions in supply chain management. To be offered at Keele campus.	The MScMP targets candidates with business degrees. Its Supply Chain Management specialization has a specific focus on research design and data analytics methods with the goal to prepare rigorously trained candidates for analytical positions in the field of supply chain management. The MScMP provides flexibility in scheduling to accommodate working students.

Table 2: Master program planned to be offered by Lassonde School of Engineering

	Description	How the MScMP is different
Professional Master of Data Science	<p>Designed to meet a growing demand for professionals to with data at scale – data scientists – and to train leaders in the field of data science that can assume key positions in business, government, or non-profit organizations. Emphasis is given on career paths that are not exclusively technical but include leadership and management positions in a data-driven organization that influence decision-making and business strategy.</p> <p>Students enrolling in the program are expected to have a solid background in quantitative and scientific methods, and some background in programming. Knowledge and understanding of computational methods, algorithms, and systems is useful, but not required. The expected student body consists of: a) Professionals and graduates of computer science, electrical and computer engineering, software engineering programs; b) Professionals and graduates of quantitative disciplines/programs including mathematics, statistics, physics, economics; and c) Professionals and graduates of social science programs including sociology, political science, and psychology who have assumed a technical role in the Information and Communications Technology (ICT) industry.</p>	<p>The MScMP is designed for people who are interested in using various quantitative and qualitative approaches (not limited to computer algorithms) to better understand organizational and environmental contexts to derive informed business decisions.</p> <p>The target population is candidates with background in management seeking managerial positions after graduation. These include graduates of business programs or candidates with a graduate diploma in business. While candidates with previous degrees in science or engineering are also of interest for the MScMP, they would have to take a graduate diploma in management field (e.g., a Graduate Diploma in Management being proposed by the SAS) to be eligible for the program.</p> <p>The MScMP provides general methodological background but then focuses on tools and techniques specific for each of its five areas of specialization providing students with skill sets most relevant to their fields of interest. The program also has a strong focus on the application of results of the data analysis to inform managerial decisions in these specific areas.</p>

The proposed program is also different from other master’s programs offered in Ontario. Existing programs either explicitly focus on preparing their students for PhD programs (Brock, Queen’s, U of Ottawa), or offer rather narrow scope (Western), or require two years to complete (Western, Ryerson). The proposed program focuses mainly on preparing candidates for jobs in industry; it provides 5 specializations; and, by moving basic management courses to the Graduate Diploma, the proposed program allows students with business undergraduate degrees to graduate in 12 months significantly reducing their cost in terms of time. Additionally, the MScMP proposed here would be the first program in Ontario to explore the uses of cognitive technology in management thanks to IBM’s expression of interest to be an active partner of York University at Markham. Table 3 provides additional details of Master of Science in Management programs available in Ontario.

The proposed MScMP program adds the requirement of the Major Research Paper or suitable substitution where students are required to do applied research or get their hands at evidence-based recommendations for decisions. At the National level, the University of British Columbia and University of Lethbridge have similar programs, but they are conceived as pre-PhD programs where the focus is exclusively on academic research. Only Concordia University has a program with a similar goal to provide professionals not working in academia with applicable tools to do applied research to better inform business or government policy decisions. In summary, given the contemporary design of this MScMP there are few, if any, program with a similar structure, objective and external partners to support the development of students to advance their professional careers. Table 4 provides additional details of Master of Science in Management available in Canada but outside Ontario.

The MScMP program has been designed from the ground up in consultation with external stakeholders. It started with the program's expected learning outcomes to match as close as possible the array of critical skills identified by potential employers. Unlike many apparently similar programs, we have designed courses and approaches that bring together management and applied research as well as knowledge and hands-on experience. Although some topics are common to all management programs, the way in which those topics are presented to and experienced by the students in the proposed MScMP will differ significantly from what is currently available in Ontario. Based on extensive discussions with recruiters and managers of stakeholder organizations the proposed program will focus on graduating junior managers or independent professionals who will be well informed and trained in data analytics, ready to use hard evidence as the main support for their decisions, and do this in the shortest possible time.

Table 3: Master of Science in Management Programs in Ontario

University	Degree title/ Duration	Specializations	Courses	Degree requirements for admission	Positioning	How the MScMP is different
Brock University https://brocku.ca/godman/programs/m-sc	Master of Science in Management/ 20 months	Accounting; Finance; Operations and Information Systems; Management; Marketing; Organization Studies	Within each specialization, students must take 5 courses . 2 of the 5 required courses are common to all specializations: <ul style="list-style-type: none"> • Research Methodology 1 • Research Methodology 2 In addition to the above courses, ALL students must register in 4 non-credit research seminars , where students will attend research presentations and later present their own research. Plus 2 courses related to their master thesis : “research proposal”, “master MSc thesis”.	Business degree or closely related Otherwise, students will be required to complete additional courses at the undergraduate level	Research-oriented program To address industry and government’s demand for researchers and consultants To prepare for PhD	The MScMP focuses less on feeding PhD programs and more on training managers to run organizations.
University of Ottawa http://www.telfer.uottawa.ca/mscmgt/en	Master of Science in Management/ 24 months	Entrepreneurship Innovation Management Finance	30 credits including: 18 credits in courses + 12 credits in thesis. 18 credits: 9 credits of core courses and 9 credits of elective courses. Core courses (9 credits): <ul style="list-style-type: none"> • MGT 5100 Research Design Methodologies and the Conduct of Research (3 credits) • MGT 5300 Foundations of Management Theory (3 credits) • MGT 5101 Multivariate Research Methods (3 credits) OR MGT 5102 Qualitative Research Methods (3 credits) In addition, students must attend the Management Research Seminar Series (MRSS). Students who complete all 3 courses within one field and who complete a thesis in the same field will be awarded a concentration in that field. One the electives is a “research practicum” for students who wish to complete a research project with an organization such as a company, a government department or agency, a non-profit organization, a think-tank, or a research institution.	4-year undergraduate Degree in management Non-business applicants must have a foundation in management (equivalent of a minor) and may be required to complete other courses	PhD program or consulting and research-oriented careers	The MScMP focuses less on feeding PhD programs and more on training managers to run organizations.

University	Degree title/ Duration	Specializations	Courses	Degree requirements for admission	Positioning	How the MScMP is different
University Of Western Ontario http://www.ivey.uwo.ca/msc/	Master of Science in Management/ 16 months starting January	Business Analytics; International Business (with 3 sub-specializations that allow students to graduate with a professional designation or a dual degree); Student can take courses at foreign universities.	All MSc students: Foundation courses (1 month) 5 Core courses: - Business statistics - Global Strategy - Global Management Practices - Work placement (local or international): 8-10 weeks - Field project (consulting project for a company) Students take some electives within their specialization	For business analytics, they ask for any of the following: engineering, computer science, economics, statistics, mathematics or commerce. The international business specializations are open to students with any type of undergraduate degree.	Real-world experiences Global focus To bridge applied research with practical application	The MScMP has a stronger methodological focus and focuses mainly on domestic management.
Queen's University https://smith.queensu.ca/grad_studies/MSC/index.php	Master of Science in Management/ 12 months	Accounting; Business Economics; Finance; International Business; Management Information Systems; Management Science; Marketing; Organizational Behavior; Strategy	18 credits + MRP Each specialization has its own unique set of courses. Number of courses per specialization range from 6 to 10. Some courses carry 1.5 credits Curriculum for all specializations includes research methodology and design.	Business or related degree (this depends on the chosen field of specialization)	PhD program or consulting and research-oriented careers	The MScMP focuses less on feeding PhD programs and more on training managers to run organizations. Has specializations in Entrepreneurship and Managing in professional context.
Ryerson University http://www.ryerson.ca/mscm/	Master of Science in Management/ 16 months	Accounting; Entrepreneurship and Strategy; Finance; Global Management Studies; Health Services Management; Hospitality and Tourism	Total credits required to graduate (11 credits): 2 credits of core courses, 4 credits of electives and 5 credits of thesis Foundation, if required (up to 5 credits) Quantitative methods Accounting Finance Economics Principles of Management Core Courses: Applied Research Methods I	Degree in management Non-business applicants must have a foundation in management (equivalent of a minor) and may be required to complete other courses	To pursue research careers in industry and academia	The MScMP has a stronger focus on analytics. It takes less time to complete. The foundational courses are arranged into a separate Graduate Diploma.

University	Degree title/ Duration	Specializations	Courses	Degree requirements for admission	Positioning	How the MScMP is different
		Management; Human Resources Management & Organizational Behavior; Information Technology Management; Law and Business; Marketing; Real Estate Management; Retail Management	Applied Research Methods II Seminar course (non-credit course) Elective courses: most of the elective courses are labeled "special topics"			

Table 4: Master of Science in Management Programs in Canada

University	Degree title/ Duration	Specializations	Courses	Degree requirements for admission	Positioning	How the MScMP is different
University of Lethbridge http://www.uleth.ca/graduate-studies/master-science-management	Master of Science in Management/1 2-24 months FT 24-48 months PT	- Accounting - Finance - Human Resource Management & Labour Relations - Information Systems - International Management - Marketing - Policy & Strategy	36 credits ORIENTATION MODULE (0 credit hours- 4-day orientation) Introduction to Master of Science (Management) program philosophy, structure and participants. INTEGRATIVE MANAGEMENT STUDIES MODULE (12.0 credit hours) The Integrative Module exposes students to a comprehensive and rigorous cross-disciplinary analysis of the field of Management. MAJOR STUDIES MODULE (9 credit hours) In the Major Module, students undertake in-depth studies in their approved major and develop their initial research proposals in more detail. MASTER'S THESIS MODULE (15.0 credit hours).	4-year degree in Management, Commerce, or Business Administration. Degrees from other disciplines will be considered on a case by case basis.	To enter and succeed in high quality doctoral programs or to pursue careers where research skills and scholarly knowledge are valued.	The MScMP focuses less on feeding PhD programs and more on training managers to run organizations. Specializations in Entrepreneurship and Managing in professional context.
Concordia University https://www.concordia.ca/jmsb/programs/graduate/msc/program-details/management.html	Master of Science in Management/2 0 months	No specializations. Masters of Science in Finance (3 core courses, 5 electives and thesis) and Marketing (2 core courses, 6 electives, plus thesis) are separate programs	45-credit program offered on a full-time or part-time basis: 2 core courses: - MSCA 602: Applied Linear Statistical Models - MSCA 615: Research Methodology – Administrative Sciences 6 specialized seminars (electives) Thesis work	Undergraduate degree in any discipline with minimum GPA of 3.0 Non-commerce applicants need to take extra courses.	To pursue research-based careers in industry and academia	The MScMP offers 5 specializations, including Entrepreneurship and Managing in professional context. The MScMP takes less time to complete.
University of British Columbia http://www.sauder.ubc.ca/Programs/MSc_in_Business_Administration	Master of Science in Business Administration/N.A.	Finance Management Information Systems (MIS) Transportation and Logistics	30 credits: 18 credits of course work + 12 credit thesis. Participation in research seminars is mandatory (0 credits)	4-year bachelor degree	To prepare for a PhD program and a subsequent career in academia.	The MScMP focuses less on feeding PhD programs and more on training managers to run organizations. Specializations in Entrepreneurship and Managing in professional context.

3.2 Need and Demand

Evidence of Student Demand

The proposed program targets candidates who want to improve their employability and advance their careers by acquiring skills and knowledge needed to run an organization in the age of big data.

In recent years, the demand for general master's programs in business shows a decline while specialized programs become more popular. With proliferation of MBA programs, employers see the degree as less differentiating, reducing the ability of graduates to find good jobs. The Financial Times reported that full-time two-year MBAs were hit hard with 53% of Schools reporting a decline in applications³. Of particular concern is the significant decline in international applicants which according to the Wall Street Journal is more pronounced than the decline in domestic applications⁴. Specialized and niche master's degrees are predicted to enjoy better demand in coming years. According to the Graduate Management Admission Council, in 2015 more than 20% of prospective business students were focused exclusively on specialized master's programs and the number was growing⁵. The fact that MScMP programs are offered by several major Ontario universities is viewed as a strong indicator that the demand exists.

Many large companies have their Canadian headquarters or principal operating locations in Markham - e.g., IBM Canada, AMD, Huawei Technologies Canada, Johnson & Johnson, Johnson Controls Canada, The Nielsen Company, Qualcomm, Smucker Foods of Canada, Toshiba of Canada, among others. Employees of these and other companies operating in Markham and York Region, as well as the nearby Durham Region, represent a significant market for the MScMP program offered out of York's Markham campus. All these companies actively hire students with undergraduate degrees often in disciplines other than business. Many of these employees subsequently advance to managerial positions. The proposed program offers students and young graduates a unique skill set that will allow them to stand out in the crowded job market.

The demand for a specialized, research-based master's program emerged strongly during our interviews with SAS students and alumnae in Winter 2017. They consistently pointed out the difficulties finding jobs and that the school should be seeking more ways at improving our graduates' chances of getting employed. But even generalist masters' degrees are not seen as helpful and students are looking for specialized skills that are currently in demand in the industry. As one of the respondents to the survey who had an MBA degree pointed out: *“Even having an MBA was not good enough for securing a meaningful job. What would be really helpful is a co-op focused master's program. A master's program that incorporates a lot of practical experience”*.

A more structured investigation of student demand was performed in the Summer 2017 in the form of surveys administered to students and student club officers (see Appendix 6). Because of the summer time which is transitional for most clubs, only four clubs responded to our call for opinions: Student Council of LA&PS, IT Student Association, Atkinson Professional Accounting Association (APAA), and Human Resources Student Association. They agreed that finding meaningful jobs after graduation is not an easy task for students, and that a program offering a set of specialized skills, especially to fresh graduates may be very helpful: *“The program would be of interest to students who would want to gain problem-solving*

³ <https://www.ft.com/content/94443d4e-7e5d-11e6-bc52-0c7211ef3198?mhq5j=e1>

⁴ <https://www.wsj.com/articles/red-flag-for-u-s-business-schools-foreign-students-are-staying-away-1493819949>

⁵ <http://fortune.com/2015/12/08/specialized-business-masters/>

and case study analysis skills especially if the techniques taught are the ones currently used in-field. Software and applications used in the program should have relevance to the ones working professionals are using. Students would be inclined to learn more/enroll if there are experiences gained through the Master's program that can be translated onto their resume and professional profile” (Fiona Wong, President, APAA).

To better assess the demand and expectations of potential students, a survey was administered to students who were taking SAS upper-level courses in the Summer 2017. A paper-and-pencil survey was administered to students taking the following courses: AP/ADMS4900 Management Policy: Part 1; AP/ADMS4501 Advanced Portfolio Management; AP/ADMS4570 Management Planning and Control Systems; AP/ADMS4562 Corporate Taxation in Canada; AP/ADMS4540 Financial Management; AP/ADMS3585 Intermediate Financial Accounting I; AP/ADMS3330 Quantitative Methods II. Because classes were already over, students of two more courses - AP/ADMS4285 Brand Management and AP/ADMS4260 Marketing Research – received an online version of the questionnaire. Two hundred and fifty-two students completed the paper-and-pencil survey and 14 more responded to the online survey. Ninety-eight percent of respondents pursue honours degrees: 48% in Accounting, 39.9% in Finance, 3.2% each in HRM and in Management, and 2.8% in Marketing and .8% in Business Research.

Of all respondents, 89.3% completed more than 60 credits toward their degree with 66.3% completing more than 90 credits. Because we were interested in job search and post-graduate education, we have excluded all students who completed less than 61 credits towards their degrees leaving us with the sample of 217 students of whom 74.2% completed more than 90 credits.

Only 18% of respondents indicated that they have already secured a job after graduation.

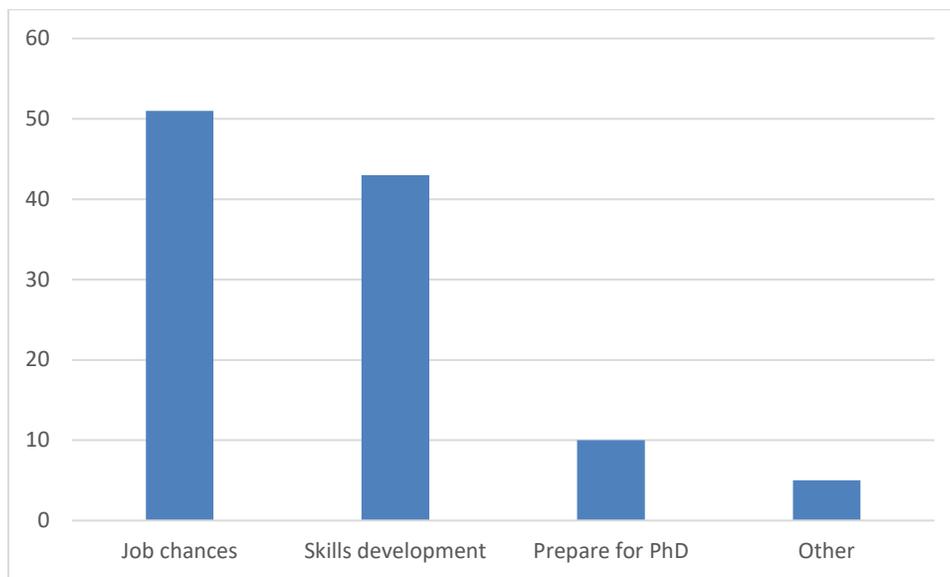


Figure 1: Number of respondents selecting each reason for applying for a master's program

While the majority of respondents – 85.7% - believe that an undergraduate degree improves their chances in the market place, the surveys indicated that the students foresee significant difficulties in finding jobs after graduation: 61.8% of respondents believe that the task is “difficult” or “very difficult”. At the same time, 88% of respondents plan to apply for a master’s degree in the future, with significant proportion (34.3%) planning to apply immediately after graduation. To a large degree, these plans are driven by the need to improve respondents’ chances on the job market: this was the number one stated reason for

applying for a master’s degree right after graduation (it was followed by the desire to develop skills, intention to prepare for a PhD program, and other reasons such as preparation for the CPA designation; see Figure 1).

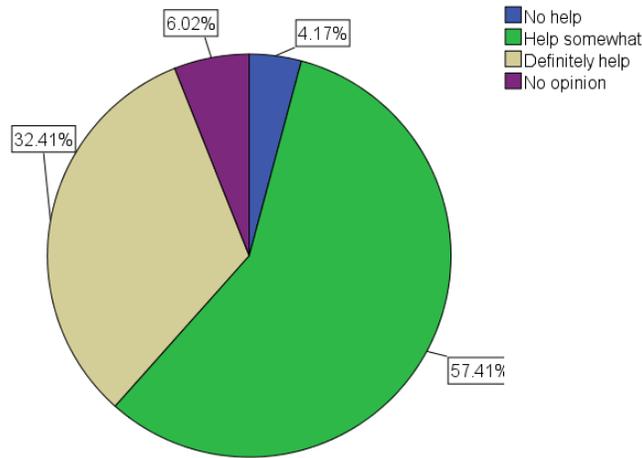


Figure 2: Perceived ability of the proposed MScMP program to help finding a job

The idea of a specialized master’s program being developed by SAS was met with enthusiasm, with 89.8% indicating that the program will be helpful in finding a job (Figure 2) and over 83% (or 85.7% of all considering a master’s degree in the future) indicated that they will be interested in applying for the new program (Figure 3). In their comments, students generally indicated the need for close ties with the industry asking for more co-op and internship opportunities. And again, specialized skills were mentioned multiple times as a requirement for the program’s success. (The questionnaire and more detailed analysis of the data are in Appendix G.)

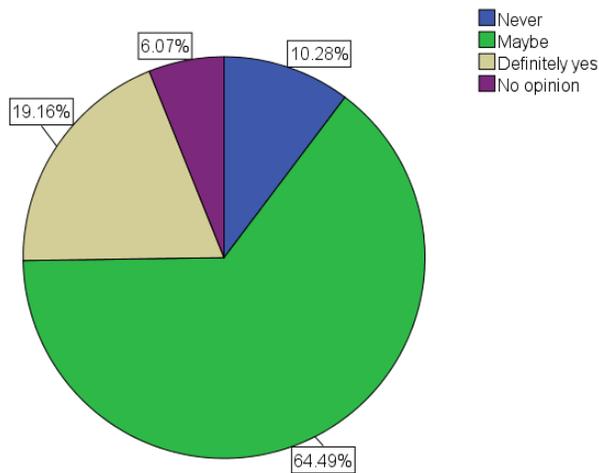


Figure 3: Proportion of respondents willing to consider the proposed program

The views of our students allow us to expect sufficient numbers of domestic applicants, many of them straight from our undergraduate programs. With close to 1,000 students graduating with BCom, even if only 6.4% (rather than 64% who indicated the willingness to consider the program) would apply for the

MScMP, a sufficient demand will be created. The student body can be further enhanced by admitting some international students, capitalizing on York’s and the School of Administrative Studies’ (SAS) established presence and reputation.

Evidence of Societal Need

Fostering innovation and training of Canadian labor force are among the stated priorities of the federal government reflected in increased spending on these goals proposed in the federal budget. Among other concerns, this plan aims to address a critical shortage of employees trained to deal with modern digital infrastructure and constantly increasing streams of data it generates.

York’s new campus will be located in Markham, a part of York Region. The Economic Development Action Plan 2016 to 2019 of the Region Municipality of York states “*The Province recently announced revised population and employment targets for York Region to 2041. The new employment target is 900,000 jobs by 2041. The Province continues to recognize York Region as a significant area for population and employment growth in the Province.*” (p. 5). Currently, York Region is Ontario’s fastest-growing large municipality and is the home of more than 51,000 businesses. It is Ontario’s third-largest business hub, with highest concentration of hi-tech companies per capita in Canada. The graphs from “The Economic Development Action Plan” (Figure 4) illustrate the demographics of the region.

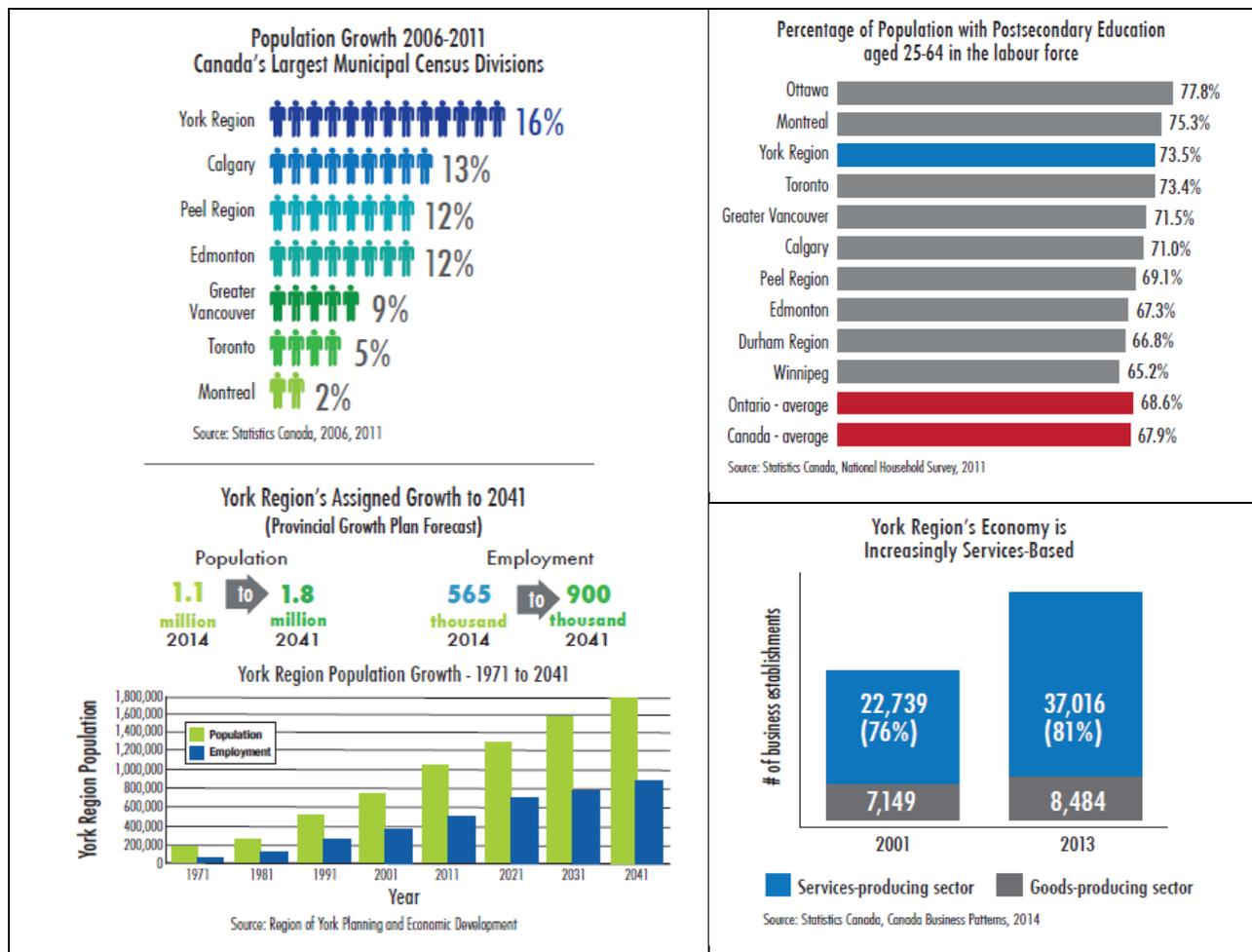


Figure 4: York Region demographic trends

Of particular interest for this academic proposal is where the strength of York businesses is concentrated. York Region’s economy recognizes a set of business clusters that will benefit from having employees with more analytical training in management, such as:

- Information and Communications Technology (ICT)
- Life Sciences
- Clean Technology
- Financial Business and Insurance Services
- Building and Construction
- Agri-Food

The Economic Development Action Plan 2016 to 2019 of the Region Municipality of York indicates “The operations of 15 Fortune 100 companies and two of the Toronto area’s top five corporate Research and Development (R&D) investors are located in York Region along with global industry leaders in ICT, life sciences, clean tech, financial services and advanced manufacturing” (p. 7). Although in the last decade the Region has seen a decline in manufacturing jobs, the Region continues growing, because the losses in manufacturing are being more than offset by the growth in service-based employment. More than four out of five jobs in the Region are service-based (see page 9). A graph from the same report (Figure 5) illustrates the employment trends of the region. According to “York Region Economic Development 2016 Year in Review” publication⁶, in 2016 about 25% of all jobs postings in the region were in the categories of “Management” and “Business, Finance & Administration” (p. 49), the largest group comparable only to the category of “Sales & Service” (also 25%).

