

York University Senate

Notice of Meeting

Thursday, 15 December 2022, 3:00– 5:00pm

Via Videoconference

AGENDA

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1. Chair’s Remarks (M. Roy)

10min

2. Business arising from the Minutes

3. Inquiries and Communications

4. President’s Items (R. Lenton)

25min

a. The Decolonization, Equity, Diversity and Inclusion Strategy (S. Cote-Meek) 1

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15min

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a. Nominee for Election to Senate Committees and Other Positions

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a. Establishment of Master of Business Administration in Technology Leadership degree: Notice of Statutory Motion (Appendix A, P. 86)

20min

b. Establishment of a Master of Health Industry Administration degree type (For approval; Appendix B, P. 180)

c. Establishment of a Master of Health Industry Administration degree program (For approval; Appendix B, P. 180)

d. Establishment of Diploma in Accounting Analytics (Type 3), Schulich School of Business (For approval, Appendix C, P. 251)

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P. Robichaud, Secretary

YORK UNIVERSITY

Decolonizing, Equity, Diversity, and Inclusion Strategy

2023-2028

PREPARED BY:

THE PRESIDENT’S ADVISORY COUNCIL ON EQUITY, DIVERSITY AND INCLUSION
DIVISION OF EQUITY, PEOPLE AND CULTURE

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LAND ACKNOWLEDGEMENT¹

We recognize that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been cared for by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities.

We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

¹ Refer to Appendix A for discussion on land acknowledgements.

NOTE OF THANKS

At York University the work of equity in addressing disparities and increasing inclusiveness has been ongoing over many years by a number of faculty, instructors, staff and students. Some of this important work has been and continues to be advanced by organizations at the university including unions, caucuses, committees and departments among others. Each of these groups has facilitated advancing decolonization, equity, diversity and inclusion and we acknowledge the important contributions made.

It is also important to acknowledge the many and significant contributions made by those who stepped forward, engaged in dialogue, provided feedback and assisted in facilitation and drafting of the current Strategy.

York recognizes that much more needs to be done to create an environment that is equitable and inclusive as well as responsive to the needs of community members. York hopes this Strategy will build on the work already undertaken and that it represents a demonstration of its ongoing commitment to decolonization, equity, diversity and inclusion.

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INTRODUCTION

Founded in 1959 on the traditional territory of the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat, York University is a leading interdisciplinary research and teaching institution with a vibrant and diverse community.

York believes that our diverse community, excellent learning and research, and commitment to collaboration allow us to address complex challenges to create positive change in the local and global communities we serve. Our students, faculty, instructors, staff and alumni – all members of the York community – are passionate about building a just, inclusive and sustainable world.

As a colonial institution, York is making a commitment to the process of decolonization and to addressing discrimination broadly defined, to ensure that all members of our community experience a sense of belonging, connection and well-being. Maximizing our impact requires that all members of our community share responsibility to support and enrich each other's views and experiences with the goal of fostering individual and collective success. York's commitment to this pursuit is clearly embedded in its mission, vision and values.

The [University Academic Plan 2020-2025: Building a Better Future](#) (UAP) further commits to these core values through the six Priorities for Action. Additionally, the UAP challenges the York community to [answer the call](#) made by the United Nations Sustainable Development Goals. Several of these goals have clear connections to the work being undertaken by York as it relates to decolonization, equity, diversity and inclusion.

A VISION FOR THE FUTURE

York's vision for an equity strategy is based on a commitment to decolonization, equity, diversity and inclusion (DEDI). Decolonization rests on an understanding of colonialism and the ways in which the university culture and processes systemically reproduce systems of oppression and discrimination. Striving toward equity in the University requires us to create mechanisms that recognize, acknowledge, account for, and redress the inequities of dominant cultures and practices, paying specific attention to the legacies of ongoing colonialism and supremacism (including for example, class, caste, gender, sexuality, religion, origin, race, ability). Creating an inclusive environment is broader yet if we are to ensure that everyone feels a sense of belonging within supportive structures and social spaces where different perspectives are heard, acknowledged and respected. A comprehensive DEDI Strategy thus appreciates that there are many forms of oppression and discrimination with differing consequences. The context in which we are working is also not static -- identities across the University are

dynamic, intersectional and will change across contexts and over time (including resistance to identification itself). External events can also have a profound impact on discriminatory behaviours as was evident during the pandemic when we witnessed the rise of anti-Asian racism. York aims to facilitate a diverse and collaborative ecosystem of individuals and communities, across the University, that promotes individual and collective flourishing while remaining aware that achieving an inclusive and equitable community is not a destination but rather a journey that requires ongoing attention and care. The foundational and ongoing work of many individuals to advance decolonization, equity, diversity and inclusion through research, curriculum, teaching, service and programming will inform the proactive, responsive and inclusive organizational change required.

A NOTE ON TERMINOLOGY

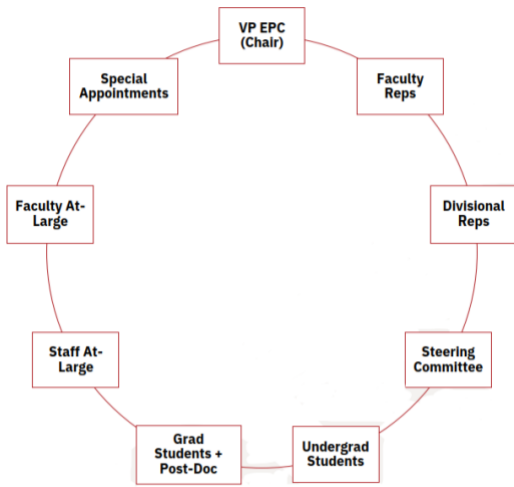
In this Decolonizing, Equity, Diversity and Inclusion (DEDI) Strategy, we strive to use current, relevant, inclusive and affirming language. In particular, the terms used aim to be as specific and descriptive as possible. York recognizes that there are limitations to language. For example, not everyone will self-identify with the terms used to refer to groups of people. York also acknowledges that there is rich diversity and difference within and across communities -- no group is a monolith and terms are rarely capacious enough to reflect those complexities. This document often refers to specific groups in the collective in order to address broad systemic issues, for example, the choice to use the term racialized people(s) to describe groups of people who experience racism, which may include Indigenous, Black and other people of colour. This document uses the term person or people with disabilities, understanding that not all people identified with a disability agree with such classification or use this terminology, and that this general term does not capture the nuances of disability across a broad spectrum of lived experiences. The terms Indigenous and Black are used to honour the distinct experiences of Indigenous and Black people and to align with York University's other important frameworks that cover DEDI -- the Indigenous Framework and the Framework and Action Plan on Black Inclusion. In some places, shorthand, such as 2SLGBTQIA+ is used to denote people of various sexual orientations and gender identities. Where gender is referenced, this includes nonbinary, transgender, and cisgender identities. References to political and religious discrimination include anti-Semitism and Islamophobia but may also be relevant for other groups. Broadly, the terminology of equity-deserving groups is used throughout the document as an umbrella term to refer to groups who have historically experienced disadvantage and discrimination based on citizenship, race, national or ethnic origin, colour, ancestry, religious and/or spiritual beliefs, sex, sexual orientation, gender identity or expression,

disability, marital status, family status, or age. As a place of learning and scholarship, York acknowledges that some of the terms used in this strategy tend to be used more frequently in academic circles, as opposed to non-academic environments. This tension is acknowledged. Terminology also shifts and changes with time, and York is committed to actively and continuously adapting its language in accordance with these changes. Readers can also reference the [Glossary](#) located at the end of the document.

OVERVIEW OF PROCESS

The President’s Advisory Council on EDI (the Council) was formed in the late Fall of 2020. Membership ([Appendix B](#)) is broadly representative and diverse, consisting of almost 50 members, including at-large representatives of academic and non-academic staff, selected representatives from Faculties, Divisions, specific committees, and constituencies such as undergraduate and graduate students. The Council is charged with providing advice and recommendations on how to advance a DEDI strategy at York. The Council enables and supports York students, faculty, instructors and staff to participate meaningfully in the planning and implementation of a DEDI strategy, with the goal of cultivating a campus culture that is diverse, equitable and inclusive.

Figure 1: PAC on EDI Membership Composition



The Council spent time educating itself about EDI promising practices in the post-secondary sector in North America. This included launching *Insights: A speaker series on EDI* in February 2021 with the goal of sparking learning and conversations about EDI across the university.

Structurally², the Council established four sub-committees to facilitate the development of the strategy and allow for more focused conversations. The four sub-committees were formed around constituency groups: academic staff; non-academic staff; undergraduate students; graduate students. The sub-committees were responsible for exploring special topics and/or investigating specific types of experiences through research and consultation with the York community and to report findings and recommendations to the President’s Advisory Council on EDI. Specifically, the sub-committees were charged with exploring seven thematic areas as they relate to the constituency groups -- teaching and learning; research and innovation; campus environment; employment; access and community engagement; capacity building; and accountability. The findings and recommendations from these four sub-committees informed the draft strategy.

Community Feedback

In addition to the representative input from the members of the PAC on EDI, the Council received community input from several sources including a one-question survey posed to the University community in September 2021, to help inform the Council’s understanding of the current state at York in order to develop the strategy.

The Council then released a Draft EDI Strategy for community feedback in late March 2022. The Feedback period ran until early May 2022. Feedback was received through several sources including a university survey, feedback sessions, presentations and invited written feedback. The survey was open to all community members, with 128 completed responses received. Most respondents were women and from equity-deserving communities. Seventeen feedback sessions were scheduled, nine of which were held (eight were cancelled due to low registration). A total of 42 individuals registered to attend these sessions. 18 presentations were also given during this period to larger groups, totalling 770 participants, where additional feedback was received through question-and-answer opportunities. 59 special interest groups, such as student organizations, Organized Research Units (ORUs) and committees were invited to provide written feedback on the Draft Strategy. 13 written submissions were received.

As a result of this feedback, the Council struck an ad hoc Decolonizing sub-committee to review the Draft strategy and suggest revisions to ensure decolonization was an integral part of the Strategy. The sub-committee among many other additions and insertions found throughout the final version, recommended changing the name of the Strategy from EDI to DEDI, which was accepted by the Council.

² See [Appendix B](#) for a diagram of the Council structure.

A second ad-hoc sub-committee was formed in the summer 2022 to review and edit the summarized feedback and the changes recommended by the Decolonizing sub-committee. Efforts were made to create a more inclusive document, to identify accountabilities where possible in new and continuing initiatives, to refine the proposed benchmarks, all in response to the constructive feedback received from the community.

PRINCIPLES³

The following principles guided the work of the PAC on EDI and are foundational principles to York’s DEDI Strategy. ⁴

DECOLONIZATION

Decolonization refers to the social and political movement for Indigenous self-determination, and the liberation of all humans and non-humans from the oppression of colonial systems, institutions, logic and practice.

Decolonization is foundational to the work of EDI and requires a deeper understanding of colonialism, which is driven by an excessive need for power and control of the land, people and resources to achieve economic gain, impose ways of thinking and dominate all aspects of life. Fueled by specific ideologies including white supremacy, Christianity, capitalism and imperialism, colonialism depends on the judging of people Indigenous to the lands being colonized as inferior and requires the colonizers to assert superiority as justification for their actions. Colonialization is violent, and in many countries, including Canada, it is ongoing. Colonialism is built on racial hierarchies that justify the displacement, enslavement and forced assimilation of colonized peoples. (Cote Meek, 2014; Tuck and Yang, 2012; Veracini, 2010)

Colonialism is a structure and a process that operates at all levels in academic institutions including in the hierarchical organization, governance and knowledge production, and is legitimized through teaching and research and the individualistic values and competitive interactions that operate within and beyond the academy’s walls. Academic institutions are implicated in perpetuating colonialism, and must identify, challenge and revise assumptions, ideas, values and practices that reflect colonialism’s Eurocentric dominating influence.

³ The Council decided to order these Principles first by the titled Principles of DEDI, then to utilize alphabetical order so as not to elevate any one principle over another.

⁴ We would like to acknowledge that these principles are informed by the ongoing work in many institutions including York University, University of Alberta, Grand Valley State University, McMaster University, Ontario Human Rights Commission, Ontario’s Anti-Racism Strategic Plan, Alberta Civil Liberties Research Centre, and University of Alberta, among others.

Decolonizing requires critique of Euro-western worldviews including white supremacy⁵, heteropatriarchy, ableism, xenophobia, imperialism and capitalism. Decolonization recognizes the interdependence of groups oppressed under colonialism and centres the diversity of Indigenous knowledges in service of the re-establishment of Indigenous sovereignty and the repatriation of Indigenous land and life.

Decolonization is not a linear process, rather it is a multi-dimensional collective approach that informs institutional principles and practices, strategic directions and distribution of resources, and creates conditions for transforming social and political relations with Indigenous peoples.

York will support the process of decolonization by identifying and responding to the ways that Euro-western worldviews, structures of governance, and individualistic values have organized our relationships with humans and non-humans, to our work, ourselves, and one another. Importantly, the Strategy recognizes Indigenous rights, including Indigenous peoples' self-determination.

EQUITY

Equity refers to the guarantee of fair treatment, access, opportunity, and advancement for students, faculty, instructors, and staff at every stage of educational and career development.

Equity in the post-secondary educational sphere, broadly refers to ensuring access and opportunities in research, knowledge, and pedagogy, employment and career development, recognizing that systemic imbalances and barriers that some people face require differential responses to effectively promote justice and fairness.

York University acknowledges that there are historically underserved and underrepresented populations from equity-deserving groups such as women, racialized peoples, Indigenous peoples, persons with disabilities, and 2SLGBTQ+ people. We recognize that policies, practices, informal processes, and language created by and for particular groups of people, with a default norm in mind, produce structural barriers that limit access and inclusion for other individuals and groups.

Equity in research, knowledge and pedagogy encourages diverse ways of knowing, theorizing, and expression, to actively engage with concepts and ideas beyond the

⁵ Racism maintains these hierarchies and the colonial ways of thinking and practices that legitimize oppression, including in post-secondary institutions. Decolonization requires an understanding of the historical and ongoing connection between colonialism and racism, as a relation that is both local and global. It is a process that recognizes the interdependence between an intersection of groups of people oppressed under colonialism.

dominant and privileged hegemony. Equity in employment requires that principles, policies, and practices promote and enable equitable access, representation, and opportunities. Inevitably, the University must be intentional in revising its processes and practices to demonstrate meaningful change.

Equity as a guiding principle means that the University will respect and value the differences of our members by actively identifying and removing barriers to ensure that historically excluded groups have the same opportunity to fully flourish at York University.

DIVERSITY

Diversity refers to the presence of difference and variety of personal experiences, values, and worldviews that arise from difference of culture and circumstance.

Such differences include race, ethnicity, sexual orientation, gender identity and expression, disability, age, class, religion, and spirituality, geographic location, and culture. Within universities, diversity also encompasses difference or variety in education, perspectives, opinions, heuristics, disciplines, faculties, skills, and learning styles.

York University supports and encourages diversity through the identification and removal of barriers and biases, and the creation of workplaces and learning environments that are free of harassment and discrimination. We affirm and celebrate diversity at York.

INCLUSION

Inclusion refers to enabling all individuals on our campuses to fully enjoy the opportunities the university has to offer, and ensure people feel a sense of belonging.

Inclusion means that we value and cultivate full and meaningful engagement of historically and structurally excluded individuals and groups in a healthy and affirming climate.

Inclusion is “the active, intentional, and ongoing engagement with diversity — in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect — in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within value systems and institutions” (Association of American Colleges and Universities, AAC&U).

Inclusion also means actively identifying and addressing oppression and discrimination⁶. Racism, sexism, homophobia and other forms of discriminatory behaviour can take on overt and covert, direct and indirect, intentional and unintentional forms at both individual and organizational levels. Similar grounds for discrimination may be perpetrated and experienced differently by different communities or individuals, for instance Muslim and Jewish peoples may both experience discrimination on the basis of religious or political grounds but these forms of discrimination may manifest differently.

Inclusion establishes an environment in which all individuals and communities are able to thrive in authentic ways, including developing a sense of belonging. Moreover, an inclusive and welcoming climate embraces differences including for example religious and political differences, so that all people can fully participate in the University.

York University is committed to the advancement of inclusion – the act of creating environments where individuals feel welcomed, respected, supported, and valued.

ACCESSIBILITY

Accessibility refers to the degree to which physical, pedagogical, financial, social, and administrative structures are (re)designed to enable the full, meaningful, and equitable engagement of all community members.

Accessibility is a foundational principle for pro-active and universal design and implementation of policies and practices to remove barriers that limit the equitable and meaningful access to participation and opportunities for people with labelled disabilities, variations in functioning and aptitude including mental health, cognitive, neurodiversity, learning, visual, motor, auditory, and medical disabilities. Accessibility includes, for example, designing for physical, financial, sensory, social, and language-level access. Historic and current systemic barriers to inclusion require specific changes to systems, ideologies and behaviours in order to support the full participation of everyone in our community. York has a legal and social obligation to reduce as many barriers as possible, while creating efficient and transparent processes for individuals to gain accommodations.

⁶ The [Canadian Human Rights Commission](#) (CHRC) [defines discrimination](#) as an action or a decision that treats a person or a group negatively for reasons such as race, national or ethnic origin, colour, religion, age, sex (which includes pregnancy), sexual orientation, gender identity or expression, marital status, family status, disability (which includes mental health disorders), genetic characteristics, or a conviction for which a pardon has been granted or a record suspended.

ANTI-RACISM

Anti-racism refers to taking proactive steps to fight racial inequity. It differs from other approaches that may focus on multiculturalism or diversity because it acknowledges that systemic racism exists and actively confronts the unequal power dynamic between groups and the structures that sustain it.

Anti-racism involves consistently assessing structures, policies and programs, and through monitoring outcomes, ensuring they are fair and equitable for everyone.

It actively examines the power imbalances between racialized people and non-racialized/white people. These imbalances play out in the form of privileges that white people benefit from, and racialized people do not.

York will endeavour to practice anti-racism by identifying systems of power and privilege at the University to understand how they affect the lived experiences of racialized and Indigenous peoples who work and study on our campuses, and work to make change to create a more equitable community.

HUMAN RIGHTS

Human Rights recognizes the inherent dignity, and the universal, equal, and inalienable rights of all people. It recognizes all people's entitlement to pursue individual interests, opportunities, contribute to society, and a life of dignity, equity, and respect, free from discrimination and harassment.

York is committed to upholding human rights, and recognizing dignity for all, as set out in the Ontario Human Rights Code, which promotes equal treatment and prohibits discrimination and harassment on the basis of citizenship, race, colour, ancestry, ethnic origin, place of origin, religious and/or spiritual beliefs, sex, sexual orientation, gender identity, gender expression, disability, marital status, family status, age, and any other protected grounds, amended over time. We will reflect this in our work and practices. We will endeavour to identify root causes of discrimination and work towards bringing about broad, systemic change where possible.

INDIGENOUS RIGHTS

Indigenous rights refer to the collective and inherent rights of Indigenous peoples which derive from their relationship with land and territories. These include rights to use, develop and control the lands, territories and resources that they possess by reason of traditional ownership, occupation or use, as well as those which they have otherwise acquired. The right to self-determination and self-government, the right to practice one's own culture, spiritual traditions, languages and philosophies are included.

York will act to understand and respect the inherent rights of Indigenous peoples, Indigenous knowledges, cultures and traditional practices, recognizing the importance of education, relationship building and reconciliation in advancing Indigenous priorities.

The development of this work takes place against the backdrop of Indigenous treaty relationships, Canada’s constitutional and human rights obligations, and international frameworks such as the United Nations’ [Declaration of the Rights of Indigenous People](#) (UNDRIP).

INTERSECTIONALITY⁷

Intersectionality refers to the interconnection of various categories of social diversity (race, class, gender, sexuality, disability, nationality, religion, language, age, etc.) and acknowledges that they do not exist in isolation of each other and together can have a cumulative impact.

Intersectionality focuses on how multiple, interwoven vectors shape social belonging, cultural representations, social and political institutions, as well as the material conditions in ways that are not reducible to any singular vector or social category.

Intersecting social categories play a role in exclusion and shape social, political, and material marginalization and dominance. Experiences and systems of persistent social inequality cannot be understood without an intersectional framework.

York will act with understanding the unique lived experiences and barriers faced by different equity-deserving groups and recognize the importance of considering both intersectional and disaggregated issues and needs of these equity-deserving groups.

RECONCILIATION

In response to the Truth and Reconciliation Commission (2008-2015) (TRC) in Canada reconciliation has come to have specific reference to a process of building and sustaining respectful, ethical relationships between Indigenous peoples and the rest of Canada based on mutual understanding and respect.

Truth and reconciliation in education includes acknowledging and responding to the ongoing legacy of colonialism in post-secondary institutions, the violent impact of which has produced the need for decolonization, equity, diversity and inclusion. York is committed to the work of truth and reconciliation, to recognize and redress how academic institutions perpetuate colonialism, and to explore ways the university can be transformed.

⁷ Intersectionality was first coined by Black feminist scholar Kimberlé Crenshaw in articles published in 1989 and 1991

Within the context of this Strategy it embraces new projects and processes arising out of our response to, but not limited by, the TRC’s 94 [Calls to Action](#). We acknowledge that while the lack of action in response to the Calls to Action has caused a ‘Reconciliation is Dead’ response from many Indigenous Peoples, the hope for reconciliation continues to guide our actions.

RIGHTS OF THE PLANET⁸

Informed by Indigenous philosophies and the [United Nations](#) this refers to the rights of all entities to life sustaining conditions. Humanity has a shared responsibility to protect all of creation (Deloria, 1994; Kimmer 2013).

York acknowledges the rights of the planet and accepts responsibility to act with regard for planetary wellbeing. Fundamental to living well together includes recognizing the importance of living in balance within the environment and ensuring that the rights of all living creatures are considered. York endorses the United Nations General Assembly’s resolution, recognising the fundamental human right to live in a clean, healthy, and sustainable environment.

SOCIAL JUSTICE

Social Justice refers to creating a fair and equal society in which each individual matters, their rights are recognized and protected, and decisions are made in ways that are fair and honest.⁹

Social justice serves as the conceptual foundation for York University’s commitment to equity, diversity, and inclusion. The University recognizes its responsibility to examine traditional power structures and to address unfair treatment of any University community member within these structures. This includes a deeper understanding of privilege and the need for all in the community to work toward equity and fairness in the pursuit of transformation of lives, professions, and societies.

At the same time, creating a fair and equal society also requires that we cultivate an environment of social and cultural inclusion. Discrimination may take many forms, some obvious and others subtle.

York must take steps to educate and empower all members of the community to think critically about systems of marginalization and oppression in protecting the rights of all community members.

⁸ This DEDI strategy will work in concert with York’s Sustainability strategy and as such, this principle connects the DEDI strategy to sustainability.

⁹ Source of definition: Oxford Dictionary

<https://www.oxfordreference.com/view/10.1093/oj/authority.20110803100515279>

EXTERNAL ENVIRONMENT

In order to provide an understanding of the current trends and practices in the area of equity, diversity and inclusion (EDI), we undertook an external environmental scan. The scan provides a snapshot of current trends, challenges, and promising practices on EDI in higher education institutions (HEIs) focussed predominately on women, Indigenous peoples, people with disabilities, racialized peoples, and members of the 2SLGBTQIA+ community (referred to collectively as equity-deserving groups).

The scan identified three broad themes around EDI, briefly summarized below:

(1) Institutional Structures

This theme includes offices, services, staffing, committees, policies and plans that enhance or facilitate EDI within higher education.

(2) Academic Affairs

This theme includes curriculum development and course requirements, teaching and learning including pedagogy and learning environment, and research approaches.

(3) Practices

This theme includes hiring and retention practices, leadership approaches and assessment tools that higher education institutions (HEIs) utilize.

Additionally, we undertook a survey of trends in EDI plans and strategies at a variety of Canadian and American HEIs, which also contributed to the discussions of the Council and Steering Committee and helped inform this strategy.

To read the full scan, please visit the [President's Advisory Council on EDI website](#).

INTERNAL ENVIRONMENT

The Council also undertook an internal environmental scan early in the process, to understand where there are policies, programs, departments, committees, and activities related to EDI happening across the University. There is a great deal in progress, a sampling of which is identified in the internal environmental scan presented to the Council in February 2021, and available on the [Council's website](#). The Council also received a detailed slide deck on Addressing Indigenous & Black Racism in Higher Education and related institutional activities from a Justice, Equity, Diversity and Inclusion (JEDI) group convened by the Senior Advisor on Equity and Representation to the VP Equity, People and Culture, who undertook a survey of activities happening across the University and identified some key considerations for this strategy.

York is committed to sustaining institutional efforts to ensure that EDI is embedded across our campuses, and ingrained in all functions, decision making, and planning. This EDI Strategy will support existing University efforts and be a framework that individual units can use to guide localized and customized EDI strategies and actions and to encourage collaborative actions needed to advance EDI at York.

SNAPSHOT OF REPRESENTATION AT YORK TODAY

York has collected self-identification data for employees since as early as 2004, and in 2020 began disaggregating the data. Student self-identification data is being collected for the first time at York in the Fall of 2021, with the launch of a new student census, and was not available at the time of writing. The details below are sourced from the Employment Equity Survey data and the 2021 Annual Report. To see further disaggregated data, readers can review the Employment Equity Annual Report online. The equity representation data used within the Employment Equity report and in this section is compared to the 2016 external availability data provided by Statistics Canada, and representation rates for Employment Equity Occupational Groups (EEOGs) are analyzed at the institutional, divisional and Faculty levels.

Please note that intersectional data is not available at this time due to current limitations with the data analysis software. As the conversations and research around EDI continue to evolve, we anticipate that deeper levels of data analysis will follow and allow us to see beyond the current categories.

Figure 3 provides a summary of employee representation rates across five groups (Women, Indigenous peoples, Racialized groups, Persons with disabilities, 2SLGBTQ+) from 2019 to 2021.

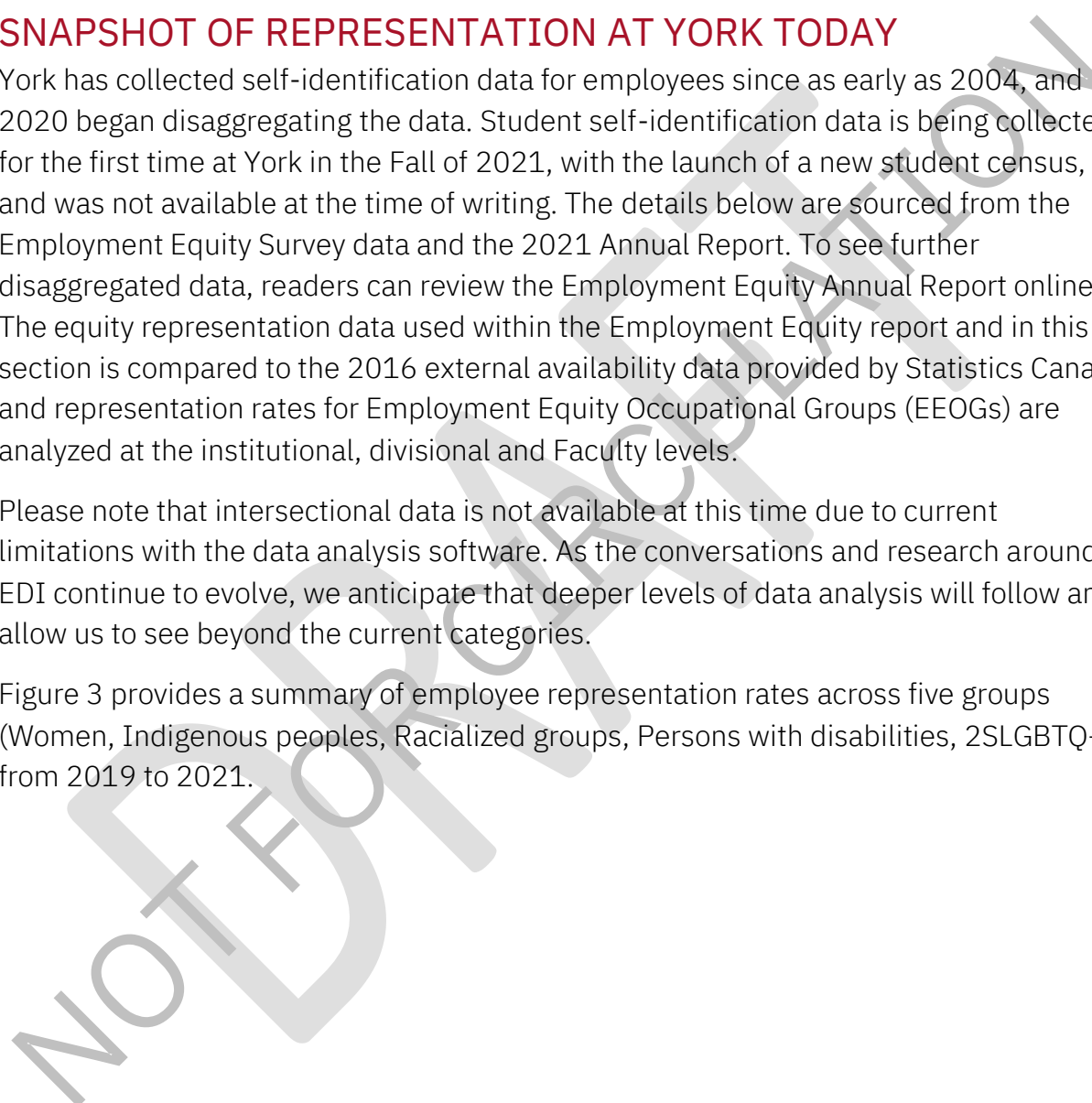
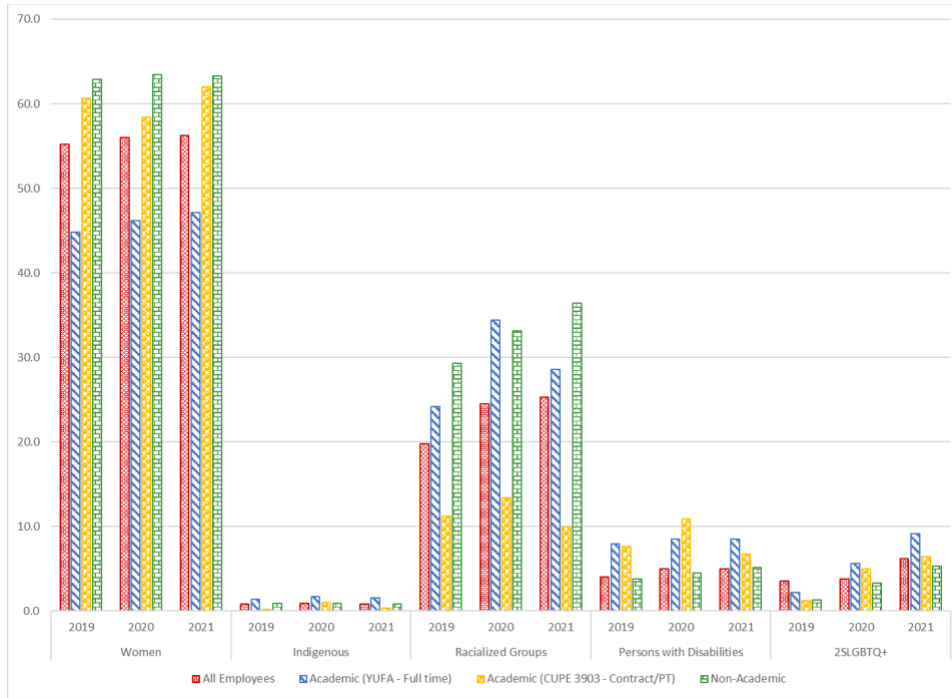


Figure 2: Summary of Employee Representation Rates Across Five Groups (2019-21)



Based on the data, in 2021, 56.2% of all employees at York are women. This compares to an aggregated external availability figure of 52.4%. Internal representation figures for women continue to be relatively stable when compared to figures from 2019 and 2020. Among women, academic employees had an internal representation figure of 50.6% versus an external availability of 48.9%, whilst among non-academic employees, internal representation stood at 63.3% versus an external availability of 56.3%.

Figure 3 indicates that in 2021, 0.8% of the total employee base identified themselves as Indigenous peoples. This compares to an external availability figure of 1.8%. Academic employees have an internal representation figure of 0.8% versus an external availability figure of 1.6%. Non-academic employees have an internal representation rate of 0.8% compared to an external availability rate of 1.8%.

At the end of 2021, the University had an internal representation for Racialized persons of 25.3% among total employees, compared to an external availability of 29.7%. Academic employees had an internal representation of 17.4% versus an external availability of 27.7%. Non-academic employees had an internal representation of 36.4% versus an external availability of 34.1%.

Overall, 5.0% of the total employee base identified themselves as Persons with disabilities in 2021. This compares to an external availability figure of 8.8%. Internal

representation of Persons with disabilities for [academic](#) employees was 5.2% versus an external availability of 8.9%. Non-academic employees had an internal representation of 5.1% versus an external availability of 8.8%.

In 2021, 6.2% of total employees self-identified as 2SLGBTQ+, and for the past three years, internal representation of 2SLGBTQ+ among total employees has been increasing. The internal representation of 2SLGBTQ+ for academic employees was 7.4%, and among non-academic employees, the internal representation of 2SLGBTQ+ was 5.3%. External availability figures from Statistics Canada were not available at the time of writing for the 2SLGBTQ+ community.

The data provides information on where to focus our efforts to increase the representation rates of certain groups, in particular, Indigenous peoples, racialized peoples and people with disabilities, where the overall representation rates fall below the external availability data provided by Statistics Canada. Unpacking the category of race is also important for a clearer understanding of representation as is looking at unit level data that may be different from the pan-University analysis. Additional detailed data is available in the annual [Employment Equity Report](#).

A further look at representation in leadership at York, as compared to Statistics Canada representation rates, is found in Figures 4 and 5. Note in these that Statistics Canada representation rates for Senior Managers and Middle and Other Managers is not available for Black Peoples, South Asian, East Asian and Other (Arab, Non-White Latin, Non-White West Asian).

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Figure 3: Summary of Senior Management Representation Rates (2021)

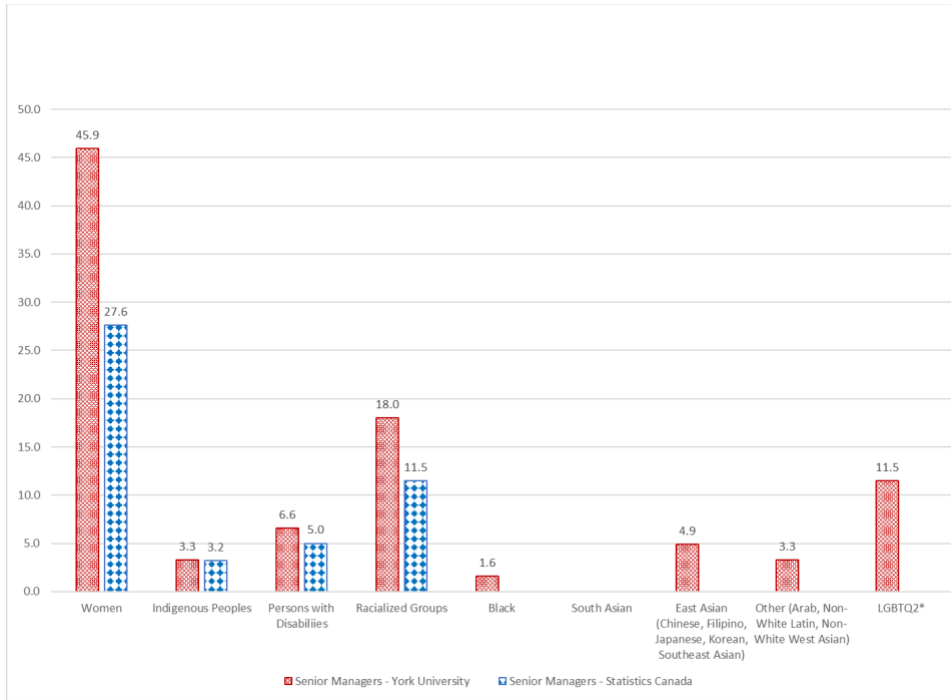
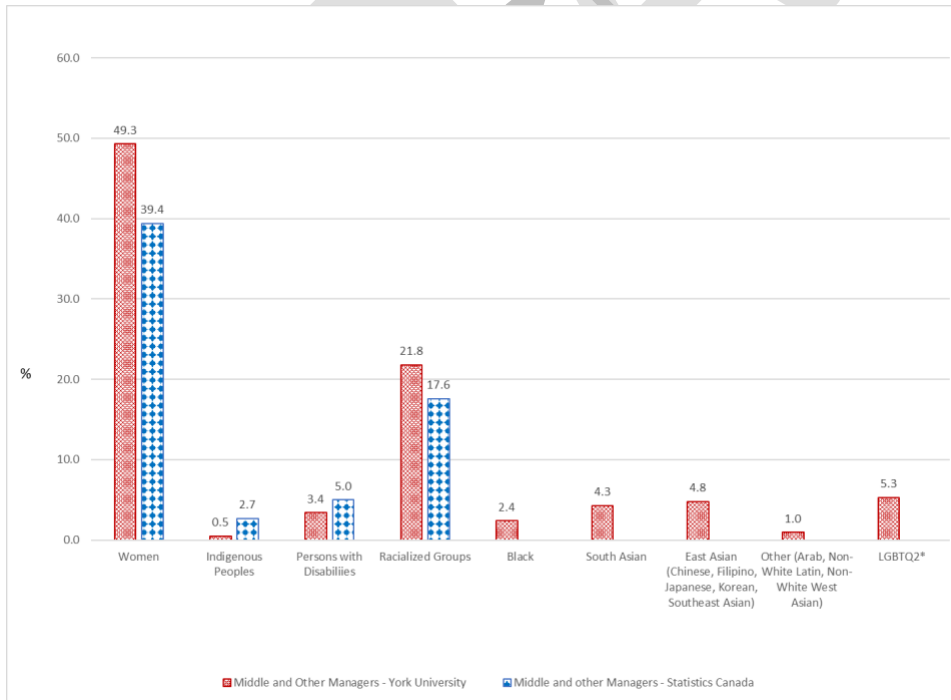


Figure 4: Summary of Middle Management Representation (2021)



In the data represented in Figures 4-5, York University seems to outperform Statistics Canada representation rates in most cases, with the exception of peoples with

disabilities and Indigenous peoples in middle managers. Again, at different levels of analysis, this will not always be true. Representation is unevenly distributed across the university. Importantly, the Statistics Canada data may also reflect biases or limitations in the data, so while providing a benchmark for comparison, they are not necessarily the goals to which we aspire to drive equity, diversity and inclusion.

OVERARCHING STRATEGIC DIRECTIONS AND MAJOR NEW CAMPUS-WIDE ACTIONS

This DEDI strategy focusses on five overarching strategic directions that are informed by the insight and innovative thinking of the sub-committees of the PAC EDI Council as well as their collective experience, including existing DEDI work and research undertaken by individuals and units; existing available self-identification data; an internal and external environmental scan and the multiple feedback sessions. These core campus-wide strategic directions are grouped into the following:

- (1) Teaching and Learning
- (2) Leadership and Capacity Building
- (3) Research and Innovation
- (4) Campus Climate and Environment
- (5) Representation and Success

There are several enabling activities that support the implementation of the DEDI strategy at an institutional level that include the current University Academic Plan, the Indigenous Framework, the Framework and Action Plan on Black Inclusion, and the EDI plans that exist in various Faculties, Divisions and units. It is important to remember that this DEDI Strategy is meant to augment these existing frameworks and plans serving as an umbrella to support and complement Faculty, Division and unit-specific strategic planning, development, and implementation of focused activities to advance DEDI at York. Individual Faculties, Divisions and units will identify and resource appropriate enabling activities for implementation of their specific DEDI strategies and activities. In terms of the academic implications, it is also important that Senate and Senate committees, including Faculty Councils, also engage and foster the work of DEDI.

THE DEDI STRATEGY IN ACTION

This strategy is a long-term endeavour that will evolve over time. We ask the community to understand that the recommendations included in this Strategy cannot all happen at once but represent initiatives proposed to be taken up over the next five years

of 2023 - 2028. We envision that this DEDI Strategy will serve the University beyond this period of time knowing that priorities and initiatives will change in an ever-evolving climate and context.

The Strategy aims to embed DEDI into the fabric of York University in pursuit of living its mission and values. The DEDI Strategy consists of several interdependent dimensions, embedding DEDI principles, practices, and actions institutionally. This is visually represented as the head of a flower in Figure 6.

At the core of the DEDI Strategy represented in the eye of the flower are five people created and connected by a single line drawing that represents the York campus community broadly, and more specifically, undergraduate students, graduate students, faculty, instructors, and staff. People are at the heart of the strategy and should always be centred in the work.

The eye of the flower is surrounded by a red circle where the five Strategic Directions of the Strategy are located, indicating their core importance. These provide an intentional focus for the five years of the plan to help drive transformative change. The five Strategic Directions are described in more detail below to guide future planning and goal setting. Each Strategic Direction is defined and discussed in terms of major new campus-wide initiatives; initiatives already in progress; calls to action for the university community to consider; and benchmarks to signal success.

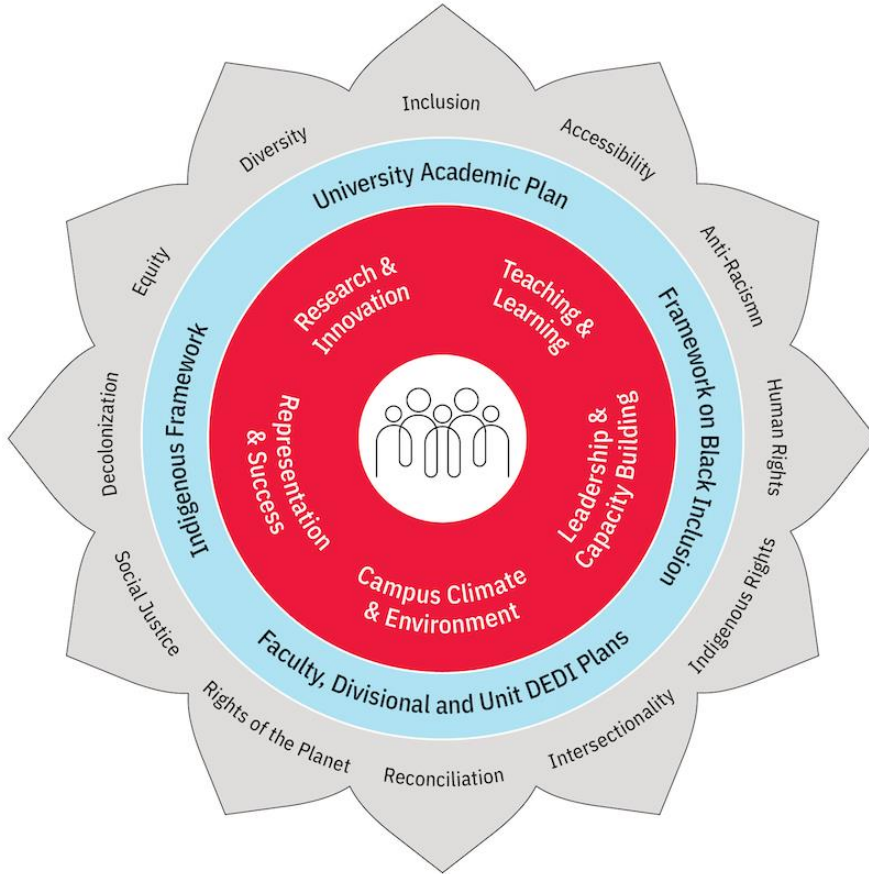
There is then a light blue circle referencing University strategies and plans that are connected to the DEDI strategy and the Strategic Directions. The inclusion of this circle is meant to indicate the interconnectedness of this work across the university community. These include the University Academic Plan (UAP), the Indigenous Framework, the Framework on Black Inclusion and the individual Faculty, Divisional and Unit DEDI plans that already exist, or are being formed.

There are 12 petals of the flower, each one representing one of the principals outlined earlier in the Strategy. Each petal, or principle, serves as a reminder of the purpose and goals behind DEDI. These principles form the basis for a common understanding and framing for DEDI work across the university.

DEDI Strategy

Figure 5: York University 2022-2027 DEDI Strategy

Decolonizing, Equity, Diversity and Inclusion Strategy



WHILE THE DIVISION OF EQUITY, PEOPLE AND CULTURE TAKES A LEADERSHIP ROLE IN ADVANCING THIS DEDI STRATEGY, SUCCESS DEPENDS ON THE PARTICIPATION OF THE ENTIRE COMMUNITY INCLUDING OUR STUDENTS, FACULTY, INSTRUCTORS, AND STAFF. EVERYONE HAS A RESPONSIBILITY TO ADVANCE THIS WORK.

The five Strategic Directions that follow are described in more detail to guide future planning and goal setting. Each Strategic Direction is defined and discussed in terms of recommendations for new campus-wide initiatives; initiatives already in progress; calls to action for the university community to consider; and benchmarks to signal success.

STRATEGIC DIRECTION: TEACHING AND LEARNING

To cultivate inclusive teaching and learning environments that nurture multiple and intersectional ways of knowing, including the incorporation of DEDI principles in curriculum and programs.

The teaching and learning environment, and experiences in that environment, encompass a wide range of activities including the design of curriculum, experiences accessing teaching and learning in a classroom (physical or virtual), supporting academic activities (such as lab environments, tutoring programs), degree or program design, design & implementation of learning assessments, addressing barriers to success in specific roles related to teaching and learning and the array of supports associated with these activities (e.g., learning management systems, accommodations, etc.).

Decolonizing classrooms requires that we acknowledge the history of colonialism and the ways it impacts teaching and learning in the university. This involves disrupting the Eurocentric canons of thought and decolonizing the curriculum, and engages with issues of power, hierarchy, equity, tracing the origins of ideas, etc. To reframe the curriculum, it is important to integrate research and resources authored by a diversity of scholars, including Indigenous, Black, Racialized, 2SLGBTQIA+, Persons with Disabilities and equity-deserving scholars. Decolonizing classrooms also calls for utilizing a range of assessment practices to offer students options to demonstrate their learning and providing students with opportunities to engage and participate actively in their own learning through debate and discussion.

Students have indicated that psychological and emotional safety in the classroom is important. Some of the ways in which student safety has been compromised include, but are not limited to, the following: inappropriate/insensitive course content (including bringing political discussions into classrooms not relevant to the course or course materials), unmediated debates, faculty and/or instructors singling out students unnecessarily (e.g., inviting Indigenous students to address the class on Indigenous topics thinking they are experts on everything Indigenous), and problematic use of language, such as derogatory terminology. Further, the ways that certain topics are taught in a classroom can reproduce and perpetuate stereotypes. It is important that attention is paid to what is taught and how it is taught in the classroom.

To promote safer learning environments, the University must address this issue through policies, practices, and training for everyone.

Recommendations for New University-Wide Initiatives

- Request that Senate review those aspects that lie within its purview and those of its committees to incorporate DEDI principles in areas such as new program development, making major modifications to curriculum, cyclical program review recommendations, designing course outline templates, etc.

- Request relevant administrative units to consider what actions can be undertaken in support of incorporating DEDI principles in the operationalization of areas related to quality assurance, teaching and learning development and supports, and creation of inclusive experiential learning opportunities.
- Develop and implement an education and prevention campaign on discrimination and harassment in the classroom for all individuals who intersect the teaching and learning environment (e.g., students, faculty, instructors, TAs, lab staff, etc.) led by the Centre for Human Rights, Equity & Inclusion in consultation with the Teaching Commons.
- Develop and implement a four-part web-based course for faculty and instructors on applying the principles of decolonization to classroom praxis to be co-developed by the Teaching Commons and the AVP Indigenous Initiatives.
- Initiate a Symposium on decolonizing practices related to teaching and learning to be co-developed by the Teaching Commons and the AVP Indigenous Initiatives.

Recommendations for Continuing Initiatives

- Recommend that training, education and development opportunities for faculty, instructors, librarians, and academic support persons such as teaching assistants related to DEDI continue to be developed and delivered by the Teaching Commons including topics such as problem-solving techniques in managing bias and racism in the academy (e.g., managing macro and microaggressions including but not limited to interpersonal violence such as misgendering and mispronouncing names, racial slurs etc., dealing with supervisors who evidence bias and racism, promotion of existing internal mechanisms for conflict resolution and support, how to disrupt whiteness in the academy).
- Recommend strengthening communications regarding existing training.
- Continue work to ensure appropriate systems, policies and accommodation guidelines are in place for transgender, non-binary, and various gender-identified students, instructors, faculty and staff working with SexGen and other relevant advisory and advocacy groups.
- Continue to actively create, support, and promote accessible and inclusive experiential education opportunities through expansion of supports for engagement of and with equity-deserving student populations and continued collaboration with diverse community partners and organizations.
- Continue to facilitate the Indigenous Community book club, collaboratively run by the AVP Indigenous Initiatives and the Teaching Commons, which is open to the entire York community in support of building understanding of Indigenous perspectives on books written by Indigenous authors.

- Continue to support and enhance the Indigenous Teaching and Learning fund out of the Provost's Office, including increasing awareness of projects and building more champions for decolonizing work in the classroom.
- Continue to implement relevant action items in the Action Plan on Black Inclusion, such as those in the area of Knowledge Creation, among others.

Taking Action, Making Impact:

We call on faculties, divisions, units, departments, and individual York community members (including students) to identify and implement actions to:

- Ensure that different histories, global perspectives, ways of knowing are reflected in curriculum including syllabus, content, course delivery and assessment, with a goal to ensure a diversity of scholarship and scholars.
- Engage in a process of decolonizing courses, curriculum, programs of study, support services for students related to teaching and learning, etc. This includes undertaking the learning necessary to understand decolonization as a process.
- Encourage faculty and instructors to build flexibility into the course requirements to accommodate diverse student needs. For example: Create opportunities for students to show they understand course content/topics in different ways that are meaningful to them and move beyond traditional assessments and methodologies.
- Provide and support faculty and instructors in becoming well informed on DEDI, culture, history, and how inequities manifest, including stereotypes in the classroom. Ensure there are opportunities to develop the capacity and skills to facilitate delivery of such content and classroom discussions.
- Be open to learn about systemic racism, oppression and discrimination (e.g. anti-Black racism, Islamophobia, antisemitism, ableism, anti-Indigenous racism, anti-Asian racism, homophobia, transphobia) and dominant assumptions about behaviour/professionalism. These include unacknowledged assumptions of what is valued, permitted, stereotypes of communities that are reinforced, and what is being said in the learning environment, that may inadvertently advance a hidden or secondary curriculum.
- Create and promote inclusive experiential education opportunities.
- Utilize universal design in curriculum development and course/training delivery, which may include training and professional development opportunities for instructors, faculty and staff.

Benchmarks

Understanding that benchmarks will need to be established over time, and the mechanisms put in place in order to be able to track our progress, the following benchmarks and/or monitoring systems are recommended:

- Evaluation metrics on training opportunities provided for faculty, instructors and facilitators of training and development sessions for staff to be led by the Teaching Commons, CHREI and TAD.
- The number of programs and standard course syllabi guidelines that have incorporated a DEDI lens.
- The development of relevant DEDI policies and processes related to teaching including Experiential Education and the use of new & emerging technologies to be led by the relevant Senate committees.
- The development and evaluation of an education campaign related to discrimination and harassment in learning environments led by CHREI.
- Monitoring of r key questions on learning and the learning environment, as identified by the Office of Institutional Planning and Analysis (in consultation with key partners) from regular recurring student surveys at the undergraduate and graduate levels, for improvement/progress.
- Review of the Indigenous Teaching and Learning fund for applications, use and impact of the fund by AVP Indigenous Initiatives.

STRATEGIC DIRECTION: RESEARCH & INNOVATION

To cultivate inclusive and equitable research environments that nurture multiple and intersectional ways of knowing, create and nurture diverse research teams and encourage research programs in traditionally equity-deserving settings.

Research encompasses all areas of research and innovation activities, including funding; who conducts research; what informs how the research is carried out; what gets recognized as scholarly work and scholarly excellence; how research is approved and conducted; power dynamics in research groups; and how a researcher pathway is cultivated. All aspects of innovation work and how a group may intersect with this area of activity are also included here.

Recommendations for New Campus-Wide Initiatives

Under the leadership of the Division of Research and Innovation, in collaboration with Divisions and Faculties:

- Conduct education sessions for Tenure & Promotion Committees on the ways to recognize community-engaged research, mentoring and other forms of service and knowledge creation.
- Develop a Best Practice Guide for Researchers on DEDI in the lab (for graduate students and research teams).

- Identify opportunities to support Tri-Council funding opportunities related to DEDI; equity-deserving faculty in writing grant applications; and to further advocacy efforts related to DEDI and research with grant-funding bodies and agencies.
- Identify opportunities to develop and implement strategies and programs to improve knowledge mobilization, entrepreneurship, and innovation pathways for equity-deserving groups and research.
- Support the strengthening of research partnerships with equity-deserving communities with the goal of knowledge mobilization, recognizing that knowledge mobilization for those working with equity-deserving communities may take non-traditional formats.
- Identify educational opportunities for researchers on how to meaningfully incorporate DEDI principles and practices into their research programs including addressing DEDI considerations in research design and practices, recruitment, data collection and sex- and gender-based analysis plus (SGBA+) analysis, trainee recruitment, and research team participation.
- In collaboration with Indigenous Council and the Centre for Indigenous Knowledges and Languages, incorporate DEDI in Research Ethics principles and processes including potential for a separate Indigenous Research Ethics Board.

Recommendations for Continuing Initiatives

- Embed decolonizing, equity, diversity, and inclusion principles into the review processes for all funding programs and award nominations including Division of Research & Innovation administered internal funding competitions, internal research awards; institutional nominations for external awards and honours; and funding programs that require adjudication and peer-review, ensuring transparent and equitable criteria and processes.
- Continue to support seed research funding for diverse scholars from equity-deserving groups (graduate, postdoctoral, professorial) to support capacity building in applying for external funding.
- Continue dedicated hires of faculty including research chairs in fields of study as deemed necessary while also ensuring inclusive and equitable processes in all faculty hiring.
- Continue to advance the York-Canada Research Chairs EDI Action Plan and the Dimensions Charter, as well as other existing and future government funding programs.
- Continue the implementation of the Decolonizing Research Administration Report and Action Plan, co-led by the Office of the VP Research and Innovation and Office of VP EPC.

- Evaluate and further develop the Place of Online Learning for the Adjudication of Researchers Inclusively and Supportively ([POLARIS](#)) to address decolonization in the training of those who rank, judge, adjudicate, or provide feedback on researchers and their applications.

Taking Action, Making Impact:

We call on faculties, divisions, units, departments, and individual York community members (including students) to identify and implement actions to:

- Ensure that DEDI principles and practices are embedded into research plans.
- Develop dedicated access and outreach to research opportunities for diverse student populations (e.g., Black, Racialized, Indigenous, Student with Disabilities, 2SLGBTQIA+, first-generation, international) recognizing that there are significant barriers to inclusion for students that need to be addressed in program design.
- Support initiatives to create inclusive research environments in work and learning, specifically in research labs and teams, including mentoring.
- Embed decolonizing, equity, diversity, and inclusion principles and practices in the review processes for all funding programs and award nominations that are localized in unit. For example, ensure that nominees for research and other scholarly awards are representative, including under-represented equity-deserving individuals, and are sought out using inclusive practices.
- Identify opportunities to strengthen meaningful research partnerships with equity-deserving communities.
- Ensure research-related committees, research teams and supervisory committees have representative membership and operate with inclusive practices.
- Ensure that conference representation enables participation of researchers, students and partners from equity-deserving groups and settings.
- Ensure that research is not only disseminated in traditionally scholarly formats but also mobilized in formats accessible to the diversity of broader society.
- Ensure that recommendations related to tenure and promotion encompass all the examples in the Tenure and Promotions Policy, Criteria and Procedures and not recapitulate the sole reliance on traditional forms of scholarly production and dissemination.

Benchmarks

Understanding that benchmarks will need to be established over time, and the mechanisms put in place in order to be able to track our progress, the following benchmarks and/or monitoring systems are recommended:

- DEDI practices and principles are embedded in University and Faculty research plans.
- The Research Office will explore tracking application and award rates from equity-deserving groups in grant and scholarship competitions, award nominations, and CRCs/York Research Chairs. Evaluate the progress over time.
- Track the implementation of actions from the Decolonizing Research Administration Action Plan.

STRATEGIC DIRECTION: REPRESENTATION AND SUCCESS

Through a range of efforts across the University, build an environment that is representative of the communities it serves by actively recruiting, supporting, retaining, and advancing students, faculty, instructors, and staff from equity-deserving communities.

Representation across all sectors of the university is important. This includes all aspects of the employment cycle and the student life cycle. In order to address representation, we must pay attention to recruitment and retention initiatives as well as create conditions for success.

Recommendations for New Campus-Wide Initiatives

- Led by the Division of Students in collaboration with Graduate Studies, undertake a deeper review of the representation rates and the complex array of barriers that equity-deserving domestic and international undergraduate and graduate students encounter when applying for their program of choice and meeting the requirements of successful completion in order to ensure appropriate outreach, recruitment strategies and supports are in place.
- Led by the Division of Students, assess financial barriers for students (undergraduate and graduate); identify and seek funding and support opportunities to both reduce barriers for equity-deserving students and support affordability strategies/programs for students.
- Initiate a fundraising effort to support decolonization, diversity, equity and inclusion-related initiatives, as part of the overall goals and objectives for the Division of Advancement working in collaboration with the faculties, with a particular emphasis on support for scholarships, awards and bursaries.
- Create a convocation review working group to make recommendations to apply principles of DEDI to the ritual and ceremony of convocation.
- Led by FGS, create a DEDI program that will assist graduate student admission selection committees, which may include education or tools in areas such as: reviewing the language in program descriptions; information on the selection of diverse admission interview committee members; materials to understand and

identify unconscious bias; information on best practices for recruiting Indigenous peoples, women, persons with disabilities and racialized peoples.

- Create a DEDI education program or set of tools for all student award committee members (e.g., scholarships, bursaries, etc.) to enable more inclusive approaches to recipient selection led by Division of Students in collaboration with FGS.
- Led by Division of EPC, develop a strategy and action plan for employment equity at York, including benchmarks for recruitment, hiring, and retention of equity-deserving individuals, qualitative and quantitative reporting mechanisms with the goal of building on existing dedicated hiring initiatives, increasing representation, career progression, success and retention across all employee groups (faculty, instructors and staff). This includes:
 - Reviewing and revising interview and hiring practices to ensure universal design and ensuring gender-neutral language is used in job postings;
 - Reviewing and revising our understanding of qualifications for employment, for example what counts as ‘experience’ through a DEDI lens and examining expectations of experience in areas/positions from which equity deserving individuals have been systemically and historically excluded (whether on gender, race, political or other grounds separate from experience and qualifications);
 - Embedding DEDI as a competency in the York competency framework for Confidential, Professional and Managerial (CPM) employees, which may include development and implementation of criteria for advancing into mid-level and senior-level leadership that requires demonstration of individual leaders’ commitment to DEDI;
 - Encourage the University Secretariat to request Faculty Tenure & Promotion (T&P) Committees to include DEDI principles in their T&P guidelines.
 - Identifying and implementing opportunities to ensure university-created learning opportunities utilize universal design principles and are accommodating to learners’ needs;
 - Develop and maintain a resource guide aimed at decreasing barriers and increasing satisfaction and retention of employees with disabilities to be led by CHREI;
 - Reviewing and revising, as appropriate, any existing employment equity related programs or policies;
 - Develop and launch of an employment equity data dashboard;

- As an Anchor Institution¹⁰, support a local hiring strategy for all non-academic positions that recognizes the long-standing place-based relationship York has with its neighbouring communities. This strategy, developed in consultation with the Anchor York U Employment Working Group, will centre the valuable contributions that members of the community bring to the institution uniquely positioning York to leverage its economic power and human capital through the strategic recruitment of local¹¹ residents for employment. This aims to increase representation and success in employee demographics and contribute to community economic wellbeing.
- Create and embed best practice guidelines for the recognition and valuing of DEDI-related work in collaboration with Provosts, Deans, and collective bargaining units, in scholarship, teaching, educational leadership, and service for faculty.

Recommendations for Continuing Initiatives

- Continue to equip members with the supports, tools and opportunities necessary for their success.
- Implement Student Census, including use of data to inform reviews of student support services and development of new initiatives to support student success and retention.
- Engage with SexGen, RISE, ENABLE and other relevant York advisory/advocacy bodies to continue the work to ensure appropriate systems, policies and accommodation guidelines are in place.
- Continue to support the creation of employee affinity groups to provide visibility, support and opportunities for staff, faculty, instructors, and student employees from equity-deserving groups to connect (e.g., Black Staff Affinity Group). Resource appropriate supports, including budget allocations to the network(s) to organize events or activities.
- Continue to cultivate donor relationships that support DEDI projects and that include financial support programs for equity-deserving students at both the undergraduate and graduate levels.
- Support the development and implementation of alumni networks for equity-deserving groups and engagement activities for these alumni.
- Continue regular reviews of accommodation policies and practices for all student and employee groups.

¹⁰ Anchor Institution (definition): the idea that an institution has a long-standing place-based relationship with the community it is located in. As a result of this relationship, the institution is uniquely positioned to intentionally leverage its economic power and human capital in partnership with the community to contribute towards the community's wellbeing.

¹¹ postal code areas M3N, M3M, M3L, M3J

- Labour Relations to continue to work with union partners to implement new and revised provisions related to DEDI that have been negotiated into renewal collective agreements in 2021 and 2022. This includes first ever Joint Committees on Equity, Diversity and Inclusion that were negotiated into some collective agreements.
- Implementation of relevant action items in the Action Plan on Black Inclusion continues, and may overlap with initiatives already identified, such as those in the thematic areas of Representation and Data Collection, among others.

Taking Action, Making Impact:

We call on faculties, divisions, units, departments, and individual York community members (including students) to identify and implement actions to:

- Embrace alternative ways of valuing/recognizing individuals' contributions to York
- Ensure diverse representation on all standing committees (scholarships and awards, petitions, Faculty Council, resource-faculty graduate curriculum committees, etc.).
- Increase representation in leadership roles from equity-deserving groups, such as program directors, chairs, etc.
- Embed DEDI principles and practices in the delivery of student-focused initiatives, programming, and events including the recruitment and training of staff and students engaged in such work.
- Identify opportunities to recruit and hire individuals (including faculty, instructors and staff) from equity-deserving groups and assess a state of readiness to welcome a diversity of individuals to the unit. If the unit is not ready to welcome diverse individuals, then actions need to be identified and taken to address the culture of the unit to change and be one that is inclusive and ready.

