CARLETON
UNIVERSITY
Canada's Capital University

Office of the Vice-Provost and
Associate Vice-President
(Academic)

memorandum

DATE: November 24, 2017

TO: Senate

FROM: Dr. Jerry Tomberlin, Acting Provost and Vice-President (Academic), and Chair,
         Senate Academic Program Committee

RE: MSc in Management – **New Program Approval**

SAPC Motion

THAT SAPC recommends to Senate the approval of the proposed MSc program in Management to commence with effect from Fall 2018.

Senate Motion

THAT Senate approve the proposed MSc program in Management to commence with effect from Fall 2018.

Background

The M.Sc. in Management offers students the option of a research based program in the Sprott School of Business. This program will develop students' research skills and therefore, enable the School to recruit research ready students into their PHD Program.

Attachments

    Appendix A: Self-Study with Appendices
    Appendix B: Discussant's Report
    Appendix C: Site Visit Agenda and Brief Biographies of External Reviewers
    Appendix D: External Reviewers' Report
    Appendix E: Response to the External Reviewer's Report
    Appendix F: Discussant's Final Recommendation Report
    Appendix G: Recommendation from the Carleton University Committee on Quality Assurance
    Appendix H: Courseleaf Entries

Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP)

Upon the above motion being passed by Senate, the required documentation will be submitted to the Quality Council for its review and a decision on whether the MSc program in Management will be authorized to commence.

Office of the Vice-Provost and
Associate Vice-President (Academic)

Institutional Quality Assurance Process

**Sprott School of Business
M.Sc. in Management**

(Volume I)

August 2, 2017

Approvals Table

	Date
Program Lead Gerald Grant, Sprott School of Business, Carleton University	March, 27, 2017
Chair/Director Michel Rod, Sprott School of Business, Carleton University	March 27, 2017
Dean(s) Matthias Neufang, Dean, Faculty of Graduate & Postdoctoral Affairs	April 25, 2017
Jerry Tomberlin, Dean, Sprott School of Business	March 27, 2017

Committees Reviews and Approvals

Vice-Presidents' Academic Research Committee	Feb 17, 2016
Financial Planning Group	Aug 28, 2017
Curriculum Committee	May 3, 2017
Faculty Board	May 24, 2017
Carleton University Committee on Quality Assurance	Nov 8, 2017
Senate Committee on Curriculum, Admissions on Studies Policy	Nov 7, 2017
Senate Academic Program Committee	Nov 16, 2017
Senate	
Quality Council	

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List of Abbreviations

Abbreviation	Explanation
BCom	Bachelor of Commerce
CIHR	Canadian Institutes of Health Research
DLE	Degree Level Expectations
FGPA	Faculty of Graduate and Postdoctoral Affairs
LO	Learning Outcome
MAcc	Master of Accountancy
MBA	Master of Business Administration
M.Sc.	Master of Science
MAESD	Ministry of Advanced Education and Skills Development
MMS	Master of Management Studies
NSERC	Natural Sciences and Engineering Research Council of Canada
PDF	Postdoctoral Fellow
Ph.D.	Doctor of Philosophy
SIP	Strategic Integrated Plan
SMA	Strategic Mandate Agreement
SSHRC	Social Sciences and Humanities Research Council
TIM	Technology Innovation Management

PART A: The Program

A.1 Program overview

A.1.1 Background

From 1986 to 2001 Sprott operated the Master of Management Studies (MMS) program which provided a training ground for students interested in embarking on a research career in academia, business, or government. This small, though very successful program, was renamed the Master of Business Administration (MBA) program in 2001. While the new MBA maintained the essential features of the MMS in the early years, the MBA program was totally restructured in 2008 to have a practice-based professional focus; the thesis and research project options were removed from the program. While the MBA has thrived in its new format the School now lacks an interdisciplinary Masters program in Management with thesis or research project options. Students in the Technology Innovation Management (TIM) Program do have a thesis and project option. However, the TIM program is a unique master's program jointly offered by the Sprott School of Business and the Faculty of Engineering and Design with a specialized focus on Technology Innovation Management. The School does offer an interdisciplinary Ph.D. in Management Program. This program has been in existence for 20 years and has graduated 84 students as of January 2017.

The Masters of Science (M.Sc.) in Management is included in the Carleton University's Strategic Mandate Agreement (SMA) 2014-2017 submission to the Ontario Government. It emanates from the university's Strategic Integrated Plan (2013-2018) (Theme 1.1) that calls for the development of new programs that build on the strengths of the university and academic units. The proposed M.Sc. program will restore research training and capacity at the Masters level in the Sprott School of Business. In so doing, it will contribute to achieving Goal 2.1 of the Strategic Integrated Plan (2013-2018) which focuses on enhancing Carleton University's reputation as a research-intensive comprehensive university.

Instituting the M.Sc. in Management program at Sprott will:
(1) provide a research-focused option for graduate students in Business where the professionally-focused MBA does not meet their needs.
(2) create a platform for recruiting research ready students into the Sprott Ph.D. program.
(3) afford students the opportunity to develop their research knowledge and skills that will prepare them for more advanced studies at the Ph.D. level or for research-oriented or policy jobs in the private, public, or not-for-profit sectors.
(4) make it possible for Sprott's Masters students to benefit from Tri-Council scholarships and other funding opportunities.
(5) give tenure-track assistant professors who cannot be sole supervisors of Ph.D. students the opportunity to gain further experience supervising graduate students;
(6) enhance the suite of program offerings at the graduate level in Sprott; filling a gap that now exists.

A.1.2 Proposed program

The focus of the Sprott M.Sc. in Management program is applied research about complex management problems in a rapidly changing and globally oriented environment. This 2-year (6 terms) program is designed to develop graduates who are skilled in research with both a theoretical and practical understanding of the complex problems faced by businesses and their managers. Such problems are interdisciplinary in nature and require more than a specialization in one specific area of the management field. The interdisciplinary approach of the M.Sc. in Management will prepare graduates to contribute both to the advancement of management knowledge and management practice. Prospective students are research-oriented, and graduates will be well-positioned to pursue doctoral studies in management at Carleton or other universities globally. Students taking the M.Sc. as a terminal degree will find opportunities to apply their Management knowledge in practice in a variety of organizational settings that requires research and analytical skills. The proposed M.Sc. program, though similar in structure to other research-oriented M.Sc. programs at other business schools such as the Smith School of Business at Queens University, is different in that it is specifically interdisciplinary. Other schools tend to have a more disciplinary orientation that follows their departmental structures. The Sprott School of Business is purposively structured to emphasize integrated & interdisciplinary themes. While there are disciplinary areas of research from which research issues and questions emanate the school does not have rigid departments that often create barriers to cross-disciplinary endeavour. Interdisciplinary research is therefore routinely practiced within Sprott rather than being an "add-on" to traditional sub-disciplines that characterize many business schools. Sprott's proven record in interdisciplinary research and graduate education becomes the foundation for this proposed M.Sc. in Management.

The M.Sc. in Management program consists of a thesis combined with coursework. The core of the program is a set of integrative courses that will equip students with knowledge of research methods and statistics as well as coursework in an area of focus. For the thesis, students will undertake independent research related to issues consistent with the general focus of the M.Sc. program. They will submit a written document of the subject investigated. They must also pass both a written and an oral examination of the thesis.

Students will address research questions emanating from the following areas of focus:

- Accounting
- Finance
- Information Systems
- International Business
- Marketing
- Organizational Behaviour
- Productions and Operations
- Strategic Management

These are the same areas of focus as the existing Ph.D. in Management program each of which currently has a strong cohort of faculty engaged in research and thesis supervision. With the interdisciplinary nature of many of the business issues, students will be tackling they will draw on more than one complementary area of focus to address their research questions.

A.1.3 Program goals

The M.Sc. in Management program will serve as a complement to our existing Ph.D. in Management program. The previous Masters in Management Studies (MMS) program served this role until it was transitioned into the MBA program back in 2001. The MMS was a feeder to the Ph.D. program and allowed for the development of the research skills of people interested in joining a Ph.D. program at Sprott or elsewhere. In fact, many graduates of the former MMS programs are now tenured faculty at a number of universities in Canada and around the world.

Four themes, research knowledge, understanding, and skills; interdisciplinary approach; communication; and professionalism, underlie the goals of the M.Sc. in Management program

1. Research Knowledge, Understanding, and Skills: Students will develop in-depth knowledge and understanding of how to conduct research in business firms and other organizations. They will be able to articulate ideas about key research philosophies, designs, methodologies, and techniques that are foundational to conducting research in organizations. M.Sc. in Management graduates will leave the program being conversant with philosophical, theoretical, and practical ideas that underpin research in the management field and how these have contributed to the practice of management.

2. Interdisciplinary Approach: Addressing complex organizational problems cannot be done from a single perspective only. The M.Sc. in Management program will take an interdisciplinary approach to conducting research in or about organizations. This will allow for researchers draw on multiple frameworks and schemas to provide greater insight into the issues, opportunities, and real-world challenges organization face on a day-to-day basis. M.Sc. in Management graduates will be able to weave insightful ideas into practical solutions for organizations as well as setting the stage for more advanced research into the issues addressed.

3. Communication: Research effectively communicated will have a greater probability of realizing the intended impact. Consequently, students will have the requirement and opportunity to effectively communicate complex ideas, research activities, and results to academic and practitioner audiences both orally and in writing. Scholarly writing will be demonstrated in coursework, the development of research and funding proposals, and the communication of research results in conference proceedings and journal publications (where possible). Oral communication of research will take place in seminars, workshops, and conferences as well as in venues geared to professional and practitioner audiences.

4. Professionalism: Graduates from the M.Sc. in Management program, if so desired, have the opportunity pursue professional careers in business, government, the not-for-profit sector or to apply to Ph.D. programs at Sprott or other universities. This means that they need to begin to develop their capacity to engage with professional audiences in practice or academia. They, through the program, will have opportunities to share their research through knowledge mobilization endeavours geared to professional and practitioner audiences. They will also have opportunities to develop their research skills through

serving as teaching and research assistants to faculty members in the business school and other units of the university.

A.1.4 Program structure

The program requirements for the M.Sc. in Management is the equivalent of 5.0 credits.

5.0 credits comprised of:

1.	1.5 credits in Research Methods & Foundations courses	1.5
2.	0.5 credits in Research Design	0.5
3.	1.0 credits in restricted electives	1.0
4.	Completion of the Research Tutorial	
5.	2.0 credits Thesis	2.0
Total Credits		5.0

0.5 credit may be selected from those offered at the senior undergraduate level, that is, at the 4000-level, with the approval of the Director of Graduate Research Programs.[1]

Program Requirements

M.Sc. in Management (5.0 credits)

1.	1.5 credits in: BUSI 5980 [0.5] Foundations of Management Theory and Research BUSI 5981 [0.5] Statistics for Business Research BUSI 5982 [0.5] Research Methodology in Business*	1.5
2.	0.5 credit in: BUSI 5983 [0.5] Qualitative Research Design* BUSI 5984 [0.5] Quantitative Research Design*	0.5
3.	1.0 credit in: BUSI 5080 [0.5] Seminar in Accounting I* BUSI 5081 [0.5] Seminar in Accounting II* BUSI 5180 [0.5] Seminar in Management I: Modern Organization Theory* BUSI 5181 [0.5] Seminar in Management II: Current Topics in Organizational* Behaviour BUSI 5280 [0.5] Seminar in Marketing I: Management and Strategy* BUSI 5281 [0.5] Seminar in Marketing II: Consumer Behaviour* BUSI 5380 [0.5] Seminar in Management of Production/Operations I: Strategic Management of Production Systems* BUSI 5381 [0.5] Seminar in Management of Production/Operations II: Production/Technology/Strategy Interface* BUSI 5383 [0.5] Systems Optimization: Methods and Models* BUSI 5480 [0.5] Seminar in Information Systems I: Research Issues* BUSI 5481 [0.5] Seminar in Information Systems II: Current Trends* BUSI 5580 [0.5] Seminar in Finance I: Topical Issues in Investments*	1.0

- [1] General Regulation 5.3 in the Graduate Calendar allows up to 1.0 credit

	BUSI 5581 [0.5] Seminar in Finance II: Theories and Empirical Methods in Corporate Finance* BUSI 5780 [0.5] Seminar in International Business I: International Markets and Strategy* BUSI 5781 [0.5] Seminar in International Business II: Managing in a Global Environment* or elective courses taken with the permission of the Director of the Graduate Research Program	
4.	Completion of the Research Tutorial	
5.	BUSI 5989 [2.0] M.Sc. Thesis[2]	2.0
Total Credits		5.0

*Taught jointly with the 6000 level offering of this course (unless enrollment numbers warrant otherwise). Focus area courses are typically offered in alternate years. However, in consultation with their supervisor and with permission of the Director of Graduate Research Programs, students can take another course or directed study specific to their area of research as a substitute.

Given that the number of specializations open to the M.Sc. student mirror the offerings in the Ph.D. the piggybacking of 5000- and 6000-level courses makes it more feasible to ensure that the School can offer the number of courses required to support such specializations. This does not preclude engaging in targeted recruitment for students in undersubscribed specializations. With the permission of the Graduate Research Director and under the guidance of their supervisor students may take relevant courses offered by other departments within Carleton University or other universities.

A.1.5 Graduate Advisory Committees and Membership[3]

Each student will have a surpervisor who will serve as a mentor and guide for their research program and thesis. By the end of the second term, on entering the program, the supervisor will work with the student to establish a Graduate Advisory Committee (GAC) that should be confirmed by the Director of Graduate Research Programs. The GAC will have the following composition: the supervisor and two additional faculty members internal to or external to the Sprott School of Business. The additional faculty members will be chosen on the basis of their ability to contribute to the development and execution of the student's thesis research.

The student, in consultation with the supervisor, will complete a document that lists each proposed committee member and their expertise, and that describes, in brief (<500 words) the M.Sc. project outline. This document and the proposed composition of the GAC must be approved and signed off by Director of Graduate Research Programs. This committee will meet at least twice yearly to assess the student's progress, provide expert feedback on the project direction and results (including assisting with troubleshooting, if required), and assess the

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- [2] The Sprott Faculty Board voted that no project option will be available in this program. In the Faculty's previous experience with the MMS program, the introduction of a project option could have led to the majority of the students taking the project option and very few doing the thesis. Faculty members do not want a repeat of that situation as it defeats the purpose of a thesis focused M.Sc. program.
- [3] The language for this section is adopted and modified from Volume 1 Health Sciences M.Sc./Ph.D. proposal June 2016 as this articulates very well the process to be followed by Sprott.

communication skills of the student via a written report and oral presentation. The student will be required to provide a written Summary of Progress Report (<10 pages, including tables and figures) to each committee member one week prior to the committee meeting, and orally present thesis progress at the committee meeting (typically a 20 minute presentation followed by a question period, to test the competency of the student). The Graduate Advisory Committee will evaluate the student and provide recommendations using a standard Graduate Advisory Committee Report rubric provided by the Graduate Research Programs Office. The evaluation, to be signed by all committee members, and the student's written report must be handed into the Director of Graduate Research Programs for review and filing following the committee meeting. If the student gets an unsatisfactory evaluation they will be allowed one opportunity to rewrite the progress report. If the subsequent report is also unsatisfactory, the student may be asked to withdraw from the program. To remain in the program the student must make a formal appeal through the Sprott Director of Graduate Research Programs to the Sprott Graduate Research Programs Committee.

Table A.1.5 describes the milestones and deliverables required at each of the GAC meetings for the M.Sc. in Management program, assuming a normal Fall admission.

Table A.1.5. Milestones and deliverables in the M.Sc. in Management program[4]

GAC Meeting	Date	Milestones and Deliverables
	By the end of the second term	Graduate Advisory Committee (GAC) composition determined by supervisor and student. Student completes and gets approval for the committee and proposed project.
1	By April 30	Proposal Meeting Milestones: The focus of this GAC meeting will be an evaluation of the student's written research proposal (including background rationale, hypothesis/research questions, proposed methodology and data analysis plan). This proposal will be written in consultation with the Supervisor. Results/data are not required for this meeting but can be included if the student has made such progress in his/her project. Deliverables: Summary of Progress Report, presentation, GAC Report
2	By August 31	Research Proposal Defence Meeting Milestones: The focus of this GAC meeting will be an evaluation of the student's research proposal. The student must demonstrate that they have acquired the requisite disciplinary knowledge and have made substantial progress in their research activities, (e.g.: literature review, method development/optimisation, data acquisition and interpretation), and demonstrate a solid understanding of major concepts and basic principles in his/her field of research, and is familiar with current literature, including latest advances and controversies. The oral presentation should be clear and the student

[4] The language and format for this table is adopted and modified from Volume 1 Health Sciences M.Sc./Ph.D. proposal June 2016 to suit the specifics on the Sprott M.Sc. program.

		should answer questions appropriately. Should the student fail to obtain permission from the GAC to proceed with the research, the student may be granted the option to redo the proposal. Deliverables: a research proposal, presentation, GAC Report (which includes written permission from the GAC to proceed with the proposed research).
3	By December Year 2	Progress Meeting Milestones: The focus of this GAC meeting will be an evaluation of the student's continued research progress and knowledge acquisition, including progress made to data gathering and analysis. The student should continue to show substantial progress in his/her research activities and should have begun the data collection and analysis stages. Deliverables: Summary of Progress Report, presentation, GAC Report
4	By March Year 2	Approval to Submit Meeting Milestones: In this GAC meeting the student will receive input on his/her completed written thesis and oral presentation prior to submitting the thesis for examination and prior to the oral defence. Each GAC member should receive a copy of the thesis, for review, at least three weeks prior to the GAC meeting. The thesis must in the Carleton University approved format and must ready for examination. The GAC will evaluate the thesis and oral presentation in a manner that assists the student in preparing for the oral defence of the thesis. Deliverables: Final written thesis, presentation, GAC Report (including feedback for preparation for the oral defence of the thesis)

A.1.6 Written Thesis and Final Oral Examination (Viva)

The M.Sc. thesis (BUSI 5989) is equivalent to 2.0 credits and should relate to issues consistent with the general focus of the M.Sc. program. The thesis must represent the results of the candidate's independent research undertaken after being admitted to graduate studies at Carleton University's Sprott School of Business. Previous work of the candidate may be used only as introductory or background material for the thesis.

A candidate may carry on research work related to the thesis off-campus, provided that the work is approved in advance and arrangements have been made for regular supervision of research thesis activities with the Director of Graduate Research Programs.

All students require the Director of Graduate Research Programs approval for their research topic. Each candidate submitting a thesis will be required to pass an oral examination on the subject of the thesis.

A.1.7 Program distinctiveness

The M.Sc. in Management Program is consciously designed to be interdisciplinary with a strong focus on addressing complex problems faced by real-life organizations. Working with

supervisory faculty, students will develop substantive theoretical knowledge and understanding that can then be applied in the world of practice. Through courses such as the proposed BUSI 5980 Foundations in Management and Research, students will develop a thorough appreciation for the seminal ideas and works (both in theory and practice) that underpin the field of Management. This understanding is critical to bringing insights to problems faced by organizations. This, coupled with strong methodological training, will provide a broad foundation upon which students can embark on the research that is meaningful to them.

The program has sufficient flexibility for students to access courses, taught in other Carleton faculties or departments outside the Sprott School that may have a strong bearing on their research topic of interest. This differentiates the program from other M.Sc. in Management programs such as those at Queens University and Concordia University, as well as other programs across Canada, which emphasize a narrow disciplinary focus as opposed to an interdisciplinary one that is more attuned to the complex problems organizations face. Taking an interdisciplinary approach will provide better theoretical and practical insights into resolving many of the puzzles organizations face. The program directly complements the Ph.D. in Management program which was itself established almost 25 years ago with the clear purpose of advancing interdisciplinary management training and research that was different from the regular programs found in other schools. Graduates from the Ph.D. programs have gone on to successful careers in academia and practice. The same is expected for graduates from this program.

Ottawa is a research oriented city. It provides an array of important public, private, and not-for-profit sector organizations with which researchers can work. Faculty members have significant research relationships with many Federal Government departments, the City of Ottawa, Ottawa Police, the Ottawa Hospital, Invest Ottawa, and a wide array of high technology firms. The time frame for doing research in the M.Sc. in Management program is shorter that in a Ph.D. This allows for more timely and effective partnerships with local organizations. With the shorter time frame organizations may be more interested in supporting research that will both make a theoretical contribution and deliver practical outcomes that can benefit them.

While many students can engage in field research for their thesis, others could take advantage of the newly developed Behavioural Laboratory for research using an experimental design.

A.2 Mission and strategic direction

The Strategic Mandate Agreement (SMA), as agreed upon by the Ministry of Advanced Education and Skills Development (MAESD); formerly the Ministry of Training, Colleges and Universities) (2014-17), recognizes "Business, Entrepreneurship, and Innovation" as an Area of Institutional Strength, with proposed program areas for growth including "Business, Entrepreneurship, and Governance". The M.Sc. in Management program was proposed in Carleton's final Strategic Mandate Agreement submission to the Government of Ontario. It fits with Carleton's Strategic Integrated Plan's Theme 1 and Goal 1-1, which proposes " To develop new programs and initiatives that build on academic strengths and respond to societal needs" and Goal 1-2 which seeks "to ensure the sustainability of Carleton University through a long-term enrolment model and effective and efficient management of resources". It is also in accord with Goal 2-1 which seeks "to enhance Carleton University as a highly reputable research-intensive

comprehensive university". The proposed program will bolster Sprott's research intensity while strengthening the basis of the Ph.D. program.

