



York University Senate
Electronic Voting on ASCP Recommendations
Conducted December 7 – 14, 2017

AGENDA

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Notes: Notice of motions to establish the new degree types was given at the November 23, 2017 meeting. The ASCP report has been revised to reflect discussion at that meeting. Senators must provide their Passport York ID to the Secretariat in order to participate in the vote on these recommendations. Please send your Passport York ID to Elaine MacRae (emacrae@yorku.ca)

To vote on these recommendations, open this link and follow the prompts:

<http://evote.yorku.ca>

M. Armstrong, Secretary

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

December 2017

For Action

1. Establishment of the Degree of Master of Supply Chain Management • Schulich School of Business / Faculty of Graduate Studies

At the Senate meeting of 23 November 2017 ASCP provided notice of its intention to propose the establishment of a new Master of Supply Chain Management degree. Accordingly, ASCP recommends

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

Rationale

The full proposal and supporting documentation is included in Appendix A. The proposed Master of Supply Management (MSCM) is a professional Master's degree to be housed in the Schulich School of Business and offered both as full-time and part-time options. It is structured as a program for both graduates of business and non-business undergraduate degrees seeking entry-level analytic or managerial supply chain positions in industry or non-profit organizations. A series of preparatory courses are required for non-business degree holders prior to commencement of the program requirements.

The program is distinct from the MBA and other Masters degree programs in business / management offered by the School of Business, and the new stand-alone degree type is necessary to procure that difference. Supply chain management has become a specialized academic discipline coincident with the evolution of the complex geo-political landscape of international sourcing and transportation of products. Moreover, in designing the new program, the Schulich School of Business drew on its recent experience with the now Ministry of Advanced Education and Skills Development on professional graduate programming; feedback received from the Ministry was to establish an alternative, more appropriate option than Master of Science for non-research business degree programs. The discipline-specific degree type responds to that guidance, and also reflects the current trend in post-secondary business education towards micro-credentials to meet the demand for specialization in the private sector and industry.

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

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that this new program is expected to fill the gap in post-graduate management education and provide a career-pathway for its graduates.

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

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

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

2. Establishment of the Master of Supply Chain Management Degree Program • Schulich School of Business / Faculty of Graduate Studies

ASCP recommends

**That Senate approve the establishment of a Master of Supply Chain
Management degree program, effective F/W 2017 - 2018.**

Rationale

See Item 1 above.

3. Establishment of the Degree of Master of Marketing • Schulich School of Business / Faculty of Graduate Studies

At the Senate meeting of 23 November 2017 ASCP provided notice of its intention to propose the establishment of a new Master of Marketing. Accordingly, ASCP recommends:

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

Rationale

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

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Report to Senate

are required for non-business degree holders prior to commencement of the program requirements.

While there are several graduate programs in Marketing in Canada and locally within Ontario, all of them are Master of Science research-based degrees aimed at preparing students for doctoral studies in the field. The Master of Marketing degree program will be set apart by its professional and management-focused structure aimed at providing graduates with career-ready skills. The discipline-specific degree type will necessarily distinguish the York program from the MSc programs at other institutions. As noted above in the rationale for the Master of Supply Chain Management, the distinct degree type reflects the contemporary direction of business education credentials and, internally, will distinguish this program from the more generalist MBA degree program housed in the Schulich School of Business.

The Marketing program was designed “from the ground up” to reflect the current digital and data-driven landscape of the marketing industry. It was informed by input from potential employers, prospective students and Schulich alumni. Program learning outcomes have been articulated and effectively mapped to the requirements. The external reviewers judged this to be an academically rigorous, coherent program highly relevant to the field of marketing; they highlighted as a distinguishing feature of the program the innovative two-term integrative consulting project. The strength of the marketing area in Schulich is well established and there is confidence that the program will be delivered and managed very effectively.

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

The proposal, external reviewers’ report and the above-noted supporting documentation are attached as Appendix B.