Benchmarks

Understanding that benchmarks will need to be established over time, and the mechanisms put in place in order to be able to track our progress, the following benchmarks and/or monitoring systems are recommended:

- Develop mechanisms to monitor key student application, enrolment, retention and graduation benchmarks (undergraduate, graduate, continuing education, etc.) annually.
- Monitor proportion of equity-deserving groups to ensure representation in employment at all levels and in all categories within the institution, annually for progress and against local representation rates where possible.
- Develop mechanisms to monitor key employment equity benchmarks including rates of application, retention, failed hires, etc. A retrospective analysis will be conducted

to understand the success and lessons learned from dedicated hiring programs with the view to make recommendations for future hiring practices.

Note: This work will be done with consideration to Indigenous data sovereignty. Consultations with York Indigenous community members will take place on what this means for the University in relation to equity benchmarks and data collection and may mean development of a consultation process on the collection, interpretation and publication of data involving Indigenous peoples.

STRATEGIC DIRECTION: LEADERSHIP AND CAPACITY BUILDING

Striving to be a community where all members demonstrate the knowledge and skills necessary to navigate through and lead in a diverse world, York commits to building capacity in its leadership to advance EDI for today, tomorrow and the future.

Advancing DEDI requires leadership. Building capacity to lead is critical and includes support for a culture where DEDI is integrated into everything we do including a conceptualization of leadership as collaborative, relational, and responsive to members of the community. Opportunities will be provided for education and training, leadership development, building communities of practice, developing toolkits, support from institutional leadership, and building mechanisms for accountability.

Recommendations for New Campus-Wide Initiatives

- Build a vibrant campus network (community of practice) of professionals across the university who undertake DEDI work. Led by the Centre for Human Rights, Equity and Inclusion (CHREI), continue to expand programs and activities designed to support these professionals, facilitate collaboration, share and further enhance their work individually and collectively, and support development of leaders throughout the institution, matching their commitment with the skills required to shepherd real and lasting progress in individual units.
- Further develop DEDI education programming for leadership at all levels to deepen understanding and encourage modelling of inclusive and equitable behavior and practices, with a focus on applied skills and performance management in diverse workplaces. To be led by Human Resources and Faculty Affairs in the Division of Equity, People and Culture.
- Consult, develop and implement guidelines and toolkits for decision-making, policy writing, and program development that incorporate decolonizing, equity, diversity, and inclusion principles.
- Create a new advisory council on DEDI building on the work of the current President's Advisory Council on EDI and President's Advisory Committee on Human Rights and their sub-committees.

- Develop leadership development programming to support underrepresented equity-deserving employee groups, to be led by Human Resources and Faculty Affairs in the Division of Equity, People and Culture.

Recommendations for Continuing Initiatives

- Continue to identify and resource DEDI strategic initiatives through existing budget processes as one of the key values of the University.
- Continue to resource, develop, implement, and evaluate comprehensive education and training programs on decolonizing, equity, diversity, and inclusion for students, faculty, instructors, and staff. Embed this education and training in recruitment processes, onboarding, assessment and performance reviews, and professional development for staff, faculty and instructors, and in curricular and co-curricular contexts for students.
- Facilitate and continue to provide opportunities for open and respectful dialogue through continued implementation of the recommendations made during the President’s Initiative on Open and Respectful Dialogue. This includes continued efforts to build conflict engagement skills and practices among all members of the York community to equip people for working across differences.
- Review the Work-Study/Student Employee Becoming YU process and program with a DEDI Lens and further embed DEDI as a competency and learning opportunity.
- Continue to implement relevant action items in the Action Plan on Black Inclusion, such as those in the thematic areas of Decision-Making and Accountability.

Taking Action, Making Impact:

We call on faculties, divisions, units, departments, and individual York community members (including students) to identify and implement actions to:

- Support the training and development of all employees as it relates to decolonizing, equity, diversity and inclusion.
- Provide opportunities to foster the leadership skills and knowledge of under-represented Indigenous and equity-deserving groups.
- Create opportunities to foster respectful dialogue across differences and to build conflict engagement skills and practice in community members.
- Create opportunities to share and learn from a diverse range of leadership practices, including for example, Indigenous leadership practices.

Benchmarks

Understanding that benchmarks will need to be established over time, and the mechanisms put in place in order to be able to track our progress, the following benchmarks and/or monitoring systems are recommended:

- Identify and develop metrics to annually monitor employment progression in leadership roles of equity-deserving groups across all employee groups. To be led by the Division of Equity, People and Culture.
- Human Resources, Faculty Affairs, in collaboration with key partners, to regularly evaluate and review DEDI training and education activities to ensure leadership at all levels are provided opportunities to increase awareness and understanding of DEDI.

STRATEGIC DIRECTION: CAMPUS CLIMATE AND ENVIRONMENT

Work towards creating an inclusive and equitable community where everyone has the potential to feel a sense of belonging and that they are respected including initiatives to enhance the accessibility of physical and virtual spaces for students, staff, faculty, and instructors.

Campus climate is understood to be the current perceptions and attitudes of staff, students, faculty and instructors regarding issues of equity and diversity on a campus. Campus environment is generally understood to be the sum of environmental factors that influence students' learning and life, which involves three elements: the physical environment, cultural environment and interpersonal environment. This can be applied to all community members, including employees. Campus climate includes the circumstances, objects, or conditions that surround all community members. Environment is not limited to the physical (built) environment, though that contributes significantly to a sense of place and belonging. This Strategic Direction includes co-curricular activities for students and how they are supported; experiences that contribute to the development of culture; how York community members are engaged; and the structures of the organization that help create and shape the environment where we live, work and study (such as policy or organizational structure).

Recommendations for New Campus-Wide Initiatives

- Led by CHREI with key partners, develop and implement a Campus Climate Survey run on a regular cycle (for example, every three years) to measure progress and inform policy, system review, and program review and development, and share findings with the community.
- Led by Division of Students undertake a review to ensure that all student success/experience/engagement programs have embedded DEDI principles, with emphasis on peer-led programming/initiatives/events. Examples include Peer Mentoring, Peer Tutoring, Peer-Assisted Study Sessions (PASS), Peer Health Educators, Peer Ambassadors, Course/Class/Cohort Representatives, Peer Volunteers.

- Undertake a review to understand and propose actions related to recognition and/or compensation for additional labour undertaken by equity-deserving students in university equity-committee work.
- Identify opportunities to enhance the inclusivity of physical spaces on campus such as, but not limited to, the following:
 - Creating spaces for equity-deserving groups (students, employees, etc.) to convene and create communities of support for each other;
 - Ensuring campus infrastructure, including ceremonial spaces, are physically accessible;
 - Identifying of designated space for breast and chest-feeding (and CHREI to change the language in current guidelines to use all-gender language);
 - That a requirement be developed for a review of all new major construction projects by a specialist consultant with an expertise in accessibility.
 - Consider improvements to wayfinding through use of technology such as connecting QR codes to campus maps/wayfinding apps; and
 - Ensure representation of art from equity-deserving artists is displayed in public areas across campus.
- Identify and address potential barriers to accessing the digital campus environment(s).

Recommendations for Continuing Initiatives

- Support activities that enhance spaces and initiatives toward inclusion for students, such as co-curricular programming, events, mentoring and peer support programs, academic support programs and skill development opportunities.
- Continue to ensure AODA compliance in all areas.
- Continued implementation of social procurement policies and procedures, which may consider creation of DEDI criteria to engage all external contractors to work toward supporting DEDI at York, and as a condition for being added to the preferred list of vendors or contractors for York.
- Continue to educate the campus community about the new Human Rights Policy and Procedures and to identify ways to have clear means for raising complaints and finding resolution.
- Continue to implement action items in the Action Plan on Black Inclusion, particularly from relevant thematic areas such as Safety, Mental Health and Community Engagement among others.

Taking Action, Making Impact:

We call on faculties, divisions, units, departments, and individual York community members (including students) to identify and implement actions to:

- Improve accessibility and inclusivity of built and digital environments, documents, etc., where it is within their scope to do so.
- Respond to the climate survey results when they become available.
- Proactively build and strengthen York’s relationships with communities and organizations representing equity-deserving groups, especially those close to our campuses.

Benchmarks

Understanding that benchmarks will need to be established over time, and the mechanisms put in place in order to be able to track our progress, the following benchmarks and/or monitoring systems are recommended:

- Monitor Campus Climate Survey, once implemented for progress.

ENABLING THE PLAN

While overall accountability for driving this strategy resides within the Division of Equity, People and Culture (EPC), every community member carries responsibilities, both in relation to the plan and to each other, for the creation and maintenance of an inclusive, welcoming, equitable community.

As the objectives of the strategy are advanced, meaningful and transparent mechanisms of accountability across the system will need to be created. On an annual basis, the university will evaluate its progress, report to the community, and update the plan as necessary.

York will continue to work in alignment with the Indigenous Framework and the Decolonizing Research Administration report to support learning, research, and engagement at York that reflects the Truth and Reconciliation Commission of Canada’s Calls to Action, the National Inquiry into Missing and Murdered Indigenous Women and Girls’ Calls for Justice, and that are consistent with the United Nations Declaration on the Rights of Indigenous Peoples.

York will continue to work in alignment with the Framework on Black Inclusion and its accompanying Action Plan as well as the Scarborough Charter to support learning, research and engagement advancing Black inclusion at York.

York will continue to work in alignment with the Open and Inclusive Dialogue Initiative in deepening our engagement with each other, and the communities we serve, building reciprocal and productive relationships where cultural exchange and learning flourishes.

The University will identify means to build accountabilities into existing evaluation and performance tools such as the Integrated Resource Plan. These accountabilities will be

incorporated into the formal performance evaluations for senior positions, with the expectation that leaders, in turn, hold their own units accountable for developing and implementing their own strategies to support the DEDI goals laid out in this plan.

We will track—over time—metrics that represent important factors in assessing progress toward our goals. We will use these metrics in combination to determine whether specific shifts up or down, or lack of activity, represent positive outcomes relative to creating a more diverse, equitable and inclusive campus. At regular intervals, we will update the community on our progress.

Our review of the existing information regarding the state of the University has highlighted critical gaps in our data— among them, the lack of a comprehensive campus-wide climate survey, as well as deeper levels of employment equity data analysis to aid the institution in tracking equity and inclusion. These gaps will be addressed as implementation moves forward.

Key Initiatives

To support the community and to enable the plan, several key initiatives have been identified and will be funded:

- The Office of the VP EPC will work with the Office of the President to incorporate awards into our existing programs that recognize outstanding accomplishments of community members that enhance equity and contribute to a more diverse and inclusive campus environment. All DEDI-related awards will solicit nominations from a broad pool of prospects and will be widely publicized.
- Consultations will be undertaken in order to ensure dedicated seed funds for DEDI activities. The exact structure is under discussion to ensure complementarity with other innovations funds such as the Academic Innovation Fund, the Sustainability Innovation Fund and relevant research funds.
- With this plan being written, the President’s Advisory Council will have fulfilled its mandate. There also currently exists the President’s Advisory Committee on Human Rights and its three sub-committees. The University will dissolve both groups in the creation of one new Advisory Council on DEDI. This new group will provide guidance to the University on matters related to DEDI, which may include accountabilities, initiatives, accountability systems and more.

Taking Action, Making Impact:

We call on faculties, divisions, units, departments, and individual York community members (including students) to identify and implement actions to:

- Adopt policies and procedures that set accountability and responsibility towards implementing, monitoring, tracking the progress of and reporting about DEDI-based initiatives, which may include a local DEDI committee or a DEDI committee of council.
- Consider including DEDI principles as important budget and resource planning considerations.

CONCLUSION

York University is proud of its commitment to Decolonizing, Equity, Diversity and Inclusion and its long-standing historical commitment to social justice. York envisions that this Strategy continues to advance DEDI and contributes to:

- All community members including staff, students, faculty and instructors feeling a greater sense of safety, inclusion and belonging
- Decision-making that is reflective of a diversity of voices represented in leadership and at decision-making tables
- Enhanced student experiences in their classrooms as well as in co-curricular and extracurricular activities at the University more broadly
- Community members feeling empowered to achieve their best, however they define excellence in achievement
- Equity-deserving individuals having opportunities to progress in their academics and careers
- A community empowered to respectfully have difficult conversations and a greater understanding of the importance of decolonizing, equity, diversity and inclusion.

DRAFT – NOT FOR DISTRIBUTION

Glossary

[2SLGBTQ+] is an umbrella term used to denote people of various sexual orientations and gender identities. The letters stand for two spirit, lesbian, gay, bisexual, trans/transgender, queer/questioning. “The placement of two spirit (2S) first is to recognize that Indigenous people are the first peoples of this land, and their understanding of gender and sexuality precedes colonization. The ‘+’ is for all the new and growing ways we become aware of sexual orientations and gender diversity.” (Adapted from [Equity & Inclusion Glossary of Terms](#), University of British Columbia)

- Context and usage: Rates of representation of the 2SLGBTQ+ community at York are collected through self-identification data for employees. For more information, see [2020 Annual Employment Equity](#).
- *See also Gender Identity and Expression and Sexual Orientation*

[Ableism] may be defined as a belief system, analogous to racism, sexism, or ageism, that sees persons with disabilities as being less worthy of respect and consideration, less able to contribute and participate, or of less inherent value than others. Ableism may be conscious or unconscious, and may be embedded in institutions, systems or the broader culture of a society. It can limit the opportunities of persons with disabilities and reduce their inclusion in the life of their communities. (Source: [Policy on ableism and discrimination based on disability](#), Ontario Human Rights Commission, June 27, 2016)

- Context and usage: The university seeks to counter ableism, partly through its [Accessibility & Accommodation/Disability Policies, Procedures, and Resources](#).
- *See also Accessibility and Disability*

[Accessibility] refers to the degree to which physical, pedagogical, and administrative structures are (re)designed to enable the full, meaningful, and equitable engagement of all community members (definition used in this document). Accessibility is also the degree to which persons with disabilities can access a device, service, or environment without barriers. Accessibility is also a process – it is the proactive identification, removal, and prevention of barriers to persons with disabilities. (From the Glossary on Accessible Customer Service eLearning by the Council of Ontario Universities) Accessibility includes, but is much broader than, physical access to buildings. It also includes, for example, designing for physical, financial, sensory, social, and language-level access. (From the EDI Strategy)

- Context and usage: The university’s policy on accessibility observes the standards laid down by the [Accessibility For Ontarians With Disabilities Act](#) (AODA) – see [York University’s AODA Compliance](#)

[Ageism] is often a cause for individual acts of age discrimination and also discrimination that is more systemic in nature, such as in the design and implementation of services, programs and

facilities. Age discrimination involves treating persons in an unequal fashion due to age in a way that is contrary to human rights law. (Source: [Fact sheet](#), Ontario Human Rights Commission)

- Context and usage: The definition of age under the [York University Human Rights](#) policy adopts the Ontario Human Rights Code definition.

[Anti-racism] refers to taking proactive steps to fight racial inequity. It differs from other approaches that may focus on multiculturalism or diversity because it acknowledges that systemic racism exists and actively confronts the unequal power dynamic between groups and the structures that sustain it.

- Context and usage: *See also Race and Racism*

[Belonging] describes values and practices where no person is left out of our circle of concern. Belonging means more than having just access, it means having a meaningful voice and the opportunity to participate in the design of political, social, and cultural structures. Belonging includes the right to both contribute and make demands upon society and political institutions.

(Source: [the Othering and Belonging Institute, UC Berkeley](#))

- Context and usage: “York University will work towards creating a more inclusive and equitable community where everyone feels a sense of belonging and that they are respected.” (York University Equity, Diversity, and Inclusion Strategy).
- *See also Inclusion*

[Classism] is a prejudice against or in favor of people belonging to a particular social class, resulting in differential treatment. (From [Canadian Race Relations Foundation](#))

- Context and usage: While social class or economic background is not a code ground under the Ontario Human Rights Code, receipt of public assistance (in housing) is. The EDI strategy also mentions the context of accessibility, including “financial accessibility”: Accessibility includes, but is much broader than, physical access to buildings. It also includes, for example, designing for physical, financial, sensory, social, and language-level access (From the EDI Strategy).

[Colonialism] is an intentional process by which a political power from one territory exerts control over a different territory. It involves unequal power relations power relations policies and/or practices of acquiring of acquiring full or partial political control over other people or territory, occupying the territory with settlers, and exploiting it economically. (Source: [Equity & Inclusion Glossary, UBC](#))

- Context and usage: The University Academic Plan, The [Indigenous Framework for York University](#), and [York's Black Inclusion Framework](#), all refer to understanding the impact of colonization and an active process of decolonizing curriculum in order to pursue inclusive excellence and advance equity.

[Creed] In the Ontario Human Rights Code and York’s Human Rights Policy and Procedures, rights pertaining to religion and spirituality are referred to as “creed.” Creed is referred to as religious beliefs and practices. Creed may also include non-religious belief systems that, like religion, substantially influence a person’s identity, worldview and way of life. (Adapted from the [Ontario Human Rights Commission](#))

- Context and usage: Creed is a prohibited ground for discrimination under [York’s Human Rights Policy](#). See also the policy on [Academic Accommodation for Students’ Religious Observances](#) for more information on the university’s commitment to respecting the religious beliefs and practices of all members of the community, and making reasonable and appropriate accommodations to adherents for observances of days of religious significance.

[Decolonizing] is a foundational principle of York’s Equity, Diversity, and Inclusion Strategy. Decolonizing refers to the processes of deconstructing colonial systems, institutions, logic, and practice to transform the social and political relations with Indigenous people. It is a collective approach that centres and values Indigenous knowledges in service of the reestablishment of Indigenous sovereignty and the repatriation of Indigenous land and life.

- Context and usage: York is committed to recognizing and redressing how academic institutions perpetuate colonialism.
- See entry for *Colonialism*

[Disability] “Disability” should be interpreted in broad terms. It includes both present and past conditions. Disabilities shall be defined as those conditions so designated under the *Ontario Human Rights Code*. Disabilities may be visible or nonvisible (sometimes referred to as invisible or hidden). Visible disabilities are disabilities that are easily observed or recognized. For example, persons who are blind and use guide dogs or persons with mobility disabilities who use wheelchairs have visible disabilities. Nonvisible disabilities, on the other hand, are disabilities that are not readily apparent. Persons with learning disabilities or mental health disabilities, persons with medical conditions such as diabetes, and many persons with hearing loss have nonvisible disabilities. Likewise, disabilities may be temporary or permanent. (Source: [Faculty Resource Guide on Teaching Students with Disabilities, 2020](#))

- Context and usage: For more information, see [York Policy on Academic Accommodation for Students with disabilities](#), [York Policy on Accommodation in Employment for persons with disabilities](#), and [the Faculty Resource Guide](#).

[Discrimination] Any form of unequal treatment based on an *Ontario Human Rights Code* ground, whether imposing extra burdens or denying benefits. Discrimination may be intentional or unintentional. It may involve direct actions that are discriminatory on their face, or it may involve rules, practices or procedures that appear neutral, but disadvantage certain groups of people. Discrimination may take obvious forms, or it may happen in very subtle ways. Even if there are many factors affecting a decision or action, if discrimination is one factor, that is a violation of

this policy. (From: [A policy primer guide for developing human rights policies and procedures, Ontario Human Rights Commission](#))

- Context and usage: The university’s [Human Rights](#) policy adopts the definition and interpretation of discrimination under the Ontario Human Rights Code.

[Diversity] is a foundational principle of York’s Equity, Diversity, and Inclusion Strategy.

Diversity refers to the presence of difference and variety of personal experiences, values, and worldviews that arise from difference of culture and circumstance. Such differences include race, ethnicity, sexual orientation, gender identity and expression, disability, age, class, religion and spirituality, geographic and international affiliations, and more.

- Context and usage: Diversity and Inclusivity are among the five core values of the university. The university supports and encourages diversity through the identification and removal of barriers and biases, and the creation of workplaces and learning environments that are free of harassment and discrimination. ([York’s Principles & Values](#), Vice President Equity, People and Culture)
- When using the word diverse, it should only be applied to an entire collective (e.g., the entire student body is diverse), and not for a subset of a collective, nor as a euphemism for historically, persistently, or systemically marginalized people (e.g. “diverse students were less likely to feel sense of belonging” is unsuitable). The latter usage assumes that the other part of the collective is “not diverse”, which is rarely accurate and can imply that certain identities or aspects of diversity are fundamentally different from the rest of the group. (adapted from [SAGE Reference Encyclopedia of Diversity in Education](#))
- *See also Ways of knowing*

[DEDI] An abbreviation of decolonization, equity, diversity and inclusion. The term decolonization added before "EDI" highlights the importance of approaching EDI through a critical perspective that frames the work within an anti-oppression and anti-colonial framework. The terms equity, diversity and inclusion are often grouped together to describe efforts to create more supportive, representative and equitable environments. Equity, diversity and inclusion are three distinct values that support and uphold each other, in presenting all three together, it also addresses some of the limitations of previously using terms like ‘diversity’, ‘equality’ or ‘multiculturalism’ on their own.

- *See separate entries for Decolonization, Equity, Diversity, and Inclusion*

[Employment equity] is an ongoing planning process used by an employer to:

- Identify and eliminate barriers in employment procedures and policies.
- Put into place positive policies and practices to eliminate systemic barriers.
- Ensure appropriate representation of four federally designated groups throughout all occupations and at all levels within the organization. In Canadian employment equity legislation, disadvantaged groups have been defined as Indigenous people, women, people

with disabilities, and racialized people. York as an institution recognizes these four categories as well as the umbrella category of 2SLGBTQ+ people.

- Foster a climate of equity and attract talent to the organization
- (Adapted from [Employment Equity and York Self ID](#))
 - Context and usage: York University is committed to Employment Equity and monitors the representation of the above designated groups. See the [Annual Employment Equity Report](#) for more information.

[Equity] is a foundational principle of York’s Equity, Diversity, and Inclusion Strategy. Equity refers to the fair treatment, access, opportunity, and advancement for students, faculty, instructors, and staff at every stage of educational and career development. Taking equity as a guiding principle means that the University will respect and value the differences of our members by actively identifying and removing barriers, including structural barriers, to ensure that historically excluded groups have the same opportunity to fully flourish at York University. (from PAC EDI)

- Context and usage: In the university context, equity requires the creation of opportunities for historically, persistently, or systemically marginalized populations of students, staff, instructors, and faculty to have equal access to education, programs, and growth opportunities that are capable of closing achievement gaps. This requires recognizing that there are existing inequities; not everyone is starting from the same place or history, and that deliberate measures to remove barriers to opportunities may be needed to ensure fair processes and outcomes. (Sourced from [Equity & Inclusion Glossary, UBC](#)).

[Equity-deserving groups] are communities that experience significant collective barriers in participating in society. This could include attitudinal, historic, social and environmental barriers based on age, ethnicity, disability, economic status, gender, religion, nationality, race, sexual orientation and transgender status, etc. Equity-deserving groups are those that face discrimination or barriers to equal access, opportunities and resources and actively seek social justice and reparation. (Adapted from [Equity & Inclusion Glossary, UBC](#)).

- Context and usage: York has opted to use the term ‘equity-deserving’ rather than ‘equity-seeking.’
- *See also Underrepresented populations and Historically excluded groups*

[Gender identity] is a person’s internal and individual experience of gender. It is a person’s sense of being a woman, a man, both, neither or anywhere along the gender spectrum. Gender identity does not correlate with a person’s assigned sex or to their sexual orientation. A person’s gender identity may change over time. A person’s current gender may differ from the sex a person was assigned at birth and may differ from what is indicated on current legal documents. Examples of gender identities include: woman, man, cisgender (including cisgender man or woman), transgender, nonbinary, gender nonconforming. (Adapted from: [York’s Safer Spaces Toolkit](#) and [Statistics Canada](#))

- **Transgender:** A person whose gender identity differs from the sex they were assigned at birth may identify as transgender, for example. It can be used as an umbrella term to refer to a range of gender identities and experiences.
- **Cisgender:** A person whose gender identity aligns with the sex they were assigned at birth.
- **Nonbinary:** A person who self-identifies as non-binary may have a gender identity which is in between or beyond ‘man’ or ‘woman’ or have no gender either permanently or for some of the time. Nonbinary gender identity is understood as broader, less defined, and potentially more fluid (benjamin lee hicks, *The Unicorn Glossary*, 2018).
 - Context and usage: Gender identity is also a protected ground under the *Ontario Human Rights Code* and the [York Human Rights policy](#).
 - See also *Gender expression and 2SLGBTQ+*

[Gender expression] refers to how a person publicly or outwardly expresses or presents their gender identity. This can include physical expressions, such as outward appearance, and can be presented through hair, make-up, dress, voice and body language, or behaviour. A person’s chosen name and pronouns are also common ways of expressing gender. In different ways and at different times, people can change how they express their gender identity.

- Context and usage: In addition to the ways in which individuals choose to express their gender, the way other people perceive someone’s gender expression, can also significantly impact a person’s experience. Gender expression was added to the *Ontario Human Rights Code* as a code ground to protect against discrimination.
- Gender expression is also a protected ground under the *Ontario Human Rights Code* and the [York Human Rights policy](#). See also [Gender Identity & Gender Expression: A Guide for Students, Faculty, and Staff](#).

[Harassment] is defined as “engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome.” ([From the Ontario Human Rights Commission](#))

- Context and usage: At York, [harassment is defined in accordance with relevant policy](#), code, regulation, or collective agreement applicable to the person(s) or incident(s) at issue. The definition of harassment from the *Ontario Human Rights Code*, as amended, also applies to community members in respect of services, housing, and employment.
- For more information, consult York’s [Policies related to Health Workplace](#). Resources at York include [The Centre for Human Rights, Equity, and Inclusion](#) for human rights code based concerns, the [Centre for Sexual Violence](#) for issues pertaining to sexual harassment, and [the Office of Student Community Relations](#) (OSCR) for students. You may also speak with leaders in your department or union representatives.

[Historically/structurally/systemically excluded individuals and groups] refers to those people or groups who have been excluded or disenfranchised throughout history, and whose legacy includes day-to-day barriers that contributed to past, and perpetuate current, inequities which compound over time. In Canadian employment equity legislation, these disadvantaged groups have been defined as Indigenous people, women, people with disabilities, and

racialized people. York as an institution also recognizes these four categories as well as the umbrella category of 2SLGBTQ+ people as historically underserved and/or excluded. Systems, policies, practices, culture, behaviours, and beliefs continue to maintain these barriers. It is often not an individual intentional, but rather a systematic, effort to discriminate. It is an unconscious, unrecognized practice of doing things as they have always been done (and recreating the historical exclusions). At times, the term 'underserved' is also used to specifically describe the lack of services or accessibility of services for, or acknowledgement of, historically excluded groups. (Adapted [from Equity & Inclusion Glossary, UBC](#))

- Context and usage: York University acknowledges that there are historically underserved and underrepresented populations. We recognize that policies, practices, informal processes, and language created by and for particular groups of people, with a default norm in mind, produce structural barriers that limit access and inclusion for other individuals and groups
- *See also Underrepresented Populations and Employment equity*

[Homophobia] is the fear, hatred, discomfort with, or mistrust of people who are lesbian, gay, or bisexual and/or who express themselves in ways that challenge traditional gender roles. Homophobia may stem from a fear of associating with people from the 2SLGBTQ+ community and/or of being perceived as gay, lesbian, or bisexual themselves. (Source: [Planned Parenthood: benjamin lee hicks, The Unicorn Glossary, 2018](#))

[Human Rights] are a universal entitlement that all people should have access to freedom, justice and protection from discrimination and harassment, and that people should have equal access to a climate that preserves the dignity and worth of individuals and groups. In Ontario, the [Human Rights Code](#) prohibits actions that discriminate against people based on a protected ground (age, ancestry, colour, race, citizenship, ethnic origin, creed, disability, family status, marital status, gender identity, gender expression, receipt of public assistance, record of offences, sex, and sexual orientation), in a protected social area (accommodation/housing, contracts, employment, goods, services, and facilities, membership in unions, trade, or professional associations).

- Context and usage: Every member of the York community is protected by York's [Human Rights Policy and Procedures](#). You can reach out to a [Case Resolution Officer at the Centre for Human Rights, Equity, and Inclusion](#) if you have any questions, concerns, or need assistance relating to matters impacting your human rights. For definitions of the Code grounds listed in the definition above, please see York's Human Rights Policy and Procedures.

[Inclusion] is a foundational principle of York's Equity, Diversity, and Inclusion Strategy. It refers to enabling all individuals on our campuses to fully enjoy the opportunities the university has to offer, and ensure people feel a sense of belonging. It means valuing and cultivating full and meaningful engagement of historically and structurally excluded individuals and groups in a healthy and affirming climate.

- Context and usage: The [York University Academic Plan](#), the [Policy on Academic Accommodation for Students with Disabilities](#), and the [Framework on Black Inclusion](#) affirm the importance of inclusion and inclusive design.
- *See also Belonging*

[Indigenous] The term ‘Indigenous’ encompasses First Nations, Métis and Inuit people, either collectively or separately, and is a preferred term in international usage, e.g., the ‘U.N. Declaration on the Rights of Indigenous Peoples.’ In its derivation from international movements, it is associated more with activism than government policy and so has emerged, for many, as the preferred term.

- Context and usage: For more information, see [York’s Indigenous Framework](#).
- *See also Indigeneity*

[Indigeneity] refers to the inherent rights and entitlements of Indigenous Peoples. It is a foundational principle of York’s Equity, Diversity, and Inclusion Strategy.

- Context and usage: For more information, see [York’s Indigenous Framework](#).

[Intersectionality] is a foundational principle of York’s Equity, Diversity, and Inclusion Strategy and is a term which describes the interconnected nature of social categorizations such as race, class, disability, sexual orientation, and gender identity as they apply to a given individual or group. Intersectional identities create overlapping and interdependent systems of discrimination or disadvantage. (Adapted from the Oxford Dictionary Online).

- Context and usage: The term was coined by lawyer, civil rights advocate, and critical race theory scholar Kimberlé Crenshaw to describe the “various ways in which race and gender intersect in shaping structural and political aspects of violence against women of color.” (Crenshaw, Kimberlé. Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*, Vol. 43, No. 6 (Jul., 1991), pp. 1241-1299.)
- Applying an intersectional approach is an effective practice in many fields (equity work, [research](#), [multiple ground Human Rights complaints](#), etc.) because it addresses the multiple barriers and disadvantages that individuals can face.

[Marginalization] is a social process by which individuals or groups are (intentionally or unintentionally) distanced from access to power and resources and constructed as insignificant, peripheral, or less valuable/privileged to a community or “mainstream” society. (Adapted from the [Equity & Inclusion Glossary of Terms, University of British Columbia](#))

- Context and usage: “York intends to educate and empower all members of the community to think critically about systems of marginalization and oppression. This includes a deeper understanding of privilege and the need for all in the community to work toward equity and fairness in the pursuit of transformation of lives, professions, and societies.” (York EDI Strategy)

- For more information on the connection between marginalization and race see [Addressing Anti-Black Racism: A Framework on Black Inclusion](#).
- See also *Oppression*

[Oppression] The obvious and subtle ways dominant groups unjustly maintain status, privilege and power over others, using physical, psychological, social, or economic threats or force. Oppression is often systemic and can manifest in a variety of ways, including but not limited to, racism, sexism, homophobia, ableism, transphobia, and classism. Oppression often manifests in non-uniform ways, for example, oppression against women may manifest differently for different social groups in obvious and covert ways, and different forms of oppression can intersect. (Adapted from [The 519's Glossary of Terms](#) and [The Canadian Race Relations Foundation, Glossary of Terms](#)).

- Context and usage: “York is committed to the work of dismantling systems of oppression that pervade academia.” (York EDI Strategy)
- See also *Marginalization, Privilege, and Intersectionality*

[Patriarchy] The norms, values, beliefs, structures and systems that grant power, privilege and superiority to men, and thereby marginalize and subordinate others who are not men. (adapted from [The Canadian Race Relations Foundation, Glossary of Terms](#)). This type of power is socially constructed as opposed to anything biological or innate. (Kate Millett, *Sexual Politics* 1970)

[Persons with disabilities] Persons living with one or more temporary, long-term, or recurring disability.

- Context and usage: The York EDI Strategy uses the term person or people with disabilities, while understanding that not all people who live with a disability choose to use this term nor does this collective capture the nuances of disability across a broad spectrum of lived experiences.
- For more information, see [York Policy on Academic Accommodation for Students with disabilities](#), [York Policy on Accommodation in Employment for persons with disabilities](#), and [the Faculty Resource Guide](#).
- See also *Disability*

[Privilege] refers to unearned power, benefits, advantages, access and/or opportunities that exist for members of the dominant group(s) in society such as men, white people, wealthy people and able-bodied and neurotypical people. Can also refer to the relative privilege of one group compared to another. (Adapted from the [Ontario Human Rights Commission Glossary of Human Rights Terms](#))

- Context and usage: “York intends to educate and empower all members of the community to think critically about systems of marginalization and oppression. This includes a deeper understanding of privilege and the need for all in the community to work toward equity and fairness in the pursuit of transformation of lives, professions, and societies.” (York EDI Strategy) This is echoed in the [Anti-Black Racism Framework](#),

where it is acknowledged that a strong, accountable and action-oriented way forward is required to dismantle the deeply ingrained structures of power and privilege that allow anti-Black racism to thrive.

[Racism] is a form of discrimination which is defined as any individual action or institutional practice which treats people differently because of their colour or ethnicity. (adapted from [Understanding Racism: A Guide for Faculty, Staff & Students](#)). In some cases, people don't even realize they have these beliefs. Instead, they are assumptions that have evolved over time and have become part of systems and institutions. (Adapted from [Glossary of human rights terms, Ontario Human Rights Commission](#)). Race is also one of the protected grounds under the *Ontario Human Rights Code*.

- Context and usage: “[York] understand[s] and accept that racism and white supremacy have been part of academia since its inception. As a result, Black, Indigenous, and other racialized peoples have suffered in innumerable ways. We are sorry for the harm that Black students, faculty, instructors, staff, and community members have experienced. York University is committed to addressing systemic racism and will take steps to create change.” (Adapted from: [Addressing Anti-Black Racism Framework](#)).
- A specific form of racism is Anti-Black racism, which is pervasive and entrenched in Canadian society. Anti-Black racism is defined as “prejudice, attitudes, beliefs, stereotyping and/or discrimination that is directed at people of African descent and is rooted in their unique history and experience of enslavement and colonization.” Anti-Black racism is embedded in all institutions and York University is not immune to this fact. As a site of knowledge creation and dissemination, it is essential that York challenge and discontinue the reproduction and reinforcement of anti-Black racism. (Adapted from: [Addressing Anti-Black Racism Framework](#)).
- *See also Discrimination*

[Racialized] is derived from the term “racialization” coined by Omi and Winant. Using the term ‘racialized’ rather than terms like ‘visible minorities’ is one way of recognizing the problematic implications of using umbrella terms or individual racial or ethnic categories (like Black, Asian, Latinx, Arab) without a clear context. One, if not the key concern in doing so is unintentionally (if not uncritically) participating in further “naturalizing” these racial categories. In this sense, using ‘racialized’, as a descriptive term, draws attention to the social construction of ‘race’ and counters the assumption that ideas about race (or the effects of racism) are ‘natural’ or biological. As Omi and Winant describe, racialization is a process of signifying the extension of racial meaning to a previously racially unclassified relationship, social practice or group. They noted that racialization is an ideological historically specific process. Racial ideology is constructed from pre-existing conceptual or discursive elements and emerges from the struggles of competing political projects and ideas seeking to articulate similar elements differently (Omi and Winant, *Racial Formation in the United States from the 1960s to the 1980s*, 1986). Additionally, using terms like ‘minority’ does not account for historical exclusion or power dynamics, nor does it accurately depict demographic changes.

- Context and usage: York uses the term “racialized” in documents such as the Employment Equity survey to describe people of colour who previously were called ‘visible minorities’.

[Reconciliation] refers to a process of building and sustaining respectful, ethical relationships between Indigenous Peoples and the rest of Canada based on mutual understanding and respect. It embraces new projects and processes arising out of our response to, but not limited by, the Truth and Reconciliation Calls to Action. (Adapted from [York’s Equity, Diversity, and Inclusion Strategy](#)).

- Context and usage: The Indigenous Council has emphasized the concept of reconciliation as core to the [Indigenous Framework](#).
- *See also Truth and Reconciliation Commission Calls to Action*

[Religion and Spirituality/Religious beliefs] *See Creed.*

[Sexism] is prejudice or discrimination based on sex and gender identity; behaviours, conditions or attitudes that foster stereotypes of social roles based on gender identity. In a patriarchal system, sexism is most commonly directed towards women or people read-as female (Sexism may be conscious or unconscious, and may be embedded in institutions, systems or the broader culture of a society (adapted [from the Canadian Race Relations Foundation](#) and benjamin lee hicks, The Unicorn Glossary, 2018.).

- Context and usage: For more information, see York’s [Human Rights Policy and Procedures](#).
- *See also Discrimination and Gender Identity and Gender expression*

[Sexual orientation] refers to a person's internal sense of their sexual identity or self-identification as bisexual, straight, gay, pansexual, queer etc. (Adapted from Merriam Webster dictionary) It is also a protected ground under [the Ontario Human Rights Code](#). Sexual orientation or sexual identity is distinct from gender identity.

- Context and usage: See [York’s Annual Employment Equity Statistical Report](#) and York’s [Human Rights Policy and Procedures](#).
- *See also 2SLGBTQ+*

[Social diversity/socially diverse] *See Diversity*

[Social justice] refers to creating a fair and equal society in which each individual matters, their rights are recognized and protected, and decisions are made in ways that are fair and honest. (Adapted from [the Oxford Dictionary](#)). When arbitrary distinctions are made between individuals and groups in the assigning of basic rights, responsibilities, and opportunities, conditions of social justice are greatly diminished; when all members of society are given equal freedom to pursue their desired ends, social justice can potentially flourish. (From [The SAGE Encyclopedia of Qualitative Research Methods](#))

- Context and usage: York’s commitment to social justice is stated in the [York University Academic Plan](#) and the [Framework on Black Inclusion](#).

[**Transphobia**] can include negative attitudes, feelings, fear, hatred of or aversion to trans people and communities. Transphobia is rooted in systems of oppression such as sexism, heteronormativity, patriarchy. Often transphobic behaviour is based on stereotypes, misconceptions or hate that are used to justify discrimination, harassment and violence toward trans people. (Adapted from: [York University’s Safer Spaces Toolkit](#)). Gender identity and gender expression are also protected grounds according to the Ontario Human Rights Commission, which states that: “Organizations should learn about the needs of trans people, look for barriers, develop or change policies and procedures and undertake training. This will help make sure trans people and other gender non-conforming individuals are treated with dignity and respect and enjoy equal rights and freedom from discrimination.” ([Policy on preventing discrimination because of gender identity and gender expression](#))

- Context and usage: For more information, see York’s [Human Rights Policy and Procedures](#).

[**Truth and Reconciliation (TRC) Calls to Action**] The Truth and Reconciliation Commission (TRC) provided those directly or indirectly affected by the legacy of the Indian Residential Schools system with an opportunity to share their stories and experiences. The TRC spent six years travelling to all parts of Canada and heard from more than 6,500 witnesses. At the closing event in 2015, the TRC released its Executive Summary, which included its findings and [94 Calls to Action](#) aimed at redressing the legacy of residential schools and advancing the process of reconciliation in Canada. (Adapted from [Truth and Reconciliation Commission of Canada](#)).

- Context and usage: [York’s Indigenous Framework](#) embraces reconciliation through projects and processes arising out of response to, but not limited by, the Truth and Reconciliation Calls to Action.
- *See also Reconciliation*

[**Underrepresented Populations**] are individuals or groups with insufficient or inadequate representation in various aspects of university life, often determined when compared to their proportional composition in Canadian society, but in the university setting, other considerations may also override strictly proportional representation. Within the context of the university, they are also known as underserved populations. (Adapted from [Equity & Inclusion Glossary of Terms](#), University of British Columbia).

- Context and usage: York’s [Principles & Values](#) include an acknowledgement that there are historically underserved and underrepresented populations. We recognize that policies, practices, informal processes, and language created by and for particular groups of people, with a default norm in mind, produce structural barriers that limit access and inclusion for other individuals and groups. (PAC EDI Strategy)
- *See also Equity-deserving groups and Historically excluded groups*

[Unconscious Bias] Unconscious (or implicit, hidden) biases are mental processes or internalized schemas that operate outside of our consciousness, intentional awareness, or control. Unconscious biases include (but are not limited to):

- Affinity bias: The tendency to show favour and/or feel more kinship towards people who are more like us. It may be based on some aspect of identity that we share with that person, or it could be similar interests and backgrounds.
- Attribution bias: How people explain the behaviour or outcomes for themselves or others. For example, attributing a person’s success to their natural abilities, versus seeing that success as the result of luck or favoritism.
- Confirmation bias: The tendency to more easily accept, search for, interpret, or favour information that aligns or agrees with one’s existing beliefs and opinions.
- Performance bias: An assessment of people’s competence based on some aspect of their appearance or identity.
- (Adapted from [the Equity & Inclusion Glossary of Terms](#), University of British Columbia, [The SAGE Encyclopedia of Qualitative Research Methods](#) and [Unconscious Bias: What is Yours?](#))
 - Context and usage: As part of York University’s commitments to equity and greater inclusion, it has mandated training on unconscious bias for certain hiring committees (see [Affirmative Action](#) workshops, [York’s Canada Research Chairs EDI Program](#), and The Centre for Human Rights, Equity & Inclusion’s [Respect, Equity, Diversity & Inclusion \(REDI\) Workshop series](#)).

[Ways of Knowing] Broadly, the term pertains to epistemology or the theory of knowledge: how we know, what we know. However, the term “ways of knowing” has a distinctly critical, feminist and anti-colonial connotation. It emerges from various critical traditions that have challenged dominant and privileged ways of knowing. Critical perspectives are informed by the insight that knowledge of any object is conditioned by the social and historical perspective of the knower as well as impacted by relationships of power. (Adapted from Anderson, *Feminist Epistemology: An Interpretation and a Defense*, 1995)

- Context and usage: The embrace of *diversity in ways of knowing* as a core value of York University pertains to the promotion of cross-cultural and global openness and understanding. In this sense, diversity also encompasses difference or variety in education, perspectives, opinions, heuristics, disciplines, faculties, skills, and learning opportunities.
- Respect for Indigenous approaches to knowledge and learning is included as a key principle under the university’s [Indigenous Framework and Guide to Action](#).

[White Supremacy] stems from the belief, conscious or unconscious, that white people are superior and should therefore dominate all other racialized groups. It is an ideology that assumes the inherent importance of white people, realities and knowledge. “This notion of race emerged in the context of European imperial domination of nations and peoples deemed “non-white” and was used to establish a classification of peoples. There is no legitimate scientific basis for racial classification. It is now recognized that notions of race are primarily centered on

social processes that seek to construct differences among groups with the effect of marginalizing some in society.” (As explained in [York University’s Addressing Anti-Black Racism: A Framework on Black Inclusion](#), from OHRC Policy Guidelines, 2009, p.11. www.ohrc.on.ca Ontario Human Rights Commission)

- Context and usage: White supremacy is framed broadly in order to push back against the narrow and popular definition of the term which only equates it with specific types of racist violence enacted by fringe groups and therefore an exception to a generally “non-racist majority.” The broad definition is intended to include both conscious and unconscious ideas of white superiority. It also considers those actively and passively benefitting from systemic racism as directly implicated in maintaining white supremacist institutions. (Gilhorn, What is white supremacy?, 2022)
- *See also Racism and Anti-racism.*

NOT FOR CIRCULATION

Appendix A: Discussion on Land Acknowledgements

Why Do We, As Settlers, Acknowledge the Land?

Observing Indigenous protocols, including the land acknowledgement, honours Indigenous communities. It disrupts colonial practices and re-educates people about the relationships between Indigenous people and the land, as well as the relationships between settlers and the land. The Dish With One Spoon wampum belt covenant is a critical element that recognizes our shared responsibilities to the land and each other. Settlers in Tkaranto have an obligation to be aware of our relationship to the land we occupy, the treaties that have never been fully honoured, and to act in responsible relationship to the land. Indigenous sovereignty is linked to our collective liberation, and it is paramount that we act in solidarity with the resistance of Indigenous peoples and communities to Indigenize and decolonize institutions, particularly post-secondary institutions.

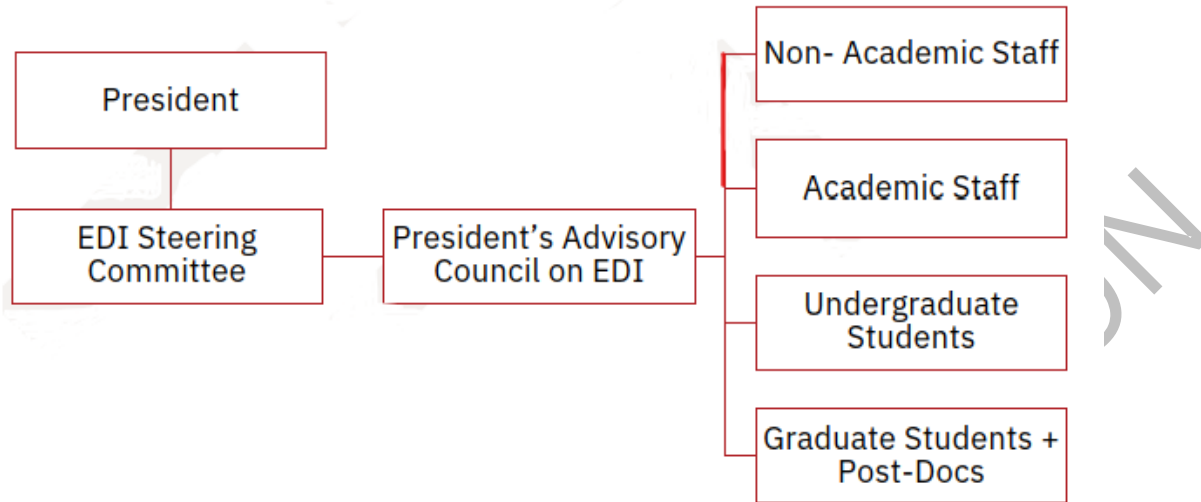
It is imperative to acknowledge the many people of African descent, who are not settlers, but whose ancestors were forcibly displaced as part of the transatlantic slave trade, brought against their will, and made to work on these lands.

Understanding the Land Acknowledgement

Although the land acknowledgement used in the York video [Understanding the Land Acknowledgement](#) is outdated, the video is important as most of the content is timeless. The eight-minute video clearly explains the purpose of a land acknowledgement, why and how settlers hold the responsibility for decolonization. The video outlines how settlers can deliver land acknowledgements with integrity and purpose.

DRAFT FOR COMMENT

APPENDIX B: PAC ON EDI STRUCTURE AND MEMBERSHIP



The above diagram outlines the structure of the President's Advisory Council on EDI. Additionally, two ad hoc committees were established to assist with revisions. The following is a comprehensive list of members across the lifespan of the Council, including those who concluded their term prior to the conclusion of the work of the Council.

Chair

Sheila Cote-Meek, VP Equity, People and Culture

Steering Committee

Annette Boodram

Christal Chapman

Enakshi Dua

Beyhan Farhadi

Carl James

Marian MacGregor

Mayoori Malankov

David Phipps

Rebecca Pillai Ridell

Randy Pitawanakwat

Vinitha Gengatharan

Vanessa Thompson

Appointed Members

Annette Boodram (EDI Program Manager, subsequently Executive Director, Community Safety)

Christal Chapman (EDI Program Manager)

Sharon Henry (PACHR – RISE)

Carl James (Sr. Advisor, Equity & Representation)

Ruth Koleszar-Green (Indigenous Council)

Marian MacGregor (Executive Director, Centre for Human Rights, Equity & Inclusion)

Gin Marshall (PACHR – SexGen)

Lori Mishibinijima (Indigenous Council)

Roxanne Mykitiuk (PACHR – Enable York)

Faculty Representatives

Gerald Audette (Science)

Sarah Barrett (Education)

Rosanna N Chowdhury (Environment & Urban Change)

Louizandre Dauphin (Glendon)

Andrea Davis (Liberal Arts & Professional Studies) Resigned XXdate

Mazen J Hamadeh (Health)

Paulina Karwowska-Desaulniers (Lassonde School of Engineering)

Joy Kirchner (Libraries)

Brent Lyons (Schulich School of Business)

Judith MacDonnell (Health)

Aryn Martin (Graduate Studies)

Hengameh Saberi (Osgoode Hall Law School)

Sarah Bay-Cheng (Arts, Media, Performance & Design)

Divisional Representatives

Debbie Montanera-Bojda (Provost & Vice-President Academic)

Vinitha Gengatharan (Students)

David Phipps (Research & Innovation)

Jayne Rop (Finance & Administration)

Vanessa Thompson (President’s Office)

Kairi Williams (Advancement)

Undergraduate Students (appointed)

Kien Azinwi

Nathaniel Boateng

Bo Joseph

Riaz Nandan

Stephen Teong

Graduate Students (appointed)

Zahra Brown

Amarachi Chukwu

Jake Okechukwu Effoduh

Post-Doc Representative (appointed)

Beyhan Farhadi

Staff At-Large Representatives

Habibah Haque

Mayoori Malankov

Amy Poon

Faculty At-Large Representatives

Simon Adam

Enakshi Dua

Uwafiokun Idemudia

Technical Support Team

Amy Gaukel

Stella Kowalchuk

Alicia Pinter

Additional Support Staff

Lisa Brown

Dalia El Farra

Miriam Greenblatt

Keisha McIntosh

Carolina Ruiz

Simone Samuels

Christine Sinclair

NOT FOR CIRCULATION

PRESIDENT'S KUDOS REPORT

DECEMBER 2022



Professor [Sheila Embleton](#) in the Department of Languages, Literatures & Linguistics of the Faculty of Liberal Arts & Professional Studies was acknowledged for her work and contributions by two important organizations. Embleton was awarded the Bernice Schrank Award from the Canadian Association of University Teachers on November 26 for her “outstanding contributions to the enforcement of academic staff workplace rights through grievance/arbitration.” That same day, she was also appointed by the Royal Society of Canada as president of the academy of arts and humanities, as well as RSC vice-president-designate. She has been a Fellow of the Royal Society of Canada since 2010. Embleton was recently announced as Interim President of Laurentian University, commencing January 1, 2023. We wish her all the best as she takes on this new responsibility.



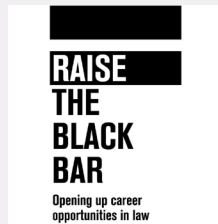
[Zahra Nader](#), a doctoral student in Gender, Feminist & Women’s studies in the Faculty of Graduate Studies, appeared as a civil society representative before the United Nations Security Council (UNSC) in a recent debate on women, peace and security. Motivated by her own personal story of struggling to obtain access to education, Nader is committed to creating positive change for future generations of Afghan women who she hopes will not have to go through the same hardships. In August 2022, Nader and a group of women journalists from Afghanistan launched *Zan Times* – a non-profit newsroom in exile – to report on human rights violations in Afghanistan, mainly focusing on women, the 2SLGBTQIA+ community, and environmental issues. For her contributions to *Zan Times* and other publications, Nader was invited to the UNSC in October, an opportunity for UNSC and General Assembly states to share specific examples of how they are supporting women’s resilience in conflict-affected countries and their capacity to contribute to peace and security.



In recognition of 25 years of unwavering dedication to the academy, the Royal Society of Canada has named [Hédi Bouraoui](#), professor emeritus and writer in residence in the Department of French Studies at York University, Life Member of the Society. Bouraoui’s commitment to studying Franco Canadian, as well as Mediterranean cultures and enriching the reputation of Canada’s academic tradition is apparent in view of the breadth of his life’s work.



Associate Professor of Biology [Sandra Rehan](#), has a new carpenter bee named after her, *Ceratina rehanae*, for her life's work establishing small carpenter bees as a model system for behavioural genomics & biodiversity conservation.



[Raise the Black Bar](#) (RTBB) is a groundbreaking initiative involving Osgoode Hall Law School, the Osgoode chapter of the Black Law Students' Association and the Toronto District School Board (TDSB). It officially launched during a ceremony at Osgoode on November 30, 2022. The program is open to all Black students across the TDSB's 110 secondary schools, with a focus on those in grades 10, 11 and 12. As the program ramps up, RTBB will give students the opportunity to participate in small group mentorship meetings with practicing Black legal professionals and Black law students.



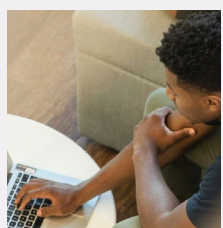
[Deniz Eralp](#) (MBA '18) is a Senior Systems Engineer at MDA and a Schulich Krembil Scholar. He is currently working on technologies for moon exploration that will be used by Canadian Space Agency and NASA as part of the Artemis program that is scheduled to take the first Canadian to the moon surface and back. The technologies Eralp is currently working on will be part of Canada's contribution to Gateway, a key element of Artemis, the NASA-led program to establish a sustainable presence on and around the Moon.



Osgoode Hall Law School Professor [Poonam Puri](#) has been recognized with the Peter Dey Governance Achievement Award from The Governance Professionals of Canada. The honour recognizes an individual who has positively affected governance and contributed to transforming the way that Canadian companies are governed.



Two recent graduates from Osgoode Hall Law School, [Barbara Brown and Jennah Khaled](#), will both serve Supreme Court of Canada justices through their upcoming 2023-24 clerkships. Brown and Khaled will both be serving as law clerks for the Supreme Court of Canada, beginning in August 2023. Khaled will be clerking for Justice Malcolm Rowe, while Brown will clerk for Justice Michelle O'Bonsawin, the Supreme Court's first Indigenous judge. Brown and Khaled are among a new cohort of Osgoode graduates who are currently clerking for top Canadian courts or who are slated to serve in 2023-24. Clerkships typically run for one-year terms, with an option to extend them to two years.



[The Schulich School of Business](#) is participating in the launch of a new program as part of a Tri-Business School Collective to create university pathways for Black high school students. The University Pathways Program, which is a collaboration between Schulich, the Ivey Business School at Western University and the Smith School of Business at Queen's University, gives students a greater understanding of academic options and opportunities for careers in business and other areas following graduation, while also supporting them financially to pursue an undergraduate business education. The program is set to start in January 2023.



[Deborah Barndt](#) received a Social Sciences and Humanities Research Council Connections grant for her project “Earth-to-Tables Legacies” to expand transnational arts-based research, exchange, and education on food sovereignty to Sinanche, Yucatan, Mexico. The project will hold an intergenerational and intercultural dialogue about food sovereignty through a workshop of collaborators exchanging knowledge and co-producing arts-based, transmedia educational materials and exploring themes central to food sovereignty. Project collaborators include the Faculty of Environmental and Urban Change graduate students and multimedia artists, Alexandra Gelis and Chandra Maracle, and Environmental Studies PhD alumna, Lauren Baker as co-applicant.



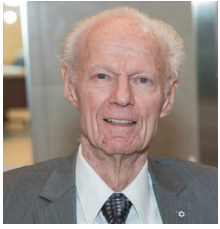
[Schulich ExecEd](#), an extension of the Schulich School of Business, has partnered with the government of Guyana to build up their health-care system. The partnership aims to develop capacity for training hospital leadership in Guyana, through a program designed to teach management and leadership skills to senior leaders and executive heads across the health sector. It will be delivered to participants from all administrative regions. In November, York University and Schulich ExecEd representatives travelled to Guyana for a meeting to launch the program officially, including Rami Mayer, Executive Director of Schulich ExecEd; Dr. Frank Anthony, Guyana Health Minister; Dr. Narendra Singh, York University Board of Governors member, founder and president of Giving Health To Kids, and former chief of staff at Humber River Hospital; Robert Lynn, associate director of Schulich ExecEd; Dr. Susan Loeff, program director of the Schulich ExecEd – Guyana Masters Certificate in Hospital Leadership Program; Jeff MacInnis, facilitator for the Schulich ExecEd–Guyana Masters Certificate in Hospital Leadership Program; and Dr. Leslie Ramsammy, chairman of the Georgetown Public Hospital Corporation and advisor to Guyana’s Minister of Health; and Aruna Faria, administrative manager, Ministry of Health.



Distinguished research professor of sociology, Professor Emerita [Pat Armstrong](#), has received the Research Canada Leadership in Advocacy Award for her outstanding commitment to patient advocacy and the advancement of health care research. Notably, she spent this past year amplifying the voice of long-term care facility workers, caregivers and patients while studying the impacts of the COVID-19 pandemic on these facilities. Research Canada is a national alliance dedicated to increasing investments in health research through collaborative advocacy and engaging government, academia, industry, and non-profit sectors to build support for long-term health research funding.



York University celebrated the official groundbreaking for the new [Joan and Martin Goldfarb Gallery](#) of York University (GGYU). Thanks to an original gift of \$5 million, and a new commitment of \$1 million from Joan and Martin Goldfarb, the GGYU is poised to be an integral point of connection, where we celebrate local and international artists and audiences. Designed by renowned architectural firm Hariri Pontarini, this exquisite new gallery will be a focal point in the heart of Keele Campus, and in the broader community of York Region.



[Dr. Allan Carswell](#), a renowned physicist, former York University professor and changemaking philanthropist, was recently named the Philanthropist of the Year by the Association of Fundraising Professionals. The award – presented to Dr. Carswell in November 2022, recognizes “an individual or family that has demonstrated outstanding civic and philanthropic leadership through a proven record of exceptional generosity and financial support.”

Carswell and his wife Helen established the Carswell Family Foundation with the objective of supporting the education and health-care sectors to make a difference in the lives of others. In the 1990s, Helen was diagnosed with Alzheimer’s disease and recently passed away. Helen and her family benefited enormously from the day programs offered by the Alzheimer Society of York Region.

On July 1, York University Associate Professor [Mattias Hoben](#) was awarded the Helen Carswell Chair in Dementia Care within the Faculty of Health’s School of Health Policy and Management for a five-year term.



The Associated Medical Services History of Medicine and Healthcare program has announced its newest postdoctoral fellowship recipient, York University’s [Efrat Gold](#). Gold’s fellowship begins in January 2023 with York University’s Faculty of Health. Selected by an expert review panel, she is one of five research grant and fellowship recipients named this year. These talented scholars will broaden the history of medicine research and curate lessons to positively shape Canadian healthcare. Gold’s project, titled “Archiving Patient-Led Mad Activism in Canada, 1970s-2020,” aims to create a new source of open access archival data and accompanying teaching materials rooted in revisiting past mental health philosophies through patient-led initiatives.



[Zack Goldford](#) graduated not just at the top of the Law & Society (LASO) program in 2019, but with the highest academic standing at York University across all Faculties. For that, he won the prestigious Governor General’s Academic Medal – now he surpasses another milestone: Supreme Court clerkship. The Judicial Law Clerk program at the Supreme Court of Canada is highly competitive. Only a handful of Canadians are successful. Goldford is one of just 27 people that will receive such an appointment for the 2023-24 year. During his clerkship at the Supreme Court of Canada, Goldford will work for Justice Nicholas Kasirer, until then, Goldford will continue articling at a large law firm in Toronto.



The [Young Indigenous Women’s Utopia Girls Group \(YIWU\)](#) uses ceremony, culture and artistic activism to combat gender-based and colonial violence. On November 24, the group debuted its newest book, exhibited its art and launched a series of workshops at York. Throughout the 2021-22 academic year, YIWU worked with the Faculty of Environmental and Urban Change (EUC) alumnus Zachary Mandamin to create an edited collection of their essays and photographs. The collection became the backbone of Mandamin’s undergraduate thesis, which debuted at the book launch. The EUC also kicked off the inaugural artists in residency program alongside their special guests from YIWU.

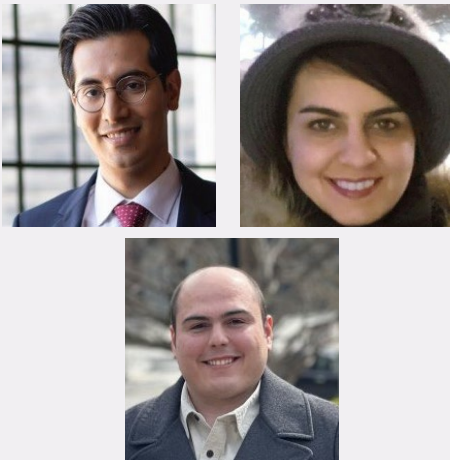
2022 Alumni Network of the year

MES @ York Planning
Alumni Committee

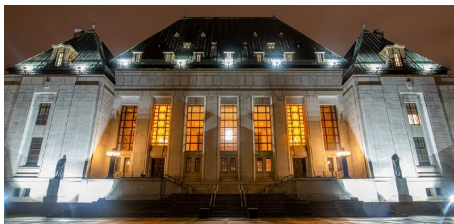


Representing graduates of the Master in Environmental Science Planning program (MES-Planning), the [MES @ York Planning Alumni Committee](#) (MYPAC) was awarded Alumni Network of the Year for 2022 by the York University Alumni Board. MYPAC remains committed to creating positive change both in the York community and the world at large. The award selection committee was impressed by the multitude of initiatives launched by MYPAC, as well as its general dedication to Faculty of Environmental and Urban Change students, past and present. MYPAC's case competition, an event designed for MES-planning students, is an experiential initiative that connects students with alumni, professors and professionals in the field of urban planning. The York University Alumni Association would like to congratulate the entire MYPAC 2021-22 executive team:

- Chair: Patrycja Jankowski (BFA '13, MES '17)
- Vice-Chair: Jocelyn Cadieux (MES '20)
- Communications Lead: Paul Berkun-Drevnig
- Alumni Event Coordinator: Orli Schwartz (BES '14, MES '18)
- Treasurer: Adam Zendel (BA '08, MES '13)
- Secretary: Chinoye Sunny (MES '21)
- Sponsorship: Mallory Nievas (MES '19)
- York University Alumni Liaison: Ying Gu (BES '15, MES '19)
- 2nd Year MES Student Representative: Dasha Litviniuc, Peri Dworatzek, Amber Guidice
- 1st Year MES student Representatives: Elijah Leotaud, Rudia Nam
- YorkU Alumni Officer, Faculty of Environmental & Urban Change: Joanne Huy (BES '15)
- Faculty Liaison: Laura Taylor (MES '91)



Recently, a [group of researchers from Lassonde](#) Professor Pouya Rezai's lab in the Department of Mechanical Engineering have designed and prototyped an affordable and simple microfluidic device for the on-site detection of microplastics. The team of researchers includes two postdoctoral fellows and former Lassonde PhD candidates Alireza Zabihhesari and Arezoo Khalili and one MSc student Mohammad-Javad Farshchi-Heydari. They fabricated the device with replica molding of two polydimethylsiloxane (PDMS) layers onto 3D-printed master molds. Their manuscript is now available online and for the past few weeks it has been listed on Social Science Research Network's (SSRN) Top Ten download list for: Analytical Chemistry eJournal and ChemRN: Fluidics.