A.2.1 Carleton's Strategic Integrated Plan (2013-2018)

Academic Strengths (Goal 1-1):

The M.Sc. in Management program builds on and complements the very strong programs in Business that currently exist in the Sprott School. It provides the one missing link that can connect the strong Bachelor of Commerce and Bachelor of International Business programs with the Ph.D. in Management program. While the school does have the MBA and the MAcc programs, they are professional programs geared to practice and are not as good a preparation ground for students wanting to go on to the Ph.D.

Societal Needs (Goal 1-1):

In a world buffeted by increasingly dynamic and rapidly changing forces, organizations need the capacity to recognize, analyze, strategize, and act on the opportunities and challenges encountered. At the heart of this capacity are people with both the intellectual and practical knowledge to understand the environment in which organizations operate and to develop and deliver solutions that address the exigencies faced. It is well recognized that there is a shortage of highly skilled employees capable of doing deep analysis of complex business problems. The interdisciplinary Sprott M.Sc. in Management program is designed to develop such people. Graduates from the program will bolster the capacity of business and other types of organizations to be resilient in the face of seemingly intractable problems. They are likely to bolster the ranks of managers in private, public sector, and not-for-profit organizations who must develop and execute policies that will deliver valuable services to customers and other stakeholders in society.

Management of Resources (Goal 1-2):

The M.Sc. in Management program will attract additional funding to Carleton University and the Sprott School of Business by expanding the base of funded research students at the University. The School is home to multiple academic programs that are defined by balances between academic instruction and research. It also employs differing delivery modes that are paired with these varying balances. For example, in the MAcc and MBA programs research is integrated into group projects that are central to specific courses. In this proposed M.Sc. in Management program, the research/academic instruction balance demands significantly more independent research culminating in a thesis.

By developing a thesis-based Masters degree, the School benefits from having an interdisciplinary masters program that would be a complement to the Ph.D. in Management program and that can attract highly qualified and talented students who want to pursue a research career in academia, business, or government. This program will fill that gap while allowing the

School to use faculty resources more effectively. Since some M.Sc. (5000-level) courses will be piggy-backed with Ph.D. (6000-level) courses (i.e., students in each course will attend the same class, though may have different deliverables), it will allow for more consistent scheduling of courses that will have sufficient students in each class. [5] The piggybacking of courses is not an unusual undertaking in graduate schools across the Canada and other countries. The previous MMS program at Sprott allowed for the piggybacking of courses with the Ph.D. program. This was done successfully and many of the faculty teaching at that time are still at the school and will be teaching in the new program. Our experience at Sprott indicate that having Masters and Ph.D. students in the same class can be done effectively and well. However, such arrangements need to be managed carefully to ensure the integrity of the programs and their outcomes. To safeguard having a mismatch of students in the courses the program is structured so that students entering the M.Sc. program must meet the standards for GMAT, GPA, and other requirements that would make it possible for them to transition to a Ph.D. program without having to do additional preparatory work. There are benefits for M.Sc. students interacting with Ph.D. students in the classroom. M.Sc. students will typically come into the program with a strong undergraduate Business background. Many Ph.D. students will have come through the route of an MBA or some other graduate program (often not in Management). There may be experiential differences between the two groups but they are likely to be intellectual peers. Given that a key goal of the M.Sc. program is to develop future Ph.D. students having them share some classes may spur their interest further. This was the experience with the MMS and also that of faculty now teaching at Sprott that did their Masters and Ph.D. at other universities.

Research-intensive institution (Goal 2-1):

The M.Sc. in Management program will increase the research intensity of the Sprott School and in turn that of Carleton University. Having masters level students doing thesis research will give faculty a cadre of talented students who would work collaboratively with faculty to develop research proposals and conduct more intensive scholarly research beyond that normally included in coursework or course-based projects. Many faculty members in the School, even if they have funding, cannot find suitable research students who can dedicate time to pursuing a funded research program. Students in the MBA and MAcc programs do not have the time in their program schedules to devote to research beyond what is required for their coursework, even if they would like to. The MBA and MAcc programs are too intense and fully occupies the student in coursework. M.Sc. students will give faculty the opportunity to explore new areas of research that might still be developing. With a fresh group of students coming in every year, faculty will be able to draw on the creativity and enthusiasm of these graduate student to infuse new ideas and energy into the research enterprise. M.Sc. students will be able to take advantage of funding opportunities available in programs such as MITACS Accelerate, which is geared to students that can engage with organizations more intensively.

Employability and future success (Goal 3-1):

- [5] 5000 and 6000 courses codes are maintained here since a larger number of students may warrant a separation of the class in the future.

The Sprott M.Sc. in Management program will, in the tradition of other Sprott programs, prepare its students to become effective employees or to successfully access doctoral degree programs upon graduation. Students will engage in experiential learning, working closely with faculty and/or organizations to identify suitable research issues and questions and conducting research that is beneficial to the student, faculty, and organizations. The interdisciplinary research seminars will help to build knowledge of complex managerial issues and provide insight into how to frame and tackle these issues from a research perspective. Seminars in research methodology will provide the knowledge needed to craft the appropriate research design and carry out the data gathering and analysis of the data. Students will make presentations in class and other venues. This will help to develop their ability to communicate research ideas and findings in clear and understandable ways.

A.2.2 Carleton's Strategic Research Plan

The Carleton University Strategic Research Plan describes four thematic areas of focus: the human condition and evolving societies; the changing environment; foundational sciences and technological innovation; and, policy, governance, and economic activity. The interdisciplinary research envisioned for the M.Sc. in Management Program is in harmony with aspects of each of these focus areas. While much of the research will naturally orient around the policy, governance and economic activity theme, research focusing on areas reflected in theme three (Foundational sciences, and technological innovation) will feature as well. Current research in the Sprott School cover areas such as data and textual analytics, communications and information systems, social media, cloud computing, among other topics. With respect to theme one (The human condition and evolving societies), Sprott researchers are doing research on gender, diversity, social innovation, migration, work-life conditions, and similar topics. A key plank of Sprott's strategic focus is the area of sustainable management, which accords with the areas of focus in theme two (The changing environment).

A.3. Relationship to other academic programs

The proposed program will directly impact the Ph.D. program positively. This was the case when the MMS program was in place. At least fourteen excellent students from the MMS and Research MBA programs went on to complete the Ph.D. degree here at Carleton. Others did their Ph.D. at other Canadian and international universities. Many now hold significant positions in academia and practice across North America and other parts of the world.

Since M.Sc. students will take some courses jointly with Ph.D. students the requirements for both need to be carefully managed. M.Sc. students should not have to repeat the courses at the 6000-level if they move on to the Ph.D. program. A program modification will be made to the Sprott Ph.D. in Management, which will create a new second point of entry for students admitted with a Sprott M.Sc. in Management or equivalent; other students would continue to be admitted via the existing point of entry (e.g., MBA. students). This second point of entry, reduce the courses in the program requirements so that students do not repeat courses at the 6000-level. Each applicant admitted through this second point of entry will be assessed individually; with additional requirements added to the second point of entry program requirements, as appropriate.

The M.Sc. program will not significantly impact the MBA program since the target market for the MBA are people without a business background. The M.Sc. will have higher entrance requirements and will be targeted at applicants holding a Bachelor of Commerce or equivalent.

One area of potential impact is on the demand for full-time faculty time. Since full-time faculty will be engaged in the M.Sc. additional resources will be needed to cover other areas of teaching. Additional instructor resources (two) have already been allocated to enable research-oriented faculty more opportunity to engage in student supervision. There is no immediate need for additional teaching resources anticipated over the next 5 years (see PART G: Resources).

PART B: Program Learning Objectives and Assessment

B.1 Program learning outcomes and degree level expectations

The Council of Ontario Universities has established a framework of Degree Level Expectations (DLEs) that specify what students should know, and be able to do, after successfully completing graduate degree programs. The DLEs for degrees at the graduate level are represented by the following six categories:

1. Depth and breadth of knowledge
2. Research and scholarship
3. Level of application of knowledge
4. Awareness of limits of knowledge
5. Level of communications skills
6. Professional capacity/autonomy

In Table B.1 we describe the learning objectives of the M.Sc. in Management program. Students in the program should be able to articulate and carry out the design, development, and execution of a structured research program that can contribute the generation of new knowledge and contribute to the development of both the theory and practice of management. Graduates will be able to identify and articulate important research questions, identifying gaps in current knowledge as well as identifying new opportunities for research beyond what is currently known or experienced. They will develop the skills to communicate their research outcomes in academic and professional settings, in language meaningful to each audience.

Table B.1 M.Sc. in Management – Learning Goals and Outcomes

#	Goal	Learning Outcomes	Measuring learning outcomes	DLEs Met
G1	**Research knowledge, understanding, and skills:** graduates will have an understanding of research philosophies, designs, methodologies, and techniques foundational to conducting academic research in Management.	1. Articulate and critically evaluate key philosophies that underpin knowledge development in the Management field.	BUSI 5980	1. Depth and breadth of knowledge
		2. Demonstrate knowledge and understanding of research approaches, designs, methods, and techniques.	BUSI 5981, BUSI 5982 BUSI 5983 or BUSI 5984	1. Depth and breadth of knowledge 2. Research and scholarship 3. Level of application of knowledge 4. Awareness of limits of knowledge
		3. Demonstrative knowledge and understanding of a substantive area of management thought and research.	Elective Courses	1. Depth and breadth of knowledge 2. Research and scholarship 3. Level of application of knowledge 4. Awareness of limits of knowledge
G2	**Scholarly Management Research:** graduates will be able to conduct scholarly research on issues facing organizations.	4. Identify a potential research topic and issues in a Management area of choice and articulate their importance and relevance in the context of existing body of knowledge.	Thesis proposal Thesis	1. Depth and breadth of knowledge 2. Research and scholarship 3. Level of application of knowledge 4. Awareness of limits of knowledge

#	Goal	Learning Outcomes	Measuring learning outcomes	DLEs Met
				5. Level of communications skills
		5. Generate research questions/issues that are interesting and relevant to Management theory or practice.	Thesis proposal Thesis	1. Depth and breadth of knowledge 2. Research and scholarship 4. Awareness of limits of knowledge
		6. Develop and apply the appropriate research design, methods, techniques, and tools that will address research questions/issues.	Thesis proposal Thesis	1. Research and scholarship 3. Level of application of knowledge
G3	**Communication of research work and results:** graduates will be able to effectively communicate complex ideas, research activities, and results.	7. Effectively author scholarly materials in the management field for internal and/or external audiences.	In class papers, proposal, thesis, conference paper, or journal paper.	1. Depth and breadth of knowledge 2. Research and scholarship 3. Level of application of knowledge 4. Awareness of limits of knowledge 5. Level of communications skills
		8. Communicate and defend research ideas and outcomes using approaches appropriate for academic and/or	In class presentations, proposal defence, thesis defence, research seminar, conference presentations.	2. Research and scholarship 3. Level of application of knowledge 4. Awareness of limits of knowledge

#	Goal	Learning Outcomes	Measuring learning outcomes	DLEs Met
		professional audiences		5. Level of communications skills
G4	**Professional activities and functions:** graduates will engage with professional organizations or networks in academia or practice.	9. Develop an appreciation for the role professional relationships and networks play in advancing research and career progress.	Reflexive essay on engagement with professional networks.	3. Level of application of knowledge 6. Professional capacity/autonomy

B.2 Program structure and curriculum map

The M.Sc. in Management program requires 4 courses in research methods and foundation of management theory, two courses in an area of focus, and a thesis. Students, on the recommendation of their supervisor, may take additional courses to deepen their knowledge in a particular area or fill gaps in knowledge deemed necessary to complement their research. They are expected to participate in research seminars and workshops organized by the research committee of the School. Table B.1 above provides additional details relating to the curriculum map.

B.2.1 Articulation of the learning outcomes

This section provides details on the learning outcomes outlined in Table B.1.

Learning Outcome 1: Through the course, BUSI 5980 Foundations of Management Theory and Research, students will be led to familiarize themselves with the main ideas and philosophies underlying knowledge development in the Management field. They will explore seminal and influential works of scholars that shaped how the field has developed. Through their own reading, analysis, and writing they will be tasked to evaluate the level and depth of past contributions as well as the prospects for future contributions to the field. Students will be required to complete written papers (summaries and critiques) and oral presentations in class. This course will help to develop their fundamental knowledge of the field and give them the opportunity to hone their writing and oral presentation skills.

Learning Outcome 2: To generate good research outcomes students must become knowledgeable and skilled in conducting research. To do this they must first have a thorough understanding of

research approaches, designs, methods and techniques and why, when, and how to apply them. Three research methods courses are required for the programs. Students will take BUSI 5981 Statistics for Business Research, BUSI 5982 Research Methodology in Business, and one or both of BUSI 5983 Qualitative Research Design, and BUSI 5984 Quantitative Research Design. Each of these courses will give the students the fundamental knowledge of how to go about conducting business research. Through specific research experiences and projects, they will build the skills required to conduct independent research.

Learning Outcome 3: The ability to engage in productive interdisciplinary work requires knowledge of a substantive area of management thought and research. Rather than being dilettantes in management, students are expected to approach their research drawing on a deep understanding of a subject area. Such knowledge will give them the platform to intelligently engage in interdisciplinary discourse, being able to appreciate and critique the differences and complementarities of different disciplinary perspectives and approaches. Students will, through electives taken, be able to build knowledge of a focal area of study that will provide the grounding for their thesis research. Working with their supervisors they will identify the area or topic they wish to pursue and choose electives that will deepen their grasp of that particular subject.

Learning Outcome 4: To conduct meaningful research the student must be able to identify a topic area of interest and be able to articulate its relevance in the context of the existing body of knowledge. Students are required to identify an area of interest and develop a research proposal in their first year in the program. Working with their supervisors, they must conduct a substantive literature review so that they are able to locate their proposed research in the larger body of research on the topic of interest and determine the type and level of contribution that their proposed research will make to both theory and practice in that area of interest. In writing their research proposal students will need a clear articulation of the motivation for the research its relevance to Management research and practice.

Learning Outcome 5: Building on knowledge developed through exploration of the literature, students are expected to propose interesting and relevant research questions (or articulate issues) that will guide the approach and conduct of the proposed research. Students will work with their supervisors and graduate committee members to identify and refine their research question/issues that will shape the research design and analytical methods and techniques to be applied.

Learning Outcome 6: Research articulated and designed must ultimately be carried out to deliver the results sought. Students will work with supervisors and graduate committee members to refine a research design that can actually be implemented in field or experimental research.

Learning Outcome 7: Students will begin to develop their scholarly writing skills from the very first course in the program, BUSI 5980 Foundations of Management Theory and Research. These skills will be refined through the process of delivering scholarly critiques and papers in the various classes that the student will take while in the program. The ability to deliver scholarly output will be demonstrated by the completed and accepted research proposal and final thesis. Papers accepted for conferences or journals, though not required, will provide additional evidence of scholarly output.

Learning Outcome 8: Students are expected to communicate and defend their research in class, in their thesis proposal, and their thesis defence. They will be trained to present their work using approaches appropriate to scholarly and practitioner audiences. Students are required to attend and present their work at the Sprott graduate research seminars as part of the mandatory non-credit research tutorial. To fulfil this requirement, students meet with designated faculty bi-monthly for the first two semesters of the program. They will be encouraged to participate in activities such as the FGPA 3-minute thesis competition, the Sprott-Telfer-UQO symposium, or similar events within the University. They will also be encouraged to participate in conferences where appropriate.

Learning Outcome 9: Students will be encouraged to develop their professional networks by becoming active participants in the activities of scholarly or professional bodies. This is critical to securing research sites and participants as well as creating opportunities for future employment or advanced graduate studies. Students will write a reflexive essay outlining their engagement with professional scholarly and/or practice networks, including participation in on campus research seminars and expert presentations from practitioners. Evidence of this type of engagement will also be represented in the curriculum vitae of students. Such active participation can serve to distinguish the student among peers and pave the way for access to good jobs or further studies.

B.3 Program learning outcomes assessment plan

B.3.1 Program Assessment Committee[6]

The Graduate Research Programs Curriculum Review Committee (CRC), as an extension of the Sprott Faculty Board, will be accountable for the ongoing development and improvement of the M.Sc. in Management program. The Graduate Research Programs CRC is made up of faculty representatives from each of the eight teaching areas within the Sprott School of Business and is led by the Director of Graduate Research Programs program and supported by the Graduate Research Programs Administrator.

With respect to program assessment, the Graduate Research Programs CRC will be responsible for ensuring student's achievement of the learning goals and outcomes of the program and recommending adjustments and innovations to the program, where warranted. To this end, the Graduate Research Programs CRC will be supported by the Sprott Assurance of Learning (AOL) Committee who will be responsible for executing the program assessment methodology and providing reports to the Graduate Research Programs CRC on student's achievement of the learning goals and outcomes of the program.

The AOL Committee consists of faculty member representatives, the Quality Assurance Officer, the AOL Administrator, and is led by a faculty sponsor responsible for School accreditations. This group will provide input and advice on the structure and wording of program-level learning

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- [6] For current operational purposes, the Sprott Graduate Research Programs CRC and the Sprott Ph.D. CRC are one and the same. The Ph.D. Director and the Ph.D. Administrator will function as Director of Graduate Research Programs and the Graduate Research Programs Administrator until there is need for the roles to be separate.

goals and outcomes, as well as the best way to measure/assess those outcomes. As outlined in B.3.2 (Program assessment methodology) below, the AOL Committee will collect artifacts to be used to assess each learning outcome, in accordance to the Curriculum Map provided by the Graduate Research Programs CRC. Once collected, the AOL Committee oversees the assessment of each artifact against a 5-point rubric and provides the Graduate Research Programs CRC with a yearly report on the achievement of learning outcomes by students in the program that year.

B.3.2 Program assessment methodology

The program assessment methodology for the M.Sc. in Management program will follow the established assurance of learning program that the Sprott School of Business has been using for the past 10 years. The process begins with the approval of the program learning goals and outcomes by the Sprott Faculty Board. From that, the Graduate Research Programs CRC will be responsible for developing a Curriculum Map to identify the courses and artifacts to be used to measure each of the learning outcomes in the program. The AOL Committee, who is responsible for measurement, will develop a rolling five-year assessment plan to identify the frequency of measurement for each learning outcome. For the M.Sc. program, it is understood that each learning outcome will be measured with a sample of 100% of students.

At the beginning of each academic year, the AOL Committee will reach out to the instructors of the courses in the Curriculum Map to indicate their intention to collect the assigned artifact that year. For artifacts that are not course-based (thesis, proposal, CV, etc…), the AOL Committee will work with the M.Sc. administrator to collect the assigned artifact. The AOL Committee will then assign assessors to evaluate each artifact on the student's achievement of a learning outcome, based on a 5-point rubric (using a scale of *Not Proficient, Limited Proficiency, Proficient, Strong Proficiency, Mastery*). In some cases, the AOL Committee will employ members of a thesis committee to perform the evaluation. At the conclusion of each academic year, the AOL Committee will compile the results in a report to the Graduate Research Programs CRC that outlines the achievement of the learning outcomes of the program and their relative degree of proficiency of all students in the program.

The Graduate Research Programs CRC will then review the assessment results and will be asked to formally respond to the results of each learning outcome reported that year. Responses can come in the form of improvements to the measurement itself (i.e. an amendment to the Curriculum Map), an indicator that further assessments are required before changes are made, an explanation of the changes to be made, or an expression of satisfaction with the results as they have been reported. For program adjustments and changes to be made to improve future results, an assessment loop is created whereby future measures are evaluated to see whether the change has had the intended, positive impact on student's achievement of learning outcomes. These results are used to "close the loop" on the change, facilitating a continuous improvement cycle for the program itself.

B.4 Program essential requirements

Requirements essential for a student's success in completing the program

"The program essential requirements of the M.Sc. in Management program have been reviewed in consultation with the Paul Menton Centre to ensure capacity for reasonable academic accommodation of students with disabilities, in accordance with the Carleton University Academic Accommodation Policy. The learning outcomes can be attained as outlined in the program description with the use of appropriate academic accommodations."

PART C: Governance

The Sprott School of Business, Associate Dean, Research and International oversees all research programs in the School.

C.1 Director of the Graduate Research Programs (Ph.D./M.Sc.)
Currently, the Associate Dean, Research and International serves as Director of Graduate Research Programs and will be responsible for supervising both the Ph.D. and M.Sc. in Management. The Director of Graduate Research Programs, in collaboration with FGPA, manages the the process for recruiting, assessing, and accepting new students into the program, as well as determining any funding to be allocated to the student. The Director of the Graduate Research Programs is accountable for ensuring that all students are progressing through the program as required and that any problems related to their academic success are addressed and resolved expeditiously. The Director of Graduate Research Programs chairs the Graduate Research Programs Admissions Committee and the Graduate Research Programs Curriculum Committee. The Director is accountable for ensuring actions taken at the committees are implemented. They are responsible for assuring the integrity of the graduate programs and student records. The Director is responsible for developing the schedule for courses to be offered in the program and for allocating teaching assignments to faculty. They must work collaboratively with other program directors to ensure faculty schedule and assignments are compatible. The Director supervises the work of the Graduate Research Programs Administrator and is accountable for the effective and efficient functioning of the Graduate Research Programs Office.