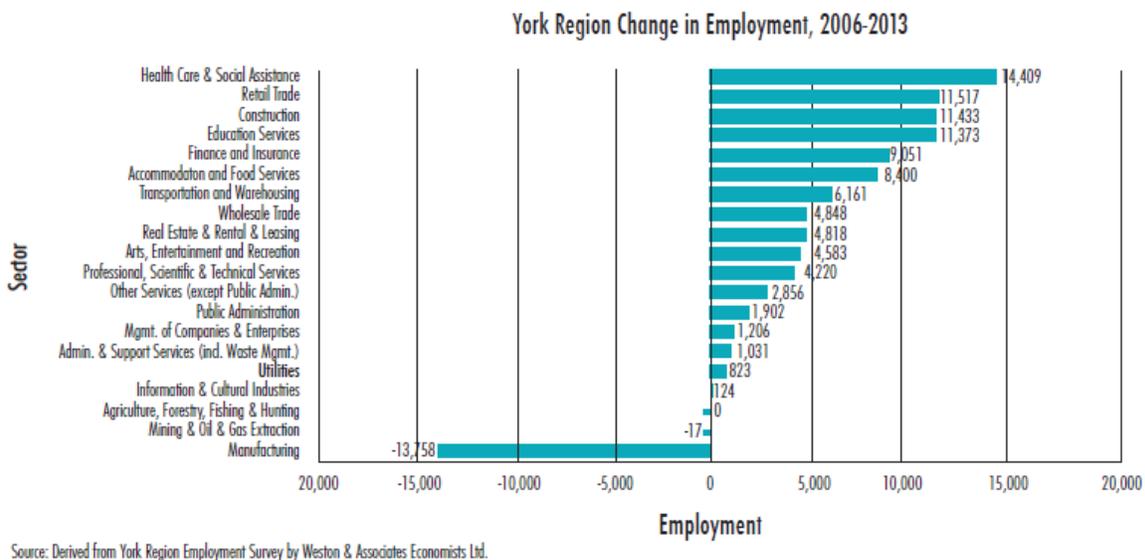


Figure 5: York Region employment trends

⁶ <https://edac.ca/index.php?gf-download=2017%2F07%2FEDAC-AWARDS-SINGLE-PUBLICATION-4-PLUS-YORK-LINK1.pdf&form-id=13&field-id=65&hash=e598c62e729b61f7d9cd9b525ff07d4036f64809e5db6006d77439fd7beb99ef>

Extensive consultations with top executives from companies like IBM Canada, Nielsen Canada, Scotiabank, suggest that there is a lack of young candidates with strong applied research skills who can contribute to managerial decision-making. The applied research focus, flexible course offerings, and convenient location will allow the MScMP to satisfy the demand untapped by other programs and occupy a unique niche in this market.

The proposed program addresses the need of the modern society for specialists capable of processing and applying ever increasing volumes of data that are being currently generated at all levels toward optimizing organizational processes, improving productivity, and ultimately moving the economy forward.

The most popular graduate program in management, the MBA, requires a substantial experience in the workplace, and thus becomes inaccessible for fresh graduates. This makes the need for training of entry level employees more prominent. Without having some prior academic preparation in management and experiential and immersive learning, new job entrants are likely to end up in positions of narrow scope with limited opportunities for advancement and personal growth. The proposed MScMP program will give graduates a clear advantage when seeking employment, regardless of the type of organization they wish to enter.

4. Program Content and Curriculum

4.1 Program Requirements

The MScMP program is designed to be completed in three terms by full time students but it is also suitable for part time students. To ensure successful progress through the program, students entering the MScMP must have a solid theoretical background in business, management, or commerce together with quantitative methods (math and statistics taken no more than ten years prior to applying to the MScMP). For those who miss one or both of these requirements, alternative pathways to entry are being developed (see 6.1 for details).

There is one admission point: Fall. With a growth of enrollments, a second admission point (Winter) can be considered. The second admission point will add flexibility to the program allowing part-time students to reduce the workload by taking fewer courses per term for a longer period of time.

All the courses are new and unique to the MScMP; they are being designed specifically and exclusively for this new program to achieve the program's declared unique learning outcomes. To address the industry need for employees with good understanding of data management and tools and methods for their analysis, the program will be offering classes developed in partnership with leading companies in the field of data analytics and big data like IBM Canada and Nielsen Canada and relying heavily on experiential learning approach. The major applied research paper which the students will be developing in the last term of their studies will also be maximally grounded in current management problems including the possibility of a research performed within organizations using proprietary data (an option especially attractive for part-time students, albeit involving industry standard practice of non-disclosure agreement for the results of the research).

The MScMP is designed to expose students to a structured analytic process in all the focus areas; in other words, training in evidence-based decision making is central for the MScMP. For some specializations, such as Supply Chain Management and Applied Marketing Research, the digital perspective will play a key role as a technical enabler (enabling analytics through leveraging advanced technology). To illustrate how the curriculum addresses the current state of the professional practice, the following is covered by each specialization:

- **Applied Accounting Research:** ensures analytics are embedded in financial decisions regarding revenue management, performance management, assurance, and risk. Assurance requirements (auditing) are satisfied using all relevant data available and preparation tasks are performed in such a way that detection of abnormalities is more likely.
- **Applied Marketing Research:** focuses on the methods of gathering primary and secondary data related to consumer behaviour and market performance and on the ways of analyzing, interpreting, and acting on these data; ensures that there is a sales focus (e.g., POS, shipment data, etc.), provides support to end-to-end decision making based on evidence and analytical process.
- **Entrepreneurship and Innovation:** is mainly focused on providing a structured analytic process to determine the gap in the market, the product and/or service that can fill it, and the most adequate structure of operations. In this stream, analytics are used to assess innovation and potential of success before the launch and to explore market behavior and reactions after the launch.
- **Managing in Professional Contexts** will build skills in identifying and applying appropriate qualitative and quantitative methods to more clearly delineate how processes of organizing generate outcomes-both achieving organizational objectives but also generating unintended outcomes which can undermine achievement of objectives. Using techniques that permit more careful analysis of processes of organizing combining qualitative techniques (e.g. observation, interviewing) and analysis of quantitative data, students will develop ways of defining and generating contextually sensitive approaches for enhancing their effectiveness in professional contexts.;
- **Supply Chain Management:** applies analytics to the design, operation and improvement of activities and networks associated with the flow of materials, products and services, as well as relevant information, from suppliers through end users. This is aimed at minimizing cost and maximizing overall value along the supply chain. Planning and coordination of demand and supply, planning and management of inventories, and other key supply chain concerns will be examined using various analytical methods.

4.2 Courses

The program consists of two core courses (6 credits), four specialization courses (12 credits), and a major applied research paper/ applied research internship (a pass/fail milestone) for a total of 18 credits. A larger number of electives offered for some specializations reflect current sizes of corresponding areas at SAS. We expect that the hiring of new full-time faculty for the Markham Centre Campus will restore the balance.

The core module is comprised of two courses.

GS/MSMG 6010 3.0 Quantitative Research Methods

GS/MSMG 6020 3.0 Qualitative Research Methods

The four specialization courses will concentrate on applied research methods, data management and analysis, and managerial applications in 5 management disciplines: accounting, marketing, entrepreneurship and innovation, management of professionals, and supply chain management. One of the courses in each of the five specializations will incorporate at least 1.5 credits in analytics. Out of four specialized courses, three should be from the selected specialization and the fourth can be from any specialization including the selected one.

The third mandatory component of the MScMP is the major research paper. After completing the core courses and either concurrent or after completing the focus courses, students can work and complete the major research paper. The major research paper will be supervised by a professor and can be based on either publicly available data or proprietary corporate data. This latter type of research can include an agreement with an organization to have the student perform the research in house as an internship. This option would be very attractive to students that are doing the program on a part time basis because it would allow them to apply the knowledge acquired in the program to solve problems of their organization.

The following specialized courses are available for each specialization (12 credits required):

Applied Accounting Research

- GS/MSMG 6110 3.0 Management Accounting Applied Research and Data Analytics (required)
- GS/MSMG 6120 3.0 Analytics for Accounting (required)
- GS/MSMG 6150 3.0 Data Analytics for Internal and Performance Audits (elective)
- GS/MSMG 6160 3.0 Accounting Theory and Conceptual Framework Applied Research (elective)
- GS/MSMG 6170 3.0 Business Intelligence for Performance Management (elective)
- GS/MSMG 6180 3.0 Data Analytics for Public Practice (elective)

Applied Marketing Research

- GS/MSMG 6410 3.0 Marketing Analytics (required)
- GS/MSMG 6450 3.0 Marketing Management and Metrics (elective)
- GS/MSMG 6460 3.0 Consumer Research (elective)
- GS/MSMG 6470 3.0 Special Topics in Marketing (elective)

Entrepreneurship and Innovation

Four required courses (9 credits):

- GS/MSMG 6210 1.5 The Theory and Practice of Entrepreneurship (required)
- GS/MSMG 6220 1.5 Design Thinking (required)
- GS/MSMG 6250 3.0 Managing Innovation (required)
- GS/MSMG 6260 3.0 Commercializing Entrepreneurial Ideas (required)

One graduate course (3 credits) from any specialization within the MScMP program or from outside the MScMP program with approval of the Graduate Program Director.

Managing in Professional Contexts

- GS/MSMG 6310 3.0 Analytical Thinking for Managers (required)
- GS/MSMG 6350 3.0 Organizing and Change in Professional Contexts – Part 1 (required)

GS/MSMG 6360 3.0 Organizing and Change in Professional Contexts – Part 2 (required)

One graduate course (3 credits) from any specialization within the MScMP program or from outside the MScMP program with approval of the Graduate Program Director.

Supply Chain Management

GS/MSMG 6510 3.0 Analytics for Supply Chain Management (required)

GS/MSMG 6550 3.0 Fundamentals of Supply Chain Management (elective)

GS/MSMG 6560 3.0 Supply Chain Risk Management (elective)

GS/MSMG 6570 3.0 Reverse Logistics and Closed-loop Supply Chains (elective)

The program will begin in September in accordance with York University’s normal class schedule. The expected maximum total enrolment for the first offering is 20 students; the program would not run with fewer than 10 students; it is possible that not all streams will be offered at the launch of the program. This enrolment target is reasonable and achievable, as evidenced by the success of SAS’s Master of Financial Accountability. The expected future enrolment target is for five cohorts of about 10 students per specialization or total enrolment of 50 per year at steady state. Figure 6 presents an overview of the structure of the program including pre-requisites and how to satisfy them.

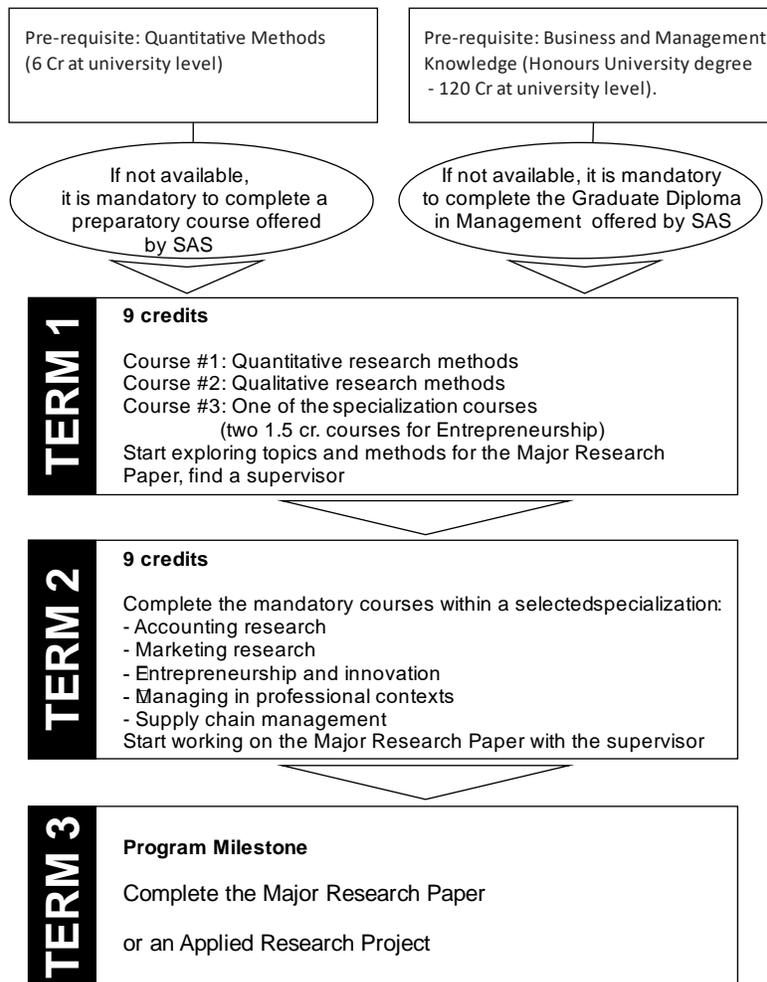


Figure 6: MScMP Program Structure

4.3 Course Level

All courses of the MScMP, whether required or electives, are graduate-level courses.

4.4 Calendar Copy.

The program requirements as they will appear in the calendar are in **Appendix A**.

5. Program Learning Outcomes and Assessment

5.1 Learning Outcomes

A successful graduate of the MScMP program is expected to:

- demonstrate an understanding of the importance of evidence-based decision-making for improving an organization's performance and the limitations of particular types of data and analytical tools;
- show familiarity with key methods of qualitative and quantitative research, data collection and analysis needed to provide evidence to decision-makers;
- show familiarity with emerging trends and tools in cognitive technology of data analytics;
- demonstrate an ability to apply relevant theories, methodologies, and critical thinking skills to identify and solve organizational/management problems and issues.
- demonstrate an ability to identify sources of information and data best suited to inform managerial decisions in a selected specialization while understanding ethical considerations in using personal data for research;
- show an ability to work efficiently in groups and teams and to effectively communicate analyses, outcomes and conclusions to a range of audiences;

The program courses within each specialization are designed to address these objectives through providing students with knowledge, training them to apply this knowledge, and stimulating the analytical approach to their studies. The program's expected learning outcomes and the contribution of each course to the outcomes are detailed in **Appendix C**.

5.2 Achievement of Program Learning Outcomes

Consultations with external stakeholders indicated that it takes three to five years to merge a management graduate with a science job or a science graduate with a management position. The MScMP program will be the first step in that marriage. The program structure is designed to facilitate the achievement of the learning objectives through the three-tiered approach (Figure 7). First, the core courses provide students with basic knowledge of research methods and train them to critically evaluate research designs and resulting data. As a second tier, the set of specialized courses introduces the specifics of a selected specialization with students starting to apply their new skills. Finally, the students will work on a major research paper focused on applied research to solve a problem of a real organization. The major research

paper will expose students to the need of identifying the problem, limiting it (scope), deciding on what data are needed, analyzing the data through statistical tools, analytics and cognitive technologies applications, and finally communicate the results of the applied research for an accurate diagnosis and an executable action plan. The goal of the major research paper/internship project is to allow students to integrate the skills and knowledge received in the program and to assess their success in achieving program-level learning outcomes. Refer to **Appendix C** for more details.

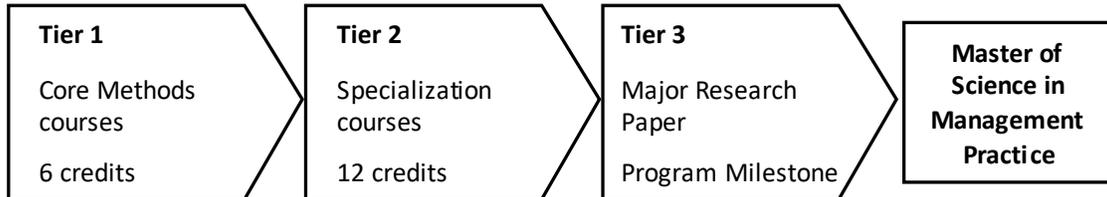


Figure 7: Three-tiered approach to achieving program learning objectives

5.3 Methods and Criteria for Assessing Student Achievement

Courses in the selected specialization will develop the student’s analytic and cognitive abilities in the discipline, while the two courses mandatory for all specializations are more broadly based and will enable the student to learn the basics of applied research with the goal of being able to apply those abilities within each of the specializations.

Most specializations will incorporate 1.5 credits of data analytics into its first course. This rule does not apply to the Entrepreneurship and Management in Professional Contexts streams, as these areas focus on more general aspects of management where common methods of data collection and processing are yet to emerge.

The MScMP is an applied research focused program, therefore experiential and immersive learning are selected as preferred ways to achieve the learning outcomes detailed in **Appendix C**. The end goal of the program is to enable students to apply newly acquired knowledge, skills, and cognitive technology tools to real world problems. Experiential and immersive learning is built into the program via case studies, live cases, simulation and analyses of data with data analytics and cognitive technology applications. The whole process culminates with the Major Research Paper wherein each student works under the supervision of a Faculty member and in cooperation with an organization in the GTA area on a practical application to solve a problem being faced by the organization or to advance the organization’s knowledge of their customers, operations, employees, markets or other stakeholders. The organization can be an ongoing business, a nonprofit organization, a government unit or an entrepreneurial start-up.

The grading and assessment process will be the same as that used in other graduate programs at York University. In each course, a student’s final assessment will be a grade on a four-point scale; the overall course grade is based on the student’s performance on the various elements of the course, including written assignments, case analyses, simulations, team work, presentations, use of data analytics and cognitive technology applications, examinations (mid-term tests and final examinations) and their contribution to class participation and learning.

Similarly, the assessment of each student’s eligibility to remain in the program, as well as to graduate, will be the same as for other graduate programs of the Faculty of Liberal Arts and Professional Studies. In particular, the following promotion standards apply:

1. Master of Science in Management Practice students will be reviewed upon completion of each term.
2. Students who fail a required course must retake it.
3. Grades for all courses taken will remain on the official York University transcript.
4. The Senate policy on repeating courses applies to this program.

The requirements for academic standing in the program will follow the Faculty of Graduate Studies guidelines with the exception of cases when the continuation is recommended by the graduate program director and approved by the Dean.

Graduation Requirements:

1. Successful completion of all courses, including 6 credits of core courses, 12 credits of specialized courses (including elective courses) and the Major Research Paper;
2. A grade point average of at least B-

5.4 Normal Program Length

The normal program length is three terms of full-time study, as indicated in Figure 6. The course load is similar to that of similar research-oriented master of science in management programs in other Canadian universities (see item 3.1 for details of other comparable programs). At the launch, there will be only one admission point (Fall) but the introduction of the second admission point (Winter) will make the program more flexible, allowing part-time students to more easily spread the course load across three or even four terms.

5.5 Modes of Delivery

The program is course based, with the last stage, the faculty-supervised major research paper (MRP), being applied research oriented. The delivery modes are via structured course work and guided applied research. The nature of the coursework varies, depending on the expected learning outcomes for each course. Students will engage in various types of experiential and immersive learning throughout the program, including case analysis and discussion, team work, simulation, use of data analytics and cognitive technology applications, as well as outreach and assistance to external organizations as part of their major research paper.

Appendix E contains the details of all the new courses proposed including mode of delivery and assessment.

Senate Members: Appendix E has not been copied in the agenda, but is available upon request from the University Secretariat.

6. Admission Requirements

6.1 Program Admission Requirements

The requirements for admission to the proposed MScMP program will be as follows:

- An undergraduate honours degree in business or related discipline from an accredited post-secondary institution, with a minimum grade point average of B over the final two years of full time study or the equivalent thereof. However, students with a business degree who have the minimum grade point average and substantial professional experience or equivalent will be considered for admission;
- A minimum of 6 credits of quantitative methods in an undergraduate or graduate program taken no more than ten years prior to the application;
- High competency in oral and written English. Applicants whose native language is not English or who have not studied for at least two years in an English language university or who have not worked in a professional role in an English-speaking country for at least one year must obtain satisfactory scores on an acceptable English language test such as IELTS or TOEFL (minimum of 7.5 or 600 respectively, details available at <http://gradstudies.yorku.ca/current-students/regulations/admission/#english>). In special circumstances, admission to the MScMP may be conditional upon taking an intensive English language course.

The application package should include the documents supporting the above qualifications and:

- Two satisfactory letters of reference (e.g., minimum rating of ‘good’ in all letters) which may include: a) academic references from faculty members who taught the applicant; and/or b) references from direct workplace supervisors of the applicant within the past five years who can evaluate the applicant’s analytical orientation.
- A personal statement of research and professional plans - clearly stated, logically developed, and congruent with the MScMP program.

For students who do not meet the first two criteria the following entry options are possible:

- Students who have completed university level business or management degrees that do not have a minimum of 6 credits of quantitative methods can be admitted into the MScMP on the condition that they pass a preparatory course in quantitative methods prior to undertaking any MScMP program courses.
- Students who have completed university level degrees in fields outside business or management but have taken a minimum of 6 credits of quantitative methods can be admitted into the MScMP after completing the Graduate Diploma in Management or similar for credit degree level program at the university level.
- Students who have completed university level degrees in fields outside business or management and do not have a minimum of 6 credits of quantitative methods can be admitted into the MScMP after completing the Graduate Diploma in Management (making sure to take required business-related modules) or similar degree level program at the university level, and passing the preparatory course in quantitative methods. Students interested in Applied Accounting Research may need to meet additional requirement specific for the stream courses.

Given the strong research focus of the program, the admission requirements aim at achieving classes reasonably homogenous in terms of aptitude allowing a rapid progress towards the program’s learning outcomes.

6.2 Alternative Requirements

The program has no alternative admission requirements.

7. Resources

7.1 Areas of Strength and Expertise of the Faculty

One of SAS greatest strengths is the wide breadth of knowledge and experience of its full-time faculty. The SAS has faculty members who are actively engaged in research in all the main management-related fields. In the past 3 years, the faculty members who expressed interest in teaching in the MScMP have published extensively (papers in FT50 journals and other leading journals in their respective disciplines), authored books used in courses at York University and other institutions, and received relevant research grants in the disciplines that require external funds to carry out the research. Even at these early planning stages, about a third of the current full-time faculty at SAS already expressed interest in teaching MScMP courses at Markham campus.

The resources for this program will be drawn from the general resource base of SAS and LA&PS. This includes instructors (tenure stream and contract) from the areas of Accounting, Management, Marketing, Decision Sciences and others who possess expertise in the program's areas of specialization and analytical tools. Because some courses are very specialized in nature and content, it is expected that industry professionals who have relevant expertise, practical knowledge, industry experience, and Canadian and international professional designations/certifications will contribute to teaching them.

Currently, the School serves over 4000 students with less than 60 full-time faculty members who teach almost one third of the 500+ sections offered per year at the undergraduate and graduate levels. It is planned that at Markham Campus, the School of Administrative Studies will serve more than 180 sections of undergraduate courses. Compared to this number, the proposed graduate program will require only about 22 sections annually. Thus, the program's weight in the overall size of the School will be minimal.

A substantial number of current SAS faculty members have expressed interest in teaching cross-campus, and they will be supplemented by a significant number of new faculty members hired as part of the University's buildup towards opening of the Markham campus in Fall 2021. In the last few years, the SAS has been hiring between 3 and 5 new full-time faculty members annually. The first open rank position for this program was authorized in 2017, and more will follow in the years prior to the launch of the program. Cognizant of the competitive hiring market in business, the searches in 2018-19 and beyond are proposed to start earlier in the year to attract the best possible candidates. The addition of the graduate program to the School's portfolio of programming is expected to make the positions even more appealing. With rigorous selection, these additional teaching resources, along with already available full-time academic faculty and qualified contract instructors (professors of practice/adjunct professors) who can bring real-life business experience into the classroom setting, will certainly well position the School to offer a successful program, including the supervision of MRPs or equivalents. A list of current SAS tenure-stream faculty members is presented in **Appendix D**.

The Major Research Paper or a substitute project as well as the links with external stakeholders for each specialization will be supported by a faculty member responsible for approving MRPs proposed by students, and for guiding them until a dedicated supervisor is identified. A process to govern the equitable allocation and distribution of supervision activities among the faculty involved in the program is under review at the Dean's office of the Faculty of Liberal Arts and Professional Studies. The teaching resources for the MRP have been reflected in the budget model for the program.

7.2 Role of Contract Instructors and Retired Professors

Contract instructors play an essential role in SAS. Our contract instructors are highly experienced in their respective fields and in confronting the day-to-day realities of managing within organizations and provide a high level of academic rigor in student experiential learning. They bring their real-world experience into the classroom and apply it to course instruction, case analyses, assignments, projects, presentations, and students' experiential and immersive learning in the 'real world' of management. Contract faculty are particularly important for teaching / co-teaching highly specialized courses where access to proprietary data and/or analytical tools is required.

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 Major Research Equipment and Facilities

Except for the instruction of analytics in specialization courses, no research equipment or facilities will be required to support this program. Research support is necessary to acquire data analytics and cognitive technology applications and make them available to the students in the program.

Appropriate software will be needed for instructing students in analytics. Licenses will be needed for Tableau, SAS, Microsoft Essbase, Nielsen Answers, etc.

7.4 Office, Laboratory and General Research Space

Laboratory space is not needed for this program, except for classrooms with desktops to access proprietary software. As of the time of preparing this proposal, this software has to be installed on workstations which means computer labs will be needed. In discussions with organizations operating in Markham, some indicated the possibility of lending their space for the program. MScMP students will share the classrooms, library, common areas, and food services that are enjoyed by all LA&PS graduate students. Office space is at a premium in York's Markham Campus. The University is in the process of building the main building(s) which will provide office and lounge rooms for faculty. Faculty members teaching at the MScMP will also teach at other programs. There will be a need for a dedicated office space that will be the main point of contact of the program with graduate students and external stakeholders; this space can be shared with the Graduate Diploma in Management. A graduate lounge will also be needed to maintain high level of students' experience in the program.

7.5 Academic Supports and Services

A Graduate Program Assistant will provide support to the proposed program operations at Markham campus. The key functions of the Assistant will include answering inquired and advising students,

maintaining student and program files and records, supporting program processes (registration, grades, financial aid, meetings, exams, convocations, online communications).

An important resource that will be developed is a dedicated Career and Placement Service to assist MScMP and GDM students in finding positions that can make the most of their recently acquired knowledge and skills. The Career and Placement Service will require hiring one student services advisor and one career and placement facilitator.

Support for admissions and advising during and after the completion of the program will be provided, particularly for international students. Areas that need development across programs are professional activities to boost networking and writing support. Similarly, ensuring international students have access to writing support as needed for the completion of the MRP, such as the services provided by the Writing Centre on the Keele campus, will be an important resource.

Given the nature of the business field (reliance on digital databases for research), no additional library resources are currently envisioned. The resources available now to support existing York graduate business programs (apart from classroom space) will also be more than adequate to support the Master of Science in Management Practice program.

7.6 Financial Support

As this is a professional oriented research program, no special financial support will be provided other than the financial aid and scholarships that are generally available to similar graduate students at York.

8. Enrolment Projections

8.1 Implementation Date, Yearly in-take and Projected Steady-state Enrolment Target

The program will be first offered in Fall 2021 coincidentally with the opening of York’s Markham Campus; Fall 2024 will reach its steady state. Table 5 provides the details of its estimated evolution.

Table 5: Projected enrollments in the MScMP program

One admission point: Fall	Core courses (6 Cr.) + 3 Cr from the Specialization	Specializations (9 Cr.)					MRP
		Accounting	Entrepreneurship	Managing Professionals	Marketing	Supply Chain	
Fall 2021	20						
Winter 2022		Possible 10	Possible 10	Possible 10	Possible 10	Possible 10	
Summer 2022							20
Fall 2022	30						
Winter 2023		Possible 10	Possible 10	Possible 10	Possible 10	Possible 10	
Summer 2023							30
Fall 2023	40						
Winter 2024		Possible 10	Possible 10	Possible 10	Possible 10	Possible 10	
Summer 2024							40
Fall 2024	50						
Winter 2025		Possible 10	Possible 10	Possible 10	Possible 10	Possible 10	

One admission point: Fall	Core courses (6 Cr.) + 3 Cr from the Specialization	Specializations (9 Cr.)					MRP
		Accounting	Entrepreneurship	Managing Professionals	Marketing	Supply Chain	
Summer 2025							50
Fall 2025	50						
Winter 2026		Possible 10	Possible 10	Possible 10	Possible 10	Possible 10	
Summer 2026							50

Program Fees

In the course of program development, the School conducted extensive research of the program's financial viability. Below is the overview of fees charged by similar programs. Given a relatively small size of the proposed program compared to the School of Administrative Studies undergraduate operations, we have reasons to believe that with program fees even at a lower range of those in Table 6, the revenues from the master's program will offset most of the costs of running it.