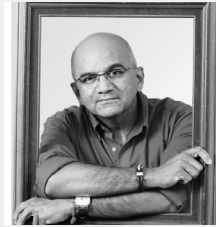


A select group of [students at Osgoode Hall Law School](#) can now add the Supreme Court of Canada to their resumes through their work on a case heard at the end of November. The eight students involved are working at Osgoode's Community & Legal Aid Services Program (CLASP), which has been granted intervenor status in *Earl Mason, et al v Minister of Citizenship and Immigration, et al* (SCC Case No. 39855). The case deals with the application of the reasonableness review to questions of statutory interpretation. CLASP is one of 17 clinical programs available to Osgoode students and exemplifies the law school's leadership in experiential legal education in Canada. CLASP intervened in two other Supreme Court of Canada cases in 2018.



Five York University PhD students were awarded the [Vanier Canada Graduate Scholarship](#) for 2022. This prestigious scholarship, valued at \$50,000 per year for up to three years, is presented by the Government of Canada. The award is intended to support first-rate doctoral students who demonstrate both leadership skills and a high standard of scholarly achievement in the fields of social sciences, humanities, natural sciences, engineering and health. The selection criteria include academic excellence, research potential and leadership. The 2022 scholarship recipients are:

- Katherine Barron, Education: Language, Culture & Teaching
- Toby Finlay, Sociology
- Sarah Grace Grothaus, Computational Arts/EE and CS Departments
- Deanne Sowter, Law
- Alyssia Wilson, Clinical Developmental Psychology



[Two York University alumni](#) were appointed as two of three of Parliament's newest senators. Dr. Sharon Burey, a paediatrician and recognized leader for the health and well-being of children in Ontario, recently graduated with a Mini-MBA in Physician Business Leadership at York University; while Andrew Cardozo, a recognized expert on public policy, a columnist, and artist, holds a Bachelor of Arts (Honours) in Political Science from York University. These outstanding leaders and mentors in their fields will make great contributions to the Senate of Canada.



For 22 years, [The York U Alumni Awards](#) have celebrated alumni who exemplify the values of York University, have made remarkable contributions to their fields, and changed the world for the better. The 2022 York U Alumni Awards recipients were recognized for their contributions in an event in November:

- Gregory Sam Sorbara (BA '78, LLB '81, LLD '13), Outstanding Contribution Award
- Dr. Eileen de Villa (MBA '03), Outstanding Achievement Award
- The Honourable Michael H. Tulloch (BA '89, LLB '89), Tentanda Via Award
- Larissa Crawford (BA '18), One to Watch Award



This fall, [Glendon College](#) launched its first ever Glendon Connect: Alumni Mentorship Program, an initiative that aims to provide networking opportunities for Glendon students with alumni leaders from a variety of fields and backgrounds. For eight weeks each semester, participating students have the opportunity to connect with a wide range of alumni mentors for coffee-chat style mentoring via Glendon's GLConnect platform. This open-networking approach allows students to connect with mentors who work in a variety of sectors, and encourages students to consider a multitude of personal and professional pathways, regardless of their program of study.

Executive Committee – Report to Senate

At its meeting of 15 December 2022

FOR ACTION

a. Candidate for Senate-elected Position

Senate Executive recommends that Senate confirm the following candidate for the position of Vice-Chair of Senate for the term of 1 January 2023 – 30 June 2024, to be followed by a term as Chair of Senate of 1 July 2024 – 31 December 2025. The interim call for nominations to fill the vacancy was issued on 16 September 2022. One nomination was received. In preparing its recommendation to Senate, Executive was guided by the *Senate Nominations Rules and Procedures* (Appendix C, [Rules of Senate](#)) and determined that the recommended candidate meets the criteria for the position and is a member of an equity group as defined in the *Nominations and Guidelines Criteria* (Section 1.5, Paragraph e).

Nominations are also accepted by Senators at a Senate meeting if the nominee has consented and is available to take up the role and attend the published meeting time of the relevant committee. Under the [Rules of Senate](#), nominators must report prospective nominees to the Secretary at least one day in advance of the meeting to determine those additional candidates' eligibility (Section 8.18). If prospective additional candidates are nominated in advance of the Senate meeting, Executive's application of the Nominations criteria will guide the determination of a nominee's eligibility.

Vice-Chair of Senate

(Full-time faculty member; 1 vacancy; Vice-Chair term of 18 months between 1 January 2023 – 30 June 2024, followed by 18 months as the Chair of Senate between 1 July 2024 – 31 December 2025; Senate meets the fourth Thursday of each month from September to June except earlier in December and February; Senate Executive meets on the third Tuesday of each month except earlier in December and February):

Lauren Sergio

Professor, School of Kinesiology and Health Science, Faculty of Health.

Professor Sergio has considerable experience at the Senate-level, having served two terms on both the Senate Executive Committee and Senate, and in the role of Senator on the Board of Governors. She is a former Chair of Faculty Council and Chair of the Academic Policy and Planning Committee, both within the Faculty of Graduate Studies. Professor Sergio has also held many other service roles at the Faculty and unit levels, collectively providing her a breadth and depth of experience in collegial governance.

Executive Committee – Report to Senate

FOR INFORMATION

b. Senate Membership 2023-2025

Last month Senate was advised that the Senate Executive Committee is reviewing the membership of Senate to determine the allocation of seats among the faculty members and students on Senate for the 2023-2025 two-year period, and that it is including in the exercise this year the consideration of how to integrate representation from the Markham campus with the governing body. At its meeting in December, Executive reviewed several membership models. Members shared views on the considerations and options of each model and the associated faculty and student seat allocations of each one. The Committee will continue its assessment of the models when it reconvenes in January. The notice of motion to Senate and final recommendation on the 2023-2025 Senate membership are planned for the winter term.

c. Approval of Members of Senate Committees Nominated by Student Senators

The Executive Committee has approved the individuals listed below as nominated by student Senators to serve on Senate committees for the 2022-2023 governance year.

Awards

Prabhjee Singh, undergraduate, BSc Honours, Computer Science, Lassonde School of Engineering

APPRC

Nathi Zamisa, graduate, M.A., Social & Political Thought, FGS, Year 2,
Adaeze Mbalaja, undergraduate, Faculty of Science, B.Sc., Honours Science

Honorary Degrees and Ceremonials

Christina Mihaly, graduate, MES, Faculty of Environmental and Urban Change, Year 1

The Committee looks forward to soon receiving nominations for the remaining student positions on Senate committees.

d. Review of Faculty Council Rules and Procedures

The Executive Committee approved revisions to the rules and procedures for the Faculty Council of the Lassonde School of Engineering that change the role of Chair of Council to non-voting on all Council committees (except its Executive committee), add a Vice-Chair / Chair-elect position to the membership of Council committees, include a commitment to integrate equity, diversity and inclusion within the mandates of each Council Committee, and specify that normally committee meetings will be held virtually via videoconference or in a hybrid / hy-flex (in-person and simultaneous videoconference) format.

Mario Roy, Chair

Poonam Puri, Vice-Chair

Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of 15 December 2022

FOR ACTION

a. Chartering of Organized Research Units¹

The Academic Policy, Planning and Research Committee recommends,

That Senate approve the chartering of the Centre for Research on Earth and Space Science (CRESS) for a five-year period effective 1 July 2023 – 30 June 2028:

Rationale

APPRC proposes the chartering of this Organized Research Unit housed in the Lassonde School of Engineering based on the recommendation of its Sub-Committee on ORUs, and the Committee's satisfaction that CRESS is of high academic caliber, predicated on appropriate strategic planning, has a critical mass of researchers who will participate actively in the ORU, has plans for sustainable resourcing, and has strong support from the Dean of the Lassonde School of Engineering and the Vice-President Research & Innovation. Notable is the national and international renown the Centre has earned over its 57-year history for its research on space technology, the contribution of scientific instruments and technology developments, and the advancement of new methods for space missions.

A matter applicable to all ORUs going forward is the need for the research institutes and centres at York to have a research data management strategy in alignment with the requirements of the [Tri-Agency Research Data Management Policy](#). The Office of the VPRI has committed to ensuring that this requirement will be addressed with assistance from the York University Libraries. APPRC anticipates facilitating for Senate in February 2023 a presentation and discussion of the draft Libraries' Research Data Management Strategy for York.

Supporting documentation, including the decanal statement of support, is attached as Appendix A.

¹ Senate is provided with the "Terms and Expectations" document for each charter proposal. As in the past, Senators may review the full dossier upon request. Members of APPRC who are actual or prospective members of an ORU under review absent themselves from discussions of charter recommendations.

Academic Policy, Planning and Research Committee Report to Senate

FOR INFORMATION

b. Actions to Advance APPRC 2022-2023 Priorities

The Committee has begun discussing actions to advance APPRC's 2022-2023 priorities. Based on recommendations from its Technical Sub-committee, work is progressing on two key priorities: the *Future of Pedagogy* and the renewal of the *Strategic Research Plan*.

Future of Pedagogy

The Future of Pedagogy was a priority for APPRC last year, and the goal this year is to build on the work that has been started and move it forward by bringing together the ideas, actions and plans that are developing across the Faculties to enhance teaching and learning in the new (post-pandemic) era of pedagogy. A kernel of an idea for a pan-university initiative to this end is being fleshed out and refined by APPRC, and the Committee looks forward to sharing concrete plans with Senate at an upcoming meeting.

2023-2028 Strategic Research Plan

As reported to Senate last month, a priority for the Committee is collaboration on and support for the [renewal of the 2018-2023 Strategic Research Plan](#) (SRP). Led by an SRP Advisory Committee, a comprehensive [consultation exercise](#) that was facilitated during the fall term generated input to inform the direction and framing of the next iteration of the plan. APPRC reviewed and discussed with the Vice-President Research and Innovation the feedback from the community and a draft outline of the next Plan. Views and advice were shared on the representation of the research themes and “areas of opportunities” that will ground the Plan.

APPRC anticipates reviewing a draft SRP early in the winter term and bringing forward to Senate a final version for approval in the Spring.

c. Markham Campus

APPRC continues to monitor and provide input into the preparation of the academic dimensions of the Markham campus, including research, curriculum, and pedagogy. The Committee has implemented a practice to receive a monthly progress report from the Deputy Provost Markham, Gordon Binsted. The discussions with the Deputy Provost keeps the Committee abreast of the preparations for the delivery of and support for the academic programming at the new campus and faculty engagement in research.

The issues discussed with the Deputy Provost this month touched on the following:

Academic Policy, Planning and Research Committee Report to Senate

- just one of the Senate-approved new degree programs for the Markham campus is waiting approval from the Ontario Universities Council on Quality Assurance
- hiring for the new faculty complement to be based at the new campus is continuing, including the 3 dedicated positions to support the core requirement of a digital literacy course for Markham-based programs
- a space planning committee that includes representation from each of the four anchor Faculties offering programming in Markham is working in collaboration with the Deputy Provost on space allocation planning at the campus
- the four anchor Faculties have been engaged in the development of the curriculum that will support the general education requirements and elective course offerings, and the new curriculum will proceed through the appropriate governance approval processes
- work is progressing on the arrangements and infrastructure to enable the plan for students being able to complete all degree requirements at the Markham campus, including the experiential education component integrated in each program.

d. Thanks to Members Completing Terms

The end of the fall term sees Celia Haig-Brown and Mario Roy completing terms on APPRC. I wish to extend appreciation to these colleagues for their commitment to the committee during these very busy last couple of years, and also for their valuable contributions to the work of APPRC and Senate. Governance is at its best when colleagues engage collaboratively to support the academic mission of the University, and on this count these APPRC members shone over the course of their terms.

Michael Moir
Chair of APPRC

Centre for Research in Earth and Space Science

Terms and Expectations

2023 – 2028 Charter

1. Mandate

The Centre for Research in Earth and Space Science (CRESS) facilitates research activity within the areas of:

- (a) Planetary Exploration
- (b) Climate and Environment and
- (c) Space Technology.

The ultimate goal is the contribution of scientific instruments and the advancement of new methods for space missions. The centre advances research at York University by leading the recruitment for strategic faculty appointments, creating and managing laboratory space, preparing major infrastructure grant applications, and providing administrative support. Externally, CRESS leads engagement on science and exploration from and within space with partners in government, industry and the community.

2. Lead Faculty

As the Lead Faculty, the Lassonde School of Engineering agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of CRESS in collaboration with the Office of the Vice-President Research & Innovation (VPRI).

This support includes promoting membership in CRESS, supplying a decanal representative to serve as Chair of CRESS'S Board, and facilitating selection and approval of Directors for CRESS as warranted. The Lead Faculty further agrees to integrate CRESS's objectives into its strategic research planning and to champion the development of CRESS as a cornerstone of interdisciplinary research activity in the areas of its mandate. CRESS will be considered 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 CRESS has responsibility for oversight and regular review of the Centre's progress against the expectations detailed below. The Board is expected to champion CRESS with internal and external stakeholders as appropriate, and to serve as a

resource for the Director in assisting CRESS achieve its objectives. Composition of the Board for CRESS normally will be as follows:

- a) Dean (or designate), Lassonde School of Engineering, Chair
- b) VPRI (or designate), Vice-Chair
- c) Chair, Department of Electrical Engineering & Computer Science, Lassonde School of Engineering

The Board may consult with the Executive or other governance or advisory bodies established by CRESS but is not intended to replace or take over the functions of those bodies.

4. Directorship

Director terms are typically 5-years in length. Upon the completion of a Directorship term, the Faculty will appoint, following the Director search process, a Director 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, 2023 – 2028

General nature of the research program to be pursued through the ORU

CRESS is organized into three research themes. The themes appear separate but there are crossovers in areas such as instrumentation, platforms, and use of space assets for research goals. CRESS's research remains especially relevant as the CSA continues to build capacity in space technologies and is planning major participation in lunar and Mars exploration. Climate and environment studies are always relevant but with the new Faculty of Environmental and Urban Change (*EUC) formed, opportunities for collaborative research through CRESS are likely.

Proposed Research Program

Planetary Science

The strength in planetary science lies in our emphasis on recruiting faculty members with strong experimental and instrumentation backgrounds. These skills are necessary for developing instrument concepts and investigations and for leading in-situ investigations using instruments built by our industrial partners. These skills have been recognized by the Canadian Space Agency (CSA). The focus of CRESS in this charter period will be to capitalize on the success of the OSIRIS-REx Laser Altimeter and the Phoenix MET instruments before that. The goal is to initiate a major Mars instrument contribution and a smaller instrument or mission contribution. These initiatives will be led by CRESS researchers. Work on these initiatives in terms of developing partnerships, investigations and instrument concepts has been ongoing

and has accelerated in recent years. An additional initiative involves improving the environment for accessing and sustaining the multi-million-dollar planetary focused CFI/ORF grant that has just finished its implementation phase. Additional usage of these facilities is expected to strengthen the research output of the centre, foster additional collaborations within and external to CRESS and contribute to the sustainability of the facility.

Space Technologies

CRESS has a broad set of research skills to support space technologies. CRESS has typically supported individual researchers in this area rather than broader collaborations although some partnerships have developed naturally in the area of CubeSats and instruments on balloon flights. For the next period, CRESS will focus on enabling at least one initiative that can foster collaborations between faculty and graduate students. Currently a space-related NSERC CREATE application is being supported that could fulfil this goal. CRESS researchers will continue to build on space mission development using CubeSats with the DESCENT mission providing a prime example. New space robotic initiatives are also in-work with expected tie-ins to CSA participation in the NASA Lunar Gateway. An additional initiative involves improving the environment for accessing and sustaining the multi-million-dollar space technologies focused CFI/ORF grant that is currently completing its implementation phase. Additional usage of these facilities is expected to strengthen the research output of the centre, foster additional collaborations within and external to CRESS and contribute to the sustainability of the facility.

Climate and the Environment

The climate and the environment piece of the CRESS research triad has been largely in a status-quo mode over the last period. The creation at York of the FEUC presents an opportunity for discussions on joint research programs and potential new members in CRESS. Their faculty complement includes physical scientists and policy experts that offer the possibility of strengthening and rounding out CRESS research initiatives in this area. A possible second initiative for this charter will be whether CRESS can have a positive impact on the communication of scientific results in the area of climate to the general population. Improving communication of research results will be a focus of the charter period. Options under consideration include speakers or round-table discussions with the goal of fostering understanding of different points-of-view and/or different ways of assimilating information. A plan for the future of this research area within the ORU will be a goal of this period.

Anticipated Sources of External Funding

Proposals from CRESS have been selected by the university for recent CFI competitions and one proposal was recently successful. These major grant applications are organized within the research centre with the purpose of providing research infrastructure for numerous members. The major proposal that was submitted for the 2012 competition was not successful, but each of the three main sections formed the basis of subsequent proposals for CFI grants and or contracts from other agencies, and CRESS has had excellent success in this area. The income from grants and contracts is expected to be similar to the past period.

The expectation is an average research income of \$130,000 per member per year for external grants and contracts combined. We note that there is some downward pressure on overheads with some grants providing lower overheads than has been typical in the past.

Plan for Enhancing the Training Environment

Typically, all of the work being carried out within CRESS laboratories are a part of a graduate student project for an M.Sc. or Ph.D. degree. This typically includes 80 students from the Graduate program in Earth and Space Science, and 15 students from the graduate program in Physics and Astronomy. Other HQP include post-doctoral fellows and Research Associates. The space and facilities that CRESS has attracted provide state-of-the-art support for their research. Re-instituting a healthy colloquial series combined with a steady stream of national and international research collaborators provides an intellectually stimulating environment. In a similar way to faculty recruitment, the existence of CRESS aids graduate recruitment.

Plan for engaging in knowledge transfer or knowledge mobilization

Knowledge transfer from CRESS will continue to be done through journal publications, conference participation and industry (and government) collaborations. CRESS will investigate formalizing at least one alliance with another university research centre. To start, we will initiate discussions with local universities to co-sponsor and co-advertise research talks of interest to at least one CRESS theme group. The goal is to improve the opportunities for CRESS researchers and their students and that more interaction will provide natural collaborations to form. CRESS will sponsor one such event per year (on average).

The space missions led from CRESS are on the forefront of knowledge and the discoveries are of such general appeal that the results are not only published in the top journals, but are also reported worldwide in print, radio, and television media. One significant function of CRESS is to provide a focus for attention on the major achievements in space missions in order to attract resources and provide an environment that enhances the effectiveness of the centre for all its members.

Expectations and Projected Deliverables

Space Mission Leadership

The ultimate objective of CRESS is to lead space mission development and instrument contributions. This means that instruments and technology developed within CRESS will be contributed to space missions for planetary exploration, and in Earth orbit. The primary objective has been met in the CRESS led OLA instrument operated on board the NASA OSIRIS-REx spacecraft that provided surface mapping of the asteroid (101955) Bennu. CRESS is supporting initiatives aimed at leading significant contributions in upcoming years. We anticipate CRESS faculty leading one such mission with a goal of two. Significant effort will be made to initiate a major Mars mission through supporting Canadian Space Agency initiatives in this area and providing scientific leadership.

Extra-Faculty Collaboration and Membership

CRESS aims to broaden its collaboration and membership beyond the faculty. Initial positive conversations related to this goal have been undertaken with the Associate Dean of Research. Further action will await conversations with new members and the new Faculty of the Environment and Urban Change and the development of a plan for the Climate and Environment research area.

Technical Support Staff

Until approximately six or seven years ago, there were three technicians/research associates working within CRESS. These staff had skills that include expertise in optics, electronics, mechanical design, machine shop fabrication, aircraft installations, and managing the logistics for field campaigns. Their services are crucial for the research that involves fieldwork. It was a top priority for the previous director to replace some of these capabilities and research capacity by creating a full-time research technician position. The funding challenges during the last CRESS charter period precluded this goal from being met. It is the intent of CRESS to discuss with the ADR potential creative solutions to this limitation in capacity.

Visiting Speakers

A portion of the CRESS general overhead fund will be set aside to reinstitute a series of colloquia by visiting scientists. The funds allow for the invitation of leaders in one of the research themes of CRESS to spend an extended period at York University for working collaboratively with members of CRESS. It is expected that the average number of speakers per year will be ~ 15, and that there will be at least one special series each year corresponding to one of the main research themes of CRESS.

Sponsored Conferences and Workshops

The general overhead fund will be used to sponsor one event per year (on average); this includes conferences, workshops, and symposia.

Support of Graduate Programs

The structure of the research groups within CRESS will continue to follow the standard university model with a faculty member supervising graduate students, postdoctoral fellows, and technicians. Each research project will, typically, be the subject of a Ph.D or M.Sc in ESSE, Mechanical Engineering or Physics and Astronomy (PHAS). The facilities of CRESS will provide the environment in which the students work. It is expected that each member of CRESS will be supervising at least three graduate students per year (on average) and that at least one graduate degree will be granted per year per member.

Membership

The Executive Committee of CRESS will carry out a membership review at the outset of each academic year. The traditional criterion for membership in CRESS was to be a member of the graduate program in Earth and Space Science (ESS). This is no longer an effective criterion. In the new charter for CRESS the criterion for membership will be leadership of significant and funded research projects in an area that is within one of the three priority research themes:

- a) Planetary Exploration
- b) Climate and Environment
- c) Space Technology

The external funding of CRESS member projects will be administered through the CRESS office, and the associated overhead portion, as agreed with the Faculty, will be returned to CRESS. The application for membership in CRESS will include a letter describing the proposed contributions to the CRESS research program and funding. New faculty who were recruited in alignment with the CRESS research themes will be offered membership in CRESS from the outset. Some new members from other departments were added this year, either in recognition of ongoing contributions or with the intent of fostering collaborations.

Website

A new CRESS website is a priority and will be designed in concert with and linked to the Lassonde School of Engineering. Obsolete websites associated with CRESS will be removed. This has been an ongoing challenge and we will seek, in consultation with LSE, a long-term sustainable plan.

Logo and Advertising

The visibility of CRESS, both within and outside the university, has been hampered by the lack of a visually recognizable identity and advertising materials to support this identity. Materials to be created include such things as logos, conference banners, brochures, etc.

Strategic Alliances

CRESS will investigate formalizing at least one alliance with another university research centre. To start, we will initiate discussions with local universities (local is defined as accessible by public transportation) to co-sponsor and co-advertise research talks of interest to at least one CRESS theme group. The goal is to improve the opportunities for CRESS researchers and their students and that more interaction will provide natural collaborations to form. It is expected that CRESS will sponsor one event per year (on average).

Evaluation Metrics

Research Centre Output: Research output has typically been measured by journal publications and conference contributions with a minimum of 3 for each category being expected of each full member. The past metrics related to journal publications and conference contributions will be continued. CRESS will work with LSE to identify approaches for assessing the impact of these outputs.

Financial Performance: The financial performance of the centre will be tracked as has been done in the past although simplification in the accounting will aid this task. The decreasing trends in overhead return from grants will be tracked as a function of funding agency (when possible).

Collaborations: Information on extra-faculty collaborative activities will be collected and assessed as a part of the yearly report to assess the impact of initiatives in this area.

Progress on Initiatives: Information on extra-faculty collaborative activities will be collected and assessed as a part of the yearly report to assess the impact of initiatives in this area.

6. Resource Commitments

VPRI

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

The Lassonde School of Engineering

As the Lead Faculty, the Lassonde School of Engineering, commits to including in its strategic planning the development of CRESS in relevant areas, including faculty

complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, internationalization, and advancement opportunities. The Faculty is committed to ensuring that CRESS has access to sufficient resources throughout the Charter term to fund the Collective Agreement mandated course release, stipend, and benefits for the Director. CRESS will also receive \$30,000 per year for an administrator, as well as space and any other essential infrastructure. As per the Faculty's agreement on the distribution of overhead, 60% will be distributed back to CRESS and one third of that amount will flow back to the researcher in support of new initiatives.

6. PIER

CRESS commits to consult and incorporate Plan for the Intensification and Enhancement of Research (PIER) recommendations into their research and operational activities, and identifies specific actions taken and/or will be taking in each year's annual report.

7. Appendices

Appendix A – Proposed Members of the Executive Committee

Michael Daly, CRESS Director, Chair
George Zhu, Space Technologies
JinJun Shan, ESSE Chair
Patrick Hall, PHAS Chair
James Whiteway, Planetary Science

October 15, 2020

Amir Asif, Vice-President of Research and Innovation
Celia Haig-Brown, Associate Vice-President of Research and Innovation
Rebecca Pillai-Riddell, Associate Vice-President of Research and Innovation
Office of the Vice-President Research & Innovation
Kaneff Tower,
York University

Re: Re-Chartering of the Centre for Research in Earth and Space Science (CRESS).

Dear Vice-President Asif and Associate Vice Presidents Haig-Brown and Pillai-Riddell,

This letter confirms Lassonde's support as the Sponsoring Faculty and host of CRESS.

CRESS has been a star of our Faculty's research enterprise over the last 55 years and an exemplary case of stellar research accomplishments. The faculty is in the process of defining its next Research Strategy, however, strong alignment with this document is anticipated, given the critical role played by this ORU in our faculty's research ecosystem. The recently concluded LSE Faculty Strategic Research Plan (2015-2020) mentions CRESS by name in two of its five research priority areas.

CRESS is an outstanding ORU at York. It easily meets the criterion in the Senate procedures that an ORU must be *"of a high academic standard with realistic goals and aspirations appropriate to the area of research, clearly defined and meeting the expectations set out in the guidelines"*. They are a national leader in planetary science with a focus on the development of custom instruments, measurement techniques, experiments and/or data analysis techniques - all with a goal of developing in-situ science investigations for space-flight opportunities. CRESS is also the key partner for the Canadian Space Agency, as well as international space agencies, bringing in substantial funding and international projects to York.

Lassonde is fully committed to hosting this ORU for the next 5 years with the following commitments:

- Director course release and stipend as mandated by the relevant Collective Agreement
- Space and any other essential infrastructure: CRESS is effectively maintaining the existing CRESS laboratories in the Petrie Science building.

- Administrative support: \$30,000 per year for the administrator
- Distribution of overhead: we have a clear agreement on how overhead is distributed:
 - 60% of the generated overhead will be transferred back to the ORU

We are very pleased to see the progression and achievements of CRESS and will be happy to support its future endeavors to explore more interdisciplinary areas related to its mandate. The Centre has recently expanded its membership to include a more diverse group including mechanical engineering faculty. We not only welcome and want to encourage ever increasing and substantial participation of diverse groups but will also support such partnerships including potential collaborations with the new Faculty of Environmental and Urban change. We anticipate the new collaboration will lead to new innovative projects and technologies taking CRESS into the 21st century.

Given CRESS' re-chartering plan, we anticipate supporting their growth and strength in the next 5 years, enhancing Lassonde's research reputation. Our goal is to promote the research successes and the continual international leadership in Space research by members of CRESS. The Faculty will continue to invest in our research strengths as Research & Partnership have been identified as one of the top priorities for the school. Expansion into climate & environment research by CRESS in the next 5 years are well aligned with our vision and we predict the continued growth of industry partnerships.

As Lassonde's research portfolio grows and intensifies and as we broaden our research endeavors, we expect that the expertise and strength related to CRESS will continue to grow and enable Lassonde and York to increase our reputation.

Sincerely,

A handwritten signature in blue ink, appearing to read 'J. Goodyer', with a small blue dot at the end of the signature.

Jane Goodyer, Dean

Academic Standards, Curriculum and Pedagogy

Report to Senate

Meeting of 15 December 2022

For Action

Notice of Motion

a. Establishment of the degree of Master of Business Administration in Technology Leadership • Schulich School of Business

It is the intention of ASCP to recommend,

that Senate approve the establishment of the degree of Master of Business Administration in Technology Leadership to be housed in the Schulich School of Business, effective 2023-2024.

Rationale

The full proposal and supporting documentation are included as Appendix A. The proposed new Master of Business Administration in Technology Leadership (MBAt) degree program is designed for those with an employment background in technology who wish to prepare for management and leadership roles in technology-based industries. It will be offered on a full-time basis and will be open to candidates with two to five years of relevant work experience in technology or STEM fields.

The proposed MBAt complements, but is distinct from, the suite of Masters programs housed in the Schulich School of Business. It will respond to the need and demand from national and international technology-based firms for managerial talent to in this sector. For students seeking specialized training for management careers in the industry, this program will meet their needs versus the broader learning outcomes of the MBA program. The University will benefit from offering a program that fills a niche for this training that no other business school in Ontario or Canada is currently providing.

The teaching and learning goals of the UAP and Schulich's academic plan will be advanced through this new program. The external appraisers endorsed it and the proponents have incorporated several of their recommendations to strengthen the program. The statements of support from the Dean and the Provost confirm the resources for the new program.

Once the degree type is approved by Senate, a companion resolution to establish the Master of Business Administration in Technology degree program will come forward for approval.

Approvals: Schulich Faculty Council 22 April 2022 • ASCP 2 November 2022 • APPRC 8 December 2022 (concurrence)

ASCP – Report to Senate

New Degree Type

b. Establishment of the degree of Master of Health Industry Administration • Schulich School of Business

Having provided Senate notice of the statutory motion in November, ASCP recommends, that Senate approve the establishment of the degree of Master of Health Industry Administration, Schulich School of Business, effective FW2023-2024.

Rationale:

The full proposal and supporting documentation are included as Appendix A. The proposed new Master of Health Industry Administration degree program seeks to prepare students for the growing demand for health leadership and management in the healthcare industry through a unique combination of management and healthcare administration knowledge. The program will be open both to students who have recently completed undergraduate degrees and healthcare practitioners who are currently working in entry-level facets of healthcare administration but who wish to progress to higher and broader organizational leadership roles in health administration. The MHIA has the potential to serve as an intermediate step for students who, should they wish to progress to senior leadership positions, may choose to enroll in an MBA or EMBA program.

The program is distinct from other Management and Health Administration programs within Schulich, York and Canada, through its integration of leadership development, strategic thinking, systems design and healthcare quality. Healthcare administration programs exist in the Canadian context but vary in terms of the offering unit, degree type, delivery format and duration. Given the challenges and transformations occurring in the healthcare sector in Canada and around the world and the limited number of health administration programs offered by business schools, the program is timely and fills an unmet need. The new degree type is appropriate as it clearly reflects the focus of the degree and program.

Unique program learning outcomes have been articulated for the new degree program, with careful consideration to identify appropriate course sequencing to enable students to build upon their knowledge over the course of the program. Equity, diversity and inclusion principles will be embedded throughout the program and are expressed in the learning outcomes. A number of experiential learning components, such as case analyses, simulations and community-faced projects, will contribute to the achievement of the learning outcomes.

ASCP – Report to Senate

Building on the existing Health Industry Management specialization within the MBA program and Health Industry Management Diploma, Schulich is well positioned to deliver a high-quality program. The external appraisers endorsed the program and the proponents incorporated some of their recommendations in the proposal and committed to considering others, such as the creation of a part-time option, once the program has launched and is well-established.

Statements from the Faculty of Health and organizations in the healthcare sector confirm consultation on and support for the proposed degree. Statements from the Dean and Provost confirm the resources for the new program.

Approvals: Schulich Faculty Council 22 April 2022 • ASCP 28 September 2022 • APPRC 3 November 2022 (concurrence)

New Programs

c. Establishment of the Master of Health Industry Administration degree program • Schulich School of Business

ASCP recommends

that Senate approve the establishment of the Master of Health Industry Administration degree program to be housed in the Schulich School of Business, effective FW2023-2024.

Rationale

See Item 7a above.

d. Establishment of Graduate Diploma in Accounting Analytics • Schulich School of Business

ASCP recommends,

That Senate approve the establishment of the Diploma in Accounting Analytics (Type 3) to be housed in the Schulich School of Business, effective FW2023-2024.

Rationale:

Type 3 diplomas are a stand-alone, direct-entry for-credit 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. Being proposed by the Schulich School of Business is a Type 3 Diploma in Accounting Analytics to meet the need and demand for

ASCP – Report to Senate

professionals in accounting who have the skills to succeed in the increasingly automated, data-centric, and digital field; the proposal and supporting documentation are attached as Appendix C.

The Diploma will be an online program offered on a part-time basis for those working in the accounting field who are seeking to develop a strong foundation in accounting data analytics and visualization. The learning outcomes have been designed to support the goals of the Diploma, and the curriculum supports the achievement of the learning outcomes. The inclusion of an experiential component within the requirements and its focus on building essential 21st century skills align this Diploma well with the 2020-2025 UAP teaching and learning priority. ASCP and APPRC noted the commitment to incorporate considerations of equity, diversity and inclusion issues in the curriculum, and have encouraged the proponents to examine options for integrating intended EDI aspects in the learning outcomes in their process of continuous program enhancement.

This Diploma will be the first of its kind in eastern Canada. It is the intention that following the launch of the Diploma, a full Master of Accounting Analytics program will be developed. The Diploma in Accounting Analytics will be one path to the Master of Accounting Analytics degree, with advanced standing credits towards the requirements.

The Dean has confirmed the resources for the new program, including the IT infrastructure necessary for its online delivery mode.

Approvals: Schulich Faculty Council 30 September 2022 • ASCP 16 November 2022 • APPRC 8 December 2022 (concurrence)

Martin Bunch, Chair

York University

New Program Proposal

**MBA in Technology Leadership
(MBAt)**

November 2022

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Acknowledgements: We thank the many members of the Schulich community who have collaborated on and supported the development of this proposal. Thanks also to Lois Chan, Laura Da Silva and Emily Rush for the expert help in putting together this proposal.

1. INTRODUCTION

Include a brief description of the proposed program. You may also choose to include additional information, such as a description of the consultation process undertaken and/or an analysis of demand for the program. Additionally, you may identify unique curriculum or program innovations, creative components, or significant high impact practices. Where appropriate, include additional elements, for example, consideration of equity, diversity and inclusion, special missions and mandates, and student populations that are being encouraged by governments, institutions, and others.

The proposed 16-month (4-term) full-time MBA program in Leading Technology-Enabled Organizations (MBA_t) will be unique in Canada, offering explicitly designed courses and experiential education components (mandatory experiential education modules (e.g., internships in technology leadership), professional development core, and a capstone integrated field study)) for students interested in leadership roles in the technology-based industries. The program will be designed and taught by faculty within the Schulich School of Business. The current MBA faculty will provide leadership and general management expertise. The current Master of Business Analytics (MBAN) and Master of Management in Artificial Intelligence (MMAI) faculty will provide technical expertise.

The program's primary goal is to develop managerial and leadership skills and competencies in the context of technology and digital transformation initiatives. Other goals of the program will be to produce graduates who will bring leading-edge technological and managerial knowledge to develop proactive organizational responses to technological disruptions. Program graduates will also foster silo-breaking intra-organizational collaborations to create innovative solutions to ongoing business challenges. They will champion clarity of business intent, robust customer connections, and an enriching employee experience.

This focused MBA_t program is not for “Sector Switchers”. It is for people with technology experience seeking Management and Leadership positions in technology roles. In contrast, our current MBA program enables sector switching. More specifically, the current Schulich MBA program is a general leadership degree that is open to all qualified candidates with minimum two years experience in any sector while offering a part-time, full-time or weekend/evening delivery format. It also provides access to 17 different specializations. A significant proportion of the students applying to and admitted into the current MBA program are “Sector Switchers”, namely their education and work experience are drawn from a specific sector and they pursue the MBA with the intention of going into a career in management field unrelated to that sector (for example a student with education and work experience in the field of health intending to switch to a career in marketing).

The program has been designed by the current MBA Program Director in close collaboration with the Schulich’s Senior Leadership Team (Dean Zwick, Associate Dean Annisette, and Associate Dean Kanagaretnam) and a small group of program teaching faculty (hereafter referred to as the program task force).

The motivation for the MBAt program stems from the age of technological disruption, where technology is disrupting business models across industries (e.g., automobiles; hospitality; banking; construction; logistics) and has infused all organizational roles (e.g., purchasing; operations; finance; marketing; logistics; service). Whilst courses in the existing MBA are currently being revised to reflect this technological disruption so that its graduates are prepared for the new demands on traditional organizational roles, the motivation for the MBAt recognizes that in this new environment, technology-based firms are also looking for a different type of managerial talent: one with a “startup mindset”. In particular, a startup mindset” refers to an organic orientation toward creating value for organizational stakeholders in a methodical manner while at a timely pace and toward developing new independent business units that build out a supportive ecosystem for the firm.

The task force also believes Schulich’s long-term commitment and strengths in organizational stakeholder orientation will be an important differentiating factor in educating MBAt students to become future leaders with explicit commitments to diversity, equity, and inclusion, and a commitment to minimizing their environmental footprint, while also developing initiatives to reverse the decline in the natural environment.

Demand for the Program

We have heard from Schulich Dean’s Advisory Council about the need for providing leadership talent for firms in the technology-based industries in Canada and globally. We have already consulted Schulich alumni in leadership positions in technology, venture capital, digital finance and startup sectors, and they are very enthusiastic about this new program (please see Appendix 1c for the list of industry experts consulted by the task force). We plan to get further input with the help of Schulich’s CDC and alumni relations departments. The employer feedback from organizations in the Tech industry that hire our MBA graduates (e.g., Amazon, Deloitte – Technology Consulting) have also been very positive.

According to a recent Bloomberg article¹, “There’s this mismatch between what employers are looking for and what many of the business schools are offering. MBA programs focus heavily on corporate finance. Employers want grads to also be able to handle strategic projects such as broad-scale digital transformation.” The new MBAt program is timely in this regard.

Evidence from Focus Groups:

Who: We conducted three focus group interviews.

¹ <https://www.bloomberg.com/news/articles/2021-08-23/business-school-mba-programs-need-revamp-to-teach-digital-transformation>)

Focus Group Interview 1: Alumni who are in technology-based industries and roles.

Focus Group Interview 2: Individuals who are involved in hiring decisions in the following organizations: Amazon, Salesforce, E&Y, PWC, RBC, and Sunlife.

Focus Group Interview 3: Current students in the MBA Program that fit the target input profile for the MBAt (i.e., STEM degree, 4 years of work experience in technology roles, interest in moving over to the management side of technology).

What:

The findings across these three focus groups were strikingly consistent:

- (i) Employer Demand: Quotes such as “we cannot hire fast enough in technology management positions,” and “We have enough software developers, we need individuals that can create business value from technologies” are representative. “Start this program yesterday” was the general theme from employers.
- (ii) Student Interest: Here as well, the findings are consistent. In both the alumni group (Focus group 1) and in the current student group (Focus group 3), comments were highly supportive of the program. “I want to come back and take this program,” “I will gladly take this program...it is just what I was looking for,” and “Why could you not have started this program when I was deciding on MBA schools,” were the comments we heard repeatedly.

Conclusion: Based on our review of the secondary reports from newspaper articles, and from our primary research with employers and students, we infer that there will be strong demand for this program.

NOTE: The proposed MBAt differs from the existing Master of Management in Artificial Intelligence (MMAI) (<https://schulich.yorku.ca/programs/mmai/>) in two important respects: First, whereas the MMAI is a pre-work experience program, the MBAt requires work experience in technology roles (2 to 5 years) as an entry requirement. Second, as a comparison of the curriculums across the two programs will demonstrate, whereas the principal emphasis in the MMAI is to enhance technical and managerial expertise in the program’s graduates, the principal emphasis in the MBAt is to enhance the leadership expertise in the graduates of the program. Whereas graduates of the MMAI largely act as an interface between technical and managerial roles in organizations, we expect graduates of the MBAt will go into the managerial and leadership roles in technology-based functions and organizations.

Method Used to Develop the Program

The program has been designed by a Schulich-based task force established by the Dean of the Schulich School of Business. The proposed program positioning, structure and

curriculum is the outcome of extensive consultation with internal and external stakeholders. To develop the learning outcomes and curriculum content the task force obtained input from the relevant subject matter disciplines within Schulich, as well as from prospective students and potential employers. The task force also sought input from management practitioners in industry and government, and consultants to fully understand the emerging trends and the knowledge requirements for leadership in technology and digital transformation careers. The learning outcomes in turn informed which courses are needed to provide future graduates with the required knowledge and skills.

Schulich's Student Services and International Relations department (SSIR) has also reviewed the proposed program to provide input. The School's Committee for Equity and Community (CEC) has also been asked to review it to determine ways to incorporate principles and practices of equity, diversity and inclusion within the curriculum. We will also engage in consultations with the Office of Curriculum Innovation and Teaching Excellence (CITE) to ensure that we are adopting the best in class technology and pedagogical practices to enable excellence in teaching quality.

The task force will continue to incorporate feedback from various parties as the proposal moves through the approval process, and this section of the proposal will be updated as the consultation takes place.

Competing Programs

There are currently no full-time MBA programs in the field of leadership in technology-enabled organizations offered by a business school in Ontario and Canada. In the past five years, leading business schools in the U.S. (e.g., Cornell, NYU, Kellogg) have started offering STEM certified technology focussed MBAs in parallel to their flagship MBA programs. Please see Appendix 2a for the listing and details of these programs.

Online searches augmented with phone calls to administrators revealed the number of specialized masters programs in technology in the Canadian landscape. The search focused on this landscape because the task force believes that students will most likely identify their desired country of study first before identifying their preferred programs. However, the program is general enough to be of relevance globally as well as broad enough to be of interest to those interested in leadership in technology and digital transformation wherever they may come from. Please see Appendix 2b for a table outlining the details of a sample of specialized masters programs in technology. These programs are more technically oriented and target pre-experienced students, whereas MBAt is managerial and leadership focussed targeting post-experienced students. We have discussed the specialized masters programs just to highlight the differences, given the familiarity of these programs in the marketplace.

MBAt also complements the proposed Master of Management in Engineering program jointly developed by Lassonde School of Engineering and Schulich School of Business. We are excited about the possibility of granting advanced standing in the MBAt for the

graduates of the new Master of Management and Engineering program after they acquire the required work experience.

2. EVALUATION CRITERIA

2.1 Objectives of the program (QAF 2.1.2.1)

The objectives of the proposed MBAt program are as follows:

1. Transforming Technology Developers into Managers and Leaders. Students coming into this program will have a technology background in the form of a technology-based degree (e.g., engineering) and work experience in a technology role. The fundamental objective of this program is to transform these individuals from technology developers into managers and leaders.

Consider the following scenario: With a degree in engineering, and having worked for 4 years at IBM Canada in a technology development role, Alex Smith is eager to explore new challenges. Pertinent questions include: who is actually using the technology that I am developing? How is it transforming their life? What can I do to make the technology more effective and efficient?

The MBAt will enable Alex Smith to address these questions. Specifically, it will enable Alex to do so by providing the tools, concepts, and methodologies to develop meaningful answers to these questions. Through a required internship, Alex will also have the opportunity to test their understanding by applying their ideas in the workplace and learning from the outcomes that unfold.

2. Create a Startup Mindset. Identifying and executing on growth opportunities is a fundamental characteristic of effective leadership. The MBAt will enable students to identify growth opportunities, develop technological solutions to address these growth opportunities, and build business models that will facilitate the effective, efficient, and sustainable implementation of these technological solutions. Typically, stand-alone start-ups or start-up divisions within established companies work on the development of new technologies and business models. In the venture studio course, students will work with these types of start-up firms/divisions. Through this experience, they will be equipped with the skills needed to grow the businesses that they become part of upon graduation from the MBAt.

3. Create Inclusive Thinkers. Commitment to the triple-bottom-line of ethics, environment, and economics is a long-standing strategic commitment of the Schulich School of Business. Manifesting this commitment, the program will enable technology developers to examine the ethical, environmental, and economic outcomes that technology generates. In doing so, students will become better equipped at developing technologies that serve a social purpose and at implementing

technologies in a manner that is fair and equitable. The program also makes a robust commitment to engaging with diversity, equity, and inclusion issues. All courses and the program overall will be developed in consultation with the newly constituted Committee for Equity and Community within the Schulich School of Business.

4. **Create Effective Team Builders.** Technology implementation projects – for instance, the deployment of Concur at York University to manage the reporting of expenses – entails teamwork among technology developers, influencers, and users. While the development of cross-functional teams creates the potential for synergy, it also contains the seeds of conflict. In this program, students will learn how to enhance the former, while mitigating the latter. Special attention will be paid to ensuring that graduates of this program become effective and efficient orchestrators of multi-functional – and indeed multi-national – teams. Since teamwork today can be both in-person and remote, the program will equip students with the capabilities to enhance teamwork across both mediums.
5. **Create Compelling Communicators.** Innovation – both its development and its adoption – requires persuasion. Given the risk it entails, the resisters of innovation are many. In this program, students will learn how to present their case for technology initiatives (i.e., development and adoption) in a manner that is clear and compelling. They will learn to do this across multiple mediums – written, oral, and visual – and across multiple forms within each medium (e.g., within the written medium, they will learn how to craft effective emails, create compelling longer documents, and so forth).

Commitment to Specific Pedagogical Means to Attain the Objectives

1. **Commitment to Experiential Learning.** The program makes an explicit and extensive commitment to experiential learning. Three observations will underscore the commitment. One, students will be required to complete an internship (the “Mandatory Internship” course). Two, students will have to work with start-ups that are either stand-alone or distinct units within established businesses that are focused upon developing new technological solutions and business models to address on-going business problems (the “Venture Studio” course) more effectively, efficiently, and sustainably. Three, all courses will be required—by design—to devote 30% of class time toward experiential learning initiatives in the form of discussions, case studies, simulations, and guest lectures.
2. **Commitment to Integrating Theory and Practice.** The program will actively integrate the worlds of theory and practice. We will be striving to bring leading practitioners into the classroom as a continuous presence. Where possible, we will encourage instructors to work with specific leading practitioners to develop integrated learning modules.
3. **Commitment to Professional Development.** The program will create graduates that radiate an executive presence. That is, it will create graduates that know the technology

landscape, understand the issues and concerns of non-technology developers so as to develop synergies with them, communicate in a clear and compelling fashion, and are dedicated to creating competitive advantage and a social purpose for the organizations within which they work. The program will develop graduates that employers will value.

Characteristics of the Desired Applicant

- 1. Academic Background:** The applicant should have an undergraduate degree from a recognized (national or international) university. Preferred degrees are in the areas of STEM; and to a lesser extent in Business; and Design.
- 2. Entry Requirements:** In addition to the academic background mentioned above, the candidate should have a track record of 2 to 5 years of work in a technology firm and/or in a technology-enabled role in a non-technology firm (e.g., financial services).
- 3. Rationale for Technology-Related Work Experience:** The narrow focus on a technology related work experience is important for two reasons: First, because it aligns with the major objective of the program, being to transform technology developers into engineers. Second, this narrow focus serves to distinguish the MBAt from the regular MBA program. In the latter program, we welcome students from a diverse range of work backgrounds. The regular MBA is designed to give students the opportunity to change their functional orientations, for example, students will have worked in the cultural sector and go on to become marketing managers for consumer brands. By contrast, the MBAt is to enable students to stay within the technology sector, while changing the nature of their role from technology developers to managers/leaders in this sector.

Consistency of the Program with the Institution's Mission and Academic Plans University

Academic Plan

The proposed MBAt program will support many of the University's goals as outlined in the 2020-2025 University Academic Plan (UAP), including:

21st Century Learning

- ***Continued efforts to make York a more attractive destination for all potential students, including Indigenous students and equity seeking groups***
- ***Pursue inclusive excellence by decolonizing curriculum and ensuring our graduates are known for their global mindset, ethical judgment, and superior ability to integrate diverse ideas and worldviews***

The MBAt program is committed to equity, diversity and inclusion (EDI) and helping the School achieve its goals in these areas. The program proposal was presented to the School's Committee for Equity and Inclusion (CEC) and

suggestions from the CEC for how to incorporate or address EDI issues in the program and curriculum were discussed by the program development task force, and incorporated into the proposal (please see the stated program objective of creating inclusive thinks and explicit learning outcome emphasizing all stakeholders and responsible business)

- ***Additional growth and diversification of our international student body, reaching our goal of 20-25% of our students being international***

It is anticipated that the proposed program will be attractive to international students as it is sufficiently general and comprehensive to be relevant to technology industries globally. Topics such as logistics, data analytics, accounting, finance are global in nature. Plus, technology firms are trans-national in that they draw from a multi-national workforce and create multi-national workflows, while serving customers all over the world. Further, just like graduates of the regular MBA program, graduates of the MBAt program would be eligible to apply for a Post-Graduation Work Permit (PGWP), which is an attractive prospect for those looking to gain a career foothold in Canada.

- ***Continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking***
- ***Build essential 21st century skills into our programs, including digital fluencies, information literacies, critical thinking, and the ability to ask good questions, marshal evidence, and communicate effectively across varied media***

This program has been developed in response to the growing need for more highly capable leaders for the technology industry along with a gap in MBA programs offered by Canadian business schools in the field of leadership in technology-enabled organization. The program's learning outcomes include a focus on understanding the foundations of management, and leadership, and managing technology and digital transformation. They also include the ability to think critically and strategically, communicate clearly and persuasively both orally and in writing, effectively present data in a visual manner, manage a project from start to finish, and understand and respond to the broader social and ethical contexts of the field that form an essential part of well-informed professional judgment and decision-making.

- ***Offer a wider range of credentials and flexible delivery options, from in-person to virtual, to expand access to learning for diverse individuals at multiple stages of their lives and careers***
- ***Encourage students to become lifelong learners with the curiosity, research and creative skills, and habits of mind to continually question and update their own knowledge***

Our existing MBA Program is indeed designed to welcome students from a range of academic backgrounds and credentials. It also provides flexible delivery options (part-time vs. full-time). By contrast, the MBAt is intended to be more focused on technology developers and offers only one delivery option: Namely, full-time.

Note, however, that the program will make use of the School's hyflex facilities. In terms 3 and 4 of the proposed curriculum, we plan to deliver all the courses in a hyflex format, which will provide students with flexibility in how they choose to attend their courses.

The MBAt program will be part of the pathway of programs within the School that cater to individuals at different stages in their career trajectory. The MBAt will articulate with other existing programs at Schulich (e.g., Master of Management, Master of Business Analytics, Master of Management in Artificial Intelligence (MMAI)) and with emerging programs (e.g., the proposed Master of Management and Engineering) such that graduates from those programs with a "B" standing will be eligible for course exemptions in the MBAt (provided they meet the work experience requirement). This way, the School will nurture an ongoing relationship with students from these other programs within the School. Furthermore, we will develop initiatives with the graduates from our programs such that they create internship opportunities for the next generation of students in the program. Graduates from the program will also be invited to be part of the Professional Development course and serve as special guests in other courses, thereby reinforcing our intent to foster experiential learning in the classroom.

- ***Attain our goal of providing every student with an experiential learning opportunity, regardless of program***

The program makes an explicit commitment to experiential learning in the following ways:

1. Every course will commit 30% of the total time to experiential learning initiatives (guest lectures, simulations, case studies, etc.).
2. Every course will be encouraged to have an ongoing relationship with an industry leader who will sit in on the lectures and offer experiential insights to the students.
3. The program has a required internship component.
4. The program will require students to work with real-world clients to develop technology solutions for their business needs and to work with the client to ensure the implementation of these solutions.

- ***Maximizing our impact by building on the success of Innovation York to expand student, faculty, and community access to entrepreneurial programming and to increase our innovation activities. Entrepreneurialism and innovation will also be at the core of our teaching and learning by supporting our students and community members as they seek to create new opportunities in the business world.***

Working in Partnership

- ***Developing with partners in Vaughan an integrated, interdisciplinary health precinct that will serve the needs of a growing region, while creating synergies for health-related research, teaching, and innovation***

Schulich’s MBAt degree program will be aligned with and serve York’s long-term vision to be a technology hub in the city of Vaughan addressing Ontario’s opportunity in this domain. The MBAt will help develop individuals that will create and implement technology solutions to address business and societal challenges.

York’s Strategic Mandate Agreement for 2020-2025

The proposed MBAt also aligns with York University’s Strategic Mandate Agreement on many fronts. The emphasized program areas of strength and growth listed in the SMA 3 include business, management, marketing, and related support services and the university expects these clusters of programs to be significant drivers of enrolment in the coming years. The MBAt aims to contribute to this growth at the graduate level. By providing a net addition to the University’s masters complement, it will help the University to address its goal of enhanced graduate studies and reaching the masters-level enrolment target. The MBAt will also contribute to positive economic outcomes for its graduates, aligning postsecondary education with labour market outcomes, and expanding access to leadership training for technologists, which will help the University meet the growing demand for graduates with technology skills. In sum, the program is a manifestation of York University’s focus and specialization at the intersection of engineering, management and technology.

Schulich’s MBAt will also contribute to specific metrics in the SMA:

- ***Graduate employment rate in a related field:*** we expect that 90% of Schulich’s MBAt graduates will find jobs in technology roles within 3 months of graduation. This is based on extrapolation of our current MBA graduates across specializations.
- ***Institutional strength and focus:*** This technology management degree reflects York university’s strength and focus in engineering, artificial intelligence applications and business.

- *Graduation rate:* We expect a very high graduation rate given the 16-month duration of the program, and the high-quality student services support available.
- *Experiential learning:* In addition to a range of course-embedded experiential learning activities, a mandatory internship is required for all MBAt students, as is a technology-related integrated field project where they work with organizations to develop and implement technology solutions for clients.
- *Graduate employment earnings:* We expect the average starting salaries to reflect a graduate degree from a prominent business school, with significant opportunities for growth.
- *Skills and competencies:* Schulich's MBAt graduates will have in-demand skills and competencies in many areas, including an understanding of technology, innovation, public policy evaluation, performance metrics and strategy/leadership for the growing technology sector.

Faculty Goals

Schulich's academic plan calls for the School to be global, innovative, and diverse, and the MBAt program will add to this mandate by bringing a unique and high-quality program to an important local, national and international markets that lack an adequate supply of high-quality management training options in this growing field. The program offers graduate-level management education to academically strong individuals who need of managerial training and experience, and it will offer this preparation to a diverse group of students from varying backgrounds.

The MBAt will also contribute to achieving the following priorities outlined in the School's institutional plan:

- **Experiential Learning:** Maintain/Develop excellent experiential education through internships, exchanges, visits by industry leaders and program redesign
- Ensure continued global recognition of Schulich as a knowledge leader in external business
- Develop and implement plans to grow local and national as well as international recognition of the reputation of Schulich, its faculty and students with governments and in the external business community
- Maintain and expand local and national partnerships with all levels of government, with the business community and with the academic community, and with previously underserved communities, including support for and expansion of entrepreneurial activity

The program furthers the Faculty's shared goals of pedagogical innovation through the use of experiential, community-involved, and high impact teaching practices. For

example, MBAt students will be required to work on a mandatory internship in technology organization or in a non-technology organization but in a technology role. Further, they will also be tasked with developing innovative technological solutions for real-world clients.

The MBAt will also help the School absorb graduates from its direct-entry programs in emerging management areas, thereby creating a pipeline of continuing education that begins with an undergraduate degree, moves on to a one-year specialized masters degree, and culminates in the MBA. Schulich shares York's commitment to ensuring that graduates are able to articulate the relevance and value of their education to a wide range of employers and can move into their desired careers and be adaptive to the changing nature of their careers over time. A key priority for the School is to ensure we provide all of our graduates with the knowledge, experience, and transferable skills they need to adapt and thrive in a rapidly changing future labour market. The MBAt will focus on teaching durable skills and relevant competencies that employers consistently identify as important: communication, digital literacy, effective collaboration with others, ethical judgment, project management, creativity, and resourcefulness in solving problems. These skills are crucial to ensuring the versatility and flexibility that graduates will need to succeed in multiple jobs throughout their careers. The MBAt will offer specific and rigorous courses in all of these areas.

2.2 Program Requirements (QAF2.1.2.2)

Describe: How the program's structure and requirements meet the program objectives and program-level learning outcomes

How the program's structure, requirements and program-level learning outcomes ensure students meet the institution's Undergraduate or Graduate Degree Level Expectations

How the proposed mode(s) of delivery facilitate the students' successful completion of the program-level learning outcomes; and

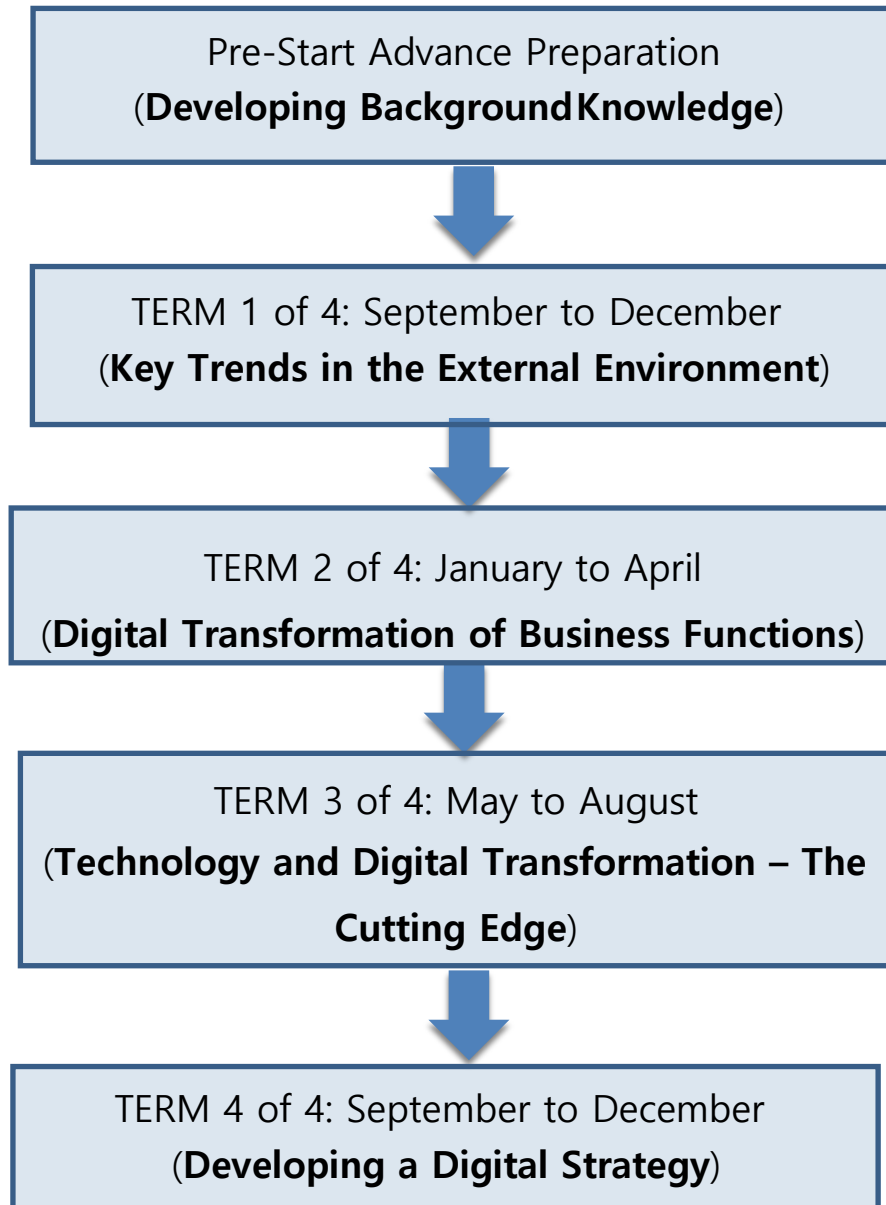
The ways in which the curriculum addresses the current state of the discipline or area of study.

NOTE: Ensure that the proposal makes a clear distinction between program objectives and program-level learning outcomes. Guidance on program objectives and program-level learning outcomes, including examples, is available [here](#). It may be helpful to include a table that maps program requirements (i.e., courses, experiential education requirements, theses or major research projects) to program objectives and program-level learning outcomes.

(Source: <https://oucqa.ca/guide/program-objectives-and-program-level-learning-outcomes/>)

Figure 1: Overview of the Program Structure

The underlying logic for the program structure (i.e., the courses and the manner in which they are sequenced) is articulated in the following figure:



Term 1: The focus in this term is to expose students to key trends in the external environment, that is, the environment that is external to the organization. As such, they will learn about the normative, regulatory, economic, and customer environments with a particular emphasis on how these trends are impacting technology companies and technology-enabled roles.

Term 2: In this term, the focus will shift to the internal functions of the organization. As such, students will learn how technology generally, and digital transformation more particularly, is altering practices in domains such as accounting, finance, operation, and human resources. In addition to learning about the changes, students will also gain knowledge on how to manage these changes for effectiveness and efficiency benefits.

Term 3: In this term, students will acquire in-depth knowledge in specific technological domains. As well, they will work on their mandatory internship within technology enabled organizations. The objective of the internship is for students to become exposed to implementation and strategic issues associated with technology. Companies that are in the midst of digital transformation initiatives will be identified and selected for the mandatory internships.

Term 4: In the final term, students will take a course in strategy. The intent of this course is to enable them to transform their organization's technology into a source of competitive advantage within their organizations around why technological innovations are necessary from a competitive advantage perspective. In addition, students will take the Venture Studio course, the purpose of which is to instill in them a start-up mindset. To achieve this, students will work either with a stand-alone start-up or one that is part of a larger organization. In either case, the focus of the business entity is on developing novel technological solutions and business models to address on-going business problems. The two courses in combination – one theoretical and the other practical—will give students a powerful lesson in how technology can generate competitive advantage for organizations.

As indicated in Figure 1, students prior to beginning the program, will be learning the language and mindset of business through online modules on business fundamentals and modules on the Business Model Canvas. The Fundamentals of Business piece consists of four separate online modules (covering Accounting, Economic, Statistics and Excel) developed internally by Schulich instructors, with each module having 9-hours of asynchronous delivery and formal assessment at the end. The module on Business Model Canvas that lays the foundation for how an organization creates, delivers and captures and captures value will be developed by a Schulich instructor and will have 9-hours of asynchronous delivery and a formal assessment. This is especially necessary given their non-business backgrounds and work experience. The idea is for students to have the requisite background knowledge to facilitate absorption of the materials they will engage with during formal coursework (Term 1 onwards). The students will have to successfully complete the online modules on business fundamentals and the module on the Business Model Canvas prior to enrollment in the first term.

Program Structure

Figure 2

MBA Program Structure

TERM 1: (Sept to Dec) <i>(Key Trends in the External Environment)</i>		TERM 2: (Jan to Apr) <i>(Digital Transformation of Business Functions)</i>	TERM 3: (May to Aug) <i>(Technology and Digital Transformation – The Cutting Edge)</i>	TERM 4: (Sept to Dec) <i>(Developing a Digital Strategy)</i>
SUST 5100: Ethics and Technology		ACTG 5201: Reporting and Control in Technology Firms (3.0)	Elective 1 (3.0)	SGMT 6010: Strategy in the Digital Age (3.0)
OMIS 5100: Emerging Technologies and the Changing Landscape of Business (3.0)		FINE5201: Digital Finance (3.0)	Elective 2 (3.0)	MGMT 6110: Venture Studio: The Acceleration Mission (6.0)
ECON 5110: Digital Economics (3.0)		OMIS 5201: Digitizing Supply Chain Operations (3.0)	MGMT 5300: Mandatory Internship (6.0)	
MKTG 5100: Unlocking Value for Customers Through Technology and Digital Transformation (3.0)		ORGS 5201: Leading and Managing Digital Transformation (3.0)		
MGMT 5190: Professional Development Hive (1.5)	MGMT 5110: Technology Firms and the Global Environment (1.5)	MGMT 5290: Professional Development Hive (1.5)		
Credits: 15		Credits: 13.5	Credits: 12	Credits: 9

Program Learning Outcomes

The learning outcomes for the program are detailed below. They have been mapped against the program's courses (see Appendix 4 for the MBA curriculum map) and the Ontario degree level expectations (see Appendix 5). Assessment of the program's outcomes has also been mapped out in Appendix 6. The Schulich Master Programs Committee, the Committee for Equity and Community, and Faculty Council, will be charged with reviewing these objectives on a periodic basis under the guidance of the program director.