C.3 Graduate Program Administrator
The Graduate Research Programs Administrator is a full-time member of the permanent staff at the Sprott School of Business. The Graduate research program Administrator works collaboratively with the Director of Graduate Research Programs to administer all aspects of the programs from recruitment of students to their graduation. The Administrator is responsible for assembling and curating all relevant documentation related to students' progression through the program. Working collaboratively with the staff of FGPA, the Administrator ensures the students are appropriately accepted into the program, allocated funding (if eligible), registered in courses needed to complete the program, scheduled for their program reviews by the Graduate Advisory Committees, scheduled for proposal and thesis defences, and ensure that final theses are submitted and uploaded to the thesis repository in the Library. The Administrator is crucial

to assisting students in navigating their progress through the program and the activities of the School. They provide updates on status, funding, and other aspects of the program, and ensures that the student audits are up-to-date and correct. The Administrator serves as the recording secretary of the Graduate Admissions Committee and well as the Graduate Curriculum Committee, ensuring agendas and relevant material are provided to members in advance of scheduled meetings. The Administrator is also responsible for organizing the logistics for program related events such as orientation, research seminars, and social events. Based on current and past history, the additional work of administering the M.Sc. in Management program falls well within the capacity of the Graduate Program Administrator's office.

PART D: The Faculty

D.1 Faculty appointed to the unit or program

Tables D1 and D1.2 list all faculty associated with the Sprott School of Business who are authorized to fully supervise in the graduate research programs (Ph.D. and M.Sc.) of the school.

Table D.1: Core Program Faculty

Below is a list of faculty who are likely to teach courses in the M.Sc. in Management program. These faculty members teach equivalent courses in the Ph.D. program. There are two new courses that will be introduced. One BUSI 5981 (Statistics for Business Research) is already being taught as a special topics course by Dr. Ernest Kwan who teaches the Statistics courses in the School. BUSI 5980 (Foundations of Management Theory and Research) could be taught by Professor Duxbury, Professor Grant, or Professor Neilson.

Faculty Name	Rank (as of September 1, 2016)	M/F	Appointment Status	Percentage Appointment	Supervision Privileges*	Areas of Focus
Brouard, Francois	Full Professor**	M	Tenure	100%	D	Accounting
Bujaki, Merridee L.	Full Professor**	F	Tenure	100%	D	Accounting
Duxbury, Linda	Full Professor	F	Tenure	100%	D	Management & Strategy
Kumar, Uma	Full Professor	F	Tenure	100%	D	Technology Management
Kumar, Vinod	Full Professor	M	Tenure	100%	D	Technology Management
Otchere, Isaac K.	Full Professor	M	Tenure	100%	D	Finance
Papadopoulos, Nicolas	Full Professor	M	Tenure	50%	D	Marketing & International Business
Rod, Michel R.	Full Professor	M	Tenure	100%	D	Marketing
Grant, Gerald	Associate Professor	M	Tenure	100%	D	Information Systems
Ji, Shaobo	Associate Professor	M	Tenure	100%	D	Information Systems
McKay, Ruth	Associate Professor	F	Tenure	100%	D	Management & Strategy
Mohsni, Sana	Associate Professor	F	Tenure	100%	D	Finance

Nardon, Luciara	Associate Professor	F	Tenure	100%	D	International Business
Nielson, Leighann	Associate Professor	F	Tenure	100%	D	Marketing
Nsakanda, Aaron	Associate Professor	M	Tenure	100%	D	Supply Chain
Ritchie, Robin	Associate Professor	M	Tenure	100%	D	Marketing
Sears, Greg	Associate Professor	M	Tenure	100%	D	Management & Strategy

Table D.1.2: Other Program Faculty

The faculty members below are likely to serve as supervisors or members of a Graduate Advisory Committee.

Faculty Name	Rank (as of September 1, 2016)	M/F	Appointment Status	Percentage Appointment	Supervision Privileges*	Areas of Focus
Dyke, Lorraine	Full Professor	F	Tenure	100%	D	Management & Strategy
Heslop, Louise	Emeritus Professor	F	Tenure		D	Marketing
Jog, Vijay M.	Emeritus Professor*	M	Tenure		D	Finance
Kiggundu, Moses	Full Professor	M	Tenure	50%	D	Management & International Business
Rojas-Mendez, Jose I.	Full Professor	M	Tenure	100%	D	Marketing & International Business
Thomas, Roland	Emeritus Professor	M	Tenure		D	Supply Chain

Bailetti, Antonio	Associate Professor	M	Tenure	50%	D		Entrepreneurship
Becker, Hilary	Associate Professor	M	Tenure	100%	D		Accounting
Cai, Shaohan	Associate Professor	M	Tenure	100%	D		Technology Management
Hayibor, Sefa	Associate Professor	M	Tenure	100%	D		Management & Strategy
Hine, Michael J.	Associate Professor	M	Tenure	100%	D		Information Systems
Jiang, Guoliang	Associate Professor	M	Tenure	100%	D		International Business
Lee, Ian	Associate Professor	M	Tenure	100%	D		Management & Strategy
Lu, Irene	Associate Professor	F	Tenure	100%	D		Marketing
McIntyre, Michael	Associate Professor	M	Tenure	100%	D		Finance
Muegge, Steven	Associate Professor	M	Tenure	100%	D		Entrepreneurship
Nemiroff, Howard	Associate Professor	M	Tenure	100%	D		Finance
Pal, Shibu	Associate Professor	M	Tenure	100%	D		Management & Strategy
Pollanen, Raili	Associate Professor	F	Tenure	100%	D		Accounting
Ramirez, Alejandro	Associate Professor	M	Tenure	100%	D		Information Systems
Sakka, Ouafa	Associate Professor**	F	Tenure	100%	D		Accounting
Schweitzer, Linda	Associate Professor	F	Tenure	100%	D		Management & Strategy

Westerlund, Mika	Associate Professor	M	Tenure	100%	D	Entrepreneurship
Zabolotnyuk, Yuriy	Associate Professor	M	Tenure	100%	D	Finance
Doha, Ahmed	Assistant Professor	M	Tenure	100%	D	Supply Chain
Isabelle, Diane	Assistant Professor	F	Not Tenured	100%	CDM	International Business
McShane, Lindsay	Assistant Professor	F	Not Tenured	100%	CDM	Marketing
Ruff, Katherine	Assistant Professor**	F	Not Tenured	100%	CDM	Accounting

*D=full privileges; M=full privileges at master's level only; CD=co-supervision privileges at doctoral level, full privileges at master's level; CDM=co-supervision privileges only at both doctoral and master's level; CM=co-supervision privileges at master's level, no privileges at doctoral level. ** As of July 1, 2017

D.2 Faculty research funding

Table D.2 below details external research funding obtained by Sprott researchers between 2008 and 2016. The significant jump in funding for 2014 and 2015 years relates to large infrastructure grants obtained by Dr. Antonio Bailleti for the Information Security incubator and research program.

Table D.2 Research funding 2008-2016

Year	Source Canadian Foundations, Societies, Associations	Canadian Industry	Federal Government (excluding Tri-Council, CRC, CFI, NCE)	Internal (Carleton Grants/Awards)	NCE	Ontario (including OCE and MRI)	Others (including Municipalities	Tri-Agency (including CRC)	Grand Total
2009-2010		9,500	270,000	30,266	7,500	165,000	79,000	68,095	629,361
2010-2011		42,500	150,000	20,000	17,500		79,000	76,018	385,018
2011-2012		33,000	201,369	23,000		366,510	100,000	152,955	876,834
2012-2013	18,000	57,500	346,426	26,800		1,921,210	110,000	72,532	2,552,468
2013-2014	28,900	331,873	1,708,750	133,214		1,712,500	114,000	33,132	4,063,169
2014-2015	61,095	323,300	300,000	725,000		2,492,933	158,700	268.546	4,329,574
2015-2016		50,00	283,400	326,500		482,333		423,060	1,565,293
2016-2017		50,00		60,000		1,412,834	814,045	84,969	2,421,848
Grand Total	107,995	897,673	3,259,945	1,344,780	25,000	8,553,320	1,455,545	1,179,307	16,823,564

D.3 Distribution of thesis supervision

Table D.3 details Ph.D. and Masters thesis supervision completed by current faculty. Masters supervision relates to supervision done currently in the Technology Innovation Management program, and previously in the discontinued Masters in Management Studies and thesis-based MBA programs.

Table D.3: Distribution of thesis supervision

Faculty Name	Rank	Completed				Current			
		Undergraduate	*Master's	Ph.D.	PDF	Undergraduate	Master's	Ph.D.	PDF
Brouard, Francois	Full Professor*			2				1	
Bujaki, Merridee	Full Professor*							1	
Duxbury, Linda	Full Professor			13				10	
Dyke, Lorraine	Full Professor		9	5				1	
Jog, Vijay M.	Full Professor	6	12	4	3			2	
Kiggundu, Moses	Full Professor							1	
Kumar, Uma	Full Professor		26	13				4	
Kumar, Vinod	Full Professor		18	11					
Otchere, Isaac K.	Full Professor	11		2					
Papadopoulos, Nicolas	Full Professor		17	5				1	
Rod, Michel R.	Full Professor		3	1				2	

Name	Title								
Rojas-Mendez, Jose I.	Full Professor	42		2					
Bailetti, Antonio	Associate Professor		73	1			2		
Becker, Hilary	Associate Professor		11						
Cai, Shaohan	Associate Professor								
Doha, Ahmed	Assistant Professor								
Grant, Gerald	Associate Professor		4	7				5	
Hayibor, Sefa	Associate Professor								
Hine, Michael J.	Associate Professor	1	3				1	1	
Ji, Shaobo	Associate Professor							2	
Jiang, Guoliang	Associate Professor								
Lu, Irene R.	Associate Professor			1					
McIntyre, Michael	Associate Professor		1	1				1	
McKay, Ruth	Associate Professor		13						
Mohsni, Sana	Associate Professor		1						
Muegge, Steven M.	Associate Professor		3				5		
Nardon, Luciara	Associate Professor							1	
Neilson, Leighann	Associate Professor		2						
Nsakanda, Aaron	Associate Professor		3	1					

Pollanen, Raili M.	Associate Professor		1	1						
Ramirez, Alejandro	Associate Professor	1	1	2						
Ritchie, Robin J.	Associate Professor									
Sakka, Ouafa	Associate Professor*									
Schweitzer, Linda	Associate Professor		3							
Sears, Gregory J.	Associate Professor		2						1	
Sur, Sujit	Associate Professor							1		
Westerlund, Mika	Associate Professor		6	1				2	3	
Zabolotnyuk, Yuriy	Associate Professor									
Dionisi, Angela	Assistant Professor									
Isabelle, Diane	Assistant Professor									
Kwan, Ernest	Assistant Professor								1	
McShane, Lindsay	Assistant Professor									
Ruff, Katherine	Assitstant Professor									

* as of July 1, 2017

D.4 Current Teaching Assignments

Table D.4 details faculty teaching assignments over three years. Faculty teaching assignments are in the normal range for teaching loads for Sprott faculty. Only one new course is to be added to the program. Therefore the impact on teaching loads will be limited. Two additional lecturer positions have already been added to enable research oriented faculty to participate in the new M.Sc. program.

Table D.4 Faculty Teaching Assignments

Instructor	Rank	Courses	Credit Weight	2016/17	2015/16	2014/15	Notes
Brouard, Francois	Full Professor *	PANL5003F - Finance Philanthro Nonprof Sect	0.5			X	
		ACCT5120A - Advanced Concepts	0.5	X			
		ACCT5120D - Advanced Concepts	0.5	X	X		
		ACCT5120S - Advanced Concepts	0.5		X		
		ACCT5123A - Advanced Taxation	0.5	X			
		ACCT5123B - Advanced Taxation	0.5	X			
		ACCT5123S - Advanced Taxation	0.5		X		
		BUSI3005A - Taxation I	0.5		X		
		BUSI3005B - Taxation I	0.5		X		
		BUSI5906A - Special Topics	0.25	X			
		BUSI5906B - Special Topics	0.25		X		
		BUSI6000F - Seminar in Accounting I	0.5		X		
		BUSI6001S - Seminar in Accounting II	0.5	X			
		Total Credit Weight		**2.75**	**3.25**	**1**	
Bujaki, Merridee L.	Full Professor*	ACCT5011D - Financial Statement Analysis	0.25			X	

		ACCT5120A - Advanced Concepts	0.5	X		
		ACCT5120D - Advanced Concepts	0.5	X	X	
		ACCT5120S - Advanced Concepts	0.5		X	
		ACCT5125D - Advanced Assurance	0.5	X		
		ACCT5125R - Advanced Assurance	0.5		X	
		BUSI3007A - Auditing I	0.5		X	X
		BUSI3007B - Auditing I	0.5	X		X
		BUSI6000F - Seminar in Accounting I	0.5		X	
		BUSI6001S - Seminar in Accounting II	0.5	X		
		Total Credit Weight		**2.5**	**2.5**	**1.25**
Duxbury, Linda	Full Professor	BUSI6704F - Managing the Change Process	0.5			X
		BUSI6901S - Special Topics	0.5	X		
		MGMT5100A - Managing People&Organization	0.5	X		X
		MGMT5100B - Managing People &Organization	0.5		X	
		MGMT5100D - Managing People&Organization	0.5	X	X	X
		MGMT5120A - Fundam Lead&Manag Organi Chng	0.5	X		
		MGMT5120D - Fundam Lead&Manag Organi Chng	0.5		X	
		Total Credit Weight		**2.0**	**1.5**	**2.0**

Dyke, Lorraine	Full Professor	BUSI5907F - M.B.A. Thesis Tutorial	0.5		X	
		BUSI5907W - M.B.A. Thesis Tutorial	0.5		X	
		MGMT5111A - Conflict & Negotiation	0.25	X		
		MGMT5111D - Conflict & Negotiation	0.25		X	X
		MGMT5114A - Managing Diversity	0.25		X	
		MGMT5114D - Managing Diversity	0.25	X		X
		Total Credit Weight		**.5**	**.5**	**1.5**
Jog, Vijay M.	Full Professor	FINA5502A - Corporate Finance	0.25		X	X
		FINA5502D - Corporate Finance	0.25		X	X
		FINA5511A - Investments	0.25			X
		FINA5511D - Investments	0.25		X	
		FINA5513D - Mergers and Acquisitions	0.25	X	X	X
		FINA5521D - Financial Mangemt Concentratio	0.25		X	X
		Total Credit Weight		**0.25**	**1.25**	**1.25**
Kiggundu, Moses	Full Professor	BUSI3703A - Int'l & Comparative Management	0.5			X
		BUSI3703B - Int'l & Comparative Management	0.5	X		X
		BUSI4717A - Managing Glob in Emerging Econ	0.5			X

		IBUS5712D - Busi & Govt in Emerging Econom	0.25	X		X	
		Total Credit Weight		**.75**	**0**	**1.75**	
Kumar, Uma	Full Professor	BUSI6304W - Mgmt of Innovation and Tech.	0.5		X		
		BUSI6904W - Quantitative Research Design	0.5		X		
		TOMS5301A - Modeling Business Decisions	0.25	X		X	
		TOMS5301D - Modeling Business Decisions	0.25	X			
		TOMS5301E - Modeling Business Decisions	0.25			X	
		TOMS5302A - Operations Management	0.25	X		X	
		TOMS5302D - Operations Management	0.25	X			
		TOMS5302E - Operations Management	0.25			X	
		Total Credit Weight		**1.0**	**1.0**	**1.0**	
Kumar, Vinod	Full Professor	BUSI6304W - Mgmt of Innovation and Tech.	0.5		X		
		BUSI6904W - Quantitative Research Design	0.5		X		
		TOMS5301A - Modeling Business Decisions	0.25	X		X	
		TOMS5301D - Modeling Business Decisions	0.25	X			

Name	Title	Course	Credit				
		TOMS5301E - Modeling Business Decisions	0.25			X	
		TOMS5302A - Operations Management	0.25	X		X	
		TOMS5302D - Operations Management	0.25	X			
		TOMS5302E - Operations Management	0.25			X	
		Total Credit Weight		**1.0**	**1.0**	**1.0**	
Otchere, Isaac K.	Full Professor	ACCT5130B - Advanced Finance	0.5	X			
		ACCT5130S - Advanced Finance	0.5		X		
		BUSI2503R - Introduction to Finance	0.5	X			
		BUSI2505A - Business Finance	0.5		X	X	
		BUSI3500A - Corporate Finance	0.5	X	X	X	
		BUSI3500B - Corporate Finance	0.5	X	X	X	
		BUSI4510A - Mergers and Acquisitions	0.5	X	X	X	
		BUSI6500F - Seminar in Finance I	0.5		X		
		FINA5501A - Financial Management	0.25	X	X	X	
		FINA5501D - Financial Management	0.25	X	X	X	
		FINA5512A - Valuation	0.25		X		
		FINA5512D - Valuation	0.25	X		X	
		Total Credit Weight		**3.5**	**3.75**	**2.75**	
Papadopoulos, Nicolas	Full Professor	BUSI4205A - International Marketing Strat	0.5	X			

		BUSI4205B - International Marketing Strat	0.5	X			
		BUSI4719A - Practicum in International Bus	0.5		X	X	
		BUSI6700W - Sem. in Int'l Bus. I	0.5	X			
		Total Credit Weight		**1.5**	**0.5**	**0.5**	
Rod, Michel R.	Full Professor	BUSI2204A - Basic Marketing	0.5			X	
		BUSI2208A - Introduction to Marketing	0.5			X	
		BUSI2208B - Introduction to Marketing	0.5			X	
		BUSI2208G - Introduction to Marketing	0.5	X			
		BUSI2208H - Introduction to Marketing	0.5			X	
		BUSI4208A - Marketing Management	0.5			X	
		BUSI6200W - Seminar in Marketing I	0.5			X	
		Total Credit Weight		**0.5**	**0**	**3.0**	
Rojas-Mendez, Jose I.	Full Professor	BUSI3705A - International Buyer Behaviour	0.5		X	X	
		BUSI3705B - International Buyer Behaviour	0.5	X	X		
		BUSI3706A - Intl. Business Negotiations	0.5	X	X	X	
		IBUS5714D - Buyer Behavior in Int Mrkts	0.25	X	X	X	
		Total Credit Weight		**.75**	**1.75**	**1.25**	

Bailetti, Antonio	Associate Professor	BUSI4810A - Practicum in Business Creation	0.5	X	X		
		BUSI4810B - Practicum in Business Creation	0.5	X	X		
		TIMG5103A - Adv Tps: Tech Innovation Mgmt	0.5			X	
		TIMG5103S - Adv Tps: Tech Innovation Mgmt	0.5		X		
		TIMG5201A - Technology and Wealth	0.5	X			
		Total Credit Weight		**1.5**	**1.5**	**.5**	
Becker, Hilary	Associate Professor	ACCT5002A - Managerial Accounting	0.25		X	X	
		ACCT5002D - Managerial Accounting	0.25		X	X	
		ACCT5012A - Performance Measurement & Cont	0.25	X		X	
		ACCT5012D - Performance Measurement & Cont	0.25		X	X	
		ACCT5131A - Performance Management	0.5	X			
		ACCT5131R - Performance Management	0.5	X			
		BUSI4000A - Accounting Theory	0.5	X	X	X	
		BUSI4000B - Accounting Theory	0.5		X	X	
		Total Credit Weight		**1.75**	**1.75**	**2.0**	

Cai, Shaohan	Associate Professor	BUSI2301A - Intro to Operations Management	0.5		X		
		BUSI3301A - Supply Chain Fundamentals	0.5	X	X		
		BUSI4304A - Procurement and Contracting	0.5	X	X		
		Total Credit Weight		**1.0**	**1.5**	**0**	
Grant, Gerald	Associate Professor	BUSI6901F - Special Topics	0.5			X	
		BUSI6902F - Research Methodology	0.5	X	X	X	
		BUSI6907F - Ph.D. Thesis Tutorial	0.5		X	X	
		BUSI6907S - Ph.D. Thesis Tutorial	0.5		X	X	
		BUSI6907W - Ph.D. Thesis Tutorial	0.5		X	X	
		ITIS5401A - Fundamentals IT Service Mgmt	0.25	X	X	X	
		ITIS5401B - Fundamentals IT Service Mgmt	0.25			X	
		ITIS5401D - Fundamentals IT Service Mgmt	0.25	X	X		
		ITIS5403A - ICT for Development	0.25		X		
		ITIS5403D - ICT for Development	0.25	X		X	
		Total Credit Weight		**1.25**	**2.75**	**3.25**	
Hayibor, Sefa	Associate Professor	BUSI4601A - Business Ethics	0.5		X	X	
		BUSI4601B - Business Ethics	0.5		X	X	