Table 6: Tuition fee structure of Canadian Master's programs as of 2016/17

Program Name	Institution Name	Tuition fee for the program's full academic year as defined by Institution	Number of Semesters covered by tuition of column 3	Number of Semesters for program completion	Comments
Master of Business Analytics (MBAN)	York University - Schulich School of Business	Domestic students: \$57,000 International Students: \$73,000	3	3	Professional program
Master of Management (MMgt)	York University - Schulich School of Business	Domestic students: \$30,000 International Students: \$54,000	3	3	Professional program
Master of Science in Management	Brock University - Goodman School of Business	Domestic Students: \$14,799.10 International Students: \$36,272.4	5	5	Pre PhD program (subsidized)
Master of Science in Management	Queens University - Smith School of Business	The Registrar's Office does not publish the fee for this program. However, all Masters offered by Smith School of Business range between \$45,000 and \$71,167 for international students and \$30,000 to \$46,540 for domestic students.	3 (estimated)	3	Pre PhD program (subsidized)

Program Name	Institution Name	Tuition fee for the program's full academic year as defined by Institution	Number of Semesters covered by tuition of column 3	Number of Semesters for program completion	Comments
Master of Science in Management	University of Ottawa - Telfer School of Management	Domestic students (6 terms): \$16,066.08 International students (6 terms): \$58,839.42	6	6	Pre PhD program (subsidized)
Master of Science in Management	Western University - Ivey Business School	Domestic students: between \$40,500 and \$45,750 (depending on the stream) International students: between \$57,750 and \$63,000 (depending on the stream)	4	4	Professional program
Master of Science in Management	Ryerson University – Ted Rogers School of Management	Domestic students without foundation term (2 years): \$21,309.22 Domestic students with the foundation term (5 courses): \$30,514.92 International students without foundation term (2 years): \$43,403.98 International students with the foundation term (5 courses): \$58,171.58	4	4	Professional program
Master of Science in Management	University of Lethbridge - School of Graduate Studies	Domestic students: \$13,632.51 International Students: \$26,087.61	3	3	Pre PhD program (subsidized)
Master of Science in Management	Concordia University - John Molson School of Business	Canadian, Quebec residents: \$5,900 Canadian, non-Quebec: \$13,300 International students: \$37,100	5	5	Professional program
Master of Science in Business Administration	University of British Columbia - Sauder School of Business	Program does not have tuition fees published. The most similar one, the Master of Management indicates: Domestic students \$28,460 International students: \$42,006	N.A.		Pre PhD program (subsidized)

9. Support Statements⁷

Support has been received from:

- Dean of Faculty of Liberal Arts and Professional Studies
- University Librarian
- University Registrar
- Schulich School of Business
- Vice-President Academic and Provost
- External stakeholders:
 - Regional Municipality of York
 - Nielsen Canada
 - IBM Canada
 - Department of Mechanical, Energy, and Management Engineering, University of Calabria (Unical)
 - Dr. Fang Chang, CIBC
 - Larry J. Foley, Institute for Supply Management, Canada

The letters are in Appendix F.

⁷ Some of the letters of support refer to the program as “Master of Science in Management”. This is an original name under which the program was proposed and developed before it was changed to “Master of Science in Management Practice” to minimize confusion with other programs offered at York University.

Appendix A

Master of Science in Management Practice Calendar Copy

Program Overview

The Master of Science in Management Practice (MScMP) is a program designed to provide future leaders in organizations an understanding of management practices, with a focus on applied research and analysis that inform evidence-based decision making. It provides flexible course offering and serves full-time students as well as professionals who desire to obtain a graduate degree in management while continuing full-time employment. The program is designed to allow completion within three terms (one year) of full-time study, provided that the candidate has an undergraduate business degree and adequate quantitative preparation when admitted. Successful applicants who lack business and/or quantitative background will have to complete preparatory courses and are encouraged to apply for the Graduate Diploma in Management.

In particular, the program will train students to:

- understand the importance of evidence-based decision-making for improving an organization's performance and understand the limitations of particular types of data and analytical tools;
- be familiar with key methods of qualitative and quantitative research, data collection and analysis needed to provide evidence to decision-makers;
- be familiar with emerging trends and tools in cognitive technology of data analytics;
- be able to apply relevant theories, methodologies, and critical thinking skills to identify and solve organizational/management problems and issues.
- be able to identify sources of information and data best suited to inform managerial decisions in selected specialization while understanding ethical considerations in using personal data for research;
- be able to work efficiently in groups and teams and to effectively communicate analyses, outcomes and conclusions to a range of audiences.

The program offers five specializations:

- Applied Accounting Research
- Applied Marketing Research
- Entrepreneurship and Innovation
- Managing in Professional Contexts
- Supply Chain Management

The Master of Science in Management Practice's courses combine theoretical knowledge with practical application. The program is highly experiential, culminating with a Major Applied Research Paper where students employ their knowledge and skills to identify organizational problems and suggest solutions to them based on appropriate analysis of available data. If approved by a program director, the Major Research Paper can take the form of an applied research assignment in an organization.

Admission Requirements

The minimum admission requirements are as follows:

- An honours undergraduate degree in business or related discipline from an accredited post-secondary institution, with a minimum grade point average of B over the final two years of full time study or the equivalent thereof. However, students with a business degree who have the minimum grade point average and substantial professional experience or equivalent will be considered for admission;
- High competency in oral and written English. Applicants whose native language is not English or who have not studied for at least two years in an English language university or who have not worked in a professional role in an English-speaking country for at least one year must obtain satisfactory scores on an acceptable English language test such as IELTS or TOEFL. In special circumstances, admission to the MScMP may be conditional upon taking an intensive English language course.

An applicant needs to provide:

- Two satisfactory letters of reference (e.g., minimum rating of ‘good’ in all letters), which may include: a) an academic reference from a faculty member who taught the applicant; and/or b) a reference from a direct workplace supervisor of the applicant within the past five years who can evaluate the applicant’s analytical orientation.
- A personal statement of research and professional plans - clearly stated, logically developed, and congruent with the MScMP program.

Program of Study

The program is designed to be completed in three terms of full-time study. In the first term, students take two core methods courses and one course based on the selected specialization for a total of 9 credit hours. The second term is dedicated to completing the remaining 9 credit hours of specialization courses. In the third term, a student is expected to carry out and complete an independent applied research. Two options are available: a) a Major Research Paper, where students engage in a research in their fields of specialization under the supervision of a faculty member; and b) an applied research project in a partnering organization, which should be especially attractive for part-time students.

Appendix B

Master of Science in Management Practice Course Structure

ADVANCE PREPARATION

Students admitted into the MScMP must satisfy two sets of pre-requisite knowledge:

- Quantitative (math and statistics)

Students who have not completed a minimum of 6 credits of quantitative methods at the university level within the last 10 years can be admitted into the MScMP on the condition that they pass a preparatory course in quantitative methods prior to undertaking any MScMP program courses.

- Business, management or commerce

Students who have completed university level degrees in fields outside business or management can be admitted into the MScMP after completing the Graduate Diploma in Management or similar for credit degree level program at the university level.

Students pursuing the Applied Accounting Research stream may have to meet additional requirements specific to the stream's courses.

Required Courses (18.0 credits)

First Term (Fall 9.0 Cr)

The two core courses are designed to introduce students to applied research in the business context:

GS/MSMG 6010 3.0 Quantitative Research Methods

GS/MGMG 6020 3.0 Qualitative Research Methods

Select 3.0 credits according to the desired specialization (the course that incorporates analytics):

Applied accounting research (select one)

GS/MSMG 6110 3.0 Management Accounting Applied Research and Data Analytics

GS/MSMG 6120 3.0 Analytics for Accounting

Entrepreneurship and Innovation (both courses have to be taken in the first term)

GS/MSMG 6210 1.5 The Theory and Practice of Entrepreneurship

GS/MSMG 6220 1.5 Design Thinking

Managing in professional contexts

GS/MSMG 6310 3.0 Analytical Thinking for Managers

Applied marketing research

GS/MSMG 6410 3.0 Marketing Analytics

Supply chain management

GS/MSMG 6510 3.0 Analytics for Supply Chain Management

Second Term (Winter 9.0 Cr)

Complete the coursework required for the selected specialization (9 credits). Start working on the Major Research Paper with the supervisor.

Applied Accounting Research (select 3)

GS/MSMG 6110 3.0 Management Accounting Applied Research and Data Analytics (if not taken in the 1st term)

GS/MSMG 6120 3.0 Analytics for Accounting (if not taken in the 1st term)

GS/MSMG 6150 3.0 Data Analytics for Internal and Performance Auditing

GS/MSMG 6160 3.0 Accounting Theory and Conceptual Framework Applied Research

GS/MSMG 6170 3.0 Business Intelligence for Performance Management

GS/MSMG 6180 3.0 Data Analytics for Public Practice

One graduate course (3 credits) from any specialization within the MScMP program.

Applied Marketing Research (select 3)

GS/MSMG 6450 3.0 Marketing Management and Metrics

GS/MSMG 6460 3.0 Consumer Research

GS/MSMG 6470 3.0 Special Topics in Marketing

One graduate course (3 credits) from any specialization within the MScMP program

Entrepreneurship and Innovation

GS/MSMG 6250 3.0 Managing Innovation

GS/MSMG 6260 3.0 Commercializing Entrepreneurial Ideas

One graduate course (3 credits) from any specialization within the MScMP program.

Managing in Professional Contexts

GS/MSMG 6350 Organizing and Change in Professional Contexts – Part 1

GS/MSMG 6360 Organizing and Change in Professional Contexts – Part 2

One graduate course (3 credits) from any specialization within the MScMP program.

Supply Chain Management (select 3)

GS/MSMG 6550 3.0 Fundamentals of Supply Chain Management

GS/MSMG 6560 3.0 Supply Chain Risk Management

GS/MSMG 6570 3.0 Reverse Logistics and Closed-loop Supply Chains

One graduate course (3 credits) from any specialization within the MScMP program

Third Term (Summer)

Major Research Paper, a pass/fail program milestone

The major research paper will be supervised by a professor and can be performed either with publicly available data or with proprietary corporate data. This later type of research can include an agreement with an organization to have the student perform the research in house as an internship.

Appendix C

Expected Learning Outcomes

Overall, the Program and its deliverables are designed to allow student to achieve the following learning objectives:

- LO 1: demonstrate an understanding of the theoretic framework, key concepts, research methods, data analytic approaches and the importance of evidence-based decision-making for improving an organization's performance
- LO 2: show familiarity with key methods of qualitative and quantitative research, data collection and analysis, emerging trends and tools in cognitive technology in data analytics;
- LO 3: demonstrate an ability to apply relevant theories, methodologies, and critical thinking skills to conduct applied research to solve organizational/management problems faced by an organization;
- LO 4: effectively communicate analyses, outcomes and conclusions to a range of audiences.
- LO 5: express appreciation for the limitations, trade-offs, ambiguities, and ethical considerations inherent in using data and analytical tools to make decisions to manage an organization
- LO 6: show the ability to work individually and in a group to conduct research to recommend solutions for improving organizational performance which will advance their knowledge in their selected specialization

To achieve these objectives, the courses are designed to provide the students with appropriate levels of learning. The expected learning outcomes of the Master of Science in Management Practice are detailed below.

The MScMP can be awarded to students demonstrating:

Level 1 (L1) = *Knowledge* (ability to recall) and *Comprehension* (ability to grasp the meaning of)

Level 2 (L2) = *Application* (ability to use learned material in new situations)

Level 3 (L3) = *Analysis* (ability to break down into components), *Synthesis* (ability to put parts together into a new whole), and *Evaluation* (ability to judge the value of materials)

PROGRAM EXPECTED LEARNING OUTCOMES	MSMG 6010 Quantitative research methods	MSMG 6020 Qualitative research methods	MSMG 6110 Management Accounting Applied Research	MSMG 6120 Analytics for Accounting	MSMG 6150 Data Analytics for Internal Auditing	MSMG 6160 Accounting Theory and Conceptual Framework	MSMG 6170 Business Intelligence for Performance Management	MSMG 6180 Data Analytics for Public Practice
<i>By the end of the program, students will be able to:</i>								
1. Depth and Breadth of Knowledge								
Illustrate the key concepts and principles of research design in business and management	L1	L1			L2			L2
Explain the key concepts and theoretical frameworks in selected specializations			L1			L3	L2	
2. Knowledge of Methodologies								
Differentiate between various data analytics approaches to monitoring organizational performance and their importance in supporting managerial decision-making	L1	L1	L2	L3	L2	L3	L2	L2
Recognize key methods of collecting and analyzing qualitative and quantitative data related to organizational performance	L1	L1	L2	L3	L3	L3	L2	L3
3. Application of Knowledge								
Conduct a practical research identifying areas for improvement of organizational performance and suggest steps toward optimal practices			L2				L1	
Identify sources of information and analytical approaches best suitable for monitoring organizational performance and resolving problems	L2	L2		L3	L2	L1	L3	L2
Apply appropriate quantitative and qualitative methods to collect and analyze data needed to solve organizational issues	L2	L2			L2			L2
4. Communication Skills								
Effectively communicate orally and in writing the results of analyses, outcomes and conclusions to a range of audiences including audiences without special analytical training	L2	L2	L2	L3	L2	L2	L2	L2
Effectively utilize various presentation delivery modes (graphs, tables, videos, etc.)	L2	L2	L2	L3	L2	L2	L2	L2
5. Awareness of Limits of Knowledge								
Critique the limitations of various types of data and analytical tools and identify the alternatives.	L3	L3	L2	L1	L1	L1	L2	L1
Recognize ethical boundaries in using personal data for research purposes.	L2	L2						
Choose between systematic and intuitive approaches to decision-making and the situations where one is more appropriate than another and discuss the trade-offs.			L1			L1	L2	
Reflect on the ambiguity inherent to management of an organization	L1	L1	L1			L1	L2	
6. Autonomy and Professional Capacity								
Conduct independent research to advance their knowledge in their selected specialization		L2			L2	L2		L2

PROGRAM EXPECTED LEARNING OUTCOMES <i>By the end of the program, students will be able to:</i>	MSMG 6010 Quantitative research methods	MSMG 6020 Qualitative research methods	MSMG 6110 Management Accounting Applied Research	MSMG 6120 Analytics for Accounting	MSMG 6150 Data Analytics for Internal Auditing	MSMG 6160 Accounting Theory and Conceptual Framework	MSMG 6170 Business Intelligence for Performance Management	MSMG 6180 Data Analytics for Public Practice
Work effectively in teams	L2	L2	L2		L2	L2		L2
PROGRAM EXPECTED LEARNING OUTCOMES <i>By the end of the program, students will be able to:</i>	MSMG 6210 Theory and Practice of Entrepreneurship	MSMG 6220 Design Thinking	MSMG 6250 Managing Innovation	MSMG 6260 Commercializing Entrepreneurial Ideas	MSMG 6310 Analytical Thinking for Managers	MSMG 6350 Organizing and Change in Professional Contexts I	MSMG 6350 Organizing and Change in Professional Contexts II	Major Research Paper or substitute
1. Depth and Breadth of Knowledge								
Illustrate the key concepts and principles of research design in business and management				L1				
Explain the key concepts and theoretical frameworks in selected specializations	L2	L2	L2	L2	L2	L3	L3	L3
2. Knowledge of Methodologies								
Differentiate between various data analytics approaches to monitoring organizational performance and their importance in supporting managerial decision-making	L1	L2		L1	L1			
Recognize key methods of collecting and analyzing qualitative and quantitative data related to organizational performance				L1	L1	L2	L1	
3. Application of Knowledge								
Conduct a practical research identifying areas for improvement of organizational performance and suggest steps toward optimal practices	L2	L2	L2		L2	L2	L2	L3
Identify sources of information and analytical approaches best suitable for monitoring organizational performance and resolving problems	L2	L3	L2	L2	L2	L2	L2	L3
Apply appropriate quantitative and qualitative methods to collect and analyze data needed to solve organizational issues					L2	L2		L3
4. Communication Skills								
Effectively communicate orally and in writing the results of analyses, outcomes and conclusions to a range of audiences including audiences without special analytical training	L2	L2	L2	L2	L2	L2	L2	L2
Effectively utilize various presentation delivery modes (graphs, tables, videos, etc.)	L2	L2	L2	L2	L2	L2	L2	L2
5. Awareness of Limits of Knowledge								

PROGRAM EXPECTED LEARNING OUTCOMES <i>By the end of the program, students will be able to:</i>	MSMG 6210 Theory and Practice of Entrepreneurship	MSMG 6220 Design Thinking	MSMG 6250 Managing Innovation	MSMG 6260 Commercializing Entrepreneurial Ideas	MSMG 6310 Analytical Thinking for Managers	MSMG 6350 Organizing and Change in Professional Contexts I	MSMG 6350 Organizing and Change in Professional Contexts II	Major Research Paper or substitute
Critique the limitations of various types of data and analytical tools and identify the alternatives.		L1		L1	L2			
Recognize ethical boundaries in using personal data for research purposes				L2				L3
Choose between systematic and intuitive approaches to decision-making and the situations where one is more appropriate than another and discuss the trade-offs.	L2	L2	L2	L2				
Reflect on the ambiguity inherent to management of an organization	L1	L1	L2	L2	L2	L2		L3
6. Autonomy and Professional Capacity								
Conduct independent research to advance their knowledge in their selected specialization	L1	L2	L2	L1	L2	L2	L2	L2
Work effectively in teams	L2	L2	L2	L2	L2			
PROGRAM EXPECTED LEARNING OUTCOMES <i>By the end of the program, students will be able to:</i>	MSMG 6410 Marketing Analytics	MSMG 6450 Marketing Management and Metrics	MSMG 6460 Consumer Research	MSMG 6470 Special Topics in Marketing	MSMG 6510 Analytics for Supply Chain	MSMG 6550 Fundamentals of Supply Chain Management	MSMG 6560 Supply Chain Risk Management	MSMG 6570 Reverse Logistics and Closed-loop Supply Chain
1. Depth and Breadth of Knowledge								
Illustrate the key concepts and principles of research design in business and management	L1		L1	L1	L1			
Explain the key concepts and theoretical frameworks in selected specializations	L2	L1	L2	L2	L1	L2	L2	L2
2. Knowledge of Methodologies								
Differentiate between various data analytics approaches to monitoring organizational performance and their importance in supporting managerial decision-making	L2	L2	L1	L1	L2	L1		
Recognize key methods of collecting and analyzing qualitative and quantitative data related to organizational performance	L2	L2	L1	L2	L2	L1	L2	L1
3. Application of Knowledge								
Conduct a practical research identifying areas for improvement of organizational performance and suggest steps toward optimal practices			L2	L2	L2	L2	L2	L2
Identify sources of information and analytical approaches best suitable for monitoring organizational performance and resolving problems	L1	L2	L2		L1	L2		L1

PROGRAM EXPECTED LEARNING OUTCOMES	MSMG 6410 Marketing Analytics	MSMG 6450 Marketing Management and Metrics	MSMG 6460 Consumer Research	MSMG 6470 Special Topics in Marketing	MSMG 6510 Analytics for Supply Chain	MSMG 6550 Fundamentals of Supply Chain Management	MSMG 6560 Supply Chain Risk Management	MSMG 6570 Reverse Logistics and Closed-loop Supply Chain
<i>By the end of the program, students will be able to:</i>								
Apply appropriate quantitative and qualitative methods to collect and analyze data needed to solve organizational issues	L3		L2	L2	L2	L2	L2	L1
4. Communication Skills								
Effectively communicate orally and in writing the results of analyses, outcomes and conclusions to a range of audiences including audiences without special analytical training	L2	L2	L2	L2	L2	L2	L2	L2
Effectively utilize various presentation delivery modes (graphs, tables, videos, etc.)	L2	L2	L2	L2	L2	L2	L2	L2
5. Awareness of Limits of Knowledge								
Critique the limitations of various types of data and analytical tools and identify the alternatives.	L2	L1		L2		L1		
Recognize ethical boundaries in using personal data for research purposes	L2		L3					
Choose between systematic and intuitive approaches to decision-making and the situations where one is more appropriate than another and discuss the trade-offs.		L1				L1	L1	
Reflect on the ambiguity inherent to management of an organization		L1			L1	L1	L2	
6. Autonomy and Professional Capacity								
Conduct independent research to advance their knowledge in their selected specialization	L2		L2	L2	L2	L2	L2	L2
Work effectively in teams	L2	L2				L2	L2	L2

Appendix D

Faculty Members SAS – Teaching Staff

Table 1 – Listing of Faculty

At this stage, only Full-time faculty and retired faculty are included.

Area	Faculty Member	Rank	Graduate Program
Accounting, Governance and Law	Evans, Paul	Assistant Professor	MFAC
	Gelinas, Patrice	Associate Professor	MFAC
	Kwon, Sung	Professor	
	Lai, Liona	Associate Professor	MFAC
	Leblanc, Richard	Associate Professor	MFAC
	Ma, Mary	Assistant Professor	
	Parkinson, John	Professor	
	Peng, Songlan	Associate Professor	
	Porporato, Marcela	Associate Professor	Yes
	Spraakman, Gary	Professor	Yes
	Wang, Haiping	Assistant Professor	
Waweru, Nelson	Associate Professor	MFAC	
Audit Management Information Systems / Tax	Iacobelli, Sandra	Assistant Lecturer	MFAC
	Jones, Joanne C	Associate Professor	Yes
	Sanchez-Rodriguez, Cristobal	Associate Professor	
Finance	Domian, Dale	Professor	Yes
	Tahani, Nabil	Associate Professor	Yes
	Yildirim, Semih	Associate Professor	
Management	Chuang, You-Ta	Associate Professor	Yes
	Deutsch Salamon, Sabrina*	Associate Professor	
	Lehrer, Keith	Assistant Professor	
	Shen, Jung-Chin	Associate Professor	
	Schwartz, Mark	Associate Professor	
	Thomson, Kelly	Assistant Professor	Yes
	Tsasis, Peter**	Associate Professor	
Decision Sciences	Bartel, Henry	Professor	
	Huang, Rong Bing	Associate Professor	
	Qudrat-Ullah, Hassan	Professor	Yes
	Solis, Adriano	Associate Professor	Yes
	Toyasaki, Fuminori	Associate Professor	Yes
Marketing	Carbonell-Foulquie, Pilar	Associate Professor	
	Rusetski, Alex	Associate Professor	
	Strebinger, Andreas	Associate Professor	
	Whelan, Jodie	Assistant Professor	

Note: * Cross-appointed to another LA&PS unit; ** Cross-appointed to Faculty of Health.

Table 2 – Graduate Supervision

Graduate student supervision of core faculty is presented in Table 2.

Faculty Member	Career			Current		
	Master's	Major Research Paper	PhD	Master's	Major Research Paper	PhD
Bartel ,Henry	8		2			1
Carbonell, Pilar	21					
Deutsch Salamon, Sabrina	1	1	5			2
Domian, Dale	3		3			
Gelinas, Patrice						
Huang, Rongbing	1		2			1
Kwon, Sung	2	1	2			
Lai, Liona		2				
Leblanc, Richard	1		2			
Ma, Mary			1			
Peng, Stella						
Porporato, Marcela	24	1	3	4		5
Quadrat-Ullah, Hassan	15		6			
Shen, Jung-Chin			2			1
Solis, Adriano	10			2		
Spraakman, Gary	1		1			
Strebinger, Andreas	33		1			
Tahani, Nabil	4					
Thomson, Kelly		3	1			1
Toyasaki, Fuminori	2		2			4
Tsasis, Peter	2		6			2
Wang, Haiping				1	1	

Table 3 – Research Funding Received by Faculty

The following table presents the annual aggregate value of research grants received by the faculty who declared their interest in the proposed program throughout their careers (excluding grants solely for travel and publication). Further details can be found in the CVs of individual faculty. In cases where grants are shared with other SAS faculty, the amount for only one faculty member was included.

Year	Granting Councils¹	Government²	Foundations³	Contracts and others⁴	Internal⁵	Total
2017	\$ 179,569.00	\$ 20,000.00	\$ -	\$ -	\$ 6,175.00	\$ 205,744.00
2016	\$ 154,889.00	\$ -	\$ -	\$ 9,200.00	\$ 69,533.50	\$ 233,622.50
2015	\$ 127,500.00	\$ 50,000.00	\$ -	\$ 85,350.00	\$ 89,090.00	\$ 351,940.00
2014	\$ -	\$ -	\$ -	\$ 40,786.46	\$ 32,893.36	\$ 73,679.82
2013	\$ -	\$ 24,795.90	\$ 40,889.00	\$ 2,000.00	\$ 15,637.20	\$ 83,322.10
2012	\$ 24,000.00	\$ -	\$ -	\$ 1,500.00	\$ 14,915.00	\$ 40,415.00
2011	\$ 35,599.00	\$ -	\$ -	\$ 10,000.00	\$269,333.00	\$ 314,932.00
2010 and before	\$ 2,330,049.00	\$249,707.75	\$100,000.00	\$ 763,285.40	\$258,590.00	\$ 3,701,632.15
Total	\$ 2,851,606.00	\$344,503.64	\$140,889.00	\$ 912,121.86	\$756,167.06	\$ 5,005,287.56

1. This category includes SSHRC, CIHR and Canada Council. [note – equipment grants, conference grants, or grants allocated by the university such as SSHRC minor grants are not included]
2. Government source includes CIDA, HRDC, and NCE.
3. Source from Foundations includes Laidlaw Foundation, Appleton Foundation, and Foundation for Legal Research.
4. This category includes contracts and grants that cannot be classified under any other categories.
5. This category consists of university allocated grants such as SSHRC minor grants. [equipment, conference and travel grants are not included]

**York University External Appraisal Report
of the Proposed New Master of Science in Management Practice (MScMP)
and the Proposed New Graduate Diploma in Management (GDM)
February 2018**

External Reviewers:

Merridee Bujaki, Professor, Accounting, Sprott School of Business, Carleton University
Janet Morrill, Associate Professor, Accounting, Asper School of Business, University of Manitoba

1. Outline of the Visit

Over the course of the day we had the opportunity to meet with the following individuals

- Alice J. Pitt, Vice-Provost, Academic
- Fahim Quadir, Interim Dean, Faculty of Graduate Studies
- Adriano Solis, Director, School of Administrative Studies
- Marcela Porporato, Undergraduate Program Director
- Alex Rusetski, Markham Planning Group Coordinator
- Joanne Jones, Assoc. Professor, Audit/MIS/Tax
- Fuminori Toyasaki, Assoc. Professor, Decision Sciences
- David Etkin, GPD, Master of Disaster and Emergency Management
- Sophie Bury, Head, Peter F. Bronfman Business Library & Learning Commons Chair
- Adam Taves, Associate Dean for Collections & Research
- Ananya Mukherjee-Reed, Dean, Faculty of Liberal Arts and Professional Studies (LA&PS)
- Sandra Whitworth, Associate Dean, Graduate Studies and Research, LA&PS
- John Justin McMurtry, Associate Dean Programs, LA&PS
- Peter Thompson, Senior Advisor, Institutional space planning
- Irina Arsene, Director, Project Management and Site Construction at York University Development Corporation
- Gary Spraakman, Professor, Accounting
- Pilar Carbonell-Foulquie, Assoc. Professor & Area Coordinator, Marketing
- Manfred Maute, Professor, Marketing
- Kelly Thomson, Asst. Professor, Management
- Jonathan Kerr, Lecturer, Management

The MScMP is to be housed at York's still-to-be-constructed Markham campus. Thus during our visit at York we were unable to visit the specific facilities, although we were pleased to receive a detailed presentation on the planned facilities and their layout during the course of our visit.

2. General Objectives of the Programs

The MScMP and GDM both fit well with the Markham campus focus on career relevant and experiential learning programs. Both programs fit well with the School of Administrative Studies' (SAS) current offerings and expertise in non-traditional course formats. Both proposals did an excellent job identifying how the programs are different from current programs offered at other schools, how they would appeal particularly to students currently in York-SAS programs and graduates and professionals in the Markham area.

In the case of the MScMP, its objectives were clearly articulated. We like the MScMP program name: it has the recognized root of MSc, which also denotes the rigour of the program. Using MP distinguishes

what is unique about the program - that graduates are prepared for practice, rather than directing candidates towards a PhD. However, we are sympathetic to concerns that MScMP may attract fewer candidates, rankings, or international partnerships. If investigations (such as marketing surveys or focus groups) validate these concerns, that would be a good reason to revert back to MScManagement.