The program's learning outcomes are as follows:

- **Goal 1: Core Business Knowledge & Understanding**
 - 1.1 Demonstrate knowledge of the main theories, concepts, methods, and current issues in each of the major functional disciplines of management as they are practiced within the digital world
- **Goal 2: Critical Analysis & Decision-Making**
 - 2.1 Identify and analyze complex, cross-functional management problems using ambiguous qualitative and quantitative data in the context of technology and digital transformation initiatives.
 - 2.2 Effectively lead technology and digital transformation initiatives from startup to completion.
- **Goal 3: Professional Communication**
 - 3.1 Create and deliver effective and engaging presentations.
 - 3.2 Successfully carry out negotiations.
 - 3.3 Work effectively in interdisciplinary and cross-cultural teams.
- **Goal 4: Responsible Business**
 - 4.1 Derive innovative solutions and implementation plans for complex management problems that create sustainable value for all stakeholders taking into account ethical, social, DEI, and environmental issues in the context of technology and digital transformation initiatives.

- **Goal 5: Global Perspective**

5.1 Evaluate issues and potential approaches to decision-making in technology and digital transformation initiatives in the global context.

Course Work

The program will require students to complete 49.5 credits over four terms of full-time study. The curriculum comprises 15 courses (13 core and 2 electives) that range in credit value from 1.5 to 6.00. Term 1 = 15 credits; Term 2 = 13.5 credits; Term 3 = 12 credits; and Term 4 = 9 credits – for a total of 49.5 credits. All the 13 core courses are being newly designed. The 2 electives will be sourced from the existing pool of courses offerings in the Master of Business Analytics and the Master of Management in Artificial Intelligence programs at Schulich. The short descriptions of all the courses in the program can be viewed in Appendix 3. The full set of course outlines and proposal forms can be found in Appendix 10.

Note: In addition to the required courses and the 2 pre-determined electives mentioned above, MBA students will be allowed to register for MBA electives in Terms 3 and 4 but NOT allowed to take courses from other Schulich Graduate Programs.

Mode of delivery

The program outcomes will be achieved via a course-based and primarily in-person delivery format. The nature of the coursework varies, depending on the expected learning outcomes for each course. In-person lectures and learning activities will be complemented with synchronous and asynchronous virtual learning opportunities embedded within each course (e.g., live and/or recorded interactive lectures in the flipped classroom format, along with other learning activities that help develop understanding of course concepts as well as promote teamwork and collaboration). Other learning activities include case analysis and discussion, teamwork exercises, guest speaker presentations, simulations, and outreach to external organizations.

Experiential Education

The program makes an explicit commitment to experiential learning. This includes a commitment to devoting 30% of total time to experiential learning initiatives in each course, development of sustained relationships with practitioners in the classroom, a mandatory workplace internship, and a project designed to add value to real-world clients involving the creation and implementation of a technological solution to a business problem.

Program Requirements for graduate programs only (QAF 2.1.2.3)

Provide a clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time period. Provide evidence that each graduate student is required to take a minimum of two-thirds of the course requirements from among graduate-level courses.

For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for degree completion

The program consists of 49.5 credits in total and is designed to be completed within 16 months. Students will complete between 9-15 credits per term, a manageable course load that will help ensure they are able to achieve the program-level learning outcomes and requirements within the 16 months time frame. All courses students will take in this program are graduate-level courses.

This is also professional rather than a research-focused program. Therefore the focus will be on coursework and completion of the experiential learning courses (MGMT 5300: **Mandatory Internship (6.0)** and **MGMT 6110: Venture Studio: The Acceleration Mission (6.0)**). The nature of the assignment in the capstone course is such that students can complete it within one 12-week term. Schulich has not experienced issues with students in its other capstone consulting courses being unable to complete the work within the established timeframe.

2.3 Assessment of teaching and learning (QAF 2.1.2.4)

Describe the methods for assessing student achievement of the program-level learning outcomes and degree level expectations and the appropriateness of these methods.

Describe the program's plans to monitor and assess:

- i. The overall quality of the program;*
- ii. Whether the program is achieving in practice its proposed objectives;*
- iii. Whether its students are achieving the program-level learning outcomes; and*
- iv. How the resulting information will be documented and subsequently used to inform continuous program improvement.*

NOTE: In this section, the proposal should again make a clear distinction between program-level learning outcomes, program objectives, and degree-level expectations. Additionally, programs should ensure that the plans for monitoring and assessing student achievement provide an assessment of students currently enrolled as well as post-graduation metrics. Please see [Guidance on Assessment of Teaching and Learning](#) for advice from the Appraisal Committee on how to satisfy these criteria.

The grading and assessment process will be consistent with that are used in other Schulich master's programs. Overall course grades will be based on the student's

performance on the various assessments of the courses, including written assignments, case analyses, teamwork, presentations, examinations (mid-term tests and final examinations), and their contribution to class participation and learning. Assignments, exercises or exams will also serve to assess the achievement of the learning outcomes.

Please see the program's curriculum map in Appendix 4 for courses in which learning outcomes will be assessed.

The program has also established a detailed assurance of learning (AoL) plan for the purposes of demonstrating and documenting students' performance levels with respect to the program's learning outcomes and DLEs. Each program-level learning outcome will be measured by an individually completed assessment embedded in a particular course throughout the curriculum (see a list of final assessments in Appendix 6). Student performance on these final assessments will be assessed against pre-established performance benchmarks, conveyed through the use of rubrics where appropriate.

The assessment of students' performance levels with regard to learning outcomes will be supported by Schulich's learning management system, Canvas. This system offers learning outcome functionality in which outcomes can be set and aligned at both the course and program levels, and assessments can be aligned to outcomes through the use of course-specific or program-wide grading rubrics. The grading of student work in Canvas results in the automatic collection and compilation of data on student progress and allows for the tracking and reporting of performance levels to support the enhancement of curriculum and teaching, the identification of at-risk students, and reporting requirements for accreditation processes.

The performance data will serve as the basis of the program's assurance of learning plan, enable evidence-based decision-making with regards to the identification of gaps in student performance in relation to the expected learning outcomes, and enable the 'closing of the loop' on its curricular improvement initiatives (course or program level modifications) undertaken to address these gaps. The student performance data from Canvas will be used to prepare assurance of learning reports for the program director to review after the completion of each academic year. These reports will indicate student performance data on the assessments tied to each outcome, and when compared against the program's benchmarks for achievement, are intended to serve as a guide for the program director in determining whether any course and program modifications may be needed to better enable students to achieve the learning outcomes of the program.

2.4 Admission Requirements (QAF 2.1.2.5)

Describe the program's admission requirements and their appropriateness, given the program objectives and program-level learning outcomes.

Provide an explanation of any applicable alternative admission requirements, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.

The minimum admission requirements are as follows:

- An undergraduate degree from a recognized post-secondary institution with a minimum B average in the last two full years (or equivalent) of academic work. Three-year cycle undergraduate degrees from institutions that meet the criteria set forth in the Bologna Declaration may be acceptable as the equivalent of an undergraduate honours degree.
- 2 to 5 years of work experience in technology firms and/or in technology-enabled roles in non-technology firms is required.
- Alternate admissions requirement: Graduates with other 3-year degrees may be admitted as well. All graduates with 3-year degrees must possess at least three years of post-graduation work experience in a sector relevant to the program.
- Proof of English language proficiency if prior studies were not completed in English:
 - TOEFL (iBT): 100 with minimum component scores of 23 or IELTS: 7.0 overall with minimum component scores of 6.5.
- A supplementary application form that shows strong evidence of leadership ability.
- Two letters of recommendation. It is recommended that one of these is from a professor.
- A panel interview with Student Services, Career Services, and the Program Director.

2.5 Resources (QAF 2.1.2.6)

Given the program's planned / anticipated class sizes and cohorts as well as its program-level learning outcomes:

- a) *Provide evidence of participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment;*

NOTE: It may be helpful to create a table or map detailing faculty teaching assignments.

As applicable, discuss and/or explain the role and approximate percentage of adjunct/part-time faculty/limited term appointments used in the delivery of the program, including plans to ensure the sustainability of the program and the quality of the student experience;

NOTE: For programs in which sessional/adjunct faculty have a large role: provide evidence of a long-term plan to ensure that a sustainable, quality program will be delivered when a large proportion of the courses are to be taught by sessional instructors/adjunct faculty. This should include a rationale for the use of a large number of sessional faculty for program delivery, how and from where sessional instructors will be recruited, concrete plans for how a stable and consistent approach to teaching the program's learning outcomes will be ensured, and information regarding how a consistent assessment of the students' achievement of these learning outcomes will be maintained under these circumstances.

Enrolment Projections & Class Sizes

The School plans to launch the program in the Fall of 2023 with an initial class size of approximately 30-35 students. First-year enrolment will be capped at 55 students. This target is reasonable and achievable since a significant proportion of students enrolled in our current MBA program (over 50%) have STEM background, and this new MBAt program will be attractive to this group of students. In fact, four new courses offered as part of the Digital Transformation specialization in our existing MBA program in the 2021/22 academic year have been fully subscribed. This is a strong indicator of potential demand for MBAt. The expected steady-state maximum enrolment target is one full class (55 students).

Full-Time Format

The MBAt will be launched as a full-time program only. However, terms 3 and 4 will be heavily focused on experiential learning (mandatory internship in term 3 and a capstone integrated field study in term 4).

Housing of Courses within the School

All courses in the MBAt program will be housed within Schulich School of Business. All 13 core courses in the program are developed and taught by full-time Schulich full-time faculty. The two elective courses will come from the OMIS Area of the school and will be courses currently offered in the Master of Business Analytics (MBAN) and Master of Management in Artificial Intelligence (MMAI) programs.

Teaching Resources

One of Schulich's greatest strengths is the wide breadth of knowledge and experience of its faculty, which includes specialists in all areas of management in every type of organization as well as those who are experienced with the broader strategic

overview that is necessary for successful management in both public and private realms. As well, Schulich is one of the very few business schools that has experts in areas such as sustainability, ethics, digital transformation, supply chain, artificial intelligence, and health care, to cite a few.

The resources for this program will be drawn from the general resource base of the Schulich School. Although 13 new courses will be required for each entering cohort of 55 students, it is expected that financing for these courses will be derived mainly from the additional revenue thereby generated. Appendix 7 provides a list of the program's core courses with potential instructor assignments. As the list indicates, the program will also be taught predominantly by full-time faculty members. Once the program reaches steady-state enrolment, Schulich plans to hire new faculty members with synergistic research and teaching backgrounds. Over time, growth in hiring will correspond to growth in enrolment.

b) Describe the provision of supervision of experiential learning opportunities, if applicable;

The professional development course and the placements for the mandatory internship will be coordinated by Dr. Minerva Cernea, Associate Director and head of the Professional Development and Experiential Education Office for the Schulich School of Business, with the help of the MBAt program office, which will be responsible for sourcing the internship placements.

The capstone integrated field study course will be taught by an experienced Adjunct Professor who also holds the role of Executive Director of the Office of Innovation & Entrepreneurship. The Director has significant experience guiding students through capstone projects and is very familiar with the kinds of issues that can arise and the kinds of support students need to complete their projects successfully.

One concern that was raised regarding experiential learning opportunities pertains to the potential challenges that students from equity-deserving groups might face while they were engaged in experiential learning opportunities. Challenges such as working in non-inclusive workplace cultures, for example, are likely to be a significant impediment to meaningful learning for students from equity-deserving groups.

Our approach to help mitigate potential challenges faced by students from equity-deserving groups is multi-faceted. First, we will educate the students. EDI topics are embedded in the curriculum, which will increase knowledge and awareness of these issues. For example, the course called Leading Digital Transformations contains a learning outcome stating that students will learn to "understand and design diversity and inclusion practices in organization." Several classes will be devoted to this learning outcome, which will help students recognize organizational practices which support or constrain equity and diversity initiatives.

Second, our student interns will have full protection under federal labour standards articulated by part 3 of Canada's Employment Code. The provisions in the code, as well as the Ontario Human Right Code, serve to protect those from equity-deserving groups from various workplace challenges while also providing protection from reprisal in the case of complaints. Finally, we carefully manage the expectations of organizations that employ and support our students. Schulich has a long history of experiential education in the current MBA program, with students required to take a mandatory 8-month consulting project in a real organization. In combination, our students' knowledge of EDI topics, legal protections, and client management practices should serve to assist our equity deserving students and provide the supports needed to succeed.

- c) *Describe the administrative unit's planned use of existing human, physical and financial resources, including implications for other existing programs at the university;*

Physical Space

Given the expected initial size of the program, space constraints are not an issue. The program will be housed in the newly constructed Rob and Cheryl McEwen Graduate Study & Research Building, which added 3 large classrooms (one with hyflex technology) and 4 seminar rooms to the number of existing classrooms already available. Adjacent to these classrooms are 8 small group breakout rooms where teams can prepare their group assignments. With the addition of the new building, space will not be a concern for the program for the foreseeable future.

Staff Resources

Beyond course teaching, other resources necessary to support the program will include a program office responsible for sourcing all experiential learning vehicles (e.g., internships, startup studio/product studio sites) and building close relationships with program graduates who will then serve as mentors to new students.

Other support services will be the library, information technology, career services and student and enrolment services, all of which exist at Schulich and serve its other degree programs.

We also anticipate needing one additional academic recruiter to support the recruitment of students to the program.

- d) *Provide evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access; and*

Please see the attached library statement in Appendix 8 which indicates that York University Libraries is well positioned to support the curriculum and research needs of students and faculty in the proposed program.

e) If necessary, provide evidence of additional institutional resource commitments to support the program in step with its ongoing implementation.

We anticipate two changes at Schulich, both of which will free up the resources needed for the MBAt:

- Declining enrollments in the MBA: We have noted a steady decline in enrollments in the MBA over the past 5 years. Data on the number of GMAT test takers (the GMAT being an entry requirement for the MBA) also shows a continued drop, thereby suggesting that we will need fewer sections in the MBA than we have at present.
- Reorganization of the BBA: We are in the midst of reorganizing the undergraduate program at Schulich. This re-organization will also free up considerable faculty resources.

Given these changes, we do not anticipate resource challenges in terms of delivering the MBAt program.

2.6 Resources for graduate programs only (QAF 2.1.2.7)

Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes:

Provide evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate;

Where appropriate to the program, provide evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students; and

Explain how supervisory loads will be distributed in light of qualifications and appointment status of faculty who will provide supervision.

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

On this point, it is important to note that Schulich faculty are active contributors to the development of research in the intellectual areas that inform the MBAt. We have world-leading research scholars in specific areas, such as fintech and big data, who are also teaching in the program. The theme of leadership in the technology space is also of

interest to several of our faculty members that are teaching in the program (see table below).

TOPIC	SCHULICH RESEARCHERS – ALSO TEACHING IN THE PROGRAM
FinTech	Pauline Shum Nolan (https://schulich.yorku.ca/faculty/pauline-m-shum/) Kiridaran (Giri) Kanagaretnam (https://schulich.yorku.ca/faculty/kiridaran-giri-kanagaretnam/)
Big Data Analysis	Henry Kim (https://schulich.yorku.ca/faculty/henry-m-kim/) Murat Kristal (https://schulich.yorku.ca/faculty/murat-kristal/)
Technology Leadership	Kevin Tasa (https://schulich.yorku.ca/faculty/kevin-tasa/)

In sum, the program has the resources to ensure that cutting-edge knowledge is delivered to the students.

2.7 Quality and other indicators (QAF 2.1.2.8)

Provide evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring); and

Provide any other evidence that the program and faculty will ensure the intellectual quality of the student experience.

NOTE: This section is distinguished from Section 2.6 (QAF 2.1.2.6 a)) in its focus on the quality of the faculty and their capacity to ensure the intellectual quality of the student experience, whereas Section 2.6 (QAF 2.1.2.6 a)) addresses whether sufficient numbers of core faculty are available to cover the program’s teaching/supervision duties.

The MBAt faculty primarily consists of existing full-time faculty from all core areas including accounting, marketing, supply chain, data analytics, and strategy and leadership who will ensure that the content in their courses emphasizes management and leadership in technology and digital transformation initiatives. Since this is an applied degree with coursework only, we have also endeavored to incorporate the rapidly changing applied content where all courses will have formal continuous involvement with practitioners who have real world experience in technology and digital transformation initiatives. The vast majority of the program faculty (see Appendix 7) are established researchers who are leading experts in their fields.

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*Appendices denoted in red text not copied for Senate; available upon request from the University Secretariat



Memorandum

To: Lyndon Martin, Vice-Provost Academic
CC: Emily Rush, Thomas Loebel, YUQAP
From: Detlev Zwick, Dean, Schulich School of Business
Date: January 11, 2022
Subject: Statement of Support for the MBA Program in Leading Technology-Enabled Organizations (MBA_T)

Seymour Schulich Building
Schulich School of Business
York University
4700 Keele Street
Toronto, Ontario
Canada M3J 1P3

Web: www.schulich.yorku.ca

I am in full support of the MBA program in Leading Technology-Enabled Organizations (MBA_T) at Schulich. I believe the proponents have a clear vision and rationale for the proposed program. The proposed program is the outcome of in-depth engagement with the global and local business community and responds to the need for a skillset amongst management leaders which has become even more urgent in the context of the rapid technological disruptions underway. Key features of the program, including i) its strong experiential learning components, ii) its potential to embed blended delivery modes and iii) its focus on ensuring that graduates are employment ready, align well with the School's and the University's strategic plans. Moreover, as the proposed MBA_T brings together in one program key strengths for which Schulich is globally recognized, its impact on resources will not be over and above what is expected of any new program delivered by the School. Thus, I am fully confident about the program's ability to sustain itself resource wise.

A handwritten signature in black ink, appearing to read 'D. Zwick'.

Detlev Zwick, PhD
Dean & Tanna H. Schulich Chair in Digital Marketing Strategy
Schulich School of Business

Memorandum

**OFFICE OF THE
PROVOST & VICE-
PRESIDENT ACADEMIC**

9TH FLOOR KANEFF TOWER
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5280

To: Martin Bunch, Chair, ASCP
From: Lisa Philipps, Provost & Vice-President Academic
Date: June 16, 2022
Subject: MBA in Leading Technology-Enabled Organizations

I have reviewed the materials for the proposed professional Master of Business Administration in Leading Technology-Enabled organizations (MBA^t). This memo is my signal of strong support for this innovative program which builds upon the strength of existing programs in the School of Business and York University. This new program is strongly aligned with the University's Academic Plan in its view toward experiential and professional learning, and in its focus on problem-solving skills and collaboration across disciplines.

The MBA^t is designed to offer employment-ready training to students with technical and STEM backgrounds to build management expertise with a "startup mindset" that will equip graduates with the methods and orientation for leadership roles in technology-enabled organizations. With strong commitments to equity, diversity and inclusion and to minimizing environmental impact, this professional training program is unique in Canada in responding to an industry-identified need for people who can create business value from technologies.

This program makes excellent use of resources that are in place already within the Business School and builds on the expertise of full-time faculty in aligned areas. At its launch in 2023, the program will be ready to accept 30-35 full-time students, with a cap of 55 students when steady-state enrolment is achieved. Existing student and career services, library and IT access and physical space are sufficient to support this new degree.

With a strong emphasis on experiential education, a core of professional development courses and a field study component to the capstone project, the MBA^t offers a full-time, 16-month program that will foster intra-organizational collaboration and innovative solution-finding and implementation. Reflecting the priorities addressed in the University's 2020-2025 Academic Plan, this graduate program particularly manifests the concerns for 21st Century Learning in its emphasis on experiential learning, flexible delivery options and developing local partnerships.

I look forward to receiving the reviewer's reports and to submitting the final proposals for approval to Senate, Quality Council and the Ministry of Colleges and Universities in due course.



[Appendix 1.c: External Consultations](#)

SN	NAME	TITLE	INFORMATION
1	Tristan Cammaert	Partner. Financial Services, Digital Transformation & Innovation	https://www.ey.com/en_ca/people/tristan-cammaert
2	Vik Pant	Partner. Artificial Intelligence	https://www.linkedin.com/in/vikpant/?originalSubdomain=ca
3	John Ruffalo	Founder and Managing Partner, Maverix Private Equity	https://www.linkedin.com/in/joruffalo/?originalSubdomain=ca
4	Kishore Moorjani	Former Senior Managing Director at The Blackstone Group	https://www.linkedin.com/in/kishore-moorjani-b42a0a9/
5	Sean Miletello	Project Manager and Leader Developer, Gingko Sustainability Inc.	https://www.linkedin.com/in/smilitello/?originalSubdomain=ca
6	Sharon Joseph	CEO and Founder, Crewasis	https://www.linkedin.com/in/sharonemilyjoseph/ ; https://crewasis.com/
7	Lisa Marie Chen	Design Program Director, Business Automation at IBM	https://www.linkedin.com/in/lisamariechen/?originalSubdomain=ca https://schulich.yorku.ca/faculty/lisa-marie-chen/
8	Cortney Mills	Transformation and Special Projects Manager, North America at Thales	https://www.linkedin.com/in/cortney-mills/?originalSubdomain=ca ; https://www.thalesgroup.com/en/americas/canada
9	Alexandra Smith	Regional Vice President Customer Success Brazil at Salesforce	https://www.linkedin.com/in/alexandra-smith-

Appendix 1c: External Consultations

			705578/?originalSubdomain=br
10	Michon Williams	VP, Technology (Product & Delivery) @ Walmart Canada	https://www.linkedin.com/in/michonwilliams/?originalSubdomain=ca
11	Ashley Hilkewich	Chief Development Officer, Campfire Circle	https://www.linkedin.com/in/ashleyhilkewich/?originalSubdomain=ca
12	Ali Khan	Assistant Vice President, Process Design, Architecture, and Automation at Sunlife Canada	https://www.linkedin.com/in/alikhantoronto/?originalSubdomain=ca
13	Keri Damen	Executive Director, Hunter Hub, at the University of Calgary	https://www.ucalgary.ca/hunter-hub/about/our-team/keri-damen

Appendix 2: Technology Focused Programs in the North American Landscape

Appendix 2.a: STEM Certified Technology Focussed MBAs

	University	Faculty/ Department / School	Program Title	Program Details	Additional Notes
1.	Cornell University	<i>Cornell Tech</i> Samuel Curtis Johnson Graduate School of Management	Johnson Cornell Tech MBA	<u>Program Length</u> - The program is a one-year, full-time, residential MBA program and is geared towards working professionals (3 semesters)	<u>4 concentrations:</u> - Clinical Epidemiology and Health Care Research; - Health Services Research; - Quality Improvement and Patient Safety; - System Leadership and Innovation
2.	Columbia University	Columbia Business School	Master of Business Administration	<u>Program Length</u> - 60 credits (a minimum of 54 MBA classroom based credits) to graduate (core curriculum consists of two full-term courses and eight half-term courses)	- In-person only program - Students are not required to take 15 credits persemester
3.	New York University	Leonard N. Stern School of Business	Tech MBA (NYU Stern's Andre KooTech MBA)	<u>Program Length</u> - A one year program, running May to May (52 credits)	- The curriculumhas four major components: The Business Core, The Technology Core, Stern Solutions, and Electives - Experiential learning opportunities to design, build, and

Appendix 2b: Specialized Masters Programs in Technology

4.					launch technological solutions
	Northwestern University	Kellogg School of Management	The Kellogg & McCormick MBAi Program	<u>Program Length:</u> Program can be completed over four semesters (enables students to work full-time while completing the program in 16 month)	- A joint degree between Kellogg and the McCormick School of Engineering

Appendix 2.b: Specialized Masters Programs in Technology and Entrepreneurship

	University	Faculty/ Department / School	Program Title	Program Details	Additional Notes
1.	University of Waterloo	Graduate Studies and Postdoctoral Affairs	Business, Entrepreneurship and Technology - MBET at Waterloo	<u>Program Length</u> offered in 2 formats: - full-time program completed in one year - part-time program completed in three years	- Entrepreneurship masters program that combines interdisciplinary courses with practical experiences in venture creation and commercialization
2.	Queen's University	Smith School of Business	Master of Management Analytics MMA	<u>Program Length</u> 12 month program offered in 2 formats: - classroom - blended learning	- Each format includes two one-week residential sessions at Smith School of Business facilities to deepen knowledge and network with classmates

Appendix 2b: Specialized Masters Programs in Technology

3.	University of Maryland	Robert H. Smith School of Business	Master of Science in Marketing Analytics MSMA	<u>Program Length:</u> 2 or 3 semesters	- Program is only offered full time
4.	University of Toronto	Rotman School of Management	Master of Management Analytics MMA	<u>Program Length</u> Full-time program one academic year that runs from August to the end of June	- Program includes Management Analytics Practicum

Master of Business Administration Technology (MBAt) Course Summaries

Term 1 (Fall) (15 credits):

SB/SUST 5100 3.0: Ethics and Technology

This course explores the ethical underpinning of several technological issues including Artificial Intelligence, Privacy, Machine Replacement, etc. Students will seek to understand the implications of such technological developments on society, and to manage employees and organizations in a way that balances the tension between technological advancement and human ethics.

SB/OMIS 5100 3.0: Emerging Technologies and the Changing Landscape of Business

This course will train aspiring technology managers and entrepreneurs to think systematically about the interplay between emerging technologies and the business landscape. Students will learn management and strategic-level implications of AI and blockchain applications such as autonomous vehicles, 3D printing and robotics, as well as cryptocurrencies and NFTs. The course culminates with an innovative use case/business model pitch competition.

SB/ECON 5110 3.0: Digital Economics

The digital economy, broadly defined as an economy based on digital goods and services, is built on the foundations of Information and Communication Technology (ICT). The private and public sectors have embraced the digital economy as way to increase benefits, efficiency, and competitive advantage. This course introduces the basic micro and macroeconomic concepts underlying the digital economy.

SB/MKTG 5100 3.0: Unlocking Value for Customers Through Technology and Digital Transformation

This course provides students with the latest conceptual frameworks and analytical tools for marketing decision making in industries affected by disruptive technologies and digital transformations. It develops a managerial and socio-cultural perspective on technology marketing to unlock consumer value. It teaches students to think independently, empathetically, and ethically in a highly competitive and technological environment.

SB/MGMT 5190 1.5: Professional Development Hive – Part 1

This course is designed to help MBA students acquire skills and knowledge that will facilitate their professional development and increase their employability. The students (1) engage in self-assessment, (2) learn to promote themselves in an efficient manner, (3) design a customised internship/job search strategy and (4) develop their intercultural competence and applied knowledge of equity, diversity, and inclusion.

SB/MGMT 5110 1.5: Technology Firms and the Global Environment

This course provides descriptive and managerial treatment of the scope, nature, opportunities and problems for technology-oriented firms as they navigate a dynamic global environment. Through readings and cases drawn from various countries and industries, the course examines how a multitude of formal and informal institutions, both national and supra-national, influence the competitive landscapes of these firms.

Term 2 (Winter) (13.5 credits):

SB/ACTG 5201 3.0: Financial Reporting and Control in Technology Firms

This course is designed to provide students with an understanding of financial reporting, earnings quality and management control issues in technology firms. Concepts will include preparing financial statements, measures of earnings quality, operational risk, break-even analysis, non-routine decision-making, pricing decisions, operating budgets and budgeted financial statements. In arriving at managerial decisions, all stakeholder interests are considered, including DEI and socially responsible decision making around key issues.

SB/FINE 5201 3.0: Finance in the Digital Age

This course is designed to immerse students in basic decision making and risk management in the financial services industry as it shifts to the digital age. Students will study the different verticals in the ecosystem, the importance of financial inclusion, business models, how technology can improve existing operations and accelerate change, as well as the associated risk and regulations.

SB/OMIS 5201 3.0: Digitizing Supply Chain Operations

Supply chain digitization is the process of turning analog supply chain processes into digital ones by establishing dedicated master data that aggregates information from the entire supply chain, and information from some external sources. In this course, students explore and learn the foundations and components of supply chain digitization and make the connection between the strategy, technology, and implementation.

SB/ORGS 5201 3.0: Leading and Managing Digital Transformations

This course explores individual and group behavior in organizations, with a focus on how to create and lead knowledgeable, diverse and resilient work units. Good leadership skills are needed for business solutions to be accepted and implemented. Thus, the course focuses on the topics of persuasion, decision-making, team dynamics, conflict management, communication and diversity and inclusion.

SB/MGMT 5290 1.5: Professional Development Hive – Part 2

This course builds on the knowledge acquired in MGMT 5190, continuing to help students acquire skills and knowledge that will facilitate their professional development and increase

their employability. The students (1) develop an awareness of the changing professional environment (2) learn how to effectively interact with other professionals in different cultural and organizational settings (3) manage the job negotiation process.

Term 3 (Summer) (12 credits):

SB/OMIS XXXX 3.0: Elective 1 (hyflex)

TBD - J. Rungtusanatham - In term 1, the PD will work with the students and the AD of the OMIS area to identify the exact electives.

SB/OMIS XXXX 3.0: Elective 2 (hyflex)

TBD - J. Rungtusanatham - In term 1, the PD will work with the students and the AD of the OMIS area to identify the exact electives.

SB/MGMT 5300 6.0: Mandatory Experiential Learning

This Graduate Placement is important for the understanding of business norms and practices. Through their Graduate Placement experience, students build upon and practice key learnings from their first year MBA courses, reflect on them, and build an experience relevant for the job after graduation. A minimum of 12 weeks full-time work is required to complete this Graduate Placement.

Term 4 (Fall) (12 credits):

SB/SGMT 6010 3.0: Strategic Management in the Digital Era (hyflex)

This course focuses on strategic management in the digital era. It examines how new business models can lead to innovation, transformation, and disruption as well as the impact of networks, platforms, and technologies such as AI on firm performance. Processes within the firm are examined as well as the competitive environment in order to formulate and execute business-level strategy.

SB/MGMT 6110 6.0: Venture Studio: The Acceleration Mission (Integrated Field Study) [Startup Studio/ Product Studio]

This Work Integrated Learning Course (class + startup/founder placement + dedicated additional mentor model) provides students with the opportunity to learn leading product design/roadmap/management strategies and frameworks for high-growth potential technology firms. Students will further learn how those strategies and frameworks connect directly to the investments placed by Venture (VC) Investors seeking scaling tech 'unicorn' firms.

MBA in Technology Leadership (MBAt) Program Level Learning Outcomes and Curriculum Map

TERM (T)	T1						T2					T3			T4	
Program Learning Outcomes	SUST 5100 3.0 Ethics and Technology	OMIS 5100 3.0 Emerging Technologies and the Changing Landscape of Business	ECON 5110 3.0 Digital Economics	MKTG 5100 3.0 Unlocking Value For Customers Through Technology and Digital Transformation	MGMT 5190 1.5 Professional Development Hive Part 1	MGMT 5110 1.5 Technology in Global Markets	ACTG 5201 3.0 Financial Reporting and Control in Technology Firms	FINE 5201 3.0 Finance in the Digital Age	OMIS 5201 3.0 Digitizing Supply Chain Operations	ORGS 5201 3.0 Leading and Managing Digital Transformations	MGMT 5290 1.5 Professional Development Hive Part 2	Elective 1	Elective 2	MGMT 5300 6.0 Mandatory Experiential Learning	SGMT 6010 3.0 Strategic Management in the Digital Era	MGMT 6110 6.0 Venture Studio: The Acceleration Mission
Goal 1 of 5 Core Business Knowledge & Understanding (The MBAt Program will...)																
1.1: Equip students with the knowledge of the main theories, concepts, methods, and current issues in each of the major functional disciplines of management as they are practiced within the digital world	I+A	I+A	I+A	I+A	I+A	I+A	I+A	I+A	I+A	I+A	I+A	I+A	I+A	I+D+R+A	I+R+A	I+R+A
1.2: Develop leadership skills and	D				D				D	D					D+R	

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

TERM (T)	T1						T2					T3			T4	
Program Learning Outcomes	SUST 5100 3.0 Ethics and Technology	OMIS 5100 3.0 Emerging Technologies and the Changing Landscape of Business	ECON 5110 3.0 Digital Economics	MKTG 5100 3.0 Unlocking Value For Customers Through Technology and Digital Transformation	MGMT 5190 1.5 Professional Development Hive Part 1	MGMT 5110 1.5 Technology in Global Markets	ACTG 5201 3.0 Financial Reporting and Control in Technology Firms	FINE 5201 3.0 Finance in the Digital Age	OMIS 5201 3.0 Digitizing Supply Chain Operations	ORGS 5201 3.0 Leading and Managing Digital Transformations	MGMT 5290 1.5 Professional Development Hive Part 2	Elective 1	Elective 2	MGMT 5300 6.0 Mandatory Experiential Learning	SGMT 6010 3.0 Strategic Management in the Digital Era	MGMT 6110 6.0 Venture Studio: The Acceleration Mission
competencies in the context of technology and digital transformation initiatives																
1. 3: Develop teamwork skills and competencies in the context of technology and digital transformation initiatives	I+D +A	I+D+ A	I+ D + A	I+D+ A	I+ D+ A	I+ D+ A	I+D+ A	I+D +A	I+D +A	I+D +A	I+ D+ A	I+ D+ A	I + D + A	I+ D+ R+A	I+D+ R+ A	I+D+R +A
Goal 2 of 5: Critical Analysis & Decision-Making (The MBAt Program will teach students how to...)																
2.1 Identify and analyze complex, cross-functional management			I+ A		I+ A				I+A			I+ A	I + A	I+D +R+ A	I+R+A	I+R+A

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

TERM (T)	T1						T2					T3			T4	
Program Learning Outcomes	SUST 5100 3.0 Ethics and Technology	OMIS 5100 3.0 Emerging Technologies and the Changing Landscape of Business	ECON 5110 3.0 Digital Economics	MKTG 5100 3.0 Unlocking Value For Customers Through Technology and Digital Transformation	MGMT 5190 1.5 Professional Development Hive Part 1	MGMT 5110 1.5 Technology in Global Markets	ACTG 5201 3.0 Financial Reporting and Control in Technology Firms	FINE 5201 3.0 Finance in the Digital Age	OMIS 5201 3.0 Digitizing Supply Chain Operations	ORGS 5201 3.0 Leading and Managing Digital Transformations	MGMT 5290 1.5 Professional Development Hive Part 2	Elective 1	Elective 2	MGMT 5300 6.0 Mandatory Experiential Learning	SGMT 6010 3.0 Strategic Management in the Digital Era	MGMT 6110 6.0 Venture Studio: The Acceleration Mission
problems using ambiguous qualitative and quantitative data in the context of technology and digital transformation initiatives.																
Goal 3 of 5: Professional Communication (The MBA Program will teach students how to...)																
3.1 Create and deliver effective and engaging presentations in the context of technology and digital transformation initiatives.	I+D +A	I+D+ A	I+ D + A	I+D+ A	I+ D+ A	I+ D+ A	I+D+ A	I+D +A	I+D +A	I+D +A	I+ D+ A	I+ D+ A	I + D + A	I+ D+R +A	I+D+ R+A	I+D+R +A

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

TERM (T)	T1						T2					T3			T4	
Program Learning Outcomes	SUST 5100 3.0 Ethics and Technology	OMIS 5100 3.0 Emerging Technologies and the Changing Landscape of Business	ECON 5110 3.0 Digital Economics	MKTG 5100 3.0 Unlocking Value For Customers Through Technology and Digital Transformation	MGMT 5190 1.5 Professional Development Hive Part 1	MGMT 5110 1.5 Technology in Global Markets	ACTG 5201 3.0 Financial Reporting and Control in Technology Firms	FINE 5201 3.0 Finance in the Digital Age	OMIS 5201 3.0 Digitizing Supply Chain Operations	ORGS 5201 3.0 Leading and Managing Digital Transformations	MGMT 5290 1.5 Professional Development Hive Part 2	Elective 1	Elective 2	MGMT 5300 6.0 Mandatory Experiential Learning	SGMT 6010 3.0 Strategic Management in the Digital Era	MGMT 6110 6.0 Venture Studio: The Acceleration Mission
3.2 Successfully carry out negotiations in the context of technology and digital transformation initiatives.										I+D +A				R	I+D+ A	R
Goal 4 of 5: Responsible Business The MBA Program will teach students how to...)																
4.1 Derive innovative solutions and implementation plans for complex management problems that create sustainable value for all	I+D +A	I+D+ A	I+ D + A	I+D+ A	I+ D+ A	I+ D+ A	I+D+ A	I+D +A	I+D +A	I+D +A	I+ D+ A	I+ D+ A	I + D + A	I+ D+ R+A	I+D+ R+A	I+D+R +A

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

TERM (T)	T1						T2					T3			T4	
Program Learning Outcomes	SUST 5100 3.0 Ethics and Technology	OMIS 5100 3.0 Emerging Technologies and the Changing Landscape of Business	ECON 5110 3.0 Digital Economics	MKTG 5100 3.0 Unlocking Value For Customers Through Technology and Digital Transformation	MGMT 5190 1.5 Professional Development Hive Part 1	MGMT 5110 1.5 Technology in Global Markets	ACTG 5201 3.0 Financial Reporting and Control in Technology Firms	FINE 5201 3.0 Finance in the Digital Age	OMIS 5201 3.0 Digitizing Supply Chain Operations	ORGS 5201 3.0 Leading and Managing Digital Transformations	MGMT 5290 1.5 Professional Development Hive Part 2	Elective 1	Elective 2	MGMT 5300 6.0 Mandatory Experiential Learning	SGMT 6010 3.0 Strategic Management in the Digital Era	MGMT 6110 6.0 Venture Studio: The Acceleration Mission
stakeholders taking into account ethical, social, DEI, and environmental issues in the context of technology and digital transformation initiatives.																
Goal 5 of 5: Global Perspective The MBA Program will teach students how to...)																
5.1 Evaluate issues and potential approaches to business decision-making in the global	I	I	I	I	I	I	I+D+A	I	I	I	I	I	I	I	I+D+R	I

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

TERM (T)	T1						T2					T3			T4	
Program Learning Outcomes	SUST 5100 3.0 Ethics and Technology	OMIS 5100 3.0 Emerging Technologies and the Changing Landscape of Business	ECON 5110 3.0 Digital Economics	MKTG 5100 3.0 Unlocking Value For Customers Through Technology and Digital Transformation	MGMT 5190 1.5 Professional Development Hive Part 1	MGMT 5110 1.5 Technology in Global Markets	ACTG 5201 3.0 Financial Reporting and Control in Technology Firms	FINE 5201 3.0 Finance in the Digital Age	OMIS 5201 3.0 Digitizing Supply Chain Operations	ORGS 5201 3.0 Leading and Managing Digital Transformations	MGMT 5290 1.5 Professional Development Hive Part 2	Elective 1	Elective 2	MGMT 5300 6.0 Mandatory Experiential Learning	SGMT 6010 3.0 Strategic Management in the Digital Era	MGMT 6110 6.0 Venture Studio: The Acceleration Mission
context in the context of technology and digital transformation initiatives.																

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

**Mapping of Master Degree Level Expectations against
MBA in Technology Leadership (MBA t) Learning Outcomes**

Master Degree Level Expectations		MBA t Outcomes	
1. Depth and breadth of knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	Goal 1 of 5 Core Business Knowledge & Understanding (The MBA t Program will...)	1.1: Equip students with the knowledge of the main theories, concepts, methods, and current issues in each of the major functional disciplines of management as they are practiced within the digital world
2. Research and scholarship	<p>A conceptual understanding and methodological competence that:</p> <p>a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p> <p>b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</p> <p>c) enables a treatment of complex issues and judgments based on established principles and techniques; and,</p> <p>On the basis of that competence, has shown at least one of the following:</p> <p>a) development and support of a sustained argument in written form; or</p> <p>b) originality in the application of knowledge.</p>	<p>Goal 2 of 5: Critical Analysis & Decision-Making (The MBA t Program will teach students how to...)</p> <p>Goal 4 of 5: Responsible Business The MBA t Program will teach students how to...)</p>	<p>2.1 Identify and analyze complex, cross-functional management problems using ambiguous qualitative and quantitative data in the context of technology and digital transformation initiatives.</p> <p>4.1 Derive innovative solutions and implementation plans for complex management problems that create sustainable value for all stakeholders taking into account ethical, social, DEI, and environmental issues in the context of technology and digital transformation initiatives.</p>

Appendix 5: Mapping of Program Level Learning Outcomes to Degree Level Expectations

<p>3. Level of application of knowledge</p>	<p>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p>		
<p>4. Professional capacity / autonomy</p>	<p>a) The qualities and transferable skills necessary for employment requiring:</p> <p>i) exercise of initiative and of personal responsibility and accountability; and</p> <p>ii) decision-making in complex situations;</p> <p>b) The intellectual independence required for continuing professional development;</p> <p>c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>d) The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>		
<p>5. Level of communication skills</p>	<p>The ability to communicate ideas, issues and conclusions clearly.</p>	<p>Goal 3 of 5: Professional Communication (The MBA Program will teach students how to...)</p>	<p>3.1 Create and deliver effective and engaging presentations in the context of technology and digital transformation initiatives.</p> <p>3.2 Successfully carry out negotiations in the context of technology and digital transformation initiatives.</p>
<p>6. Awareness of limits of knowledge</p>	<p>Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.</p>	<p>Goal 4 of 5: Responsible Business The MBA Program will teach students how to...)</p> <p>Goal 5 of 5: Global Perspective</p>	<p>4.1 Derive innovative solutions and implementation plans for complex management problems that create sustainable value for all stakeholders taking into account ethical, social, DEI, and environmental issues in the context of technology and digital transformation initiatives.</p> <p>5.1 Evaluate issues and potential approaches to business decision-making in the global context in the context of technology and digital transformation initiatives.</p>

Appendix 5: Mapping of Program Level Learning Outcomes to Degree Level Expectations

Mapping of MBA in Technology Leadership (MBAt) Learning Outcomes Against Master Degree Level Expectations

MBAt Outcomes		Master Degree Level Expectations
Goal 1 of 5 Core Business Knowledge & Understanding (The MBAt Program will...)	1.1 : Equip students with the knowledge of the main theories, concepts, methods, and current issues in each of the major functional disciplines of management as they are practiced within the digital world. 1.2 : Develop leadership skills and competencies in the context of technology and digital transformation initiatives. 1. 3: Develop teamwork skills and competencies in the context of technology and digital transformation initiatives	<p><u>Depth and Breadth of Knowledge</u></p> <p>A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.</p> <p><u>Research & Scholarship:</u></p> <p>A conceptual understanding and methodological competence that:</p> <ul style="list-style-type: none"> a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c) enables a treatment of complex issues and judgments based on established principles and techniques;
Goal 2 of 5: Critical Analysis & Decision-Making (The MBAt Program will teach students how to...)	2.1 Identify and analyze complex, cross-functional management problems using ambiguous qualitative and quantitative data in the context of technology and digital transformation initiatives.	<p><u>Level of application of knowledge:</u></p> <p>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p> <p><u>Research & Scholarship:</u></p> <p>On the basis of that competence, has shown at least one of the following:</p> <ul style="list-style-type: none"> b) Originality in the application of knowledge. <p><u>Professional capacity / autonomy:</u></p> <ul style="list-style-type: none"> a) i) exercise of initiative and of personal responsibility and

Appendix 5: Mapping of Program Level Learning Outcomes to Degree Level Expectations

		<p>accountability; ii. decision-making in complex situations</p> <p>b) The intellectual independence required for continuing professional development</p> <p>d) The ability to appreciate the broader implications of applying knowledge to particular contexts</p> <p><u>Awareness of Limits of Knowledge:</u></p> <p>b) Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines</p>
<p>Goal 3 of 5: Professional Communication (The MBA Program will teach students how to...)</p>	<p>3.1 Create and deliver effective and engaging presentations in the context of technology and digital transformation initiatives. 3.2 Successfully carry out negotiations in the context of technology and digital transformation initiatives.</p>	<p><u>Research & Scholarship:</u> On the basis of that competence, has shown at least one of the following: a) development and support of a sustained argument in written form</p> <p><u>Level of Communications Skills:</u> The ability to communicate ideas, issues and conclusions clearly</p> <p><u>Professional Capacity / Autonomy:</u> a) The qualities and transferable skills necessary for employment requiring: i) exercise of initiative and of personal responsibility and accountability</p>
<p>Goal 4 of 5: Responsible Business (The MBA Program will teach students how to...)</p>	<p>4.1 Derive innovative solutions and implementation plans for complex management problems that create sustainable value for all stakeholders taking into account ethical, social, DEI, and environmental issues in the context of technology and digital transformation initiatives.</p>	<p><u>Professional capacity / autonomy:</u> a) The qualities and transferable skills necessary for employment requiring: i) exercise of initiative and of personal responsibility and accountability; and ii) decision-making in complex situations</p> <p>c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research</p> <p>d) The ability to appreciate the broader implications of applying</p>

Appendix 5: Mapping of Program Level Learning Outcomes to Degree Level Expectations

<p>Goal 5 of 5: Global Perspective The MBA Program will teach students how to...)</p>	<p>5.1 Evaluate issues and potential approaches to business decision-making in the global context in the context of technology and digital transformation initiatives.</p>	<p>knowledge to particular contexts.</p> <p><u>Professional capacity / autonomy:</u></p> <p>a) The qualities and transferable skills necessary for employment requiring:</p> <ul style="list-style-type: none"> i) exercise of initiative and of personal responsibility and accountability; and ii) decision-making in complex situations <p>c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research</p> <p>d) The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>
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Appendix 6: Mapping of Program Level Learning Outcomes to Assessments
Schulich School of Business
MBA in Technology Leadership (MBA_T) Program Learning
Outcomes & Assessments

Learning Outcome	Course Assessed In	Assessment (individually completed unless *)
Goal 1 of 5 Core Business Knowledge & Understanding (The MBA_T Program will...)		
1.1: Equip students with the knowledge of the main theories, concepts, methods, and current issues in each of the major functional disciplines of management as they are practiced within the digital world	<p>SUST 5100 3.0 Ethics and Technology</p> <p>OMIS 5100 3.0 Emerging Technologies and the Changing Landscape of Business</p> <p>ECON 5110 3.0 Digital Economics</p> <p>MKTG 5100 3.0 Unlocking Value For Customers Through Technology and Digital Transformation</p> <p>MGMT 5190 1.5 Professional Development Hive Part 1</p> <p>MGMT 5290 1.5 Professional Development Hive Part 2</p> <p>MGMT 5110 1.5 Technology Firms and the Global Environment</p> <p>ACTG 5201 3.0 Financial Reporting and Control in Technology Firms</p>	<p>Class Participation Reports Exams Assignments (See Appendix 6a for course by course details)</p> <p>* Team Project Presentation and Report</p>

Appendix 6: Mapping of Program Level Learning Outcomes to Assessments

	<p>FINE 5201 3.0 Finance in the Digital Age</p> <p>OMIS 5201 3.0 Digitizing Supply Chain Operations</p> <p>ORGS 5201 3.0 Leading and Managing Digital Transformations</p> <p>Elective 1 (3.0) – Hyflex Elective 2 (3.0) – Hyflex</p> <p>MGMT 5300 6.0 Mandatory Experiential Learning</p> <p>SGMT 6010 3.0 Strategic Management in the Digital Era - Hyflex</p> <p>MGMT 6110 6.0 Venture Studio: The Acceleration Missions (Integrated Field Study) [Startup Studio/ Product Studio]</p>	
<p>1.2: Develop leadership skills and competencies in the context of technology and digital transformation initiatives</p>	<p>SUST 5100 3.0 Ethics and Technology</p> <p>ECON 5110 3.0 Digital Economics</p> <p>ORGS 5201 3.0 Leading and Managing Digital Transformations</p> <p>SGMT 6010 3.0 Strategic Management in the Digital Era - Hyflex</p>	<p>Class Participation Reports Exams Assignments (See Appendix 6a for course by course details)</p> <p>* Team Project Presentation and Report</p>
<p>1. 3: Develop teamwork skills and competencies in the context of technology and digital transformation initiatives</p>	<p>MGMT 5300 6.0 Mandatory Experiential Learning</p> <p>MGMT 6110 6.0 Venture Studio: The Acceleration</p>	<p>Class Participation Reports Exams Assignments (See Appendix 6a for course by course details)</p> <p>* Team Project Presentation and Report</p>

Appendix 6: Mapping of Program Level Learning Outcomes to Assessments

	Missions (Integrated Field Study) [Startup Studio/Product Studio]	
Goal 2 of 5: Critical Analysis & Decision-Making (The MBA Program will teach students how to...)		
2.1 Identify and analyze complex, cross-functional management problems using ambiguous qualitative and quantitative data in the context of technology and digital transformation initiatives.	<p>SUST 5100 3.0 Ethics and Technology</p> <p>ORGS 5201 3.0 Leading and Managing Digital Transformations</p> <p>SGMT 6010 3.0 Strategic Management in the Digital Era - Hyflex</p>	<p>Class Participation Reports Exams Assignments (See Appendix 6a for course by course details)</p> <p>* Team Project Presentation and Report</p>
Goal 3 of 5: Professional Communication (The MBA Program will teach students how to...)		
3.1 Create and deliver effective and engaging presentations in the context of technology and digital transformation initiatives.	All Courses	*Team Project Presentation
3.2 Successfully carry out negotiations in the context of technology and digital transformation initiatives.	<p>MGMT 5300 6.0 Mandatory Experiential Learning</p> <p>MGMT 6110 6.0 Venture Studio: The Acceleration Missions (Integrated Field Study) [Startup Studio/Product Studio]</p>	*Team Project Final Report
Goal 4 of 5: Responsible Business The MBA Program will teach students how to...)		

Appendix 6: Mapping of Program Level Learning Outcomes to Assessments

<p>4.1 Derive innovative solutions and implementation plans for complex management problems that create sustainable value for all stakeholders taking into account ethical, social, DEI, and environmental issues in the context of technology and digital transformation initiatives.</p>	<p>SGMT 6010 3.0 Strategic Management in the Digital Era - Hyflex</p> <p>MGMT 5300 6.0 Mandatory Experiential Learning</p> <p>MGMT 6110 6.0 Venture Studio: The Acceleration Missions (Integrated Field Study) [Startup Studio/Product Studio]</p>	<p>Class Participation Reports Exams Assignments (See Appendix 6a for course by course details)</p> <p>* Team Project Presentation and Report</p>
<p>Goal 5 of 5: Global Perspective The MBA Program will teach students how to...)</p>		
<p>5.1 Evaluate issues and potential approaches to business decision-making in the global context in the context of technology and digital transformation initiatives.</p>	<p>MGMT 5110 1.5 Technology Firms and the Global Environment</p>	<p>Class Participation Reports Exams Assignments (See Appendix 6a for course by course details)</p> <p>* Team Project Presentation and Report</p>



Memorandum

YORK UNIVERSITY
LIBRARIES

Office of the Dean

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www.library.yorku.ca

To: Prof. Ela Veresiu
From: Joy Kirchner, Dean of Libraries
Date: March 16, 2022

Joy Kirchner

Subject: Library Support for MBA in Leading Technology+Enabled Organizations Program (MBAt)

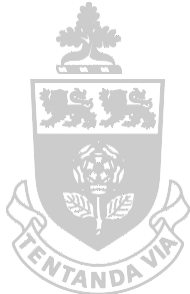
York University Libraries (YUL) is strongly positioned to support the curriculum and research needs of students and faculty in the MBA in Leading Technology+Enabled Organizations Program (MBAt). As noted in the Statement of Library Support, YUL provides access to an extensive array of resources and services that support the academic engagement of students and faculty in this program, inclusive of experiential education opportunities.

I highlight YUL’s curriculum integration offerings, digital literacy programs, our business collections, business elearning modules, and specialized programming offered through our digital scholarship centre. YUL also offers broad and deep knowledge and infrastructure to support emerging curricular needs in financial, marketing and entrepreneurship literacies.

I also want to alert you to opportunities available through our digital scholarship centre spaces at the Keele campus and those that will be leveraged at the Markham Campus Centre Library, designed in part with a focus on technology, entrepreneurship, management and communications. Opportunities include supporting students and faculty with library+led instruction and proficiency with immersive spaces including media capture and editing suites, a makerspace, VR capabilities, a gaming lab, and a visualization wall, all developed to support creative collaborations for teaching, learning, research, community partnerships and experiential education. As you can see we are a technology enabled enterprise in our own right. There may be interesting program synergies that could be explored further that provides experiential opportunities within our spaces.

We look forward to contributing to the success of students and faculty in the MBA in Leading Technology+Enabled Organizations Program (MBAt).

cc: Patti Ryan, Director, Content Development and Analysis,
Jack Leong, Associate Dean of Libraries, Research and Open Scholarship
Xuemei Li, Data Services Librarian, Open Scholarship Department



Master of Business Administration in Leading Technology-Enabled Organizations (MBAt) Program Description

The MBA program in Leading Technology-Enabled Organizations (MBAt) program is designed to develop graduates with managerial and leadership skills and competencies in the context of technology and digital transformation initiatives. It will produce graduates who will bring leading-edge technological and managerial knowledge to develop proactive organizational responses to technological disruptions. Program graduates will also foster silo-breaking intra-organizational collaborations to create innovative solutions to ongoing business challenges. They will champion clarity of business.

The 16-month MBAt program is unique in Canada and will offer explicitly designed courses and experiential education components (mandatory internship in technology leadership, professional development core, and a capstone integrated field study (startup studio/product lab experience)) for students interested in leadership roles in the technology-based industries. The program will require students to complete 49.5 credits over four consecutive terms of full-time study.

The program makes an explicit commitment to experiential learning in the following ways: 1) Every course will commit 30% of the total time to experiential learning initiatives (guest lectures, simulations, case studies, etc.), 2) Every course will be encouraged to have an ongoing relationship with an industry leader who will offer experiential insights to the students, 3) The program has a required internship component, and 4) The program will require students to work with real-world clients to develop technology solutions for their business needs and to work with the client to ensure the implementation of these solutions.

Appendix 10: Course Forms and Outlines

Not copied for Senate:
Available from the University Secretariat

External Reviewers' Reports

New Programs

July 14, 2022

External Reviewers' Report on the MBA Program in Leading Technology-Enabled Organizations at York University

Reviewer 1

Name: Matthew D'Amore

University Address: Cornell Tech, 2 West Loop Rd, New York, NY, USA 10044

Reviewer 2

Name: Madhu Kalimipalli

University Address: Lazaridis School of Business and Economics, 75 University Avenue West, Waterloo, Ontario, Canada N2L 3C5

1. OUTLINE OF THE VISIT

Was the site visit: In person: Virtual site visit: [Desk Review](#):

If the review was conducted either virtually or via desk review, was this format agreed to by both external reviewers? Yes No

Was sufficient rationale provided by the Provost/Provost's delegate for an off-site visit?

Yes No

For those reviews that included an in-person or virtual visit, please indicate the following (or insert the site visit schedule below:

- Who was interviewed?
 - [Please see the attached PDF files for the interview list](#)
- What facilities were seen?
 - [NA](#)
- Comment on any other activities relevant to the appraisal.
 - [See below.](#)

In order to continuously improve the effectiveness and efficiency of site visits/virtual site visits, please comment on the following:

- How effective was the proposal brief in preparing you for the visit/virtual site visit?
 - [Very good. The proposal was well documented. An improvement would be to include more comparative information to existing York/Schulich programs.](#)

Template updated October 2021

- Clarifications on certain issues identified below can help improve the program proposal.
- How could the logistics of the visit/virtual site visit be improved?
 - The logistics were extremely well organized. The program ran seamlessly, and the participants were well prepared and engaged.
 - One improvement would be to allocate more time to the staff functions of Student Services, Career & Admissions. We had fruitful discussions but only about 15 min for each function and so had to schedule a follow-up meeting with career.
 - We also recommend that it would be better to hold such an event in-person in the future. In-person meeting, if possible, would be more efficient and allow the review to reflect the campus facilities and environment.

2. EVALUATION CRITERIA (QAF 2.1.2)

Please provide commentary on the following evaluation criteria:

2.1 Objectives of the program (QAF 2.1.2.1)

- Are the program's [objectives](#) clearly described?
 - The School proposes a full-time MBA program in Leading Technology-Enabled Organizations (MBAt). Its objectives are to:
 - Transform technology developers into managers and leaders
 - Create a start-up mindset
 - Create inclusive thinkers
 - Create effective team builders
 - Create compelling communicators

Comments:

- More clarity is needed on the notion of Creating a “Startup Mindset”. More clarity on the new start up or innovation practicum needs to be provided. The connectivity to Venture studio (term 4 course offering) needs to be better explained.
- Reference: “Commitment to Experiential Learning (page 7)”:
 - The requirement to “work with technology developers to bring a new technology/product to market” is ill defined and may set too high a bar
 - More details needed on the following issues: Who are “technology developers”? What is meant by “new product”? Is it a digital app? Is it covered

in just one term? Which course is being referencing here? Is it captured by Venture studio?

- Assuming this requirement relates to Venture Studio, a semester may be too short a time to “bring...a product to market” and that it may be difficult to find partners with this explicit goal. The Program may wish to modify or better define this goal to set expectations for students and partners.
- Is the degree nomenclature appropriate, given the program’s objectives?

Comments:

- The shortening to “MBAt” could create some confusion as to the balance between tech leadership and tech fundamentals. The program focuses on leadership and strategy, not technology development fundamentals per se.
- Perhaps the current title “MBA in Leading Technology-Enabled Organizations” (MBAt) may be sharpened (e.g., “MBA in Tech Management & Leadership”).
- Are the program’s objectives consistent with the institution’s mission and academic plans?
 - The university’s academic plan seeks (among other things) to foster interdisciplinary innovation, sustainable development, and global engagement, all of which are reflected in the program’s objectives. (York University Academic Plan 2020-2025.)

Comments:

- University Academic Plan (page 10): Need more clarity on whether students will be able to cross-register across other graduate programs such as (a) Master of Management, (b) Master of Business Analytics, (c) Master of Management in Artificial Intelligence (MMAI) and (d) the proposed Master of Management and Engineering. Will students be able to get double degrees from the school? Clarity on the cross-linkages across programs using an exhibit will be useful.
- University Academic Plan (page 12): Technology managers want to grow out of their roles and go into more general leadership roles and not just into tech leadership. Can we better explain the value-proposition for the student for the five programs (i.e., MBA t versus programs a) to d) mentioned above)? A tabular comparison in course content and objectives of the five programs can be useful.

2.2 Program Requirements (QAF 2.1.2.2)

NOTE: The Quality Assurance Framework requires a clear distinction between program objectives, program-level learning outcomes, and [Degree Level Expectations](#). See the Guidance on Program Objectives and Program-level Learning Outcomes for details on the distinction.

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- Is the program's structure and the requirements to meet the program objectives and program-level learning outcomes appropriate?
 - The program-level learning outcomes are described in the Program Brief (Program Brief at 17-18) and include:
 1. Core business knowledge and understanding
 2. Critical analysis and decision-making
 3. Professional communication
 4. Responsible business
 5. Global Perspective

Comments:

- The program structure is designed to walk students through a curriculum according to these objectives. Term 1 and Term 2 address the MBA Core, refined with a focus on digital businesses and digital transformation, meeting Objective 1.
- Notably and commendably, the program requires a course on Ethics and Technology and one on Technology Firms and the Global Environment, meeting Objectives 4 and 5. The program further includes a significant experiential and professional development component, via 3 credits of Professional Development, 6 credits of mandatory internship, and 6 credits of Venture Studio, meeting Objective 3.
- Content relating to critical analysis and decision-making, Objective 2, is more inherent. It is most express in Venture Studio, where students work with start-up founders and venture investors. Students also build these skills via an operations course (OMIS5201) and a strategy course (SGMT 6010). However, some aspects of Objective 2 are intended to be fulfilled via electives and the mandatory internship, and the Program should ensure that this critical skill is monitored and assessed through these offerings. (Program Brief, Appendix 4.)
- As an example, see the discussion of Term 4 (Page 15): Course in strategy Plus practicum “In addition, students will work on identifying a business problem of a real-world organization, developing a technological solution for the client, and working with the client to ensure its implementation”.
 - More clarity can help here. Who identifies the problem? Who identifies the companies? What does “founder placement” or “additional mentor” model mean? How are these tied to the objective of critical analysis and decision-making, and how will the Program ensure that outside mentors help students meet this objective?
- Similarly, teaching toward Global Perspective, Objective 5, is listed as covered in virtually every course, with MGMT 5110 Technology & Global Markets providing

depth in this area.¹ As above, the Program should ensure that the instructors teaching Core and other courses include Global Perspective as a component over successive iterations.

- In addition, the Program may wish to combine Global Perspective and Responsible Business into one category, as the concepts can be tied together (Responsible Business in a Global Environment).
- Do the program's structure, requirements and program-level learning outcomes ensure students meet the institution's Undergraduate or Graduate Degree Level Expectations?

Comments:

- The program does well in delivering Graduate Degree level experience in Professional Capacity / Autonomy, Communications, and Limitations. The high degree of experiential learning in the program (via Professional Development, Internship, and Venture Studio) is designed to prepare students to function in a highly professional environment and confront them with real world problems.
- The program appears adequate in delivering Depth/Breadth of Knowledge and Research & Scholarship, noting that the program by design increases the relative weight of experiential learning compared to classroom learning, as explained below.
 - In response to feedback from students and from employers, the Program developed a core curriculum adapting key business learnings to a technology environment and then the program then trains its focus on experiential learning and professional development as set forth above.
 - The result is that the classroom learning is comprised primarily of core requirements and offers comparably limited "in class" opportunity for individual exploration of new areas or for deepening knowledge along a particular axis.
- Does the (proposed) mode of delivery facilitate students' successful completion of the program-level learning outcomes?

Comments:

- The Program provides a hybrid model well adapted to its experiential and practical focus. The first two terms are delivered in person and on campus. The final two terms include internships and potential site placements, for which a HyFlex model has been developed. The Program is aware that hybrid teaching has challenges but has reasonably concluded that the approach is necessary to deliver the academic component along side the experiential opportunities the final two terms provide.

¹ Appendix 4 lists this objective as covered in ACTG5201 instead; the reviewers believe this is a typographical error.