		BUSI4601D - Business Ethics	0.5	X	X	X	
		BUSI4601E - Business Ethics	0.5	X			
		BUSI5802A - Business Ethics	0.25	X	X		
		BUSI5802B - Business Ethics	0.25	X	X		
		Total Credit Weight		**1.5**	**2.0**	**1.50**	
Hine, Michael J.	Associate Professor	BUSI1402E - Programming for Business I	0.5			X	
		BUSI2400D - Intro Information Systems	0.5		X	X	
		BUSI2400E - Intro Information Systems	0.5		X		
		BUSI2400F - Intro Information Systems	0.5		X	X	
		BUSI3400A - Database Analysis and Design	0.5	X			
		Total Credit Weight		**.5**	**1.5**	**1.5**	
Ji, Shaobo	Associate Professor	BUSI3402A - Systems Analysis & Design	0.5	X	X	X	
		BUSI4400A - Management of IS	0.5	X	X	X	
		BUSI6400F - Sem in Info Systems I	0.5			X	
		Total Credit Weight		**1.0**	**1.0**	**1.5**	
Jiang, Guoliang	Associate Professor	BUSI4708A - Int'l Expansion & Operations	0.5	X			
		BUSI4709A - Strategic Mgnt Int'l Business	0.5	X			
		BUSI4709B - Strategic Mgnt Int'l Business	0.5	X			

		Total Credit Weight		**1.5**	**0.0**	**0.0**	
Lu, Irene R.	Associate Professor	BUSI2204A - Basic Marketing	0.5		X		
		BUSI2208A - Introduction to Marketing	0.5	X	X		
		BUSI2208B - Introduction to Marketing	0.5		X		
		BUSI2208F - Introduction to Marketing	0.5		X	X	
		BUSI2208G - Introduction to Marketing	0.5		X	X	
		BUSI2208H - Introduction to Marketing	0.5		X		
		BUSI3207A - Marketing Research	0.5			X	
		BUSI4203A - Marketing: Not-for-Profit Orgs	0.5			X	
		BUSI4206A - Consumer Behaviour	1	X			
		BUSI5801A - Statistics for Managers	0.25			X	
		BUSI5801D - Statistics for Managers	0.25			X	
		Total Credit Weight		**1.5**	**3.0**	**2.5**	
McIntyre, Michael	Associate Professor	BUSI2504A - Essentials of Business Finance	0.5	X			
		BUSI2504D - Essentials of Business Finance	0.5		X		
		BUSI3505A - Gbl Finance& Mltintnl Enterpr	0.5			X	
		BUSI3512A - Derivatives	0.5		X		

		BUSI3512B - Derivatives	0.5		X		
		BUSI4504A - International Finance	0.5	X		X	
		BUSI4515A - Micro Finance	0.5			X	
		BUSI6501F - Seminar in Finance II	0.5	X			
		FINA5514D - International Finance	0.25			X	
		FINA5515A - Micro Finance	0.5			X	
		Total Credit Weight		**1.5**	**1.5**	**2.25**	
McKay, Ruth	Associate Professor	BUSI2101A - Organizational Behaviour	0.5		X		
		BUSI3102A - Human Resources Management	0.5		X		
		BUSI3102D - Human Resources Management	0.5	X			
		BUSI3102E - Human Resources Management	0.5	X			
		BUSI3102F - Human Resources Management	0.5	X			
		BUSI3103D - Intro to Organizational Theory	0.5			X	
		BUSI3119A - Business&Environ Sustainabilit	0.5			X	
		Total Credit Weight		**1.5**	**1.0**	**1.0**	
Mohsni, Sana	Associate Professor	BUSI2505B - Business Finance	0.5		X	X	
		BUSI4500A - Advanced Corporate Finance	0.5		X	X	
		BUSI4500B - Advanced Corporate Finance	0.5		X	X	

		BUSI4515A - Micro Finance	0.5		X	X
		BUSI6500F - Seminar in Finance I	0.5		X	
		FINA5515A - Micro Finance	0.5		X	X
		Total Credit Weight		**0.0**	**3.0**	**2.5**
Muegge, Steven M.	Associate Professor	TIMG5004A - Resrch Meth in Tech Innov Mgmt	0.5		X	X
		TIMG5004F - Resrch Meth in Tech Innov Mgmt	0.5	X		
		Total Credit Weight		**.5**	**.5**	**.5**
Nardon, Luciara	Associate Professor	BUSI2702A - Intro to Internat'l Management	0.5	X		
		BUSI4719A - Practicum in International Bus	0.5	X	X	
		BUSI6705W - Sem. in Int'l Bus. II	0.5		X	
		IBUS5716A - Management of Int Business	0.25		X	X
		IBUS5716D - Management of Int Business	0.25	X		
		IBUS5721D - Regional & Global Business Str	0.25		X	X
		Total Credit Weight		**1.25**	**2.0**	**0.5**
Neilson, Leighann C.	Associate Professor	BUSI4203A - Marketing: Not-for-Profit Orgs	0.5		X	
		BUSI4206A - Consumer Behaviour	1		X	X
		BUSI4229A - Marketing in Arts and Culture	0.5	X	X	
		BUSI6901W - Special Topics	0.5			X

				X	X	X	
		BUSI6903W - Qualitative Research Design	0.5	X			
		Total Credit Weight		**1**	**2**	**1.5**	
Nsakanda, Aaron L.	Associate Professor	BUSI3305A - Logistics and Transportation	0.5	X		X	
		BUSI3309A - Project Management	0.5	X		X	
		BUSI3309B - Project Management	0.5	X		X	
		BUSI3309E - Project Management	0.5			X	
		TOMS5303A - Managing Projects	0.25	X	X		
		TOMS5303D - Managing Projects	0.25			X	
		TOMS5305A - Int'l Dev Projects Prep & Form	0.25			X	
		Total Credit Weight		**1.75**	**0.25**	**2.5**	
Pollanen, Raili M.	Associate Professor	ACCT5013A - Public Sector & NGO Accounting	0.25		X		
		ACCT5013D - Public Sector & NGO Accounting	0.25	X		X	
		ACCT5121A - Advanced Concepts II	0.5	X			
		ACCT5121D - Advanced Concepts II	0.5	X	X		
		ACCT5121S - Advanced Concepts II	0.5		X		
		BUSI1005E - Managerial Acctng for Busi. St	0.5			X	
		BUSI4008A - Cost Management Systems	0.5			X	

		BUSI4008B - Cost Management Systems	0.5	X	X	X	
		BUSI5906A - Special Topics	0.25		X		
		BUSI5906B - Special Topics	0.25	X			
		BUSI6000F - Seminar in Accounting I	0.25		X		
		Total Credit Weight		**2.0**	**2.25**	**1.75**	
Ramirez, Alejandro	Associate Professor	BUSI1402B - Programming for Business I	0.5		X	X	
		BUSI2402A - Programming for Business II	0.5	X	X	X	
		BUSI3401A - Applic Develop Online Environm	0.5	X	X		
		BUSI4406A - Decision Making & Support Sys	0.5	X	X	X	
		BUSI5906A - Special Topics	0.25			X	
		BUSI6409W - Special Topics in Info. Syst.	0.5	X			
		ITIS5431A - Business Analytics for Manager	0.25	X	X		
		ITIS5431D - Business Analytics for Manager	0.25			X	
		Total Credit Weight		**2.25**	**2.25**	**2.0**	
Ritchie, Robin J.		BUSI3205A - Marketing Communications	0.5	X		X	
		BUSI3205B - Marketing Communications	0.5	X		X	

		BUSI4208A - Marketing Management	0.5		X		
		BUSI5106A - Bus. Case Analysis and Present	0.25		X		
		BUSI5906A - Special Topics	0.25			X	
		BUSI6201F - Seminar in Marketing II	0.5		X		
		MKTG5200A - Marketing Strategy	0.5	X	X	X	
		MKTG5200D - Marketing Strategy	0.5	X	X	X	
		Total Credit Weight		**2.0**	**2.25**	**2.25**	
Sakka, Ouafa	Associate Professor	ACCT5001A - Financial Accounting	0.25	X			
		ACCT5001D - Financial Accounting	0.25	X			
		BUSI1004A - Integrated Accounting I	0.5			X	
		BUSI1004B - Integrated Accounting I	0.5		X		
		BUSI1004F - Integrated Accounting I	0.5		X		
		BUSI2001A - Intermediate Accounting I	0.5	X	X		
		BUSI2001B - Intermediate Accounting I	0.5	X			
		BUSI4901B - Topics in Bus. I	0.5	X	X		
		BUSI6000F - Seminar in Accounting I	0.5		X		
		BUSI6001S - Seminar in Accounting II	0.5	X			

		Total Credit Weight		**2.5**	**2.5**	**0.5**
Schweitzer, Linda	Associate Professor	BUSI3800A - Business Case Analysis	0.5		X	X
		BUSI6803W - Corporate Strategy and Policy	0.5			X
		Total Credit Weight		**0**	**0.5**	**1**
Sears, Gregory J.	Associate Professor	BUSI3102A - Human Resources Management	0.5	X		X
		BUSI3102B - Human Resources Management	0.5	X		X
		BUSI3102D - Human Resources Management	0.5		X	X
		BUSI3102E - Human Resources Management	0.5		X	
		BUSI6101F - Current Topics in Org'l Behav	0.5		X	
		Total Credit Weight		**1.0**	**1.5**	**1.5**
Westerlund, Mika	Associate Professor	TIMG5101A - Integrated Product Development	0.5	X	X	X
		Total Credit Weight		**.5**	**.5**	**.5**
Zabolotnyuk, Yuriy	Associate Professor	BUSI2504A - Essentials of Business Finance	0.5			X
		BUSI2504B - Essentials of Business Finance	0.5			X
		BUSI3512A - Derivatives	0.5	X		X
		BUSI3512B - Derivatives	0.5	X		X
		BUSI4511A - Fixed Income Analysis	0.5	X		

				X			
		FINA5502A - Corporate Finance	.25	X			
		FINA5502D - Corporate Finance	.25	X			
		Total Credit Weight		**2.0**	**0**	**2.0**	
Dionisi, Angela	Assistant Professor	BUSI 3106A - Managing Conflict& Negotiation	.5		X	X	
		BUSI 3106B - Managing Conflict& Negotiation	.5		X		
		BUSI 4112A - Organizational Leadership			X	X	
		BUSI 4112B - Organizational Leadership			X	X	
		Total Credit Weight			**2.0**	**1.5**	
Doha, Ahmed		BUSI2301A - Intro to Operations Management	.5	X			
		BUSI2301B - Intro to Operations Management	.5	X	X		
		BUSI2301C - Intro to Operations Management	.5		X		
		BUSI4309A - Practicum Supply Chain Mnmgt	.5		X		
		BUSI4431A - E-Supply Chain Technol&Managme	.5	X	X		
		BUSI4607A - Mgnt Technology & Innovation	.5	X			
		Total Credit Weight		**2.0**	**2.0**		
Isabelle, Diane A.	Assistant Professor	BUSI2701C - Fundamentals of Intl Business	.5	X			
		BUSI2701E - Fundamentals of Intl Business	.5	X			

		BUSI2701G - Fundamentals of Intl Business	.5	X		
		BUSI2800A - Entrepreneurship	.5		X	
		BUSI2800C - Entrepreneurship	.5		X	
		BUSI2800D - Entrepreneurship	.5		X	
		BUSI3810A - Business Development	.5		X	X
		BUSI3820A - Practicum Business Design	.5			X
		BUSI4810A - Practicum in Business Creation	.5			X
		IBUS5701A - International Business	.25	X		
		IBUS5701C - International Business	.25		X	
		BUS5701D - International Business	.25	X		
		IBUS5701N - International Business	.25		X	
		IBUS5701T - International Business	.25	X		X
		IBUS5701Q - International Business	.25		X	
		Total Credit Weight		**2.25**	**2.75**	**1.75**
Kwan, Ernest	Assistant Professor	BUSI3207A - Marketing Research	.5	X	X	
		BUSI5801A - Statistics for Managers	.25	X	X	
		BUSI5801D - Statistics for Managers	.25	X	X	
		BUSI6901F - Special Topics	.5	X	X	

		BUSI6905W - Advanced Stat Methods	.5	X	X		
		Total Credit Weight		**2.0**	**2.0**		
McShane, Lindsay	Assistant Professor	BUSI2208A - Introduction to Marketing	.5		X		
		BUSI2208B - Introduction to Marketing	.5	X			
		BUSI2208F - Introduction to Marketing	.5	X			
		BUSI2208G - Introduction to Marketing	.5	X			
		BUSI3204A - Marketing: New Tools	.5	X	X		
		BUSI3204B - Marketing: New Tools	.5		X		
		Total Credit Weight		**2.0**	**1.5**		
Ruff, Katherine		BUSI1004D - Integrated Accounting I	.5	**X**			
		BUSI1004E - Integrated Accounting I	.5	**X**			
		BUSI1004F - Integrated Accounting I	.5	**X**			
		Total Credit Weight		**1.5**			

* as of July 2017

PART E: Program Admission and Enrolment

E.1 Admissions requirements
Admission into the M.Sc. in Management program will be judged primarily on the applicant's potential to undertake research successfully and his/her prospects for completion of the program. Applicants will submit a research proposal statement on applying to the program.

The normal requirements for admission to the M.Sc. in Management program is an Honours Bachelor of Commerce degree (or equivalent, e.g. 4-year Commerce, Bachelor of Business Administration or similar degrees) with at least a B+ average. Applicants who do not meet the normal requirements for admission may be required to completed additional courses, extra to the normal program requirements.

All applicants to the program are required to submit a GMAT (Graduate Management Admission Test) score with a minimum of 600 or an equivalent GRE (Graduate Record Exam) score. To calculate the equivalent GRE score, applicants can use the GRE Comparison Table for Business Schools.

E.1.2 Fast-Tracking from M.Sc. to Ph.D.
Students enrolled full-time in the M.Sc. in Management program at Carleton University, may be permitted to transfer into the Ph.D. program, without completing the master's program, provided they meet the following conditions:

- Completion of 2.5 credits of master's courses with a minimum average of A
- Have demonstrated exceptional research potential
- Make a formal application for admission to the Ph.D. program no later than the third term of initial registration in the M.Sc. program
- Have permission of the Director of Graduate Research Programs.

E.2 Class sizes and course and program capacity

Initially, students in this program will share courses with Ph.D. students (M.Sc. functional area courses are piggy-backed with Ph.D. 6000-level courses). Average class sizes should be around 10 students going to a maximum of 25 students with both M.Sc. and Ph.D. enrolled. This will help to reduce the possibility of cancellation of courses because of low enrolment.

E.3 Projected enrolment
The enrollment of domestic students will be dependent upon the number of funded positions granted by the Ministry of Advanced Education and Skills Development. The projections assume that these are funded positions. In addition, we expect to enrol international students who are either self-funded or funded by other governments or organizations   The projected enrolment over the next 5 years can be found in Table E.3.

E.3 Projected 5 year enrolment

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Student Intake						
Graduate – Full Time						
Domestic	0.0	4.0	4.0	4.0	5.0	5.0
International	0.0	4.0	5.0	5.0	5.0	5.0
Graduate - Part Time						
Domestic	0.0	2.0	2.0	4.0	4.0	4.0
International	0.0	0.0	0.0	0.0	0.0	0.0

These figures conservatively project the expected enrollment in the program. Current enrollment of 6-10 Ph.D. students per year and past enrollment in the previous MMS program provides the basis for these estimates.

PART F: Student Experience and Satisfaction

F.1 Student orientation, advising, and mentoring
Students in the M.Sc. in Management program are members of the Sprott School of Business. FGPA provides a student orientation program for graduate students in the Fall of each year. FGPA also provides ongoing information and support through a variety of programs such as Grad Navigate, writing bootcamps and resources, online professional development workshops and the Three Minute Thesis competition. The Director of Graduate Research Programs organizes a Sprott-specific graduate orientation for all new graduate students as well as ongoing communication electronically and on the Sprott graduate programs webpage.

Upon entry to the program, a supervisor/mentor will be assigned to each M.Sc. in Management student. The supervisor will serve as a guide and mentor to the student, assisting them in navigating choice of courses, thesis topic, research approach and method, and other research related activities. In consultation with the student, the supervisor will form a Graduate Advisory Committee. The committee will be authorized by the Director of Graduate Research Programs. The committee will provide guidance to the student and assess their progress through the program, from the articulation of research intention to the completion of their thesis. Committee members will provide feedback and guidance to the student to ensure they can be complete the program successfully.

M.Sc. in Management students will participate in research seminars and other scholarly activities organized by the office of the Associate Dean, Research and International. They will also engage with the activities of the Graduate Students Association (GSA) of Carleton University as well as other student-focused activities sponsored and organized by FGPA.

F.2 Student funding
The Business Plan outlines the commitment of FGPA to fund 10 domestic M.Sc. in Management students over the first five years. Student funding is based on a combination of Scholarships, Teaching and Research Assistantships. Scholarships are normally dispersed over three terms per year.

F.2 Projected 5-year Funding for Scholarships and TAships

Incremental Program costs (University View)	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Scholarships	-$ 0	$ 8,000	17,000	18,000	19,000	20,000
TAships	-$ 0	$41,152	82,304	82,304	92,592	102,880
Scholarships and TAs	*-$ 0*	*$49,152*	*99,304*	*100,304*	*111,592*	*122,880*

Students have the opportunity to secure additional external funding from a variety of sources including Ontario Graduate Scholarships (OGS), MITACS, and other organizations, as applicable. Faculty with Tri-Council and other research grants often experience a shortage of research-trained research assistants. The M.Sc. in Management students will provide an additional pool of potential research assistants. This will also enable faculty to pursue additional external operating grant funding to support research activities and salaries/stipends of their personnel.

F.3 Career paths of graduates

The program is, to a large extent, oriented to serving as a preliminary training ground for future doctoral students in the management field at Sprott School of Business or at other schools throughout the world. Additionally, students graduating with the M.Sc. in Management can pursue multiple career paths in the private, public, and not-for-profit sectors. With advanced research and analytical training, they are prepared to work as business consultants in the world's major consulting firms such as Deloitte, McKinsey, IBM, Accenture, PWC, among others. They are qualified to serve as business and research analysts, policy analysts, as well as in a variety of managerial positions suitable to their experience.

F.3 Career Paths

Educational	Public Sector	Private Sector	Non-Profit
• Ph.D. degree • Teaching • Research	• Policy development • Research • Public sector management	• Banking • Consulting • Marketing • Business Development • Financial planning • Technology forecasting • Business analysis • Operations analysis	• NGO Management • Social and economic policy development • Program Director • Program Development

PART G: Resources

G.1 Support and technical staff

The Sprott School of Business already has support staff and technical personnel supporting all its graduate programs. The program will be administered by a full-time Graduate Research Programs administrator who will cover both the M.Sc. and Ph.D. programs. Technical support will be provided by the Manager of Computing and his staff.

There are no additional support and technical staff required.

G.2 Teaching resources

Only one completely new course is being proposed (BUSI 5980). One additional new course BUSI 5981 is currently being taught as a Special Topics course. It will now have a permanent course number and description. Most of the functional area courses will initially be joint with the Ph.D. program. There is no immediate need (next 5 years) for additional teaching resources as additional instructor resources (two) have already been allocated to enable research-oriented faculty more opportunity to engage in student supervision. In the future, if warranted by enrollment, these courses may be separated into standalone courses, which may require additional resources

G.3 Space

M.Sc. students will need access to a study and resource room separate from the Ph.D. students. This will be required a re-allocation of some of the current space.

G.4 Library resources

No additional library resources will be needed as we already support the Ph.D. in Management program with similar and greater requirements.

PART H: Development of the Self-Study

A Programme Development Committee from the Sprott School of Business that consisted of the following members developed the self-study:
Dr. Gerald Grant, Associate Professor
Dr. Michel Rod, Associate Dean, Research and International and Director of the Ph.D. Program.

With contributions and advice from:
Dr. Adrian Chan (Associate Dean Programs and Awards, Faculty of Graduate and Postdoctoral Affairs)

Leslie MacDonald-Hicks, Program Officer, Faculty of Graduate Studies and Postdoctoral Affairs
Dr. Andrea Thompson and Sara Wills, Program Assessment Coordinators, Office of the Vice-Provost and Associate Vice-President (Academic)
Scott Gonsalves, Quality and Administration Officer
Dr. Linda Schweitzer, Associate Professor, Sprott School of Business

Acknowledgement: This self-study followed the template and format of the Volume 1 Health Sciences proposal of June 2016 developed by Dr. Kristin Connor, Dr. Edana Cassol, and Dr. Robert Burk. In some areas, where appropriate and reflective of the processes at Sprott and Carleton, some of the language was adopted and/or modified to the specifics of this proposal.

PART I: Calendar Language

Admission Requirements

Admission into the M.Sc. in Management program will be judged primarily on the applicant's potential to undertake research successfully and his/her prospects for completion of the program. Applicants will submit a research proposal statement on applying to the program.

The normal requirement for admission to the master's program in management is an Honours Bachelor of Commerce degree (or equivalent, e.g. 4-year Commerce, Bachelor of Business Administration or similar degrees) with at least a B+ average. Applicants who do not meet the normal requirements for admission may be required to completed additional courses, extra to the normal program requirements.

All applicants to the program are required to submit a GMAT (Graduate Management Admission Test) score with a minimum of 600 or an equivalent GRE (Graduate Record Exam) score. To calculate the equivalent GRE score, applicants can use the GRE Comparison Table for Business Schools.

Transfer from the Master' to the Ph.D. Program:

Students enrolled full-time in the M.Sc. in Management program at Carleton University, may be permitted to transfer into the Ph.D. program, without completing the master's program, provided they meet the following conditions:

- Completion of 2.5 credits of master's courses with a minimum average of A
- Have demonstrated exceptional research potential
- Make a formal application for admission to the Ph.D. program no later than the third term of initial registration in the M.Sc. program
- Have permission of the Director of Graduate Research Programs.