The MScMP proposal also clearly articulated the choice of various Focus areas in the MScMP, and also why there is no Public Sector Focus in the MScMP. Faculty representatives are confident that all the planned Focus areas will be able to be offered.

We felt that the GDM would be an interesting option for non-business graduates or professionals working in the Markham area who wanted to acquire a basic comprehension of the disciplines in business who either were not ready to pursue an MBA, were not able to devote the money or time to an MBA, or would not be admitted to the programs with their current level of work experience.

We did have some concerns whether the GDM will work effectively as a feeder program to MScMP. In some disciplines (particularly accounting), we have doubts that a candidate with no business background and taking only the GDM would be able to succeed in the accounting focus of the MScMP. We see a few options the committee could consider:

- Assume that there will not be any candidates who would take the accounting focus. We are not convinced that this is a good idea. While there are perhaps few candidates who would try, it seems unfair to have a route where it is highly doubtful to be successful.
- Indicate that the accounting focus (and perhaps others) are not available if the candidate's only academic background in accounting was the GDM accounting module.
- Put a requirement into the accounting focus module (and perhaps others) that a minimum number of accounting courses must have been taken (perhaps intermediate accounting 1 and 2 within the last ten years, or equivalent).

3. Need and demand

Both documents did a very thorough job differentiating their program from others in the province and country. They both seem to identify a gap in the market and a need. We particularly anticipate that the GDM could be very attractive to internationally educated professionals (who are numerous in the GTA/Markham area) who want to obtain Canadian education credentials. We believe it will be important to have services and personnel in place to evaluate the applications of IEPs, and meet their specific needs once admitted to the program.

4. Program Content and Curriculum

Both GDM and MScMP program content and curriculum seem very interesting and topical. We were particularly impressed with the core courses in MScMP covering both quantitative and qualitative research, as this will produce well-rounded students versed in both types of research and understanding their respective strengths and weaknesses.

We have some concern that the "management of professionals" stream seemed to have less detail than other focus areas. We appreciate that it is likely to emphasize qualitative, rather than quantitative, research but would like to see clearer indications of how the course content will give students an understanding of the types of research questions to be investigated, how to perform that research, strengths and weaknesses of alternative research approaches, biases and assumptions within different investigative techniques, etc.

We also note that the program might need to limit number of focus areas to be offered in early years of the MScMP, given that the enrolments will be constrained and applicants may not divide themselves evenly among the focus areas.

5. Program structure, learning outcomes and assessment

Overall, the proposals are carefully thought out and provide an adequate level of detail. We found the proposed use of experiential learning (e.g. live cases, internships) is innovative and exciting, and takes advantage of community resources and enthusiasm for these programs.

The Program lengths and modes of delivery seem appropriate, except we had some concern about the planned 2 week module offerings in the GDM. The GDM seeks to be attractive to a wide range of students. This is laudable, and important, but of course raises challenges because the student body is diverse: the 2 week “boot camps” may be appealing for some students, but are VERY intensive and would effectively require that their outside lives be put on hold for the duration of the module. This may be appealing for some students, but impossible for others (particularly, and of most concern, for women who tend to be primary caregivers in their families and thus may have less control over their schedules and availability). Further, the program as it is currently proposed, where one module runs immediately after the other, seems like it would be impossible for anyone. We suggest reconsidering this model to enhance students’ chances for success in the GDM. Eventually, it will be preferable to have different “modes” of course offerings available, such as weekend courses, evening courses, online courses, and a traditional day format that will allow students to select the course mode most appropriate to their circumstances. Given that the first cohort is small and experimental, the committee should pick the option that they feel is most appropriate (whether that be the one the most likely to succeed, or the one most likely to attract candidates, or the one least likely to require adaptation). However, the proposal should indicate whether other modes/schedules are expected to be adopted as the program grows, or if the current structure envisioned is an inherent part of the GDM.

We note that there was some confusion based on our reading of the program documents about the intended size of initial cohort in the MScMP. The current version of the document is unclear on whether it is anticipated there will be 10-20 students admitted to the MScMP IN TOTAL, or 10-20 PER FOCUS AREA (approx. 50 IN TOTAL). This needs to be clarified as it will have a significant impact on the initial program plans and projections, as well as the resources needed for the initial offering of the program.

We had some other suggestions and concerns to be considered by the program committee:

- Learning outcomes should be re-written to ensure they are measurable (e.g. “demonstrate understanding” (which can be measured on a test or project), rather than “understand” (which is not directly visible).
- Some additional consideration should be given to how the learning outcomes will be demonstrated and assessed at the program levels, rather than just course by course; for example, some pre- and post- program assessments could be introduced to support this or the major research/internship projects could be used to assess learning outcomes.
- We suggest highlighting in promotional materials the available York scholarships for women in STEM/Management fields to encourage their participation.
- Ensure that co-teaching is adequately recognized in faculty members’ workload assignments.

6. Admission requirements

We generally had no concerns, except for the concern previously expressed about GDM graduates entering the MScMP program, perhaps with insufficient background for some of the focus areas. For some focus areas, additional background preparation may be needed beyond that provided in the GDM.

We also suggest that the committee consider specifying how recently the quantitative methods courses need to have been completed if the program desires something other than the default criterion established in Faculty policies.

7. Resources

We consider the greatest challenges for the proposed GDM and MScMP to be in ensuring the programs are adequately resourced. We document below some of the resourcing issues we identified that will need to be given careful consideration to enhance the programs' prospects for success. For ease of reading we have grouped our observations with respect to resources under several headings below.

Financial

A key financial decision is whether revenues will be regulated or deregulated. This will have a significant impact on the overall resources available for the programs. We note that tuition costs will need to be affordable to attract the best students to the programs without cost being a significant barrier. Given the structure of the MScMP, we also note that special funding may be required to cover costs related to internships.

We noted that there may be opportunities in the future to offer some of the courses proposed in a professional development format, as well as within the MScMP and GDM. This offers the potential for an additional revenue stream, although this might compromise the cohort-based experience of students registered in the MScMP and GDM programs.

Faculty Resources

We note the enthusiasm of the faculty members we met for the proposed programs. An important decision going forward will be which existing faculty members will be appointed to the Markham campus. In addition there is a need to hire new faculty, and to ensure there will be a sufficient number of faculty located at Markham campus to have a footprint there. New hiring will need to be targeted to ensure individuals with the necessary data analysis/technical skills are brought on board. To facilitate this data analysis/technical skills could be included among the hiring criteria for future faculty.

In addition to full time faculty there will be a need for contract faculty involvement in the MScMP and GDM. It will be important that new contract faculty also have the necessary data analysis skills. We suggest that new contract instructors be provided with training or partnering opportunities with full-time faculty so the contract instructors can be mentored through their initial exposure to teaching and administrative duties. If contact instructors will be supervising major research projects or internships, we suggest that appropriate policies, frameworks, and templates be developed to support contract instructors in these duties to ensure positive experiences for faculty and students.

As the MScMP is based upon major research projects or internships with a focus on data analysis, the introduction of the program may lead to new teaching and supervision demands that are quite heavy for faculty. We offer a number of recommendations in this regard:

- Ensure reasonable course releases are provided to faculty members for the number of projects they supervise.

- Offer appropriate training for current faculty who will be instructing with new data and programs. This might include support (i.e., time, money, travel) to access workshops or training in data analysis programs (e.g. SAP, Stata, ERP)
- Offer appropriate training for faculty who have limited supervisory experience. This training would prepare them for supervising MRPs and/or internship projects.

Staffing Resources

To support the administrative aspects of the MScMP and GDM we note the need for an appropriate course release and stipend for the graduate program director. The graduate program director will need to be supported by graduate program assistant(s). Further, given the community-based nature of the programs, appropriate additional staff will be needed to act in outreach and liaison roles with businesses in the community. There will also need to be resources provided for an effective career placement center to serve the MScMP and GDM, as well as other SAS programs to be offered at the Markham campus. In addition, appropriate staffing resources related to these programs in Management will be needed in the Markham library.

Physical/Digital Resources

We note that the Markham campus building seems to be well located, and is close to public transit and other commercially available facilities that will be attractive to students. We also note that flexible event space is identified in the building. This will be important for fostering community engagement. The planned building and library facilities seem very attractive. We note that it will be important to have student study spaces, areas for collaboration, and spaces where MScMP students can work and leave materials (e.g. lockers, locked drawers, study carrels or the equivalent).

The planned library resources seem excellent, with plans in place for a mix of print and digital resources, and facilities for inter campus transfers of resources materials. We encourage faculty involved with the MScMP and GDM to carefully specify in advance the data and software requirements for the programs to ensure these resources are either available in the planned Markham computer labs or through inexpensive licencing agreements by students so they are not expensive additional requirements for students. We also note that it may be beneficial if the library or SAS facilities have Bloomberg terminals available at the Markham location and suggest that the MScMP might need the CRSP/Compustat merged database to facilitate faculty and student research.

Fundraising

The proposed programs will need the support of university and/or faculty advancement staff to fundraise and support the programs' community engagement efforts. As part of this support, comprehensive donor recognition programs (including named scholarships) should be implemented to recognize both monetary and non-monetary contributions by donors and other supporters. Such contributions could include providing personnel to teach, internship placements, providing access to data, offering computer programs for data analysis, etc. Formally recognizing these contributions will support the programs' community engagement efforts.

Stakeholder Relations

We recognize the value in already having corporate partners committed to, and engaged in, the programs. We note that the level of support from these stakeholders is already high as attested to in the letters accompanying the program documents. We concur with observations made during our visit that it makes sense to approve these proposed programs as early as possible so that these important

stakeholder relationships can be further fostered and developed during construction and are ready to go when the programs commence at the Markham campus.

International Students

Demand by international students is expected to be high. The faculty we spoke with expressed a desire that there be no cap on the number of international students able to register in the programs. We agree that access to the proposed programs by international students represents an important opportunity for them to establish themselves with current and relevant Canadian educational credentials. At the same time, however, international students may require additional services to support their successful completion of the program(s). With this in mind, we recommend consideration be given to the need to offer dedicated resources and supports for international students and Internationally Educated Professional if they end up being a significant portion of the student body. The resources and supports needed might include language aids, specialized career placement activities, and training such as offering workshops in cultural “soft skills”.

8. Quality of Student Experience

In general, we anticipate the student experience will be a positive one. The proposed courses are interesting and relevant. We anticipate the common core courses will lead to a strong sense of being part of a cohort among students. The major research paper/internship will provide meaningful research opportunities for students that should result in a strong positive experience in the program.

As noted previously we have some concern that the intensive two week courses will be challenging for students. We note that this proposed format is not one that is used in current SAS programs. The intensive two week courses may also be challenging for faculty assigned to teach them, which may impact student experience.

Several of the proposed course outlines anticipate assigning standard textbooks. Students may consider the cost of textbooks as excessive when used in short or intensive courses. Faculty members may wish to consider alternative resources, including custom published versions of textbooks, for these courses. This would ensure that students are paying for only materials that are covered in the courses, and may enhance the student experience.

9. Other Issues

No additional issues were noted.

10. Summary Observations

We note there is strong, enthusiastic cross-area support for the GDM and MScMP among all the faculty with whom we spoke. The faculty spoke of their long-standing desire to have a distinctive Master’s program in SAS to increase opportunities for faculty members to supervise Master’s level research projects. The proposed MScMP will satisfy this desire.

The proposed MScMP name reflects clearly the unique focus of the program on evidence-informed Management Practice and we support this name. We observe that it is desirable for the MScMP and GDM to be approved well in advance of their planned opening to ensure adequate time for capacity and relationship building to enhance the programs’ chances of success. Additional factors that will need to be in place to support the programs’ success include adequate efforts to brand the new Markham campus and the new programs to be offered there. We observe that the success of the proposed

programs will depend largely on appropriate resolutions of the resourcing issues we have identified in our review.

We appreciate the hospitality extended to us during the course of our appraisal visit and are optimistic regarding the future of the proposed programs.

FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES

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June 6, 2018

Lisa Philipps
Interim Vice-President Academic & Provost
VP Academic & Provost
918 Kaneff Tower

Dear Provost Philipps:

Re: Proposal for a Master of Science in Management Practice

I wish to express my full support for the Master of Science in Management Practice (MScMP) and the Graduate Diploma in Management being proposed by the School of Administrative Studies (SAS) at York's Markham campus. The proposed MScMP responds to the societal need for professional programs which can prepare managers to deal with ever increasing volumes of information. It will train managers to assess and evaluate sources of information, to apply latest analytical techniques, and to use evidence to support operational decisions. The program will provide students with a solid conceptual and methodological foundation for research design and data collection. The Diploma will play a significant role in establishing this foundation.

York Region in general and Markham, in particular, are amongst the most vibrant business communities in Canada. It is home to more than 1,500 high tech and life science companies representing sectors with strong needs in information management and analysis. The proposed programs will fit perfectly with the overall environment of the region.

The School of Administrative Studies is extremely well positioned to offer the proposed programs. The current faculty of the School has wide competence in all areas of management, and accordingly, a substantial number of current faculty have expressed interest in teaching in the proposed programs. The programs require an equivalent of 14 Full Course Equivalents per year. Thirty-four colleagues from the School of Administrative Studies and nine faculty colleagues from the School of Public Policy and Administration have already expressed interest in teaching these courses. Of the colleagues listed in the (attached) course offering profile, 50% have supervisory experience; five colleagues have, among them, supervised more than 100 Masters theses/major research papers. As is standard practice, the programs will be supported by an administrative assistant. Additional supports identified in the proposal will be provided centrally at the Markham Centre Campus.

Since 2015, the School has added between three and five new tenure stream faculty members annually. We expect to continue this trend and add a significant number of new tenure stream open-rank appointments to the School as we prepare for the opening of the Markham campus in Fall 2021. The first open rank position for this program was authorized in 2017, and more will follow between 2018 and 2021. The addition of the proposed graduate programs to the School's portfolio, and the connections it has



established with Markham's leading organizations, will ensure that we attract top-notch research-active faculty to the School. As is the established practice in professional schools, it is expected that leading practitioners who have relevant expertise and possess Canadian and international professional designations will also contribute to the programs.

In conclusion, let me say that as Dean I am fully committed to ensure that the proposed programs excel and thrive. The School will offer a large undergraduate program at Markham which is projected to generate significant revenues. Overall, after a short initial period, the Faculty is projected to achieve a healthy surplus of revenues over costs which will be reinvested towards the achievement of academic excellence as per the university's stated mandate.

Sincerely,



Ananya Mukherjee-Reed
Dean

cc: Robert Everett, Assistant Secretary of the University, University Secretariat
Cheryl Underhill, Assistant Secretary of the University, University Secretariat
Michael Zryd, Associate Dean Academic Affairs, Faculty of Graduate Studies

Draft Staffing Plan, Master of Science in Management Practice, Academic Years 2021-2023

Course	Fall 2021	Winter 2022	Fall 2022	Winter 2023	Fall 2023	Winter 2024
Core						
GS/MSMG 6010 3.0 Quantitative Research Methods	Fuminori Toyasaki		Fuminori Toyasaki		Adriano Solis	
GS/MSMG 6020 3.0 Qualitative Research Methods	Kelly Thompson		Kelly Thompson		Kelly Thompson	
Accounting						
GS/MSMG 6110 3.0 Management Accounting Applied Research and Data Analytics	Nelson Waweru		New hire		New hire	
GS/MSMG 6120 3.0 Analytics for Accounting	Gary Spraakman		Cristobal Sanchez-Rodriguez		Gary Spraakman	
GS/MSMG 6150 3.0 Data Analytics for Internal and Performance Audits		Joanne Jones		Joanne Jones		Sandra Iacobelli
GS/MSMG 6160 3.0 Accounting Theory and Conceptual Framework Applied Research		Sung Kwon		Sung Kwon		Liona Lai
GS/MSMG 6170 3.0 Business Intelligence for Performance Management		Marcela Porporato		Marcela Porporato		Gajindra Maharaj
GS/MSMG 6180 3.0 Data Analytics for Public Practice		Sandra Iacobelli		Sandra Iacobelli		Joanne Jones
Marketing						
GS/MSMG 6410 3.0 Marketing Analytics	Manfred Maute		Manfred Maute		Manfred Maute	
GS/MSMG 6450 3.0 Marketing Management and Metrics		Pilar Carbonell		Pilar Carbonell		Alex Rusetski
GS/MSMG 6460 3.0 Consumer Research		Jodie Whelan		Jodie Whelan		Jodie Whelan
GS/MSMG 6470 3.0 Special Topics in Marketing		Andreas Strebinger		Andreas Strebinger		Lee Li
Entrepreneurship and Innovation						
GS/MSMG 6210 1.5 The Theory and Practice of Entrepreneurship	Jung-Chin Shen		Jung-Chin Shen		Jon Kerr	
GS/MSMG 6220 1.5 Design Thinking	You-Ta Chuang		New hire		New hire	
GS/MSMG 6250 3.0 Managing Innovation		You-Ta Chuang		You-Ta Chuang		You-Ta Chuang
GS/MSMG 6260 3.0 Commercializing Entrepreneurial Ideas		Jon Kerr		Jon Kerr		Jung-Chin Shen
Management in Professional Contexts						
GS/MSMG 6310 3.0 Analytical Thinking for Managers	Sabrina Deutsch Salamon		Sabrina Deutsch Salamon		Peter Tsisis	
GS/MSMG 6350 3.0 Organizing and Change in Professional Contexts – Part 1		Peter Tsisis		Peter Tsisis		Sabrina Deutsch Salamon
GS/MSMG 6360 3.0 Organizing and Change in Professional Contexts – Part 2		Kelly Thompson		Kelly Thompson		Kelly Thompson
Supply Chain Management						
GS/MSMG 6510 3.0 Analytics for Supply Chain Management	Peggy Ng		Peggy Ng		Fuminori Toyasaki	
GS/MSMG 6550 3.0 Fundamentals of Supply Chain Management		Adriano Solis		Adriano Solis		Rongbing Huang
GS/MSMG 6560 3.0 Supply Chain Risk Management		Mustafa Karakul		Mustafa Karakul		Hassan Quadrat-Ullah
GS/MSMG 6570 3.0 Reverse Logistics and Closed-loop Supply Chains		Hassan Quadrat-Ullah		New hire		New hire

Draft Staffing Plan, Graduate Diploma in Management, Academic Years 2021-2023

Course	Fall 2021	Winter 2022	Fall 2022	Winter 2023	Fall 2023	Winter 2024
GS/DMGM 5010 1.5 Cr. Organizational Theory and Strategic Management	Jon Kerr		Jon Kerr		Jung-Chin Shen	
GS/DMGM 5020 1.5 Cr. Principles of Marketing Management	Alex Rusetski		Alex Rusetski		Alex Rusetski	
GS/DMGM 5030 1.5 Cr. Manufacturing and Service Operations Management	Henry Bartel		Henry Bartel		Henry Bartel	
GS/DMGM 5040 1.5 Cr. Financial and Management Accounting	Liona Lai		Liona Lai		Songlan Peng	
GS/DMGM 5050 1.5 Cr. Management Information Systems	Cristobal Sanchez-Rodriguez		Cristobal Sanchez-Rodriguez		Cristobal Sanchez-Rodriguez	
GS/DMGM 5060 1.5 Cr. Introduction to Financial Management	Dale Domian		Dale Domian		Dale Domian	
GS/DMGM 5070 1.5 Cr. Organizational Behavior	Len Karakowsky		Len Karakowsky		Len Karakowsky	
GS/DMGM 5080 1.5 Cr. Law and Corporate Governance	Richard Leblanc		Richard Leblanc		Richard Leblanc	
GS/DMGM 5090 3 Cr. Experiencing Management		Mark Schwartz		Mark Schwartz		Mark Schwartz
GS/DMGM 5110 1.5 Cr. Fundamentals of Public Sector Management	Daniel Cohn		Daniel Cohn		Daniel Cohn	
GS/DMGM 5120 1.5 Cr. Canadian Administrative Law and Public Sector Ethics	Nergis Canefe		Nergis Canefe		Nergis Canefe	



Memorandum

To: Profs. A. Rusetski & M. Porporato
CC: Profs. Michael Zryd, FGS; Kim Michasiw, Senate ASCP; Alice Pitt, YUQAP; Dezsö Horvath, Schulich
From: Markus Biehl, AD Academic
Date: May 15, 2018
Subject: SAS Proposals for a Diploma in Management and an MS in Management Practice

Markus Biehl

Digitally signed by Markus Biehl
DN: cn=Markus Biehl, o=Markus Biehl,
ou=Schulich School of Business,
email=markus.biehl@schulich.yorku.ca
Date: 2018.05.15 11:38:50 -0400

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On behalf of the Dean of the Schulich School of Business, I am pleased to support the two above-mentioned program proposals put forth by our colleagues in the School of Administrative Studies.

While the programs, when combined with one another, overlap with some of Schulich's programs, they are sufficiently different from both our 1-year programs and our suite of MBA programs. We have also been assured that the proposed programs will be offered only at York's new Markham campus. As a result, we are of the opinion that the programs will compete only minimally with existing management programs at York.

We thank our colleagues at SAS, FGS, the Vice Provost's Office and beyond for the exemplary cooperation in the process of preparing and approving these proposals.



Office of the Vice-President Academic and Provost



Memorandum

To: Thomas Loebel, Chair, APPRC
Kim Michasiw, Chair, ASCP

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

Date: June 7, 2018

Subject: Master of Science in Management Practice (MScMP) and the
Graduate Diploma in Management (GDM)

I have reviewed the proposal from Liberal Arts & Professional Studies to establish a Master of Science in Management Practice (MScMP) and a Graduate Diploma in Management (GDM) in the School of Administrative Studies. I have also reviewed the external reviewers' report and the proponents' response to it.

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 an applied research professional program that will be offered at Markham Centre Campus with experiential opportunities provided by well-established local business/industry partners. The program distinguishes itself from both research masters and programs that emphasize the development of general management skills with a clearly articulated purpose "to train future leaders to run organizations with a focus on applied research and analysis of business data that inform evidence-based decision making." Offered both on a full-time and part-time basis, the program's flexible schedule and the inclusion of a graduate diploma that ladders to the Masters make it attractive both to recent graduates who are interested in developing skills and knowledge that are increasingly in demand as well as working professionals wishing to acquire the skills and knowledge "needed to run an organization in the age of big data."

The review report is positive in terms of the program's purpose, design and distinctiveness as well as its clarity in terms of its target audience. The program has made revisions in response to suggestions and requests for clarification from both the external reviewers and feedback from Faculty of Graduate Studies Academic Planning and Policy Committee.

Dean Mukherjee-Reed has expressed her full support for the new program and has both identified existing faculty resources to teach in the program and committed to on-going additional hires for the School in general and in preparation for the new campus.

Office of the Vice-President Academic and Provost

Planning for the Markham Centre Campus is well underway. The proposed new program will benefit from institutional supports provided to enhance experiential education opportunities for students at York. The Markham Centre Campus will be served by what we are calling a “Sector Cluster Network Model” designed to develop and strengthen relationships among the university, municipal and regional economic development agencies and community health services offices. The proposed program has identified key industry and business partners as is evident in the letters of support. The university’s “Network Model” will provide the proposed program with operational support for the partnerships.

The proposal also identifies supports that will be key to ensuring the success of the program. The resource needs identified in the proposal have been built into the planning for the campus. Admissions, advising and career services for both domestic and international services will be provided at Markham through our central offices with a ‘made for Markham’ stamp. The proposal also identifies need for writing support for students, in particular international students. The campus will provide academic support services, including and not limited to support for the development of writing at graduate and undergraduate levels.

The York University English Language Institute (YUELI) offers a range of intensive programs for international students to improve their English proficiency prior to starting degree programs. These are centralized at the Keele campus but would be available to students planning to enroll at the Markham campus. The University is currently reviewing the ongoing English language supports offered to degree students, and is committed to ensuring that Markham students have access to the same quality of academic supports as those at other campuses.

I am pleased to record my support for the proposal.

cc Dean A. Mukherjee-Reed

VPA A. Pitt





Doug Lindeblom
Director of Economic Strategy

August 9, 2017

Professor Adriano O. Solis
Director, School of Administrative Studies
York University
4700 Keele St.
Toronto, Ontario M3J 1P3

Re: Proposed Master of Science in Management and Graduate Diploma in Management programs

Dear Professor Solis:

On behalf of the Regional Municipality of York (York Region), I wish to convey our continuing strong support for the Master of Science in Management (MScM) degree program that your School proposes to launch in September 2021 at York University's planned new campus in the city of Markham. As well, we support your proposed Graduate Diploma in Business (GDM) program, which you are developing as a pathway into the MScM program for holders of non-business undergraduate degrees.

Being Canada's fastest growing large municipality and the second largest business hub in Ontario, York Region is home to 1.2 million people and hosts close to 51,000 business firms. With more than 4,300 of these firms operating in the information and communications technology (ICT) sector, ranging from startups to some of the largest global companies, the need for appropriately trained and qualified workforce in the region is high and access to quality post-secondary education is an important priority. Accordingly, York Region Council has supported York University's plans for a new campus in Markham from the very early stages.

Business programs are expected to be an important part of the new campus operations and having a well thought-out set of undergraduate and graduate degrees is crucial for the new campus success. In our letter dated August 26, 2016, we had expressed our support for the development by the School of Administrative Studies of a graduate business program at the York Markham Centre Campus. We are quite satisfied with the way that the proposed MScM program has taken shape, particularly with its focus areas in Entrepreneurship & Innovation and Supply Chain Management which we believe to be highly relevant for York Region.

The combination of the master's degree and the graduate diploma provides opportunities and options for a large number of potential students. For instance, the many small and large ICT firms in York Region employ graduates of engineering, computer science, mathematics, and other undergraduate science programs. These employees can benefit from taking a condensed Graduate Diploma in Management to build on their scientific backgrounds and evolve into effective managers. Moreover, a significant proportion of firms in York Region would require well-qualified managers who are comfortable with operating with large volumes of data (in marketing, supply chain management,

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www.york.ca • www.investinyork.ca

accounting, or other areas of management) to support their decisions. The Master of Science in Management program is well positioned to train these managers. We have every reason to believe that graduates of the MScM program will have significantly better opportunities to obtain meaningful jobs and to contribute to the growth of York Region's business firms.

We have collaborated with the School of Administrative Studies from the early stages of program development, and we are happy to continue supporting the School by providing advice on further curriculum development. This will help ensure that the MScM program covers relevant topics and utilizes suitable pedagogical approaches.

We understand that connections to the local business community are crucial to the success of professional programs that rely on internships and interactions with companies. At the same time, we are well aware of the local businesses' desire to collaborate with academic institutions in the development of innovative and relevant programs. Therefore, we plan to support both new programs in identifying opportunities for collaboration with business and industry – for example, in administering a potential co-op option of the proposed major research paper for the MScM.

In summary, we believe that the proposed programs are well positioned to address the need of local businesses in gaining access to qualified employees and at the same time carry a promise of high quality, career-enhancing education to the growing population of York Region. Together, the proposed programs provide the students with a choice of relevant and meaningful career paths, whether they want an introduction to management offered by the GDM or a more advanced skill set available through the MScM. We strongly support the intention of York University to launch the Master of Science in Management and Graduate Diploma in Management programs at the Markham Centre Campus in Fall 2021, and look forward to our continuing collaboration in the delivery of these programs.

Sincerely,



Doug Lindeblom
Director, Economic Strategy



3600 Steeles Avenue East
Markham, Ontario,
L3R 9Z7

August 21st, 2017

Dr. Adriano O. Solis
York University
School of Administrative Studies
4700 Keele St.
Toronto, Ontario
M3J 1P3

RE: Support for 'Master of Science in Management' (MScM) program

This letter is to convey IBM Canada's enthusiastic support of York University's development of the Master of Science in Management program.

The Master of Science in Management (MScM) is a graduate program designed to train future leaders to run organizations with a focus on applied research and analysis of business data that inform evidence-based decision making. IBM wants to acknowledge the university's leadership team for recognizing the need to better understand big data for intelligent decision making whether it be in applied research or business enterprises. IBM also fundamentally believes the need for academia to merge data sciences with business skills in-order for graduates to meet industry needs of the future and prepare students for an emerging job market.