- There is a need for training for skills in peoples' management that is currently missing in the program statement. Given the hybrid work culture, in the post-covid world, the employees may be geographically disbursed and not necessarily anchored to a physical location. Hence training in skills related to people's management are important in the new hybrid workplace.
 - Business Model Canvas (page 15): The Program proposes pre-work focusing on "business fundamentals" and the "Business Model Canvas." Some clarifications can help here: What is included in the pre-work? How is the Business Model Canvas incorporated? Who will be responsible for developing and assessing this instruction? More details are recommended.
- Does the curriculum address the current state of the discipline or area of study?

Comments:

- The core curriculum is appropriately tailored to the tech industry and is coupled with professional development and experiential learning in view of feedback from target employers.
- The Program demonstrates attention to global challenges, responsible management, and ethical leadership, as well as a flexible learning environment. These areas reflect current trends in business education as noted by the AACSB (Association to Advance Collegiate Schools of Business.).²

2.3 Program requirements for graduate programs only (QAF 2.1.2.3):

- Does the program length ensure that students can complete the program-level learning outcomes and requirements within the proposed time period?

Comments:

- The program length (4 terms) is appropriate.
- One comment as noted above is that the combination of a large number of required classroom courses (28.5/49.5) and required experiential learning credits (15/49.5) reduces the opportunity for students to explore areas of interest or individual deficit. (Only 6 credits of electives are available.)
- Experiential learning course: Venture Studio: The Acceleration Mission (6.0). How does this course promote entrepreneurship and new product development, and can these be accomplished in the time allotted? How does the course add value? More details are recommended.

² T. Bisoux, *What Trends Are Shaping Business Education? AACSB Insights*, Feb. 7, 2022 (<https://www.aacsb.edu/insights/articles/2022/02/what-trends-are-shaping-business-education>)

- Are graduate students required to take a minimum of two-thirds of the course requirements from among graduate-level courses?
 - The program is a total of 49.5 credits. All courses appear to have a graduate designation.³
- For research focused graduate programs, are the nature and suitability of the major research requirements for degree completion appropriate?
 - N/A

2.4 Assessment of teaching and learning (QAF 2.1.2.4)

NOTE: Programs should ensure that the plans for monitoring and assessing student achievement provide an assessment of students currently enrolled as well as post-graduation metrics. Please see [Guidance on Assessment of Teaching and Learning](#) for further details and examples of measures for assessing teaching and learning that meet the requirements of the Quality Assurance Framework.

- Are the methods used to assess student achievement of the program-level learning outcomes and Degree Level Expectations appropriate and effective?

Comments:

- The courses proposed each have a detailed assessment scheme that includes individual and group work as well as described plan to rely on final papers and/or team projects for both formative and summative assessment.
- Are the plans in place to monitor and assess the following, both appropriate and effective?
 - i. The overall quality of the program;
 - ii. Whether the program is achieving in practice its proposed objectives;
 - iii. Whether its students are achieving the program-level learning outcomes; and
 - iv. How the resulting information will be documented and subsequently used to inform continuous program improvement.

Comments:

- At page 19-20, the Program Brief incorporates plans for assessment, focusing on student assessment.
- The Program Brief does not detail a faculty or program evaluation process. It is presumed that Schulich has an existing system for faculty and course evaluation, and it is recommended that these evaluations be incorporated into periodic program reviews.

³ The program meets this requirement even if the 15 credits of experiential coursework are excluded. (Traditional business school coursework comprises 70% of the curriculum.)

- The Program proposes to use Canvas as an assessment tool, both for students and for the program. However, for programmatic reporting to be useful across classes, the program would need adopt some form of standardization for assessments, student progress, performance levels, or other metrics it desires to track.
- The Program has not detailed how it intends to accomplish data collection and tracking across classes in accordance with the learning outcomes, and it is noted that any increase in standardization can come at the expense of an instructor's freedom to select assessment methods and tools most appropriate for a particular class (or most familiar to them). In addition, adoption of standard assessment tools can be challenging.

2.5 Admission Requirements (QAF 2.1.2.5)

- Are the program's admission requirements appropriate, given the program objectives and program-level learning outcomes?
- Are there any applicable alternative admission requirements, including how the program recognizes prior work or learning experience, and if so, are they appropriate?

Comments:

- The Program is not designed for students new to technology related roles; rather it is designed to provide technology leadership, innovation, and strategy experience for those with a solid technology foundation. (Program Brief at 2.)
- Accordingly, the admissions requirements require 2-5 years of technology-related work experience, which is consistent with the programmatic goals of preparing tech leaders within a business program. Specifically, it requires experience in "technology firms and/or in technology-enabled roles in non-technology firms." (Program Brief at 21.)

2.6 Resources (QAF 2.1.2.6)

Given the program's class sizes and cohorts as well as its program-level learning outcomes:

- a) Is the number and quality of core faculty who are competent to teach and/or supervise sufficient to achieve the goals of the program and foster the appropriate academic environment?
- b) When adjunct/sessional faculty play a large role in the delivery of the program, is their role appropriate? Are plans in place to ensure the sustainability of the program and the quality of student experience and if so, are these suitable?
- c) Is the provision of supervision of experiential learning opportunities adequate, if applicable?

- d) Taking into consideration implications for other existing programs at the university, is the administrative unit's planned use of existing human, physical and financial resources appropriate?

NOTE: External Reviewers are not expected to assess the financial viability of a program, and internal budgets are not under the purview of the External Review of a New Program Proposal. Provide a general assessment of the administrative unit's planned use of existing financial resources.

- e) Are there adequate resources available to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access?

Addressing all the above:

- The teaching faculty will be drawn primarily from existing faculty and programs. While the courses are new, the cohort will be small (one section). No concerns were raised regarding the dedication of faculty to the new coursework.
- The curriculum is largely composed of core business courses modified to accommodate a digital / tech focus. One faculty member indicated that this modification would likely be necessary for the School as a whole, outside of the MBAt program, and that the MBAt pushes that evolution in a positive direction.
- The Program Brief indicates that the program will be drawn primarily from full-time faculty. (Program Brief at 23.)
- Supervision of experiential learning appears adequate. Two seasoned instructors with experience in this mode of delivery will supervise the experiential component. (Interviews with Carder & Cernea.) Some elements of this program are adapted from a pre-existing international MBA, in which Cernea was heavily involved.
- The target of 55 students is not expected to burden resources substantially in an overall program of approximately 3000 graduate and 1600 undergraduate students. (Interview with Kanagretnam, Pan, Sinker & Hillcoat.)

2.7 Resources for Graduate Programs Only (QAF 2.1.2.7):

Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes:

- Does the faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate?
- Where appropriate to the program, is financial assistance to students sufficient to ensure adequate quality and numbers of students?
- Are supervisory loads adequately distributed, in light of the qualifications and appointment status of the faculty?

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Addressing all the above:

- Faculty qualifications are commensurate with the general MBA program.
- No information was provided regarding financial assistance. As a professional-preparation program, research supervision and support are not applicable. (Program Brief at 24-25.)

2.8 Quality and other indicators (QAF 2.1.2.8)

- Comment on the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record, appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring).
- Comment on any other evidence that the program and faculty will ensure the intellectual quality of the student experience.

Addressing all the above:

- Faculty qualifications are commensurate with the general MBA program.

3. ADDITIONAL COMMENTS

- Include any additional assessment of the New Program Proposal as a whole, as appropriate.
- Comment on any other issues, as applicable.

4. SUMMARY AND RECOMMENDATIONS

Provide a brief summary of the review. Please include commentary on any clearly innovative aspects of the proposed program together with recommendations on any essential or otherwise desirable modifications to it, as applicable.

Recommendations that are clear, concise, and actionable are the most helpful for universities as they prepare to launch new programs. Include specific steps to be taken on any essential or otherwise desirable modifications to the proposed program.

NOTE: The responsibility for arriving at a recommendation on the final classification of the program belongs to the Appraisal Committee. Individual reviewers are asked to refrain from making recommendations in this respect.

Comments:

In connection with the review, the External Reviewers considered the York University New Program Proposal for an MBA in Leading Technology-Enabled Organizations (MBAt), additional material provided by the School, and interviews with York University personnel as per the attached.

The review demonstrates the development of a solid leadership program directed at the technology industry. The Program has reimagined core MBA coursework to adapt to issues relevant to the

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field, while incorporating a solid professional development and experiential learning component. The arc of the curriculum moves students through the core learnings and professional skills development to mandatory internships and venture studio where students engage with large and small tech companies to apply their knowledge in real-world settings.

The curriculum however is heavy on core requirements and experiential learning and limited in elective availability. Elective availability is limited in two respects – first, the number of “tech” business electives are few, and second, the curriculum has little room for students to take electives.

Recommendation 1:

- Create room in the curriculum to permit students to take additional electives. This could include:
 - Merging SUST5100 (Ethics & Technology) and MGMT5110 (Technology Firms and the Global Environment) into a single course.
 - Reducing two or more core courses from 3 credits to 2 credits (or reduce MGMT 5190 and 5290 to a total of 2 credits)
 - Moving from 3 credit electives to 1.5 credit electives (permitting students to cover more topics of their choice during their studies)

Recommendation 2:

- Divide Venture Studio from 6 credits to its component parts of classroom and experiential work. Breaking up Venture Studio could have the following benefits:
 - Permit assessment to differentiate classroom and placement-related work
 - Reduce the impact of a single grade on student transcripts
 - Permit flexibility to offer variations of the offerings as the program evolves.

Recommendation 3:

- Create room for more formal exposure to entrepreneurship and innovation.
 - Embed more content on entrepreneurship (e.g., aspects of entrepreneurship finance) and Innovation into the course MGMT 6110: Venture Studio.
 - Explain how the skills gained in Venture Studio (and the overall program) can help students initiate start-ups as well as find opportunities in the blue-chip companies

Recommendation 4:

- Ensure periodic program review.
 - Student course evaluations should be reviewed annually by an academic leader responsible for the program
 - Feedback concerning internship placements should also be solicited
 - Program level feedback and surveys should be collected to track and understand student satisfaction overall
 - Program metrics for student composition (diversity) and internship and permanent placement should be set and monitored
 - Periodic alumni surveys should be considered to test the fit between the curriculum and real-world demands
 - To the extent that Canvas is to be used for cross-class comparison, develop standard assessment and/or data collection methodologies and ensure their adoption.

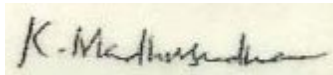
Recommendation 5:

- Ensuring Effectiveness of Online courses in Term 3 & 4
 - While the two proposed online electives in Term 3 and the required course in Term 4 are offered in the hybrid format, an in-class end of the term group exercise can be included to enhance the learning experience.

Recommendation 6:

- Provide more detail on the pre-work and the use of the Business Model Canvas

Signature:

Signature:

Date:

July 14, 2022

York University
Schulich School of Business
Master of Business Administration in Technology Leadership (MBAt)
Response to External Appraisal Report
July 2022

The Schulich School of Business would like to express our sincerest thanks to Professor Matthew D’Amore (Cornell University) and Professor Madhu Kalimipalli (Wilfrid Laurier University) for their valuable appraisal of the proposed Master of Business Administration in Technology Leadership (MBAt). We were very pleased to read that the appraisers viewed our proposal document strong and well thought through, and we appreciate their strong endorsement of our program. Below we respond to their recommendations as they appear in the Summary and Recommendations section of the External Appraisal Report. There are other developmental comments that are identified in the main body of the appraisal report as well. We provide a response to these developmental comments in the Other Recommendations section of this document.

Please note that we reproduce the recommendations in **blue font** and provide our responses in regular font.

RESPONSE TO RECOMMENDATIONS

Recommendation 1:

Create room in the curriculum to permit students to take additional electives.

This could include:

- Merging SUST5100 (Ethics & Technology) and MGMT5110 (Technology Firms and the Global Environment) into a single course.
- Reducing two or more core courses from 3 credits to 2 credits (or reduce MGMT 5190 and 5290 to a total of 2 credits)
- Moving from 3 credit electives to 1.5 credit electives (permitting students to cover more topics of their choice during their studies)

Our Understanding of the Intent Behind the Recommendation: From our perspective, the essence of this recommendation springs from a concern that too much of the program runs in a lock-step fashion, thereby depriving students from exploring individual-level interests. Without a doubt, technology leadership is a multi-dimensional phenomenon, with students seeking to develop this capability being drawn to topics as varied is:

- i. What is the impact of technology leadership on teams and the HR function?
- ii. What is the impact of technology leadership on consumers and the marketing function?
- iii. What is the impact of technology leadership on operations and digital transformation initiatives?

As such, students may seek to develop greater depth in specific topic areas. We agree that in its stated formulation, the program does not allow students to explore their individual-level interests.

Our Proposed Solution: We will be increasing the choice for students in two ways.

First, we will offer 4 electives, requiring students to pick 2 from this list:

MBAt: ELECTIVES (Pick 2 of 4)

COURSE NAME	DESCRIPTION
<u>OMIS 6610 3.00</u> DIGITAL TRANSFORMATION IN SERVICES	Digital technologies are changing the way service organizations do business and interact with their customers. Students explore and learn the foundations of digital transformation and make the connection among strategy, technology, and implementation. The course will provide students with real-life business cases in which various trade-offs must be made according to the technology, the business strategy, and the service requirements.
<u>MBAN 5140 3.00</u> VISUAL ANALYTICS AND MODELLING	This course is an introduction to the fundamental theories of visual communication design applied in data visualization and visual analytics. Students become familiar with data-driven decision-making workflows and storytelling best practices. Major areas for discussion include visual design principals, data structures,

	taxonomy of data visualization models and weekly technical tutorials using the Tableau software.
<u>MBAN 6200 3.00</u> REALIZING VALUE FROM AI AND ANALYTICS IN ORGANIZATIONS	This course provides a practical grounding in analytics and artificial intelligence (AI) and its business applications in organizations. Students will learn how to address business pain points through AI and analytics solutions and how to sell and deliver project ideas. Students will gain skills needed to transform an organization into an innovative, efficient and data driven company of the future.
<u>MBAN 6500 3.00</u> ARTIFICIAL INTELLIGENCE IN BUSINESS I	Students are introduced to the field of artificial intelligence, with a focus on business applications and a historical perspective that covers the basic terminology and concepts. The course covers multiple facets of artificial intelligence including knowledge representation and symbolic reasoning; biologically inspired approaches to artificial intelligence; supervised, unsupervised, and reinforcement learning; multi-agent systems; planning; and natural language processing.

Second, in our messaging for terms 3 and term 4, we will state the following:

“You are permitted to take 18 credits in each term. In term 3, the program requirement is 12 credits. As such you can take 2 additional courses. In term 4, the program requirement is 9 credits. As such you can take 3 additional courses. Should you wish to take additional courses in specific areas of interest, note that you are eligible to register for any of the elective courses in the MBA Program. You may pick up to 5 courses (2 in term 3 and 3 in term 4) from the list of MBA elective courses (there are over 50 elective courses that are offered in the Fall and Winter terms each year).”

Our Consideration of Your Suggested Actions: Thank you for all three of your thoughtful and creative solutions. We assessed them against the impact they would have on the program’s ability to deliver on its learning outcomes. On this basis, we developed the proposal that we have outlined above.

In our estimation, the proposed solution addresses the central concern that underlies this recommendation.

Recommendation 2:

Divide Venture Studio from 6 credits to its component parts of classroom and experiential work.

Breaking up Venture Studio could have the following benefits:

- Permit assessment to differentiate classroom and placement-related work
- Reduce the impact of a single grade on student transcripts
- Permit flexibility to offer variations of the offerings as the program evolves

Response to Recommendation 2

The Venture Studio course will be divided into two parts: A and B. In Part A, the focus will be three-fold:

- i. **Understanding**: Students will gain an understanding of the existing business model of the venture (to which they have been assigned) in relation to the opportunity that the venture is pursuing. Thus, students will develop an understanding of both the internal business model as well as the external environment.
- ii. **Assessment**: Students will learn tools, concepts, and methodologies that will enable them to gauge the extent to which the existing business model will effectively and efficiently addresses the business opportunity.
- iii. **Recommendation**: Students will develop concrete recommendations for the venture that are designed to create a more effective/efficient fit between the business model of the venture and the opportunity.

In Part B, the focus will be on executing the recommendations. As such, the focus here will be on learning-by-doing. On the premise that their recommendation is a hypothesis, students will have the opportunity to implement their recommendation, to observe the results of their implementation, and to develop subsequent responses to the ensuing results.

Note: While the course is scheduled officially for Term 4, Part A will commence mid-way through term 3, so students are well on their way to recommendation development at the beginning of term 4. We believe that the preliminary results that they will be able to generate over the quarter term will provide valuable learning opportunities.

Recommendation 3:

Create room for more formal exposure to entrepreneurship and innovation.

- Embed more content on entrepreneurship (e.g., aspects of entrepreneurship finance) and Innovation into the course MGMT 6110: Venture Studio.
- Explain how the skills gained in Venture Studio (and the overall program) can help students initiate start-ups as well as find opportunities in the blue-chip companies

Our Understanding of the Intent Behind the Recommendation: Given that “creation of a startup mindset” is one of the key program objectives, and given the prevalence of entrepreneurial startups in the technology industry, we understand completely that a focus on entrepreneurship is logical and may be expected.

Our Position and Proposed Solution: Our intent in this program is to create leaders of technology initiatives within large organizations. As such, we want them to develop capabilities in understanding how large organizations work. One of the activities that large organizations are engaged in today is in the development of internal startup ventures in order to kickstart the innovation engines within the organization. We want our students to work in and run and head these ventures because these internal startup ventures invariably have a strong technological focus. As such, it is the startup mindset that we are seeking to inculcate, as, in our view, this will make them more attractive to large employers (this being our population of interest).

Consider the “moment of truth”: this being the interview between an MBA student and let us say, Amazon. What we know from our discussions with the Amazons of this world is that they are looking for talent not only to execute initiatives but also to develop new initiatives on the basis of new and emerging and disruptive technology. Here is where we expect the MBA graduate to shine. We will be equipping them with an awareness of new and disruptive

technologies and with the capability to incorporate these technologies to solve new business problems for their organizations or indeed to solve their existing business problems in different ways. As such, we want to create a startup mindset as opposed to entrepreneurial expertise in this program.

In the Venture Studio course, students will work on startup initiatives within large organizations and/or within smaller organizations that are working on initiatives that are expected to be of interest to large organizations. They will learn the technology, they will learn to apply the technology to solve business problems, and they will learn to project manage the implementation of this new technological initiative.

Distinguishing MBAt from MMENG: It is also important to distinguish MBAt from the MMENG program. We have worked in coordination with the developers of the latter program to develop a clear demarcation between the two programs (please see attached ppt “Differentiating MBAt from other programs.”). As we articulate on slide 2 of that deck, the focus in the MMENG is explicitly on entrepreneurs, the focus in the MBAt is explicitly on the startup mindset.

[Differentiating MBAt from other programs](#)

Recommendation 4:**Ensure periodic program review.**

- Student course evaluations should be reviewed annually by an academic leader responsible for the program
- Feedback concerning internship placements should also be solicited through program level feedback and surveys should be collected to track and understand student satisfaction overall
- Program metrics for student composition (diversity) and internship and permanent placement should be set and monitored
- Periodic alumni surveys should be considered to test the fit between the curriculum and real-world demands
- To the extent that Canvas is to be used for cross-class comparison, develop standard assessment and/or data collection methodologies and ensure their adoption

Proposed Solution: Thank you for these ideas. In the table below, we elaborate upon our action plans to execute each of these ideas.

IDEA	ACTIONS
Student course evaluations should be reviewed annually by an academic leader responsible for the program	<p>Office: The Curriculum Innovation and Teaching Excellence (CITE) office is tasked with reviewing course evaluations and formulating action plans on a term by term basis</p> <p>(https://teachingandlearning.schulich.yorku.ca/schulichs-new-office-of-curriculum-innovation-and-teaching-excellence-cite/). The specific mandate of this office includes “Coordination of Schulich’s instructional design, educational technology, curricular improvement and faculty development services to improve program quality, market-relevance and competitiveness.”</p>

	<p>Who: The Associate Dean Academic (ADA) is Chair of CITE. The ADA will work with the MBAt Program Director (MBAt PD) on this initiative.</p>
<p>Feedback concerning internship placements should also be solicited</p>	<p>Office: The Schulich Professional Development & Experiential Education (PD&EE) office tasked with identifying placement opportunities and with ensuring that mutually beneficial – for the organization and for the students – experiences emerge. Specifically, the office is tasked with collecting feedback from both parties and with developing ideas for improvements based on these pieces of feedback.</p> <p>WHO: Dr. Minerva Cernea (Associate Director of PD&EE) will work with the MBAt PD to execute this initiative.</p>
<p>Program level feedback and surveys should be collected to track and understand student satisfaction overall</p>	<p>Office: The MBAt office will be tasked with developing and administering a survey at the end of every term to students. Over time, these data will serve to provide the program office with guidance on the extent to which the program is on-track toward the fulfillment of program objectives. The survey to collect program level feedback is presented after this table (“Survey to Assess Attainment of Program Level Objectives”).</p> <p>WHO: The MBAt PD and the MBAt office will work on executing this initiative.</p>
<p>Program metrics for student composition (diversity) and internship and permanent placement should be set and monitored</p>	<p>Office: Student Services and International Relations (SSIR), PD&EE and the MBAt Program Office will coordinate to work on this initiative.</p> <p>Program Metrics: Consistent with other Schulich programs, the target will be no more than 50% international students, with representation from no one international country being greater than 20%. The program will actively strive to ensure a 50-50 split between female and male students.</p>

<p>Periodic alumni surveys should be considered to test the fit between the curriculum and real-world demands</p>	<p>Office: The Development and Alumni Relations (DAR) in coordination with the Centre for Career Design (CCD) offices at Schulich conducts alumni surveys on an annual basis. The MBAt alumni will be surveyed annually as part of a comprehensive alumni survey initiative that is conducted within Schulich.</p>
<p>To the extent that Canvas is to be used for cross-class comparison, develop standard assessment and/or data collection methodologies and ensure their adoption</p>	<p>Office: The CITE office will work with the MBAt program office to execute this initiative.</p>

Survey to Assess Attainment of Program Level Objectives

<p>PROGRAM OBJECTIVE</p>	<p>QUESTION</p>
<p>1. Transforming Technologists into Managers and Leaders</p>	<p>Relative to the start of the term where (1 = Strongly disagree and 5 = Strongly agree)</p> <ul style="list-style-type: none"> • I have a better idea of how technology can be used to solve business problems. • I have a better idea of the technology implementation challenges that are created within organizations. • I am more confident that I have the tools and capabilities to overcome technology implementation challenges in organizations.
<p>2. Create a startup mindset</p>	<p>Relative to the start of the term where (1 = Strongly disagree and 5 = Strongly agree)</p> <ul style="list-style-type: none"> • My knowledge of how to develop disruptive technologies has increased.

	<ul style="list-style-type: none"> • My knowledge of how to develop disruptive business models has increased. • I have a better sense for where growth opportunities in any given industry are.
<p>3. Create Inclusive Thinkers</p>	<p>Please rate your agreement with the following statements (1 = Strongly disagree and 5 = Strongly agree):</p> <ul style="list-style-type: none"> • It is important that all perspectives on a business problem are heard. • I will actively seek out voices from different perspectives to participate in discussions of how to solve problems. • People need to feel safe and included in the organization if they are to contribute to the organization’s well-being.
<p>4. Create Effective Team Builders</p>	<p>Relative to the start of the term where (1 = Strongly disagree and 5 = Strongly agree)</p> <ul style="list-style-type: none"> • My knowledge of how to develop cross-functional teams has increased. • My knowledge of how to build remote teams has increased. • My knowledge of how to manage conflict within teams has increased. • My knowledge of how to motivate teams has increased.
<p>5. Create Compelling Communicators</p>	<p>Relative to the start of the term where (1 = Strongly disagree and 5 = Strongly agree)</p> <ul style="list-style-type: none"> • My ability to communicate clearly has increased. • My ability to develop impactful presentations has

	<p>increased.</p> <ul style="list-style-type: none"> • My ability to write concise emails and memos has increased. • I am able to express myself with a greater level of clarity and precision.
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Recommendation 5

Ensuring effectiveness of online courses in Terms 3 & 4

- While the two proposed online electives in Term 3 and the required course in Term 4 are offered in the hybrid format, an in-class end of the term group exercise can be included to enhance the learning experience.

Response to Recommendation 5

Each student team will do a presentation to the following stakeholders:

- i. The leaders of the venture to which they have been assigned,
- ii. Their classmates,
- iii. The instructor,
- iv. The MBAAt Program Director, and,
- v. Interested faculty from the MBAAt teaching team.

They will do this at the end of Part A as well as at the end of Part B.

Each team presentation will cover the following in their Part A presentation:

- (i) **Description**: The team will describe the business model of the venture in relation to the external opportunity
- (ii) **Assessment**: The team will articulate the strengths/weaknesses of the fit between the business model and the external opportunity
- (iii) **Recommendation**: The team will identify the concrete recommendations that they developed to create a more effective/efficient fit between the business model of the venture and the opportunity.

- (iv) **Learning By Doing**: The team will identify key learnings from their implementation journey
- (v) **Overall Reflection**: The team will provide overall reflections on the learning journey that they undertook.

Each team presentation will cover the following in their Part B presentation:

- (i) **Learning By Doing**: The team will identify key learnings from their implementation journey
- (ii) **Overall Reflection**: The team will provide overall reflections on the learning journey that they undertook.

Recommendation 6

Provide more detail on the pre-work and the use of the Business Model Canvas.

Response to Recommendation 6:

In the discussion below, we provide details on Term 0 (Business Model Canvas is discussed in this term). Note that the MBAt Program office will be responsible for the development and execution of Term 0.

Details on Term 0 are provided on the following dimensions:

- (i) Objectives of Term 2
- (ii) The Reference Programs that were consulted to develop Term 0
- (iii) The Content of Term 0 – in terms of the specific topics that will be covered
- (iv) The Assessment of Term 0 – how students will be evaluated to ensure effective absorption of the material.

Details on Term 0 in the MBAt

OBJECTIVES: The intent of this program is to provide students with exposure to the basic vocabulary of business. It is also intended to provide them with the grounding on which course concepts will be built. A number of MBA Programs, including our own, have observed the need

for a pre-MBA module to serve the purpose of orienting students to the language of business. The intent of Term 0 is the same.

REFERENCE PROGRAMS:

SCHOOL	LINKS TO THE PRE-MBA PROGRAM
Schulich	https://gradblog.schulich.yorku.ca/flying-start-16/ https://gradblog.schulich.yorku.ca/faqs-prepping-for-the-master-of-management-mmgt/
Rotman	https://www.rotman.utoronto.ca/Degrees/MastersPrograms/MBAPrograms/FullTimeMBA/Program/ProgramOverview
Ted Rogers	https://trsmcredentials.ryerson.ca/issuer/28315/credentials

DURATION: 2 weeks

CONTENT:

MODULE	DETAILS
Business Model Canvas (BMC)	<p>The BMC is a visualization of the income statement. It identifies pictorially the sources of a firm's revenues and the activities that a firm needs to engage in to generate these revenues. It also stimulates structured thinking around ways to raise a firm's gross profits by requiring students to figure out ways by which to increase revenues and to reduce the costs associated with revenue generation.</p> <p>References:</p> <p>https://corporatefinanceinstitute.com/resources/knowledge/strategy/business-model-canvas-template/</p> <p>https://www.linkedin.com/pulse/value-proposition-interface-canvas-amancio-bouza-phd/</p>
Economics	<p>https://www.linkedin.com/learning/economics-for-business-leaders</p>

	https://www.linkedin.com/learning/paths/become-an-economist
Finance	https://www.linkedin.com/learning/build-your-financial-literacy https://www.linkedin.com/learning/financial-basics-everyone-should-know https://www.linkedin.com/learning/finance-foundations-2018 https://www.linkedin.com/learning/paths/essential-new-skills-in-finance
Accounting	https://www.linkedin.com/learning/paths/develop-your-finance-and-accounting-skills https://www.linkedin.com/learning/financial-accounting-foundations/why-financial-accounting?autoplay=true&contextUrn=urn%3Ali%3AlyndaLearningPath%3A6217bca1498ef4d63ac1911a https://www.linkedin.com/learning/the-business-of-accounting
Case Analysis and Presentation Skills	<p>Firsthand – Guide to Case Interviews (see downloading instructions below)</p> <p>You will also be required to download the following from the CCD Career Platform</p> <p>Firsthand.co – the guide to consulting case interviews. (NOTE: the guide is over 500 pages in length).</p> <ul style="list-style-type: none"> • Visit Handshake - Schulich Career Platform at https://app.joinhandshake.com/edu/articles/13467 and login using Schulich email address and password • Click on the Firsthand logo and enter your Firsthand username and ID. If you do not have an existing account, you can create one (please ensure you use your Schulich email address when creating the account) • Once you have logged in, click on Guides at the Left-hand side

ASSESSMENT: Every module will have an assessment component. The intent is to ensure that students have engaged with the material and have attained a comprehensive understanding of the contents.

RESPONSE TO OTHER RECOMMENDATIONS

We have reviewed all the comments made in the front-end of the report. While several of these are captured in the Overall Recommendations that you outline, some are not. We refer to those comments that are not reflected overall recommendations as “Other Recommendations.” We identify these in the discussion below (**in blue font**) and provide responses to them (in regular font).

Other Recommendation 1:

Are the program’s **objectives clearly described?**

The School proposes a full-time MBA program in Leading Technology-Enabled Organizations (MBA_t). Its objectives are to:

- Transform technology developers into managers and leaders
- Create a start-up mindset
- Create inclusive thinkers
- Create effective team builders
- Create compelling communicators

Comments:

- More clarity is needed on the notion of Creating a “Startup Mindset”. More clarity on the new start up or innovation practicum needs to be provided. The connectivity to Venture studio (term 4 course offering) needs to be better explained.
- Reference: “Commitment to Experiential Learning (page 7)”:
 - The requirement to “work with technology developers to bring a new technology/product to market” is ill defined and may set too high a bar
 - More details needed on the following issues:
 - (i) Who are “technology developers”?
 - (ii) What is meant by “new product”?
 - (iii) Is it a digital app?
 - (iv) Is it covered in just one term?
 - (v) Which course is being referencing here?
 - (vi) Is it captured by Venture studio?

Assuming this requirement relates to Venture Studio, a semester may be too short a time to “bring...a product to market” and that it may be difficult to find partners with this

explicit goal. The Program may wish to modify or better define this goal to set expectations for students and partners.

Response to Other Recommendation 1

Based on these comments, we have made changes in 2 sections of the proposal document:

Change 1 is to the discussion under the heading: “Create a Startup Mindset” on p. 6

CURRENT	REVISED
<p>By requiring students to interact with other stakeholders such as employees that are implementing the technology and customers, the program will encourage technology developers to advance innovations that are focused on outcomes, such as ensuring uptake of the technology by employees and on creating value in the life of customers that either acquire the technology or the products that result from the technology. As well, we expect that sustained stakeholder interaction will germinate new business ideas that build out the firm’s ecosystem through the creation of value for specific stakeholder groups.</p>	<p>Identifying and executing on growth opportunities is a fundamental characteristic of effective leadership. The MBAAt will enable students to identify growth opportunities, develop technological solutions to address these growth opportunities, and build business models that will facilitate the effective, efficient, and sustainable implementation of these technological solutions. Typically, stand-alone start-ups or start-up divisions within established companies work on the development of new technologies and business models. In the venture studio course, students will work with these types of start-up firms/divisions. Through this experience, they will be equipped with the skills needed to grow the businesses that they become part of upon graduation from the MBAAt.</p>

Change 2 is to the discussion under the heading: “Commitment to Experiential Learning” on p. 7.

CURRENT	REVISED
<p>The program makes an explicit and extensive commitment to experiential learning. Two observations will underscore the commitment. One, students will be required to complete an internship. Two, students will have to work with technology developers to bring a new technology/product to market. Three, all courses will be required – by design – to devote 30% of class time toward experiential learning initiatives in the form of discussions, case studies, simulations, and guest lectures.</p>	<p>The program makes an explicit and extensive commitment to experiential learning. Three observations will underscore the commitment. One, students will be required to complete an internship (the “Mandatory Internship” course). Two, students will have to work with start-ups that are either stand-alone or distinct units within established businesses that are focused upon developing new technological solutions and business models to more effectively, efficiently, and sustainably address on-going business problems (the “Venture Studio” course). Three, all courses will be required – by design – to devote 30% of class time toward experiential learning initiatives in the form of discussions, case studies, simulations, and guest lectures.</p>

Also, it is important to note that while the courses are identified as being specific to terms, the activities that are entailed will get initiated in prior terms. This is especially the case with the venture studio course. Whereas the course itself occurs in term 4, pre-

boarding activities will commence in term 3, so students will begin the course being equipped with the necessary tools, concepts, and methodologies.

FAQ: Why do we need both a “Mandatory Internship” course and a “Venture Studio” course?

Answer: In the mandatory internship course, students will intern with large organizations (e.g. RBC) that are in the midst of undertaking digital transformation initiatives. In this course, students will intern on a specific digital transformation initiative and will learn why it is necessary, what resources are needed for digital transformation to be executed effectively, the leadership capabilities that are required, how groups are created to executed on tasks, and how conflicts are addressed. In other words, the mandatory internship courses focuses broadly on the implementation side of technology. By contrast, in the “Venture Studio” course, the focus is on technology and business model development. Here students learn how to develop new technology and business models to solve business problems. Taken together, the MBAt will give students both technology management and technology development skill-sets, thereby, in our view, making them very attractive to potential employers.

Other Recommendation 2

Is the degree nomenclature appropriate, given the program's objectives?

Comments:

- The shortening to "MBA_T" could create some confusion as to the balance between tech leadership and tech fundamentals. The program focuses on leadership and strategy, not technology development fundamentals per se.
- Perhaps the current title "MBA in Leading Technology-Enabled Organizations" (MBA_T) may be sharpened (e.g., "MBA in Tech Management & Leadership").

Response to Other Recommendation 2

We will change to title to MBA in Technology Leadership.

Other Recommendation 3

Are the program's objectives consistent with the institution's mission and academic plans?

The university's academic plan seeks (among other things) to foster interdisciplinary innovation, sustainable development, and global engagement, all of which are reflected in the program's objectives. (York University Academic Plan 2020-2025.)

Comments:

University Academic Plan (page 10): Need more clarity on whether students will be able to cross-register across other graduate programs such as

- (a) Master of Management,
- (b) Master of Business Analytics,
- (c) Master of Management in Artificial Intelligence (MMAI), and,
- (d) The proposed Master of Management and Engineering.

Will students be able to get double degrees from the school? Clarity on the cross-linkages across programs using an exhibit will be useful.

Response to Other Recommendation 3

MBA_T students will be allowed to register for MBA electives in Terms 3 and 4. MBA_T students will also enroll in 2 pre-determined electives from the Master of Business Analytics and Master of

Management in Artificial Intelligence Programs. Apart from these 2 pre-determined electives, and the MBA electives, they will NOT be allowed to take courses for other Schulich Graduate Programs.

Other Recommendation 4:

As an example, see the discussion of Term 4 (Page 15): Course in strategy Plus practicum “In addition, students will work on identifying a business problem of a real-world organization, developing a technological solution for the client, and working with the client to ensure its implementation”.

More clarity can help here.

- Who identifies the problem?
- Who identifies the companies?
- What does “founder placement” or “additional mentor” model mean?
- How are these tied to the objective of critical analysis and decision-making, and,
- How will the Program ensure that outside mentors help students meet this objective?

Response to Other Recommendation 4

Please see the following change to the section “Term 4” on p. 15

EXISTING TEXT: Term 4	REVISED TEXT: Term 4
<p>In the final term, students will take a course in strategy. The intent of this course is to enable them to transform their organization’s technology into a source of competitive advantage within their organizations around why technological innovations are necessary from a competitive advantage perspective. In addition, students will work on identifying a business problem of a real-world organization, developing a technological solution for the client, and working with the client to ensure its implementation. This will</p>	<p>In the final term, students will take a course in strategy. The intent of this course is to enable them to transform their organization’s technology into a source of competitive advantage within their organizations around why technological innovations are necessary from a competitive advantage perspective. In addition, students will take the Venture Studio course, the purpose of which is to instill in them a start-up mindset. To achieve this, students will work either</p>

<p>give students the full cycle of technology development:</p> <ul style="list-style-type: none"> (i) Articulation of strategic purpose of technology development, (ii) Development of the technological innovation, (iii) Implementation of the technological innovation, and, (iv) Ensuring attainment of the strategic purpose. 	<p>with a stand-alone start-up or one that is part of a larger organization. In either case, the focus of the business entity is on developing novel technological solutions and business models to address on-going business problems. The two courses in combination – one theoretical and the other practical – will give students a powerful lesson in how technology can generate competitive advantage for organizations.</p>
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Other Recommendation 5:

There is a need for training for skills in peoples’ management that is currently missing in the program statement. Given the hybrid work culture, in the post-covid world, the employees may be geographically disbursed and not necessarily anchored to a physical location. Hence training in skills related to people’s management are important in the new hybrid workplace.

Response to Other Recommendation 5

We will work with Professor Kevin Tasa (creator of ORGS 5201: Leading and Managing Digital Transformation (3.0) to devise new learning outcomes and to ensure that content is appropriately aligned with these new learning outcomes.

EXISTING LEARNING OUTCOMES	REVISED LEARNING OUTCOMES
<p>In this course, students will learn to:</p> <ul style="list-style-type: none"> 1. Practice the skills and abilities required to work with, lead, and influence people 2. Connect, persuade and motivate through effective charismatic behaviors 	<p>In this course, students will learn to:</p> <ul style="list-style-type: none"> 1. Practice the skills and abilities required to work with, lead, and influence people 2. Connect, persuade and motivate through effective charismatic behaviors

<p>3. Improve the decision-making processes used in team and groups</p> <p>4. Manage conflicts effectively, and,</p> <p>5. Understand and design diversity and inclusion practices in organizations.</p>	<p>3. Improve the decision-making processes used in team and groups</p> <p>4. Manage conflicts effectively,</p> <p>5. Understand and design diversity and inclusion practices in organizations, and,</p> <p>6. Particular emphasis will be placed on managing issues relating to motivation, leadership, and conflict in the context of on-line and hybrid-mode teams, as such teams reflect the current reality.</p>
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YORK UNIVERSITY
SCHULICH SCHOOL OF BUSINESS

Memorandum

To: Whom it may concern
From: Detlev Zwick, Dean
CC: Kevin Tasa, Associate Dean Academic, Ashwin Joshi, Associate Dean Programs,
Kiridaran Kanagaretnam, Associate Dean Students
Date: August 16, 2022
Subject: Response to External Appraisers' Report of the MBA in Technology Leadership
(MBA) Program

Professor Matthew D'Amore (Cornell University) and Professor Madhu Kalimipalli (Wilfrid Laurier University) served as external appraisers for the MBA in Technology Leadership (MBA) Program. My thanks to them for their strong endorsement of the program. The recommendations they have offered will advance the program ability to attain the learning objectives. As such, I am deeply grateful to the external appraisers for their thoughtful and constructive commentary.

In this memo, I will briefly (i) outline their recommendations, (ii) identify the program's responses to each of the recommendations, and (iii) provide my assessment of the School's capabilities to execute the responses to the recommendations.

Recommendation 1: Create Room in the Curriculum to Take additional electives

Response to Recommendation 1: Note that Master's students are permitted to take 18 credits per term. As such, in term 3 and term 4 of the MBA, students will have the option of taking additional electives from the existing pool of MBA program electives.

Assessment of the School's Capabilities: There are over 50 electives that are offered each term in the Schulich MBA Program. As such, providing the MBA students with the option to take MBA electives poses no constraints.

Recommendation 2: Change the Venture Studio Course from being a 6-credit course into two 3-credit courses. This will allow for a more even distribution of workload in the course.

Response to Recommendation 2: The program structure has been changed to align with this recommendation.

Assessment of the School's Capabilities: The course outline has been developed and an instructor is in place to teach this course (Chris Carder: <https://schulich.yorku.ca/faculty/chris-carder/>). As such, I foresee no challenges in implementing this recommendation.

Recommendation 3: Create room for more formal exposure to entrepreneurship and innovation.

Response to Recommendation 3: While the core program structure remains unchanged, note that students can take up to 3 three-credit MBA elective courses in each of term 3 and term 4 (i.e., students can take 6 MBA elective courses in addition to their regular workload). Students seeking to deepen their interest in innovation and entrepreneurship can do so by selecting elective courses in these areas.

Assessment of the School's Capabilities: There are 16 MBA electives in the Entrepreneurship specialization with the MBA that the MBA students can choose from if they wish to deepen their expertise in this area (for the complete list, see: <https://schulich.yorku.ca/specializations/entrepreneurial-studies/>). As such, the School is well positioned to deliver more formal exposure to entrepreneurship to those MBA students that seek it.

Recommendation 4: Ensure periodic program review.

Response to Recommendation 4: The program commits to implementing a periodic program review.

Assessment of the School's Capabilities: The newly developed Office of Curriculum Innovation and Teaching Excellence (CITE) (<https://teachingandlearning.schulich.yorku.ca/schulichs-new-office-of-curriculum-innovation-and-teaching-excellence-cite/>) will be tasked with conducting periodic program reviews to ensure that the curriculum and teaching quality are on track toward excellence. A new position has also been created – Associate Dean Programs. The purpose of this position is also to ensure that the program continues to innovate and evolve to meet changing marketplace needs. As such, the School has the infrastructure and the resources needed to conduct a periodic program review.

Recommendation 5: Ensuring Effectiveness of Online courses in Term 3 & 4

Response to Recommendation 5: The intent behind this recommendation is to ensure that the spirit of the cohort remains intact even as the students are working on separate projects across separate organizations. We are greatly appreciative of the appraisers for having made this comment. In response, the Venture Course has been modified to include two activities – one in Part A and one in Part B – both of which are designed to create a collective experience for the cohort, thereby bolstering the collective identity of the cohort.

Assessment of the School's Capabilities: Given the School's extensive experience with entrepreneurship (<https://schulich.yorku.ca/news/staff-announcement-office-of-innovation-entrepreneurship/>) and experiential education generally

(<https://teachingandlearning.schulich.yorku.ca/ee-professional-development/>) I do not see any challenges in implementing the responses as outlined above. The School does similar activities in entrepreneurship electives in the MBA program as well, so I am confident that the responses to this recommendation can be implemented.

Recommendation 6: Provide more detail on the pre-work and the use of the Business Model Canvas.

Response to Recommendation 6: Details on the Business Model Canvas and on the other modules are now included in the submission.

Assessment of the School's Capabilities: The School developed a pre-MBA Program to prepare students for the rigors of the program (<https://gradblog.schulich.yorku.ca/flying-start-16/>). I do not foresee any challenges in implementing a similar pre-MBA program that provides students with the grounding that is necessary to absorb program content effectively.

Final Assessment

Based on my consideration of the external appraiser recommendations and the responses, my view is that the School has all the capabilities that are needed to implement the responses to the recommendations.

My thanks again to the appraisers, Professor Matthew D'Amore (Cornell University) and Professor Madhu Kalimipalli (Wilfrid Laurier University). Thanks to their commentary, it is my belief that we will have a better program that is ready for launch in September 2023.



*Detlev Zwick, PhD
Dean & Tanna H. Schulich Chair in Digital Marketing Strategy
Schulich School of Business*

Memorandum

**OFFICE OF THE
PROVOST & VICE-
PRESIDENT ACADEMIC**

9TH FLOOR KANEFF TOWER
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To: Martin Bunch, Chair, ASCP
From: Lyndon Martin, Acting Provost & Vice-President Academic
Date: September 12, 2022
Subject: MBA in Technology Leadership, Schulich School of Business

I have reviewed the report of the external reviewers for the proposed professional Master of Technology Leadership (MBA^t) and reiterate my office's support for this program, proposed by the Schulich School of Business.

The MBA^t is designed to offer employment-ready training to students with technical and STEM backgrounds to build management expertise with a "startup mindset" that will equip graduates with the methods and orientation for leadership roles in technology management and development. With strong commitments to equity, diversity and inclusion and to minimizing environmental impact, this professional training program is unique in Canada in responding to an industry-identified need for people who can create business value from technologies.

This program makes excellent use of resources that are in place already within the Business School and builds on the expertise of full-time faculty in aligned areas. Existing student and career services, library and IT access and physical space are sufficient to support this new degree. With a strong emphasis on experiential education, a core of professional development courses and a field study component to the capstone project, the MBA^t offers a full-time, 16-month program that will equip graduates to identify growth opportunities, develop appropriate technological solutions and facilitate effective implementation of these solutions.

Reflecting the priorities addressed in the University's 2020-2025 Academic Plan, this graduate program particularly manifests the concerns for 21st Century Learning in its emphasis on problem-solving skills, collaboration across disciplines, experiential and professional learning, flexible delivery options and developing local partnerships.



York University
New Program Proposal

Master of Health Industry Administration
(MHIA)

October 2022

Prepared by:

Amin Mawani
Joseph Mapa
Marcia Annisette
Kiridaran (Giri) Kanagaretnam
Emily Rush
Kathryn Doyle

1. INTRODUCTION

Include a brief description of the proposed program. You may also choose to include additional information, such as a description of the consultation process undertaken and/or an analysis of demand for the program. Additionally, you may identify unique curriculum or program innovations, creative components, or significant high impact practices. Where appropriate, include additional elements, for example, consideration of equity, diversity and inclusion, special missions and mandates, and student populations that are being encouraged by governments, institutions, and others.

The proposed Master of Health Industry Administration (MHIA) program is designed to address an unfilled need in post-graduate management education – to increase the available pool of highly capable professionals to fill the growing demand in the burgeoning healthcare industry. Combining Schulich’s strength of high-quality management education with specialized expertise in the field of healthcare administration, the proposed 12-month (3-term) full-time program will be unique in both Ontario and Canada and will offer explicitly designed courses for a changing healthcare industry.

The program has been designed by faculty within Schulich’s newly created *Krembil Centre in Health Management and Leadership*, a holistic initiative designed to promote the field of health leadership and management through education, applied research and industry collaboration. Building on the School’s existing Health Industry Management specialization and graduate diploma, along with a diverse alumni pool and wide range of sector partners, this highly applied professional program will integrate leadership development with a focus on strategic thinking, systems design, healthcare quality, and value-creation. The mission of the program is to prepare students with the leadership and management skills needed to thrive and make a difference in a transformational industry, in both the public and private spheres, and to help build the next generation of healthcare leaders for emerging global challenges and the workforce of tomorrow.

The MHIA will serve two sets of potential students. Apart from the traditional direct entry undergraduate, the program will be open to healthcare practitioners who are currently working in entry-level facets of healthcare administration but who wish to progress to higher and broader organizational leadership roles in health administration. The MHIA can therefore be seen as an intermediate step on a path of lifelong learning that may, at a later stage, include enrolment in an MBA or EMBA program to complement graduates’ skills with those required for senior and more generalized leadership positions.

Demand for the Program

The Canadian healthcare system, along with others around the world, is currently challenged and requires major transformational changes to adapt to limited financial resources, an aging population, and the emergence and adoption of new delivery models and technologies, including artificial intelligence, business analytics, and virtual care.

COVID-19 has also acted as an additional catalyst for growing demand for healthcare management. For these reasons, it is projected that there will be significant job growth in every area of the healthcare employment industry in the coming years, with particular demand for management and leadership roles. Several influential publications and websites point to healthcare management as being one of the top five jobs in demand in the next few decades:

- Accenture Consulting claims that as a result of the pandemic “Every Business will be a health business”, given the need to invest in new health measures to keep employees and customers safe (Harper, 2020).¹
- Workopolis forecasts that the healthcare sector will be a high-growth area for jobs beyond 2020.²
- The U.S. Bureau of Labour Statistics reports a strong job outlook and starting salaries for healthcare administrators.³
- The Healthcare Management Degree Guide forecasts growing prospects for a degree in healthcare management and jobs in healthcare management.⁴
- The Job Bank indicates that job opportunities for managers in health care (NOC 0311) are fair in Ontario and Canada over the next 3 years but that individuals with a business-related master's degree with some specialization in health services administration could have enhanced job prospects. Managers in health care will continue to be required to support more complex financing and structural issues to the changing health care sector, and the general demand for health care is expected to grow as the proportion of seniors in Ontario is projected to increase.⁵

Twenty years ago, health administration degrees simply focused on the traditional core subjects of accounting, finance, marketing and organizational behaviour. However, health administration has become an increasingly complex field over recent years. For example, a healthcare administrator now has to be familiar with data analytics to capture and make sense of the links between patient health outcomes and resources. They must also be able to manage the deep and broad supply chains of the inputs that must arrive in a timely and cost-effective manner without disruption. A viable health administration degree today needs to offer training in health informatics, supply chain management, epidemiology, quality of healthcare, performance metrics, public policy, and strategy, all in addition to the traditional foundational disciplines such as accounting, finance, marketing, strategy, organizational behavior, and management of information systems.

¹ Retrieved from: <https://www.bbc.com/news/business-52289142>

² Retrieved from: <https://careers.workopolis.com/advice/career-trending-where-the-jobs-will-be-through-2020-and-beyond/>

³ Retrieved from: <https://www.bls.gov/ooh/Management/Medical-and-health-services-managers.htm>

⁴ Retrieved from: <https://www.healthcare-management-degree.net/faq/what-does-the-future-hold-for-careers-in-healthcare/>

⁵ Retrieved from: <https://www.jobbank.gc.ca/marketreport/outlook-occupation/1708/ON>

The skill set required for today's health administration degree is eclectic, combining both "hard" and "soft" skills. For entry-level health administration positions, practitioners need critical analytic skills that are applicable to day-to-day problem solving. To make any data-driven analysis relevant and actionable requires a managerial perspective on the organization's goals and its environment. Successful practitioners will need the requisite skills in critical thinking, problem solving, and communication within and between organizations, in both the public and private sectors, along with the ability to make informed and nuanced professional decisions that consider the ethical, social and environmental contexts. Finally, no healthcare administrator can succeed in their role without having the ability to successfully project manage a new initiative from start to finish.

In April 2021, the task force, with the help of York Consulting Group (YCG), conducted interviews with five healthcare practitioners that had completed Schulich's executive education program in healthcare management. The YCG also interviewed 17 healthcare industry professionals from 13 different organizations to get their perspectives on the proposed MHIA syllabus. Exposed to the program design, they indicated that would be supportive of hiring graduates into both entry level and mid-level positions, depending on prior qualifications and experience. As importantly, many of them said that they themselves would be interested in completing the degree if it was offered as a part-time program that allowed them to pace the course work with the requirements of their professional careers. This can be interpreted not only as a strong endorsement of the curriculum, but also the attractiveness of the program among working professionals, many of whom have arrived at their positions largely through on-the-job training.

To further gauge demand, the task force, with the help of the YCG, initiated two surveys of students who had recently completed an undergraduate degree. They were followed by interviews with 53 respondents. The majority of these respondents indicated an interest in the MHIA. Follow up interviews with these students emphasized that Schulich's own undergraduates are a valuable source of potential future students for the MHIA. A second survey of undergraduate students (some domestic, some international) graduating from other York University programs in health, arts and sciences indicated that a significant number were interested in a masters level business degree. Subsequent analysis also indicated that there was some sense of urgency to be admitted to a program such as the MHIA soon after graduation in order to improve employability in a growth industry.

Full details of the survey and interviews conducted can be found in Appendix 1.

Method Used to Develop the Program

The program has been designed by a Schulich-based task force established by the Dean of the Schulich School of Business. To develop the learning outcomes and curriculum content the task force obtained input from the relevant subject matter disciplines within Schulich, as well as from prospective students and potential employers. The task force also sought input from management practitioners in industry and government, consultants, and

industry associations to fully understand the emerging trends and the knowledge requirements for health administration careers. The learning outcomes in turn informed which courses are needed to provide future graduates with the required knowledge and skills.

Schulich's Student Services and International Relations department (SSIR) has reviewed the proposed program to provide input, as has the School's Career Development Centre (CDC). The School's Committee for Equity and Community (CEC) has also reviewed it to determine ways to incorporate principles and practices of equity, diversity and inclusion within the curriculum (see section below on Equity, Diversity and Inclusion).

The School also recognized the need to engage in consultation with the Faculty of Health in order to align the two faculties' curricular initiatives as much as possible and avoid any potential for overlap or duplication. An initial conversation involving the deans of the two units took place in February 2021, and the School has re-engaged the Faculty in December 2021 to share details of the more solidified program proposal. The School has requested a letter of support outlining the Faculty's perspective on the new program and this letter will be included in the proposal as soon as it is available.

All letters of support and consultation for the program can be found in Appendix 2, including a letter from the Dean as well as a number of experts from industry. Additional letters of support will be added as they are available.

The task force will continue to incorporate feedback from various parties as the proposal moves through the approval process, and this section of the proposal will be updated as the consultation takes place.

Competing Programs

There are currently few programs in the field of health administration offered by business schools – both in Ontario and globally. Schulich aims to fill this gap with this proposed new offering.

Online searches augmented with phone calls to administrators revealed the number of programs in the Canadian landscape. The search focused on this landscape because the task force believes that students will most likely identify their desired country of study first before identifying their preferred programs. However, the program is general enough to be of relevance globally as well as general enough to be of interest to those interested in healthcare administration wherever they may come from.

Please see Appendix 3 for a table outlining the details of the relevant programs in the Canadian landscape. Overall, there is strong demand for programs focused on healthcare administration, but no dominant model for how best to design or deliver them. The programs are offered by different units (e.g., a faculty of health, a business school, a school of public health, a faculty of applied sciences, or a collaboration between more than one unit). The programs also range in degree type (e.g., Master of Science, Master of Health

Science, a variety of specialized masters degrees, dual degrees between various units, etc.), in focus (e.g., e-health, global health, community care, public health, health informatics, etc.), delivery format (e.g., full-time, or both full- and part-time; fully in-person, or both online and in-person; internship or no internship; modular or course based) and in duration (e.g., anywhere from 12-20 months for the full-time offerings).

The MHIA task force believes that a program with a multi-industry healthcare focus (e.g., they cover a range of sectors such as pharmaceuticals, long-term care, medical devices, hospitals, etc.) is ideally located in a business school because its faculty and students are familiar with a large cross section of industries and the differences or commonalities in strategic, financial and logistical aspects within each industry. The many different sectors within healthcare each have positive or negative externalities on each other. For example, better pharmaceutical drugs or medical devices could speed up diagnoses at physicians' offices and reduce length-of-stay and costs at hospitals. These interactions need to be recognized and measured in deciding on optimal healthcare resource allocation at the policy level as well as in the private sectors.

MHIA Rubrics

A fair bit of thought was put into the name of the new proposed degree program: Master of Health Industry Administration, with courses abbreviated as MHIA. *Health* refers to the overall focus of subject matter (and short for Healthcare). We used the term *Industry* to emphasize and differentiate our program to include all subsectors of the broad healthcare industry – which includes not-for-profit hospital sector as well as the for-profit sectors such as pharmaceuticals, medical devices (which is a growth sector in the GTA, for example), long-term care facilities, consulting services, e-health and others. The final term of *Administration* was designed to parallel the 'A' in our crown jewel – the Schulich MBA program. The use of the word 'Administration' was deliberately used to distinguish our new degree from programs offered (or proposed) by the School of Health Policy and Management (SHPM) in the Faculty of Health. SHPM was the first mover in using Management in their Departmental name, and we did not want students to be confused between the different programs offered by SHPM and Schulich. Administration is also included in the more prevalent Master of Health Administration (MHA) degree programs in the U.S.

Equity, Diversity & Inclusion (EDI)

The MHIA Program incorporates Equity, Diversity and Inclusion (EDI) principles in its core curriculum. We have done this by incorporating specific content (e.g., lectures specifically focusing on EDI in many courses) as well as in delivery (e.g., ensuring case studies feature protagonists from diverse backgrounds, readings from diverse authors, and settings where an inclusive environment is fostered).

The healthcare sector is rife with inequities in access and treatments of patients from different backgrounds. The pandemic exposed many of these inequities where certain racialized groups had disproportionately more negative health outcomes. Front-line staff were often from racialized groups and suffered more adverse health consequences because they had fewer opportunities to work remotely, had fewer childcare alternatives, and had lesser access to vaccinations (in part because they had to be at work during clinic hours and had fewer pharmacies and vaccination clinics in their neighbourhoods).

Our coursework also incorporates how EDI concepts such as decolonization and Indigenization have an impact on access and outcomes of health. Students having this background early in the program will prompt all course instructors to think more systematically and deeply about these issues and incorporate them.

Healthcare industry leaders and administrators coming out of our MHIA program will be aware of systemic racism and other inequities in our healthcare system, and will be trained in addressing these deeply ingrained issues. Schulich will be training future healthcare industry leaders who will seek to make our healthcare system more equitable and accessible to everyone.

Almost all of our proposed courses in the MHIA program incorporate EDI principles. Discussions on Healthcare Quality (MHIA 6160) and on Healthcare Performance Metrics (MHIA 6170) are accompanied by a discussion on how such quality outcomes (e.g., hospital revisits within 30 days or preventive care such as mammograms) vary across race, gender and income groups of patients. Having these measures of healthcare access and healthcare outcomes readily visible on managerial dashboards keeps EDI principles front and centre of managerial decision making, and therefore continuous improvement.

In most cases, the EDI principles are part of the Expected Learning Outcomes section of the Course Outlines. In some cases, they are part of the Extended Course Descriptions. In the marketing course (MKTG 5201), EDI principles are prominently covered in Class # 3, 4, 6, 9 and 11. Class # 9 includes coverage of Social Determinants of Health, while Classes # 9 and 11 include coverage of Indigenous Health. The course on Preventive Healthcare (MHIA 5130) also discusses social and commercial determinants of health.

2. EVALUATION CRITERIA

2.1 Objectives of the program (QAF 2.1.2.1)

The Schulich School of Business proposes to establish the MHIA degree to prepare students with the necessary skills and knowledge to obtain entry-level management positions in the healthcare industry. The overarching goal is to help build highly competent managers who are prepared to creatively tackle the challenges of a complex and growing field.

The program emphasizes management skills and leadership development, along with key skills necessary for success in the field, including strong oral and written communication, nuanced professional and ethical judgment, and project management.

Experiential learning is a key component of this highly applied program as students gain hands-on skills necessary for employment. The programs' strong connections to industry, via its faculty network and alumni pool, will help provide a thorough and up-to-the-minute understanding of the field. Students will engage in real-world learning opportunities throughout the curriculum and gain on-the-ground exposure to key facets of healthcare industry, in the public and private sectors.

The program aspires to graduate individuals from the program who:

- have a thorough understanding of the core tenets of both management and healthcare administration
- are effective communicators and team members
- recognize the ethical, social, and environmental issues inherent in healthcare administration and exercise informed professional judgment
- can successfully manage a healthcare-related project from start to finish
- exhibit leadership and entrepreneurial qualities
- are intellectually curious and committed to continuous learning

The target market is undergraduates aspiring to work in healthcare and contribute to population health. Graduates emerging from non-business and general business undergraduate programs require specialized education in order to find meaningful employment in entry-level administration positions in private, public, or non-profit health organizations. In addition, recent university graduates and others who currently are working in the health industry will be able to advance their careers in health administration via this proposed degree. Graduates of the MHIA will be eligible for roles in healthcare administration, such as program managers for health service providers. They may also obtain roles in the delivery of virtual care and e-health, front-line management in long-term care facilities, marketing for medical devices, logistics planning for healthcare, supply chain management in healthcare, and data analytics in both private and public healthcare.

The MHIA will be launched as a full-time program in Fall 2023. The School also plans to launch a part-time pathway to completion as soon as there are sufficient numbers to warrant a second section of classes. For more detail, please see the section on full-time and part-time options.

Consistency of the Program with the Institution's Mission and Academic Plans

University Academic Plan

The proposed MHIA program will support many of the University's goals as outlined in the 2020-2025 University Academic Plan (UAP), including:

21st Century Learning

- ***Continued efforts to make York a more attractive destination for all potential students, including Indigenous students and equity seeking groups***
- ***Pursue inclusive excellence by decolonizing curriculum and ensuring our graduates are known for their global mindset, ethical judgment, and superior ability to integrate diverse ideas and worldviews***

The MHIA program is committed to equity, diversity and inclusion (EDI) and helping the School achieve its goals in these areas. The program proposal has been reviewed by the School's Committee for Equity and Inclusion (CEC) to incorporate EDI principles and practices. The Chair of the CEC also serves as a member of the program committee tasked with reviewing and approving the proposal during the first stage of the curricular governance process. Suggestions from the CEC for how to incorporate or address EDI issues in the program and curriculum were welcomed by the program development task force and incorporated into the proposal and course outlines.

- ***Additional growth and diversification of our international student body, reaching our goal of 20-25% of our students being international***

It is anticipated that the proposed program will be attractive to international students as it is sufficiently general and comprehensive to be relevant to healthcare industries globally. Topics such as logistics, data analytics, accounting, finance and virtual / e-health forces are global in nature. Pressures on global healthcare budgets and the corresponding search for value in healthcare are also prevalent in all jurisdictions. Further, as with Schulich's other one-year masters programs, graduates of the MHIA program would be eligible to apply for a Post-Graduation Work Permit (PGWP), which is an attractive prospect for those looking to gain a career foothold in Canada.

- ***Continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking***
- ***Build essential 21st century skills into our programs, including digital fluencies, information literacies, critical thinking, and the ability to ask good questions, marshal evidence, and communicate effectively across varied media***

This program has been developed in response to the growing need for more highly capable leaders for the healthcare industry along with a gap in programs offered by business schools in the field of healthcare administration. The program's learning outcomes include a focus on understanding the foundations of

management, leadership, and healthcare administration. They also include the ability to think critically and strategically, communicate clearly and persuasively both orally and in writing, effectively present data in a visual manner, manage a project from start to finish, and understand and respond to the broader social and ethical contexts of the field that form an essential part of well-informed professional judgment and decision-making.

- ***Offer a wider range of credentials and flexible delivery options, from in-person to virtual, to expand access to learning for diverse individuals at multiple stages of their lives and careers***
- ***Encourage students to become lifelong learners with the curiosity, research and creative skills, and habits of mind to continually question and update their own knowledge***

This program proposes to serve two sets of potential students. Apart from the traditional direct entry student, the program will be open to healthcare administration professionals who are currently working in an entry-level facet of the industry but wish to progress to higher and broader organizational leadership roles in the field. The program will offer the opportunity to broaden their knowledge while also accumulating experience.

The program will serve these two groups by offering its courses in the evenings and on weekends, thereby enabling working professionals to participate.

For this reason, the MHIA may be seen as an intermediate step on a pathway of lifelong learning that includes a possible MBA or EMBA program later on to complement graduates' skills with those required for senior and more generalized leadership positions.