Program Requirements

M.Sc. in Management (5.0 credits)

1.	1.5 credits in:	1.5

	BUSI 5980 [0.5] Foundations of Management Theory and Research BUSI 5981 [0.5] Statistics for Business Research BUSI 5982 [0.5] Research Methodology in Business	
2.	0.5 credit in: BUSI 5983 [0.5] Qualitative Research Design BUSI 5984 [0.5] Quantitative Research Design	0.5
3.	1.0 credit in: BUSI 5080 [0.5] Seminar in Accounting I BUSI 5081 [0.5] Seminar in Accounting II BUSI 5180 [0.5] Seminar in Management I: Modern Organization Theory BUSI 5181 [0.5] Seminar in Management II: Current Topics in Organizational Behaviour BUSI 5280 [0.5] Seminar in Marketing I: Management and Strategy BUSI 5281 [0.5] Seminar in Marketing II: Consumer Behaviour BUSI 5380 [0.5] Seminar in Management of Production/Operations I: Strategic Management of Production Systems BUSI 5381 [0.5] Seminar in Management of Production/Operations II: Production/Technology/Strategy Interface BUSI 5383 [0.5] Systems Optimization: Methods and Models BUSI 5480 [0.5] Seminar in Information Systems I: Research Issues BUSI 5481 [0.5] Seminar in Information Systems II: Current Trends BUSI 5580 [0.5] Seminar in Finance I: Topical Issues in Investments BUSI 5581 [0.5] Seminar in Finance II: Theories and Empirical Methods in Corporate Finance BUSI 5780 [0.5] Seminar in International Business I: International Markets and Strategy BUSI 5781 [0.5] Seminar in International Business II: Managing in a Global Environment or elective courses taken with the permission of the Director of the Graduate Research Program	1.0
4.	Completion of the Research Tutorial	
5.	BUSI 5989 [2.0] M.Sc. Thesis	2.0
Total Credits		5.0

Academic standing: a grade of B- or better is normally required in each credit counted towards the degree. However, a candidate may, with the recommendation of the School and the approval of the Dean of the Faculty of Graduate and Postdoctoral Affairs, be allowed to count a grade of C+ in 0.5 credits.

Withdrawal from the program will be required if an M.Sc.. student:

- Receives a grade of lower than B- in 1.0 credits or more, or
- Fails to achieve a weighted GPA of 7.0 after completing 2.0 credits of study, or to maintain it, or

- Receives a grade lower than C+ in the same course more than once.

Research Tutorial
Students working with their supervisors will identify appropriate research topics and questions and will be mentored on how to conduct their thesis research. Research seminar attendance and participation are required.

Thesis
The M.Sc. thesis (BUSI 5989) is equivalent to 2.0 credits and should relate to issues consistent with the general focus of the M.Sc. program. The thesis must represent the results of the candidate's independent research undertaken after being admitted to graduate studies at Carleton University's Sprott School of Business. Previous work of the candidate may be used only as introductory or background material for the thesis.

A candidate may carry on research work related to the thesis off-campus, provided that the work is approved in advance and arrangements have been made for regular supervision of research thesis activities with the Director of Graduate Research Programs.
All students require the Sprott School's approval for their research topic.
Each candidate submitting a thesis will be required to pass an oral examination on the subject of the thesis.

I.3 Courses

I.3.1 New Courses

BUSI 5980 [0.5 credit]
Foundations of Management Theory and Research

Exploration of seminal and foundational works in Management Theory and Research. Review of the foundational thinking of scholars that influenced and shaped the Management discipline.

BUSI 5981 [0.5 credit][7]
Statistics for Business Research
An in-depth examination and critique of statistical inference. Also introduces linear regression. Statistical computing software will be used.

I.3.2 New Courses piggy-backed with Ph.D. courses

BUSI 5080 [0.5 credit]
Seminar in Accounting I

- [7] This course is already taught as a special topics course. It will now be given a new permanent course number and title.

Foundations in accounting theory and research methods in financial accounting, management accounting, taxation and assurance.
Also offered at the 6000-level, with different requirements, as BUSI 6000 for which additional credit is precluded.

BUSI 5081 [0.5 credit]
Seminar in Accounting II
Research methods, theory and practice in reporting, performance measurement, control, risk management and governance.
Also offered at the 6000-level, with different requirements, as BUSI 6001 for which additional credit is precluded.

BUSI 5180 [0.5 credit]

Seminar in Management I: Modern Organization Theory

The development of post-structuralist organization theory is examined. Theories of organizational culture and symbolism, political theories of organization, ethnomethodological, decision-based and population ecology approaches are investigated. The social, economic, and intellectual forces shaping organization theory provides a major focus.

Also offered at the 6000-level, with different requirements, as BUSI 6100 for which additional credit is precluded.

BUSI 5181 [0.5 credit]

Seminar in Management II: Current Topics in Organizational Behaviour

Current topics and debates in the research on organizational behaviour. Potential topics include motivation, learning, communication, decision-making, small group behaviour, leadership, careers, power and conflict.

Also offered at the 6000-level, with different requirements, as BUSI 6101 for which additional credit is precluded.

BUSI 5280 [0.5 credit]

Seminar in Marketing I: Management and Strategy

Marketing theory, history, and developments through the analysis, synthesis, and extension of theoretical and empirical papers on marketing management and strategy including all aspects of the marketing mix plus alliances, competitive advantage, global marketing strategies and segmenting, targeting and positioning.

Also offered at the 6000-level, with different requirements, as BUSI 6200 for which additional credit is precluded.

BUSI 5281 [0.5 credit]

Seminar in Marketing II: Consumer Behaviour

Consumer decision making theory and practice including information processing, behavioural decision theory and consumer culture theory perspectives.
Also offered at the 6000-level, with different requirements, as BUSI 6201 for which additional credit is precluded.

BUSI 5380 [0.5 credit]

Seminar in Management of Production/Operations I: Strategic Management of Production Systems

Developing a firm's strategies with respect to facilities, locations, technologies, vertical integration and sourcing arrangements. Recent developments in management policies and practices that enable production systems to excel and grow in the era of innovation-, cost-, time- and quality-based competition.

Also offered at the 6000-level, with different requirements, as BUSI 6300 for which additional credit is precluded.

BUSI 5381 [0.5 credit]

Seminar in Management of Production/Operations II: Production/Technology/Strategy Interface

The evolution and management of process innovation; management of productivity and sustainability using process technologies; integration of production strategy and technology; and supply chain interactions with development chain. Topics include process reengineering, quality function deployment, supply chain restructuring and the deployment of process innovations.

Also offered at the 6000-level, with different requirements, as BUSI 6301 for which additional credit is precluded.

BUSI 5383 [0.5 credit]

Systems Optimization: Methods and Models

Management science approaches in modeling systems for decision-making under certainty and uncertainty. Linear programming, network flows problems and applications, discrete optimization models, heuristics and metaheuristics, dynamic programming, nonlinear programming, simulation. Links between theory and application will be illustrated through case studies and applied modeling.

Precludes additional credit for BUSI 6703.

Also offered at the 6000-level, with different requirements, as BUSI 6303 for which additional credit is precluded.

BUSI 5480 [0.5 credit]

Seminar in Information Systems I: Research Issues

This seminar provides an advanced understanding of research themes, approaches, and methods prevalent in the Information Systems area. Students will engage in examining research issues in IS and perform critical analyses of the research methodologies used to investigate and report on them.

Also offered at the 6000-level, with different requirements, as BUSI 6400 for which additional credit is precluded.

BUSI 5481 [0.5 credit]

Seminar in Information Systems II: Current Trends

Theory and practice in current information systems research.

Also offered at the 6000-level, with different requirements, as BUSI 6401 for which additional credit is precluded.

BUSI 5580 [0.5 credit]

Seminar in Finance I: Topical issues in Investments

Selected topics in financial theory. Topics are chosen according to new developments in theory and with the interests of the students in mind. These may include theory of derivatives, pricing theory, information asymmetries, agency theory, economic efficiency, and empirical methods.

Also offered at the 6000-level, with different requirements, as BUSI 6500 for which additional credit is precluded.

BUSI 5581 [0.5 credit]

Seminar in Finance II: Theories and Empirical Methods in Corporate Finance

Foundations for empirical research methodologies used in selected papers in finance; informational issues and their impact on capital market efficiency; economics of mergers and acquisitions, dividend and information; and emerging areas in finance such as market failures, corporate governance, financial crisis, and behavioural finance.

Also offered at the 6000-level, with different requirements, as BUSI 6501 for which additional credit is precluded.

BUSI 5780 [0.5 credit]

Seminar in International Business I: International Markets and Strategy

An advanced examination of contemporary theory on the international expansion of the firm: Globalization, trade and investment flows, trade blocs, and free trade zones; consumers and culture; key actors in global markets; sequential internationalization, expansion modes, and location theory; strategy by firm size.

Also offered at the 6000-level, with different requirements, as BUSI 6700 for which additional credit is precluded.

BUSI 5781 [0.5 credit]

Seminar in International Business II: Managing in a Global Environment

The role of culture, cognition, and behaviour as it relates to management theory and practices. Issues related to globalization, technology, and workplace diversity are explored through an investigation of cultural theories and their implications for cognition, behaviour, and management.

Also offered at the 6000-level, with different requirements, as BUSI 6705 for which additional credit is precluded.

BUSI 5982 [0.5 credit]
Research Methodology in Business
The study of research techniques commonly used in research on business and management issues. The development of knowledge of these methodologies and their application, and their possible use in the thesis research of the student are the two main goals of this course.
Also offered at the 6000-level, with different requirements, as BUSI 6902 for which additional credit is precluded.

BUSI 5983 [0.5 credit]
Qualitative Research Design
The use of qualitative data in business research. Includes discussion of research design; data collection, analysis and interpretation techniques; overview of philosophy of science debates regarding epistemological and ontological stance; and practical, hands-on experience.
Also offered at the 6000-level, with different requirements, as BUSI 6903 for which additional credit is precluded.
Prerequisite: BUSI 5982

BUSI 5984 [0.5 credit]
Quantitative Research Design
In-depth study of various theories and assumptions of quantitative research design methodologies in business and management;. exploration of alternative research designs to select a particular strategy; conceptual understanding and application of statistical methods for data analysis; critique of research from a variety of practice settings applying quantitative design methods; design a research project.

Also offered at the 6000-level, with different requirements, as BUSI 6904 for which additional credit is precluded.
Prerequisite: BUSI 5982

BUSI 5989 [2.0 credits]

M.Sc. Thesis

PART J: M.Sc. in Management Programs in Canada

Table J.1. Other M.Sc. in Management Programs in Canada

University	Unit	Degree/Grade	GMAT	Length/ months	Focus	Use of Ph.D. Courses	Thesis
Carleton University	Sprott School of Business		600 or GRE equivalent	24	Management	Yes	Yes
University of Ottawa	Telfer School of Management	BCom and other Bachelors Degrees B+ (75%)	Competitive Score	24	Innovation Management Entrepreneurship Finance	?	Yes
Queens University	Smith School of Business	Bachelors B+ (77%)	640 or GRE Equivalent	12	Accounting Business Economics Finance International Business Management Information Systems Management Science Marketing Organizational Behaviour Strategy	Yes, Advanced Seminars	Major Research Project

University	Unit	Degree/Grade	GMAT	Length/ months	Focus	Use of Ph.D. Courses	Thesis
Western University	Ivey School of Business	Bachelors B average	Competitive score or GRE	16	International Business Business Analytics CEMS MiM	?	Field project
Ryerson University	Ted Rogers School of Business	4 Year Bachelors degree B (73%)		16	Accounting Entrepreneurship and Strategy Finance Global Management Studies Health Services Management Human Resources Management and Organizational Behavior Information Technology Management Law and Business Marketing Real Estate Management Retail Management	No	Thesis

University	Unit	Degree/Grade	GMAT	Length/ months	Focus	Use of Ph.D. Courses	Thesis
York University	Schulich School of Business	Bachelors Non-business B+	Not Required	12	Management	No	Project
Brock University	Goodman School of Business	B+ (78%)	550 GRE 60%	24	Accounting Finance Marketing Operations and Information Systems Management Organization Studies		Thesis
Concordia University	John Molson School of Business	Bachelors 3.0 G.P.A.	580+	24	Human Resources Strategic Management	?	?
HEC Montreal	HEC	BBA 3.0 G.P.A.	Pass TAGE-MAGE GRE	16-24	International Business		Thesis
University of Manitoba	Asper School of Business	Honors Bachelors	600+	12-24	Actuarial Mathematics Finance Marketing Organizational Behavior	?	Thesis

University	Unit	Degree/Grade	GMAT	Length/ months	Focus	Use of Ph.D. Courses	Thesis
					Organizational Theory Human Resources Management Strategy, Entrepreneurship, and small business Supply Chain Management		
University of Saskatchewan	Edwards School of Business	Bachelors 4-year	550+	24	Marketing	No	Thesis
University of British Columbia	Sauder School of Business/Robert H. Lee Graduate School	Bachelors 4-year	Required	12+	Finance Management Information Systems	?	Thesis

PART K: Evidence for Demand in M.Sc. in Management

According to the US Bureau of Labor Statistics' Occupational Outlook Handbook "Employment of management analysts is projected to grow 14 percent from 2014 to 2024, much faster than the average for all occupations. Demand for the services of these workers should grow as organizations continue to seek ways to improve efficiency and control costs." (https://www.bls.gov/ooh/business-and-financial/management-analysts.htm). Similar or greater growth is projected for marketing analysts and operations analysts. The Canadian Occupational Projection System (COPS) suggest in its Assessment of Projected Labour Market Conditions, 2015-2024 that there will be a shortage of professionals in the business management consulting occupations (http://occupations.esdc.gc.ca/sppc-cops/content.jsp?cid=occupationdatasearch&lang=en).

Students graduating from the M.Sc. in Management program will have the advanced analytical and subject matter skills demanded of management consultants and analysts. They will be well placed to fill the projected gaps in the availability of such specialists across North America.

PART L: Attachments

The following documents are attached to this Volume I brief:

Carleton University Library Report for Graduate Studies in Management
Letters of Support

Institutional Quality Assurance Process

Library Report for M.Sc. in Management, Sprott School of Business

New Program

Date: April 3rd, 2017

Compiled by: Trish O'Flaherty, Subject Specialist for Business

Submitted to: John Shepherd, Vice-Provost and Associate Vice-President (Academic)

cc Gerald Grant, Associate Professor and Director, Centre for Information Technolgy, Organizations and People (CITOP) Sprott School of Business
Michel Rod, Associate Dean, Research and International, Sprott School of Business
Jerry Tomberlin, Dean, Sprott School of Business
Matthias Neufang, Dean, Faculty of Graduate and Postdoctoral Affairs
Leslie MacDonald-Hicks, Program Officer, Faculty of Graduate and Postdoctoral Affairs
Christina Noja, Acting Manager, Office of the Vice-Provost and Associate Vice-President (Academic)
Wayne Jones, University Librarian
David Sharp, Head, Collection Development and Acquisitions
Colleen Neely, Assessment Projects Librarian

Overview and Recommendations

An analysis of Carleton University Library's information resources and services in support of the M.Sc. in Management demonstrates that the Library does not require additional funds to support it.

Library Collections

Subject Specific

The Library's collection includes specific resources to support the M.Sc. in Management. These include (but are not limited to) 100% of the top-ranked 20 journals, ranked by impact factor, in *Journal Citation Reports* classified under the subject category business.   In addition, the library's collection also includes 100% of the top-ranked 20 journals classified under the subject category finance (which includes accounting titles) and 19 of the top 20 titles* classified under Management. The basic assumption is the top journals will most likely be publishing current research relevant to the program

*The library does not subscribe to the title ranked N. 11 *Annual Review of Organizational Psychology and Organizational Behavior*.

During the 2015/2016 academic year, the Library's spending for collections in all areas was about $6.1 million. About $2.5 million was spent on general electronic resources which benefit all subject areas. In addition to that amount, the following table shows the amounts spent on electronic resources (databases, journals, ebooks, indexes), print journals, and monographs related to business.

Library Collections Spending, 2015/2016: *[Subject Area]*	Electronic Resources	Print Journals	Monographs
	$189,979.14	28,908.92	$18,145.53

The Library's spending on monographs for business* in the past eight years has been as follows:

Library Collections Spending, Monographs: *[Subject Area]*							
2008/2009	**2009/2010**	**2010/2011**	**2011/2012**	**2012/2013**	**2013/2014**	**2014/2015**	**2015/2016**
$32,285.50	Not available	$33,021.98	$32,312.19	$30,690.43	$25,503.91	$25,499.20	$18,145.53

In addition to the 2015/2016 amount, $169,509 was spent on monographs through patron driven acquisitions. Changes in collection procedures allow patrons to click on unpurchased titles listed in the library catalogue. The title is purchased in electronic format as a result.

Additional spending also includes textbooks and monographs as requested by faculty to be placed on reserves and $46,000 (Cdn) was spent to provide full access to the Harvard Business Review.

The policy for materials that the Library collects for businss may be found at
http://www.library.carleton.ca/about/policies/collection-development-subject-profiles.*]*

Teaching, Learning, and Research

The information-literate student is one who is able to access information efficiently, critically assess it, assimilate and synthesize it effectively. The Library's programs and services are grounded in Ontario's Quality Assurance Framework, articulated in *Ensuring the Value of Univeristy Degrees in Ontario*, the Council of Ontario Universities' guide to degree level expectations in the province.

The Subject Specialist works collaboratively with faculty to address students' information competencies through a number of methods, including the following:

Instruction, Teaching, and Practicums
The Subject Specialist designs classes and practicum opportunities to meet the needs of specific assignments and course requirements while addressing broad learning objectives. Throughout the year in-class presentations are given to graduate level classes in Sprott, including general sessions for MBA and PhD classes and individual classes such as STGY 5900 and BUSI 6501.

The Library offers workshops for graduate students in research and writing through the Faculty of Graduate and Postdoctoral Affairs (FGPA). FGPA hosts Grad Navigate: a hub of graduate-specific workshops and services that assist graduate students in navigating different aspects of their graduate school experience and developing professional skills. Examples include (but are not limited to) workshops about copyright, citation management, research data management, NVIVO, scholarly journal writing, research impact, and data visualization.

Learning Support – Provided Online

The Library website (library.carleton.ca) is designed to support each step of the research process: identifying, accessing, borrowing, evaluating, and citing resources. Google Analytics recorded almost 1 million visits to the Library website during 2015/2016. Library users can now easily conduct a comprehensive search of the entire collection using the new Summon search interface.

Highlights of the Library website include:

- Course guides available include BUSI – MBA, BUSI – PhD, BUSI 6501, IBUS 5712 and STGY 5900
- Subject guides are available for accounting, finance, organizational behavior and management, entrepreneurship, etc.
- Online and in-person training on Bloomberg

Research Partnerships

Active research is the foundation of a strong academic program, and an increasingly important part of student learning and development. The Library provides resources, services, and expertise to facilitate the Carleton research community at all levels and through all stages of the research process. This research support is provided at key service points, and through consultations and more formal collaborations.

Services and Spaces

Individual Research Consultations

Statistical consulting is available for the software Stata and SPSS and the Subject Specialist provides individual research assistance to students by appointment.   In 2015/2016 the Subject Specialist met with 407 students or faculty – the majority from Sprott.

Research Help Desks

Onsite research help is also available at three service points: the main Research Help desk, the MADGIC (Maps, Data, and Government Information Centre), and the Archives help desks. The main and MADGIC desks are open seven days a week during the fall and winter terms, and are supplemented with phone, email, and chat reference services. These three service points had a total of 11,314 visits in 2015/16.

General Information about the Library

The Library underwent extensive renovations in 2012-13, including two additions (West and East), and extensive renovations to the interiors. The East addition consists of five storeys of renovated space, totaling 28,500 square feet, punctuated by a large new reading room on the main floor, an Ottawa Community Resource Room, and an open-concept façade from top to bottom. The West addition consists of a two-storey addition, Levels 4 and 5, totaling 45,700 square feet of new library space. The new design for the fourth and fifth floor addition located at the rear of the building includes expanded group study rooms, digital media study rooms, the Discovery Centre with three innovative learning labs, and a special collections study area. Throughout the existing portion of the library, approximately 34,700 square feet was renovated, creating many modernized departmental spaces, including Reference Services, MADGIC, ARC, Reserves, and Interlibrary Loans.

The Discovery Centre is a 9,500 square foot collaborative workspace for undergraduate research. This dynamic learning environment is outfitted with ergonomic, accessible and stylish furniture as well as state-of-the-art technology. Complete with three Library Laboratories (a gaming lab, a learning lab, and a multimedia lab), this multi-purpose space can be adapted to suit a wide range of needs.

The Library's collection includes 1,069,744 printed monographs and 811,272 e-books, and licensed access to 72,709 electronic journals. In addition, the Library has substantial collections of government documents and other resources, maps, data, rare books and other special research collections, printed journals, archives, theses, multimedia resources (audio, DVD, streaming video), musical scores, computer games, as well as licensed access to a broad range of fulltext and indexing databases. For a snapshot of details, see Appendix.