At IBM, we are facing a talent gap associated with skills that merge data science and business and we believe the MScM program will provide skill sets that will be highly attractive and in demand by businesses like IBM and industries at large. It is our intent to support the MScM program at York University in the following ways.

- Collaborate with York University in further development/improvement of the curriculum to ensure that relevant topics are covered and appropriate pedagogical approaches are employed;
- Support the experiential learning objectives of the program, including the possibility of providing internship opportunities on a selective basis to students;
- Based on availability, solicit qualified IBM personnel to deliver guest lectures, teach/co-teach certain courses or supervise/co-supervise students' major research projects;
- Where applicable and based on availability, provide work space/facilities/equipment/software/data for certain program courses, research projects, or experiential learning activities.

In summary, IBM strongly supports York University's development of the Master of Science in Management program because of its strong alignment to IBM's interests and priorities.

We look forward to actively supporting York University on this initiative.

Sincerely,

Sanjeev Gill
National Industry Executive for Research
IBM Canada Ltd.

cc. Kerri Moreno, IBM Canada Ltd.
Dennis Buttera, IBM Canada Ltd.



Human Resources

August 11, 2017

Adriano Solis
Director, School of Administrative Studies
York University

Dear Adriano

I am writing to express our support of the Master of Science Management (MSCM) program that is being developed by the School of Administrative Studies for York University's new Markham Centre Campus. In addition, we see the value of introducing the Graduate Diploma in Management which is aligned and a path to the MScM program.

We believe that the the design of the MSCM program and in particular the Applied Marketing Research stream is very relevant and applicable to many businesses in the Canadian market, including Nielsen Canada. We have had an opportunity to review and provide suggestions to the curriculum to influence and enhance its relevancy and look forward to continued collaboration with York.

We are planning for continued involvement with York and do believe that we will be in a position to not only influence the content, but, to build on the learning through our support of the experiential learning objectives. As the program content evolves we plan to partner in the classroom through guest lectures, facilitation of relevant sections of the program and to coach students through applied research projects.

We support and endorse this program as it will strengthen evidence-based decision making skills and will develop future leaders.

A handwritten signature in cursive script that reads "Carolyn Parkinson".

Carolyn Parkinson
VP, Human Resources

The Nielsen Company
160 McNabb Street
Markham, Ontario, L3R 4B8 Canada
tel 905 475 3344 fax 905 475 3462
www.nielsen.com

Professor Adriano O. Solis
Director, School of Administrative Studies
York University
4700 Keele St.
Toronto, Ontario M3J 1P3, Canada

August 19, 2017

Dear Adriano:

I write this letter in reference to your School's proposal for a Master of Science in Management (MScM) degree program that the School of Administrative Studies (SAS) plans to offer at York University's new Markham Centre Campus starting in September 2021.

In the Dipartimento di Ingegneria Meccanica, Energetica e Gestionale (Department of Mechanical, Energy, and Management Engineering - DIMEG) of the University of Calabria (Unical), we offer degree programs in Management Engineering at three levels – Laurea (three-year undergraduate degree), Laurea Magistrale (master's degree), and Dottorato di Ricerca (PhD).

As Vice-Director of the DIMEG and head of the Management Engineering programs, I wish to express interest in your proposed MScM degree program, particularly in the focus area of Supply Chain Management, which is one of the major fields of interest for students in our Management Engineering degree programs.

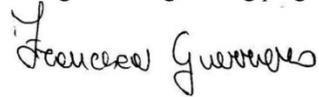
Your MScM program proposal places emphasis on the use of data analytics to inform evidence-based decision-making. DIMEG would be willing to collaborate with SAS by hosting some students in the Supply Chain Management focus area here at Unical when they are ready to undertake applied research towards the major research paper requirement of the MScM. In like manner, we will continue to send some of our Laurea Magistrale in Ingegneria Gestionale (LMIG) students for their thesis research with SAS professors. I note in this connection that, since 2012, you have hosted a total of nine LMIG students in conducting their thesis research at SAS, which my colleagues and I truly appreciate.

Eventually, we would be interested in exploring with you the possibility of a joint offering by York University and Unical of an MScM+LMIG dual degree graduate program.

I look forward to a continuing, ongoing collaboration between SAS and DIMEG in light of the proposed MScM program.

Sincerely yours,

Francesca Guerriero, PhD
Vice-Director of the DIMEG
Head of the Management Engineering programs

A handwritten signature in black ink that reads "Francesca Guerriero". The signature is written in a cursive style with a large initial 'F'.



Canadian Imperial Bank of Commerce

21 Melinda Street
Commerce Court East 12th Floor
Toronto ON M5L 1A2

August 17, 2017

Dr. Adriano O. Solis
York University
School of Administrative Studies
4700 Keele Street
Toronto On M3J 1P3

I have a great pleasure to read through the comprehensive proposal of the **Master of Science in Management** program by the School of Administrative Studies. The proposed program is focused on building/strengthening hands-on statistical data analysis ability as well as business knowledge for qualified candidates. It represents a rigorously balanced source for students to better fit the job industry, which has ever-growing demand on applicants with a good combination of soft skills, hard skills and cross-disciplinary skills. In my opinion, the proposed program will definitely provide a more accessible pathway to connect the academic world to the job industry for its graduates.

As a Risk Management professional, my day to day job is to build credit risk models for risk monitoring, ensure satisfactory model performance thorough back-testing and communicate model concepts to our front line users. Occasionally, I cooperate with internal or external auditors to safeguard the integrity and soundness of the whole process. Due to this nature, an adequate model needs to be statistically sound, matches the accounting rules, be reasonable from the finance point of view, and be marketable and manageable with reasonable effort. As such, a joint knowledge and solid understanding of all relevant disciplines is a must to achieve a better performance. Based on my experience, I foresee Risk Management is a career direction welcomes future graduates from the proposed program. I will be more than happy to recommend qualified candidates to my colleagues in the financial industry in the future.

The proposed program will provide a platform for consolidation of knowledge and skills. I firmly believe it will mutually benefit the job industry and candidates possess such qualification. I strongly support the further development and implementation of the **Master of Science in Management** program. I will continue to provide insights and advice on further development/improvement of the MScM program whenever needed.

Sincerely,

A handwritten signature in cursive script that reads "fang chang".

Fang Chang, Ph.D
Director, Model Quantification
Enterprise Risk Management



August 22, 2017

Professor Adriano O. Solis
Director, School of Administrative Studies
York University
4700 Keele St.
Toronto, Ontario M3J 1P3

Dear Adriano:

In September 2016, Mr. Terry Volpel who was at that time President & CEO of ISM—Canada, the Canadian affiliate of the Institute for Supply Management™ (ISM), expressed support for your intent to develop a proposal for a Master of Science in Management (MScM) program. In his letter, Terry had noted that the MScM would “focus on methods for analysis and evidence-based decision making – which are very useful to a specialization in supply chain management (SCM)”, adding that various SCM concerns (e.g., demand forecasting, demand planning and management, design and operation of manufacturing/service and distribution networks, warehousing and inventory control) require proficiency in data science and analytics.

I have had the opportunity to review the MScM program proposal in its current state, particularly the focus area in supply chain management (SCM) and the relevant course offerings. In my opinion, with the significant attention placed on analytics and evidence-based decision making, the MScM program and its SCM focus area will be relevant and responsive to supply management professionals’ requirements in the years to come.

I wish to reiterate that ISM, which has a membership base that includes more than 50,000 supply management professionals worldwide, exists to enhance the value and performance of procurement and supply chain management practitioners and their organizations all over the world. As President & CEO of ISM—Canada, I am willing to collaborate with, and provide guidance to, the School of Administrative Studies in the further development and improvement of the MScM program and its SCM focus area, to ensure that relevant topics are covered and appropriate approaches are employed in program delivery.

Sincerely yours,

A handwritten signature in blue ink, appearing to read 'Larry J. Foley', is written over the 'Sincerely yours,' text.

Larry J. Foley, C.P.M. CSCMP CPIM CIM P.Mgr
President & CEO
ISM—Canada

Appendix G: Not copied for Senate but available upon request.

YORK UNIVERSITY

Faculty of Liberal Arts and Professional Studies

Faculty of Graduate Studies

Proposal for a Graduate Diploma in Management

Designed as a complement (first step or pre-requisite) to
the Master of Science in Management Practice

May 2018

Intended start date: Fall 2021 (Markham Campus opening)

Location: Markham campus

Members of Senate: Please refer to the External Reviewers' report included in the supporting documentation for the MScMP proposal, Item #7a on the Senate agenda.

Committee members: Alex Rusetski (Chair), Pilar Carbonell, You-Ta Chuang, Joanne Jones, Jonathan Kerr, Marcela Porporato, Hassan Qudrat-Ullah, Adriano Solis, Gary Spraakman, Nabil Tahani, Kelly Thomson and Fuminori Toyasaki.

The committee members thank colleagues, staff and students from the School of Administrative Studies, the School of Public Policy and Administration, and the Faculty of LA&PS who have collaborated on and supported the development of this proposal. Thanks also to the members of York University community and external partners who have provided invaluable input throughout all the stages of this proposal.

1. Introduction

1.1 Brief Statement of the Graduate Diploma Program

The Graduate Diploma in Management (GDM) is a stand-alone, direct-entry graduate program (Type 3) designed to provide recent graduates from non-business programs a summary introduction to topics in management with the aim of improving their employability. The program offers a choice of courses to prepare students to work either in commercial businesses or in not-for-profit and public organizations.

The program is developed by the School of Administrative Studies (SAS) with the participation of the School of Public Policy & Administration (SPPA) for York University's new Markham Campus. The program is designed to cover two needs as identified by partner organizations such as IBM, Nielsen, York Region, and others: 1) introduce graduates from various disciplines to management education, and 2) serve as a pre-requisite to the Master of Science in Management Practice to be offered also at York campus in Markham.

The Graduate Diploma in Management (GDM) will provide a flexible offering, including blended and weekday evening/weekend courses to better target young and seasoned professionals who desire to obtain a short graduate degree in management while continuing to work or as a stepping point for another graduate program. The program is designed to allow completion within two terms. At the launch, the program will be offered with one admission point in the Fall with the goal to ultimately being able to offer it year-long with two admission points.

1.2 Field of Study

This is a professional graduate diploma. There will not be sub-fields as it will be focused on General Management.

1.3 Method Used to Develop the Program

The GDM was conceived of as a sub-module of the Master of Science in Management Practice (MScMP) program which currently is being developed by a committee of members of the School of Administrative Studies working closely with the Markham Planning group of the School and Faculty of Liberal Arts and Professional Studies. The committee obtained input from all relevant discipline areas within SAS as well as from prospective students and potential employers listed in the Notice of Intent submitted and approved in September 2016. The development and preparation of the proposal continue with a strong involvement of external stakeholders – the executives of large companies with a strong presence in Markham and York Region and senior administrators of York Region responsible for business development. Clear from the consultation emerges the fact that companies are demanding a primer on management education that can be offered to all sorts of non-business graduates. The proposed short program is designed to provide graduates with an introduction to topics that enable them to learn faster once working in an organization. At the initial proposal stage, the Notice of Intent, the following letters of support were received:

- Dino Basso, Commissioner for Corporate Services, Regional Municipality of York
- Sanjeev Gill, National Industry Executive for Research, IBM Canada
- Carolyn Parkinson, Vice President Human Resources, Nielsen Canada
- Stephen Kouri, Vice-President, Sales & Trade Marketing, Smucker Foods of Canada
- Ray Kong, Executive Vice President, Loyalty, Ipsos Canada
- Fang Chang, Ph.D., Director Model Quantification, CIBC
- Terry Volpel, President and CEO of ISM-Canada, the Canadian affiliate of the Institute for Supply Management

At the very beginning, the MScMP had a set of modules intended to bridge the knowledge required to advance through the Master's degree by graduates from other disciplines. While the MScMP evolved into a more applied research program, it became clear that the set of modules designed to provide the basic knowledge of business management to non-business graduates cannot be an integral part of the Master's degree given the different focus and purpose. As a result, a set of modules designed to provide an introduction to the different areas or sub-fields of management were grouped within the GDM.

Consultations with other units and faculties (Faculty of Science, Faculty of Education) revealed the need to expand the focus of the proposed diploma to include not only business management but also aspects of management specific to public and not-for-profit organizations. At that stage, the School of Public Policy & Administration was invited and agreed to provide elective modules to cover public sector management.

While the MScMP will have a separate proposal, it will require applicants to have a business degree or a graduate diploma in a business-related discipline. None of the programs currently offered at York include a graduate diploma in business or management, therefore the current proposal is being developed.

1.4 Faculty and Unit

The GDM will be anchored at the School of Administrative Studies with two modules provided by the School of Public Policy & Administration. Both schools are parts of the Faculty of Liberal Arts and Professional Studies.

2. General Objectives of the Program

2.1 Brief Overview

The proposed Graduate Diploma in Management program has been conceived as a for-credit pathway for non-business graduates interested in applying to the Master of Science in Management Practice program. The proposed GDM program will provide students with a primer on the field of management to improve their ability to internalize and apply more specialized skills taught in the master's program.

At the same time, the GDM program can be taken as a standalone degree to enhance student's employability in their respective fields of expertise. The topics covered in the GDM will enhance students' employability in almost all types of organization (non-profit, government, for profit, start-ups) in almost all industries (agriculture, manufacturing, and services).

The program is designed for students who have graduated from a 3- or 4-years university program in any field other than business, management, commerce or closely related field as determined by the admission's committee or program director.

2.2 Alignment with University and Faculty Missions and Academic Plans

The proposed GDM program responds to the University's 2014-17 Strategic Mandate Agreement (SMA) that identifies business as a program area of strength (pp. 4, 13) and Business/Management/ Administration as a program area of growth (p. 13). The SMA also indicates York's ability to offer "*a wide range of professionally relevant programs that prepare students for the workforce, including bridging programs for internationally educated professionals; transition programs to facilitate access for students from diverse backgrounds; and executive education/professional development courses*" as an area of institutional strength (p. 4). The SMA also specifies that "*requests for future program approvals during the course of this Agreement may include not only areas of growth but areas of strength as well*" so the proposed management-focused graduate program aligns with the mandate well. Similarly, the Strategic Plan for the Faculty of LA&PS for 2010-2020 calls for "*the development of degree diversity within programs, with greater emphasis on the Minor, Specialized*

Honours and Joint Double Majors to supplement the existing Major and Honours degrees". The proposed Graduate Diploma responds to these priorities by providing current graduate students with the opportunity to enhance their degree by adding a management component to it and also works as a bridge for professionals without business degrees who would like to enroll into the Master of Science in Management Practice program which is also being proposed by the SAS.

Experiential learning approach which is a significant part of the proposed program is listed as an area of strength in the SMA as well (p. 7). Similarly, the University 2015-2020 Academic Plan (UPA) calls for incorporation *"to the extent possible an experiential component in every program including activities such as ... local or international internships or cooperative placements, field studies, research opportunities including capstone independent research projects, etc."* The reliance of the proposed program on experiential component in its capstone course answers to this call.

The proposed diploma can also be taken by graduate students pursuing Master's degrees at other schools and faculties. This responds to the item 2.4 of the University Academic Plan for 2015-2020 which calls for *"enhancing the flexibility and empowerment of students to pursue degree and other program combinations that allow them to pursue interests beyond their majors, collaborate, and/or enhance professional skills including an undergraduate "finishing year", as well as professional and course-based Masters programs"*.

Finally, business/management is one of priority fields to be offered at York's new Markham location. The proposed program will not only provide growth mandated in the SMA but also demonstrate the University's commitment to offering a high quality, multi-tiered management program at Markham.

3. Need and Demand

3.1 Similar Programs Offered at York and/or by other Ontario Universities

The proposed program does not immediately overlap with other existing Graduate Diploma programs on Keele campus and will be unique to Markham campus. The GDM in itself will be an excellent complement to other graduate programs to be offered at Markham campus (e.g., master's programs offered by the Faculty of Arts, Media, Performance & Design and Lassonde School of Engineering). The program we are proposing will be designed to address the untapped demand in management graduate education at York University and in the York Region.

In terms of similarities, the following academic for-credit programs currently offered at York's Keele campus have been identified, but none of them represents a direct overlap with the proposed GDM:

- Advanced Management Graduate Diploma offered by the Schulich School of Business (SSB): targets candidates with an MBA degree. The program description states *"Open to those who hold an MBA degree from a recognized business school, the Certificate re-immerses the MBA graduate into the mainstream of the Year 2 of the Schulich MBA program."* The proposed program targets specifically candidates without prior graduate business education and thus is intended for completely different student body.
- Financial Engineering Graduate Diploma (SSB): offers a very specific focus on a single aspect of a single area in management. The proposed program provides a structured overview of the whole management field, including the area of Financial Management, as well as 9 other areas.
- Graduate Diplomas in Intermediate Accounting and in Advance Accounting (SSB): the two diploma programs are offered as exit points in highly specialized Master of Accounting program and focus strictly on the Accounting field of Management. The proposed program provides a structured overview of the whole management field, including the area of Accounting Management, as well as 9 other areas.

- Business & Sustainability Graduate Diploma (SSB jointly with the Faculty of Environmental Studies) is offered strictly to York students in conjunction with either the MBA or Master in Environmental Studies. The proposed program is opened for all candidates interested in management both for-profit and, uniquely, in public sector.
- Master of Management (MMGT, offered by the SSB): open to non-business degree holders with or without work experience which is the main similarity with the GDM. However, the Master of Management is a one-year full-time degree program requiring 10 courses (30 Cr.) that culminate with an Enterprise Consulting Project, while the proposed GDM is shorter (15 Cr.), can be completed on a full-time or part-time basis, is organized around eight consecutive modules and one capstone course in the following term. The GDM can be a valuable complement for another master's degree while it can be difficult for a graduate student to take the MMGT concurrently with their main degree.
- Master of Business Administration, International Master of Business Administration, Executive Master of Business Administration and other masters offered by Schulich School of Business at York University's Keele Campus, the Miles S. Nadal Management Centre in downtown Toronto, and in Hyderabad, India: all these programs require work experience and require at least one full year to complete.

Apart from being different in terms of content, expected learning outcomes, and/or targeted population, all of the above listed programs are only available at York's Keele campus. The proposed program will be housed at the Markham Centre Campus expanding the range of graduate and undergraduate programs offered there and allowing candidates who have no prior business education to prepare for the Master of Science in Management Practice (MScMP) also planned for Markham.

In Ontario, only Colleges offer graduate diplomas in management. Seneca offers one-year Graduate Certificates focusing on very specific fields within management (brand management, financial planning, etc.); Conestoga College offers a one-year Post Graduate program in Global Business Management; and among others, Mohawk College has an International Business Management program of one year or less. Unlike these programs, the proposed graduate diploma aims at providing students with overall, "big picture" understanding of the field of management. Up to date, there seems to be no similar program to the proposed GDM offered by a university in Ontario for full academic credits (please note that there are some offers with the similar title coming from continuous education or adult learning centers, some of them housed in universities). Table 1 provides further details on management-related graduate diplomas in Ontario.

The program has been designed from the ground up in consultation with external stakeholders. It started with the program's expected learning outcomes to match as close as possible the array of critical skills identified by potential employers. Unlike many apparently similar programs, we have designed modules, not courses, to introduce the diverse terms, concepts and tools used in organizations with an extensive reliance on experiential education in all possible forms. Although some topics are common to all management programs, the way in which those topics are presented to and experienced by the students in the proposed GDM differ to some extent from what is currently available in Ontario; this is the culmination of extensive talks with recruiters and managers of a number of organizations.

Table 1: Environment Scan for Graduate Diploma in Management

Program name	Institution	Courses	Degree requirements for admission	Tuition fee (full program)	Semesters	How the GDM is different
Graduate Diploma in Professional Communication and Management	Western University	7 courses (21 Cr) including: Organizational behavior, fundamentals of managerial finance, fundamentals of marketing management, project management, and leadership in organizations.	Open to candidates with a degree and 70% average in the last 2 years of undergraduate studies	Domestic \$12,000 and International \$24,000	2 terms	In the GDM, more emphasis is placed in covering all functional areas of management, both in private and public sectors.
Queen's Graduate Diploma in Business	Queen's University	8 courses in one term (no credits detailed) including: leading with integrity, financial accounting, finance fundamentals, business & corporate strategy, Economics & Industry analysis, marketing fundamentals, and Operations & Supply chain management.	Recent university graduates with a degree in a non-business discipline. Intended as a pathway into the MBA.	Domestic \$30,770 and International \$46,415	1 term (4 months in summer). Starts in May and concludes in August.	The GDM provides a wider scope of coverage of functional areas. Public management option available.
Graduate Diploma in Engineering Management	University of Ontario Institute of Technology	4 courses (12 Cr) including: foundation of business, foundations of engineering management and project management for engineers.	open to candidates with an engineering degree and average of 73% to 76% in the last 2 years of undergraduate courses	Domestic \$4,825.68 plus ancillary fees of \$1,734.68	2 terms	The GDM is designed for all sorts of students, not only engineers. The program is well suited for liberal arts graduates that want to have some experience and knowledge in managing in a private or government environment

Program name	Institution	Courses	Degree requirements for admission	Tuition fee (full program)	Semesters	How the GDM is different
Business Management	Lambton College	18 courses plus optional co-op placement. Courses include: human resources management, marketing essentials, accounting concepts I, computer applications for business, principles of economics, business law, financial analysis and budgeting, organizational behaviour,	A college diploma or university degree	Domestic \$8,522.32 including Co-Op fees.	2 years	The GDM is designed to provide students the 'larger picture' of managing in the private and public sector. Fast paced and focused on presenting concepts and immediately applying them in cases. Public sector management option available.
International Business Management Graduate Certificate	Algonquin College	12 courses including: global business, international research, corporate social responsibility and business ethics, international finance, international trade law, international supply chain management, international marketing and international business management.	Ontario College Diploma, Advanced Diploma or Degree. Language test for international applicants.	Domestic \$8,106.32 International \$16,100.66	1 year	In the GDM, the breath of coverage is significantly larger (except for the international aspect of all functional areas) while depth seems to also be larger. Public sector management option available.
Marketing Management Graduate Certificate	Algonquin College	12 courses including: foundations in marketing, consumer behavior, brand management, market research, services marketing and marketing plan, strategy and consulting.	Ontario College Diploma, Advanced Diploma or Degree. Language test for international applicants.	Domestic \$7,666.20 International \$15,660.54	1 year (starting in January only)	This Certificate is focused on marketing, while the GDM covers several functional areas besides marketing. The breath of coverage is significantly larger in the GDM. Public sector management option available.

Program name	Institution	Courses	Degree requirements for admission	Tuition fee (full program)	Semesters	How the GDM is different
Marketing Research and Business Intelligence Graduate Certificate	Algonquin College	14 courses including: fundamentals of marketing research, questionnaire design, online marketing research, marketing research design, data analysis for quantitative research and competitive business intelligence for researchers.	Ontario College Diploma, Advanced Diploma or Degree. Language test for international applicants.	Domestic \$6,932.4 International \$14,926.74	1 year	The Certificate is focused on marketing research, while the GDM covers multiple functional areas. The breath of coverage is significantly larger in the DGM. Public sector management option available.
Graduate Certificate in International Business Management	Durham College	12 courses including: global business environment, international trade finance, global supply chain management, international marketing, international trade management and legal aspects of international trade.	Two-year college diploma in business or management or university degree.	Domestic \$4,740 International \$14,763	2 terms (1 year)	This Certificate is designed to provide students with an introduction to international business. The breath of coverage is significantly larger (except for the international aspect of all functional areas) while depth seems to be larger in the DGM.
Post Graduate program in Global Business Management	Conestoga College	14 courses including: financial and managerial accounting, human resources management, global markets and strategies, global supply chain management, global trade law and innovation and entrepreneurship.	Two-year or three-year college diploma or university degree. Language test for international applicants.	Domestic \$7,445.30 International \$14,834.30	one year	This program is designed to provide students with an introduction to international business. The breath of coverage is significantly larger (except for the international aspect of all functional areas) while depth seems to be also larger in the DGM.

3.2 Need and Demand

Evidence of Student Demand

Our consultations with management professionals and alumni suggest that there is often a lack of candidates who possess the knowledge of their professional fields but at the same time have an understanding of how organizations function. The length (15 Cr.), flexible course offerings, and convenient location will allow the GDM to satisfy the demand untapped by other programs and occupy a unique niche in this market.

Many large companies have their Canadian headquarters or principal operating locations in Markham - e.g., IBM Canada, AMD, Huawei Technologies Canada, Johnson & Johnson, Johnson Controls Canada, The Nielsen Company, Qualcomm, Smucker Foods of Canada, Toshiba of Canada, among others. Employees of these and other companies operating in Markham and York Region, as well as the nearby Durham Region, represent a significant market for the GDM program offered out of York's Markham campus.

Additionally, the proposed GDM will capitalize on York's and the School of Administrative Studies' (SAS) established presence and reputation abroad and attract international applicants.

Based on the above, the proposed program will draw from four major groups of potential students:

- 1) Recent graduates with non-business degrees seeking additional skills to improve their employability;
- 2) Working professionals seeking to obtain business credentials to advance their careers;
- 3) Candidates for the MScMP program who do not meet direct entry requirements of the program;
- 4) Current students pursuing graduate programs with non-business specializations seeking to expand their skill sets to improve employability.

Evidence of Societal Need

Traditionally, MBA programs are the ones focusing on preparing professionals for transitioning to management positions. Recently, MBA programs suffered a decline in demand. Possible reasons for that are a) high cost; b) the requirement for work experience making it difficult for recent graduates to enroll, and c) a substantial time commitment required. This creates a lack of options for recent graduates from non-business programs, or professionals looking into advancing to managerial positions, who only need to learn basics of management without leaving their jobs and spending substantial resources. Without having some prior academic preparation in management and experiential and immersive learning, many new job entrants or professionals within organizations are likely to end up in positions of narrow scope with limited opportunities for advancement to managerial positions or personal growth. The proposed GDM program will give its graduates a clear edge to advance their careers once inside an organization. The proposed diploma will be also an important first step for non-business professionals seeking more advanced, specific business education like the Master of Science in Management Practice proposed by SAS for Markham Centre Campus.

York's new campus will be located in Markham, part of York Region. The Economic Development Action Plan 2016 to 2019 of the Region Municipality of York states "The Province recently announced revised population and employment targets for York Region to 2041. The new employment target is 900,000 jobs by 2041. The Province continues to recognize York Region as a significant area for population and employment growth in the Province." (page 5). Currently, York Region is Canada's fastest-growing large municipality and is the home of more than 49,000 businesses. The region is Ontario's second-largest business centre, following the City of Toronto and ahead of Peel Region and Ottawa (Economic Development Action Plan 2016 to 2019 of the Region Municipality of York, page 6). The graphs from the same report (Figure 1) illustrate the demographics of the region.