- ***Attain our goal of providing every student with an experiential learning opportunity, regardless of program***

While most courses in the program contain some form of experiential learning (e.g., case analysis activities, guest speakers from industry, simulations, etc.), the program also offers a capstone course titled MHIA 6100 3.00 Strategy Consulting Study in Healthcare. This course offers an innovative student learning experience in which students have the opportunity to apply theories and concepts to a real-world company problem as they prepare consulting reports under the supervision of experts from academia, business and health organizations.

- ***Maximizing our impact by building on the success of Innovation York to expand student, faculty, and community access to entrepreneurial programming and to increase our innovation activities***

Entrepreneurialism and innovation will also be at the core of our teaching and learning by supporting our students and community members as they seek to create new opportunities in healthcare. Students will take a required course focused on entrepreneurialism titled HIMP 6180 3.0: Entrepreneurship & Innovation in Healthcare. Expanding the focus on social enterprise and non-profits will be particularly important in achieving this goal, as it leverages York's established strength in social engagement and our commitment to equity and inclusion.

Working in Partnership

- ***Developing with partners in Vaughan an integrated, interdisciplinary health precinct that will serve the needs of a growing region, while creating synergies for health-related research, teaching, and innovation***

Schulich's MHIA degree program will be aligned with and serve York's long-term vision for a community-focused medical school in the city of Vaughan addressing Ontario's unmet health care needs by focusing on integrated care, family medicine and health and well-being throughout the life course. The MHIA at the business school will also focus on community-based illness prevention programs and it will teach graduates how to demonstrate and articulate how healthcare interventions can be cost-beneficial. Such a skill set will allow clinical and medical researchers to advance their causes for more sophisticated and more targeted healthcare delivery.

York's Strategic Mandate Agreement for 2020-2025

The proposed MHIA also aligns with York University's Strategic Mandate Agreement on many fronts. The emphasized program areas of strength and growth listed in the SMA 3 include business, management, marketing, and related support services, as well as health and health care, and the university expects these clusters of programs to be significant drivers of enrolment in the coming years. The MHIA aims to contribute to this growth at the graduate level. By providing a net addition to the University's masters complement, it will help the University to address its goal of enhanced graduate studies and reaching the masters-level enrolment target. The MHIA will also contribute to positive economic outcomes for its graduates, aligning postsecondary education with labour market outcomes, and expanding access to entrepreneurship training, which will help the University to meet the growing demand for graduates with technology and entrepreneurship skills. In sum, the program is a manifestation of York University's focus and specialization at the intersection of healthcare, management and technology.

Schulich's MHIA will also contribute to specific metrics in the SMA:

- *Graduate employment rate in a related field:* we expect that 80-90% of Schulich's MHIA graduates will find jobs in the healthcare field within 6 months of graduation. This is based on extrapolation of our current MBA graduates with the HIMP specialization.
- *Institutional strength and focus:* This healthcare management degree reflects York university's strength and focus in healthcare and in business.
- *Graduation rate:* We expect a very high graduation rate given the 12-month duration of the program and the high-quality student services support available.
- *Experiential learning:* In addition to a range of course-embedded experiential learning activities, all MHIA students will take a 12-week capstone course titled Strategy Consulting Study in Healthcare, a consulting assignment in which students engage with a real private or public sector healthcare-focused organization in order to analyze an existing organizational issue and prepare a report containing detailed analysis and recommendations.
- *Graduate employment earnings:* We expect the average starting salaries to reflect a graduate degree from a prominent business school, with significant opportunities for growth.
- *Skills and competencies:* Schulich's MHIA graduates will have in-demand skills and competencies in many areas, including an understanding of healthcare technology, innovation, entrepreneurship, preventive healthcare, public policy evaluation, performance metrics and strategy / leadership for the growing healthcare sector.

Faculty Goals

Schulich's academic plan calls for the School to be global, innovative, and diverse, and the MHIA program will add to this mandate by bringing a unique and high-quality program to an important international market that lacks an adequate supply of high-quality management training options in this growing field. The program offers graduate-level management education to individuals who are academically strong but who are in need of managerial training and experience, and it will offer this preparation to a diverse group of students from varying backgrounds.

The MHIA will also contribute to achieving the following priorities outlined in the School's institutional plan:

1.5 Experiential Learning: Maintain/Create excellent experiential education through internships, exchanges, visits by industry leaders and program redesign

4.1.3 Ensure continued global recognition of Schulich as knowledge leader in external business

5.1.1. Develop and implement plans to grow local and national as well as international recognition of the reputation of Schulich, its faculty and students with governments and in external business community

5.1.2. Maintain and expand local and national partnerships with all levels of government, with the business community and with the academic community, and with previously underserved communities including support for and expansion of entrepreneurial activity

The program furthers the Faculty's shared goals of pedagogical innovation through the use of experiential, community-involved, and high impact teaching practices. For example, we expect our MHIA students and graduates to work for local area hospitals with their data analytics, promote safety at long-term care facilities, enhance health services with virtual modes of delivery, enhance seamless and secure health records with e-health, assess metrics to evaluate success of healthcare interventions, and other areas. Some of our instructors currently work or have worked in these areas.

The MHIA will also help the School build up its slate of direct-entry programs in emerging management areas and implement its pipeline model of continuing education that spans from an undergraduate degree to a specialized master's degree to a senior leadership degree (MBA) or PhD. Schulich shares York's commitment to ensuring that graduates are able to articulate the relevance and value of their education to a wide range of employers and can move into their desired careers and be adaptive to the changing nature of their careers over time. A key priority for the School is to ensure we provide all of our graduates with the knowledge, experience, and transferable skills they need to adapt and thrive in a rapidly changing future labour market. The MHIA will focus on teaching durable skills and relevant competencies that employers consistently identify as important: communication, digital literacy, effective collaboration with others, ethical judgment, project management, creativity, and resourcefulness in solving problems. These skills are crucial to ensuring the versatility and flexibility that graduates will need to succeed in multiple jobs throughout their careers. The MHIA will offer specific and rigorous courses in all of these areas. We will be able to contribute to the measurement and evaluation, as well as effectiveness and efficiency, of clinical programs introduced by our MOU partners such as Oak Valley Health and Mackenzie Health. The partnership will enhance the scholarly and education outputs of both the business school and the healthcare facilities, as well as the local healthcare industry in the Markham neighbourhood.

2.2 Program Requirements (QAF 2.1.2.2)

Describe: How the program's structure and requirements meet the program objectives and program-level learning outcomes

How the program's structure, requirements and program-level learning outcomes ensure students meet the institution's Undergraduate or Graduate Degree Level Expectations

How the proposed mode(s) of delivery facilitate the students' successful completion of the program-level learning outcomes; and

The ways in which the curriculum addresses the current state of the discipline or area of study.

NOTE: Ensure that the proposal makes a clear distinction between program objectives and program-level learning outcomes. Guidance on program objectives and program-level learning outcomes, including examples, is available [here](#). It may be helpful to include a table that maps program requirements (i.e., courses, experiential education requirements, theses or major research projects) to program objectives and program-level learning outcomes.

Overview of Program Structure

The MHIA program is designed to provide in-depth knowledge and skills that are necessary to navigate and manage in a highly complex and competitive field that encompasses business, government, and non-for-profit organizations. While students are exposed to the relevant technical methods required in the field of health administration via healthcare focused coursework, the program focuses on developing candidates' ability to *manage* healthcare organizations. As a result, students will also complete coursework in the core functional areas of management. An experiential capstone course in the final term will also help further develop a mixture of technical and managerial skills as students integrate their learning in a community-involved healthcare-focused consulting project. A brief description of the program can be found in Appendix 10.

The course load in each term has been kept to a manageable level so that students may also complete an optional competitive internship during this time (see section below on experiential learning), and focus on interactions with industry and potential employers (with opportunities facilitated by the program).

No more than 6 credits of coursework may be waived for students who possess appropriate prior qualifications. Students must complete the program within four years of entering.

The proposed MHIA degree will span all sectors of the broad healthcare industry. Figure 1 below illustrates the major subsectors within this dynamic field.

There are many stakeholder groups in health care organizations, and they all interact with one another in a complex manner. The interests and objectives of these stakeholders may not always be goal congruent, requiring complex trade-offs in determining scope and designing output measures and solutions. Any one sector (such as pharmaceuticals) can increase or decrease the productivity of other health care inputs (such as physicians and hospitals). Capital-intensive equipment may be justifiable and even necessary to reduce wait times and patient health outcomes, despite being accompanied by higher patient throughput, higher staff load and higher financial operating costs. Furthermore, the stakeholders often do not make decisions on their own: physicians influence consumers, and vice versa, with health care insurers influencing them all. For-profit organizations may co-exist and even compete with not-for-profit health care organizations. Both types of organizations require and compete for capital-intensive investments that have long-run implications for stakeholders as well as for the overall welfare of the society. Such a setting requires innovative use of financial and non-financial measures for a diverse set of stakeholders to evaluate health care organizations and their managers.

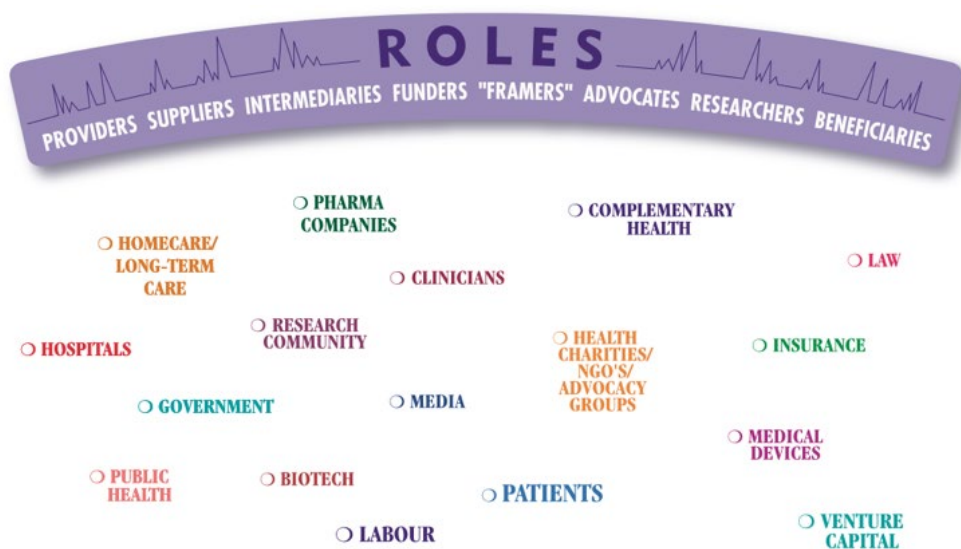


Figure 1. Industry subsectors covered in the MHIA program

Course Work

The program will require students to complete 34.5 credits over three terms of full-time study. The curriculum comprises 16 core courses (and no electives) that range in credit value from 1.5 to 3.00, and each term comprises between 10.5 - 12 credits of course work. Four existing courses have been included in the curriculum and twelve new ones are being created. The need for so many new courses reflect the emphasis on the

different sub-sectors of the healthcare industry and the multiple functional areas that our graduates are likely to pursue. The short descriptions of all the courses in the program can be viewed in Appendix 4. The full set of course outlines and proposal forms can be found in Appendix 11.

Course sequencing was carefully considered in the design of the program. Students will take three 1.5 credit workshops throughout the program, each scheduled in an intensive format over a full weekend, that are designed to introduce the key topics of the term through lectures and discussions with faculty and guest speakers from industry. Workshop topics include Overview of the Canadian Healthcare Industry, Leadership and Strategy in Canadian Healthcare, and Healthcare Systems and Public Policy.

In addition to one of these introductory workshops, Term 1 coursework also includes three introductory management-focused courses – Marketing Management for Healthcare (MKTG 5201 3.0), Financial Decisions for Managers (ACTG 5200 3.0) and Design and Management of Organizational Processes (MSTM 5210 3.0). Students will also take an epidemiology-based course titled Preventive Healthcare (MHIA 5130 1.5). Together, these courses provide students with foundational knowledge and skills that will be built upon in subsequent terms.

Term 2 coursework comprises more advanced managerial topics such as Digital Health (MHIA 5140 1.5), Analytics and Modelling for Healthcare (OMIS 5150 1.5), Leadership and Healthcare Strategy (MHIA 6120 3.0), Economics of Healthcare (HIMP 6150 3.0) and Quality and Value in Healthcare (MHIA 6160 1.5). These Term 2 course work will build on the foundations learnt in Term 1 courses, and will serve to motivate Term 3 coursework.

Courses in Term 3 include Performance Indicators in Healthcare (MHIA 6170 1.5), Entrepreneurship & Innovation in Healthcare (HIMP 6180 3.0) and Public Policy for Healthcare (MHIA 6200 1.5). In addition, students will complete their capstone experiential course, Strategy Consulting in Healthcare (MHIA 6100 3.00) in which they have an opportunity to integrate their learning from their course work in an applied problem-oriented context, gain insights into the challenges and opportunities of healthcare administration, and develop confidence for their entry into the workplace.

Figure 2 below presents an overview of the program structure.

Master of Health Industry Administration (MHIA) Program Structure		
Term 1 (Fall)	Term 2 (Winter)	Term 3 (Summer)
SB/MHIA 5000 1.5*: Fall Workshop: Overview of Canadian Healthcare Industry	SB/MHIA 5500 1.5*: Winter Workshop: Leadership and Strategy in Canadian Healthcare	SB/MHIA 6000 1.5*: Summer Workshop: Healthcare Systems and Public Policy
SB/MHIA 5130 1.5*: Preventive Healthcare	SB/MHIA 5140 1.5*: Digital Health	SB/MHIA 6170 1.5*: Performance Indicators in Healthcare
SB/ACTG 5200 3.0: Financial Decisions for Managers	SB/OMIS 5150 1.5*: Analytics and Modelling for Healthcare	SB/HIMP 6180 3.0: Entrepreneurship & Innovation in Healthcare
SB/MKTG 5201 3.0*: Marketing Management for Healthcare	SB/MHIA 6120 3.0*: Leadership & Healthcare Strategy	SB/MHIA 6200 1.5*: Public Policy for Healthcare
SB/MSTM 5210 3.0: Design & Management of Organizational Processes	SB/HIMP 6150 3.0: Economics of Healthcare	SB/MHIA 6100 3.00*: Strategy Consulting Study in Healthcare
	SB/MHIA 6160 1.5*: Quality and Value in Healthcare	

Figure 2. Program Structure of the MHIA

Program Learning Outcomes

The learning outcomes for the program are detailed below. They have been mapped against the program's courses (see Appendix 5 for the MHIA curriculum map) and the Ontario degree level expectations (see Appendix 6). Assessment of the program's outcomes has also been mapped out in Appendix 7. The Schulich Master Programs Committee, Faculty Council, and the Krembil Centre Advisory Board will be charged with reviewing these objectives on a periodic basis under the guidance of the program director.

The program's learning outcomes are as follows:

Goal 1: Core Knowledge & Understanding of Health Administration

1.1 Demonstrate understanding of the main theories, concepts, and methods in the field of healthcare administration

1.2 Demonstrate understanding of the main theories, concepts, and methods in the management functions that interface with healthcare administration

Goal 2: Critical Analysis and Decision-Making

2.1 Identify and analyze critical problems and opportunities in complex healthcare settings

2.2 Propose sustainable solutions and implementation plans for complex healthcare contexts

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

Goal 3: Professional Communication

3.1 Prepare and deliver effective and engaging oral presentations

3.2 Prepare effective business documents appropriate for the target audience

3.3 Apply appropriate strategies to work effectively in teams

Goal 4: Professional Judgment, Ethical Behaviour & Social Responsibility

4.1 Identify and respond to ethical, social, and environmental issues arising in healthcare organizations and settings

4.2 Describe trade-offs and judgment issues inherent in approaches to healthcare administration.

Mode of delivery

The program outcomes will be achieved via a course-based and primarily in-person delivery format. The nature of the coursework varies, depending on the expected learning outcomes for each course. In-person lectures and learning activities will be complemented with synchronous and asynchronous virtual learning opportunities embedded within each course (e.g., live and/or recorded interactive lectures in the flipped classroom format, along with other learning activities that help develop understanding of course concepts as well as promote teamwork and collaboration). Other learning activities include case analysis and discussion, team-work exercises, guest speaker presentations, simulations, and outreach to external organizations.

Experiential Education

The program learning outcomes will also be achieved via a number of experiential learning opportunities, which are an integral part of this proposed new degree. Experiential activities are embedded in most courses via learning activities such as case analyses and discussion, guest lectures from industry, simulations, and community-focused projects. Every MHIA student will also take a 12-week 3.00 credit course in which they will consult with a real-world organization in teams of five students to address an issue of strategic importance to the organization.

Through the Krembil Foundation's generosity, Schulich will also offer competitive Krembil Internships for an additional 12-week period to about 3 - 4 students each year during their third term. Such work-integrated educational opportunities will allow MHIA students to refine the knowledge acquired in a classroom and apply it to the world of work. They will also build essential connections with employers and develop wide-reaching networks that will help boost career prospects at the end of their studies.

The program will rely on the strength of the School's health-focused professional networks as well as the alumni pool in the sourcing of projects for the capstone course. These networks bring together a substantial set of companies who will deliver high quality real-world projects to the program. Schulich has a great deal of experience delivering this type of capstone course, as almost all of Schulich's graduate programs include one. The School therefore is well prepared in terms of ensuring the appropriate logistics are in place for organizing the teams and projects, and it also has a keen awareness of the kinds of issues that groups may experience as they work with the external organizations as well as amongst themselves.

2.3 Program Requirements for graduate programs only (QAF 2.1.2.3)

Provide a clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time period.

Provide evidence that each graduate student is required to take a minimum of two-thirds of the course requirements from among graduate-level courses.

For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for degree completion

The program consists of 34.5 credits in total and is designed to be completed within 12 months. Students will complete between 10.5 - 12 credits per term, a manageable course load that will help ensure they are able to achieve the program level learning outcomes and requirements within the one-year time frame. All courses students will take in this program are graduate level courses.

This is also professional rather than a research-focused program. Therefore, the focus will be on coursework and completion of a capstone consulting project (MHIA 6100 3.00 Strategy Consulting in Healthcare) in lieu of research requirement. The nature of the assignment in the capstone course is such that students can complete it within one 12-week term. Schulich has not experienced issues with students in its other capstone consulting courses being unable to complete the work within the established timeframe.

2.4 Assessment of teaching and learning (QAF 2.1.2.4)

Describe the methods for assessing student achievement of the program-level learning outcomes and degree level expectations and the appropriateness of these methods.

Describe the program's plans to monitor and assess:

- i. The overall quality of the program;*
- ii. Whether the program is achieving in practice its proposed objectives;*
- iii. Whether its students are achieving the program-level learning outcomes; and*
- iv. How the resulting information will be documented and subsequently used to inform continuous program improvement.*

NOTE: In this section, the proposal should again make a clear distinction between program-level learning outcomes, program objectives, and degree-level expectations. Additionally, programs should ensure that the plans for monitoring and assessing student achievement provide an assessment of students currently enrolled as well as post-graduation metrics. Please see [Guidance on Assessment of Teaching and Learning](#) for advice from the Appraisal Committee on how to satisfy these criteria.

The grading and assessment process will be that used in other Schulich master's programs. Overall course grades will be based on the student's performance on the various assessments of the courses, including written assignments, case analyses, team

work, presentations, examinations (mid-term tests and final examinations), and their contribution to class participation and learning. Assignments, exercises or exams will also serve to assess the achievement of the learning outcomes.

Please see the program's curriculum map in Appendix 5 for courses in which learning outcomes will be assessed.

The program has also established a detailed assurance of learning (AoL) plan for the purposes of demonstrating and documenting students' performance levels with respect to the program's learning outcomes and DLEs. Each program-level learning outcome will be measured by an individually completed assessment embedded in a particular course throughout the curriculum (see a list of final assessments in Appendix 7). Student performance on these final assessments will be assessed against pre-established performance benchmarks, conveyed through the use of rubrics where appropriate.

The assessment of students' performance levels with regard to learning outcomes will be supported by Schulich's learning management system, Canvas. This system offers learning outcome functionality in which outcomes can be set and aligned at both the course and program levels, and assessments can be aligned to outcomes through the use of course-specific or program-wide grading rubrics. The grading of student work in Canvas results in the automatic collection and compilation of data on student progress and allows for the tracking and reporting of performance levels to support the enhancement of curriculum and teaching, the identification of at-risk students, and reporting requirements for accreditation processes.

The performance data will serve as the basis of the program's assurance of learning plan, enable evidence-based decision-making with regards to the identification of gaps in student performance in relation to the expected learning outcomes, and enable the 'closing of the loop' on its curricular improvement initiatives (course or program level modifications) undertaken to address these gaps. The student performance data from Canvas will be used to prepare assurance of learning reports for the program director to review after the completion of each academic year. These reports will indicate student performance data on the assessments tied to each outcome, and when compared against the program's benchmarks for achievement, are intended to serve as a guide for the program director in determining whether any course and program modifications may be needed to better enable students to achieve the learning outcomes of the program.

2.5 Admission Requirements (QAF 2.1.2.5)

Describe the program's admission requirements and their appropriateness, given the program objectives and program-level learning outcomes.

Provide an explanation of any applicable alternative admission requirements, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.

The minimum admission requirements are as follows:

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

2.6 Resources (QAF 2.1.2.6)

Given the program's planned / anticipated class sizes and cohorts as well as its program-level learning outcomes:

- a) *Provide evidence of participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment;*

NOTE: It may be helpful to create a table or map detailing faculty teaching assignments.

As applicable, discuss and/or explain the role and approximate percentage of adjunct/part-time faculty/limited term appointments used in the delivery of the

program, including plans to ensure the sustainability of the program and the quality of the student experience;

NOTE: For programs in which sessional/adjunct faculty have a large role: provide evidence of a long-term plan to ensure that a sustainable, quality program will be delivered when a large proportion of the courses are to be taught by sessional instructors/adjunct faculty. This should include a rationale for the use of a large number of sessional faculty for program delivery, how and from where sessional instructors will be recruited, concrete plans for how a stable and consistent approach to teaching the program's learning outcomes will be ensured, and information regarding how a consistent assessment of the students' achievement of these learning outcomes will be maintained under these circumstances.

Enrolment Projections & Class Sizes

The School plans to launch the program in the Fall of 2023 with an initial class size of approximately 25-30 students. First year enrolment will be capped at 55 students. This target is reasonable and achievable since Schulich's other direct-entry masters programs have also started up with similar targets (e.g., the Master of Management started with an inaugural class of 50 students in Fall 2016, the Master of Marketing drew a class of 53 in 2017, the MMAI started with a class size of 23 in 2019). The expected steady-state maximum enrolment target is one full class (55 students), with a potential to add a second cohort over time. Class sizes will be capped at 55 students.

Full-Time Format

The MHIA will be launched as a full-time program. As the courses will be scheduled in the evenings and on weekends, the format will also likely be attractive to entry-level working professionals who want to progress to higher or broader organizational leadership roles but prefer not to opt out of their current employment situation in order to complete the program.

Housing of Courses within the School

All courses will be offered by Schulich in affiliation with the Krembil Centre. In addition to its other initiatives, the Centre will be responsible for the scheduling and staffing of courses as well as curriculum development and administration of course and program related matters. The Krembil centre will be staffed with administrative support to assist with the administration of the program.

The MHIA also contains courses offered by OMIS (OMIS 5150, MSTM 5210), Marketing (MKTG 5201), and Accounting (ACTG 5200), which will all be housed in their existing respective areas.

Teaching Resources

The resources for this program will largely be drawn from the resource base of the Schulich School, with two instructors coming from the Faculty of Health and one from the Faculty of Liberal Arts & Professional Studies.

Appendix 8 provides a list of the program's core courses with potential instructor assignments. As the list indicates, the program will also be taught predominantly by full-time faculty members. Of the 16 courses in total, 7 will be taught by full-time tenure-stream faculty members; 3 will be co-taught by a full-time tenure-stream faculty member in conjunction with a highly experienced adjunct professor (the Executive Director of the Health Industry Management Program in the MBA program); 3 will be taught by adjunct professors (one of whom is full-time, with the title Distinguished Adjunct Professor); and 3 will be taught by part-time (contract) instructors. Once the program reaches steady state enrolment, Schulich plans to hire new faculty members with synergistic research and teaching backgrounds. Over time, growth in hiring will correspond to growth in enrolment.

Part-time instructors will be hired from the pool of qualified instructors already teaching at Schulich as well as through the networks of the program director and Executive Director of the Health Industry Management Program. Schulich part-time instructors play an important role in the success of the School's programs; they bring real-world experience into the classroom to enrich lectures, case analyses, assignments, projects, presentations, and students' performance in the "real world" of management. As expert in their fields of specialization, contract instructors are very good at imparting practice-rich knowledge, which is in line with the goal of this master program. The part-time instructors teaching in the MHIA have been selected because they are highly experienced professionals and are recognized experts in their respective fields of practice. They will also be teaching courses in which on-the-ground experience is particularly important (e.g., Entrepreneurship & Innovation in Life Sciences and Medtech, and Public Policy for Healthcare). The MHIA program director will work closely with the instructors to ensure that they understand, amongst other matters, the important role of the learning outcomes of the program and will guide them and provide resources to ensure a consistent approach to assessment of achievement of the outcomes.

b) Describe the provision of supervision of experiential learning opportunities, if applicable;

The capstone experiential course will be taught by an experienced Distinguished Adjunct Professor who also holds the role of Director, Strategy Field Study for the MBA program (a role which oversees the MBA program's capstone course). The Director has significant experience guiding students through strategy consulting projects and is very

familiar with the kinds of issues that can arise as well as the kinds of support students need in order to complete their projects successfully.

- c) *Describe the administrative unit's planned use of existing human, physical and financial resources, including implications for other existing programs at the university;*

Physical Space

Given the expected initial size of the program, space constraints are not an issue. The program will be housed in the newly constructed Rob and Cheryl McEwen Graduate Study & Research Building, which added 3 large classrooms (one with hyflex technology) and 4 seminar rooms to the number of existing classrooms already available. Adjacent to these classrooms are 8 small group breakout rooms where teams can prepare their group assignments. With the addition of the new building, space will not be a concern for the program for the foreseeable future.

Staff Resources

The primary support services will be the library, information technology, career services and student and enrolment services, all of which are already in existence at Schulich and serve its other degree programs.

The School's Career Development Centre (CDC) is currently in the process of hiring one additional industry advisor to support MHIA students with their career aspirations. This new Healthcare Management Advisor role will advise and coach any undergraduate or graduate level student or alumnus/a interested in the field of healthcare management. The vast majority of this work will involve helping students one-on-one with their job search skills and self-marketing tools, and developing and facilitating career-related workshops and mixers in the healthcare field.

We also anticipate the possibility of needing one additional academic recruiter to support the recruitment of students to the program.

- d) *Provide evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access; and*

Please see the attached library statement in Appendix 9 which indicates that York University Libraries is well positioned to support the curriculum and research needs of students and faculty in the proposed program.

- e) *If necessary, provide evidence of additional institutional resource commitments to support the program in step with its ongoing implementation.*

N/A

2.7 Resources for graduate programs only (QAF 2.1.2.7)

Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes:

Provide evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate;

Where appropriate to the program, provide evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students; and

Explain how supervisory loads will be distributed in light of qualifications and appointment status of faculty who will provide supervision.

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

2.8 Quality and other indicators (QAF 2.1.2.8)

Provide evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring); and

Provide any other evidence that the program and faculty will ensure the intellectual quality of the student experience.

NOTE: This section is distinguished from Section 2.6 (QAF 2.1.2.6 a)) in its focus on the quality of the faculty and their capacity to ensure the intellectual quality of the student experience, whereas Section 2.6 (QAF 2.1.2.6 a)) addresses whether sufficient numbers of core faculty are available to cover the program's teaching/supervision duties.

The MHIA faculty primarily consists of existing HIMP faculty and existing faculty from accounting, marketing, supply chain, data analytics, and strategy and leadership who will ensure that the content in their courses emphasizes the healthcare industry. Since this is an applied degree with coursework only, we have also staffed some courses with faculty members who have real world experience in healthcare. Collectively, we have a former CEO of Mt. Sinai Hospital (Joe Mapa) with significant leadership experience

and first-hand at making and conveying strategic decisions. We have a tenured accounting faculty member (Sylvia Hsu) who was also an anesthesiologist in Taiwan before she went to pursue her PhD in accounting in the U.S. Her research focuses on cost accounting issues in healthcare. Similarly, we have supply chain faculty with experience in the healthcare sector, a data analytics instructor who has worked in the healthcare industry, an associate professor in digital health from the Faculty of Health with both research and hospital-based work experience, a healthcare economist conducting research and teaching at LAPS, and an epidemiologist from the Faculty of Health with research and teaching expertise in illness prevention. Collectively, this team will ensure the students get a state-of-the-art education that reflects both applied research and evidence-based best management practices in the healthcare industry.

List of Appendices:

1. Survey & Interview Data from York Consulting Group
2. Letters of Support and Consultation
 - a. Initial Letter of Support from Anchor Dean
 - b. Provost's Initial Letter of Support (*tba*)
 - c. Faculty of Health Letter (*tba*)
 - d. Additional Letters from Industry
3. Health Administration Focused Programs in the Canadian Landscape
4. Course Descriptions
5. Curriculum Map
6. Mapping of Program Level Learning Outcomes to Degree Level Expectations
7. Mapping of Program Level Learning Outcomes to Assessments
8. List of Courses and Potential Instructor Assignments
9. Library Statement
10. Brief Program Description
11. Course Forms and Outlines

Additional Attachments:

1. Faculty CVs

Appendices 1, #, 8, 9 and Faculty CVs are not copied for Senate. They are available upon request.

Letters of Support

Memorandum

To: Whom It May Concern
Cc: Professors Amin Mawani and Joseph Mapa, MHIA Task Force
From: Detlev Zwick, Dean, Schulich School of Business
Date: December 11, 2021
Subject: Master of Health Industry Administration Proposal

I would like to enthusiastically express my full support for the proposed Master of Health Industry Administration (MHIA) program. This program will enable students who have graduated from business or non-business programs to obtain the critical functional and cross-functional skills needed for a successful career in the increasingly complex field of health administration.

A viable health administration degree today needs to offer training in health informatics, supply chain management, epidemiology, quality of healthcare, performance metrics, public policy, and strategy – all in addition to the traditional foundational disciplines such as accounting, marketing and strategy. Thus, the MHIA will address an unfilled need in post-graduate management education, namely, to increase the available pool of highly capable professionals to fill the growing demand for administrative leaders and managers in the growing healthcare industry.

The proposed 12-month MHIA program will be unique in Canada and will offer courses designed explicitly for a changing healthcare industry. Whilst currently in Ontario and globally there are few health administration programs offered by business schools, the MHIA task force believes that a program with such a multi-industry healthcare focus is ideally located in a business school because of the faculty's and students' familiarity with a large cross section of industries and the differences or commonalities in strategic, financial and logistical aspects within each industry. Graduates of the program will be well equipped with the leadership and management skills needed to thrive and make a difference in a transformational industry, in both the public and private spheres, and to help build the next generation of healthcare leaders for emerging global challenges and the workforce of tomorrow.

The Schulich School has the facilities in place to offer this program. The program builds on the School's existing Health Industry Management specialization and graduate diploma, as well as its diverse alumni pool and wide range of sector partners. Given our long-standing involvement in the field, we will have access to very high-level expert practitioners who will provide additional expertise to

support Schulich's tenure-stream teaching. Furthermore, the program will be affiliated with the newly created *Krembil Centre in Health Management and Leadership* and will benefit from the recent \$5M gift to support a Chair for the Centre and a scholarship program in the area of Health Industry Administration. At this time, therefore, we do not foresee the need to add any additional non-academic resources, such as additional recruiting, student or career support personnel. As the program grows, non-academic support, especially in career advisor and recruiting will be added via the usual mechanisms. As the proposal notes additional faculty resources may be needed as the program grows. After the program's launch the Faculty will monitor the need for additional academic resources according to enrolment growth and emerging curricular or pedagogical gaps to ensure continued alignment of the program with research and industry practice.

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

Memorandum

**OFFICE OF THE PROVOST &
VICE-PRESIDENT ACADEMIC**

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5280
provost@yorku.ca
yorku.ca

To: Martin Bunch, Chair, ASCP

From: Lisa Philipps, Provost & Vice-President Academic

Date: December 16, 2021

Subject: Support for new Master of Health Industry Administration program, Schulich School of Business

I write this letter in support of the new Master in Health Industry Administration (MHIA) program proposed by the Schulich School of Business.

In putting forth this new 12-month, full-time program, the Schulich School of Business – which already offers a specialization in Healthcare Industry Management – is building on its established expertise in the fields of healthcare management and administration. The recent founding of the Krembil Centre for Health Management and Leadership and the appointment of Joseph Mapa as inaugural Krembil Chair in Health Management and Leadership demonstrate the commitment of SSB to this area of education.

This applied, professional graduate program will help meet demand in healthcare related industries for managers with business knowledge relevant to the health professions that includes strategic thinking, systems design, ethical judgment, supply chain management, data analytics, healthcare quality assessment, project management, and value-creation. The focus and length of the MHIA make it singular in Canada among comparator graduate programs.


SSB is well-equipped with the resources needed to support graduate students in this area. Faculty and space capacity are already in place, as are library and technology support and student and career services within the business school. As a course-based program with experiential learning components, the MHIA will not require graduate supervision resources, nor additional research funding from within or outside of the University.

I endorse this new graduate program which makes excellent use of York's expertise and offers students a robust pathway to meet demand for postgraduate management leadership in the complex and rapidly changing healthcare field.



Memo

To: Marcia Annisette, Associate Dean Academic
Detlev Zwick, Dean, Schulich School of Business

From: Susan Murtha, Interim Dean 

Date: March 28, 2022

Subject: Masters of Health Industry Administration (MHIA)

I am writing this letter in support of the new Masters of Health Industry Administration (MHIA) by Schulich School of Business.

Schulich is proposing a professional masters in MHIA (unregulated tuition fees). The program is designed to prepare graduates for the increasingly complex field of health administration in healthcare industry, in public and private sectors. The program emphasizes management skills, leadership development, nuanced professional and ethical judgement, and project management. A healthcare administrator must be familiar with data analytics to capture and make sense of the links between patient health outcomes and resources and manage the deep and broad supply chains of the inputs that must arrive in a timely and cost-effective manner without disruption. This proposed MHIA offers training in health informatics, supply chain management, epidemiology, quality of healthcare, performance metrics, public policy, and strategy – all in addition to the traditional foundational disciplines such as accounting, marketing, and strategy.

Faculty of Health School of Health Policy and Management (SHPM) is in the process (NOI submitted and approved) of developing a proposal to create a professional masters (regulated tuition fees) in “Health Informatics, Analytics, and Intelligence or Professional Masters in Health Intelligence”. Health intelligence refers to the interpretation analysis processing and generation of useful products that assist individuals, clinicians, managers, decision, and policy makers, to utilize health data to achieve their goals. Therefore, students will develop competencies around the use and limitations of data and how to use it to inform the development, implementation, and evaluation of context sensitive interventions (policies, processes, practices, and other decisions) to improve health and health care effectiveness, efficiency, safety, accessibility, and equity. A growing number of health and healthcare agencies and organizations are incorporating technology to produce large quantities of data. New methods are being developed to link datasets and create huge data repositories which combine clinical, genetics, other biomedical data with data about individual and collective behaviours, economics, social contexts, physical environmental conditions, geo-



location and much more. Health and healthcare agencies now recognize the need for in-house professionals to help them translate the proliferation of internal and external data and advanced analytical tools into context relevant actions.

Programs in both Schulich and Health have some facets in common: 1) both are designed to justify and advocate for better health and better healthcare with sound illness prevention programs and quality clinical interventions delivered in a timely and equitable manner; 2) both programs plan to train students in data analytics so they can appreciate that some clinical and resource allocation decisions require careful quantitative analysis. 3) Both programs will expose students to social determinants of health. 4) Both programs will expose students to basic epidemiology that conveys that illness prevention is cheaper than treatment.

However, there are also differences: 1) The Health program will emphasize the need and nature of quality clinical interventions, MHIA will emphasize the economic imperative to do so by showing that such clinical interventions are cost-beneficial (i.e., the benefits exceed the costs). 2) The Health program students will be able to identify and understand the necessity of clinical or policy interventions, while students in the MHIA program will be able to make the value proposition for the clinical intervention. 3) The Master's students in our Health program will take courses on machine learning for health, Health data visualization, perspectives in decision making, measurement for health improvement, evidenced based decision making, etc. MHIA requires students to take courses where they develop the ability to manage healthcare organizations. They will learn about accounting and financial decisions for managers, marketing, health economics, supply chain logistics, strategy and leadership, performance metrics in healthcare, entrepreneurship & innovation in healthcare, strategy consulting, quality, and value in healthcare, and organizational processes in healthcare. 4) Students graduating from the Health program are more likely to start their careers in health and healthcare agencies (hospitals, long term care, home care, rehabilitation, public health, Ministry of Health, regional health teams, non-profit agencies, etc.), whereas students from MHIA are more likely to start their careers on the administrative front managing budgets and financial resources, designing administrative structures and programs, and managing product lines and / or geographical markets.

In summary, although there are a few overlaps between the programs, they differ in terms of their foundational knowledge and competencies. I would also predict that these two programs will be attractive to different students. I agree that the Canadian health industry labour market needs graduates from both our programs.



Mackenzie Richmond Hill Hospital
10 Trench Street, Richmond Hill ON L4C 4Z3
905-883-1212

Cortellucci Vaughan Hospital
3200 Major Mackenzie Drive West, Vaughan ON L6A 4Z3
905-417-2000

OFFICE OF THE PRESIDENT

March 19, 2021

Dear Joseph,

I am pleased to write a letter of support for your new one-year Master of Health Industry Administration. Amid the enormous challenges facing every aspect of the healthcare industry, exacerbated by the challenges of Covid-19, it is great to see a new undertaking such as yours focused on preparing well rounded, professionally educated graduates who aspire to contribute to our sector.

Effective leadership is required to lead and drive at all levels of the health system to actualize the goals of ongoing reforms in healthcare organizations. I am delighted that York University in general, and the Schulich School of Business, in this case, are enthusiastic about participating in York Region's health ecosystem. The Master initiative certainly represents this, and I look forward to further collaboration in the future.

We are always looking for great talent and I am therefore delighted that you have decided to create this program, as a magnet for undergraduates who are keen to enter our dynamic sector.

Sincerely,

A handwritten signature in black ink, appearing to read "Altaf Stationwala".

Altaf Stationwala
President and CEO, Mackenzie Health



David E. Yundt
President & CEO

March 19, 2021

Joseph Mapa
delivered via email

Dear Joseph,

I want to express my support for the new Master stream in health care administration. This is an important development in our industry, particularly as you intend to encompass all key dimensions including supply chain management - a key stakeholder, as Covid-19 has underscored.

I have been in the field for many years and can attest to the need for professionally trained managers and leaders in our sector. There are many reasons for this, but most importantly is the fact that our system is evolving technologically and structurally, requiring managers who are critical thinkers and adaptive.

The management of healthcare is an important responsibility. Plexxus takes this very seriously and looks to well developed professionals to join us. For example, we are delighted to have a Krembil Intern with us this summer. I know this is part of the new Krembil Centre in Health Management and Leadership which is a great addition to our sector.

I look forward to the success of this program. I am also glad to be part of it. It will be a significant source of recruitment.

Yours very truly,

A handwritten signature in blue ink, appearing to be "D. Yundt", written over a light blue circular scribble.

David E. Yundt
President & CEO

March 6, 2021

Mr. Joseph Mapa
Director, Krembil Centre in Health Management and Leadership
Director, Health Industry Management Program
Adjunct Professor, Schulich School of Business, York University

Re: Letter of Support for the Krembil Centre in Health Management and Leadership

Dear Joseph:

It is with great enthusiasm that I am writing to support your efforts in the development of a new master's degree in Health Industry Administration. From my vantage point, the demands on health care grow faster and are more complex in nature, and the need for skilled health administrators and leaders is more important than ever before.

As the Canadian health practice leader for Accenture, I see first hand the importance of such a program and the importance of these graduates bringing management science, best practice, and a way of thinking and leading in the health care sector. A master program such as this comes at exactly the right time for Canadian and global health care.

I look forward to the launch of this program and personally hope to see some of these bright students join my practice or make transformational impacts in the sector. Regardless, know that you have my support.

Best wishes and good luck,



Jimmy Yang
Accenture, Canadian Health Industry Leader, Strategy & Consulting
E: jimmy.yang@accenture.com



Mr. Joseph Mapa
Director, Health Industry Management Program
Schulich School of Business
josephmapa01@gmail.com

March 11, 2021

Re: New One-Year MHA Program

Dear Joe;

I am pleased to support the new one-year Master stream in health care administration at the Schulich School of Business as part of the recently established Krembil Centre in Health Management and Leadership; particularly as the new program will focus on managerial preparation for all sectors in the health industry including hospitals, community centres, long term care, and the supply chain.

The Covid-19 pandemic response has exposed and underscored the need for greater collaboration among all stakeholders in the system - and professionally prepared, well rounded managers will play active roles in necessary health care reform including the development of integrated systems.

The education and preparation of high performance managers and leaders is crucial in fulfilling the momentous responsibility of providing safe and effective healthcare for all Canadians. It is particularly impressive that your program will focus on undergraduates who wish to enter our complex and exciting industry. Embracing, preparing and making an impact on students at this level for a career in healthcare will have long lasting system impact. Strong leadership in all healthcare organizations - public, private, providers and suppliers - who can develop appropriate strategies for best outcomes in integrated, collaborative and efficient ways is needed in designing healthcare of the future.

Schulich's holistic approach to program design with focus on high performance for best care will serve our industry well. This MHA is a welcome development and will be a significant source of talent for our industry.

Regards,

A handwritten signature in black ink that reads "EBuller".

Elizabeth Buller
President & CEO

Birchmount: 3030 Birchmount Rd, Scarborough, ON M1W 3W3 | 416-495-2400
Centenary: 2867 Ellesmere Rd, Scarborough, ON M1E 4B9 | 416-284-8131
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SHN.ca



March 23, 2021.

Joseph Mapa
Director, Health Industry Management Program
Adjunct Professor, Schulich School of Business, York University
111 Ian MacDonald Blvd
North York, Ontario
M3J 1P3

Dear Mr. Mapa:

Re: Letter of Support

I am writing this letter of support for the new Master stream both as a graduate of Schulich's MBA program (specializing in Health Industry Management) and a public health professional deeply involved in addressing the challenges that the Covid-19 pandemic has presented. Without doubt, this experience has exposed the need for strong managers and leaders in all parts of our sector-especially long-term care.

As we go forward with necessary health reform, I believe the system will benefit from well prepared managers focused on collaboration, high performance and excellent patient care.

I am very familiar with the Schulich ethos and have no doubt that the new Master stream will accomplish this goal. I know that you are assembling a stellar faculty characterized by a holistic approach who will deliver a superb curriculum.

Best wishes on your new program. Undoubtedly my own sector will benefit from your graduates.

Sincerely,

Rina Lamba, RN, BScN, MBA
Director, Child and Family Health Division
Rina.Lamba@york.ca

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302 Town Centre Blvd., Suite 300
Markham, ON L3R 0E8
siennialiving.ca



Monday, March 15, 2021

To Whom It May Concern:

I'm pleased to have the opportunity to support the new Master stream in health care management. I was delighted to hear about this development including the fact that it will focus on managerial preparation for all sectors in the health industry including long term care.

There are many reasons for supporting this initiative, (demographic reality, growth industry, etc). But as an active participant in the long term sector, I can attest to the need for professionally prepared managers. Covid-19 exposed this need very clearly.

The LTC sector is undergoing necessary reform and that includes leadership at all levels - corporate, long term care and retirement homes, and other senior care facilities across Canada, etc. The sector has languished forever and government is supporting greater capacity and staffing.

Healthcare of Canadians is a consequential issue. We need leaders in all types of healthcare organizations - public, private, providers, suppliers- who can develop appropriate strategies for best outcomes.in the most efficient way and in an integrated and collaborative way.

I look forward to the success of this program. Undoubtedly, it will be a welcomed source of recruitment for the LTC sector.

All the Best and Good Luck,

A handwritten signature in black ink that reads "Nitin Jain". The signature is fluid and cursive.

Nitin Jain
President & CEO

Master of Health Industry Administration (MHIA) Course Summaries**Fall (12 credits):****SB/MHIA 5000 1.5: Fall Workshop: Overview of Canadian Healthcare Industry (new)**

This weekend orientation workshop will offer an overview of the Canadian healthcare industry. Speakers from various sectors of the healthcare industry such as public hospitals, pharmaceuticals, medical devices, long-term care facilities, public health, biotech, research community, health insurance, venture capital, patient advocates, clinicians and media will present their perspectives on the industry and the issues their sectors face. Prerequisites: None

SB/MHIA 5130 1.5: Preventive Healthcare (new)

Prevention is a critical dimension of health and health care. This course offers an introduction to prevention levels and the epidemiological basis for preventive strategies, explores the leading causes of preventable disease and disability, and the roles of social and commercial determinants of health. It also introduces students to epidemiological research and supports the development of critical appraisal skills. Prerequisites: None

SB/ACTG 5200 3.0: Financial Decisions for Managers (existing)

This course will provide students with an understanding of the financial implications of managers' decision making and how financial measures can be used to monitor and control business operations. Concepts will include capital budgeting, financial statements, break-even analysis, non-routine decision making, pricing decisions, profit and loss calculation, ROI, and Operating Budget and budgeted financial statements. Prerequisites: None

SB/MKTG 5201 3.0: Marketing Management for Healthcare (new)

This course familiarizes students with the major marketing concepts (buyer behaviour, segmentation, targeting, positioning, product/service development and management, pricing, distribution, communication). It stresses the application of these concepts to profit, not-for-profit, large, small, new, mature, service, product-based, domestic and international organizations. It also develops specific skills such as problem-solving, verbal presentation, business writing and group work. Prerequisites: None

SB/MSTM 5210 3.0: Design & Management of Organizational Processes (existing)

This course involves a critical examination of the most important ideas and practices used by organizations to design and implement competitive processes. This includes six sigma lean, supply chain management, project management and the adoption of new technology. This also involves consideration of the role of customers, employees and suppliers. The goal is safer, greener, more cost effective and better quality products and services. Prerequisites: None

Winter (12 credits):

SB/MHIA 5140 1.5: Digital Health *(new)*

This course examines the emerging trends and applications in digital health, the opportunities that they offer, and the challenges they entail for healthcare systems. The course focuses on patient portals, human-machine interface, data analytics and machine learning in building information systems that cater to patients and healthcare professionals. The course also explores privacy, confidentiality, and security of health information. Prerequisites: None

SB/OMIS 5150 1.5: Analytics and Modelling for Healthcare *(new)*

This course will demonstrate the fundamentals of data analysis, data visualization, and how to communicate effectively with data. Students will discover how to use the concepts, skills and methods to find the key message of the data and how to use it to create an interesting, engaging, and impactful business story. Prerequisites: None

SB/MHIA 5500 1.5: Winter Workshop in Leadership & Strategy in Canadian Healthcare *(new)*

This weekend workshop will offer an overview of strategy in the Canadian healthcare industry. Senior leaders from various sectors of the healthcare industry such as hospitals, pharmaceuticals, medical devices, long-term care facilities, public health, biotech, research community, health insurance, venture capital, patient advocates, clinicians and media will present their strategic issues for their sub-sectors. Prerequisites: None

SB/MHIA 6120 3.0: Leadership & Strategy in Healthcare Organizations *(new)*

This course explores healthcare organizations in their environments and provides an introduction to the value of strategic thinking and strategic positioning for organizational success and sustainability.

SB/HIMP 6150 3.0: Economics of Healthcare *(existing)*

This course examines the demand and utilization of health services; drivers of healthcare costs; measuring output in healthcare; tradeoffs between efficiency, operational effectiveness and equity; realignment of capacity; how healthcare reforms affects demand; utilization and the mix of providers in the healthcare industry.
Prerequisites: No Prerequisites for MHIA section.

SB/MHIA 6160 1.5: Quality and Value in Healthcare *(new)*

This course introduces the main elements of a value-based healthcare system. From medical condition centered delivery models, cost analysis and payments, to IT infrastructure, systems integration and geography of care. This course engages students in understanding and coping with these factors and how they can be applied within the Canadian health system.
Prerequisites: None

Summer (12 credits):

SB/MHIA 6000 1.5: Summer Workshop: in Healthcare Systems and Public Policy (*new*)

This weekend workshop will offer an overview of public policy in the Canadian healthcare sector, with brief comparisons with other jurisdictions. Senior leaders from governments, think tanks and NGOs will present their perspectives and outlook.

SB/MHIA 6170 1.5: Performance Indicators in Healthcare (*new*)

This course is designed to introduce students to the various financial and non-financial metrics used in the healthcare industry. Students will develop familiarity and understanding of the methodologies used in financial evaluations in healthcare settings and the objectives they serve. Students will develop judgment on which metrics are appropriate given the context.

Prerequisites: None

SB/HIMP 6180 3.0: Entrepreneurship & Innovation in Healthcare (*existing*)

This course examines the entrepreneurial landscape in healthcare (e.g., long-term care and nursing homes), the role of disruptive technologies, innovation, new business models, leveraging public-private partnerships, understanding complex regulatory requirements, and the need for human capital. This course explores value creation through the art and science of business planning to drive investment, innovation and transformation in healthcare. Pre-requisites: All 5100-series Required Foundations of Management Core Courses or permission of instructor.

SB/MHIA 6200 1.5: Public Policy for Healthcare (*new*)

The course will examine the structures, legislative frames, key levers, and the importance of evaluation and evidence in the health public policy arena. Forces such as lobbying, the media and the impact of politics will be highlighted. The course will also examine key stakeholders and tensions (patients, providers, the public, and politics). Prerequisites: None

SB/MHIA 6100 3.0: Strategy Consulting Study in Healthcare (*new*)

This capstone course assigns students to act as consultants to an organization. The course is focused on applying in-class learning to real life situations. The students will be assigned an organization and work in groups to analyze the organizational problem they are given and develop recommendations for the organization to address their strategic issues. Prerequisites: None

Schulich School of Business
Master of Health Industry Administration (MHIA)
Program Level Learning Outcomes and Curriculum Map

	Term 1					Term 2					Term 3					
Program Learning Outcomes	SB/MHIA 5000 1.5 Fall Workshop: Overview of Canadian Healthcare Industry	SB/MHIA 5130 1.5 Preventive Healthcare	SB/ACTG 5200 3.0 Financial Decisions for Managers	SB/MKTG 5201 3.0 Marketing Management for Healthcare	SB/MSTM 5210 3.0 Design & Management of Organizational Processes	SB/MHIA 5140 1.5 Digital Health	SB/OMIS 5150 1.5 Analytics and Modelling for Healthcare	SB/MHIA 5500 1.5 Winter Workshop in Leadership & Strategy in Canadian Healthcare	SB/MHIA 6120 3.0 Leadership & Strategy in Healthcare Organizations	SB/HIMP 6150 3.0 Economics of Healthcare	SB/MHIA 6160 1.5 Quality and Value in Healthcare	SB/MHIA 6000 1.5 Workshop in Healthcare Systems and Public Policy	SB/MHIA 6170 1.5 Performance Indicators in Healthcare	SB/HIMP 6180 3.0 Entrepreneurship & Innovation in Healthcare	SB/MHIA 6200 1.5 Public Policy for Healthcare	SB/MHIA 6100 3.0 Strategy Consulting Study in Healthcare
1. Core Knowledge & Understanding of Healthcare Administration																
1.1 Demonstrate understanding of the main theories, concepts, and methods in the field of healthcare administration	I	I				D				D/A	D	D	D	D	R	
1.2 Demonstrate understanding of the main theories, concepts, and methods in the management functions that interface with healthcare administration			I	I	I	R	D	D	D	R/A	R		R	D		R

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

	Term 1				Term 2						Term 3					
Program Learning Outcomes	SB/MHIA 5000 1.5 Fall Workshop: Overview of Canadian Healthcare Industry	SB/MHIA 5130 1.5 Preventive Healthcare	SB/ACTG 5200 3.0 Financial Decisions for Managers	SB/MKTG 5201 3.0 Marketing Management for Healthcare	SB/MSTM 5210 3.0 Design & Management of Organizational Processes	SB/MHIA 5140 1.5 Digital Health	SB/OMIS 5150 1.5 Analytics and Modelling for Healthcare	SB/MHIA 5500 1.5 Winter Workshop in Leadership & Strategy in Canadian Healthcare	SB/MHIA 6120 3.0 Leadership & Strategy in Healthcare Organizations	SB/HIMP 6150 3.0 Economics of Healthcare	SB/MHIA 6160 1.5 Quality and Value in Healthcare	SB/MHIA 6000 1.5 Workshop in Healthcare Systems and Public Policy	SB/MHIA 6170 1.5 Performance Indicators in Healthcare	SB/HIMP 6180 3.0 Entrepreneurship & Innovation in Healthcare	SB/MHIA 6200 1.5 Public Policy for Healthcare	SB/MHIA 6100 3.0 Strategy Consulting Study in Healthcare
2. Critical Analysis and Decision-Making																
2.1 Identify and analyze critical problems and opportunities in complex healthcare settings		I		I	I/D	D	R	D	D	D	D	R	D	D/A	R	R
2.2 Propose sustainable solutions and implementation plans for complex healthcare contexts		I		I	I/D	D	R	D	D	D	D	R	R	D/A	R	R
2.3 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.					I/A									R		R

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

	Term 1					Term 2					Term 3					
Program Learning Outcomes	SB/MHIA 5000 1.5 Fall Workshop: Overview of Canadian Healthcare Industry	SB/MHIA 5130 1.5 Preventive Healthcare	SB/ACTG 5200 3.0 Financial Decisions for Managers	SB/MKTG 5201 3.0 Marketing Management for Healthcare	SB/MSTM 5210 3.0 Design & Management of Organizational Processes	SB/MHIA 5140 1.5 Digital Health	SB/OMIS 5150 1.5 Analytics and Modelling for Healthcare	SB/MHIA 5500 1.5 Winter Workshop in Leadership & Strategy in Canadian Healthcare	SB/MHIA 6120 3.0 Leadership & Strategy in Healthcare Organizations	SB/HIMP 6150 3.0 Economics of Healthcare	SB/MHIA 6160 1.5 Quality and Value in Healthcare	SB/MHIA 6000 1.5 Workshop in Healthcare Systems and Public Policy	SB/MHIA 6170 1.5 Performance Indicators in Healthcare	SB/HIMP 6180 3.0 Entrepreneurship & Innovation in Healthcare	SB/MHIA 6200 1.5 Public Policy for Healthcare	SB/MHIA 6100 3.0 Strategy Consulting Study in Healthcare
3. Professional Communication																
3.1 Prepare and deliver effective and engaging oral presentations		I		I	D	D	D							D/A	D	R
3.2 Prepare effective business documents appropriate for the target audience		I	I	I	D	D	D			D	R		R	D/A	D	R
3.3 Apply appropriate strategies to work effectively in teams		I	I	I	D	D	D						R	R	D	A

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

	Term 1				Term 2						Term 3					
Program Learning Outcomes	SB/MHIA 5000 1.5 Fall Workshop: Overview of Canadian Healthcare Industry	SB/MHIA 5130 1.5 Preventive Healthcare	SB/ACTG 5200 3.0 Financial Decisions for Managers	SB/MKTG 5201 3.0 Marketing Management for Healthcare	SB/MSTM 5210 3.0 Design & Management of Organizational Processes	SB/MHIA 5140 1.5 Digital Health	SB/OMIS 5150 1.5 Analytics and Modelling for Healthcare	SB/MHIA 5500 1.5 Winter Workshop in Leadership & Strategy in Canadian Healthcare	SB/MHIA 6120 3.0 Leadership & Strategy in Healthcare Organizations	SB/HIMP 6150 3.0 Economics of Healthcare	SB/MHIA 6160 1.5 Quality and Value in Healthcare	SB/MHIA 6000 1.5 Workshop in Healthcare Systems and Public Policy	SB/MHIA 6170 1.5 Performance Indicators in Healthcare	SB/HIMP 6180 3.0 Entrepreneurship & Innovation in Healthcare	SB/MHIA 6200 1.5 Public Policy for Healthcare	SB/MHIA 6100 3.0 Strategy Consulting Study in Healthcare
4. Professional Judgment, Ethical Behaviour & Social Responsibility																
4.1 Identify and respond to ethical, social, and environmental issues arising in healthcare organizations and settings	I	I				R		D	D	D	D	D	D		D/A	R
4.2 Describe trade-offs and judgment issues inherent in approaches to healthcare administration	I	I	I			R	D	D	D	D	D	D	D		D/A	R

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

**Mapping of Master Degree Level Expectations against
Master of Health Industry Administration (MHIA) Learning Outcomes**

Master Degree Level Expectations		MHIA Outcomes	
1. Depth and breadth of knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	1. Core Knowledge & Understanding of Healthcare Administration	1.1. Demonstrate understanding of the main theories, concepts, and methods in the field of healthcare administration 1.2 Demonstrate understanding of the main theories, concepts, and methods in the management functions that interface with healthcare administration
2. Research and scholarship	<p>A conceptual understanding and methodological competence that:</p> <p>a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p> <p>b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</p> <p>c) enables a treatment of complex issues and judgments based on established principles and techniques; and,</p> <p>On the basis of that competence, has shown at least one of the following:</p> <p>a) development and support of a sustained argument in written form; or</p> <p>b) originality in the application of knowledge.</p>	2. Critical Analysis and Decision-Making 4. Professional Judgment, Ethical Behaviour & Social Responsibility	2.1 Identify and analyze critical problems and opportunities in complex healthcare settings 2.2 Propose sustainable solutions and implementation plans for complex healthcare contexts 2.3 Know the tools of and analyze the trade-offs and possibilities involved in managing a project. 4.1 Identify and respond to ethical, social, and environmental issues arising in healthcare organizations and settings 4.2 Describe trade-offs and judgment issues inherent in approaches to healthcare administration.

3. Level of application of knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.		
4. Professional capacity / autonomy	<p>a) The qualities and transferable skills necessary for employment requiring:</p> <p>i) exercise of initiative and of personal responsibility and accountability; and</p> <p>ii) decision-making in complex situations;</p> <p>b) The intellectual independence required for continuing professional development;</p> <p>c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>d) The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>		
5. Level of communication skills	The ability to communicate ideas, issues and conclusions clearly.	3. Professional Communication	<p>3.1 Prepare and deliver effective and engaging oral presentations</p> <p>3.2 Prepare effective business documents appropriate for the target audience</p> <p>3.3 Apply appropriate strategies to work effectively in teams</p>
6. Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	4. Professional Judgment, Ethical Behaviour & Social Responsibility	4.2 Describe trade-offs and judgment issues inherent in approaches to healthcare administration.

**Mapping of Master of Health Industry Administration (MHIA) Learning Outcomes
Against Master Degree Level Expectations**

MHIA Outcomes		Master Degree Level Expectations
1. Core Knowledge & Understanding of Healthcare Administration	1.1 Demonstrate understanding of the main theories, concepts, and methods in the field of healthcare administration	<p><u>Depth and Breadth of Knowledge</u></p> <p>A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.</p>
	1.2 Demonstrate understanding of the main theories, concepts, and methods in the management functions that interface with healthcare administration	<p><u>Research & Scholarship:</u></p> <p>A conceptual understanding and methodological competence that:</p> <p>a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p> <p>b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</p> <p>c) enables a treatment of complex issues and judgments based on established principles and techniques;</p>
2. Critical Analysis and Decision-Making	2.1 Identify and analyze critical problems and opportunities in complex healthcare settings	<p><u>Level of application of knowledge:</u></p> <p>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p>
	2.2 Propose sustainable solutions and implementation plans for complex healthcare contexts	<p><u>Research & Scholarship:</u></p> <p>On the basis of that competence, has shown at least one of the following:</p>
	2.3 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.	<p>b) Originality in the application of knowledge.</p> <p><u>Professional capacity / autonomy:</u></p>

		<p>a) i) exercise of initiative and of personal responsibility and accountability; ii. decision-making in complex situations</p> <p>b) The intellectual independence required for continuing professional development</p> <p>d) The ability to appreciate the broader implications of applying knowledge to particular contexts</p> <p><u>Awareness of Limits of Knowledge:</u></p> <p>b) Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines</p>
<p>3. Professional Communication</p>	<p>3.1 Prepare and deliver effective and engaging oral presentations</p> <p>3.2 Prepare effective business documents appropriate for the target audience</p> <p>3.3 Apply appropriate strategies to work effectively in teams</p>	<p><u>Research & Scholarship:</u> On the basis of that competence, has shown at least one of the following: a) development and support of a sustained argument in written form</p> <p><u>Level of Communications Skills:</u> The ability to communicate ideas, issues and conclusions clearly</p> <p><u>Professional Capacity / Autonomy:</u> a) The qualities and transferable skills necessary for employment requiring: i) exercise of initiative and of personal responsibility and accountability</p>
<p>4. Professional Judgment, Ethical Behaviour & Social Responsibility</p>	<p>4.1 Identify and respond to ethical, social, and environmental issues arising in healthcare organizations and settings</p> <p>4.2 Describe trade-offs and judgment issues inherent in approaches to healthcare administration.</p>	<p><u>Professional capacity / autonomy:</u> a) The qualities and transferable skills necessary for employment requiring: i) exercise of initiative and of personal responsibility and accountability; and ii) decision-making in complex situations</p> <p>c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research</p> <p>d) The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>

**Schulich School of Business
Master of Health Industry Administration (MHIA)
Program Learning Outcomes & Assessments**

Learning Outcome	Course Assessed In	Assessment (individually completed unless *)
1. Core Knowledge & Understanding of Healthcare Administration		
1.1 Demonstrate understanding of the main theories, concepts, and methods in the field of healthcare administration	HIMP 6150 3.0 Economics of Healthcare	Term Project Final Report
1.2 Demonstrate understanding of the main theories, concepts, and methods in the management functions that interface with healthcare administration	HIMP 6150 3.0 Economics of Healthcare	Term Project Final Report
2. Critical Analysis and Decision-Making		
2.1 Identify and analyze critical problems and opportunities in complex healthcare settings	HIMP 6180 3.0 Entrepreneurship & Innovation in Healthcare	Project - Analysis of a MedTech/ Life Sciences Company
2.2 Propose sustainable solutions and implementation plans for complex healthcare contexts	HIMP 6180 3.0 Entrepreneurship & Innovation in Healthcare	Project - Analysis of a MedTech/ Life Sciences Company
2.3 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.	MSTM 5210 3.0 Design & Management of Organizational Processes	Final Exam
3. Professional Communication		

3.1 Prepare and deliver effective and engaging oral presentations	HIMP 6180 3.0 Entrepreneurship & Innovation in Healthcare	Final Project Presentation
3.2 Prepare effective business documents appropriate for the target audience	HIMP 6180 3.0 Entrepreneurship & Innovation in Healthcare	Final Project Report
3.3 Apply appropriate strategies to work effectively in teams	MHIA 6100 3.0 Strategy Consulting Study in Healthcare	Teamwork Assessment*
4. Professional Judgment, Ethical Behaviour & Social Responsibility		
4.1 Identify and respond to ethical, social, and environmental issues arising in healthcare organizations and settings	MHIA 6200 1.5 Public Policy for Healthcare	Health Policy Briefing Note
4.2 Describe trade-offs and judgment issues inherent in approaches to healthcare administration.	MHIA 6200 1.5 Public Policy for Healthcare	Health Policy Briefing Note

Master of Health Industry Administration (MHIA) Program Description

The Master of Health Industry Administration (MHIA) program is designed to prepare graduates for the increasingly complex field of health administration. A healthcare administrator now has to be familiar with data analytics to capture and make sense of the links between patient health outcomes and resources. They must be able to manage the deep and broad supply chains of the inputs that need to arrive in a timely and cost-effective manner without disruption. A viable health administration degree today needs to offer training in health informatics, supply chain management, epidemiology, quality of healthcare, performance metrics, public policy – all in addition to the traditional foundational disciplines such as accounting, marketing and strategy.