Subject specialists and liaison librarians, working with faculty members and coordinated by the Head of Collection Development and Acquisitions, build and maintain the Library's collection by developing subject-specific collection policies which guide the systematic selection of materials. The Library also provides a request form on its website where a user may suggest a book or other item for purchase. Although the majority of monographs are collected in print format, the library is increasing its e-book

collections. Students and faculty already have access to many e-books in a wide range of subjects and disciplines.

In order to enhance its purchasing power (particularly for electronic resources), the Library is an active member of two major cooperative partnerships: the Ontario Council of University Libraries (OCUL), a consortium of the 21 academic libraries in the province; and the Canadian Research Knowledge Network (CRKN), a consortium of 75 academic libraries across the country.

The Library's annual acquisitions budget for the 2016/2017 fiscal year is $6 million, and its staffing and operating budget is $10.9 million.

The Library acquisitions budget is not protected from inflation, exchange rates, or cuts, which often challenges the Library's ability to provide all the necessary resources in support of teaching, learning, and research at Carleton. Consideration of the funds necessary for the Library's acquisitions budget is part of the academic planning and Quality Assurance processes for new programs. In relation to other Canadian academic libraries, Carleton's acquisitions budget is small, and comparisons on specific metrics also generally place Carleton at the back. Carleton's budget has increased by about 36% since 1999/2000 – slightly less than the increase in the national average of academic library budgets over the same period. But the the main problem is that Carleton's dollar amount is historically small in comparison to the national average, and since 1999/2000 it has not been catching up: it remains at about 52% (Carleton = about $5.4 million and the national average = about $10.3 million as of 2013/2014, the latest year for which comparative figures are available). The Library is dedicated to regular assessment of its resources and services. Staff use an assortment of qualitative and quantitative techniques to evaluate collections and services in order to make sound decisions within budget parameters.

The Library strongly supports the principles and practices of open access. The University's institutional repository, CURVE, was established in 2011 and is maintained by the Library. It includes not only a growing archive of the broad intellectual output of the University, but also digitized versions of most of the theses accepted at Carleton since 1955 – and as of 2014 houses all new Carleton theses deposited electronically. The Library contributes to CURIE, the University's program to provide funding for faculty and researchers who are publishing in open access journals, and also hosts 6 OA journals online using the Open Journal Systems management and publishing system.
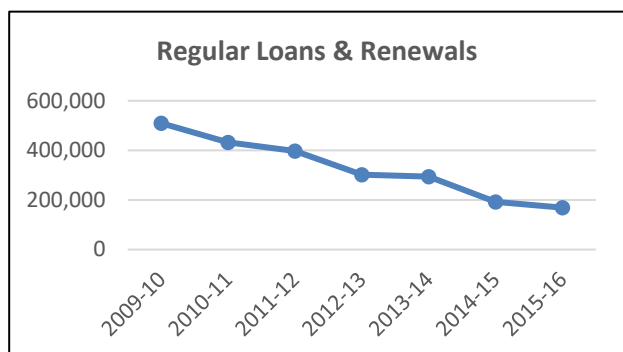
AT A GLANCE: CARLETON UNIVERSITY LIBRARY

Statistics as of May 1, 2016 except where indicated.

Teaching, Learning, & Research

Library Instruction Sessions

 # Participants
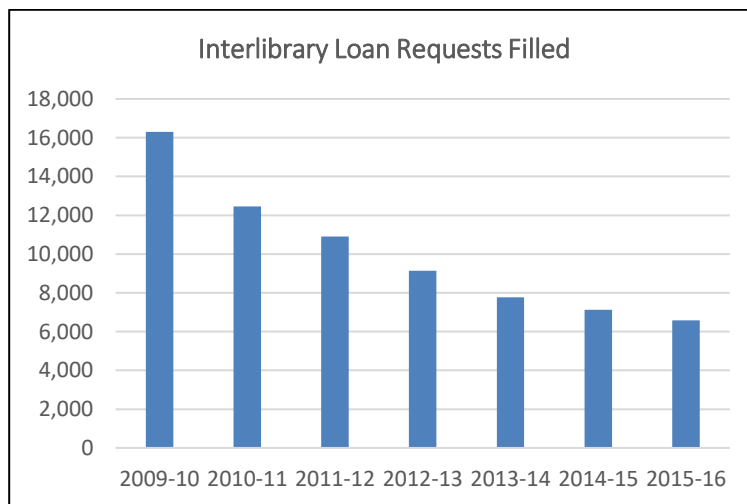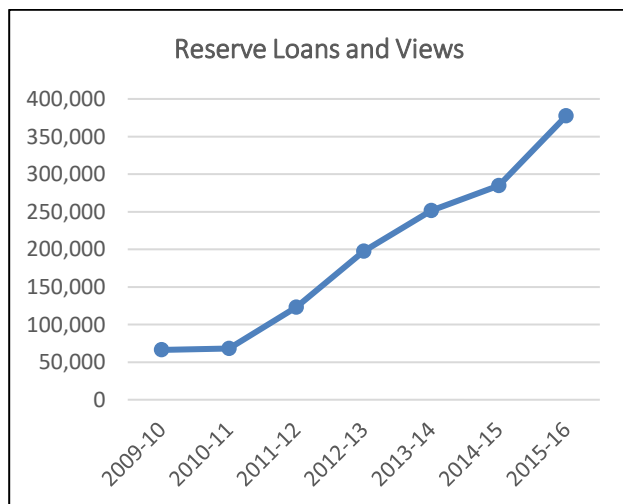

Research Experience

Regular Loans & Renewals
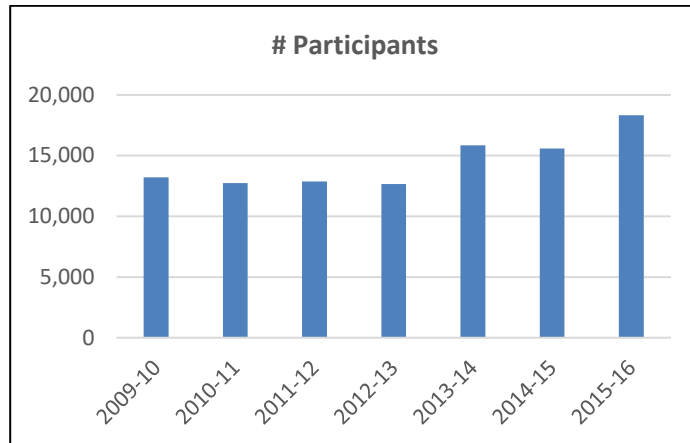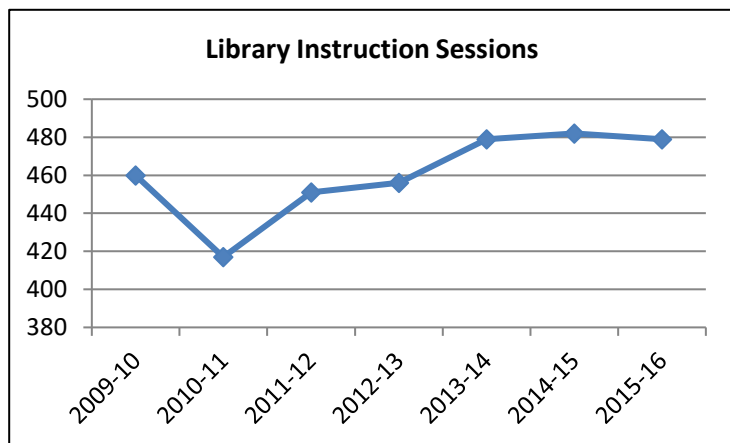
Highlights:

- CURVE - Carleton's Institutional Repository
- Open Access Funding for Faculty, Staff, & Students
- Research Data Management Training
- Open Access Awards for Graduate Students
- Discovery Centre for Undergraduate Research & Engagement
- Professional Skills Training for Graduate Students

Electronic Usage

E-journal downloads (2015):
1,669,404

E-book uses (packages) (2015):
806,700

Library Web Visits (2015-16):
1 million

Reserve Loans and Views

Interlibrary Loan Requests Filled

Student Learning Experience

Student Visits to Adaptive Technology Centre

Transcription Services

- Transcription Services students
- Transcription Services requests
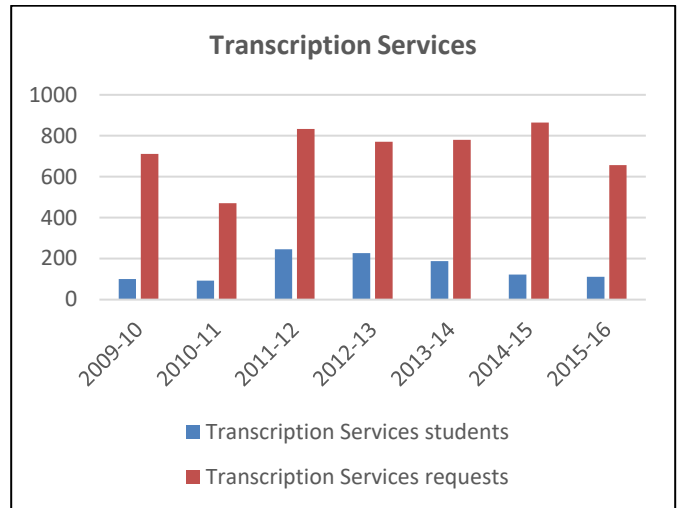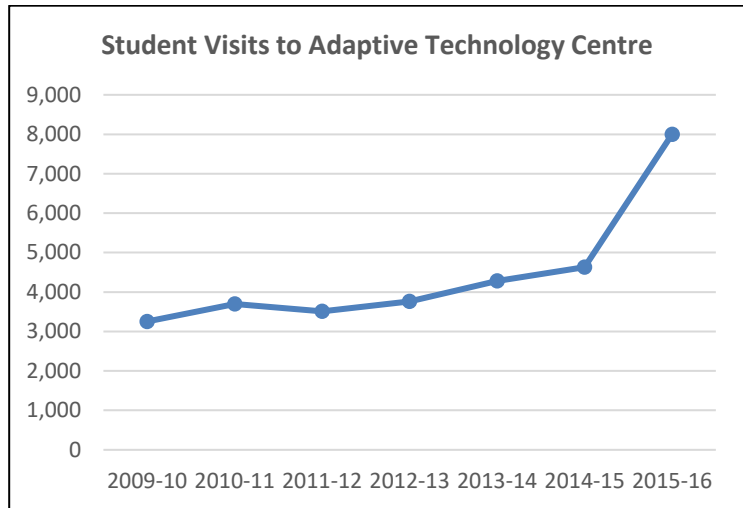
Highlights:
- Over 1.3 million visits in a year
- 2,000 seats
- 178 workstations
- Group & graduate study rooms
- Innovative Study areas
- Adaptive Technology Centre
- 24 hour access at peak times

Organizational Excellence

Collection Facts

# Print Volumes	1.8 million
# Manuscripts & Archives	1659.4 linear metres
Percentage of Total Collection Budget Allocated to E-Resources	81%
# Cartographic Materials	162,000
# E-books	811,272
# E- Journals	72,709

Ranking & Comparisons

Globe & Mail 2016 Canadian University Report	
Average	Library Resource Spending
Maclean's - Comprehensive Universities (2016)	
5th/15	Library Expenses
14th/15	Library Acquisitions
Carleton Service Satisfaction- Students (2014)	
8.6/10	Overall satisfaction- Library
Carleton Service Satisfaction- Employees (2015)	
8.6/10	Overall satisfaction- Library

Expenditures

Total Expenditures- Library Materials
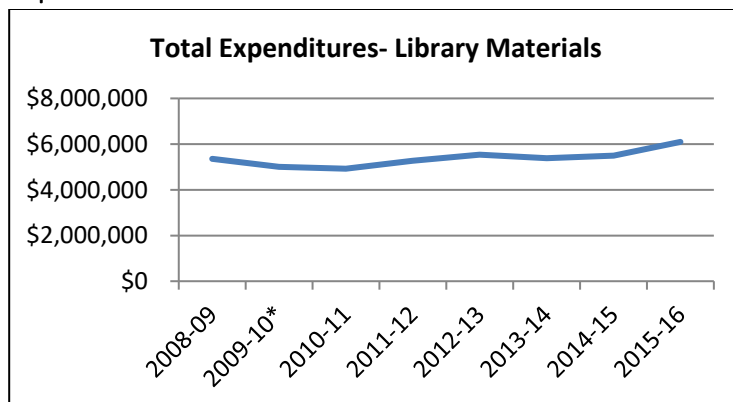
Library collection expenditures (2013/14) *(Cdn Assoc of Research Libraries- latest figures)*	Carleton = $5,401,807 National Average = $10,389,197
Library collections expenditure as a percentage of University budget (2013/2014) *(CARL- latest figures)*	Carleton = 1.51% National Average = 1.75%

*Amount as of April 9, 2010

April 25, 2017

Dr. Michel Rod
Associate Dean, Research and International and Director, Ph.D. Program
Sprott School of Business

Dear Michel

Re: M.Sc. in Management Program

This is to express and confirm my strong support for the proposed. M.Sc. in Management Program. The proposed program was included in the 2013-2017 Strategic Mandate Agreement with the Province of Ontario. This was a commitment made by the Sprott School of Business then. I am glad to see that we are moving forward to make that commitment a reality. The M.Sc. in Management will be a strong complement to the Ph.D. in Management program. It will fill a gap for an interdisciplinary research-focused Masters degree that can severe at least two important functions: (1) to provide a steady stream of potential students for the Ph.D. in Management program; (2) to give tenure track and untenured assistant professors the opportunity to serve as sole supervisor of a research thesis, something they cannot do at the Ph.D. level. Having a program such as this will also allow for the more regular staging of graduate courses in the Ph.D. program since the Masters course will be piggybacked with the Ph.D. courses.

Sprott has a strong cohort of research faculty who are looking for additional research assistance from graduate students. The school has hired two additional lecturers who will assume a large amount of the teaching accountabilities, freeing up space and time for research faculty to engage in the M.Sc. and Ph.D. programs. Although the program will not need a large amount additional resources, we are committed to supporting its growth and development in the near and long-term.

I believe this program will be a positive benefit to the School. I give it my full support.

Yours sincerely

Jerry Tomberlin
Professor and Dean, Sprott School of Business

May 15, 2017

Prof. Gerald Grant
Sprott School of Business
Carleton University

Re: MSc in Management

Dear Professor Grant,

I am extremely pleased to provide a letter of strong support for the proposed Master of Science (MSc) in Management. This program will focus on research training at the Master's level in the Sprott School of Business and further enhance Carleton's reputation as a research-intensive comprehensive university.

The program is included in Carleton University's Strategic Mandate Agreement (SMA) with the Ontario Ministry of Advanced Education and Skills Development (MAESD). The SMA recognizes *Business, Entrepreneurship, and Innovation* as an area of institutional strength, with proposed program areas for growth including *Business, Entrepreneurship, and Governance*.

The MSc in Management program will give students the opportunity to develop research knowledge and skills preparing them to pursue advanced studies at the PhD level, as well as research-oriented careers in the private, public, or not-for-profit sectors. The program of integrative courses will furnish students with a knowledge of research methods and skills essential for understanding complex problems faced in management and business. The program will provide students with a theoretical and practical understanding of management in addition to the opportunity to work on real-world research problems.

The Faculty of Graduate and Postdoctoral Affairs (FGPA) is committed to supporting up to five MSc in Management students each year to a steady-state of ten funded students. This will be accomplished through teaching assistantships and scholarships. FGPA welcomes this new and exciting graduate program that will provide students with an exceptional learning experience.

Sincerely yours,

Prof. Matthias Neufang
Dean, Faculty of Graduate and Postdoctoral Affairs
Carleton University

Discussant's Report, Proposed MSc in Management

Achim Hurrelmann, May 24, 2017

This discussant's report comments on the proposal for a new MSc degree in Management, to be housed in the Sprott School of Business. The new degree is included in Carleton's Strategic Mandate Agreement 2014-17. The ambition is to create a research-oriented Master's degree that complements the existing, professionally oriented MBA degree in Sprott. The new program is also conceptualized as a feeder program into Sprott's PhD in Management.

The program lead and his team should be complimented for presenting a carefully prepared, thorough self-study that clearly lays out the proposed programs' rationale, curricular structure, and governance. The self-study emphasizes that the new program, which builds on the history of the Master of Management Studies (MMS) that existed at Carleton until 2001, reflects the unique interdisciplinary structure of the Sprott School of Business: The proposed program provides a strong methodological education as a common core, but will allow students to define their own research interests by drawing on a range of courses from various fields (Accounting, Finance, Information Systems, International Business, Marketing, Organizational Behaviour, Productions and Operations, and Strategic Management). The two-year degree will have a thesis requirement; in other words, all students will have to prepare an original piece of research drawing on one or more of these fields.

This discussant's report seeks to identify a number of aspects in which this otherwise excellent self-study could be further improved. It comments in particular on (a) the learning outcomes of the proposed degree, (b) the proposed model of course delivery, (c) the thesis requirement and its implications for student recruitment, and (d) faculty teaching assignments and program governance. The final section (e) discusses the external reviewers proposed in Volume III of the self-study.

(a) Learning Outcomes

The self-study identifies eight learning outcomes, spells out clearly how they will be addressed in the program, and develops a detailed plan for their assessment, based on precisely defined deliverables. While the section on learning outcomes is overall very convincing, I would like to raise two questions:

- The only courses mentioned in the curriculum map are the five core methods courses, four of which must be completed by every student (BUSI 5980, 5981, 5983, and 5984 or 5985). By contrast, none of the elective courses on substantive aspects of management is mentioned in the section on learning outcomes. In my view, it would be desirable to integrate these courses into the learning objectives, to explain why students have to complete 1.0 credits in these electives to complete their degree.
- In discussing learning outcomes LO7 (Communicate and defend research ideas) and LO8 (Develop professional relationships), the self-study does not explain how the program puts students in a position to achieve these learning outcomes. All mechanisms mentioned in the text relate to optional, not strictly program- or course-related activities, such as presenting work at conferences

or developing a "professional network". It would be desirable if the program contained mechanisms to explicitly train students in these respects.

(b) Model of course delivery

With the exception of two newly created 5000-level courses, BUSI 5980 (Foundations of Management Theory and Research) and BUSI 5981 (Statistics for Business Research), all courses listed in the curriculum for the new MSc degree with be piggy-backed sections of existing 6000-level courses. This raises significant concerns which are, in my view, not yet adequately addressed in the self-study. How can the program ensure that the presence of MSc students does not dilute the PhD students' educational experience? Conversely, how can the program prevent MSc students from feeling overwhelmed by material appropriate for the PhD level?

The self-study glances over these questions; it states that putting MSc students in PhD courses "does not mean downgrading the quality of the courses" (p. 14) and that "requirements for both [the MSc and PhD level] need to be carefully managed" (p. 16), but it does not explain how this will be done. In my view, would be desirable if this challenge was addressed with a more detailed discussion of pedagogical approaches and strategies of intra-course differentiation.

(c) Thesis requirement and its implications for student recruitment

One of the most noteworthy features of the proposed program is the requirement for all students to complete a 2.0-credit thesis as a condition for graduation. While this might have been a standard requirement for Master's programs in the social sciences in the 1990s, when the Master of Management Studies (MMS) was in operation, most Master's programs nowadays face pressures to allow a coursework-only path to completion.

As Director of an MA program with a mandatory research requirement (2.0-credit thesis or 1.0-credit research essay), I applaud the inclusion of such a requirement in the MSc in Management. However, I am unsure whether the proposed admission requirements (Bachelor of Commerce with a grade of B+, plus GMAT score of 600) are stringent enough to ensure that students recruited for the program will indeed have the abilities (particularly writing skills) to complete a thesis. I would have liked to see a little more elaboration on this issue. (My own experience in EURUS is that many students admitted with a B+ average have difficulties completing a research essay, and a thesis is even more demanding.)

(d) Faculty teaching assignments and program governance

The self-study emphasizes that no additional faculty or staff resources will be needed to offer the new program. This seems plausible given the relatively large size of the Sprott faculty, the small projected enrolment in the MSc degree, and the fact that the program has only two distinct 5000-level courses, while the remaining courses are piggy-backed with the 6000 level. However, I would have appreciated information on which faculty members (from the long list provided in the self-study) will, at least

initially, be available to teach the program's distinct 5000-level courses, BUSI 5980 and 5981. Adding this information would provide reassurance that faculty expertise is available to cover the new material.

In the section on governance, I was confused by the reference to "the Chair" (p. 22) as a role distinct from the Director of Graduate Research Programs. This is possibly an editorial oversight (note that this section has subsections C1 and C3, but no C2). This should be corrected.

(e) External assessors

The self-study proposes ten potential external assessors. All of the nominees have significant experience in the administration of graduate programs, usually in the role as associate dean in a business school or graduate faculty. Because of this, they all strike me as qualified to serve as external assessor for this program. However, given the structure of the proposed degree, I would consider it beneficial if at least one of the referees had a research or teaching specialization in research methods. Based on the short bios and selected publications provided (admittedly incomplete information), this seems to be the case for the following three nominees. I would suggest that at least one of them is included in the review team.