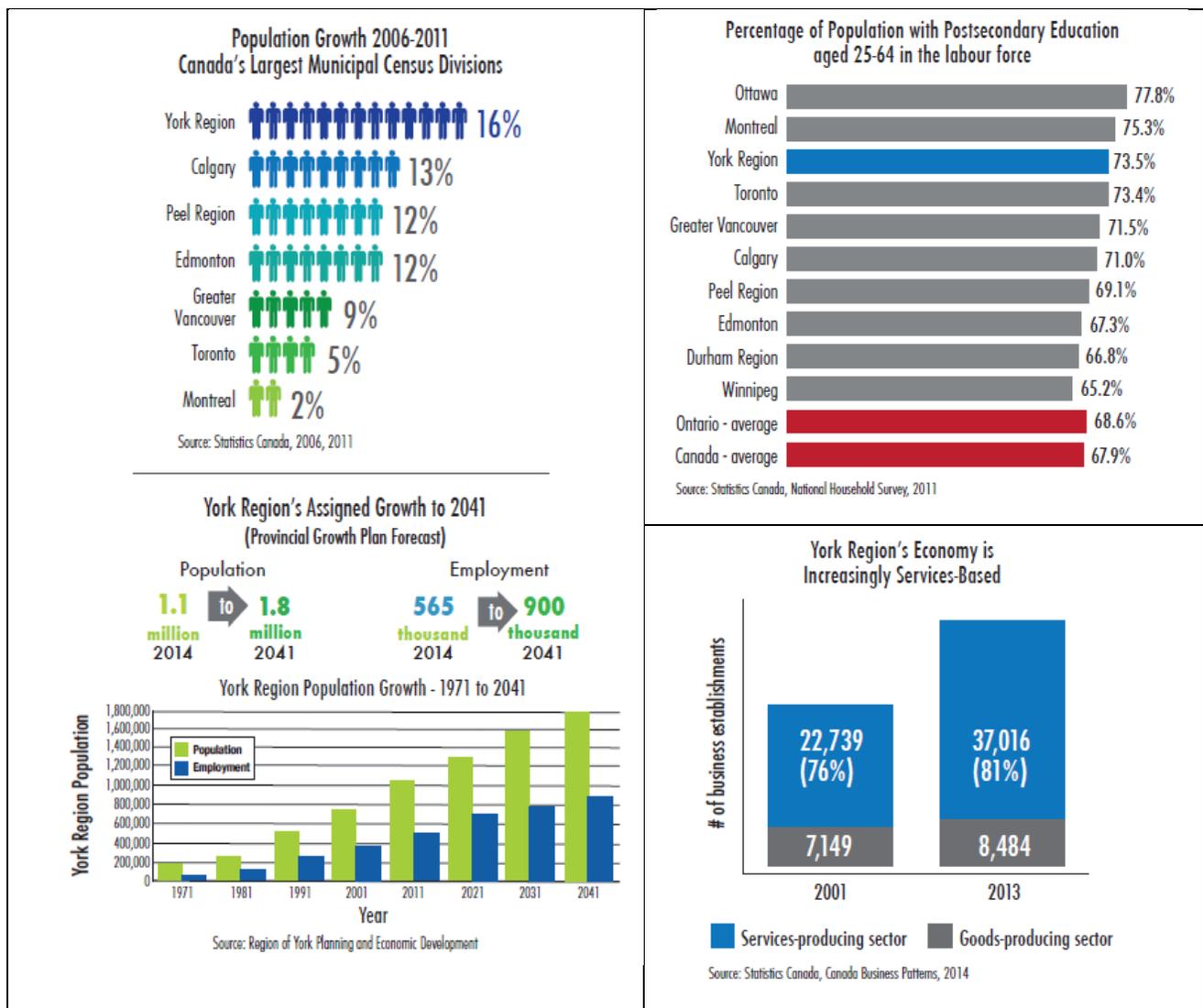


Figure 1: York Region demographic trends

Of particular interest for this academic proposal is where the strength of York businesses concentrates. York Region's economy recognizes a set of business clusters that will benefit from having employees with more practical training in management, such as:

- Information and Communications Technology (ICT)
- Life Sciences
- Clean Technology
- Financial Business and Insurance Services
- Building and Construction
- Agriculture-Food

The Economic Development Action Plan 2016 to 2019 of the Region Municipality of York indicates "The operations of 15 Fortune 100 companies and two of the Toronto area's top five corporate Research and Development (R&D) investors are located in York Region along with global industry leaders in ICT, life sciences, clean tech, financial services and advanced manufacturing" (page 7). Although in the last decade the Region has seen a decline in manufacturing jobs, the Region continues growing, because the losses in manufacturing are being more than offset by the growth in service-based employment. More than four out of five jobs in the Region are service-based, (see page 9).

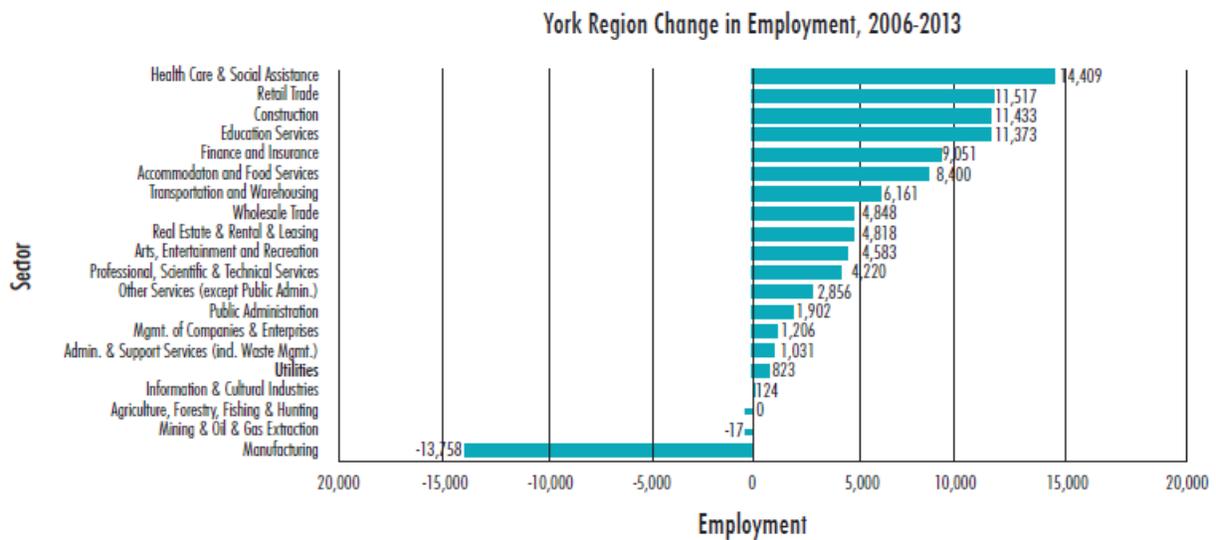


Figure 2: York Region employment trends

The described developments support the need for re-educating the manufacturing workforce and providing local businesses with employees who have a good understanding of modern business practices.

4. Program Content and Curriculum

4.1 Program Requirements

The program is designed to be completed in 2 terms. The GDM is a 15 credits program with eight modules and a capstone course that can be completed on a full-time or part-time basis. It will have one admissions point: Fall. All the courses are by graduate level and are new and unique to the GDM; they have been designed specifically and exclusively for this new program to achieve the program's declared learning outcomes. The major departure from traditional program design is that the GDM is conceived of as a set of modules which ends by a capstone course. The capstone course fulfils two key purposes: 1) it allows the students to integrate all the knowledge acquired and experienced in each module, and 2) it permits to better assess program-level learning outcomes and students' overall preparedness for management jobs in organizations.

4.2 Courses

The program requires a completion of eight intensive core modules and a capstone course designed to integrate all the areas covered in the 8 modules for a total of 15 credits. The program offers a choice of 8 management modules and 2 modules specific for public sector management. Students can pick any combination of modules unless they plan to use the GDM as a pathway to the Master of Science in Management Practice program offered by SAS. In that case, they are required to take six specific modules complemented by two electives that can be business- or public sector-related. Figure 3 presents an overview of the program structure for students using it as a pathway to the Master of Science in Management Practice.

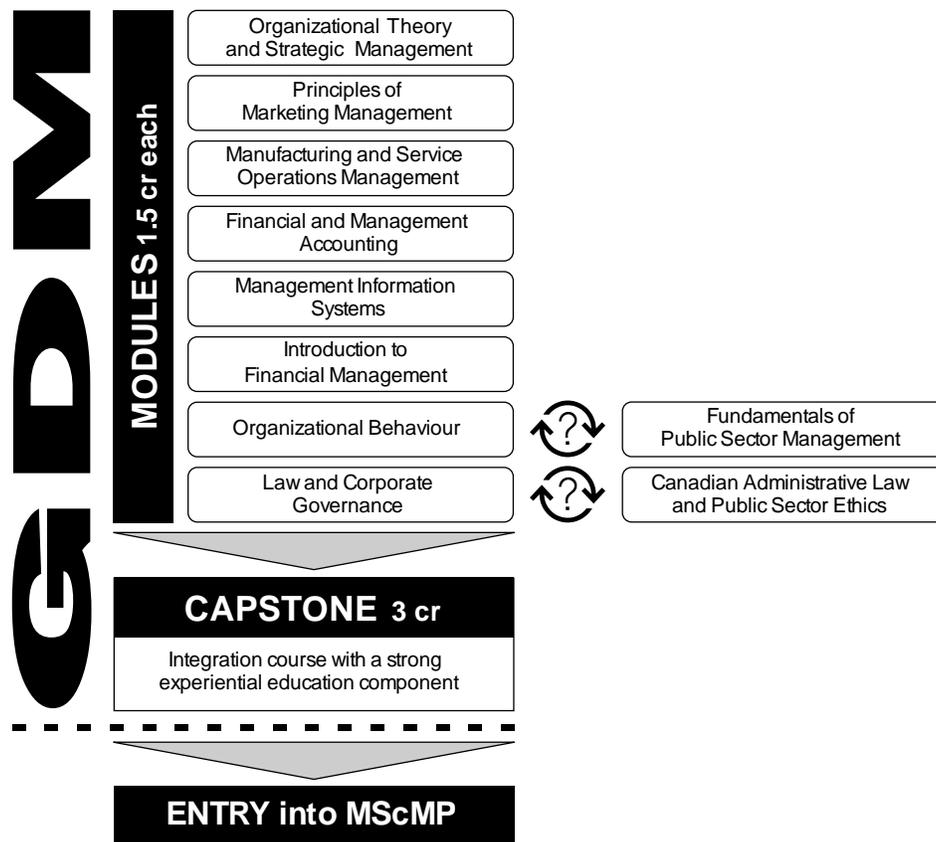


Figure 3: The Graduate Diploma in Management as a pathway to the Master of Science in Management Practice program.

The ten modules (1.5 Cr. each) are designed to introduce students to the main sub-fields of management that are relevant to organizations of any kind. The modules will be offered sequentially, in condensed form, with each module lasting 2 to 3 full weeks. The program structure must allow for a faster progression through the program while still remaining accessible for students taking the program part-time. The final structure and timeline of the program will crystallize after the actual demand and the nature of students become evident (see Table 2 for an illustration of the proposed program structures and timelines). The following modules were developed for the program:

GS/DMGM 5010 1.5 Cr. Organizational Theory and Strategic Management: designed to expose students to a macro-perspective on organizations and many facets of organizing and strategy that contribute to varied organizational performance.

GS/DMGM 5020 1.5 Cr. Principles of Marketing Management: designed to introduce students to the first real challenge of any organization: what products and services to sell, how to sell them, and how to attract more customers.

GS/DMGM 5030 1.5 Cr. Manufacturing and Service Operations Management: designed to introduce students to the second challenge of organizations: how to actually produce and deliver the services and products sold.

GS/DMGM 5040 1.5 Cr. Financial and Management Accounting: designed to introduce students to how sales and operations are summarized and reported for internal and external users in monetary terms.

GS/DMGM 5050 1.5 Cr. Management Information Systems: designed to introduce students to the systems that keep track of sales, operations, and money.

GS/DMGM 5060 1.5 Cr. Introduction to Financial Management: designed to introduce students to the third challenge of organizations: how to manage the money collected from sales and use it in operations with the help of external financing (debt or equity).

GS/DMGM 5070 1.5 Cr. Organizational Behavior: designed to expose students to a micro-perspective on organizations and provide them with a good understanding of factors influencing individual and group behaviour and performance in organizations.

GS/DMGM 5080 1.5 Cr. Law and Corporate Governance: designed to introduce students to the legal limits of managers' choices and principles of corporate governance.

Students interested in public sector management can substitute two business-related modules with two modules developed by the School of Public Policy and Administration:

GS/DMGM 5110 1.5 Cr. Fundamentals of Public Sector Management: designed to introduce students to fundamental principles of public sector management with a particular emphasis on the Canadian context.

GS/DMGM 5120 1.5 Cr. Canadian Administrative Law and Public Sector Ethics: designed to introduce students to fundamental principles of public law in Canada, including administrative law and court challenges to public policy and administration. Principles of public sector ethics and values, and how they impact individual careers and the reputation of public sector organizations are also analyzed.

In the second term, students will also complete a 3 Cr. course designed as a capstone where using experiential learning students will integrate the knowledge from the eight modules. This is the last mandatory component of the GDM. The capstone course will be offered in Winter:

GS/DMGM 5090 3.0 Cr. Experiencing Management

The program will begin in September each year, in accordance with York University's normal class schedule. The expected maximum enrolment for the first offering is 10 students; the program would not be run for fewer than 10 students. This enrolment target is reasonable and achievable if enough advertising and promotion resources are invested. The expected future enrollment target is for three sections of about 20 students per section or total enrolment of 60 per year at steady state.

Entry requirements and Pathways into the MSCMP

To be admitted into the GDM a candidate must have at a minimum, an Honours undergraduate degree or equivalent (typically a four-year full-time program) from a recognized postsecondary institution with at least a B (second class) standing in the final two years of full-time equivalent study.

After completing the GDM program, students will have an option to enter the Master of Science in Management Practice program. To satisfy the entry requirements of the MScMP, the students need to take six management modules – GS/DMGM 5010, 5020, 5030, 5040, 5050, and 5070 – complemented by two more modules of their choice. Students should be aware that requirements of some courses in the accounting stream of the MScMP cannot be met by completing the GDM.

4.3 Course Level

All courses of the GDM are graduate-level courses.

4.4 Calendar Copy.

The program requirements as they will appear in the calendar are in **Appendix A**

Table 2: Proposed timelines and structures of the Graduate Diploma in Management

Option 1: Focused/Intensive

Fall Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Organizational Theory and Strategic Management* Three 3-hour meetings a week (e.g. Mon., Wed., Fri)		Principles of Marketing Management Three 3-hour meetings a week (e.g. Mon., Wed., Fri)		Manufacturing and Service Operations Management Three 3-hour meetings a week (e.g. Mon., Wed., Fri)		Financial and Management Accounting Three 3-hour meetings a week (e.g. Mon., Wed., Fri)		Management Information Systems Three 3-hour meetings a week (e.g. Mon., Wed., Fri)		Introduction to Financial Management Three 3-hour meetings a week (e.g. Mon., Wed., Fri)	
Option Public Sector Management Fundamentals of Public Sector Management One 3-hour meetings a week (e.g. Thursday)						Option Public Sector Management Canadian Administrative Law and Public Sector Ethics One 3-hour meetings a week (e.g. Thursday)					

Winter Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Law and Corporate Governance Three 3-hour meetings a week (e.g. Mon., Wed., Fri)		Organizational Behaviour Three 3-hour meetings a week (e.g. Mon., Wed., Fri)		Capstone **: Experiencing Management Two 3-hour meetings a week (e.g. Wed. and Fri.)						Presentations Live case	

* Organizing the coverage of functional areas in intensive modules represent a departure of traditional content delivery and can qualify as an innovative pedagogy. Each module is designed to introduce students without any business or management background to the basic ideas and building blocks of each functional area; special emphasis is put on applications or 'what's in it for me'. This is achieved through the use of mini cases and complex cases during the second week of each module. The preparation for the 3 meetings per week (reading of material) can be completed during weekends, allowing part time students to advance in the program at the same pace as full-time students. Every module will contemplate an enriched list of readings and online activities that are optional, allowing full-time students who desire to do so to go beyond what is required in each module (activities/readings available: news and videos depicting concepts in action, cases that that can be discussed with the professor outside the class time, online quizzes to test knowledge acquired and capacity to apply it in new situations).

** Capstone course is designed to integrate the knowledge presented and discussed in each module through experiential education. In management, this is the ideal manner to expose students to more realistic settings where there are multiple issues faced by organizations, but not all can be addressed at the same time. This capstone uses case and a live case to present complex business situations. Students will start by defining the scope of the engagement with the “client” and will continue with the identification and assessment of alternatives based on their knowledge of functional areas covered in the modules. The end goal is to provide recommendations to management in a consultative capacity.

Option 2: Commuter/Part-time Students

Fall Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Organizational Theory and Strategic Management Two 3-hour meetings a week (e.g. Wednesday and Saturday)			Manufacturing and Service Operations Management Two 3-hour meetings a week (e.g. Wednesday and Saturday)			Financial and Management Accounting Two 3-hour meetings a week (e.g. Wednesday and Saturday)			Introduction to Financial Management Two 3-hour meetings a week (e.g. Wednesday and Saturday)		
Principles of Marketing Management Two 3-hour meetings a week (e.g. Wednesday and Saturday)			Law and Corporate Governance Two 3-hour meetings a week (e.g. Wednesday and Saturday)			Management Information Systems Two 3-hour meetings a week (e.g. Wednesday and Saturday)			Organizational Behaviour Two 3-hour meetings a week (e.g. Wednesday and Saturday)		
Fundamentals of Public Sector Management Option Public Sector Management One 3-hour meetings a week (e.g. Monday)						Canadian Administrative Law and Public Sector Ethics Option Public Sector Management One 3-hour meetings a week (e.g. Monday)					

Winter Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Capstone: Experiencing Management One 3-hour meetings a week (e.g. Monday)											

With this option, students take two modules in parallel for three weeks with two meetings per week. This reduces the number of times a student needs to commute to the school, increases the time between classes and, with one meeting on weekends, allows for better flexibility. Students pursuing a Public Sector Management option will have to take a third module, but these modules will include only one meeting per week and will continue for six weeks to accommodate teaching schedules of instructors from the School of Public Policy and Administration.

5. Program Learning Outcomes and Assessment

5.1 Learning Outcomes

Consultations conducted with external stakeholders indicated that employers need several months to teach a new employee about the organization and how things are done. Switching from professional to managerial positions is especially challenging. To speed up such transitions, a rigorous program should train the students to:

- Be aware of how organizations function and how its components work together to deliver results;
- Be a fast learner because organizations change constantly;
- Be able to start contributing and adding value to the organization within six months.

To respond to these requirements, the program's general goals are to ensure that the students:

- Recognize major fields of management and understand how they interact to advance organizational goals;
- Can identify organizational problems and suggest solutions based on relevant theories;
- Can support their decisions with relevant data and effectively communicate the results of data analysis;
- Are capable of working effectively in teams;
- Understand the importance of ethical and socially responsible decisions in running an organization;
- Be able to start contributing and adding value to the organization within six months after hiring or moving to a managerial position.

The program's measurable degree-level expectations corresponding to these goals and expected learning outcomes are detailed in **Appendix B**.

5.2 Achievement of Program Learning Outcomes

The program is course-based with intensive functional modules providing students with a necessary understanding of various organizational functions. The modules are taught sequentially to allow an undivided focus on each module and to build up the student's understanding of management. Such structure allows bringing students up to speed in shortest time but with maximum quality. The capstone course allows the students to integrate the knowledge received and apply it to a real-life situation through experiential learning. **Appendix B** maps course learning outcomes to degree expectations and skills sought by the employers.

5.3 Methods and Criteria for Assessing Student Achievement

The GDM is a professional program, therefore experiential and immersive learning is the way to achieve the learning outcomes detailed in **Appendix B**. The end goal of the program is to enable students to learn fast about the particularities on their organization and to identify the required knowledge, skills and sources of data to deal with real world problems. Experiential and immersive learning is built into the program via case studies, live cases, and simulation. The whole learning process culminates with an integrative course wherein students work to solve problems faced by organizations or to advance the organization's knowledge of their customers, operations, employees, markets or other stakeholders. The problems can be based on written documents (use of complex cases), dynamic settings (simulations) or current situations (live case). The organization studied can be an on-going business, a nonprofit organization, a government unit or an entrepreneurial start-up.

The grading and assessment process will be the same as in other graduate programs at York University. In each course, a student's final assessment will be a grade on a four-point scale; the overall course grade is based

on the student's performance on the various elements of the course, including written assignments, case analyses, simulations, teamwork, presentations, examinations (mid-term tests and final examinations), and their contribution to class participation and learning.

Similarly, the assessment of each student's eligibility to remain in the program, as well as to graduate, will be the same as for other graduate programs of the Faculty of Liberal Arts and Professional Studies.

The requirements for academic standing in the program will follow the Faculty of Graduate Studies guidelines with the exception of cases when the continuation is recommended by the graduate program director and approved by the Dean.

Graduation Requirements:

1. Successful completion of all courses, including 12 credits of core modules and 3 credits of the capstone course;
2. A grade point average of at least 5.00 (B)
3. Students with a GPA of 6.95 (A) or above will be distinguished upon graduation.

5.4 Normal Program Length

The normal program length is two terms. A course load of three half-courses per term is normal for full-time students. In this program, students will complete sequential modules spread across two terms, and a significant part of the last term is dedicated to the capstone course where all knowledge must be applied. The course load is in line with similar direct-entry professional oriented graduate degrees at York and in other Canadian universities (e.g., Graduate Diplomas in Advanced Accounting and Intermediary Accounting with 5 half-courses per term or Graduate Diploma in Professional Accounting with 5 half-courses spread across 1 year, see Table 1 for details).

5.5 Modes of Delivery

The program is course based. The delivery modes are via structured course work supported with online material for self-learning and self-assessment. The nature of the coursework varies, depending on the expected learning outcomes for each course. Students will engage in various types of experiential and immersive learning throughout the program, including case analysis, discussion, teamwork and simulation. The capstone course is designed with a specific focus on experiential learning where students will reach out and assist external organizations to identify and solve their problems.

Appendix E has the details of all the new courses proposed including mode of delivery and assessment.

6. Admission Requirements

6.1 Program Admission Requirements

The requirements for admission to the proposed GDM program will be as follows:

- An Honours undergraduate degree or equivalent (typically a four-year full-time program) from a recognized postsecondary institution with at least a B (second class) standing in the final two years of full-time equivalent study. However, applicants who do not have the minimum grade point average but have a substantial professional experience or equivalent will be considered for admission;
- High competency in oral and written English. Applicants whose native language is not English or who have not studied for at least two years in an English-language university or who have not worked in a

professional role in an English-speaking country for at least one year must obtain satisfactory scores on an acceptable English language test such as IELTS or TOEFL (minimum of 7.5 or 600 respectively, details available at <http://gradstudies.yorku.ca/current-students/regulations/admission/#english>). In special circumstances, admission to the GDM may be conditional upon taking an intensive English language course.

Taken together, the admission requirements for the program are appropriately aligned with the program learning outcomes.

6.2 Alternative Requirements

The program has no alternative admission requirements.

7. Resources

7.1 Areas of Strength and Expertise of the Faculty

One of SAS greatest strengths is the wide breadth of knowledge and experience of its full-time faculty and part time course directors, 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 both public and private realms.

The resources for this program will be drawn from the general resource base of SAS and LA&PS. Although eight 1.5 credit courses will be required for each entering cohort of 10 to 20 students, the size of the proposed program is greatly outweighed by the undergraduate program (more than 180 undergraduate sections are expected to be delivered annually). Therefore, it is expected that financing for the GDM courses will be derived largely from the revenue generated by the Diploma and from other undergraduate and graduate programs offered by the School at Markham campus.

An additional resource that may be necessary to develop is a Career and Placement Centre to assist GDM students in finding positions that can make the most of their recently acquired knowledge and skills. More support will be needed to manage admissions and advising particularly for international applicants.

No additional library resources will be needed, as the resources currently available to support existing graduate business programs (apart from classroom space) will also be more than adequate to support the GDM program.

The teaching staff will be drawn from the regular SAS teaching staff, both tenure- stream and sessional. A list of faculty members is contained in **Appendix C**. Based on current SAS financial model, the proposed program is expected to break even with a class of at least 17 students. In the long term, with expected hiring of new faculty for the Markham campus, the school should be able to accommodate the planed steady state program size of 60, The expected tuition revenues alone will be able to more than offset the additional cost of academic staffing and any other direct costs. The revenues will also be able to easily accommodate Faculty-level and University-level overhead costs.

7.2 Role of Retired Faculty and Contract Instructors

Contract instructors play an essential role in SAS. All of our 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 it to course instruction, case analyses, assignments, projects, presentations, and students' experiential and immersive learning in the 'real world' of management.

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 Major Research Equipment and Facilities

Laboratory space is not needed for this program. GDM students will share the classrooms, library, common areas, and food services that are enjoyed by all LA&PS graduate students. Classroom space is at a premium in York's Markham Campus. The University is in the process of building the main building(s) which will provide the classroom space needed.

7.4 Office, Laboratory and General Research Space

Laboratory space is not needed for this program. GDM students will share the classrooms, library, common areas, and food services that are enjoyed by all LA&PS graduate students. Office space is at a premium in York's Markham Campus. The University is in the process of building the main building(s) which will provide office and lounge rooms for faculty. Faculty teaching at the GDM will also teach at other programs. There will be a need for a dedicated office space that will be the main point of contact for the program with students and external stakeholders; this space can be shared with the Master of Science in Management.

7.5 Academic Supports and Services

The primary support services will be the library, information technology, career and placement services and faculty and staff at SAS. Only the Career and Placement services will require hiring one student services advisor and one career and placement facilitator to be dedicated to the Graduate Diploma in Management and the Master of Sciences in Management Practice. These personnel requirements have been included in the aforementioned budget.

7.6 Financial Support for Students

As this is a professional program, no special financial support will be provided other than the financial aid and scholarships that are generally available to graduate students at York.

7.7 Not applicable.

This is not an undergraduate program.

8. Enrolment Projections

8.1 Implementation Date, Yearly Intake and Projected Steady-state Enrolment

The program will be first offered in Fall 2021 coincidentally with the opening of York's Markham Campus.

Intake Term	Modules (9 Cr.)	Modules (3 Cr.)	Capstone Course (3 Cr.)
Fall 2021	10		
Winter 2022	No admissions	10	10
Summer 2022	No admissions		
Fall 2022	20		
Winter 2023	10	20	20
Summer 2023	No admissions	10	10
Fall 2023	20		
Winter 2024	10	20	20
Summer 2024	No admissions	10	10

Intake Term	Modules (9 Cr.)	Modules (3 Cr.)	Capstone Course (3 Cr.)
Fall 2024	30		
Winter 2025	20	30	30
Summer 2025	No admissions	20	20
Fall 2025	40		
Winter 2026	20	40	40
Summer 2026		20	20

9. Support Statements

Support has been received from:

- Dean of Faculty of Liberal Arts and Professional Studies
- University Librarian
- University Registrar
- Schulich School of Business
- Vice-President Academic and Provost
- Director, School of Public Policy and Administration
- Regional Municipality of York
- Nielsen Canada

The letters are in **Appendix D**.

Appendix A: Graduate Diploma in Management Calendar Copy

Program Overview

The Graduate Diploma in Management (GDM) provides students who have non-business background with a robust understanding of the field of management and key skills required in managing an organization. Through a set of modules, students are introduced to the major areas in management – organizational theory, marketing, accounting, finance, operations management, management information systems, organizational behavior, and law – and hone their skills and knowledge in a capstone course that addresses real-life organizational problems. Students interested in public sector management can substitute two business-specific modules with two modules specific to the public sector.

The Graduate Diploma in Management can be taken either concurrently with other graduate programs by students who desire to expand the scope of their education or as a direct-entry diploma for candidates who seek to advance their careers.

The GDM also provides non-business graduates as well as individuals that have degrees from non-Canadian institutions with the pre-requisites required to stream seamlessly into the Master of Science in Management Practice (MScMP) program offered by the School of Administrative Studies or other accredited graduate programs.

Admissions Requirements

The Graduate Diploma in Management is opened to all students with a completed undergraduate degree in a field other than business, management, commerce or closely related field.

To be admitted to the graduate diploma, applicant must have:

1. an Honours undergraduate degree from a recognized postsecondary institution;
2. at least a B standing in the final two years of full-time equivalent study;
3. high competency in oral and written English.

Graduate Diploma Requirements:

The program can be completed in two semesters. Students will take 8 sequential functional modules, 1.5 credits each in the first phase of the program and will complete an experiential learning capstone course immediately after for a total length of 2 terms.