The 12-month MHIA program is unique in Canada and offers explicitly designed courses for a changing healthcare industry. The mission of the program is to prepare students with the leadership and management skills needed to thrive and make a difference in a transformational industry, in both the public and private spheres, and to help build the next generation of healthcare leaders for emerging global challenges and the workforce of tomorrow.

The program will require students to complete 34.5 credits over three terms of full-time study. An experiential capstone course in the final term will allow students to further develop a mixture of technical and managerial skills as they integrate their learning in a community-involved healthcare-focused consulting project.

Career Opportunities

The Master of Health Industry Administration (MHIA) program is designed to increase the available pool of highly capable professionals to fill the growing demand in the burgeoning healthcare industry. Healthcare systems around the world are currently challenged and require major transformational changes to adapt to limited financial resources, aging populations, and the emergence and adoption of new delivery models and technologies, including artificial intelligence, business analytics, and virtual care. COVID-19 has further acted as an additional catalyst for growing demand for healthcare management. For these reasons, it is projected that there will be significant job growth in every area of the healthcare industry in the coming years, with particular demand for management and leadership roles.

External Reviewers' Reports

New Programs

Feb 21 2022

External Reviewers' Report on the Master of Health Industry Administration (MHIA) Program at
York University

Reviewer 1

Name: Elizabeth Borycki

University Address:

Health Information Science
University of Victoria
PO Box 1700 STN CSC
Victoria BC V8W 2Y2
Canada

Reviewer 2

Name: Greg Zaric

University Address:

Ivey Business School
Western University
1255 Western Road
London, ON, N6G 0N1
Canada

1. OUTLINE OF THE VISIT

Was the site visit: In person: Virtual site visit: [Desk Review](#):

If the review was conducted either virtually or via desk review, was this format agreed to by both external reviewers? Yes No

Was sufficient rationale provided by the Provost/Provost's delegate for an off-site visit?

Yes No

For those reviews that included an in-person or virtual visit, please indicate the following (or insert the site visit schedule below:

Site Visit Schedule

**Itinerary for Program Appraisal Virtual Site Visit
Master of Health Industry Administration (MHIA)
Schulich School of Business, York University**

January 20th, 2022
11:00am – 5:00pm (EST)
via Zoom

External Reviewers:

Dr. Greg Zaric, Ivey Business School, Western University, ON
Dr. Elizabeth Borycki, School of Health Information Science, University of Victoria, BC

Itinerary:

Note: If technical difficulties occur during a Zoom call, please contact Beverley Kelbert at bkelbert@schulich.yorku.ca.

Time (EST)	Subject and Attendees	Zoom Link
11:00 – 11:05am	Brief Administrative Check-in 1. Nina Unantenne (Quality Assurance Coordinator, Office of the Vice Provost Academic) 2. Beverley Kelbert, (Office of the Associate Dean Academic, Schulich)	https://yorku.zoom.us/j/96269687178
11:05 – 11:30am	External Reviewers' Private Meeting	Same link as above
11:30 – 12:15pm	Introduction to York 1. Lyndon Martin (Vice Provost Academic) 2. Thomas Loebel (Dean, Faculty of Graduate Studies & AVP Graduate)	https://yorku.zoom.us/j/9127658451
12:15 – 12:30pm	Private Break	
12:30 – 1:30pm	Introduction to Schulich and Meeting with MHIA Program Development Task Force & Faculty 1. Marcia Annisette (Associate Dean)	https://yorku.zoom.us/j/97613185295

	Academic, and Acting Dean) 2. Amin Mawani (Task Force Member) 3. Joseph Mapa (Task Force Member) 4. David Johnston (Faculty Member)	
1:30 – 2:30pm	Private Break / Lunch	
2:30 – 3:15pm	York University Libraries 1. Jack Leong (Associate Dean, Research and Open Scholarship) 2. Kris Joseph (Business & Economics Librarian)	https://yorku.zoom.us/j/91844455707
3:15 – 3:30pm	Private Break	
3:30 – 4:15pm	Student Services & Career Development 1. Kiridaran Kanagaretnam (Associate Dean, Students) 2. Hollis Sinker (Executive Director, Student Services & International Relations) 3. Luba Pan (Director, Student & Enrolment Services) 4. Minoo Bhutani (Director, Career Development Centre)	https://yorku.zoom.us/j/99058837730
4:15- 4:45	Meeting with Dean Detlev Zwick	https://yorku.zoom.us/j/91269082894
4:45 – 5:00pm	External Reviewers Private Meeting/ Wrap-Up (Amin Mawani, Joseph Mapa, and Marcia Annette will be available to answer questions as needed)	Same link as above

+ Meeting with Dean Zwick on Friday Jan 21 12:00-12:30.

- Who was interviewed?
See above itinerary.
- What facilities were seen?
 - The visit was conducted via Zoom.
- Comment on any other activities relevant to the appraisal.
 - N/A

In order to continuously improve the effectiveness and efficiency of site visits/virtual site visits, please comment on the following:

- How effective was the proposal brief in preparing you for the visit/virtual site visit?

The proposal was effective in providing an overview of the program, including its mode of delivery and details regarding library supports and the experiential learning component. The brief was well researched and provided insights into the planning work that was done by Faculty at the Schulich School of Business. We had a good understanding of the program before the meetings and had several questions about the program ready to ask during the meetings.

- How could the logistics of the visit/virtual site visit be improved?

The site visit could be undertaken in an in-person or in a virtual format. The Zoom meetings scheduled throughout the day were effective in bringing key faculty and university staff in to meet with the reviewers and discuss the New Program Proposal document. Elizabeth Borycki, one of the reviewers from the West Coast of Canada, indicated that the Zoom meeting approach was effective and more convenient from a scheduling perspective. It also was more convenient having eliminated travel time. The reviewers did not have the opportunity to walk through the site facilities. This could be addressed by providing a video of the classroom facilities with a faculty member walking the reviewer through.

Although it was not planned that way, both the reviewers enjoyed meeting with the Dean the day after the main review rather than at the end of the review day. This gave a bit of time for reflection and an opportunity to address any additional questions before meeting with the Dean. The Dean was helpful and provided an excellent context for the need of the program from an industry perspective.

The reviewers had mixed impressions of the library meeting. Elizabeth Borycki, one of the reviewers, found the meeting with library staff useful. Library curated and training opportunities in the area of industry specific data sets, analytic software and new visualization software tools was effectively covered, given the emphasis on data analytics and visualization in the program's curriculum. The other reviewer, Greg Zaric, indicated that he usually finds the time allocated to meet with the library staff to be too long, particularly in the case of a professional, non-thesis, masters program.

2. EVALUATION CRITERIA (QAF 2.1.2)

Please provide commentary on the following evaluation criteria:

2.1 Objectives of the program (QAF 2.1.2.1)

- Are the program's [objectives](#) clearly described?

Yes, the objectives are clearly described in the program proposal:

The program's goals and objectives are follows:

Goal 1: Core Knowledge & Understanding of Health Administration

1.1 Demonstrate understanding of the main theories, concepts, and methods in the field of healthcare administration.

1.2 Demonstrate understanding of the main theories, concepts, and methods in the management functions that interface with healthcare administration

Goal 2: Critical Analysis and Decision-Making

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

Goal 3: Professional Communication

- 3.1 Prepare and deliver effective and engaging oral presentations.
- 3.2 Prepare effective business documents appropriate for the target audience
- 3.3 Apply appropriate strategies to work effectively in teams

Goal 4: Professional Judgment, Ethical Behaviour & Social Responsibility.

- 4.1 Identify and respond to ethical, social, and environmental issues arising in healthcare organizations and settings.
- 4.2 Describe trade-offs and judgment issues inherent in approaches to healthcare administration.

Overall, the program objectives are clearly presented and described. For Goal 2, another objective could be added that of applying tools learned in the context of the program to solve complex health problems; for example, in the proposal courses focused on analytics, modelling, entrepreneurship, innovation, design and management of processes all involve application of management and data analytic techniques to identify and create innovative solutions to complex problems.

Entrepreneurship and innovation involve the creation of solutions.

- Is the degree nomenclature appropriate, given the program's objectives?

The degree nomenclature is appropriate given the program's objectives. A master's degree is appropriate given that students with undergraduate degrees who are working in healthcare, and individuals who are working in administrative positions will be applying to the program. The positions that graduates would hold are consistent with those in healthcare where managers and specialists in data science typically hold master's degrees in health administration in the public and the private sector.

- Are the program's objectives consistent with the institution's mission and academic plans?

The program's objectives are consistent with the institution's mission and academic plans. Schulich School of Business at York University is one of the highest ranked business schools in Canada. Of note, many healthcare industry headquarters in the pharmaceutical industry, medical device sector, software, and digital health start-ups are in Toronto or the Greater Toronto area. In addition to this, Canada's largest and most innovative hospitals are in downtown Toronto (with other large hospital systems growing in the North of Toronto and cities North of Toronto such as Barrie, Markham). There is a need to hire individuals with the type of background that will be afforded to students, who have graduated from this program to meet the needs of the healthcare private and public sector. There is a need for graduates that can innovate and implement innovations in the health sector.

2.2 Program Requirements (QAF 2.1.2.2)

NOTE: The Quality Assurance Framework requires a clear distinction between program objectives, program-level learning outcomes, and [Degree Level Expectations](#). See the [Guidance on Program Objectives and Program-level Learning Outcomes](#) for details on the distinction.

- Is the program's structure and the requirements to meet the program objectives and program-level learning outcomes appropriate?

Given the program has a focus on healthcare, it is suggested that the course on preventive healthcare be expanded to include infectious and chronic illnesses. The focus on preventative care is one that is on wellness alone, while much of the health care industry across the pharmaceutical, genomic, medical device, software and healthcare delivery sectors (e.g. hospital, home care and long term care) focus on the management of infectious and chronic diseases. Chronic diseases remain the most pervasive and costly to Canadian society and healthcare globally. These include heart disease, stroke, chronic obstructive pulmonary disease, cancers, diabetes, and Alzheimer's disease). Both the chronic illness and ways that these illnesses can be effectively managed to ensure participation in the Canadian workforce and society and reduce the costs of providing care should be considered in the context of a course. Most private sector healthcare industries and public sector organizations such as regional health authorities, hospitals etc. focus on managing or enabling function for those living with a chronic illness. The aim is to reduce the cost associated with disease to individuals and society as well as managing the risk for a developing disease.

It is also encouraged that project management be included as part of the educational curriculum. The focus is on modeling and analyzing the environment as well as developing tools. Project management knowledge will be essential when implementing these new products and technologies in the healthcare system (i.e., bringing in a new therapeutic into a healthcare setting with physician partners, developing a new medical device and deploying the device into the healthcare sector with public sector managers).

References:

Benefits Canada. (14-06-2019). What are the Top Chronic Diseases in the Workplace? <https://www.benefitscanada.com/news/bencan/what-are-the-top-chronic-diseases-in-the-workplace>

Government of Canada. (21-12-2021) Chronic Disease Data and Indicators <https://www.canada.ca/en/public-health/services/chronic-diseases/chronic-disease-facts-figures.html>

World Health Organization. Facing the Facts: The Impact of Chronic Disease in Canada. https://www.who.int/chp/chronic_disease_report/media/CANADA.pdf

Do the program's structure, requirements and program-level learning outcomes ensure students meet the institution's Undergraduate or Graduate Degree Level Expectations?

- Does the (proposed) mode of delivery facilitate students' successful completion of the program-level learning outcomes?

The program is structured around typical working professionals with classes taking place in the classroom after a typical workday or as a workshop on weekends. The reviewers noted that, although the class schedules are to be designed with part-time students in mind, program faculty anticipate that it will attract mostly or exclusively full-time students for the first few years. Of note, given the current virtualization of the education sector (i.e., moving to teaching both in face-to-face, in the classroom formats and virtually using technologies such as Zoom and Microsoft Teams), it is suggested that other alternative virtual approaches, which may include virtual attendance in the classroom setting as well as virtual workshops be explored depending

on future student needs. This flexibility in type of delivery (i.e., face to face versus virtual) may lead to greater recruitment of highly qualified students as there will be fewer issues associated with students having trouble in attending face-to-face classes due to travel times and work commitments. Of note, given the target group of potential students, many industries have moved some part of their workforce to work from home. It may be that in this context, students will expect some part of the program to be virtual as a natural expectation that class attendance would parallel virtual work.

- Does the curriculum address the current state of the discipline or area of study?

Yes. It was described during one of our meetings with the Schulich team that the focus of this program would be on individuals who work in the private sector or interface between the public sector and private sector when bringing in new products and technologies for use in hospitals, home care agencies, long term care etc. This type of individual with deep knowledge of both sectors is needed to identify and bridge in new technologies.

2.3 Program requirements for graduate programs only (QAF 2.1.2.3):

- Does the program length ensure that students can complete the program-level learning outcomes and requirements within the proposed time period?

Some students will be able to complete the program within the defined requirements. Full-time students should be able to complete the program in one year, but more flexibility may be required for part-time students or students who pivot to part-time status part way through the program. Given the nature of the program and the knowledge and skills that are being developed, it is expected that some students will take full-time employment while in the program, consistent with the experience in some of the other pre-experience MSc programs offered by Schulich. The employment of students during their studies will even be more likely with the plan to include experiential learning opportunities in the context of the program in private sector companies and healthcare organizations. It must be noted that specific skills such as modeling and data analytics in the context of both the private and public sector are highly in demand and student advanced knowledge of these areas may also lead to some students advancing in the workplace so part-time study may be more acceptable at some points in the program.

- Are graduate students required to take a minimum of two-thirds of the course requirements from among graduate-level courses?

Yes, all courses in the program are at the graduate level.

- For research focused graduate programs, are the nature and suitability of the major research requirements for degree completion appropriate?

N/A, this is a professional non-thesis program.

2.4 Assessment of teaching and learning (QAF 2.1.2.4)

NOTE: Programs should ensure that the plans for monitoring and assessing student achievement provide an assessment of students currently enrolled as well as post-graduation metrics. Please see [Guidance on Assessment of Teaching and Learning](#) for further details and examples of measures for assessing teaching and learning that meet the requirements of the Quality Assurance Framework.

- Are the methods used to assess student achievement of the program-level learning outcomes and Degree Level Expectations appropriate and effective?

Student grading and assessment will be based on a variety of instruments including written assignments, case analyses, team, presentations, examinations, and classroom contribution. This is appropriate for a professional master's program.

- Are the plans in place to monitor and assess the following, both appropriate and effective?
 - i. The overall quality of the program;
 - ii. Whether the program is achieving in practice its proposed objectives;
 - iii. Whether its students are achieving the program-level learning outcomes; and
 - iv. How the resulting information will be documented and subsequently used to inform continuous program improvement.

Yes. The program has an "Assurance of Learning" plan, to be implemented using the Schulich LMS system (Canvas). Learning outcomes have been mapped to individual course assessment points. Grades entered into the LMS can automatically show progress towards learning outcomes. The LMS can prepare reports for the program director each year, and these can help to guide any ongoing quality initiatives.

2.5 Admission Requirements (QAF 2.1.2.5)

- Are the program's admission requirements appropriate, given the program objectives and program-level learning outcomes ?

The stated requirement is an undergraduate degree with a minimum B+ average in the last two years. It is not clear if it must be an Honors degree or any four-year degree. Proof of English language proficiency is required for students whose first language is not English, demonstrated by a minimum TOEFL score of 100 or IELTS of 7.0 with minimum component scores in each. Applicants must also supply two letters of reference. This is an appropriate requirement for admission into a graduate program.

The program intends to admit undergraduate students directly from a baccalaureate degree program, as well as healthcare professionals, analysts and/project managers who work in healthcare who are working in entry level roles. Consideration should be given to the possibility that there will be differences in the level of knowledge and work experience of the two groups of students. Health professionals such as physicians, nurses and allied health professionals have training in the context of their undergraduate programs and may have relevant practical experience in areas such as managing teams, quality improvement, program management, management of a medical office or clinic and integrating new technologies into healthcare environments. These competencies may be significantly more advanced than that of a student who is a direct admission from an undergraduate program. However, direct admission students from some degree programs may have more advanced technical skills. In addition to this many physicians hold undergraduate, masters and doctoral degrees in related areas such as computer science, biology, genomics, engineering and business. If the program admits significant numbers of students with this type of background then faculty will need to carefully manage the different backgrounds and expectations of these different student groups, both in the classroom and in the admission process.

- Are there any applicable alternative admission requirements, including how the program recognizes prior work or learning experience, and if so, are they appropriate?

Graduates of a 3-year degree may be admitted as long as they have at least one year of relevant work experience. The program may need additional supports for students with weaker technical backgrounds. This could be addressed by identifying courses that students would require to take prior to applying to the program (e.g. statistics, data analytics).

Some health professionals will have advanced knowledge of the management of specific illnesses and diseases and may have undergraduate competencies in some program areas due to their having undergraduate, masters or PhDs. The program will need to acknowledge these competencies and address them should students challenge any requirements.

2.6 Resources (QAF 2.1.2.6)

Given the program's class sizes and cohorts as well as its program-level learning outcomes:

- a) Is the number and quality of core faculty who are competent to teach and/or supervise sufficient to achieve the goals of the program and foster the appropriate academic environment?

Yes, the program has a large pool of full-time faculty and adjunct faculty to teach in the program. As this is not a thesis-based program, it should not create additional workload for student supervision.

- b) When adjunct/sessional faculty play a large role in the delivery of the program, is their role appropriate? Are plans in place to ensure the sustainability of the program and the quality of student experience and if so, are these suitable?

Adjunct and sessional faculty will play a significant role in the program delivery. It is expected that adjunct and sessional faculty will teach in the courses and workshop sessions. Adjunct and sessional faculty have a background in healthcare administration and management education. In addition to the experiential and professional background of adjuncts and sessional includes strategic thinking, systems design, value creation and healthcare quality.

- c) Is the provision of supervision of experiential learning opportunities adequate, if applicable?

There is a focus on experiential learning primarily through the capstone field project course, "Strategy Consulting Study in Healthcare". There is also the potential for integration of internship, co-ops, and other work-integrated learning opportunities. The task force has already identified several pilot sites for internships to take place. If co-op opportunities are expanded, it is not clear if a student's current workplace would count as a co-op placement. If it could, how would the assessment be made? If could co-op placement opportunities were expanded, could they be tailored to students to help build specific competencies?

Taking into consideration implications for other existing programs at the university, is the administrative unit's planned use of existing human, physical and financial resources appropriate? *NOTE: External Reviewers are not expected to assess the financial viability of a program, and internal budgets are not under the purview of the External Review of a New Program Proposal. Provide a general assessment of the administrative unit's planned use of existing financial resources.*

The program makes appropriate use of resources. As noted in the proposal document, “The program will be housed in the newly constructed Rob and Cheryl McEwen Graduate Study & Research Building, which added 3 large classrooms (one with hyflex technology) and 4 seminar rooms to the number of existing classrooms already available. Adjacent to these classrooms as are 8 small group breakout rooms where teams can prepare their group assignments.”

Faculty members have been identified to teach courses in their areas of specialization. This includes courses taught by part-time and adjunct instructors. Several courses in the program will be adapted from existing courses in the business school or other units at York, reducing development effort.

- d) Are there adequate resources available to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access?

The library has significant resources for students across York’s various business programs. The library has identified several specialized resources that may benefit students in this program. This includes journal access through Canadian Research Knowledge Network (CRKN) and the Ontario Council of University Libraries (OCUL), as well as field-specific databases and statistics services. Since this is a small program and not thesis-based. These resources are appropriate.

2.7 Resources for Graduate Programs Only (QAF 2.1.2.7):

Given the program’s planned/anticipated class sizes and cohorts as well as its program-level learning outcomes:

- Does the faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate?

The faculty are highly-qualified to teach and mentor in this program. The tenure-stream faculty conduct research in relevant technical (e.g., machine learning) or applied (e.g., healthcare finance) areas. They are active in securing research funding and supervising graduate students. The part-time faculty have significant relevant industry experience (e.g., hospitals, biosciences companies).

- Where appropriate to the program, is financial assistance to students sufficient to ensure adequate quality and numbers of students?

This is not a research-based program. As such, students will have access to normal financial aid and scholarship packages provided by the Schulich School of Business. No additional financial support will be provided. This is consistent with other business-school based MSc programs.

- Are supervisory loads adequately distributed, in light of the qualifications and appointment status of the faculty?

This is not a research-based program. As such, there is not a need to supervise student theses.

2.8 Quality and other indicators (QAF 2.1.2.8)

- Comment on the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record, appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring).

The faculty are highly-qualified to teach and mentor in this program. The tenure-stream faculty conduct research in relevant technical (e.g., machine learning) or applied (e.g., healthcare finance) areas. They are active in securing research funding and supervising graduate students. The part-time faculty have significant relevant industry experience (e.g., hospitals, biosciences companies).

- Comment on any other evidence that the program and faculty will ensure the intellectual quality of the student experience.

The program interleaves in-class room teaching with workshops and experiential educational opportunities with industry. There is a strong integration of management research and opportunities to apply knowledge and skills acquired in the classroom with leading private and public sector organizations. There are many examples of academic-industry consultation work to create educational opportunities that are meaningful and lead to translation of new management knowledge and skills to receiving partner organizations.

3. ADDITIONAL COMMENTS

- Include any additional assessment of the New Program Proposal as a whole, as appropriate.

Apart from comments noted above, and in the recommendations below, this is a strong, well-thought out proposal. The program fills a market need. Adequate faculty and institutional resources are in place for the program to be a success. Industry consultation and collaboration ensures that students will be employed in roles in managing key areas of organizations.

- Comment on any other issues, as applicable.

No other issues.

4. SUMMARY AND RECOMMENDATIONS

Provide a brief summary of the review. Please include commentary on any clearly innovative aspects of the proposed program together with recommendations on any essential or otherwise desirable modifications to it, as applicable.

Recommendations that are clear, concise, and actionable are the most helpful for universities as they prepare to launch new programs. Include specific steps to be taken on any essential or otherwise desirable modifications to the proposed program.

NOTE: The responsibility for arriving at a recommendation on the final classification of the program belongs to the Appraisal Committee. Individual reviewers are asked to refrain from making recommendations in this respect.

Recommendation 1: Account for diversity in student academic background. If the program grows in popularity it may attract students from multiple academic backgrounds and career stages. It may be necessary to allow students from some backgrounds to waive courses that are similar to courses taken during their undergraduate degrees (e.g., the marketing and financial decision making courses for students from business degrees; the preventive healthcare course for students from nursing or public health backgrounds).

Recommendation 2: Allow flexible progression requirements for part-time students and students who are working full-time. A full-time course schedule may be challenging for students

who have significant outside commitments. It may also give students who do not have any outside commitments an advantage in the program in that they have more time to devote to completing assignments and other deliverables. The school should consider allowing students to progress through the program on a part-time basis. Consider designing the program to be delivered partly in-person and partly virtually (e.g., Zoom, Teams) to maximize access by part-time students.

Recommendation 3: Ensure that the distinction between the similar-sounding Health Industry Administration and the MBA Health Industry Management options is clear for prospective students.

Recommendation 4: Consider expanding co-op opportunities, particularly for pre-experience students, as a method of improving their job market prospects on graduation.

Signature: Elizabeth Borycki _____

Signature: Greg Zaric _____

Date: Feb 21 2022 _____

York University
Schulich School of Business
Master of Health Industry Administration
Response to External Appraisal Report

March 2022

The Schulich School of Business would like to express our sincerest thanks to Professor Elizabeth Borycki (University of Victoria) and Professor Greg Zaric (Western University) for their valuable appraisal of the proposed Master of Health Industry Administration.

We were very pleased to read that the appraisers viewed our proposal document strong and well thought through, and we appreciate their strong endorsement of our program. Below we respond to their recommendations as they appear in the Summary and Recommendations section of the External Appraisal Report:

Appraisers' recommendation 1: *Account for diversity in student academic background. If the program grows in popularity it may attract students from multiple academic backgrounds and career stages. It may be necessary to allow students from some backgrounds to waive courses that are similar to courses taken during their undergraduate degrees (e.g., the marketing and financial decision-making courses for students from business degrees; the preventive healthcare course for students from nursing or public health backgrounds).*

Should the program grow in popularity in the manner envisaged by the appraisers, the program will consider implementing one of the following practices 1) waiver with replacement or 2) advance standing. These are practices currently in use by Schulich admissions team in cases where subject matter covered in an admitted student's undergraduate degree overlaps with some subject matter in the graduate program into which the student is admitted. Furthermore, we will implement these policies in a manner consistent with the current practice at Schulich which a) limits the number of waiver with replacement or advanced standing credits a student can receive in a program and 2) requires students to have completed two undergraduate courses (with a minimum B GPA in each) covering the content of the course in the graduate program for which waiver with replacement or advanced standing is being requested. As the assessors allude to, these are not measures to be undertaken immediately, but would be borne in mind for implementation after the program has been in place for several years and more is known of the background of the applicant pool. This recommendation therefore has not led to any changes to the program proposal.

Appraisers' recommendation 2: *Allow flexible progression requirements for part-time students and students who are working full-time. A full-time course schedule may be challenging for students who have significant outside commitments. It may also give students who do not have any outside commitments an advantage in the program in that they have more time to devote to completing assignments and other deliverables. The school should consider allowing students to progress through the program on a part-time basis. Consider designing the program to be delivered partly in-person and partly virtually (e.g., Zoom, Teams) to maximize access by part-time students.*

The current proposal is for a full-time program. To satisfy this recommendation would require the simultaneous development and launch of a part time program. Whilst we do believe that the program would also be attractive to working professionals for whom a part-time option would be ideal, we however believe that it is more prudent to defer the launch of a part time option to a future date, after the full-time program has been well established in the market and when “there are enough numbers to warrant a second section of classes” (p. 8 program proposal). That said, recognizing that working professionals are likely to be attracted to the current full-time program, as the proposal notes we will be “offering courses in the evenings and on weekends” (p. 8). Although we have not adjusted the program proposal to accommodate this recommendation, it is important to point out that the current proposal is in alignment with the appraisers on the likely need for a part-time option to the program, the only difference being with the timing of the program’s launch. Therefore, when we do develop the part time program, to maximize access by part-time students, we will ensure that blended delivery formats suggested by the appraisers are emphasized in the program design.

Appraisers’ recommendation 3: *Ensure that the distinction between the similar-sounding Health Industry Administration and the MBA Health Industry Management options is clear for prospective students.*

Schulich does not have an MBA Health Industry Management. Instead students taking the MBA can specialize in the Health Industry by taking 12 credits of Health Industry Management electives within the MBA. The distinction between the MBA (with a Health Industry Specialization) and the Master of Health Industry Administration is clear to the School’s recruitment team. Furthermore, Schulich does have prior experience of offering new master programs that are similar sounding to existing specializations within the MBA. For example, we launched a Master in Real Estate and Infrastructure many years after, the Real Estate and Infrastructure specialization within the MBA had been established. Both programs currently coexist, and our recruitment team has been successful in clearly differentiating the two options for prospective students. We believe that they can similarly make the Master of Health Industry Administration quite distinct from the Health Industry specialization in the MBA to prospective students. As this recommendation does not speak to the program itself, it has not led to any change to the program proposal.

Appraisers’ recommendation 4: *Consider expanding co-op opportunities, particularly for pre-experience students, as a method of improving their job market prospects on graduation.*

Schulich does not have a co-op office and therefore the program does not have the capacity to offer co-op opportunities to pre-experience students. Whilst the School recognizes the requirement of its graduate programs to improve job market prospects for pre-experience students, it believes that co-ops are just one means of achieving this objective. Schulich’s approach instead has been to incorporate a rich and varied range of experiential education elements into all of its programs. The MHIA program has benefitted substantially from the School’s expertise and long tradition in delivering high impact experiential education experiences. As the program proposal notes:

“While most courses in the program contain some form of experiential learning (e.g., case analysis activities, guest speakers from industry, simulations, etc.), the program also offers a capstone course titled MHIA 6100 3.0 Strategy Consulting Study in Healthcare. This course offers an innovative student learning experience in which students have the

opportunity to apply theories and concepts to a real-world company problem as they prepare consulting reports under the supervision of experts from academia, business and health organizations.” (p.9 program proposal)

We believe that the combination of all these experimental learning opportunities will improve the job market prospects for the pre-experience graduates of the MHIA as they have done for other pre-experience graduates of the School’s other master programs. Thus, for the reasons explained above, we have not adjusted the program to accommodate this recommendation.

Appraisers’ suggestion *Given the program has a focus on healthcare, it is suggested that the course on preventive healthcare be expanded to include infectious and chronic illnesses.*

We thank the appraisers for this suggestion which we wholeheartedly endorse. As a result, not only have we expanded the course Preventative Health Care (MHIA 5130) to include infectious and chronic illnesses, we have also revised eight additional courses to recognize this topic. The course outlines of the following 9 courses have been accordingly adjusted in light of this suggestion.

- MHIA 5130: Preventive Healthcare
- MHIA 5140: Digital Health
- OMIS 5050: Analytics and Modelling for Healthcare
- MKTG 5201: Marketing Management for Healthcare
- HIMP 6150: Economics of Healthcare
- MHIA 6160: Quality and Value in Healthcare
- MHIA 6170: Performance Indicators in Healthcare
- HIMP 6180: Entrepreneurship & Innovation in Healthcare
- MHIA 6200: Public Policy in Healthcare


Memorandum

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To: Whom it may concern

From: Detlev Zwick, Dean, Schulich School of Business 

cc: Marcia Annisette, Associate Dean Academic, Amin Mawani, Associate Professor
Accounting, Joseph Mapa Adjunct Professor

Date: March 25, 2022

Subject: Response to External Appraisers' Report (MHIA)

Thanks to Professor Elizabeth Borycki and Professor Greg Zaric for reviewing the proposed Master of Health Industry Administration degree program and for their comments and recommendations, which I read as a strong endorsement of the program. The External Appraisers' report makes four major recommendations which I paraphrase and respond to below:

1. That in the future the program considers a way of granting exemptions to recognize a student's prior academic background

The School already has well-developed policies for granting exemptions to our programs and will apply these to the MHIA should it be determined in the future that exemptions are warranted.

2. That the program develops and launch a part-time option

Resource constraints and risk mitigation considerations suggest that we not launch a full-time and a part-time program simultaneously. Our approach will be to launch the part-time option after the full-time option is well established. Nonetheless recognizing that working professionals will be attracted to the current program, courses in the program will be scheduled in a way that would make it accessible to this important constituency of potential applicants

3. That the program ensures no confusion in the market for the MHIA as it relates to the MBA

The School has successfully differentiated its various specialized Master degrees from similar sounding specializations within the MBA and I am quite satisfied that the program has clearly differentiated the MHIA from the Health Industry specialization in the MBA and that this distinction would be clear to the market.

4. That the program considers co-op opportunities to ensure that pre-experience students are market ready

As the program has benefited from the School's experience and long tradition in delivering experiential education, I am convinced that its embedded experiential elements fully address the reviewers' valid concerns for pre-experience students' job market prospects.

In summary, it was encouraging to read that none of these recommendations call for changes to the structure and content of the proposed program, but rather point to matters for the program to consider in the future. I was also encouraged to read that in the main, these recommendations have either been anticipated by the program or involve matters with which the School already has experience. In conclusion therefore, I wish to express my full support for the proposed Master of Health Industry Administration.

Memorandum

**OFFICE OF THE PROVOST &
VICE-PRESIDENT ACADEMIC**

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To: Martin Bunch, Chair, ASCP

From: Lisa Philipps, Provost & Vice-President Academic

Date: June 6, 2022

Subject: Support for new Master of Health Industry Administration program, Schulich School of Business

I write this letter in continued support of the new Master in Health Industry Administration (MHIA) program proposed by the Schulich School of Business.

This applied, professional graduate program will help meet demand in healthcare related industries for managers with business knowledge relevant to the health professions that includes strategic thinking, systems design, ethical judgment, supply chain management, data analytics, healthcare quality assessment, project management, and value-creation. The focus and length of the MHIA make it singular in Canada among comparator graduate programs.

SSB is well-equipped with the resources needed to support graduate students in this area. Faculty and space capacity are already in place, as are library and technology support and student and career services within the business school. As a course-based program with experiential learning components, the MHIA will not require graduate supervision resources, nor additional research funding from within or outside of the University. The input of the reviewers has been carefully reviewed and addressed by the School in its thoughtful refinement of this new professional graduate program.

I endorse this program which makes excellent use of York's expertise and offers students a robust pathway to meet demand for postgraduate management leadership in the complex and rapidly changing healthcare field.



Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Shanker Trivedi, Director of the Master of Accounting, Diploma in Intermediate Accounting
Date: August 26, 2022
Re: Creation of new Graduate Diploma in Accounting Analytics.

Motion: That Faculty Council approve the creation of a Graduate Diploma Type 3 in Accounting Analytics.

Rationale: Accounting is becoming increasingly automated, data-centric, and digital. Expertise solely in traditional accounting pedagogy is no longer sufficient and relevant, rather, employers want accountants to have cross-disciplinary skills, especially in information technology and data analytics and visualization. The proposed six course, 15 credits, 2 terms standalone online (WEBS)* part-time Graduate Diploma in Accounting Analytics program (Type 3 diploma program) will be the first of its kind in Eastern Canada, aimed at producing graduates who are well-versed (but not experts) in the interface between the broad areas of accounting (including, financial and managerial accounting, auditing, taxation etc.), information technology, data analytics and data visualization.

Specifically, the program's objectives will be to produce graduates in the field of accounting who are well-acquainted and have a strong foundation in accounting data analytics and visualization. We will achieve this by emphasizing all stages of the accounting and financial data management value chain—Data gathering, data sharing, data insights, and communication and importantly data governance. Students will learn to effectively analyze and think critically about problems and issues arising throughout the accounting analytics and visualization value chain and to arrive at appropriate solutions. The ability to effectively communicate both orally and in written format about these problems and associated solutions will also be emphasized.

* WEBS is the suggested acronym for fully online courses in the Updating York University's Common Language for eLearning and Associated Course Type Codes (DRAFT) June 2021.

York

University

Expedited

Review

**Schulich School of Business
Graduate Diploma (Type 3) in
Accounting Analytics**

**November
2022**

1. INTRODUCTION

Include a brief description of the proposed program. You may also choose to include additional information, such as a description of the consultation process undertaken and/or an analysis of demand for the program. Additionally, you may identify unique curriculum or program innovations, creative components, or significant high impact practices. Where appropriate, include additional elements, for example, consideration of equity, diversity and inclusion, special missions and mandates, and student populations that are being encouraged by governments, institutions, and others.

Rationale For and Description of the Proposed Program:

Accounting is becoming increasingly automated, data-centric, and digital. Expertise solely in traditional accounting pedagogy is no longer sufficient; rather, employers want accountants to have cross-disciplinary skills, especially in information technology and data analytics and visualization. The white paper by PWC highlights the need for accountants to possess skills in technology and data analytics (<https://www.pwc.com/us/en/faculty-resource/assets/pwc-data-driven-paper-feb2015.pdf>). The Institute of Chartered Accountants of England and Wales, in its report “Big data and analytics: the impact on the accounting profession,” emphasizes the need for accountants to become familiar with data analytics, automation, statistics and predictive modelling (<https://www.icaew.com/-/media/corporate/files/technical/technology/thought-leadership/big-data-and-analytics.ashx>).

Realizing the critical importance of information technology and data analytics to accountants, many accounting programs within American universities have included data analytics concentrations in their master programs. The American Institute of Certified Public Accountants (AICPA) is offering a certificate program in data analytics available to its members. Likewise, the Certified Professional Accountants (CPA) Institute of Canada and Ontario respectively are also offering certificates in data analytics at the introductory and advanced levels. Finally, the accounting department at Simon Fraser University is offering a graduate diploma and master’s in accounting analytics programs specifically geared to KPMG employees (this program may be made available to the general public in the near future). These certificate, diploma and master’s degree programs while highlighting the recognition by the profession of the importance of data analytics and information technology concepts also highlight the growing market for such subject-area specific data analytic programs.

The proposed six course, 15 credits, 2 terms/ online (WEBS) (the suggested acronym for fully online courses in the Updating York University’s Common Language for eLearning and Associated Course Type Codes (DRAFT) June 2021) standalone part-time Graduate Diploma in Accounting Analytics program (Type 3 diploma program) will be the first of its kind in Eastern Canada, aimed at producing graduates who are well-versed (but not experts) in

the interface between the broad areas of accounting (including, financial and managerial accounting, auditing, taxation etc.), information technology, data analytics and data visualization. We envision that in the future, graduates of the diploma will be provided the choice to continue their education and obtain their Master of Accounting Analytics to become experts in the above areas (the NOI for the Master of Accounting Analytics was approved by the Vice-Provost Academic vide letter dated 17th February 2022). The Master of Accounting Analytics (MAA) will allow for exploration of more advanced data analytic and visualization tools and topics, both in terms of breadth and depth, as applicable to the accounting industry. The MAA syllabus cover topics such as Advanced Accounting Analytics Tools and Applications, Applications of Accounting Analytics, subject specific focus on data analytics such as Tax and Audit Analytics, among others. The graduate diploma program has been designed and will be taught by faculty and instructors within the accounting area of the Schulich School of Business. The Graduate Diploma in Accounting Analytics will be developed first with the goal of being launched in the Fall of 2023, followed by the development of the full Master of Accounting Analytics program for launch in September 2025 or 2026. The proposed program will be cutting-edge incorporating current best practices in the industry and offering experiential opportunities to the students where legally feasible. The curriculum of the program will be constantly revised to incorporate the latest trends in and needs of the accounting industry.

Graduates successfully completing their standalone Graduate Diploma in Accounting Analytics will be provided with advanced standing credits towards the proposed Master of Accounting Analytics degree. Precedence for the relationship between the Graduate Diploma in Accounting Analytics and the Master of Accounting Analytics already exists within the accounting area at Schulich in the case of the relationship between the Diploma in Intermediate Accounting (DIAC) and the Master of Accounting (MAcc) degree.

Course work will emphasize experiential learning, critical thinking, analytical and leadership skills, and oral and written communication skills in the context of data analytics and information technology in accounting. Where appropriate, cases will be integrated into course work using the Schulich Accounting Case Method. This case method of teaching emphasizes critical thinking, analytical and leadership skills, and oral and written communication skills. Course work will be delivered using an online delivery mode (with a blend of synchronous video conferencing and asynchronous video and print material used, the extent of each depending on the needs of each course) and offered during weekends and evenings to accommodate working accounting professionals. Program learning outcomes and the assessment of those outcomes have been developed by Schulich accounting faculty members and instructors, with input from other Schulich and York faculty, alumni, industry experts and senior leaders in the industry including partners in accounting firms.

Consultation Process Regarding Demand for the Program:

Interviews with more than 40 individuals were conducted including partners/executives in the big four accounting firms, senior leaders in banks and financial institutions, executives of CPA Canada, and program directors of similar

programs in other universities to better understand the market and demand for the proposed program. The discussions conducted clearly indicated that there is a strong market for a program as the one proposed here. See also the letters in support of the GDAN in Appendix A. Consultations will continue to be made during the program development process to further fine tune the program.

The Recruitment and Admissions department in Schulich has also been fielding a few enquiries annually from accounting professionals with CPAs about the possibility of obtaining their Master of Accounting (MAcc) degree at Schulich. We have had to turn down such requests since the MAcc degree is geared to train students exclusively to write their Common Final Examination (CFE). The proposed Graduate Diploma in Accounting Analytics in conjunction with the Master of Accounting Analytics would be an appropriate diploma/degree for such individuals to pursue. Further, immigrant accountants preponderantly settle in Toronto, and not all of them want to pursue their Canadian CPA designation. Since the proposed GDAN and MAA programs will provide these CPAs with data analytic and visualization skills and tools that they do not already possess, these programs will be relatively more suitable for such individuals as compared to the MAcc program.

Equity, Inclusiveness and Diversity:

The program will strive to be inclusive and admit a diverse body of students. The curriculum and assignments have been prepared so as to highlight issues of equity, inclusion and diversity wherever possible.

For example, the *Core Skills for Accounting Analytics* course, offered in the second term, will include both case studies and project planning/management assignments, which incorporate real-world affirmative action, inclusion and diversity issues within both professional services firms and within industry clients. In addition, given the rise in mental health awareness, some firms, such as KPMG, have developed innovative positions as Chief Mental Health Officers; as such, our program will also review how to identify and respond to mental health concerns among colleagues/subordinates.

2. EVALUATION CRITERIA

2.1 Objectives of the program (QAF 2.1.2.1)

Clearly describe:

- *The program's objectives (see Definition and Guidance);*
- *The degree nomenclature given the program's objectives; and*
- *The consistency of the program with the institution's mission and academic plans.*

Program Objectives:

The program's objectives will be to produce graduates in the field of accounting who are acquainted and have a strong foundation in accounting data analytics and visualization. We will achieve this by emphasizing all stages of the accounting and

financial data management value chain—Data gathering, data sharing, data insights, and communication and importantly data governance. Specifically, students will learn to effectively analyze and think critically about problems and issues arising throughout the accounting analytics and visualization value chain and to arrive at appropriate solutions. The ability to effectively communicate both orally and in written format about these problems and associated solutions will also be emphasized.

The program is not aimed at career-switchers but at working accounting professionals with professional designations and ideally with 2-4 years of work experience who want to upgrade themselves and move up the career ladder in accounting or consulting by familiarizing themselves with accounting analytics and visualization and allied topics. We do not intend on teaching fundamental accounting concepts to these students since only those possessing such knowledge will be admitted into the program.

Nomenclature of Degree Given Program's Objectives:

The title of the diploma, Graduate Diploma in Accounting Analytics (GDAN) is deliberate and emphasizes the focus of the program on the role of data analytics in the field of accounting. Accounting is the language of business and accountants are experts in dealing with and making sense of financial and structured data. However, there is an increasing need for accountants to become experts in both financial and non-financial data and structured and unstructured data. Further, expertise in data sciences and data analytics alone is not enough for making sense of, drawing inferences from and prospering from the blend of such data. Accounting subject matter knowledge is essential to properly understand the underlying financial and non-financial data, ask the right types of questions and make appropriate inferences to plan, lead and implement change. Another area that will be emphasized will be the importance of proper data governance, including data privacy and the ethical use of data. Currently many accountants, both in the industry and in professional service firms, have to depend on the expertise of data management and/or data analytics specialists because of their lack of data management/analytic skills. This is a severe problem given that accountants often have to directly deal with sensitive financial data. The GDAN will provide accountants with the necessary data management and analytic skills such that their dependency on data management/analytic experts is reduced.

Consistency of the Program with York University's Mission and Academic Plans:

The proposed program will cater to the following priorities of York University's six priorities for action as laid out in its Academic Plan 2020-2025:

21st Century Learning:

The program will achieve York University's priority of 21st Century Learning by equipping students with critical and analytical thinking and cross disciplinary and communication skills that will help them deal with constant change affecting the

accounting profession due to the impact of emerging issues in technology, specifically data analytics and visualization. It will also attempt to attract a diverse set of quality students both domestic and international. Accounting is increasingly attracting female students; however, females are still a minority in the field of technology. This program, by emphasizing information technology and data analytics, will prepare students of both genders to successfully adapt to emerging issues in accounting due to the increasing impact and influence of technology. The program will also equip our graduates with the ability to succeed in the profession of accounting globally by developing their ability to think outside the box, identify new trends in the profession, appreciate the value of diversity and diverse points of view. Different modes of online delivery such as synchronous and asynchronous and virtual group work will be used to expand the reach of the program globally. The program also includes a one-and-a-half-credit hour experiential component as a part of which students will be required, where legally possible (since some organizations may not want their data to be transferred/accessed internationally), to go to a client site (virtually) and complete an accounting analytics project of mutual benefit. Alternatively, students will work on projects using cleaned-up and anonymized real-world data under the supervision of industry experts.

Knowledge for the Future:

Our program will equip its graduates to generate critical knowledge by making sense of both financial and non-financial and structured and unstructured data. This skill will help them identify emerging trends and problems in organizations and society and adapt to such trends and find timely solutions to such problems.

From Access to Success:

The program will be structured to make it convenient for working professionals to complete it without inconveniencing their work commitments. Courses will be delivered online and held in the evenings during weekdays and during weekends. This structure will also be attractive to those with significant family commitments. Finally, classes will be scheduled to make them as convenient to attend as possible for students across the globe.

Advancing Global Engagement:

The program will be delivered fully online (WEBS) thus making it possible for students all around the world to enroll in it. This will enable accounting professionals from across the world to interact with and learn from each other, thereby, exposing each other to and increasing their awareness of and sensitivity to diverse cultural nuances, viewpoints, and unique problems besetting the accounting profession in different countries/economies across the globe.

Working in Partnership:

The program has been developed by obtaining considerable input from industry experts and leaders. The curriculum has been developed keeping in mind the current changes and requirement in the accounting industry. We will continue to fine-tune and update the curriculum based on our constant interactions with industry personnel and the changing demands of the profession. The experiential

component of the program will ensure that the program is in constant contact with different organizations, both for-profit and not-for-profit, to obtain experiential opportunities for our students. Further, our students will also get the opportunity to work on problems of current importance in the industry.

The proposed Graduate Diploma in Accounting Analytics will also contribute to the following specific metrics in York University's 2020-2025 Strategic Mandate Agreement relating to skills and job outcomes:

- Graduate employment rate in a related field
- Institutional strength and focus
- Graduation rate
- Experiential learning
- Graduate employment earnings
- Skills and competencies

2.2 Program Requirements (QAF 2.1.2.2)

Describe:

How the program's structure and requirements meet the program objectives and program-level learning outcomes

How the program's structure, requirements and program-level learning outcomes ensure students meet the institution's Undergraduate or Graduate Degree Level Expectations

How the proposed mode(s) of delivery facilitate the students' successful completion of the program-level learning outcomes; and

The ways in which the curriculum addresses the current state of the discipline or area of study.

NOTE: Ensure that the proposal makes a clear distinction between program objectives and program-level learning outcomes. Guidance on program objectives and program-level learning outcomes, including examples, is available [here](#). It may be helpful to include a table that maps program requirements (i.e., courses, experiential education requirements, theses or major research projects) to program objectives and program-level learning outcomes.

Program Structure:

The program structure and the curriculum of the GDAN has been designed to introduce students to the foundations of accounting data analytics and visualization, keeping in view the current and future needs of the accounting industry.

The GDAN program has been developed based on the following foundational principles:

1. The program will not only focus on providing students with an understanding of the main domains/models of advanced analytics, including applications of each, but it will also emphasize how firms can **operationalize** such models, while embedding dynamic capabilities (i.e., developing and implementing models that can evolve and adapt to changing conditions / environments) within such models.
2. The program will not only teach students **proof-of-concepts, tactical and strategic solutions**, developed locally on desktops, but will also introduce students to strategic, **cloud-based and web-based solutions**.
3. All course material, including assignments, projects and case studies will be based on **real-world** accounting and financial analytics problems – and when possible, assignments will be graded by working professionals / consultants.
4. Unless otherwise stated, the program in general will be **tool-agnostic**.

Emphasis will be placed on the art of storytelling via appropriate visualizations and presentation dashboards and the importance of data governance. The practical relevance of the program structure will ensure that students will be able to apply the skills and concepts learnt in the program immediately in industry settings. Significant importance will be placed on developing the critical and analytic thinking skills of the students. Students will be required to conduct original research and effectively communicate their findings orally, in writing and visually. Students will be trained to be flexible and innovative to find novel solutions where existing solutions are either absent or inadequate. These skills will equip and enable the students to get involved in and to make positive contributions in their workplaces in leadership positions within the field of accounting analytics and accounting/financial services in general.

Students will be exposed to cutting-edge accounting analytic and visualization concepts. Students will also be exposed to allied concepts such as database concepts as applicable to financial services, and SQL programming in the context of accounting. Students will be provided with a high-level understanding of commonly used analytic tools and applications and their practical applications in the field of accounting analytics and visualization. The program will introduce students to the necessary ingredients of carrying out a successful accounting analytic consultation project. Finally, where legally feasible, students will be provided with an experiential opportunity wherein they will apply their accounting data analytics skills in the context of a real project at a client site.

The program is aimed at working professionals. Therefore, the course load per term has been set at the maximum that students can take on a part-time basis, 7.5 credits. This will ensure that students will find the course work manageable and be able to excel without sacrificing either their work or personal/family commitments.

Program Learning Outcomes:

The learning outcomes for the GDAN program have been listed below. These outcomes have been mapped to the course structure of each course in the program

in **Appendix B.**

1. Breadth and Depth of Knowledge

1.1 Develop a high-level of proficiency in the key areas of financial / accounting analytics, including data management, data analytics, data governance as well as operationalizing financial models (by creating truly automated solutions).

1.2 Understand the end-to-end high-level consulting process, from initial proposal through to implementation and ongoing management / maintenance.

1.3 Become acquainted with and develop a strong foundation in the models underlying financial / accounting analytics and interactive visualizations.

2. Strategic Thinking and Problem-Solving

2.1 Acquire intermediate-to-advanced level technical analytics capabilities.

2.2 Be flexible and adaptable regarding specific tools used in the financial / accounting analytics process (i.e., be tool-agnostic).

2.3 Demonstrate the ability to consolidate and leverage data using appropriate data concepts, such as database fundamentals (as applicable to financial services) and SQL programming in the context of accounting.

2.4 Apply financial / accounting analytics skills at the strategic level in the context of a real project at a client site.

3. Level of Practical Applications and Implementation

3.1 Develop the ability to implement both tactical and strategic solutions, requiring several tools / applications ensuring automated orchestration across systems and disparate functional teams.

3.2 Conduct solutions analysis, understanding that there is no catch-all, *one solution*, to problems but rather, a host of recommendations based on clients' needs/constraints.

3.3 Make appropriate and relevant decisions in complicated and complex environments, applying a mix of research, data and judgement, taking into consideration the audience and key stakeholders.

3.4 Apply knowledge to innovative applications / context, including different organizations, competitors, and industries.

4. Professional Capacity/ Autonomy

4.1 Demonstrate the ability to respond appropriately and effectively to ethical dilemmas faced by data analytics, accounting and financial service professionals.

4.2 Demonstrate the ability to act with integrity, transparency and in the best interest of both stakeholders *and* the public.

4.3 Demonstrate the ability to interact, on both a professional and social level, with clients from varying industries and levels.

5. Level of Communication Skills

5.1 Write concise, well-structured, and easy-to-consume research / reports.

5.2 Demonstrate the ability to clearly and effectively present and articulate ideas orally, written or visually that is tailored to specific audiences.

5.3 Create professional presentations and produce professionally organized, structured and formatted reports.

6. Research and Scholarship

6.1 Demonstrate an ability to conduct situational-based research on some of the industry's leading trends and challenges – using all available financial and non-financial information both at the company and division level (i.e., through primary and secondary research, interviews, etc.).

6.2 Can generate well-structured, formatted written reports on the basis of research.

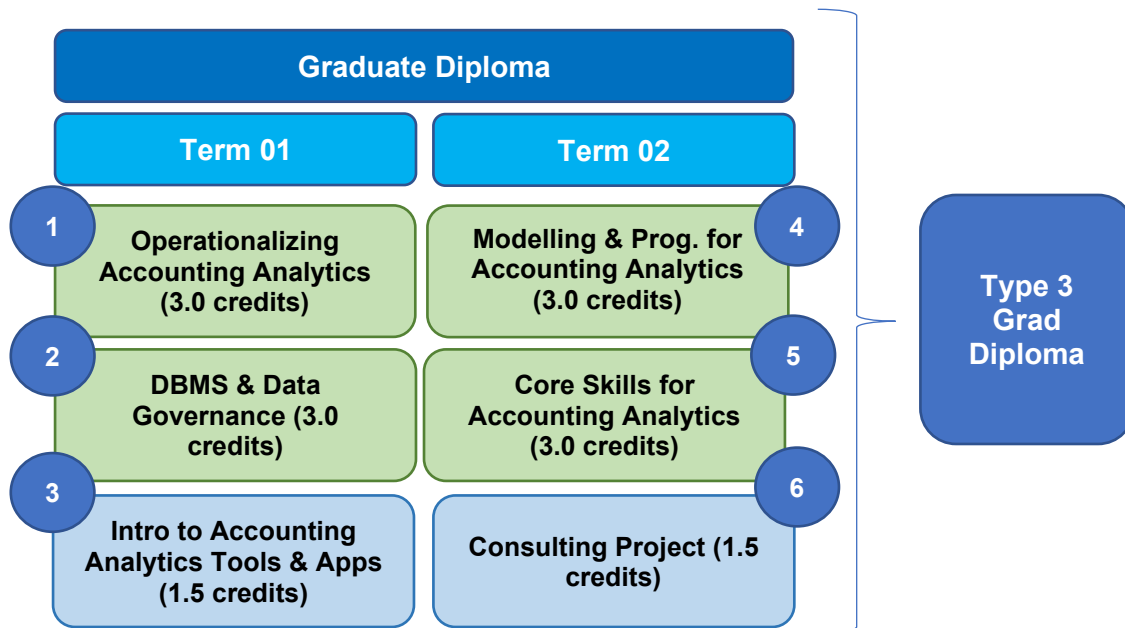
6.3 Can apply the results of accounting research into financial / accounting analytic-related cases.

6.4 Demonstrate an ability to thoroughly review relevant applications as well as demonstrate general familiarity with scholarly and / or White Paper outlets (i.e., academic, industry reports, internal firm-specific, etc.).

The above outcomes will be reviewed and revised periodically by the Schulich Master Programs Committee, Faculty Council, with input from the program director, associate program director and key industry members.

Course Work

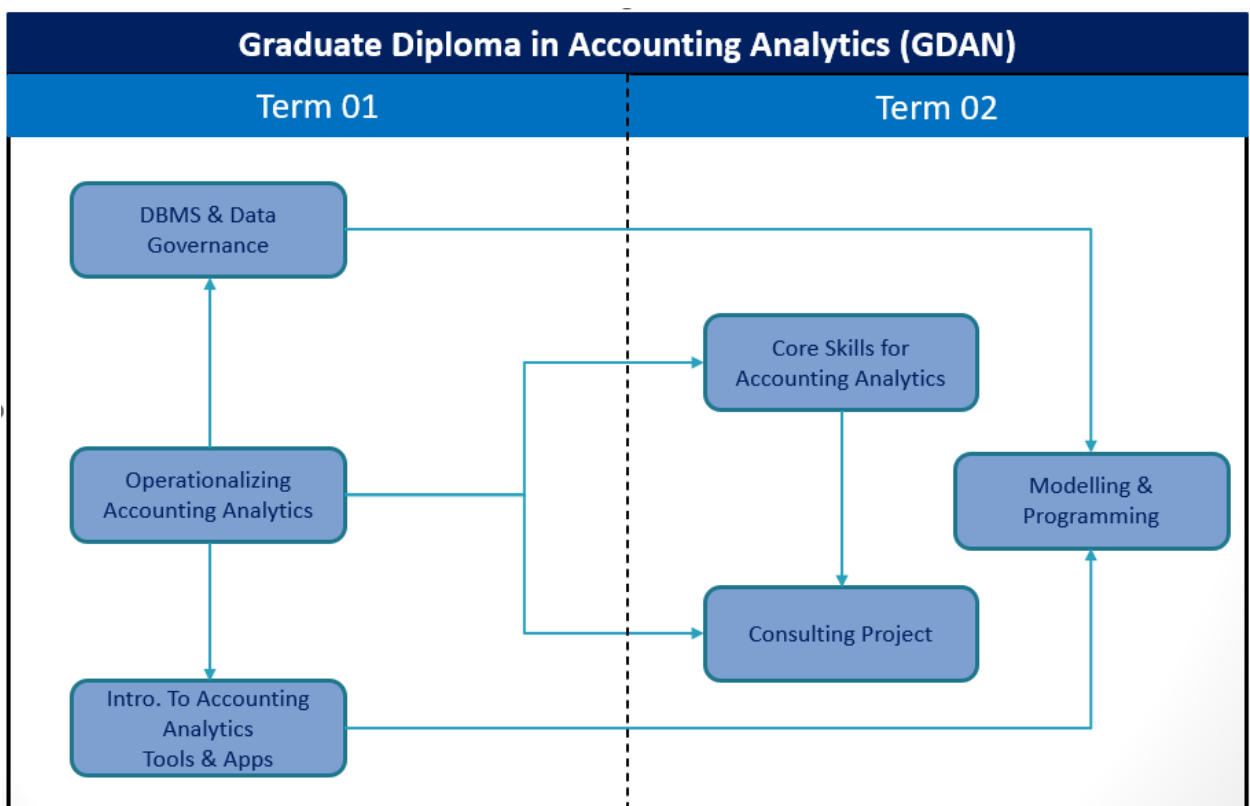
The program will require students to complete six courses totaling 15.0 credits (equivalent to five half-year courses in total) over 2 terms. Each term, students will take courses worth a total of 7.50 credits (equivalent to 2.5 half-year courses). All courses will be delivered online (WEBS). The program will commence in the fall term and be completed in the winter term. The structure of the program and required course work is provided below:



Brief course descriptions for each course in the GDAN have been provided in Appendix C. The complete set of course outlines can be found in Appendix E.

The *Operationalizing Accounting Analytics* is the key and foundational course in the

program. The other courses in the program will build on this course and the students will refer to, apply, and hone the skills learnt in the course while completing their assignments and projects in other subsequent courses. The sequencing of all the courses (as depicted pictorially below) has been carefully thought out such that the necessary technical skills are covered in the first term followed by courses that are either more advanced or that which require application of the skills and concepts learnt previously. Specifically, the first term will focus on introductory to intermediate foundational technical skills while the second term will focus on advanced technical skills and more application oriented/experiential courses. In short, the course materials across the different courses will be integrated to form a coherent whole as depicted in the chart below.



Model of Delivery

The mode of delivery will be online (WEBS) to allow access to students from across the globe. The nature of the course delivery will encompass a combination of different delivery methods such as straight lectures, guest lectures/seminars, networking sessions, and appropriate use of synchronous and asynchronous material, including videos. Where necessary courses will be taught by multiple instructors. Reading materials will include both academic as well as industry/practitioner related material. Assignments will be both individual and group based. Students will be required to interact virtually in both impromptu/ad-hoc and structured groups. Students will be exposed from day one of the program to real-

world/industry practices. An overview of the course materials in individual courses across both terms of the GDAN has been provided in Appendix D.

Experiential Component

For the 1.5 credit hour experiential learning course, *Consulting Project* students will be required to interact either on an individual basis or in groups (group membership will be based on legal feasibility given that some companies do not allow for international transfer of data) with client personnel at the site allocated to them. Students will be required, where legally possible, to go to a client site virtually and complete an accounting analytics project of mutual benefit. Given that our student pool will be made up mainly of working accounting professionals it is the expectation that most of them will be able find experiential opportunities with their current employer. Alternatively, students will work on projects using cleaned-up and anonymized real-world data under the supervision of industry experts. The deliverables and project expectations will be identical irrespective of whether students work on actual real-world projects or on projects using cleaned-up and anonymized real-world data.

The project will enable students to apply skills learnt both throughout the program and during any previous work experience, by providing an opportunity for hands-on, problem-driven research and application. Students will undertake a comprehensive project at an organization and provide data-based, actionable strategic and business insights. The main objective of this course is for students to gain an understanding of how to approach and solve strategic and operational business problems using techniques, methodologies and processes from the management consulting profession. The project will take a strategic approach to business problem-solving and integrate many of the concepts that students have learned throughout the program. At the conclusion of the project, groups will present their work/findings to both client-based resources as well as academics, including the course director.

2.3 Program Requirements for graduate programs only (QAF 2.1.2.3)

Provide a clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time period.

Provide evidence that each graduate student is required to take a minimum of two-thirds of the course requirements from among graduate-level courses.

For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for degree completion.

The length of the program, the part-time nature of the program, and the online (WEBS) delivery of course materials are three important features built into the structure of the program to ensure that working professionals from across the globe can complete all the program-level learning outcomes and requirements within the proposed time period of two terms or eight months. All students will take the same courses each term, totaling 7.50 credit per term for a total of 15.0 credits over two terms. While the *Introduction to Accounting Analytics Tools and Applications* course is a 1.50 credit hours course, it will be taught over the entire term, with lectures scheduled every other week so that students have enough time between lectures to do the required reading and assignments. The flexible nature of the program delivery which will include both synchronous and asynchronous material and the online (WEBS) delivery mode adopted will allow both working professionals as well as those with significant family commitments to comfortably complete the course work without a significant impact on either their work or family commitments.

All courses in the program are exclusively graduate level courses, specially designed for the GDAN. These courses will not be offered at the undergraduate level nor will they be cross listed as undergraduate courses. Therefore, 100% of all course requirements that students have to complete in the graduate program will be at the graduate level.

2.4 Assessment of teaching and learning (QAF 2.1.2.4)

Describe the methods for assessing student achievement of the program-level learning outcomes and degree level expectations and the appropriateness of these methods.

Describe the program's plans to monitor and assess:

- i. The overall quality of the program;*
- ii. Whether the program is achieving in practice its proposed objectives;*
- iii. Whether its students are achieving the program-level learning outcomes; and*
- iv. How the resulting information will be documented and subsequently used to inform continuous program improvement.*

NOTE: In this section, the proposal should again make a clear distinction between program-level learning outcomes, program objectives, and degree-level expectations. Additionally, programs should ensure that the plans for monitoring and assessing student achievement provide an assessment of students currently enrolled as well as post-graduation metrics. Please see Guidance on Assessment of Teaching and Learning for advice from the Appraisal Committee on how to satisfy these criteria.