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

4. Establishment of the Master of Marketing Degree Program • Schulich School of Business / Faculty of Graduate Studies

ASCP recommends

That Senate approve the establishment of a Master of Marketing degree program, effective F/W 2017 - 2018.

Rationale

See Item 1 above.

Franck Van Breugel, Interim Chair

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

YORK UNIVERSITY

Schulich School of Business

Proposal for a Master of Supply Chain Management

September 22, 2017

Task Force Members:

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

1. Introduction

1.1. Brief Statement of the Program

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

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

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

1.2. Endorsed Fields of Study

N/A

1.3. Method Used to Develop the Program

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

1.4. Faculty in which the Program is Housed

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

2. General Objectives of the Program

2.1. Brief Overview

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

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

2.2. Alignment with University and Faculty Missions

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

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

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

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

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

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

University Goals

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

Faculty Goals

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

3. Need and Demand

3.1. Supply Chain Management as an Emerging Academic Discipline

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

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

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

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

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

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

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

3.2. Similar SCM Programs Offered Elsewhere

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

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

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

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

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

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

3.3. The Need for SCM Programs

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

Surveys of supply chain executives indicate that it is going to be hard to find SCM talent. A recent Deloitte survey of 400 executives of multinational firms found that 71% reported difficulty in recruiting supply chain leadership worldwide.⁴ A 2014 study into supply chain sector human resource requirements estimated the supply for talent to exceed demand by a ratio of 6 to 1.⁵ More specifically, shortages of middle management talent will be exacerbated by managers' retirement as the population ages. Furthermore, there is limited capacity in current supply chain education programs in universities and colleges to offer the volume, variety, and quality of requisite skills for an increasingly knowledge and service driven economy.⁶ This

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

³ Ibid

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

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

⁶ Ibid

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

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

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

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

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

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

⁷ Ibid

⁸ The Globe and Mail, 12 May 2014

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

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

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

4. Program Content and Curriculum

4.1. Program Requirements and Courses

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

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

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

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

Figure 1
Master of Supply Chain Management Courses

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

* Newly developed course

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

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

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

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

4.2. Courses

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

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

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

4.3. Course Level

All courses are at the graduate level.

4.4. Calendar Copy

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

5. Program Learning Outcomes and Assessment

5.1. Learning Outcomes

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

Goal 1: Core Knowledge & Understanding

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

Goal 2: Critical Analysis and Decision-Making

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

Goal 3: Professional Communication

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

Goal 4: Ethical Behaviour & Social Responsibility

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

Goal 5: Global Perspective

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

5.2. Achieving the Program Learning Objectives

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

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

5.3. Assessment of Learning Outcomes

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

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

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

5.4. Normal Program Length

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

5.5. Delivery Modes

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

6. Admission Requirements

6.1. Program Admission Requirements

The minimum admission requirements are as follows:

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

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

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

6.2. Alternative Requirements

See above.

7. Resources

7.1. Areas of Faculty Strength and Expertise

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

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

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

7.2. Role of Retired and Contract Instructors

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

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

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

7.3. Laboratory Facilities/Equipment

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

7.4. Space

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

7.5. Support Services

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

7.6. Financial Support and Supervisory Capacity

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

7.7. Enrolment Projections

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

7.8. Support Statements and Consultations

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

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

Appendix A
Sample of Supply Chain Management Positions

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

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

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

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

Appendix C

Master of Supply Chain Management Course Summaries

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

1. Required Courses (39 credits)

ADVANCE PREPARATION (required by all confirmed entrants)

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

Required:

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

Group 1 Courses

SB/MSTM 5000 3.00 Business Communication and Team Dynamics

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

SB/MSTM 5060 3.00 Managerial Decision Analysis

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

SB/ ACTG 5200 3.00 Financial Decisions for Managers

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

SB/MKTG 5200 3.00 Marketing Management

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

SB/MSTM 5210 3.00 Design and Management of Organizational Processes

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

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

Group 2 Courses**SB/OMIS 6200 3.00 Strategic Supply Chain Management**

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

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

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

SB/OMIS 6210 3.00 Transportation and Logistics Management

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

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

SB/OMIS 6220 3.00 Supply Relationship Management

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

Prerequisite: SB/ACTG 5200 3.0 Financial Decisions for Managers

SB/OMIS 6230 3.00 Coordinating Demand and Supply

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

Prerequisite: SB/MSTM 5060 3.00 Managerial Decision Analysis

Group 3 Courses

SB/OMIS 6300 3.00 Managing Change in Supply Chain

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

Prerequisite: SB/OMIS 6200 3.00 Strategic Supply Chain Management

SB/OMIS 6310 3.00 Managing International Trade in Supply Chains

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

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

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

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

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

SB/OMIS 6400 4.50 Supply Chain Consulting Project

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

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

organization.

Appendix D

Master of Supply Chain Management Calendar Copy

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

In particular, the program will give students:

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

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

Admission Requirements

The minimum admission requirements are as follows:

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

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

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

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

Graduates of the program are able to:

Goal 1: Core Knowledge & Understanding

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

Assessment:

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

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

Assessment:

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

Goal 2: Critical Analysis and Decision-Making

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

Assessment:

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

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

Assessment:

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

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

Assessment:

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

Goal 3: Professional Communication

3.1 Prepare and deliver effective oral presentations.

Assessment:

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

3.2 Write effective business documents appropriate for the target audience.

Assessment:

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

3.3 Apply appropriate strategies to work effectively in teams.

Assessment:

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

3.4 Successfully carry out negotiations.

Assessment:

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

Goal 4: Ethical Behaviour & Social Responsibility

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

Assessment:

ent:

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

Goal 5: Global Perspective

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

Assessment:

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix G
Faculty Members – Schulich School of Business

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

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

Memorandum

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

OFFICE OF THE DEAN

Associate Dean Academic

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3

T 416 736 5097
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ada@schulich.yorku.ca
ada.schulich.yorku.ca

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

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

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

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

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



MEMORANDUM

YORK UNIVERSITY
LIBRARIES

Office of the
University Librarian

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

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

From: Joy Kirchner, University Librarian

Date: May 16, 2017.

A handwritten signature in black ink, appearing to read "Joy Kirchner".

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

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

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

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

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





portable
intelligence inc.

June 6, 2017

David A. Johnston

Professor

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

York University

4700 Keele Street

Toronto, Canada

Re: Proposed Masters of Supply Chain Management program

Dear Professor Johnston,

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

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

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

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

All the Best and Good Luck,

Jeff Lem, BBA, MBA, P.MM

President

jlem@portable-intelligence.com

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portable-intelligence.com
Tel: 416-285-7180



Supply Chain Management Association
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T 416.977.7111 | 1.888.799.0877
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August 18, 2017

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

By email: dhorvath@schulich.yorku.ca

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

Dear Dean Horváth:

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

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

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

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

.../ 2

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

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

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

Sincerely,



Christian Buhagiar
President & CEO
SCMA National

Sincerely,



Kelly Duffin
President and CEO
SCMA Ontario

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

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

Schulich School of Business
York University

Submitted on September 5, 2017

By

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

and

Dr. Danny Cho
Professor, Operations Management & Information Systems
Goodman School of Business
Brock University

1. Introduction

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

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

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

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

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

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

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

2. General Objectives of the Program

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

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

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

3. Need and Demand

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

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

4. Program Content and Curriculum

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

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

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

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

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

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

5. Program Structure, Learning Outcomes and Assessment

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

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

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

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

6. Admission Requirements

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

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

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

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

7. Resource Requirements

7.1 Administrative/Teaching/Library/Student Support Resources

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

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

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

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

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

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

7.2 Additional Resources

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

8. Quality of Student Experience

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

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

9. Other Issues

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

10. Summary and PRT's Recommendations

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

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

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

Major Recommendations:

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

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

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

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

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

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

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

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

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

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

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

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

Minor recommendations:

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

Response to Reviewers of Supply Chain Management Proposal

September 17, 2017

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

Proposal Research and Design Process

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

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

Program Administration

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

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

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

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

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

advancement and professional designation.