To graduate students enrolled in the program:

1. Must complete all required courses with an overall B average;
2. Must obtain a minimum of C in each of the courses, but no more than five C grades overall;
3. Must complete all diploma requirements within 2 calendar years.

Required eight core modules to complete in Fall and Winter should be chosen from the list below:

- GS/DMGM 5010 1.5 Cr. Organizational Theory and Strategic Management
- GS/DMGM 5020 1.5 Cr. Principles of Marketing Management
- GS/DMGM 5030 1.5 Cr. Manufacturing and Service Operations Management
- GS/DMGM 5040 1.5 Cr. Financial and Management Accounting
- GS/DMGM 5050 1.5 Cr. Management Information Systems
- GS/DMGM 5060 1.5 Cr. Introduction to Financial Management
- GS/DMGM 5070 1.5 Cr. Organizational Behavior
- GS/DMGM 5080 1.5 Cr. Law and Corporate Governance

GS/DMGM 5110 1.5 Cr. Fundamentals of Public Sector Management

GS/DMGM 5120 1.5 Cr. Canadian Administrative Law and Public Sector Ethics

Students who plan to transition to the Master of Science in Management program after the completion of the GDM must take the following modules: GS/DMGM 5010, 5020, 5030, 5040, 5050, and 5070 plus two modules of their choice.

A course to complete after finishing the Core modules:

GS/DMGM 5090 3.0 Cr. Experiencing Management

Further details about the Graduate Diploma in Management can be found on the diploma website:

Appendix B: Expected Learning Outcomes

Mapping Program Objectives to the Skills Identified by Employers

S1: Be aware of how organizations function

S2: Be a fast learner

S3: Be able to start contributing to the job in six months

Objective	S1	S2	S3
Recognize major fields of management and show an understanding of how they interact to advance organizational goals	X		
Identify organizational problems and suggest solutions based on relevant theories	X	X	X
Support decisions with relevant data and effectively communicate the results of data analysis		X	
Demonstrate an ability to work effectively in teams			X
Understand the importance of ethical and socially responsible decisions in running an organization	X		X
Be ready to start contributing and adding value to the organization within six months after hiring or moving to a managerial position			X

Mapping Expected Learning Outcomes to the Program Courses

The GDM degree is awarded to student who demonstrate:

Level 1 (L1) = *Knowledge* (ability to recall) and *Comprehension* (ability to grasp the meaning of)

Level 2 (L2) = *Application* (ability to use learned material in new situations)

Level 3 (L3) = *Analysis* (ability to break down into components), *Synthesis* (ability to put parts together into a new whole), and *Evaluation* (ability to judge the value of materials)

Expected Learning Outcome <i>The degree is awarded to students who are able to:</i>	DMGM 5010 Organizational Theory and Strategic Management	DMGM 5020 Principles of Marketing Management	DMGM 5030 Manufacturing and Service Operations Management	DMGM 5040 Financial and Management Accounting	DMGM 5050 Management Information Systems	DMGM 5060 Introduction to Financial Management	DMGM 5070 Organizational Behavior	DMGM 5080 Law and Corporate Governance	DMGM 5110 Fundamentals of Public Sector Management	DMGM 5120 Canadian Administrative Law and Public Sector Ethics	DMGM 5090 Experiencing Management
Depth and breadth of knowledge											
Recognize major fields of management and key theories informing managerial decisions	L1	L1	L1	L1		L1			L1	L1	
Explain how major fields of management interact to advance organizational goals	L1				L2		L1		L1	L1	
Knowledge of methodologies											
Recognize methods for developing and evaluating key performance indicators of an organization	L1	L1	L1	L1	L1	L1	L1		L1	L1	L2
Explain the importance of ethical and socially responsible decisions in running an organization								L1		L1	L2
Application of knowledge											
Interpret key performance metrics in each field and of an organization in general		L2	L2	L2	L2	L2	L2		L2		L3
Apply relevant theories to identify organizational problems and suggest solutions	L1	L1	L1	L1	L1	L1	L1	L1	L1	L1	L2
Evaluate and question the underlying assumptions when solving problems	L1	L1	L1	L1	L1	L1	L1	L1	L1	L1	L2
Communication Skills											
Present clearly logical arguments, using appropriate professional language and various presentation tools	L2	L2	L2	L2	L2		L2	L2	L2	L2	L2
Effectively utilize various presentation delivery modes (graphs, tables, video, etc.)	L2	L2	L2	L2	L2		L2		L2	L2	L2
Awareness of limits of knowledge											

Expected Learning Outcome <i>The degree is awarded to students who are able to:</i>	DMGM 5010 Organizational Theory and Strategic Management	DMGM 5020 Principles of Marketing Management	DMGM 5030 Manufacturing and Service Operations Management	DMGM 5040 Financial and Management Accounting	DMGM 5050 Management Information Systems	DMGM 5060 Introduction to Financial Management	DMGM 5070 Organizational Behavior	DMGM 5080 Law and Corporate Governance	DMGM 5110 Fundamentals of Public Sector Management	DMGM 5120 Canadian Administrative Law and Public Sector Ethics	DMGM 5090 Experiencing Management
Reflect on uncertainties in planning of organizational activities and the extent to which they can be addressed by evidence	L1	L1	L1		L2				L2		L3
Identify sources of information to support managerial decisions	L1	L1	L1	L1	L1	L1	L1	L1	L1	L2	L3
Autonomy and professional capacity											
Conduct independent research to improve the understanding of an organization's operations		L2	L2	L2						L3	L3
Adapt to new working environments and start contributing within a short period of time									L2		L2
Work effectively in teams	L2	L2		L2			L2		L2	L2	L2

Appendix C: SAS and SPPA Faculty Members – Teaching Staff

Table 1 – Listing of Faculty

At this stage, only full-time faculty and retired faculty are included.

Area	Faculty Member	Rank	Graduate Program
Accounting, Governance and Law	Evans, Paul	Assistant Professor	MFAC
	Gelinas, Patrice	Associate Professor	MFAC
	Kwon, Sung	Professor	
	Lai, Liona	Associate Professor	MFAC
	Leblanc, Richard	Associate Professor	MFAC
	Ma, Mary	Assistant Professor	
	Parkinson, John	Professor	
	Peng, Songlan	Associate Professor	
	Porporato, Marcela	Associate Professor	Yes
	Spraakman, Gary	Professor	Yes
	Wang, Haiping	Assistant Professor	
	Waweru, Nelson	Associate Professor	MFAC
Audit Management Information Systems / Tax	Iacobelli, Sandra	Assistant Lecturer	MFAC
	Jones, Joanne C	Associate Professor	Yes
	Sanchez-Rodriguez, Cristobal	Associate Professor	
Finance	Domian, Dale	Professor	Yes
	Tahani, Nabil	Associate Professor	Yes
	Yildirim, Semih	Associate Professor	
Management	Chuang, You-Ta	Associate Professor	Yes
	Deutsch Salamon, Sabrina*	Associate Professor	
	Lehrer, Keith	Assistant Professor	
	Shen, Jung-Chin	Associate Professor	
	Schwartz, Mark	Associate Professor	
	Thomson, Kelly	Assistant Professor	Yes
	Tsasis, Peter**	Associate Professor	
Decision Sciences	Bartel, Henry	Professor	
	Huang, Rong Bing	Associate Professor	
	Qudrat-Ullah, Hassan	Professor	Yes
	Solis, Adriano	Associate Professor	Yes
	Toyasaki, Fuminori	Associate Professor	Yes
Marketing	Carbonell-Foulquie, Pilar	Associate Professor	
	Rusetski, Alex	Associate Professor	
	Strebinger, Andreas	Associate Professor	
	Whelan, Jodie	Assistant Professor	
SPPA	Canefe, Nergis*	Associate Professor	MPPAL
	Cohn, Daniel	Associate Professor	MPPAL
	Couto, Naomi	Associate Professor	MPPAL
	Constantinou, Peter	Assistant Professor	MPPAL
	Dimock, Susan*	Professor	MPPAL

Area	Faculty Member	Rank	Graduate Program
	Frederiksen, Soren*	Assistant Professor	MPPAL
	Soenneken, Dagmar*	Associate Professor	MPPAL
	Klassen, Thomas*	Professor	MPPAL
	Simeon, James	Associate Professor	MPPAL

Note: * Cross-appointed to another LA&PS unit; ** Cross-appointed to Faculty of Health.

Table 2: Graduate Supervision – SAS Faculty.

Faculty Member	Career			Current		
	Master's	Major Research Paper	PhD	Master's	Major Research Paper	PhD
Bartel ,Henry	8		2			1
Carbonell, Pilar	21					
Deutsch Salamon, Sabrina	1	1	5			2
Domian, Dale	3		3			
Gelinas, Patrice						
Huang, Rongbing	1		2			1
Kwon, Sung	2	1	2			
Lai, Liona		2				
Leblanc, Richard	1		2			
Ma, Mary			1			
Peng, Stella						
Porporato, Marcela	24	1	3	4		5
Quadrat-Ullah, Hassan	15		6			
Shen, Jung-Chin			2			1
Solis, Adriano	9			1		
Spraakman, Gary	1		1			
Strebinger, Andreas	33		1			
Tahani, Nabil	4					
Thomson, Kelly		3	1			1
Toyasaki, Fuminori	2		2			4
Tsasis, Peter	2		6			2
Wang, Haiping				1	1	

Table 3 – Research Funding Received by SAS Faculty

The following table presents the annual aggregate value of research grants received by the faculty throughout their careers (excluding grants solely for travel and publication). Further details can be found in the CVs of individual faculty. In cases where grants are shared with other SAS faculty, the amount for only one faculty member was included.

Year	Granting Councils¹	Government²	Foundations³	Contracts and others⁴	Internal⁵	Total
2017	\$ 179,569.00	\$ 20,000.00	\$ -	\$ -	\$ 6,175.00	\$ 205,744.00
2016	\$ 154,889.00	\$ -	\$ -	\$ 9,200.00	\$ 69,533.50	\$ 233,622.50
2015	\$ 127,500.00	\$ 50,000.00	\$ -	\$ 85,350.00	\$ 89,090.00	\$ 351,940.00
2014	\$ -	\$ -	\$ -	\$ 40,786.46	\$ 32,893.36	\$ 73,679.82
2013	\$ -	\$ 24,795.90	\$ 40,889.00	\$ 2,000.00	\$ 15,637.20	\$ 83,322.10
2012	\$ 24,000.00	\$ -	\$ -	\$ 1,500.00	\$ 14,915.00	\$ 40,415.00
2011	\$ 35,599.00	\$ -	\$ -	\$ 10,000.00	\$269,333.00	\$ 314,932.00
2010 and before	\$ 2,330,049.00	\$249,707.75	\$100,000.00	\$ 763,285.40	\$258,590.00	\$ 3,701,632.15
Total	\$ 2,851,606.00	\$344,503.64	\$140,889.00	\$ 912,121.86	\$756,167.06	\$ 5,005,287.56

1. This category includes SSHRC, CIHR and Canada Council. [note – equipment grants, conference grants, or grants allocated by the university such as SSHRC minor grants are not included]
2. Government source includes CIDA, HRDC, and NCE.
3. Source from Foundations includes Laidlaw Foundation, Appleton Foundation, and Foundation for Legal Research.
4. This category includes contracts and grants that cannot be classified under any other categories.
5. This category consists of university allocated grants such as SSHRC minor grants. [equipment, conference and travel grants are not included]

Appendix D: Support letters

Note to Senators: The statements of support from the Dean of LA&PS, the Vice-President Academic & Provost and the industry partners in York Region are the same letters including in the supporting documentation for the MScMP proposal, Item #7a. Kindly refer to those documents in Appendix A.

FOR ACTION¹

1. Global Labour Research Centre: Chartering

APPRC recommends

that Senate approve the chartering of the Global Labour Research Centre as an Organized Research Unit with a five-year term beginning July 1, 2018.

This is a renewed charter for a Faculty-based centre, one that continues to foster cutting-edge research. Advised by its Sub-Committee on Organized Research Units, APPRC is satisfied that the application meets the criteria for chartering set out in the Senate Policy on Organized Research Units including support from the sponsoring Faculty, a critical mass of scholars, a distinctive character, ability to add value to research in this interdisciplinary field, and a sustainable resource plan.

Legislative History

Approved by the Sub-Committee on Organized Research Units, May 31, 2018
Approved by APPRC, June 7, 2018

Documentation is attached as Appendix A.

2. Risk and Insurance Studies Centre (RISC): Chartering

APPRC recommends

that Senate approve the chartering of the Risk and Insurance Studies Centre (RISC) as an Organized Research Unit with a five-year term beginning July 1, 2018.

In December 2016, the ORU Sub-Committee reported that colleagues across the University had had submitted a proposal to charter a Risk and Insurance Studies Centre. It was said at the time that an ORU with this focus would be distinctive within

¹ Documentation in support of ORU charter expectations is extensive. Senate is provided with the “Terms and Expectations” document for each charter proposal. As in the past, Senators may review the full dossier – including application, letters of support, and APPRC Sub-Committee overview, on request. Members of APPRC who are actual or prospective members of an ORU under review must absent themselves from discussions of charter recommendations.

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

York and held out the promise of positioning the University as a leader in a growing multidisciplinary field. York researchers have adopted unique and sophisticated perspectives on risk and insurance, there are opportunities for internal collaboration, external partnership possibilities are compelling, and the proponents are highly respected and dedicated.

Despite these and other positive attributes, the Sub-Committee agreed with the Vice-President Research and Innovation's conclusion that proponents should take additional time to enhance the proposal to better ensure the long-term success of an ORU. In this regard internal commitments for resources have been clarified, and firm connections to external funders and stakeholders have been more clearly and fully set out. Vice-President Haché provided proponents with support from the York Incentive Grant program as they undertake further consultations and refine the proposal.

Based on a recommendation from its Sub-Committee on Organized Research Units, APPRC is satisfied that the application meets the criteria for chartering set out in the Senate Policy on Organized Research Units including support from the sponsoring and participating Faculties, a critical mass of scholars, a distinctive character, ability to add value to research in this interdisciplinary field, and a sustainable resource plan.

Legislative History

Application Reviewed by the Sub-Committee on Organized Research Units December 2016

Approved by the Sub-Committee on Organized Research Units, June 1-June 4, 2018

Approved by APPRC, June 7, 2018

Documentation is attached as Appendix B.

3. Sensorium: Chartering

APPRC recommends

that Senate approve the chartering of Sensorium as an Organized Research Unit with a five-year term beginning July 1, 2018.

This is a recommendation for a second charter. Sensorium has significant opportunities to build on five solid years of research. Advised by its Sub-Committee on Organized Research Units, APPRC is satisfied that the application meets the criteria for chartering set out in the Senate Policy on Organized Research Units including support from the sponsoring and participating Faculties, a critical mass of scholars, a distinctive character, ability to add value to research in this interdisciplinary field, and a sustainable resource plan.

Legislative History

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

Approved by the Sub-Committee on Organized Research Units, May 31, 2018
Approved by APPRC, June 7, 2018

Documentation is attached as Appendix C.

Thomas. Loebel, Chair of APPRC

Terms and Expectations for the Global Labour Research Centre (GLRC)
2018 – 2023 Charter

1. Mandate

The Global Labour Research Centre (GLRC) engages in the study of work, employment and labour, organizing its activities around: the impact of the changing nature of work and employment on labour rights; interrelationships between migration, citizenship and work; gender relations in work and labour movements; the revitalization of workers' movements; and work and health. The GLRC is a hub for pan-university collaboration with a community engagement model that encompasses a range of labour and community partners.

2. Sponsoring Faculty

As the sponsoring Faculty, the Faculty of Liberal Arts & Professional Studies (LA&PS) agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of the GLRC in collaboration with the Office of the Vice-President Research & Innovation (VPRI). This support includes promoting membership in GLRC, supplying a decanal representative to serve as Chair of its Board, coordinating annual meetings of the Board, and facilitating selection and approval of Directors for GLRC as warranted. The Faculty of LA&PS further agrees to integrate GLRC objectives into its strategic research planning and to champion the development of GLRC as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of GLRC will be factored appropriately into the Faculty's strategic planning including with respect to faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

3. Board

The Board for GLRC has responsibility for oversight and regular review of its progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion GLRC with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting GLRC achieve its objectives. Composition of the Board for GLRC will be as follows:

- a. Dean (or designate), Faculty of Liberal Arts & Professional Studies (Chair)
- b. Vice-President Research & Innovation (or designate) (Vice-Chair)
- c. Chair of one Department supplying members to GLRC (alternating among Political Science, Social Science, Sociology, History, Geography, Human Resources Management, or other relevant Departments)
- d. One Graduate Program Director (alternating among Political Science, Sociology, History, Geography, Human Resources Management, or other programs of key relevance) (non-voting)
- e. Senior Development Officer, Faculty of Liberal Arts & Professional Studies (non-voting)

4. Directorship

LA&PS will appoint, following the Director search process and approval of VPRI and the Dean of the candidate, a Director or Co-Directors for a 5-year term. Directorships are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every 5 years.

5. Objectives and Expectations for 2018-2023

Research Mandate:

With a broad and interdisciplinary focus on the study of work, employment and labour, the GLRC will orient its research mandate around five strategic research themes:

1. The impact of the changing nature of work and employment on labour rights
2. Interrelationships between migration, citizenship and work
3. Gender relations in work and labour movements
4. The revitalization of workers' movements
5. Work and health

Value to Researchers and Research Teams:

1. GLRC will provide an administrative home for funded projects of GLRC associates and will offer assistance in the development of applications for submission to SSHRC and other relevant granting competitions.
2. GLRC will continue to host its speaker series, a regular public seminar series highlighting the research activities of those working on research themes related to the Centre's mandate.
3. GLRC will host regular conferences and workshops.
4. GLRC will continue to act as a host to visiting scholars, connecting them to researchers and networks at York and across the GTA.

Below are the targets identified in the Charter application:

Area of Activity	Evaluation Metrics
Conferences	<ul style="list-style-type: none"> • Organize/sponsor at least 1 session per year at a major scholarly conference • Conference support on at least 2 CG applications
Workshops	<ul style="list-style-type: none"> • At least 1 workshop per year •
Global Labour Speaker Series	<ul style="list-style-type: none"> • At least 6 sessions per year • At least 1 international speaker per year • At least 1 speaker from outside GTA per year
John Eleen Annual Lecture on Global Labour	<ul style="list-style-type: none"> • Host the annual lecture, generally (though not

	<p>exclusively) in conjunction with the annual graduate symposium</p> <ul style="list-style-type: none"> • Ensure the fund is sufficient to host an established/recognized out-of-town speaker
--	---

Student Engagement and Training:

The GLRC will continue to hold its annual graduate student symposium, showcasing research by graduate and postdoctoral scholars on a wide range of issues related to the study of work and labour in a global context. The Centre will also host post-doctoral fellows and advanced doctoral students from other institutions, connecting them to York- and GTA-based research networks. As well, the GLRC will continue to employ graduate assistants from the departments of affiliated faculty, pending available resources.

Area of Activity	Evaluation Metrics
Research Assistantships	<ul style="list-style-type: none"> • 2-3 Ras per year (pending resources)
Graduate Symposium	<ul style="list-style-type: none"> • Annual symposium with at least 30-40 participants
Doctoral/Post-doctoral Visitors	<ul style="list-style-type: none"> • Sponsor 1 post-doctoral fellowship or International Visiting Trainee application per year
Packer Visiting Chair in Social Justice	<ul style="list-style-type: none"> • Host at least 1 speaking event with the Packer Visiting Chair per year • Publish at least 1 working paper with the Packer Visiting Chair per appointed term (normally 3 years)

Educational Initiatives:

In conjunction with York’s undergraduate Work & Labour Studies Program and various graduate programs, the GLRC is uniquely positioned to provide support for the development of educational programs that link critical analytical and policy research with experiential forms of learning around work and employment issues. The GLRC will continue to work towards the development of a graduate specialization in the field of Global Labour Studies, which will include a summer course open to graduate students and community members, taught by both academic and community-based practitioners as guest lecturers.

Area of Activity	Evaluation Metrics
Research Assistantships	<ul style="list-style-type: none"> • 2-3 Ras per year (pending resources)
Graduate Symposium	<ul style="list-style-type: none"> • Annual symposium with at least 30-40 participants
Graduate Specialization in Global Labour Studies	<ul style="list-style-type: none"> • Program will be introduced

	by end of Year 4
<i>Know Your Rights Project</i>	<ul style="list-style-type: none"> Disseminate KYR factsheets annually KYR information sessions: will aim to host 2 sessions per year
Global Labour Reading Group	<ul style="list-style-type: none"> 3-4 sessions across Winter and Summer Semesters

Externally Funded Research Activity:

The GLRC will encourage and support its members in seeking funding for their research through SSHRC and other external channels, by assisting with application and budget development, as well as research administration for successful applications. These supports will be offered in the securing of funds for projects that are in progress, as well as for new projects that are undergoing development. Below are the targets identified in the Charter application:

Area of Activity	Evaluation Metrics
SSHRC Insight Grants	<ul style="list-style-type: none"> At least 2 IG applications At least 1 IDG application
SSHRC Partnership Grants	<ul style="list-style-type: none"> At least 1 PDG application At least 1 PG application
SSHRC Connection Grants	<ul style="list-style-type: none"> At least 2 CG applications

In evaluating the Centre's progress toward meeting these expectations, the GLRC Board will consider the funding applications submitted with the support of GLRC, the success of its Director and members in attracting external research funds, and the amount of external funds administered by the Centre.

Knowledge Mobilization:

Area of Activity	Evaluation Metrics
Working Paper Series	<ul style="list-style-type: none"> At least 1 working paper per semester
Graduate Symposium Proceedings	<ul style="list-style-type: none"> Annual publication with 10-15 contributions from symposium participants
Website	<ul style="list-style-type: none"> Track web traffic and impact
Social Media	<ul style="list-style-type: none"> Track and grow followers in each platform each year
Communications Infrastructure	<ul style="list-style-type: none"> Regular listserv announcements E-newsletter three times, once per semester
Podcast	<ul style="list-style-type: none"> At least 1 broadcast per semester

6. Resource Commitments

Faculty of LA&PS:

The Faculty is committed to ensuring the Centre has access to sufficient resources throughout the Charter term to fund Collective Agreement mandated course release, stipend and benefits for the Director or co-Directors; administrative support at the level of minimum 24 hours per week; and an operating budget of \$2,000 per annum.

The Faculty will continue to provide space subject to assessing the GLRC's space requirements. It will also provide GLRC with access to its professional advancement staff.

In accordance to the SHARP Budget Model, the Director will negotiate with the Faculty to determine the percentage of overhead funds to be allocated to the ORU. The Faculty's allocation of overhead funds to the centre will use the VPRI model of 75% as a guide for consideration.

However, as GLRC continues to mature, overheads for new projects administered may be expected to be applied to offset Faculty operating cost contributions on a 2:1 ratio – the Faculty will withdraw \$1 of core operating support for every \$2 of net new overhead funding received by the ORU after any deductions made by the Faculty. Similarly, new endowments that generate increased revenue should contribute to offset central costs where appropriate.

VPRI:

The VPRI office will ensure GLRC has access to specialized research support services and appropriate matching funds for the preparation of large scale collaborative grant applications. The GLRC is welcome to apply for the regular internal funding opportunities offered by the VPRI Office. Further, the VPRI office will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

7. PIER

GLRC commits to consult and incorporate PIER recommendations into their research and operational activities, and identifies specific actions taken and/or will be taking in each year's annual report.

8. Appendices

Appendix A – Proposed Members of the Executive Committee

GLRC Director, TBD
LA&PS Full-time faculty, TBD

LA&PS Full-time faculty, TBD
LA&PS Full-time faculty, TBD
LA&PS Full-time faculty, TBD
Outside LA&PS Full-time faculty, TBD
Graduate student, TBD
Undergraduate student, TBD

Appendix B – Proposed Members of the Advisory Committee

GLRC Executive Committee representative, TBD
External faculty associate, TBD
External faculty associate, TBD
External faculty associate, TBD
External faculty associate, TBD
External faculty associate, TBD
External faculty associate, TBD
External faculty associate, TBD
Community associate, TBD
Community associate, TBD
Community associate, TBD
Community associate, TBD
Community associate, TBD
Community associate, TBD

**Terms and Expectations
RISK AND INSURANCE STUDIES CENTRE (RISC)
2018-23 Charter**

1. Mandate

RISC is a national and international research hub that pursues a holistic approach to the field of Insurance and related topics. As such, it aims to produce world-class research on identifying, mitigating, modelling, measuring, and pricing insurance risks by employing expertise in Economics, Engineering, Finance, Law, Management, Mathematics and Statistics. Furthermore, RISC commits to translating leading research into product/service development and provision, as well as public policy, thus improving people’s wellbeing throughout their lives.

2. Lead Faculty

Faculty of Science

3. Participating Faculties

Faculty of Liberal Arts and Professional Studies, Lassonde School of Engineering, Schulich School of Business, Osgoode Hall Law School

4. Board

Current members (if applicable) (name/title/affiliation)	Suggested members (name/title/affiliation)
N/A	Robert Haché (VPRI, or designate), Chair
	Ray Jayawardhana (Dean, Science or designate), Vice-Chair
	Dezső J. Horváth (Dean, SSB or designate)
	Richard Hornsey (Interim Dean, LSE or designate)
	Ananya Mukherjee-Reed (Dean, LA&PS or designate)
	Mary Condon (Interim Dean, OHLS or designate)

5. Advisory Body

Current members (if applicable) (name/title/affiliation)	Proposed members (name/title/affiliation)
N/A	Daniel Bauer Dai-ichi Life Insurance Company Endowed Chair in Actuarial Science and Risk Management, Department of

	Economics, Finance, and Legal Studies, Culverhouse College of Commerce, University of Alabama, Tuscaloosa AL, the U.S.
	Patrick L. Brockett Professor, Gus S. Wortham Chairholder in Risk Management and Insurance, McCombs School of Business, The University of Texas, Austin TX, the U.S.
	Jeffrey A. Beckley Professional Actuary in Residence, Department of Mathematics, Purdue University, West Lafayette IN, the U.S.
	Michael J. McCord President, Microinsurance Centre, Appleton WI, the U.S.
	Susan Meltzer Vice President, Risk, Aviva Canada, Toronto ON, Canada
	Manuel Monteiro Partner, Mercer, Toronto ON, Canada
	David Promislow Professor Emeritus, York University, Toronto ON, Canada
	Colin Ramsay E.J. Faulkner Professor, College of Business Administration, University of Nebraska-Lincoln, Lincoln NE, the U.S. Johan
	Johan Janse van Vuuren Vice President, ORSA and Model Governance, Sun Life Financial, Toronto ON, Canada

Note: While the proposed Advisory Board has not yet achieved gender balance, we see this as a priority going forward and plan to work toward a more equitable balance in the very near future.

6. Objectives and expectations for 2018-23

6.1 GOVERNANCE

Director: Edward Furman

Associate Director: NA

Executive Committee (EC):

Current members (if applicable) (name/title/affiliation)	Proposed members (name/title/affiliation)
NA	Ida Ferrara Associate Professor and Chair, Economics, LA&PS
	Edward Furman Associate Professor and Director of Actuarial Science, Mathematics and Statistics, Science
	Usman T. Khan Assistant Professor, Civil Engineering, LSE
	TBA, SSB
	TBA, OHLS

Coordinator: TBA

External Advisory Council See 5.

Annual General Meeting (AGM): The AGM is to be held in the late spring each year, in conjunction with the RISC Forum, the Centre’s annual conference. The purpose of the AGM is to discuss the annual report of the Centre, approve the Centre’s budgets and statements of operation, ratify nominees for membership on the Executive Committee, and ratify proposed amendments to the Centre’s Charter. We note that the (inaugural) RISC Forum, a strong contribution to the chartering of the Centre, took place on May 23, 2017 in Toronto.