- Eileen Fischer, Schulich School of Business, York University (qualitative methodology)
- Jacques Robert, HEC Montreal (applications of game and agency theory)
- Roy Suddaby, Peter B. Gustavson School of Business, University of Victoria (qualitative methodology; historical and institutional approaches)

MSc in Management
September 19th and 20th, 2017
External Reviewers: Ernest Biktimirov, Brock University and Dr. Michael Maier, University of Alberta
Internal Reviewer: Randall Germain, Department of Political Science

Time	September 19th, 2017	Location
9:00 – 10:00	Dr. Lorraine Dyke, Vice-Provost and Associate Vice-President (Academic)	421D Tory Building
10:05 - 10:35	Dr. Matthias Neufang, Dean of Graduate and Postdoctoral Affairs	512 Tory Building
10:40 – 11:40	Dr. Linda Schweitzer, Interim Dean, Sprott School of Business	810 Dunton Tower
11:45-1:00	Lunch Names of attendees: Michel Rod, Uma Kumar, Scott Gonsalves	Baker's Grill
1:05-2:35	Meeting with Sprott School of Business Faculty, Graduate Supervisors and Program Leads Names of attendees: Michel Rod, Gerald Grant, Leighann Neilson, Alan Cai, Greg Sears, Ruth McKay, Merridee Bujaki, Aaron Nsakanda, Kate Ruff, Frank Jiang, Moses Kiggundu, Vinod Kumar, Uma Kumar	1020 Dunton Tower
2:40-3:10	Meeting with Administrators Names of attendees: Melissa Doric, Scott Gonsalves, Michel Rod, Gerald Grant	702 Dunton Tower
3:15-4:00	Tour facilities	810 Dunton Tower
6:00	Dinner Names of attendees: Michel Rod, Gerald Grant, Linda Schweitzer	Gezellig (337 Richmond Rd)
Time	**September 20th, 2017**	**Location**
9:00 – 9:30	Dr. Jerry Tomberlin, Interim Provost and Vice-President (Academic)	503S Tory Building
9:35– 10:35	Meeting with students from the Masters degree MBA, 4th year BCom, and PhD program	1020 Dunton Tower
10:40-11:40	Meeting with Graduate Supervisor and the Program Lead	809 Dunton Tower
11:45 – 1:00	Lunch Names of attendees: Michel Rod, Gerald Grant, Moses Kiggundu	Baker's Grill
1:05 – 2:05	External Reviewers Meeting to prepare report	404 Tory Building
2:10 – 3:10	Dr. Adrian Chan Assistant Vice-President (Academic)	421D Tory Building

External Reviewers for Msc. in Management Site Visit
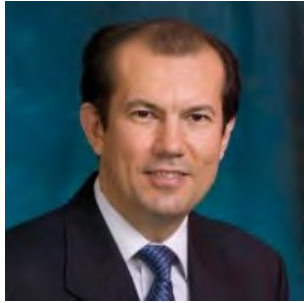
Dr. Ernest Biktimirov received his Ph.D. and MBA from the University of Kentucky. He is also a CFA charter holder. Dr. Biktimirov has published papers in numerous journals, such as the Journal of Financial Research, Financial Review, Review of Quantitative Finance and Accounting, Journal of Business Ethics, Journal of Financial Education, and Journal of Education for Business. His papers won the best paper award at several conferences, including the Financial Management Association, the Eastern Finance Association, the Administrate Sciences Association of Canada, and the Academy of Finance. He has been the recipient of numerous teaching awards, and he is the Canadian author of the "Essentials of Corporate Finance" textbook published by McGraw-Hill Ryerson. Dr. Biktimirov has been frequently quoted in media, such as The Globe and Mail, The National Post, The Canadian Business, and The Business News Network.

Dr. Micheal Maier joined the Alberta School of Business as an Assistant Professor in 2009 after completing his doctoral degree at the University of Iowa. He teaches introductory accounting in the MBA, EMBA and Fort McMurray programs as well as an applied accounting course in the Master of Financial Management program (Calgary and Shenzhen, China) at the Alberta School of Business. His research has been published in the Journal of Accounting Research, CA Magazine along with conference proceedings.

Current research focuses on the banking and natural resource industries. Michael sits on the Graduate Student Policy Committee in the School of Business. He has coached case competition teams at the CMA Board Governance and CA School of Business case competitions.

Reviewers' Report

on

the Proposed Master of Science in Management program

at the Sprott School of Business of Carleton University

Submitted on October 13, 2017

By

Ernest Biktimirov, Ph.D., CFA
Goodman School of Business
Brock University

Michael Maier, Ph.D., CPA, CGA
Alberta School of Business
University of Alberta

1. OUTLINE OF THE REVIEW

On September 19-20, 2017, a Peer Review Team (hereafter, the PRT) consisting of two external reviewers (Dr. Ernest Biktimirov and Dr. Michael Maier) visited Carleton University to perform an academic external review of the Master of Science (MSc) in Management program proposed by the Sprott School of Business. During the visit the PRT was assisted by the internal reviewer Dr. Randall Germain from the Department of Political Science of Carleton University. Dr. Germain accompanied the PRT throughout the site visit and acted as a resource, but was not involved in findings of this report.

The review was conducted at the request of Dr. Lorraine Dyke, Vice-Provost and Associate Vice-President (Academic), as a part of the Carleton's Institutional Quality Assurance Process. The objective of this review is to evaluate the academic quality of the proposed program and the ability of the Sprott School of Business to deliver it in an effective manner.

In the preparation of the review, the PRT relied on a number of sources of information:

- The Program Proposal Brief prepared by the Sprott School of Business consisting of two volumes: a self-study, which describes the proposed program and its delivery; and the curriculum vitae of the faculty who teach in the program.
- Additional documents requested by the PRT prior and during the site visit: Information on the Sprott PhD in Management program (e.g., annual enrollment, graduation, and time to completion rates, percentage of international students, and job placement for the last five years); and course outlines for the courses of the proposed Masters of Science in Management program.
- Meetings with senior academic administrators, faculty members and students:
    - Dr. Jerry Tomberlin, Interim Provost and Vice-President (Academic)
    - Dr. Adrian Chan, Assistant Vice-President (Academic)
    - Dr. Matthias Neufang, Dean of Graduate and Postdoctoral Affairs
    - Dr. Linda Schweitzer, Interim Dean, Sprott School of Business
    - Dr. Michel Rod, Associate Dean, Research and International and Director of the Ph.D. Program, Sprott School of Business
    - Dr. Gerald Grant, Associate Professor, Program Lead, Sprott School of Business
    - Scott Gonsalves, Administrative Director, Sprott School of Business
    - Melissa Doric, PhD Administrator, Sprott School of Business
    - Sprott faculty members: Dr. Leighann Neilson, Alan Cai, Greg Sears, Ruth McKay, Merridee Bujaki, Aaron Nsakanda, Kate Ruff, Frank Jiang, Moses Kiggundu, Vinod Kumar, Uma Kumar
    - Sprott PhD, MBA, and undergraduate students
- Tour of the Sprott School of Business facilities guided by Dr. Linda Schweitzer, Interim Dean, Sprott School of Business

The Program Proposal Brief, additional documents provided during the site visit, informative meetings with senior academic administrators, faculty members and students, as well as a tour of facilities were very helpful for the review process. This report discusses major evaluation criteria

related to the proposed MSc in Management program (e.g., objectives, structure, and resources) and suggests recommendations to mitigate weaknesses, to address challenges, and to take advantage of opportunities.

2. EVALUATION CRITERIA

2.1 Objectives

The purpose of this proposed program is to revive the previous research-focused Master of Management Studies (MMS) degree which was converted into a course-based MBA degree in 2001. Based on the proposal and our interviews with administration, we have identified the following as key drivers for the reintroduction of this program:

1) Provide a pathway for Bachelor of Commerce graduates to bridge the gap to entry into the Sprott PhD program. While some students may choose to pursue a PhD after an MBA, it is widely recognized that most course-based MBA programs do not sufficiently prepare students to pursue a research-intensive PhD degree.
2) Provide research support and thesis supervision opportunities for junior faculty and enable them to submit stronger grant applications for external research funds.
3) Provide a program for individuals who are in research-oriented careers. Given its location in the seat of government, Ottawa is home to a large pool of federal government employees who are interested in using research in developing public policy.

We believe the use of Master of Science in Management (MSc. in Management) is appropriate nomenclature and consistent with similar programs offered elsewhere.

2.2 Admission requirements

The proposed MSc in Management program admission requirements (Honours Bachelor of Commerce degree or equivalent with at least a B+ average, a minimum GMAT of 600 or an equivalent GRE) are appropriate for the learning outcomes established for the program. Specifically, by requiring the same minimum GMAT score that is necessary for admission into the Sprott PhD in Management program, the program ensures the MSc students' ability to succeed in the MSc courses that will be shared with PhD students and to potentially progress into the PhD program in the future.

Given the academically challenging nature of the MSc in Management program, its admission requirements are higher than those for the Sprott MBA program. Namely, the MBA program requires only a B average and a minimum GMAT of 550.

To accommodate suitable applicants who do not meet the normal admission requirements, the Sprott School of Business needs to ensure that additional courses will be available prior to the start of the program.

2.3 Structure

The proposed program is structured to meet nine learning outcomes articulated in Table B.1 of the self-study (see Self-Study p. 18-20). These learning goals are grouped into four broad areas: Research knowledge, understanding and skills; Scholarly management research; Communication of research work and results; and finally, Professional activities and functions. These learning objectives are consistent with the stated rationale for the program.

The program structure and courses have been carefully structured to map to current offerings in the PhD program. The structure and courses are appropriate to meeting the stated goals and learning outcomes of the program and students should be able to complete the program within six terms of study.

We do have a concern with regard to the timing of the selection of the thesis topic and committee. The current proposal envisions the student selecting their topic and forming a Graduate Advisory Committee (GAC) within ten weeks of having started the program, with the initial meeting of the GAC to consider the research proposal within the first four months (by January Year 1). This timeline is quite aggressive. While we realize this may be an aspirational goal, we feel the program would benefit by extending this timeline so that the selection of topic may occur by the end of the second term.

There are three key benefits to an extended selection period: 1) the student will be able to have a greater appreciation for both the research questions and methods by gaining exposure to further courses in the second term 2) students will gain further opportunities to gain exposure to potential supervisors via formal in-class interactions as well as planned faculty research workshops 3) it will reduce the pressure on the admissions committee to ensure an incoming student has a strong idea of their topic prior to admission and thus consider a wider variety of promising candidates. Delaying the topic selection until the second term will not negatively impact the total time-to-completion as this would still allow for at least sixteen months to complete the thesis. This would also align with similar programs at other institutions.

2.4 Program content

The proposed curriculum is designed to be interdisciplinary – that is students may choose to study from more than one functional area rather than focusing on one specific "silo" within a department. In many ways this appropriately reflects the current research culture of Sprott. In terms of curriculum, the program is structured so students take three courses in foundational research courses, they then choose to take a research methods course which will focus on either qualitative or quantitative research methods (see Self-Study pg. 9). After the student has received a good basis in research fundamentals and methodology, the student must take two functional area courses from a set of current PhD-level courses. These courses do not have to be in the same functional area given the interdisciplinary nature of the program. A student then completes the requirements for their degree by finishing the thesis component as well as attending a research tutorial. Within this program, the major research activities are suitable for completion of the degree. Students will be permitted to take only one course at the undergraduate level (0.5

credits out of 5 credits) and as such at least 90% of the overall program will consist of graduate level work.

We did have some concern that there will be need for careful planning by the graduate coordinator to ensure that students have the appropriate research methodology to match the functional area. For example, research methods for a student wanting to study in Finance are largely quantitative, so the program of study for that student should ensure that they have taken the quantitative research methods course (BUSI 5984) rather than the course in qualitative research methods (BUSI 5983). This issue was raised in several of our discussions. The Graduate Coordinator does have a good understanding of this and there are administrative procedures in place to ensure students are advised appropriately.

There was some discussion from individuals interviewed about whether it would be possible to have students take a broader set of electives from across the institution or even from other institutions in close geographic proximity (see Section 3 - Recommendations). The proposal does seem to contemplate students being able to take a broad variety of courses with approval of the Graduate Coordinator (Self-Study pg. 10); however, it is not clear whether these courses could come from outside the Sprott School of Business. Providing the Graduate Coordinator with the ability to allow students to take courses from outside the Sprott School would increase the interdisciplinary nature of the program and would be consistent with the goals of the institution.

2.5 Mode of delivery

The proposed MSc in Management program follows a research apprenticeship model. A supervisor plays an important role in guiding student training, especially at the research proposal development and thesis writing stages. To help students develop strong and diverse research skills, the program uses two modes of delivery: (a) face-to-face course work, which includes lectures, classroom discussions and presentations, as well as research paper and project assignments; (b) direct supervision, which involves the development of a thesis proposal and completion of the final thesis under the close guidance by the Graduate Advisory Committee. In addition, by providing teaching assistantships, the program offers students a valuable opportunity to gain some teaching experience. Taken together, the chosen program model and modes of delivery are effective and appropriate to reach the intended program learning outcomes and Degree Level Expectations.

2.6 Assessment of teaching and learning

The program proposes to assess all students to ensure they are able to meet the six Degree Level Expectations as outlined by the Council of Ontario Universities. Table B.1 and Section B.2 of the Self-Study provides a detailed mapping of the learning outcomes, assessment methods and Degree Level Expectations. In summary the learning goals are assessed as follows:

Research Knowledge, Understanding and Skills. Assessment of this learning objective is measured via coursework in the program and maps to Degree Level Expectations 1, 2, 3 and 4.

Scholarly Management Research. Assessments of this learning objective are measured via the thesis proposal and the thesis. It maps to Degree Level Expectations 1, 2, 3, 4 and 5.

Communication of Research Work and Results. This learning objective is assessed in written work for courses and the thesis. It is also assessed in various presentation opportunities such as at conference and workshops in the program and maps to Degree Level Expectations 1, 2, 3, 4 and 5.

Professional Activities and Functions. Students are encouraged to develop networks within the professional community to provide subject matter for further research. This learning objective will be assessed via a written essay. In this essay the student reflects on their experiences in developing professional relationships. This learning objective maps to Degree Level Expectations 3 and 6.

These assessments are appropriate for this program. Section B.3 of the Self-Study contemplates the creation of a curriculum review committee whose role will be to oversee the outcomes from the learning assessments. The work of this committee will tie closely to the assurance of learning process for external accreditation (sub-sections B.3.1 and B.3.2). We note that the Sprott School of Business is accredited externally by AACSB, which as part of its five year Continuous Improvement Review, looks closely at the methods used to assess student learning for each program. This external accreditation provides additional assurance that learning objectives are appropriate and that they are being met. As part of this accreditation process, the school is required to keep a record of how their learning objectives are being measured and the results of those measurements.

2.7 Resources for the program

The proposed MSc in Management program is expected to have sufficient resources. Namely, the Sprott School of Business can accommodate the additional annual enrollment of 10-14 MSc students by sharing PhD courses, administrative support, and information technology support with the existing PhD in Management program, which has been successfully offered for the last 20 years. Moreover, the Sprott School of Business has a sufficient number of faculty members who are qualified and eager to supervise thesis research of MSc students.

Carleton Library effectively provides a variety of services to support academic activities (e.g., academic writing, literature review, data collection) of graduate students. In fact, at a meeting during the site visit, Sprott students expressed great satisfaction with the support given by the library. Although currently physical space is at premium at Sprott, the construction of a new building will have a profound effect on the availability and quality of teaching and learning space offered to Sprott students.

The commitment of the Faculty of Graduate and Postdoctoral Affairs to support up to five MSc in Management students each year to a steady-state of ten funded students is sufficient to ensure adequate quality and numbers of domestic students in the program. However, because this support is promised only to domestic students the program is expected to have serious difficulties with attracting qualified international students. MSc in Management programs in Canada

routinely offer financial support to international students and the lack of similar support makes the proposed MSc program much less attractive.

2.8 Quality of the program

The faculty members of the Sprott School of Business have sufficient expertise and extensive experience to deliver a successful MSc in Management program whose graduates will be well-prepared for future productive careers in academia and industry.

The faculty members have gained significant experience with teaching research-based courses and supervising thesis projects through offering the interdisciplinary Ph.D. in Management program for 20 years. This program has produced 84 graduates who have landed positions at well-respected academic institutions, government agencies, and private companies. For example, the last three graduates received an Assistant Professor position at Ryerson University, the University of Winnipeg, and Memorial University.

Many faculty members pursue active research agendas and collaborate with other faculty within and outside the institution, thereby raising the research profile of both the Sprott School of Business and Carlton University. Sprott professors also have been successful in securing research funding from multiple sources (e.g., federal, provincial, and municipal governments, industry, and foundations). In addition, the Sprott School of Business has a healthy mix of senior and junior faculty who can offer diverse experience and training opportunities to MSc students.

3. RECOMMENDATIONS

Our role is to express an opinion on whether the program meets the stated objectives and is of sufficient academic quality to warrant the awarding of an academic degree. We explicitly do not make a recommendation as to whether the proposed program should be approved. At the request of the Office of the Provost and Vice-President (Academic) we have classified our recommendations into four areas:

- Deficiencies: Issues with the proposal that will prevent the program from meeting the stated objectives.
- Weaknesses: areas which may significantly impair the program from reaching full potential
- Concerns: areas in which caution should be taken in implementing the program to ensure the stated objectives are met.
- Opportunities: areas in which the program could be enhanced

Deficiencies

- In our opinion there are no deficiencies in the program proposal.

- **International student funding.** The current proposal states that international students will have to expect to be self-funded. We understand the reasons given the funding constraints; however, given that most other institutions (including ones in Ontario) provide significant funding for international students, the program will be at a disadvantage when it comes to attracting top international students. While we do not believe this issue rises to the level warranting reconsideration of the proposal, in the long run it will significantly impair the strategic ability of the program to stream international students into the PhD program.

Concerns

- **Time to choose thesis topic and for GAC.** Consistent with our comments above we feel that ten weeks is insufficient time for students to select a topic and form the GAC to oversee their thesis. We recommend extending this closer to the end of the second term.

- **Number of specializations within program.** While the program areas of specialization map to the PhD program we would ask that the program consider whether it is feasible to offer the number of courses that are required to support such specializations, particularly in the early stages of launching the program.

Opportunities

- **Research workshops.** To strengthen the interdisciplinary training of MSc students, the program is advised to revitalize Sprott Research Seminars by offering them on a regular basis and by requiring mandatory attendance from the students. These Research Seminars, which will feature presentations by Sprott faculty and visiting researchers, will expose students to research questions, methodologies and approaches from different business disciplines. To engage MSc students, by the end of each presentation they may be required to complete a one-page summary that should highlight a presentation's research question, methodology, used data set, and its potential contribution.

- **Writing skills.** Given the importance of academic writing skills for the successful completion of a thesis, the program is recommended to formalize academic writing support provided by Carleton University library and to integrate it into the MSc program curriculum. For example, writing support staff of the library could be invited to deliver presentations on writing literature review, introduction and conclusion sections, as well as on proper citing and referencing. To enhance learning, students should be required to complete homework assignments on each discussed topic.

- **Presentation skills.** To help students develop strong presentation skills, which are essential for success in both academic and professional careers, the program is suggested to offer additional opportunities for MSc students to present their research in front of different audiences and to incorporate these presentations into the program curriculum. Specifically, all MSc students can be required to present their thesis (thesis proposal) at

the "Brown bag" research seminars organized by the Sprott School of Business and Three Minute Thesis competitions run by Carleton University.

- **Academic partnership**. To expand the list of available courses and to enrich the learning experience of students, the program is advised to develop academic partnership with other Faculties of Carleton University and the University of Ottawa to allow MSc students to take relevant courses (e.g., econometrics, psychometrics, computer programming, statistics) and to participate in research seminars. The ability to take courses from another Faculty or University becomes especially valuable when the piggy-backed Ph.D. in Management (6000-level) courses are cancelled due to low student enrolment or other issues.

- **Career support**. To assist MSc graduates who are interested in pursuing professional careers in the industry, the program is recommended to provide the appropriate career support (for example, through the Sprott's Business Career Management Centre) to these graduates. This career support is essential given the unique research skills that MSc graduates can offer to potential employers.

- **Recruitment of international students**. To assist with the recruitment of international students, the program is advised to introduce an interview requirement (face-to-face or through skype) as part of the admission process for international applicants. This interview will help not only assess English language skills and research potential of international applicants, but also establish a relationship with them and to recruit them into the program. Potentially this interview requirement can be extended to domestic applicants as well.

Signature: Signature:

Ernest Biktimirov   Michael Maier

Date: October 13, 2017   Date: October 13, 2017

October 23, 2017

Dr. Lorraine Dyke
Vice-Provost and Associate Vice-President (Academic)
Carleton University

Dear Dr. Dyke

Re: Response to the External Reviewers' Report on the proposed Master of Science in Management program at the Sprott School of Business at Carleton University

Thank you to Dr. Ernest Biktimirov of the Goodman School of Business at Brock University and Dr. Michael Maier of the Alberta Business School at the University of Alberta for their excellent review of the proposed Master of Science in Management program. We enjoyed our interaction with them when they visited and appreciate the thorough and diligent way they went about their task of reviewing the program. We find the report very positive and helpful. Below we address the recommendations and suggestions from improving the program.