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

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

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

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

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

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

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

Program Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Response to Minor Recommendations:

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

Memorandum

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To: Franck van Breugel, Interim Chair, ASCP

Cc: Cheryl Underhill, Secretary, ASCP

From: Ananya Mukherjee-Reed, Dean

Date: November 15, 2017


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

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

Office of the Vice-President Academic and Provost

Memorandum

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

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

Date: November 7, 2017

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

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

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

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

Office of the Vice-President Academic and Provost

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

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

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

I am pleased to record my support for this proposal.

Cc: Dean D. Horvath
A. Pitt

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

YORK UNIVERSITY

Schulich School of Business

Proposal for a Master of Marketing Program

September 23, 2017

Task Force Members:

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

1. Introduction

1.1 Brief Statement of the Program

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

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

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

1.2 Endorsed Fields of Study

N/A

1.3 Method Used to Develop the Program

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

1.4 Faculty in which the Program is Housed

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

2. General Objectives of the Program

2.1 Brief overview

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

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

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

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

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

The graduate from the Master of Marketing program is:

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

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

2.2 Alignment with University and Faculty Missions

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

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

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

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

University Goals

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

Faculty Goals

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

3. Need and Demand

3.1 Similar Programs Offered Elsewhere

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

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

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

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

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

3.2 Need and Demand

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

This rapid technological change has created growth and new job opportunities in the marketing field. The Canadian government's *Occupational Projection System* predicts robust job growth with 56,900 projected job openings in professional occupations in advertising, marketing and public relations (NOC Codes: 0124 and 1123)¹. Similarly, the U.S. Bureau of Labor Statistics predicts a 9% growth rate for 'Advertising, Promotion and Marketing Managers' between 2014 and 2024.² This growth rate is faster than the average for all occupations in the United States.

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

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

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

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

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

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

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

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

4. Program Content and Curriculum

4.1 Program Requirements

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

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

4.2 Courses

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

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

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

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

Figure 1

Program Structure

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

* = New Course

4.3 Course Level

All courses are graduate-level courses.

4.4. Calendar copy

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

5. Program Learning Outcomes and Assessment

5.1 Learning Outcomes

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

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

Program Learning Outcomes:

Graduates of the MMKG program are able to:

Goal 1: Core Knowledge and Understanding

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

Goal 2: Critical Analysis and Decision-Making

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

Goal 3: Professional Communication

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

Goal 4: Ethical Behaviour & Social Responsibility

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

5.2 Achieving the Program Learning Objectives

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

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

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

5.3 Assessment of Learning Outcomes

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

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

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

5.4 Normal Program Length

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

5.5 Delivery Modes

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

6. Admission Requirements

6.1 Program Admission Requirements

The minimum admission requirements are as follows:

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

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

6.2 Alternative Requirements

The program has no alternative admission requirements.

7. Resources

7.1 Areas of Faculty Strength and Expertise

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

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

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

7.2 Role of Retired and Contract Instructors

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

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

7.3 Laboratory Facilities/Equipment

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

7.4 Space

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

7.5 Support Services

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

7.6 Financial Support and Supervisory Capacity

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

8. Enrolment Projections

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

9. Support Statements and Consultations

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

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

Appendix A

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

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

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

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

Appendix B

Master of Marketing Course Structure

Required Courses (42 credits)

SB/MSTM 5000 3.00 Business Communication and Team Dynamics

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

SB/MGMT 5100 3.00 Business Decision Making

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

SB/MKTG 5200 3.00 Marketing Management

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

SB/MKTG 6050 3.00 Marketing Research

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

SB/MKTG 6560 3.00 Digital Marketing Strategy

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

SB/ACTG 5200 3.00 Financial Decisions for Managers

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

SB/MKTG 6000 3.00 Marketing Field Project 1 – Strategy

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

SB/MKTG 6140 3.00 Consumer Insights

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

SB/MKTG 6230 3.00 New Topics in Digital Marketing

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

SB/MKTG 6370 3.00 Marketing Analytics

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

strategy.