In general, the different methods of assessment adopted in the GDAN to assess students' performance will follow assessment procedures followed in other graduate Schulich program: coding and programming assignments, case studies, written assignments, group projects and papers, individual and group presentations, and in-class participation. Given the practical and industry

orientation of the course, we will for the most part not use exams or individual quizzes to assess the performance of students in the program. We plan to admit working professionals with diverse backgrounds and strengths into the program. We want all students in the program to benefit from this diversity of backgrounds and strengths. Further, the program is highly applied, and the goal of the program is to simulate what happens in real consulting life. Finally, the entire program will be delivered completely online and groupwork is one method of creating the atmosphere of a classroom and of being in a cohort. Therefore, group work will constitute more than 50 percent of the grade in most courses.

All of the assignment and evaluation tools mentioned above will be used to assess the program learning outcomes of ***Breadth and Depth of Knowledge, Strategic Thinking and Problem Solving, Level of Practical Applications and Implementation, Professional Capacity/Autonomy, and Research and Scholarship*** (see Appendix B for details about program learning outcomes). Presentations, projects, and written assignments and papers will be used to assess the program learning objective of ***Level of Communication Skills***, including oral, written, and visual communication skills. Presentations and projects will be evaluated by both academic and industry professionals to ensure that the program learning objective of ***Level of Practical Applications and Implementation*** is achieved.

The different assessment methods adopted in the GDAN were also specifically chosen to ensure that the program outcomes too are achieved. Thus, assignments have been designed to specifically test the mastery of students of the different data analytic and visualization topics covered in the GDAN program. Students will be required to use programming languages/software like SQL, QlikView, R, Alteryx, Python, Tableau and Power BI. Where group work is required, groups will be formed by including individuals with different backgrounds and strengths so that group projects can use the synergy of bringing together individuals with different skills, strengths and backgrounds to achieve the program outcomes of learning and appreciating and benefiting from diversity on different dimensions. While different projects will pose problems, unless otherwise specified, solutions to these problems will not be software or tool specific, thus students will be required to use their critical and analytical thinking skills to identify the best tool or the tool that they are most familiar with to provide the most efficient solution to the posed problem.

Canvas, the student learning platform/student learning management system currently in use at Schulich, will be used to keep track of students' performance and for tracking and conveying students' grades to them. The data collected from this platform will also help in curriculum development and in identifying areas that require further support or improvement.

To maintain the quality of the program we have created an advisory board populated with 10 members as of date made up of leaders from industry and academia. This advisory board will provide continued guidance to ensure the

overall quality and excellence of the program is maintained and that the program and course material remains relevant and up to date. Regular interactions with other industry professionals, alumni, and instructors will also be used to gather information useful in maintaining and improving the quality of the program. Regular surveys of past and present students will be employed to obtain more broad-based feedback about the program and suggestions for program improvement.

2.5 Admission Requirements (QAF 2.1.2.5)

Describe the program's admission requirements and their appropriateness, given the program objectives and program-level learning outcomes.

Provide an explanation of any applicable alternative admission requirements, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.

The admission requirements for being admitted into the GDAN program are as follows:

- A CV and cover letter outlining interest in the GDAN program and suitability for being admitted into the program
- A 3- or 4- year undergraduate degree recognized by York University, with a B- or better average
- An accounting major/specialization or designation
- Preferably, 2-4 years of experience in the accounting industry, exceptional candidates without the preferred work experience may also be considered
- 2 videos, 2 written essays, 1 timed written essay
- 2 academic/professional references
- Proof of study completed in English: 2 years minimum (must be full-time study) at an accredited university in a country (or institution) where English is the official language of instruction

Since applicants will be required to have either an accounting major/specialization or accounting designation and also ideally possess 2-4 years of work experience, students will not be required to submit a graduate admission test score such as from the GMAT or GRE. Exceptions to the above requirements may be made on a case-by-case basis and which may require that the candidate be interviewed by the GDAN program director or designate/faculty member.

2.6 Resources (QAF 2.1.2.6)

Given the program's planned / anticipated class sizes and cohorts as well as its program- level learning outcomes:

- a) *Provide evidence of participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment;*

NOTE: It may be helpful to create a table or map detailing faculty teaching assignments.

As applicable, discuss and/or explain the role and approximate percentage of adjunct/part-time faculty/limited term appointments used in the delivery of the program, including plans to ensure the sustainability of the program and the quality of the student experience;

NOTE: For programs in which sessional/adjunct faculty have a large role: provide evidence of a long-term plan to ensure that a sustainable, quality program will be delivered when a large proportion of the courses are to be taught by sessional instructors/adjunct faculty. This should include a rationale for the use of a large number of sessional faculty for program delivery, how and from where sessional instructors will be recruited, concrete plans for how a stable and consistent approach to teaching the program's learning outcomes will be ensured, and information regarding how a consistent assessment of the students' achievement of these learning outcomes will be maintained under these circumstances.

Class Size and Enrollment Projections

We are initially planning on a class size of around 50 (to be reached within the first two or three years after the launch of the program in fall 2023). Accounting is a niche field, and those interested in accounting analytics will be relatively fewer in number. We also require that ideally applicants have 2-4 years of relevant work experience in accounting and have either an accounting major/specialization or designation. These requirements naturally narrow down the pool of candidates who will be interested in and are admissible into the GDAN program. On the other hand, given that the program is going to be delivered completely online (WEBS), students from anywhere across the globe can attend the GDAN program, without having to relocate to Toronto, ON. Therefore, we believe that a class size of around 50, at least initially, appears realistic. We may not reach this planned class size of 50 in the very first year, since we will have a relatively shorter recruitment and market window for the fall 2023 launch date. However, with sustained recruitment and marketing efforts we should be able to reach the planned class size of 50 within the first two to three years after the launch of the program. Demand for the program may increase thereafter in future years, in which event, we may need to plan for additional sections of the courses within the program.

Part-Time and 100% Online (WEBS) Format

The GDAN program will be a part-time program delivered completely online (WEBS). This should make the program attractive to working professionals, who want to upgrade their skills while they continue to pursue their current career/work in their existing jobs.

Housing of Courses within the Schulich School of Business

The GDAN program and its constituent courses will be housed and administered from within the accounting area of the school. Faculty members and instructors within the area will be responsible for curriculum development and delivery. While the day-to-day functioning of the program will be looked after by a yet-to-be appointed associate program director, academic and other oversight of the program will be performed by the again yet-to-be appointed program director. The area’s administrative personnel will be in-charge of scheduling and staffing the courses, with input from the program director/associate program director of the program.

Teaching Resources

The GDAN program has been designed and developed by faculty and instructors in the accounting area of the school. Likewise, all teaching resource requirements needed to offer the various courses in the GDAN program will be drawn from the resource base present within the accounting area.

A mix of full-time tenured professors and part-time instructors with rich industry experience will be used to teach the various courses in the GDAN program, as shown in the table below. The full-time tenured professors will help in identifying trends and techniques that while not currently applied in the industry will become the norm in the near future in the industry. The accounting area within the school has a strong and rich history of utilizing part-time instructors with industry experience to provide a ‘real-world’ flavor to the courses. Industry professionals with knowledge of current and up-coming trends in accounting analytics are essential to maintain the cutting-edge nature of the program. These part-time instructors will ensure that the course material is relevant to and aligned with current industry best-practices, and that graduates of the program are also able to utilize the skills learnt in the program immediately in their careers/jobs. The part-time instructors will also provide value-add through their contacts and networks within the industry – subsequently helping to secure experiential opportunities for students. Appendix F provides the CVs of the different individuals proposed to teach in the GDAN.

Instructor	Course(s)	Duration with Accounting Area	Area(s) of Expertise
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Shanker Trivedi	GDAN 5600	21 years	Advanced accounting, Accounting information systems, Data modelling, Programming Audit analytics, Basic data analytics and visualization.
Gregory Saxton	GDAN 5400 (lecturer)	6 years	Big data, data modelling, social media, data analytics
Michael Ridgley	GDAN 5100 (lecturer), GDAN 5300 (guest lecturer), GDAN 5500 (lecturer), GDAN 5600 (advisor)	6 months	Management consultant, Advanced data analytics and visualization in financial services, Data base management & architecture, Project management.
Marisa Morriello	GDAN 5600 (advisor)	14 years	All areas of accounting, Basic data analytics and visualization.
Chloe Xu	GDAN 5200 (lecturer), GDAN 5600 (guest lecturer)	New	Management consultant, business strategy and operations, risk management and compliance, data analytics, technology enabled transformation
Jack Zhang	GDAN 5200 (guest lecturer), GDAN 5300 (lecturer), GDAN 5600 (guest lecturer)	New	Data analytics, modeling & programming
Sami Rodrigue	GDAN 5200 (guest lecturer), GDAN 5300 (guest lecturer)	New	Data analytics and visualization, Data engineering

b) Describe the provision of supervision of experiential learning opportunities, if applicable;

As part of the one-and-a-half-credit hour course *Consulting Project* students will get the opportunity to conduct an actual accounting analytics project at a client-site. In addition, numerous other opportunities will be available during the course of the GDAN program for experiential learning, such as during guest lectures, virtual and in-person networking sessions.

Students will be required to complete online lectures/modules at the beginning of the *Consulting Project* providing overviews of the consulting process and the nuances of conducting analytic projects in different areas of accounting such as auditing, consulting, accounting, tax etc. Furthermore, the course instructor will also meet bi-weekly with student groups to clarify any doubts and guide the group in their project. Many of the instructors in the GDAN have significant and relevant industry experience and thus are familiar with issues and problems that may arise in project settings and are well versed in providing the necessary guidance to students to ensure the successful completion of their projects.

- c) *Describe the administrative unit's planned use of existing human, physical and financial resources, including implications for other existing programs at the university;*

Physical Resources

The entire GDAN program is designed to be delivered online (WEBS). Therefore, the need for physical resources for the GDAN program will be minimal. Networking sessions both virtual and in-person are planned. For the latter, both external venues (budget permitting) as well as existing lecture halls and rooms will be booked on days that are conducive to potential recruiters.

Human (Staff) Resources

The GDAN program may need the support of the following services within Schulich:

- Information Services & Technology
- Student and enrollment services, and
- Library

Discussion have already been initiated with the Interim Director of Information Services and Technology, Brenn Kha and Jeff Pinto, Manager, Educational Technology, Information Services and Technology regarding the support required to deliver the program online. Existing IT infrastructure including Zoom, Canvas, and Echo 360 will be sufficient to meet the requirements of the program given the expected enrollment of around 50 students in the program.

Any future expansion in the program in terms of increased enrollment may require additional administrative and information technology resources. Canvas and Echo 360 may be inadequate if the enrolment numbers increase significantly. The Information Services and Technology personnel are aware of the likely need for such additional resources and they are already exploring alternate platforms that have these additional capabilities. The existing administrative staff within the accounting area may be insufficient to meet the demands imposed by student enrollment greater than what has been envisaged.

In this event some additional administrative resources may be needed to the existing compliment of administrative staff within the accounting area. Finally, such increased enrollment may also stretch the existing student and enrollment services within the school, in which case extra staff may be needed in these services to meet the demand of such increased enrollment. The student and enrollment services is aware of the potential need for such resources.

Open-source software like R and Python or software available to be downloaded freely from the manufacturers/providers/software companies like Power BI will be used in the program and thus there will not be a need for extensive support by the Information Services and Technology personnel in relation to these software packages. Students will be provided with brief video tutorials on how to download and configure the necessary software at the beginning of a course. Since students are expected to download these software packages directly from the providers, they will not be available to be downloaded via MyApps or another platform such as Canvas within Schulich.

Necessary library resources already exist within Schulich to meet the demands of the new GDAN program (see Appendix E for Library Statement of Support). Additional student and enrollment services may be necessary to meet the demands of the new GDAN program. These services are aware of such additional needs in the future and are planning to meet such demand by hiring the requisite personnel. Finally, the services of the School's Center for Career Design (CCD) will not be required since our students will for the most part be working professionals who are not aiming to switch their careers.

- d) Provide evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access; and*

Students will not be required to come on campus and thus there will not be a need for students to gain physical access to laboratory space. The adequacy of the information services and technology support has already been discussed in c) above. The existing library resources will be sufficient to meet the requirements of the GDAN students. No new or unique library resource that does not currently exist in the library at Schulich will be required for adequate pedagogy and scholarship within the GDAN program. All asynchronous materials including videos and presentations will be housed within Echo 360. Some of the courses in the GDAN program may need up to 20 gigabytes of data on Canvas and the Information Services and Technology team has assured us of the availability of such space.

- e) If necessary, provide evidence of additional institutional resource commitments to support the program in step with its ongoing implementation.*

No additional institutional resource commitments will be required to support the program given that the program will be offered exclusively online.

2.7 Resources for graduate programs only (QAF 2.1.2.7)

Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes:

Provide evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate;

Where appropriate to the program, provide evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students; and

Where appropriate to the program, explain how supervisory loads will be distributed in light of qualifications and appointment status of faculty who will provide supervision.

The GDAN program is a practical and a non-research-oriented diploma program. Thus, there is no need for research supervisors in the program. All of the instructors identified previously in Section 2.6 as prospective instructors in the program have either extensive industry experience or have taught information technology related courses or are currently involved in research in the area of big data and analytics in the accounting domain.

Since the GDAN program is not a research-oriented program no special financial assistance other than what is generally available to Schulich students will be offered to the GDAN students.

Many of the instructors who will be teaching in the GDAN program have extensive industry contacts. These contacts will be utilized to secure suitable experiential opportunities to the GDAN students.

2.8 Quality and other indicators (QAF 2.1.2.8)

Provide evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring); and

Provide any other evidence that the program and faculty will ensure the intellectual quality of the student experience.

NOTE: This section is distinguished from Section 2.6 (QAF 2.1.2.6 a)) in its focus on the quality of the faculty and their capacity to ensure the intellectual quality of the student experience, whereas Section 2.6 (QAF 2.1.2.6 a)) addresses whether sufficient numbers of core faculty are available to cover the program's teaching/supervision duties.

The accounting area within the Schulich School of Business is an elite program within the post-secondary accounting education sector in Canada and globally. Instructors within the area typically win at least half or more of the teaching

excellence nominations within Schulich each year, and many have won the Schulich Excellence in Teaching Award. The accounting area is also known for the use of the renowned Schulich Accounting Case Method in all accounting courses taught at Schulich at both the undergraduate and the graduate level. The Schulich Accounting Case Method fosters and places an emphasis on critical and analytic thinking. The pass rate of our BBA/iBBA students who go on to complete our MAcc program is, therefore, unsurprisingly consistently above 90 percent while the province wide average is in the low 70s. Our graduates are sought after and many of them reach leadership positions in the industry within a relatively short period of time.

We have access to excellent instructors including full-time tenured faculty, contract faculty and part-time faculty. Many of our graduates return to be lab instructors, instructors of independent courses and also to act as course coordinators of many of the lynchpin accounting courses taught in our undergraduate and graduate programs. Our fortuitous location in Toronto, ON allows us to access a deep pool of excellent professionals in the industry who welcome the opportunity to come and teach at Schulich. Many of these instructors are also recipients of the CPA Institute's honor roll for their exceptional performance on the institute's Common Final Exam (CFE). These facts attest not as much to the number of instructors available to teach in the various programs in the accounting area but rather to the quality of the available personnel.

The instructors slated to teach in the GDAN program will bring the same level of excellence to the new GDAN program. Teaching excellence and the reputation of the area are crucial for the success of the GDAN program given that it is a practical industry-oriented program rather being a research-oriented program. These instructors include individuals who are authors of books/textbooks, individuals who have taught information systems courses in the past, and individuals who have and are conducting cutting-edge research on the impact of social media in accounting involving big data and data analytics. Prospective instructors also include professors who have published in premier accounting and non-accounting journals. The industry professionals who will be teaching in the program possess deep and rich experience in the professional world. Many of them work for the big 4 accounting firms. They have worked on many analytic projects in the accounting and financial services sector including for big financial services and insurance firms. They will bring their knowledge of cutting-edge and best of the breed solutions being implemented in practice currently in the field of accounting analytics into the class, benefitting the students and ensuring that the latter are ready and equipped to "hit the road running," and capable to apply and incorporate the skills learnt in the program immediately to their careers/jobs.

As pointed out earlier, more than 40 individuals spanning different areas of the accounting industry were interviewed during the development of the program. To

maintain the quality of the program, we have created an advisory board populated with members from industry and academia. This advisory board will provide continued guidance to ensure the continued quality and excellence of the program.

Appendix A
Letters of Support (in order of receipt)



March 25, 2022

RSM Canada LLP

11 King St W
Suite 700, Box 27
Toronto, ON M5H 4C7

T +1 416 480 0160
F +1 416 480 2646

www.rsmcanada.com

Dr. Viswanath (Shanker) Trivedi
Program Director, Master of Accounting/Diploma in Intermediate Accounting,
Schulich School of Business, York University

RE: Letter of support for the Graduate Diploma in Accounting Analytics and Master of Accounting Analytics programs at the Schulich School of Business, York University

Dear Professor Trivedi,

I am pleased, on behalf of RSM Canada, to support the proposed Graduate Diploma in Accounting Analytics (GDAA) and Master of Accounting Analytics (MAA) programs at the Schulich School of Business. Data analytics and visualization concepts are increasingly becoming important to accountants. There is increasing demand for Individuals who are not only comfortable with data analytics topics but who are also subject matter specialists. Accountants can make a valuable contribution in the entire data/information value chain given their strengths in dealing with data in general and with financial data specifically and in areas such as ethics, data governance and privacy, risk identification and mitigation. Furthermore, individuals need to be able to think critically and have strong oral and written communication skills. Finally, often accountants need to take leadership roles making decisions based on their analysis of both financial and non-financial data and being the change leaders in their companies and firms. The accounting program at Schulich is known for instilling these skills in its students. I am sure that the proposed GDAA and MAA programs will share these characteristics while shaping a well-rounded group of future leaders of accounting.

Also, the accounting profession is increasingly relying on technology and data analytics to do the work on client projects and ultimately deliver value added advise; and this type of program would be very helpful in furthering the education of staff and being able to provide high value professional advice in many different areas.

I look forward to the launch of this program and I hope to see its graduates become the future leaders in not only the accounting industry but also in the wider business world.

Regards,

RSM Canada LLP

Richard Sanders CPA, CA, CBV
Partner

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AUDIT | TAX | CONSULTING

Viswanath U Trivedi

From: D'Ercole, Nat <ndercole@deloitte.ca>
Sent: Wednesday, April 6, 2022 11:25 AM
To: Viswanath U Trivedi
Cc: D'Ardis, Rosina; Pasquali, Iseo
Subject: Schulich Accounting Analytics Program

Hi Shanker – please find below Deloitte’s support for the proposed Accounting Analytics program

Dr. Viswanath (Shanker) Trivedi
Program Director, Master of Accounting/Diploma in Intermediate Accounting,
Schulich School of Business, York University

Letter of support for the Graduate Diploma in Accounting Analytics and Master of
Accounting Analytics programs at the Schulich School of Business, York
University

Dear Professor Trivedi,

With the exponential proliferation of internal and external data, there is an increased imperative that our future business leaders are equipped with the skillsets to source, analyze and derive insights to enable better decision-making. The accounting profession in particular sits at the crossroad of this data growth acceleration and transformation. Data governance, data privacy, data analytics, ethical AI and data visualization are increasingly becoming important to accountants. There is increasing demand for individuals who are comfortable with data and insight generation and who are also subject matter specialists. Accountants can make a valuable contribution in the entire data/information value chain given their strengths in working with financial and operational data as well as being a profession grounded in professional ethics and public trust with accountability to communicate financial and business results to internal and external stakeholders.

There is a need in the education market to provide an accounting analytics degree to advance the accountants technical understanding of data governance, ethical AI, data and AI modeling, visualization and story-telling that enable trusted data and models for decision-making and risk management.

On behalf of Deloitte, I would like to extend our support to you in the development of the proposed Graduate Diploma in Accounting Analytics (GDAA) and Master of Accounting Analytics (MAA) programs at the Schulich School of Business and provide guidance in the design and delivery of the curriculum. I would recommend such a program to all accounting professionals looking at a career at the intersection between data analytic skills and accounting subject expertise.

1

I look forward to the launch of this program and I hope to see its graduates become the future leaders in not only the accounting industry but also in take on strategic, executive level data, analytics and AI roles in their organizations.

Nat D'Ercole CPA, CA, CITP
Partner | Omnia AI | Deloitte Canada's Artificial Intelligence practice
Mobile: 647.295.0094 | ndercole@deloitte.ca

Viswanath U Trivedi

From: Janet Martinko <janetmartinko@gmail.com>
Sent: Wednesday, June 8, 2022 11:57 AM
To: Viswanath U Trivedi
Subject: Schulich Accounting Analytics Program Feedback

Dear Shanker,

Thank you for providing me with an overview of the Accounting Analytics program being proposed at the Schulich School of Business.

The dynamic landscape of the office of the CFO requires that Finance Specialists and Accountants are equipped with technology, tools and skills to manage, access and analyze copious amounts of data.

Data mining and analytics is critical for accountants and members of the CFO suite as they manage deadlines, resources and governance requirements.

During my 30-year tenure providing consulting and advisory services to the CFO suite, it has become apparent that as more and more data is available and collected there is a gap for Accountants and Finance Specialists to access, manage and analyze the data in an efficient and effective manner in order to provide the guidance and strategic decisions that are needed by the CFO suite.

The proposed Accounting Analytics program fills the much-needed gap to equip Finance Specialists and Accountants with tools, technology awareness and potential and skills to augment and enhance their accounting expertise.

Sincerely,
Janet Martinko

Sent from [Mail](#) for Windows

Janet Martinko CPA, CMA

Rouge River Consulting

416 727 1275

Email of Support from John Papanicolaou, Vice-President, Finance and Information Technology, East Penn Canada

Viswanath U Trivedi

From: JOHN PAPANICOLAOU <jpapanic@rogers.com>
Sent: Monday, June 20, 2022 3:59 PM
To: Viswanath U Trivedi
Subject: Re: Nice talking to you

Hi Shanker, apologies for taking so long to get back to you. I have reviewed the programs and they seem sufficiently deep as well as broad enough touching so many interesting aspects of the analytics environment. I think it is very complete but would maybe review the sequencing again to ensure it is building in the right way....I believe it is but it is hard to tell which elements all connect which may be an opportunity.

With respect to a letter of support let me say the following:

“Analytics is becoming increasingly important in business and there is a tremendous need for programs that are more targeted towards this emerging and necessary discipline for the digital world. I am writing to provide my support towards the creation of Graduate level and Master of Accounting Analytics programs such as the ones offered by the Schulich School of Business at York University. These programs provide the future foundations for careers in these emerging fields and provide an opportunity to create additional bridges between academia and the required Analytic skills that are in demand in industry.”

Thanks,

Email of Support from Kary Kwok, Vice-President, Technology Strategy & Operations, Manulife

Viswanath U Trivedi

From: Kary Kwok <karykwok@gmail.com>
Sent: Sunday, July 3, 2022 10:20 PM
To: Viswanath U Trivedi
Subject: Re: Great talking to you
Attachments: 2 - Course Descriptions_v0.5_KK.docx

Hi Shanker,

I hope you had a great long weekend. Sending you a note from my personal email rather than my work account - please use this address going forward.

You had requested a quote or word of endorsement for this program, feel free to use the following:
I am impressed with the breadth and depth of topics covered by the curriculum - by building analytical skills on top of a strong accounting foundation, I'm confident the graduates of this program will be highly sought after by employers. The case studies mirror real and interesting business problems that organizations face today, and the students will have a chance to be challenged and grow in practical ways that will serve them well beyond the classroom.

Please find attached the course description with my embedded comments - happy to discuss further over email or phone as needed.

Thanks for this opportunity to share my knowledge and have a great week ahead!

Kary

From: Suzanne Young <Suzanne.Young@alc.ca>
Sent: Thursday, July 7, 2022 6:40 AM
To: Viswanath U Trivedi
Subject: RE: Nice meeting with you today

Good Morning Shanker,

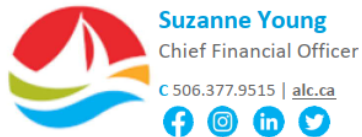
Thank you for the opportunity to participate in this program as I truly feel that it is much needed given the talent in the market.

I feel that analytics is so very important to a business' success, coupled with critical thinking to drive business performance, and understand the chosen industry.

Having recruited, assessed, coached, mentored and developed the students in the CPA program for several years, plus seeing the gap in knowledge in analytics and business drivers I can say without a doubt a critical skill that needs to be developed. The content of the course will certainly be a differentiator as the university sends graduates into the workforce.

If there is anything that I can do, please let me know. I am excited to see and be a part of this program development.

Suzanne Young



Date: July 18, 2022

Dr. Viswanath (Shanker) Trivedi
Program Director, Master of Accounting/Diploma in Intermediate Accounting, Schulich School of
Business, York University

RE: Letter of support for the Graduate Diploma in Accounting Analytics and Master of
Accounting Analytics programs at the Schulich School of Business, York University

Dear Professor Trivedi,

Truly great to meet you today and discuss the proposed Schulich Master of Accounting and
Graduate Diploma in Accounting Analytics curriculum. This note expresses my support for
these programs. It is imperative that our industry can use technology effectively. This now
includes the ability to make sense of both structured and unstructured data, as well as both
financial and non-financial accounting information. Accountants need to think critically, be
adaptive, and communicate effectively to truly guide and influence change within
organizations.

The proposed program is well-thought out and covers all these important skills. The online/
blended structure and course offerings in the evenings and weekends will attract working
professionals globally.

Compass Group Canada will keep this program in mind for recruitment in the future. I am also
happy to discuss future opportunities to support the program by providing experiential
opportunities to students.

Regards,

Heather Wilkie
VP, Innovation & Business Optimization
Compass Group Canada



Appendix B
Graduate Diploma in Accounting Analytics (GDAN):
Program Learning Outcomes

Expected Learning Outcomes	How are Learning Outcomes Achieved?	GDAN					
		GDAN 5100	GDAN 5200	GDAN 5300	GDAN 5400	GDAN 5500	GDAN 5600
1. Breadth and Depth of Knowledge							
1.1 Develop a high-level of proficiency in the key areas of financial / accounting analytics, including data management, data analytics, data governance as well as operationalizing financial models (by creating truly automated solutions).	The complete lifecycle of an Analytics / Information and Information Technology project, from a financial services perspective, will be introduced and developed throughout the two terms of the GDAN	●	●		●	●	●
1.2 Understand the end-to-end high-level consulting process, from initial proposal through to implementation and ongoing management / maintenance.	In addition to related material in other courses, students will take a course titled, <i>Core Consulting Skills</i> , which will introduce core consulting skills and capabilities required of new consultants, including stakeholder analysis, proposal development and provide an understanding of the approaches/frameworks leading firms leverage in their consulting practice.	●				●	●
1.3 Become acquainted with and develop a strong foundation in the models underlying financial / accounting analytics and interactive visualizations	This will be demonstrated by introducing all stages of the accounting and financial data management value chain. This will be achieved through the integration of analytic-related issues within traditional financial and managerial cases studies – in addition to leveraging client-specific data/information (as applicable)	●	●	●	●	●	●

Expected Learning Outcomes	How are Learning Outcomes Achieved?	GDAN					
		GDAN 5100	GDAN 5200	GDAN 5300	GDAN 5400	GDAN 5500	GDAN 5600
2. Strategic Thinking and Problem-Solving							
2.1 Acquire intermediate-to-advanced level technical analytics capabilities	These capabilities will be first introduced in the <i>Operationalizing Financial Analytics</i> course and referred to in other courses, and will emphasize automated, long-term sustainable solutions as opposed to semi-automated, short-term tactical solutions	●	●	●	●	●	●
2.2 Be flexible and adaptable regarding specific tools used in the financial / accounting analytics process (i.e., be tool-agnostic)	No one tool/solution will be emphasized/applied throughout the GDAN, rather students will learn how to effectively identify optimal tool(s), given both client and strategic constraints, and learn practical programming/implementation techniques	●		●		●	●
2.3 Demonstrate the ability to consolidate and leverage data using appropriate data concepts, such as database fundamentals (as applicable to financial services) and SQL programming in the context of accounting	Students will acquire the ability to learn and implement cutting-edge financial / accounting analytic and interactive visualization concepts, with robust database management systems appropriate to the related data		●	●		●	●
2.4 Apply financial / accounting analytics skills at the strategic level in the context of a real project at a client site	Students will be divided into groups, based on an alignment of complimentary skillsets, and complete an experiential opportunity at a real-world client site applying the skills learnt in <i>Core Consulting Skills</i>					●	●

Expected Learning Outcomes	How are Learning Outcomes Achieved?	GDAN					
		GDAN 5100	GDAN 5200	GDAN 5300	GDAN 5400	GDAN 5500	GDAN 5600
3. Level of Practical Applications and Implementation							
3.1 Develop the ability to implement both tactical and strategic solutions, requiring several tools / applications ensuring automated orchestration across systems and disparate functional teams	Students will learn to develop both short-term tactical solutions and long-term sustainable solutions. Students will learn not only to implement appropriate solutions, but also about the required ongoing management and maintenance of such solutions depending on the level of volatility of the data	•	•			•	•
3.2 Conduct solutions analysis, understanding that there is no catch-all, <i>one solution</i> , to problems but rather, a host of recommendations based on clients' needs/constraints	Students will not learn a single or couple of specific programming languages or implementation frameworks. Rather, students will be introduced to the landscape of programming languages and implementation frameworks available and will learn to strategically identify and recommend robust solutions	•		•		•	•
3.3 Make appropriate and relevant decisions in complicated and complex environments, applying a mix of research, data and judgement, taking into consideration the audience and key stakeholders	Through all courses in the GDAN program emphasis will be placed on making informed, evidence-based decisions while incorporating client-specific constraints, challenges, and issues	•	•	•	•	•	•
3.4 Apply knowledge to innovative applications / context, including different organizations, competitors, and industries	Given the infancy of the field of data analytics, integration among disparate data sources and systems presents a huge challenge for operationalizing analytics – particularly given IT controls and data privacy when crossing international borders. As such, during the entire GDAN program, students will be introduced to and learn to identify and propose innovative solutions / implementations, without necessarily using off-the-shelf software or when existing solutions are absent	•	•	•		•	•

Expected Learning Outcomes	How are Learning Outcomes Achieved?	GDAN					
		GDAN 5100	GDAN 5200	GDAN 5300	GDAN 5400	GDAN 5500	GDAN 5600
4. Professional Capacity/ Autonomy							
4.1 Demonstrate the ability to respond appropriately and effectively to ethical dilemmas faced by data analytics, accounting and financial service professionals	While an introduction to the importance of ethics and ethical behavior will be provided in the GDAN program, actual ethical dilemmas will be embedded in the case scenarios and materials utilized throughout the program.	•	•	•	•	•	•
4.2 Demonstrate the ability to act with integrity, transparency and in the best interest of both stakeholders <i>and</i> the public	Throughout the GDAN program, students will be exposed to a variety of scenarios, data and case studies, requiring them to assess various stakeholders' needs based on the concepts of Urgency, Legitimacy and Creditability	•	•	•	•	•	•
4.3 Demonstrate the ability to interact, on both a professional and social level, with clients from varying industries and levels	Learn to interact with clients from varying backgrounds, through in-person meetings, networking events and during in-formal events	•				•	•

Expected Learning Outcomes	How are Learning Outcomes Achieved?	GDAN					
		GDAN 5100	GDAN 5200	GDAN 5300	GDAN 5400	GDAN 5500	GDAN 5600
5. Level of Communication Skills							
5.1 Write concise, well-structured, and easy-to-consume research / reports	The majority of the GDAN courses requires that students conduct requisite research and develop evidence-based reports, both individually and in groups, leveraging data management and advanced analytics skillsets, including business and technical requirements / documentation	●	●	●	●	●	●
5.2 Demonstrate the ability to clearly and effectively present and articulate ideas orally, written or visually that is tailored to specific audiences	While these skills will be emphasized throughout the GDAN program, they will be specially stressed during <i>Accounting Analytics Consulting Project I</i> , during which students will work in groups to solve an issue currently confronting accounting/financial organizations. Students will be required, where necessary, to seek and incorporate the recommendations provided by industry professionals and academic experts	●	●	●	●	●	●
5.3 Create professional presentations and produce professionally organized, structured and formatted reports	While students will hone their communications skills throughout the GDAN program, the <i>Introduction to Accounting Consulting</i> course will emphasize these skills. Use of a variety of communications methods will be required, depending on the client	●	●	●	●	●	●

Expected Learning Outcomes	How are Learning Outcomes Achieved?	GDAN					
		GDAN 5100	GDAN 5200	GDAN 5300	GDAN 5400	GDAN 5500	GDAN 5600
6. Research and Scholarship							
6.1 Demonstrate an ability to conduct situational-based research on some of the industry's leading trends and challenges – using all available financial and non-financial information both at the company and division level (i.e., through primary and secondary research, interviews, etc.)	Given that no one solution / platform is stressed throughout the GDAN program, this objective will enable students to apply critical-thinking skills when implementing tactical and strategic solutions. Such skills often open up opportunities to professional services firms and their clients to develop and implement innovative approaches which may qualify for government grants (i.e., SSHRC)	●	●	●		●	●
6.2 Can generate well-structured, formatted written reports on the basis of research		●				●	●
6.3 Can apply the results of accounting research into financial / accounting analytic-related cases	All assignments / projects will contain real-world situations requiring external and independent research / interviews to arrive at the optimal solution	●	●	●		●	●
6.4 Demonstrate an ability to thoroughly review relevant applications as well as demonstrate general familiarity with scholarly and / or White Paper outlets (i.e., academic, industry reports, internal firm-specific, etc.)	Students will be introduced to both the role and development of White Papers within professional services firms. An introductory level of knowledge will be provided in the GDAN	●		●		●	●

Appendix C
Brief Course Descriptions Meeting the 60 Words Limit

**Appendix not copied for Senate;
available upon request from the University Secretariat**

**Appendix D
Course Outlines**

Not copied for Senate; available upon request

Appendix E Library Statement of Support



YORK UNIVERSITY
LIBRARIES

Office of the Dean

516 Scott Library
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5601
F 416 736 5451
www.library.yorku.ca

Memorandum

To: **Shanker Trivedi**

From: Andrea Kosavic, Associate Dean Digital Engagement and Strategy (Libraries)
on behalf of Joy Kirchner, Dean of Libraries

Date: July 8, 2022.

Subject: Library Support for Graduate Diploma in Accounting Analytics

A handwritten signature in black ink, appearing to be 'JK' or similar initials.

York University Libraries (YUL) is strongly positioned to support the curriculum and research needs of students and faculty in the Graduate Diploma in Accounting Analytics. As noted in the Statement of Library Support, YUL provides access to an extensive array of resources and services that support the academic engagement of students and faculty in this program, inclusive of experiential education opportunities.

Of particular interest to this program are our curricular, co-curricular, and research supports offered through the Digital Scholarship Centre in the areas of data encoding, data manipulation and data analysis, research computing fundamentals, and data visualization. We have collaborated with faculty members across the institution to integrate critical digital fluencies into their curricular offerings and would be delighted to meet with you to discuss possibilities for curricular integration and other potential teaching and research partnerships.

We look forward to contributing to the success of students and faculty in the Graduate Diploma in Accounting Analytics.

cc: Patti Ryan, Director, Content Development and Analysis,
Andrea Kosavic, Associate Dean, Digital Engagement and Strategy
Jack Leong, Associate Dean of Libraries, Research and Open Scholarship
William Denton, Scholarly Analytics Librarian





Statement of Support from Anchor Dean

Memorandum

To: Whom It May Concern
Cc: Viswanath (Shanker) Trivedi, Program Director, Master of Accounting
From: Detlev Zwick, Dean, Schulich School of Business
Date: September 14, 2022
Subject: Expedited New Program Proposal: Graduate Diploma in Accounting Analytics

I am writing to enthusiastically express my full support for the Expedited New Program Proposal for the (Type 3) Graduate Diploma in Accounting Analytics (GDAA). The diploma is structured as 15 credits across six courses over two terms. The proposed program will be the first of its kind in Eastern Canada; it is designed to produce graduates who can work at the intersection of the broad areas of accounting (financial and managerial accounting, auditing, taxation, etc.) and the fields of information technology, data analytics, and data visualization. The proposed program will therefore fill a significant gap both in industry demand for accounting professionals who can work with data in increasingly sophisticated ways and in the availability of an (online) accounting analytics credential for busy professionals who are looking to upskill while working full-time. The need for this program is evidenced through a rigorous consultation process undertaken by the proponent, Professor Trivedi, that included interviews with more than forty individuals—including partners and executives in the big four accounting firms, senior leaders of banks, and financial institutions, executives of CPA Canada, as well as program directors of similar credentials at other universities. Consultation will be ongoing throughout the program development process and after launch so that feedback can be integrated for continuous improvement.

I note that Schulich School of Business also has an approved Notice of Intention for the Master of Accounting Analytics program. In terms of differentiation, the graduate diploma will launch first—in fall 2023—and the development of the Master of Accounting Analytics (MAA) program will follow with a planned launch of 2025 or 2026. This timeline will allow the school to focus on creating a strong start for the graduate diploma and to integrate best practices of its launch into the planning for the MAA. As a more compact credential, the graduate diploma is also intended primarily for working professionals who want to upskill without committing to a longer graduate program; the Master of Accounting Analytics will be a more in-depth study of the intersections of accounting and information technology. Graduates of the GDAA will have advanced standing if they choose to pursue the MAA; this will help to ensure that the programs are complementary, distinct, and attractive to prospective students.

The proposal for the Graduate Diploma in Accounting Analytics aligns to priorities of the York University Academic Plan, 2020-2025. Specifically, by introducing a multi-disciplinary program with demonstrated market demand, the proposal aligns to the following points in the 21st century learning priority that we will “continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking” and “build essential 21st century skills into our programs, including digital fluencies, information literacies, critical thinking, the ability to ask good questions, marshal evidence, and communicate effectively across varied media.” The proposed program also aligns to the priority of living well together; by offering online programming, we will “enhance our virtual presence to offer compelling and intuitive ways to connect with the University and build a broader, networked community of learning and mentorship.”

The proposed program does not require extensive additional resources. I note that the program will rely on existing full-time and part-time faculty to teach courses as well as on existing administrative staff to support students and instructors in the program. The program will be taught online; the school’s existing infrastructure is adequate to deliver the program. Consultation has been conducted with existing business units within Schulich, including Information Services & Technology, Student Services and International Relations, and the library. These existing services are adequate to support an initial intake (projected enrolment of approximately fifty students each year in the first three years). If the program’s enrolment grows, new resources may be required to support its expansion.

In conclusion, I wish to express my full support for the proposed Graduate Diploma in Accounting Analytics and thank the program leaders for a well-conceptualized plan to continue expanding the accounting curriculum at the Schulich School of Business.

Senate Committee on Tenure and Promotions

Report to Senate

At its meeting of December 15, 2022

For Information

1. Tenure and Promotions Data, 2021-22

The total number of files completed in 2021-22 was 70 as compared with 54 in 2020-21 and 55 in 2019-20. Of the 70 cases, eight were dealt with by a panel of the Senate Committee on Tenure and Promotions. The rest were reviewed by Faculty-based Senate Review Committees.

A statistical report of files reviewed in 2021-22 is set out in Table 1 and Table 2 with 2020-21 data provided for comparison. The yearly caseload from 2006-07 to 2021-22 is set out in Figure 1.

2. Unit-level Standards

In 2021-22, the cleanup exercise of unit-level standards which began the previous year continued. Efforts were made to assess the status of all standards and to begin to build a comprehensive repository.

Additionally, the Committee reviewed standards from six units, suggesting revisions to find them in accord with the University criteria and ultimately approving three unit-level standards. An updated status report is attached as Table 3, although it is expected that there may be some further updates as the Committee continues to work with units on the accuracy of its records in relation to standards.

3. Appeals of Denial of Advancement to Candidacy

There were no appeals of denial of advancement to Candidacy in 2021-22.

4. Senate Tenure and Promotion Sub-Committees/Panels

There are six Senate Review Committees constituted at the Faculty level where there are departments, each of them sub-committees of the Senate Committee on Tenure and Promotions:

- Arts, Media, Performance and Design
- Glendon
- Health
- Lassonde
- Liberal Arts and Professional Studies
- Science

The sub-committees are composed of members of the Faculty Tenure and Promotions Committee, plus two members of the Senate Committee on Tenure and Promotions. These sub-committees report annually to the Senate committee, noting issues that have arisen regarding the preparation and adjudication of files.

Files originating with non-departmentalized Faculties (Education, Environmental and Urban Change, Osgoode and Schulich) are considered by a panel of the Senate Committee on Tenure and Promotions. The Senate Committee reports directly to Senate on its work.

Process Matters and Guidance from the Senate Committee

Of the files completed this year, one was referred back to the Adjudicating Committee by the Senate Committee on Tenure and Promotions. An additional four files were referred back that are not included in the data for 2021-22, with the expectation that they would be resolved in 2022-23.

The Senate Committee will continue to send notes back to the Adjudicating Committee in situations in which the issues identified with files are not sufficiently critical to require re-adjudication. These notes are meant to inform the future preparation and adjudication of files.

However, the Senate Committee continues to remain concerned with the frequency of procedural irregularities despite regular comment being sent back to Adjudicating Committees. We recognize that committee membership changes, and units are encouraged to have those involved in the tenure and promotion process annually review the policy and procedures and the information available in the T&P Toolkit (<https://www.yorku.ca/secretariat/senate/tenure-and-promotions-committee/tp-toolkit/>) and to communicate procedural information to all members. The Senate Committee also recognizes that there may be a need for its involvement in training at both the unit and Faculty levels.

Some of the ongoing procedural problems with files that have been identified by the Senate Committee include:

- There are areas in the file where information is lacking;
- The evidence in the file is not matched to the recommendation;
- A full and balanced report, addressing all the evidence in the file both positive and negative, is not provided;
- Irregularities in Adjudicating Committee and File Preparation Committee composition and quorum issues;
- Irregularities or lack of clarity in compiling lists of potential PC&S, Teaching and/or Service referees, including:
 - Lack of clarity as to arm's length relationship of PC&S referees
 - Comment from co-authors/collaborators is missing
 - Unsigned letters included in the file, particularly student evaluations
 - Letters from graduate students currently being supervised are included in the file; and
- Sample letters not included in the file.

5. COVID-19

In 2021-22, the Senate Committee on Tenure and Promotions found virtual meetings and the use of electronic files (bookmarked for ease) to be effective mechanisms to continue its work during the COVID-19 pandemic.

The Senate Committee is aware of some concerns about administrative delays in the tenure and promotion process, including some that are related to the COVID-19 pandemic, and is committed to working with the Faculties to ensure the timely progression of files through the tenure and promotion process.

Ilan Kapoor, Chair 2022-23

Table 1
Number of Cases Completed 2020-21 and 2021-22
By Type of Application and Gender¹

Application Type:	Professor		T&P to Associate Professor		Tenure only		Promotion to Associate only		Total Number	
	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21
Number of Applications	27	20	42	33	0	1	1	0	70	54
Female Candidates	13	7	21	13	0	0	1	0	35	20
Male Candidates	14	13	21	20	0	1	0	0	35	34

Table 2
2021-22 Summary of Review Committee Recommendations to the President
by Decision and Gender

Application	Positive		Delay		Tenure without promotion		Deny (tenure applications only)		TOTAL
	M	F	M	F	M	F	M	F	
Professor	12	15	0	0	0	0	0	0	27
Tenure and promotion to Associate Professor	24	18	0	0	0	0	0	0	42
Tenure only	0	0	0	0	0	0	0	0	0
Promotion to Associate only	0	1	0	0	0	0	0	0	1

¹ Data in Table 1 and Table 2 cover decisions made between September 1, 2021 and August 31, 2022.

Figure 1

Number of Tenure and Promotion Cases by Year, 2006-07 to 2021-22

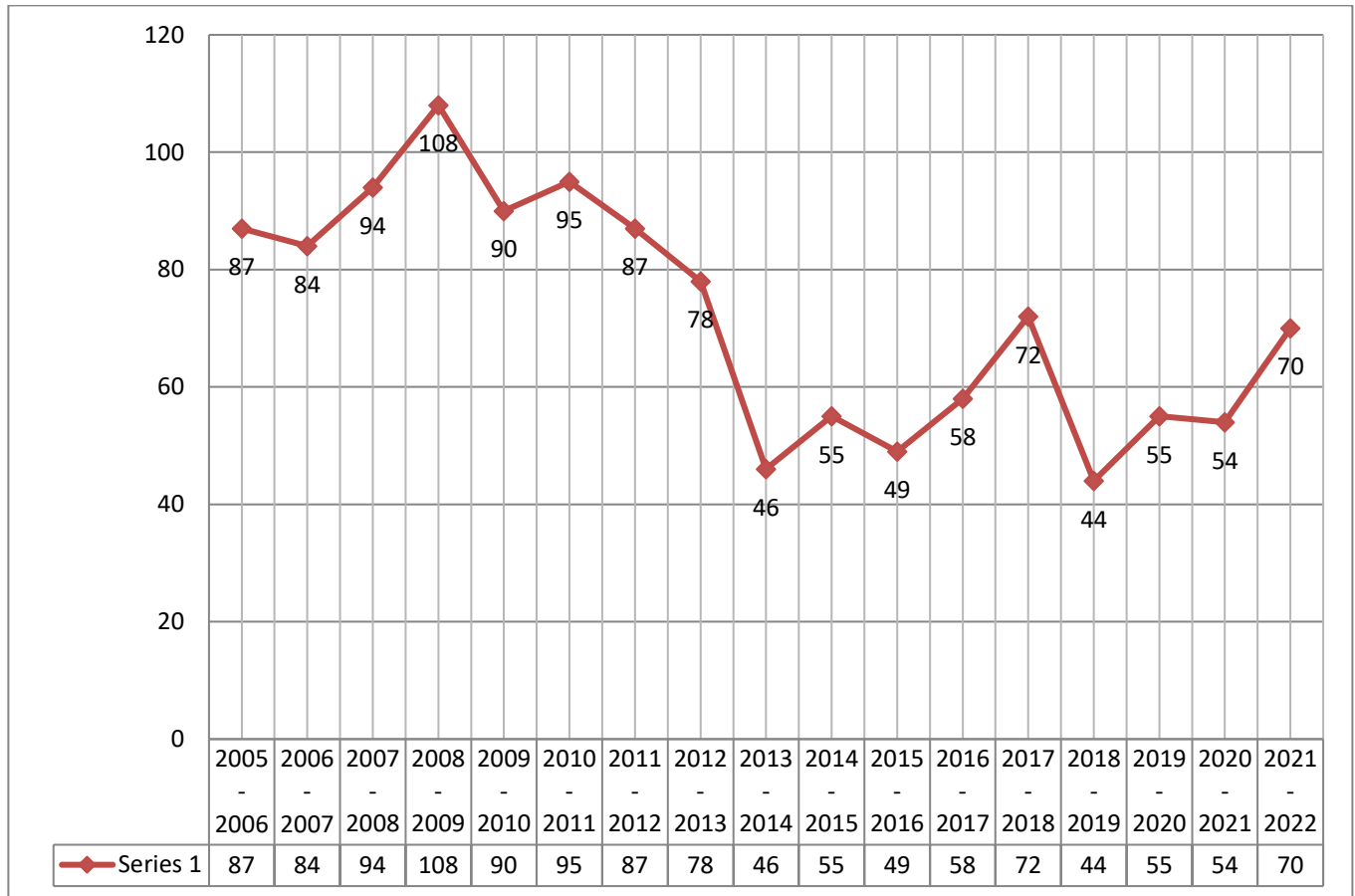


TABLE 3
Unit-level Standards Status Report as of August 2022

Faculty	Program	Professional Stream		Teaching Stream	
		T&P	Full Professor	T&P	Full Professor
AMPD					
EDUCATION		In accord Sep-09	In accord Sep-09	Revision required Jun-21	Revision required Jun-21
FEUC		In accord Sep-15	In accord Sep-15	In accord Sep-15	In accord Sep-15
GLENDON		In accord May-22		In accord Nov-20	
	Economics	In accord Oct-10			
	English	Revision required Apr-22	Revision required Apr-22	Revision required Apr-22	Revision required Apr-22
	French Studies	In accord Jun-08	In accord Jun-08		
	Hispanic Studies	Revision required Jun-08	Revision required Jun-08		
	History	Revision required May-05			
	International Studies				
	Mathematics				
	Multidisciplinary Studies				
	Philosophy	In accord Oct-08	In accord Oct-08		
	Political Science	In accord Mar-19	In accord Mar-19		
	Psychology				
	Sociology	Revision required Sep-14	Revision required Sep-14		
	Translation	Revision required May-05	Revision required May-05		
	Gender and Womens Studies	Same as LA&PS	Same as LA&PS	Same as LA&PS	Same as LA&PS
HEALTH					
	Health Policy and Management	In accord Apr-22	In accord Apr-22		
	Kinesiology	In accord Feb-13	In accord May-19	In accord Oct-15	In accord May-19
	Nursing	In accord	Awaiting response from Senate		
	Psychology	In accord	Revision required May-19	Awaiting response from Senate	
LASSONDE					
	Electrical Engineering and Computer Science	In accord Jun-22	In accord Jun-22	In accord Jun-22	In accord Jun-22
	Earth & Space & Science Engineering	Revision required Mar-19	Revision required Mar-19	Revision required Mar-19	Revision required Mar-19
	Civil Engineering	Awaiting response from Senate	Awaiting response from Senate	Awaiting response from Senate	Awaiting response from Senate
	Mechanical Engineering	Revision required Sep-20	Revision required Sep-20	Revision required Sep-20	Revision required Sep-20
LA&PS					
	Administrative Studies				
	Anthropology	In accord Jan-08	In accord Nov-08		
	Communication	Revision required May-10	Revision required May-10		
	Studies				
	Economics	Revision required May-05	Revision required May-05		
	English	Revision required Feb-22	Revision required Feb-22	Revision required Feb-22	Revision required Feb-22
	Equity Studies				
	French Studies	Revision required Jul-08	Revision required Jul-08	Revision required Jul-08	Revision required Jul-08
	Gender, Sexuality and Women's Studies				
	History	Revision required Feb-13	Revision required Feb-13		
	Human Resource Management	Revision required Jun-08	Revision required Jun-08		
	Humanities	Revision required Nov-20	Revision required Nov-20		
	Information	Revision required Mar-21	Revision required Mar-21	Revision required Mar-21	Revision required Mar-21
	Technology	Revision required May-08	Revision required May-08		
	Languages, Literatures and Linguistics				
	Philosophy	Awaiting response from Senate	Awaiting response from Senate		
	Politics	In accord May-14	In accord May-14		
	Public Policy & Administration	In accord Oct-20	In accord Oct-20		
	Social Science	In accord Oct-11	In accord Oct-11		
	Social Work	Awaiting response from Senate	Awaiting response from Senate		
	Sociology	In accord Oct-20	In accord Oct-20	In accord Oct-20	In accord Oct-20
	Writing Department	In accord Jun-19	In accord Jun-19	In accord Jun-19	In accord Jun-19
		Revision required Sept-20	Revision required Sept-20		
OSGOODE					
		In accord Mar-13	In accord Mar-13		
SCHULICH					
		In accord June-03	In accord Mar-19	In accord May-22	In accord May-22
SCIENCE					
	Biology	Revision required Oct-20	Revision required Oct-20	Revision required Oct-20	Revision required Oct-20
	Chemistry	In accord Nov-14	In accord Nov-14		
	Mathematics & Statistics	In accord Oct-20	In accord Oct-20	In accord Oct-20	In accord Oct-20
	Physics & Astronomy	Revision required Oct-20	Revision required Oct-20	Revision required Oct-20	Revision required Oct-20
	Science & Technology Studies	In accord Jun-10	In accord Jun-10	In accord Jun-10	In accord Jun-10

The Senate of York University – Minutes

Meeting: Thursday, 24 November 2022, 3:00 pm
Via videoconference

M. Roy (Chair)	J. Etcheverry	V. Lehan	V. Saridakis
P. Puri (Vice-Chair)	O. Eyawo	N. Lemish	R. Savage
P. Robichaud (Secretary)	S. Farag	R. Lenton	D. Scott
O. Alexandrakis	D. Fernandez	T. Loebel	D. Steinfeld
R. Allison	I. Ferrara	P. Lynch	K. Tasa
L. Appel	M. Fiola	A. MacLennan	A. Taves
G. Audette	S. Gajic-Bruyea	C. Mallette	S. Tchang
P. Aulakh	L. Gilbert	L. Martin	T. Theophanidis
S. Bay Cheng	M. Guidice	Y. Manek	P. Tsasis
A. Belcastro	C. Graham	D. Matten	R. Tsushima
D. Berbecel	J. Grant	C. McAulay	J. van Wijngaarden
M. Biehl	D. Gruspier	A. McKenzie	W. van Wijngaarden
G. Binsted	R. Green	J.J. McMurty	G. Vanstone
M. Blanco	M. Hamadeh	B. Meisner	A. Viens
M. Bloom	Y. Hernandez	R. Metcalfe	R. Wang
M. Budworth	W. Ho	A. Mishra Tarc	S. Watson
M. Bunch	M. Hosale	M. Moir	P. Wood Burke
M. Buttigieg	A. Hovorka	M. Morrow	S. Yuan
D. Cagianca	M. Karakul	S. Murtha	N. Zamisa
C. Chapman	S. Karimi	R. Ophir	G. Zhu
T. Choi	A. Kimakova	D. Palermo	D. Zwick
E. Clements	T. Knight	S. Paradis	
J. Conder	J. Kirchner	L. Philipps	
M. Condon	P. Kohler	P. Phillips	
S. Cote-Meek	K. Krasny	C. Popovic	
M. Dodman	G. Langlois	J. Przychodzen	
M. Ebrahimi	M-H Larochelle	A. Pyée	
C. Ehrlich	F. Latchford	T. Remmel	
S. Embleton	R. Lee	N. Robinson	

1. Chair's Remarks

The Chair welcomed Senators to the meeting. Senator Norwood, a member of the Executive Committee, was Acting Vice-Chair in the absence of Senator Puri.

Thanks and appreciation were expressed to Kathryn White, a member of the University Secretariat, Kathryn White, who is leaving the University to take up a position at the Council of Ontario Universities.

The Senate of York University – Minutes

2. Business Arising from the Minutes

There was no business arising from the minutes of the meeting of 27 October 2022.

3. Inquiries and Communications

a. Report of the Academic Colleague to the Council of Ontario Universities

The written report from the Academic Colleague to the Council of Ontario Universities, Senator William van Wijngaarden, was received as distributed. At their October meeting, members engaged in a focused discussion of the benefits, challenges and considerations of online learning. The Academic Colleagues also received updates on current COU activities and priorities, including its response to the government's establishment of an expert panel on the postsecondary sector.

4. President's Items

President Lenton spoke to the Auditor General's *Special Report on Laurentian University* noting its implications for the province's university sector. The Council of Ontario Universities (COU) is analyzing the report and the set of recommendations issued within it and discussing them with university Executive Heads. There is agreement among the universities on the value of preserving institutional autonomy. The Ministry of Colleges and Universities (MCU) is responding to the special report in part by developing a set of eight financial sustainability metrics to be incorporated into the government's new performance-based funding model. COU is providing input to the Ministry on the metrics.

In response to questions from Senators, President Lenton emphasized that:

- the primary causes of the challenges at Laurentian are not ones confronting York
- the academic leadership and the Board of Governors are prudently taking up the opportunity to review the recommendations from the Auditor General's report, and will concurrently examine the University's policies and practices to ensure our governance and planning processes are sound and grounded in risk mitigation, particularly around capital project planning and academic program sustainability

The President also spoke to masking on campus, noting that the community is strongly recommended to return to the use of masks in indoor settings.

The monthly "Kudos" report on the achievements of members of the York community was *noted*.

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Committee Reports

5. Executive Committee

a. Election of Members of Non-Designated Senate Committees

The Vice-Chair reported that no further nominations had been received and presented Senators with a slate of nominees for positions on Senate committees with non-designated seats. It was moved, seconded and *carried* **“that nominations be closed”** for the elections to Senate committees.

b. Interim Extension of the Waiver of Required Attending Physician’s Statements

It was moved, seconded and *carried* that **the waiver of required Attending Physician Statements to support requests for deferred standing, petitions and appeals to 31 December 2023, with final report / recommendation on its status to Senate by November 2023.**

Information Items

The Vice-Chair spoke to the Executive Committee’s information items in the report circulated with the agenda, including:

- The Committee’s approval of student Senators to serve on Senate committees for 2022-2023
- The start of the Committee’s review of Senate Membership for the 2023-2025 period, including the consideration of how to integrate representation from the Markham campus on Senate
- Anticipation of the need for a December meeting of Senate

6. Academic Policy, Planning and Research Committee (APPRC)

a. Chartering of Organized Research Units

It was moved, seconded and carried that **Senate approve the chartering of the following Organized Research Units for a five-year period effective 1 July 2023 – 30 June 2028:**

Manufacturing Technology Entrepreneurship Centre (1 July 2022 – 30 June 2027)
Mobility Innovation Centre
LaMarsh Centre for Child and Youth Research
Centre for Research on Language and Culture Contact
Nathanson Centre on Transnational Human Rights, Crime & Security
The Roberts Centre for Canadian Studies

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b. Information items

Provost's Autumn Report on Complement and Enrolment

Referring to the presentation slides included in the appendices to the agenda, the Provost noted the continuing progress towards goals of the Faculty Complement strategy, highlighting:

- the steady net growth in faculty complement, with a balanced mix among the ranks in new appointments
- advances in diversification and race equity within the complement
- the authorization of 101 hiring searches for 2022-2023

On 2022-2023 enrolments, results are mixed with student intakes below undergraduate and graduate targets (particularly international students), retention challenges, but strong undergraduate recruitment results that exceed domestic student intake targets and a return to a strong market share of applicants in Ontario. In view of the results, the *Strategic Enrolment Management (SEM) Framework and Action Plan* are being enhanced to harmonize recruitment and retention efforts across units to achieve integrated SEM practices.

7. Academic Standards, Curriculum and Pedagogy Committee

- a. Statutory Motion: Establishment of the degree of Master of Health Industry Administration, Schulich School of Business

ASCP provided notice of its intent to recommend the establishment of the degree of Master of Health Industry Administration.

- b. Establishment of MA and PhD programs in Global Health • School of Global Health • Faculty of Health

It was moved, seconded and *carried* that **Senate approve the establishment of MA and PhD programs in Global Health in the School of Global Health, Faculty of Health, effective FW2023-2024.**

- c. Implementation of the new grading schemes

It was moved, seconded and *carried* that “**Senate approve in principle, with an effective date to be recommended in due course,**

- 1. The phased implementation of the new grading schemes, whereby phase 1 comprises the translation of GPAs to the 4.0 scheme with the**

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additional academic standing elements of the *Policy on York University Grading Schemes* to be implemented in conjunction with the new Student Information System;

- 2. Revisions to and the change in the name of the *Common Grading Scheme for Undergraduate Faculties Policy* to the *Pan-University Grading Schemes Policy*, as set out in Appendix C; and**
- 3. Revisions to *Progression Requirements to Maintain Honours Standing* and *Progression Requirements to Maintain Honours Standing in Bachelor of Engineering*, as set out in Appendix D.**

The information items in the Committee’s written report were *noted*.

8. Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy

APPRC and ASCP jointly conveyed a report from the Joint Sub-Committee on Quality Assurance. Highlighted for Senate were APPRC’s reflections on the recently completed cyclical program reviews of the Geomatics Engineering program in the Lassonde School of Engineering and the three undergraduate language programs in the Faculty of Liberal Arts & Professional Studies, as conveyed in the covering report from the two parent Senate committees circulated with the agenda.

9. Other Business

There being no other business, it was moved, seconded and *carried* **“that Senate adjourn.”**

Consent Agenda Items

10. Minutes of the Meeting of 27 October 2022

The Minutes of the meeting of 27 October 2022 were *approved by consent*.

Mario Roy, Chair

Pascal Robichaud, Secretary

Synopsis

477th Meeting held on 29 November 2022

Appointments/Re-appointments

Board of Governors

- Renewal of Paul Tsaparis as Chair of the Board for a two-year term starting 1 July 2023 and ending 30 June 2025.
- Re-appointment of Helen Polatajko as a member of the Board for a final four-year term commencing 1 January 2023 and ending 31 December 2026.
- Re-appointment of Ken Silver as a member of the Board for a final four-year term commencing 1 January 2023 and ending 31 December 2026.

Approvals

The amendment to the Banking Resolution to reflect changes in the Finance and Audit Division for signing officers on University bank accounts.

The President’s November 2022 Report on Appointments, Tenure and Promotion.

The increase to the President’s signing authority for capital projects, and goods and services procured for capital projects, from under \$5M to under \$10M.

The 2023-2024 mandatory Meal Plan rates, as follows:

Mandatory Meal Plans – Proposed Rate Changes	2022/2023	2023/2024
Bronze: increase of 6%	\$ 4250	\$ 4500
Silver: increase of 5%	\$ 4750	\$ 5000
Gold: increase of 5%	\$ 5250	\$ 5500
Platinum: increase of 4%	\$ 5750	\$ 6000
Convenience: increase of 3% (optional plan for students living in suite-style accommodations)	\$ 2900	\$ 3000

York University Board of Governors

Synopsis

Increases to the 2023-24 undergraduate residence rates, as follows:

Room Type	% Increase
Double rooms in dormitory-style residences	3.7%
Single rooms in dormitory-style residences (excluding bedsitters in Atkinson residence)	3.7%
Suite-style rooms (with kitchens) – Keele campus	3.7%
Suite-style rooms (without kitchens) – Glendon campus	3.7%

All rates include unlimited internet service.

The 2023-2024 York Apartments rental rate, as follows:

- 2.5% increase for all units with continuing leases, to reflect the allowable increase established by the Ontario Rent Increase Guidelines (ORIG) for January 2023.
- 3.7% increase for all units with new leases effective May 1, 2023.

Revisions to the *Policy on Capital Projects*.

Presentations

From the Board Chair on the Council of Ontario Universities Report *on Leading Practices in University Board Governance* which outlined the core elements of governance across Ontario universities.

From the President on the Auditor General's *Special Report on Laurentian University* noting its implications for the province's university sector. The President also provided updates on key projects including York's pandemic response and recovery, the Markham campus, the Goldfarb Gallery, the Sherman Health Sciences Centre and the Vaughan Healthcare Centre Precinct.

York University Board of Governors

Synopsis

Reports and Remarks

Reports from each of the Executive, Academic Resources, External Relations, Finance and Audit, Governance and Human Resources and Land and Property committees on matters discussed in their meetings this Board cycle.

Remarks from the Chair of the Board expressing thanks and appreciation to Julie Lassonde for her contributions to the Board of Governors and as Chair of the Board External Relations Committee, this being her final meeting.

The agenda for the meeting is posted on the Board of Governors website:
<https://www.yorku.ca/secretariat/wp-content/uploads/sites/107/2022/11/board-agenda-20221129.pdf>

Pascal Robichaud, Secretary