6.2 EXTERNALLY FUNDED RESEARCH ACTIVITY

Some anticipated sources of external funding that RISC will pursue to finance its activities in the near future include:

(1) Overhead sharing from (a) grants that allow such overheads, (b) research projects funded by the industry, and (c) consulting contracts. It is perhaps noteworthy that at the individual level, we have sustained experience in (b) and (c) above. Namely, under the umbrella of MITACS – Accelerate cluster, Ph.D. Accelerate Fellowship and Post-Doctoral Elevate - we have run numerous

research projects with the Model Validation Unit, the ORSA unit and the Actuarial unit of Sun Life Financial – life insurer, as well as with the Actuarial Pricing unit of Wawanesa Insurance Canada – Property and Casualty (P&C) insurer. Also, we have recently had consulting contracts/industrial grants with, e.g., the Casualty Actuarial Society (Ed Furman and Ricardas Zitikis; Ed Furman, Alexey Kuznetsov and Daniel Hackmann) and the Society of Actuaries (Moshe Milevsky and Tom Salisbury; Yang Shen and Jianxi Su, Ed Furman and Jianxi Su).

(2) Infrastructural grants such as the Canada Foundation for Innovation.

(3) Research grants such as the NSERC Collaborative Research and Development Grants, the SSHRC Partnership Grants (as a result of discussions at the aforementioned RISC Forum event, we are putting together an application for a Partnership Grant with the Property and Casualty Insurance Compensation Corporation (PACCIC). PACCIC is industry-funded and approved by the regulator body that warrants protection to policyholders and claimants in the event of a collapse of a P&C insurer in Canada. We have formulated two problems of urgent interest to the P&C industry and plan to involve the regulator, that is, the Office of the Superintendent of Financial Institutions (OSFI) and the OCE Industry Academic R&D Collaboration and Commercialization Programs.

(4) Educational support grants such as NSERC Create (This was discussed at the RISC Forum event. A team of scholars from York, Western, University of British Columbia, Purdue University, and the University of Illinois at Urbana Champaign is planning to apply to the industrial stream of the NSERC Create in the upcoming grant cycle); MITACS Elevate; OCE Student Entrepreneurship programs; and Career Focus Grant of the Government of Canada (Kathy Smart, Director of ASPIRE at the Toronto Financial Services Alliance suggested an application to this group. Such a grant will allow us to create new – and supposedly unique – work integrated learning (WIL) opportunities for undergraduate and graduate students that would aim to: (1) involve insurance professionals in co-supervising simple research projects; (2) facilitate the transition of York graduates to a rapidly changing insurance market; (3) promote the benefits of advanced studies and research to the insurance industry; (4) attract talent to the insurance industry).

6.3 STRATEGIC RESEARCH DEVELOPMENT

When writing these lines, we find ourselves living the aftermath of the 2007 – 2009 subprime mortgage crisis, and also witnessing the days of the government debt crisis, with no end-date of the latter in sight. The catalysts of the two aforementioned crises are yet to be fully apprehended. The impacts are being felt by almost everybody. Two possibilities for the future are extant at this time: (1) a mathematical model, called the “Li model,” named for David X. Li, Ph.D. and qualified actuary) who was one of the horsemen of the 2007 – 2009 financial apocalypse; and (2) yet another global financial crisis, which “may entail the greatest debt jubilee in history” (Evans-Pritchard, 2016)¹.

Many researchers in the field find criticism of the Li model, in particular, and the accusations directed at quantitative methods and mathematicians, in general untenable and even inadequate. They may also disagree with the “prophets of doom,” as there have been major and aggressive regulatory efforts around the world to rectify the damage done to financial systems and economies, as well as to avoid a relapse (e.g., BASEL III and Solvency II). Nevertheless, as responsible academics within the proposed Centre, we are perfectly positioned to interrogate and explore such claims in depth.

As early as 1998, a group of mathematicians led by Professor Paul Embrechts of the Swiss Institute of Technology in Zurich wrote an illuminating paper which stressed some fallacies of the Gaussian copula approach to modelling dependence among risks. The same approach was two years later employed by David Li to price collateralized debt obligations, and then, nine years afterwards was accused of felling Wall Street. It is hard to say whether the message of Embrechts et al. (1998)² if plainly-written, better-communicated and comprehended by practitioners and regulators, would have averted the disaster, but the lesson has to be learned.

In spite of all this, the gap between theory and practice in the fields of actuarial and financial mathematics remains immense. In fact, it has arguably never been wider. This is really no surprise, as establishing a fruitful dialogue limited to only academics from distinct areas, e.g., Economics, Engineering, Finance, Law, Management Sciences, and Mathematics has proved to be rather limiting.

¹ Evans-Pritchard, A. (2016). UN fears third leg of the global financial crisis – with prospect of epic debt default. *The Telegraph*, September 22.

² Embrechts, P., McNeil, A., Straumann, D. (1998). Correlation and dependency in risk management: Properties and pitfalls, RiskLab, ETH, Zurich.

At RISC we believe that applications should rely on sophisticated research, and that in order for that research to transform thinking, the research should be interdisciplinary. Our strength therefore lies in combining in-house scholarly excellence in distinct quantitative and qualitative disciplines with the guidance of leading global risk professionals to generate new and innovative ideas in studying insurance risk and its implications, and to translate these ideas into better products and services (private sector) and policies (public sector). In addition, we are committed to ensuring that the impact of insurance policies and practices are considered within the interests of the public good.

Our research topics of immediate interest will be such intensively studied ones. They include currently funded projects. The chartering of the Centre will allow the expansion of the existing projects as well as the creation of new initiatives.

- longevity risk (life insurance) - Speaking plainly, longevity risk is the risk of decreasing mortality. It immediately translates, when overlooked, into higher than expected payouts made by life insurers (in, e.g., whole life annuities) and pension funds. It is a systemic risk and so is rather difficult to deal with, and it is of pivotal importance to developed countries, in which more and more people are surviving to advanced ages. (A project funded by the Society of Actuaries is now underway. The Centre's existence will enhance the collaborative possibilities for this grant.)
- catastrophe risk (property and casualty insurance) - Catastrophe risk is unique in the sense that insurers have to deal with a small number of interconnected and huge losses (as opposed to the classics of the property and casualty insurance, where the insurers face a large number of small and uncorrelated losses). As a result, predictive modelling and pricing become very complex, and resultant mistakes are detrimental. E.g., As a result of Hurricane Katrina in 2005, Allstate Insurance exited several coastal states in the U.S.; State Farm Insurance chose not to renew some of its policies; and Poe Financial went bankrupt. (A project funded by the Society of Actuaries is now underway, and broader discussions with Aviva Insurance Canada and Insurance Bureau of Canada are in progress.)
- stochastic modelling in risk assessment (foundations of insurance) - Risk measurement (or assessment) is a precursor to the much-desired contemporary goal of enterprise risk management. Furthermore, the need for risk measurement arises in a vast number of distinct contexts, be it a regulator assessing the risk exposure of financial institutions, a clearing house of an exchange that is setting margin requirements for investors selling therein, or an actuary determining the price of a new

product. In each case, a probabilistic model that formally describes potential losses and their interconnections is of basic importance for any informed risk analysis. (Projects funded by the Society of Actuaries and the Casualty Actuarial Society are underway, and broader discussions with the Property and Casualty Insurance Compensation Corporation, and potentially the Regulator, are in progress.)

In addition, we plan to explore the following “game changing” research directions:

- natural tontines (new and innovative insurance products) - In the latter part of the 17th century and for almost two centuries afterwards, the method used by many individuals to generate income in the senior years of the lifecycle was a so-called tontine scheme sponsored by government. Historically tontines promised enormous rewards to the last few survivors at the expense of those who died early, and in this shape, were eventually deemed a suboptimal way to manage and generate retirement income. However, tontines do not have to be structured in the traditional 17th century way, and, importantly, they would allow for sharing the already mentioned longevity risk within a group. (A project related to this topic and funded by the Society of Actuaries is now underway.)
- micro-insurance (new and innovative insurance markets) - Micro-insurance is the provision of conventional insurance products, such as life, health, casualty, and property insurance, tailored to the needs of low-income individuals in developing countries. Micro-insurance has been named “one of the four industry disruptors” by Towers Watson, and it is an important aspect of “financial inclusion”, a formal policy target, set by more than sixty countries around the world. (A certificate on the fundamentals of micro-insurance jointly offered by RISC and Milliman is to be launched with the inception of RISC.)

The list of immediate research topics described above, as well as the stakeholders involved that are mentioned therein, clearly argue in favor of the feasibility of RISC’s mandate, that is “to translate forefront research into product/service development and provision, public policy.” Indeed, we have already involved, or started the discussions to involve, such private industry representatives as Aviva Insurance Canada, Sun Life Financial, Milliman, Insurance Bureau of Canada; such professional organizations as the Society of Actuaries, the Casualty Actuarial Society; such public agencies as the Office of the Superintendent of Financial Institutions.

6.4 UNDERGRADUATE, GRADUATE AND POSTDOCTORAL MENTORING

RISC will foster an enhanced training environment for undergraduate and graduate students, and post-doctoral fellows.

(1) Undergraduate and graduate students will enjoy exposure to a multitude of industrial speakers (now achieved in the Actuarial Science (AC) curriculum through the “Actuarial Science Rendezvous” sequence of seminars), as well as to the aforementioned (see, 6.2) novel WIL internship opportunities with the industrial partners of the RISC. Discussions with the industry are underway, and a number of insurance professionals have indicated their interest in serving as co-supervisors, when the Charter is in place. The proposed WIL terms will have a research component similar to the NSERC USRA, and will be named “RISC – XYZ internship,” where XYZ is the participating insurance company’s name. In addition, we will be supporting – in conjunction with appropriate departments at York - undergraduate courses on such topics as the accounting, economics and law of insurance, as well as on insurance and risk management; in due time these courses may be consolidated into an interdisciplinary certificate in Insurance and Risk Management, and at RISC we have all the required expertise to accomplish and administer this. We hope to be in a financial position to start partially reimbursing the undergraduate students who pass the professional AC exams. Last but not least, we will extensively employ NSERC/SSHRC USRA, and York RAY to involve self-motivated and competent undergraduate students in RISC research endeavors.

(2) Graduate students will be: (a) encouraged to attend the regular (anticipated to be bi-weekly) research seminars and academic workshops organized by the RISC, and to present their works therein; (b) motivated to be involved with the industrial research projects splitting the time between the University and the partner organization; (c) stimulated to engage in interdisciplinary research supervised by faculty members from distinct Departments and Faculties at York. We also hope to introduce an annual award for the best Masters and PhD thesis in insurance studies.

(3) Based on successful funding applications, RISC will be committed to recruiting talented and open-minded Post-Doctoral Fellows that are interested in interdisciplinary and translational research in insurance studies. The benefits for this group are similar to these already mentioned in (2) above.

6.5 DEVELOPMENT OF STRATEGIC AND EXTERNAL RELATIONS

The following examples of knowledge transfer cycles are regularly occurring events.

(1) The knowledge exchange between partner organizations and RISC: a problem that comes from/or is posed in close collaboration with an industrial partner will be investigated by a group that comprises the personnel from the RISC and the partner's representatives. Where feasible, a potential solution will be implemented on the partner's side and monitored by the team of developers. The practice/activity will be adjusted in response to the experiences.

(2) The knowledge exchange between policy makers and RISC: such as the catastrophe risk research theme mentioned in 6.3. Building on our expertise in Economics, Engineering and Mathematics, we will explore the possibility of “gluing” the home insurance coverages including the flood component with the so-called Sustainable Urban Drainage Systems (SUDS). The SUDS are a group of technologies that introduce pervious surfaces (e.g., green roofs, rain gardens, and pervious concrete) within urban regions to reduce the amount of the generated runoff, and thus to mitigate the risk of floods. As such, the SUDS can be potentially used to offset the tax paid for municipal storm water management. We will reach out to the municipalities to explore and analyze existing and potential regulatory options and incentives to foster SUDS' implementation and use.

(3) Knowledge exchange between the University students, academic and industrial community members and RISC is to be a regular and ongoing commitment of the Centre.

(a) RISC will introduce a common basis of investigation for York researchers from at least five Faculties as well as for scholars from outside of York. It will establish a fruitful and intellectually intensive environment so that the interdisciplinary research on various aspects of insurance can thrive, question and achieve its potential.

(b) RISC York will nurture established links with key decision makers in the insurance industry (those on our Advisory Board and beyond). Apart from the obviously very desirable financial support, we plan to acquire invaluable insights into the most urgent practical problems that the insurers (and related

financial conglomerates, such as, credit unions, pensions funds, etc.) face today, and work to develop encompassing solutions to these problems. Our research will be industry driven and critically focused using the required means to reach the best solutions for the time and circumstances.

(c) As a formal unit, RISC will strengthen collaborative initiatives and partnerships with other institutions, public communities and governmental bodies nationally and internationally. For instance, Michael McCord, President of the Micro-Insurance Center (WI, the U.S.) and a member of RISC's Advisory Board, has been very much interested in promoting our collective efforts and potential collaborations in his numerous trips to developing countries.

(d) RISC will organize scientific workshops based in academic excellence and mount short courses aimed at industry partners. The former will further fortify the connections with other academics, attract new talent (research students, Post-Doctoral Fellows and faculty), and promote the ORU in particular and York in general nationally and internationally. The proposed courses will inject capital, promote York's brand to the industry, improve the placement of our students after graduation, and increase undergraduate enrolments in the programs related to insurance studies.

6.6 UNDERGRADUATE OUTREACH AND RECRUITMENT

RISC has strong interconnections with the AC undergraduate program within the Department of Mathematics and Statistics (a stream within Mathematics for Commerce up until 2017). AC has been running in a considerably reworked shape for seven years now, and it has been quite successful both quantitatively (number of AC majors has doubled), and qualitatively (numerous links with industry have been created that resulted in various internship/co-op placements). RISC will serve as an additional attraction for new undergraduate students in the program. In fact, RISC will become a distinguishing feature of York's AC program, a crucial link between theory and practice that our competitors lack. On a different note, it is worthwhile noticing that attracting top talent to the financial sector has become a major priority of its key players. RISC will join forces with the Toronto Financial Services Alliance to attract and create talent for the insurance industry of tomorrow.

In the long run, we aspire to create an undergraduate certificate – and work

with appropriate departments to develop an interdisciplinary program of study - in Insurance and Risk Management (IRM). IRM will build on the successes of the existing AC curriculum, and augment the quantitative aspects of insurance in particular and risk management in general with such “soft” facets as, financial regulation and law, accounting, strategic management, economics of insurance, behavioral finance, etc. In order to set-up the discussion on the IRM program, we hosted Susan Meltzer of Aviva Canada in 2015 – 2016, Mari-Jo Hill of the SAS in 2016 – 2017, and Chris Mandel of Sedgwick in 2017 – 2018: all are prominent members of the Risk Management Society (RIMS). RIMS is a preeminent international organization with ten chapters in Canada. It is dedicated to educating, engaging and advocating for the global risk community, and its Board of Directors have indicated some interest in supporting undergraduate curriculum of the kind we are proposing.

Last but by far not least, RISC will look into finding resources to hire a designated actuary that would bring the much-desired accreditation of York’s AC program. Speaking briefly, the Canadian Institute of Actuaries currently has an accreditation program that York cannot afford (as we cannot afford a fellow actuary), and this impedes the program’s growth seriously. One way to access resources is by embarking on the Bridging Program for Internationally Educated Professionals offered by the Government of Ontario.

7. Resource Commitments

VPRI: The Office of the VPRI will ensure that RISC has access to core operating resources throughout the Charter term, subject to the notes below, and subject to RISC meeting its ongoing responsibility to make good faith efforts to obtain external funding to offset the cost of these resources. Core operating resources are defined for this purpose to include: a) Director course release, stipend and benefits as mandated by the YUFA Collective Agreement; b) provision of up to \$35,000 (inclusive of all amounts from Central and VPRI and subject annually to budgetary constraints) in support of core expenses such as the Coordinator for CERLAC, whose primary role is to provide appropriate research support services; and c) discretionary operating funds up to \$2,000. In the normal course, ORUs are expected to use unallocated operating fund carry forwards to offset current operating costs to the full extent possible, prior to any new contributions being transferred.

The VPRI will arrange for the sharing of unrestricted overhead funding with ORUs based on the 75%:25% model. Any new unrestricted overheads shared

by Faculties with the ORU may be expected to be applied to offset VPRI contributions to the ORU's core operating costs on a 2:1 ratio (that is VPRI will withdraw \$1 of core operating support for every \$2 of overhead funding received by the ORU).

In addition to core operating resources, the Office of the VPRI will make best efforts to provide the space allocation for RISC to meet needs identified in its charter application, acknowledging the high demand for space from visiting scholars, most of whom are international. The VPRI Office will also ensure RISC has access to specialized research support services for the preparation of large scale collaborative grant applications, and support services in the areas of human resources, budgeting, and finance, subject to overall capacity. Further, the VPRI Office will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

Lead Faculties:

As the Lead Faculty, the Faculty of Science will approve the release and stipend for the Director when that person is a member of the Faculty, as mandated by the Collective Agreement. The Dean or designate will serve as a member of its board. The Faculty of Science will consider factoring into its strategic planning the development of RISC in relevant areas including faculty complement, undergraduate, graduate, and postdoctoral fellow recruitment and training, communications, and advancement opportunities.

Participating Faculties:

The Participating Faculties agree to contribute to discussions of how to enable RISC's research success in areas including expanding membership, strategic research development, leadership, faculty complement planning, recruitment, education and mentoring of students and post-doctoral fellows, and advancement opportunities. The Deans (or designate) of the participating Faculties shall also sit on the board of RISC and participate in annual meetings.

Terms and Expectations for Sensorium: Centre for Digital Arts & Technology
(Sensorium)
2018 – 2023 Charter

1. Mandate

Sensorium is a research centre for creative inquiry and experimentation at the intersection of the media arts, performance, and digital culture. Sensorium’s primary aim is to serve as a site for co-creation and shared critical reflection for students and faculty across the School of the Arts, Media, Performance and Design. Sensorium serves as a catalyst for examining how diverse media platforms enable multi-sensory perception and embodied experience, along with new modes of social engagement. Bridging disciplines and diverse communities, Sensorium researchers, artists and scientists explore networked connections between people, sentient environments, and ecologies of place.

2. Sponsoring Faculty

As the sponsoring Faculty, the School of the Arts, Media, Performance & Design (AMPD) agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of Sensorium in collaboration with the Office of Vice-President Research & Innovation (VPRI). This support includes promoting membership in Sensorium, supplying a decanal representative to serve as Chair of its Board, coordinating annual meetings of the Board, and facilitating selection and approval of Directors for Sensorium as warranted. AMPD further agrees to integrate Sensorium objectives into its strategic research planning and to champion the development of Sensorium as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of Sensorium will be factored appropriately into the Faculty’s strategic planning including with respect to faculty complement, recruitment of research chairs, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

3. Board

The Board for Sensorium has responsibility for oversight and regular review of its progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion Sensorium with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting Sensorium achieve its objectives. Composition of the Board for Sensorium will be as follows:

- a. Dean (or designate), School of the Arts, Media, Performance & Design (Chair)
- b. Vice-President Research & Innovation (or designate) (Vice-Chair)
- c. Dean (or designate), Lassonde School of Engineering
- d. One Department Chair or Graduate Program Director from AMPD
- e. Senior Development Officer, School of the Arts, Media, Performance & Design (non-voting)

4. Directorship

AMPD will appoint, following the Director search process and approval of VPRI and the Dean of the candidate, a Director for a 3-year term. Directorships are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every 5 years.

5. Objectives and Expectations for 2018-2023

Sensorium's research clusters are:

1. Performance, Embodiment and Sentient Systems
2. Media Environments + Ecologies
3. Future Cinema + Next Generation Gaming
4. Social Practice + Community Engagement

Research Mandate:

Sensorium's mandate will be broadened to include more expansive understandings of media, intermediality, and cultural mediation. In doing so, the ORU hopes to better realize the promise of Marshall McLuhan's idea of "sensorium" – the multisensory ways in which humans perceive the world and their relation to diverse media platforms. The expanded focus will enable Sensorium to move beyond aggregating work of individual researchers who run their own labs and allow for a broader cross-disciplinary conversation across the faculty, and the broader university, about the role that artistic media play in shaping our understandings of the relation between self and world. In other words, a renewed commitment to "sensorium" will allow the ORU to make intermediality (encounters between discrete media) and larger questions of materiality (media as material objects, devices, assemblages) the basis for shared research. Additionally, realizing the promise of "sensorium" means considering how embodied experience and situated perception are shaped in and through various kinds of mediation, allowing the ORU to better attract student and faculty researchers who have long histories of studying bodies in relation to technology, and also how bodies are culturally mediated in both technological and non-technological terms.

Community-Engaged Focus:

Sensorium's research focus will be further expanded by collectively investigating media arts as public-facing activity that plays a central role in the cultural life and well-being of communities and actively engages in outreach beyond the academy. To do so, the ORU will organize events and research clusters focused around social practice, community-based projects, and digital activism. Sensorium will also devote more sustained attention to researching networked connections between people, sentient environments, and ecologies of place.

Incubator for Innovative Research-Creation Methodologies:

Sensorium will be positioned as a site for reflecting on how art – as a particular technology of perception – is itself a unique form of knowledge creation that challenges conventional understandings and evaluation of knowledge within the academy. Through creation-based projects and practical workshops open to all university members, and symposia engaging

international researchers in meta-critical questions around practice-based research, Sensorium will cross-pollinate research-creation methodologies and serve as an international think tank for reflecting on the problems and possibilities of artistic research.

Sources of External Funding:

Sensorium members will continue to be active in the development of large-scale SSHRC Partnership Grants as PIs and Co-PIs. Members will also continue to seek smaller scale infrastructure grants (CFI) targeting specific technologies. Members will continue to apply for SSHRC Connection grants in support of conferences, symposia, and events, as well as funding from arts council grants in support of exhibitions, performances, residencies, and workshops. Sensorium will also renew efforts to seek alternative sources of funding through foundations, ongoing work with external partners, and with the help of the new advancement officer in AMPD.

Enhance the Training Environment for Students and Post-doctoral Fellows:

Sensorium will continue to provide an excellent interdisciplinary training ground for undergraduate and graduate students, and for postdoctoral fellows housed at the Centre. The goal is to enhance the training environment at York by providing opportunities for graduate students to work as research assistants in Sensorium-affiliated labs, assisting them in gaining valuable practical skills in working with new media, as well as research assistants on curatorial projects and academic conferences. Sensorium will also provide students and postdocs with resources and opportunities to take the lead in developing forums for showcasing their own research/creation, and for fostering networking and professional development opportunities.

As part of the new mandate, Sensorium will pursue research events and educational activities that bring together graduate students from across AMPD. This will be done through:

1. Continue working closely with the Sensorium Graduate Student Caucus to support an annual graduate student run conference and speakers' salon.
2. Work with the Associate Dean Research office to develop an annual research award recognizing excellence in media arts research and creation among Sensorium graduate students and postdocs.
3. Work closely with AMPD graduate program directors to develop an innovative Summer Institute when appropriate that will operate outside of department silos and attract graduate students from across the Faculty.

Engage in Knowledge Transfer and Knowledge Mobilization:

Sensorium will continue to engage in a range of activities and events designed to facilitate knowledge mobilization to a wide audience of local, national and international stakeholders including educational institutions, community organizations, cultural producers and industry. Activities will include organizing, collaborating, partnering and promoting speaker series, workshops, book launches, exhibitions, symposia, and conferences.

Overall deliverables and metrics:

Deliverables	Metrics
<ul style="list-style-type: none"> • Maintaining and developing space for graduate students, postdocs, and faculty researchers • Offering annual seminars, public talks, salons collaborative summer institutes • Providing technical workshops to graduate students and faculty members to train them in emerging technologies • Supporting professionalization opportunities for graduate students and postdocs including the creation of a Sensorium Media Arts Award • Developing and supporting new funding applications at the municipal, provincial and federal levels • Developing community outreach strategies and networking with cultural organizations and potential industry partners • Developing guidelines and best practices for meaningful engagement with non-academic partners including scenarios for internships, mentorship, consultation, in-kind donations and financial support • Continuing to house the journal PUBLIC: Art, Politics, Ideas • Hosting two international conferences over the course of the new charter period • Continue to support technical innovations, content creation, and application development for emerging media across a range of platforms 	<p>Individual research achievements</p> <ul style="list-style-type: none"> • External funding • International conferences • Publications (citations) • Exhibitions, screenings and performances • Technical innovations, content creation, and application development for emerging media • Contributions to policy makers • Public demonstrations and workshops • Links to external partners and collaborators that result from this ORU <p>Sensorium supported research and activities</p> <ul style="list-style-type: none"> • Internal and external participation at events hosted and sponsored by Sensorium • Number of collaborations across AMPD departments and York University, and with external partners • Increase the number of faculty and student Sensorium members from outside of AMPD • Coverage of Sensorium events and researchers in the press • Awards and scholarships received by graduate assistants and postdocs working with Sensorium researchers • Postgraduate placements and academic appointments for graduate students working with Sensorium researchers • Track external attendees at ORU-sponsored events in order to identify and nurture a community of engaged supporters • Potential impact of technical innovations, content creation, and application in the creative industries

6. Resource Commitments

AMPD:

The Faculty is committed to ensuring Sensorium has access to sufficient resources throughout the Charter term to fund the Collective Agreement mandated course release, stipend and

benefits for the Director. AMPD will also fund a 0.5 FTE staff coordinator and operating funds of up to \$2,000 annually. AMPD will provide appropriate lab, office and other spaces as needed for Sensorium to meet its objectives. It will seek to support Sensorium to develop new spaces as required for its work in the future.

In accordance with the SHARP Budget Model, the Director will negotiate with the Faculty to determine the percentage of unrestricted overhead funds to be allocated to the ORU. The Faculty’s allocation of overhead funds to the centre will use the VPRI model of 75% as a guide for consideration.¹

However, as Sensorium continues to mature, overheads for new projects administered may be expected to be applied to offset Faculty operating cost contributions on a 2:1 ratio – the Faculty will withdraw \$1 of core operating support for every \$2 of net new overhead funding received by the ORU after any deductions made by the Faculty. Similarly, new endowments that generate increased revenue should contribute to offset central costs where appropriate.

VPRI:

The VPRI office will ensure Sensorium has access to specialized research support services and appropriate matching funds for the preparation of large scale collaborative grant applications. Sensorium is welcome to apply for the regular internal funding opportunities offered by the VPRI Office. Further, the VPRI office will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

7. PIER

Sensorium commits to consult and incorporate PIER recommendations into their research and operational activities, and identifies specific actions taken and/or will be taking in each year’s annual report.

8. Appendices

Appendix A – Proposed Members of the Executive Committee

Michael Longford , Director, Sensorium
Robert Allison , Professor, Electrical Engineering and Computer Science
Jennifer Fisher , Professor, Visual Art and Art History
Laura Levin , Associate Professor, Theatre & Performance Studies
Janine Marchessault , Professor, Cinema & Media Arts

¹ See: <https://yulink-new.yorku.ca/documents/20182/1250813/York+Overhead+Guidelines/9f01daab-9b2b-4fe5-876f-a8017c31b965>

Ken Rogers, Associate Dean Research

Doug Van Nort, CRC, Computational Arts/Music/Theatre

Alison Humphrey, PhD Candidate in Cinema and Media Studies, Sensorium Graduate Student
Caucus Representative

Appendix B – Proposed Members of the Advisory Committee

Philip Beesley, School of Architecture, University of Waterloo (Kitchener/Waterloo)

Amahl Hazelton, Head of Communications, (Destinations), Moment Factory (Montreal)

Michael Jemtrud, Director, Facility for Architectural Research in Media and Mediation, McGill
University (Montreal)

Alan Macy, Research and Development Director, past President and Founder of BIOPAC Systems,
Inc. (Montreal)

Isabelle Rousset, Educational Coordinator, Derivative, Touch Designer Software (Toronto)