SB/MKTG 6001 3.00 Marketing Field Project 2 - Implementation

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

SB/MGMT 6810 3.00 Creativity and Innovation

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

SB/MKTG 6550 3.00 Brand Management

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

SB/MKTG 6570 3.00 Strategic Professional Selling

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

Appendix C

Master of Marketing Calendar Copy

Program Overview

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

In particular, the program will give students:

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

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

Admission Requirements

The minimum admission requirements are as follows:

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

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

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

Appendix D

Process to Understand and Develop Program Learning Outcomes

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

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

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

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

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

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

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

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

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

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

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

Appendix E Master of Marketing (MMKG) Curriculum Map

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

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

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

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

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

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

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

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

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

Appendix F

Faculty Members – Schulich School of Business

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

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



Schulich
School of Business
York University

Appendix G
Statement of Support from Anchor Dean

Memorandum

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

OFFICE OF THE DEAN

**Associate Dean
Academic**

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3

T 416 736 5097
F 416 736 5762

ada@schulich.yorku.ca
ada.schulich.yorku.ca

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

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

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

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

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



Appendix H
Statement from the University Library



MEMORANDUM

**YORK UNIVERSITY
LIBRARIES**

**Office of the
University Librarian**

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

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

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

Date: April 18, 2017

Subject: Library Support for the proposed Master of Marketing Program

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

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

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

cc: Sophie Bury, Head, Bronfman Business Library



Appendix I - Industry Support Statements



April 21st, 2017

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

Dear Marshall:

Re: Masters of Marketing Degree

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

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

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

Best Regards,

Paul

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

April 6, 2017

Adam Lacombe
Marketing Manager
TribalScale Inc.
alacombe@tribalscale.com
647-239-5101

To Whom it May Concern,

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

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

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

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

Best Regards,



Adam Lacombe



April 10th, 2017

To Whom It May Concern,

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

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

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

Sincerely,

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

Kiran Sandhu
Marketing Assistant, Mrkt360





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

April 25, 2017

Dear Professor Rice.

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

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

Regards,

Dr. Deborah Nixon
Managing Director
Mandrake Human Capital.

References

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

York University Quality Assurance Procedures (YUQAP) New Program Appraisal

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

Site Visit August 15, 2017

External Reviewer(s)

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

1. Outline of the Visit

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

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

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

2. General Objectives of the Program

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

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

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

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

3. Need and Demand

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

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

4. Program Content and Curriculum

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

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

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

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

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

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

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

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

5. Program Structure, Learning Outcomes and Assessment

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

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

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

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

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

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

6. Admission Requirements

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

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

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

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

7. Resources

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

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

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

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

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

8. Quality of Student Experience

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

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

9. Other Issues

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

10. Summary and Recommendations

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

**York University
Schulich School of Business**

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

September 22, 2017

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

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

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

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

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

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

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Memorandum

To: Franck van Breugel, Interim Chair, ASCP

Cc: Cheryl Underhill, Secretary, ASCP

From: Ananya Mukherjee-Reed, Dean

Date: November 15, 2017

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

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

Office of the Vice-President Academic and Provost

Memorandum

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

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

Date: November 7, 2017

Subject: Master of Marketing, Schulich School of Business

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

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

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

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

Office of the Vice-President Academic and Provost

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

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

I am pleased to record my support for this proposal.

Cc: Dean D. Horvath
A. Pitt