Recommendations from the External Reviewers	Response from the Sprott School of Business
Deficiencies:	
In our opinion there are no deficiencies in the program proposal.	Thank you for this finding. We are happy that the proposed M.Sc. in Management program is viewed as not having any deficiencies. Below, we will address the few concerns and suggestions made to improve the program offering.
Weaknesses:	
International student funding. The current proposal states that international students will have to expect to	The issue of funding for international graduate students is largely a concern that has to do with and is being

Recommendations from the External Reviewers	Response from the Sprott School of Business
be self-funded. We understand the reasons given the funding constraints; however, given that most other institutions (including ones in Ontario) provide significant funding for international students, the program will be at a disadvantage when it comes to attracting top international students. While we do not believe this issue rises to the level warranting reconsideration of the proposal, in the long run it will significantly impair the strategic ability of the program to stream international students into the PhD program.	addressed by the Faculty of Graduate and Post-doctoral Affairs (FGPA). It has also been a very important issue for the Office of President of the University and that of the office of Vice-President for Research and International (VPRI). VPRI has established a task force that is reviewing the program for increasing financial support for international graduate students. We acknowledge that this is an area of weakness that must be overcome over the long term. To address this potential shortcoming we will, initially, focus our recruitment efforts at domestic students. At the same time other avenues of potential support will be explored including faculty research grants, *supplemental support from the Sprott School of Business,* as well as support from national governments and international bodies.
Concerns:	
Time to choose thesis topic and for GAC. Consistent with our comments above we feel that ten weeks is insufficient time for students to select a topic and form the GAC to oversee their thesis. We recommend extending this closer to the end of the second term.	We agree with the suggestion of the reviewers. Consequently, we have modified the Table A.1.5 Milestones and deliverables in the M.Sc. in Management program to read: Graduate Advisory Committee (GAC) composition determined by supervisor and student – *By the end of the second term*, Proposal Meeting – *By April 30* Research Proposal Defense Meeting – *By August 31*. All other dates in the schedule will remain the same.

Recommendations from the External Reviewers	Response from the Sprott School of Business
	Every effort will be made to ensure students are able to meet these requirements. The suggested dates does not preclude students who are ready to get started on their research moving forward at a quicker pace.
Number of specializations within program. While the program areas of specialization map to the PhD program we would ask that the program consider whether it is feasible to offer the number of courses that are required to support such specializations, particularly in the early stages of launching the program.	The number of specializations that will be offered will depend on the enrolment of students in the program as well as the enrolment in the Ph.D. In the early stages of the program, given the option, we will recruit students particularly in areas that are underserved by other Sprott masters programs. If there is a good complement of Ph.D. students then the possibility of offering the different courses is better since there will be more people in the classroom. Also note that courses are offered in alternate years for the most part. The following statement was included in the Volume 1 document on page 10 under A.1.4 Program Structure *"Given that the number of specializations open to the M.Sc. student mirror the offerings in the Ph.D. the piggybacking of 5000 and 6000 level courses makes it more feasible to ensure that the School can offer the number of courses required to support such specializations. This does not preclude engaging in targeted recruitment for students in undersubscribed specializations."*
Opportunities:	
Research workshops. To strengthen the	We agreed that the Sprott Research Seminars are vital

Recommendations from the External Reviewers	Response from the Sprott School of Business
interdisciplinary training of MSc students, the program is advised to revitalize Sprott Research Seminars by offering them on a regular basis and by requiring mandatory attendance from the students. These Research Seminars, which will feature presentations by Sprott faculty and visiting researchers, will expose students to research questions, methodologies and approaches from different business disciplines. To engage MSc students, by the end of each presentation they may be required to complete a one-page summary that should highlight a presentation's research question, methodology, used data set, and its potential contribution.	to energizing the research life of the School. While the Seminar series is in place, the frequency with which they are held will increase with more research students available. We have indicated in the articulation of learning outcome 8 (B.2.1 page 22) that *"Students are required to attend and present their work at the Sprott graduate research seminars as part of the mandatory non-credit research tutorial."*
Writing skills. Given the importance of academic writing skills for the successful completion of a thesis, the program is recommended to formalize academic writing support provided by Carleton University library and to integrate it into the MSc program curriculum. For example, writing support staff of the library could be invited to deliver presentations on writing literature review, introduction and conclusion sections, as well as on proper citing and referencing. To enhance learning, students should be required to complete homework assignments on each discussed topic.	We agreed that there is significant benefit to the student and the program overall if the writing skills the students develop further. We will work with the Carleton University Library and Educational Development Centre (EDC) to articulate and implement a writing support program in the same vein as the teaching support program already in place with the EDC for the Ph.D. program.
Presentation skills. To help students develop strong presentation skills, which are essential for success in both academic and professional careers, the program is suggested to offer additional opportunities for MSc students to present their research in front of different audiences and to incorporate these presentations into	Students will be encouraged to develop their presentation skills by participating in a variety of activities both inside and outside the classroom. As noted earlier student will be required to present their work at the Sprott research seminars. We also run the "Sprott-Luck" brown bag series which they will be a

Recommendations from the External Reviewers	Response from the Sprott School of Business
the program curriculum. Specifically, all MSc students can be required to present their thesis (thesis proposal) at the "Brown bag" research seminars organized by the Sprott School of Business and Three Minute Thesis competitions run by Carleton University.	part of. The will also be encouraged and supported to enter the university-wide "Three minute thesis" competition as well as the Sprott-Telfer-UQO thesis competition held each year. It has also be a tradition at the Sprott School to encourage graduate students to submit papers to conferences such as the Administrative Sciences Association of Canada (ASAC) conference.
Academic partnership. To expand the list of available courses and to enrich the learning experience of students, the program is advised to develop academic partnership with other Faculties of Carleton University and the University of Ottawa to allow MSc students to take relevant courses (e.g., econometrics, psychometrics, computer programming, statistics) and to participate in research seminars. The ability to take courses from another Faculty or University becomes especially valuable when the piggy-backed Ph.D. in Management (6000-level) courses are cancelled due to low student enrolment or other issues.	This is already in place at Carleton. The School participates in a number of programs such as the Data Sciences program and the MA-MBA in Economics and Finance. Carleton students can already take courses from other Faculties and from the University of Ottawa subject to the approval of their supervisor and Director of Graduate Research. This was the intention when the program was designed. The following note has been added to A.1.4 Program Structure on page 10 of the Volume 1 document: ***"With the permission of the Graduate Research Director and under the guidance of their supervisor students may take relevant courses offered by other departments within Carleton University or other universities."***
Career support. To assist MSc graduates who are interested in pursuing professional careers in the industry, the program is recommended to provide the appropriate career support (for example, through the Sprott's Business Career Management Centre) to these graduates. This career support is essential given the unique research skills that MSc graduates can offer to potential employers.	We will investigate the feasibility of a student career levy (similar to what we currently have for the Bachelors and MBA programs) to support a dedicated career development resource person in the Sprott Business Career Management Centre.

Recommendations from the External Reviewers	Response from the Sprott School of Business
Recruitment of international students. To assist with the recruitment of international students, the program is advised to introduce an interview requirement (face-to-face or through skype) as part of the admission process for international applicants. This interview will help not only assess English language skills and research potential of international applicants, but also establish a relationship with them and to recruit them into the program. Potentially this interview requirement can be extended to domestic applicants as well.	Sprott already has experience with this process for the MBA program. This has proven to be successful in yielding students with better language skills. We appreciate the advice on this and will seek to employ a version of what we already have in place for the M.Sc. in Management program.

Again, we would like to thank Dr. Biktimirov and Dr. Maier for their diligent work, critique, and helpful suggestions. We believe their contribution has made the proposal stronger.

Sincerely

Dr. Linda Schwietzer, Interim Dean
Dr. Michel Rod, Associate Dean, Research and International
Dr. Gerald Grant, Program Lead

Second Discussant's Report – Proposed MSc in Management, Sprott School of Business

Achim Hurrelmann, November 2017

This discussant's report summarizes the external reviewers' report, discusses the response to the report by the Sprott School of Business, and makes a recommendation for CUCQA's decision on the next steps in the approval process.

1. External Reviewers' Report

The external reviewers, Ernest Biktimirov (Brock University) and Michael Maier (University of Alberta) visited Carleton University in September 2017 and submitted their final report in October 2017. The overall tenor of the report is very positive. The reviewers comment favourably on various aspects of the proposal. They explicitly state that the proposed program has no major deficiencies that would "prevent the program from meeting its stated objectives". They do, however, mention one weakness as well as a few areas of concern. In addition, they also list a number of opportunities for program improvement:

➢ The one weakness, which according to the reviewers might "significantly impair the program from reaching full potential", is the lack of funding for international students.
➢ The two areas of concern explicitly listed at the end of the reviewers' report are (a) the program's overambitious timelines for students to select their thesis topic (namely, in their first term), and (b) the program's large number of specializations, which the reviewers fear would require offering a broader range of courses than the Sprott School can feasibly sustain. One additional concern is mentioned early in the report, but not taken up again in the concluding section; this is (c) the need to ensure that students take a research methodology course that matches the functional area in which they choose the specialize.
➢ The opportunities for program improvement mentioned in the report are as follows: (a) offer regular research workshops; (b) offer formalized academic writing support and integrate it into the MSc curriculum; (c) offer additional opportunities for students to present their research in front of different audiences and to incorporate these presentations into the curriculum; (d) develop academic partnerships with other Carleton or University of Ottawa programs to allow students to take relevant courses outside of Sprott; (e) provide career support, for example through Sprott's Business Career Management Centre; and (f) introduce an interview requirement (face-to-face or through skype) as part of the admission process for international applicants.

2. Response to the Reviewers' Report

The response by the Sprott School of Business addresses all weaknesses, concerns and opportunities listed at the end of the external reviewers' report.

With respect to the one weakness (funding for international students), the response points out that this matter falls in the responsibility of the Faculty of Graduate and Postdoctoral Affairs (FGPA). The response also mentions a task force on the issue established in the office of the Vice-President for Research and International (VPRI). In addition, the Sprott School promises to explore other avenues of potential support for international students, including faculty research grants, supplemental support from the Sprott School, as well as support from national governments and international bodies. While

vague, this response is all that can be expected from the Sprott School given the allocation of responsibility for graduate student funding within Carleton University.

The response constructively addresses the concern expressed by the reviewers regarding timelines for thesis topic selection. In this respect, the Sprott School proposes a revision to the program structure; the composition of the Graduate Advisory Committee (GAC) will now have to be determined by the end of the a student's *second* term, and the research proposal defence has to take place at the end of a student's first year in the program. This change should fully address the reviewers' concerns.

The response also comments on the second area of concern, namely the large number of specializations. In this respect, the Sprott School points out that most courses in the proposed MSc in Management are piggy-backed with existing courses in the PhD in Management; therefore the School does not share the reviewers' worry that the number of specialization courses would be unsustainable. This response is fully satisfactory.

Unfortunately, the response does not comment on the concern expressed early in the report, but not taken up in the concluding section, about the match between research methods courses and the chosen specialization. This strikes me as a valid concern, and it would have been desirable to hear the School's response.

Finally, the Sprott School comments approvingly on all of the proposals ("opportunities") for program improvement mentioned in the external reviewers' report. Where appropriate, it proposes minor additions/clarifications to the self-study to take on board these suggestions. These changes include the requirement for MSc students to present their work at the Sprott graduate research seminars and the explicit permission (if approved by the program supervisor) to count non-Sprott courses to the degree. The School also promises to work with the Carleton University Library and Educational Development Centre (EDC) to implement a writing support program, and to investigate the feasibility of a "student career levy" to support a dedicated career development resource person in the Sprott Business Career Management Centre.

3. Discussant Recommendation

In the light of the positive tenor of the external reviewers' report, and given the constructive fashion in which the Sprott School of Business has responded to the (limited number of) weaknesses/concerns flagged in the report, I recommend that CUCQA allow the proposed MSc program in Management to proceed to the next stage of the approval process.

Date: November 9th, 2017

To: Dr. Gerald Grant, Director, Centre for Information Technology, Organizations, and People and
Associate Professor, Sprott School of Business

From: Dr. Lorraine Dyke, Vice-Provost and Associate Vice-President (Academic); Chair,
Carleton University Committee on Quality Assurance

Cc: Dr. Jerry Tomberlin, Interim Provost and Vice-President (Academic)
Dr. Adrian Chan, Assistant Vice-President, Office of the Vice-Provost and Associate Vice-President (Academic)
Dr. Linda Schweitzer, Interim Dean, Sprott School of Business
Dr. Matthias Neufang, Dean, Faculty of Graduate and Postdoctoral Affairs
Dr. James Opp, Associate Dean, Programs, Faculty of Graduate and Postdoctoral Affairs
Christina Noja, Manager, Office of the Vice-Provost and Associate Vice-President (Academic)
Dr. Robyn Green, Program Officer, Office of the Vice-Provost and Associate Vice-President (Academic)
Leslie MacDonald-Hicks, Program Officer, Faculty of Graduate and Postdoctoral Affairs

RE: Outcome of New Program Proposal

The Carleton University Committee on Quality Assurance (CUCQA) met on **November 8ᵗʰ, 2017** to consider the unit's Response to the External Reviewers' report for the following new program proposal:

- **Master of Science in Management**

In accordance with article 3.5.7 of Carleton's Institutional Quality Assurance Process, the Carleton University Committee on Quality Assurance has categorized the program as "**Recommended to commence**".

The External Reviewers' Report made a number of recommendations noting (pp. 8-9):

Deficiencies: The External Reviewers' Report noted no deficiencies.

Weaknesses:
1. **International student funding.** International students are expected to be self-funded, which, in the long run, may significantly impair the strategic ability of the program to stream international students into the PhD program.

Concerns:
2. **Time to choose thesis topic and for GAC.**   The reviewers stated that ten weeks seemed insufficient time for students to select a topic and form the GAC to oversee their thesis.

3. **Number of specializations within program.** Ask that the program consider whether it is feasible to offer the number of courses that are required to support such specializations, particularly in the early stages of launching the program.
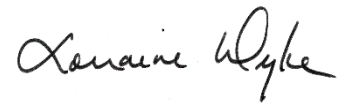
Opportunities:
4. **Research workshops.** To strengthen the interdisciplinary training of MSc students, the program is advised to revitalize Sprott Research Seminars by offering them on a regular basis and by requiring mandatory attendance from the students.

5. **Writing skills.** Given the importance of academic writing skills for the successful completion of a thesis, the program is recommended to formalize academic writing support provided by Carleton University library and to integrate it into the MSc program curriculum.

6. **Presentation skills.** To help students develop strong presentation skills, which are essential for success in both academic and professional careers, the program is suggested to offer additional opportunities for MSc students to present their research in front of different audiences and to incorporate these presentations into the program curriculum.

7. **Academic partnership.** To expand the list of available courses and to enrich the learning experience of students, the program is advised to develop academic partnership with other Faculties of Carleton University and the University of Ottawa to allow MSc students to take relevant courses (e.g. econometrics, psychometrics, computer programming, statistics) and to participate in research seminars.

8. **Career support.** To assist MSc graduates who are interested in pursuing professional careers in the industry, the program is recommended to provide the appropriate career support (for example, through the Sprott's Business Career Management Centre) to these graduates. This career support is essential given the unique research skills that MSc graduates can offer to potential employers.

9. **Recruitment of international students.** To assist with the recruitment of international students, the program is advised to introduce an interview requirement (face-to-face or through Skype) as part of the admission process for international applicants.

The unit's Response to the External Reviewers' Report addressed all nine recommendations.

The Committee wishes to thank the unit for their submission and congratulate them on a successful new program proposal. The next stage in the approval process is the submission of the new program brief to the Senate Academic Programs Committee (**November 16th, 2017**) and to Carleton Senate (**November 24th, 2017**). Before the program can be advertised and officially commence, approval from both the Ontario Universities' Council on Quality Assurance and the Ministry of Advanced Education and Skills Development is required. Both of these submissions will occur in **January 2018**. The earliest expected result from the Ontario Universities' Council on Quality Assurance is **February 2018** and from the Ministry of Advanced Education and Skills Development is **April 2018**.

Please do not hesitate to contact me should you have any questions or concerns.

Vice-Provost & Associate Vice-President (Academic)
Professor, Management and Strategy

Program Change Request

New Program Proposal

Date Submitted: 08/30/17 11:59 am

Viewing: **TBD-1782 : M.Sc. in Management**

Last edit: 08/30/17 11:59 am

Last modified by: melissadoric

Changes proposed by: melissadoric

In Workflow

1. **BUSI ChairDir GR**
2. **BUS Dean**
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4. **GRAD FCC**
5. **GRAD FBoard**
6. **CUCQA**
7. PRE SCCASP
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9. SAPC
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11. CalEditor

Approval Path

1. 08/30/17 5:01 pm
   Michel Rod (michelrod):
   Approved for BUSI
   ChairDir GR
2. 09/01/17 4:03 pm
   Michel Rod (michelrod):
   Approved for BUS Dean
3. 09/05/17 10:16 am
   James Opp (jamesopp):
   Approved for GRAD Dean
4. 09/14/17 8:16 am
   Leslie Macdonald-Hicks
   (lesliemacdonaldhicks):
   Approved for GRAD FCC
5. 10/02/17 10:52 am
   Leslie Macdonald-Hicks
   (lesliemacdonaldhicks):
   Approved for GRAD
   FBoard

Effective Date	2018-19
Workflow	majormod
Program Code	TBD-1782
Level	Graduate
Faculty	Sprott School of Business

Academic Unit	School of Business	
Degree	Master of Science	
Title	M.Sc. in Management	

Program Requirements

1. **1.5 credits in:**	**1.5**
BUSI 5980 [0.0] **Foundations of Management Theory and Research**	
BUSI 5981 [0.0] **Statistics for Business Research**	
BUSI 5982 [0.0] **Research Methodology in Business**	
2. **0.5 credit in:**	**0.5**
BUSI 5983 [0.0] **Qualitative Research Design**	
BUSI 5984 [0.0] **Quantitative Research Design**	
3. **1.0 credit in:**	**1.0**
BUSI 5080 [0.0] **Seminar in Accounting I**	
BUSI 5081 [0.0] **Seminar in Accounting II**	
BUSI 5180 [0.0] **Seminar in Management I: Modern Organization Theory**	
BUSI 5181 [0.0] **Seminar in Management II: Current Topics in Organizational Behaviour**	
BUSI 5280 [0.0] **Seminar in Marketing I: Management and Strategy**	
BUSI 5281 [0.0] **Seminar in Marketing II: Consumer Behaviour**	
BUSI 5380 [0.0] **Seminar in Management of Production/Operations I: Strategic Management of Production Systems**	
BUSI 5381 [0.0] **Seminar in Management of Production/Operations II: Production/Technology/Strategy Interface**	
BUSI 5383 [0.0] **Systems Optimization: Methods and Models**	
BUSI 5480 [0.0] **Seminar in Information Systems I: Research Issues**	
BUSI 5481 [0.0] **Seminar in Information Systems II: Current Trends**	
BUSI 5580 [0.0] **Seminar in Finance I: Topical Issues in Investments**	
BUSI 5581 [0.0] **Seminar in Finance II: Theories and Empirical Methods in Corporate Finance**	
BUSI 5780 [0.0] **Seminar in International Business I: International Markets and Strategy**	
BUSI 5781 [0.0] **Seminar in International Business II: Managing in a Global Environment**	
or elective courses taken with the permission of the Director of the Graduate Research Program	
4. Completion of the Research Tutorial	
5. **2.0 credits in:**	**2.0**
BUSI 5989 [0.0] **M.Sc. Thesis**	
Total Credits	5.0

New Resources	No New Resources
Summary	Add new program Master of Science in Management
Rationale	New program Master of Science in Management

Transition/Implementation   No impact

Program reviewer
comments

Key: 1782

Program Change Request

New Program Proposal

Date Submitted: 08/31/17 1:06 pm

Viewing: **TBD-1783 : M.Sc. in Management - Admission Requirements**

Last edit: 08/31/17 1:06 pm

Last modified by: melissadoric

Changes proposed by: melissadoric

In Workflow

1. **BUSI ChairDir GR**
2. **BUS Dean**
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4. **GRAD FCC**
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Approval Path

1. 08/31/17 1:44 pm
   Michel Rod (michelrod):
   Approved for BUSI
   ChairDir GR
2. 09/01/17 4:03 pm
   Michel Rod (michelrod):
   Approved for BUS Dean
3. 09/05/17 10:16 am
   James Opp (jamesopp):
   Approved for GRAD Dean
4. 09/14/17 8:16 am
   Leslie Macdonald-Hicks
   (lesliemacdonaldhicks):
   Approved for GRAD FCC
5. 10/02/17 10:52 am
   Leslie Macdonald-Hicks
   (lesliemacdonaldhicks):
   Approved for GRAD
   FBoard

Effective Date	2018-19
Workflow	majormod
Program Code	TBD-1783
Level	Graduate
Faculty	Sprott School of Business

Academic Unit	School of Business
Degree	
Title	M.Sc. in Management - Admission Requirements

Program Requirements

Admission Requirements

Admission into the M.Sc. in Management program will be judged primarily on the applicant's potential to undertake research successfully and his/her prospects for completion of the program. Applicants will submit a research proposal statement on applying to the program.

The normal requirement for admission to the master's program in management is an Honours Bachelor of Commerce degree (or equivalent, e.g. 4-year Commerce, Bachelor of Business Administration or similar degrees) with at least a B+ average. Applicants who do not meet the normal requirements for admission may be required to complete additional courses, extra to the normal program requirements.

All applicants to the program are required to submit a GMAT (Graduate Management Admission Test) score with a minimum of 600 or an equivalent GRE (Graduate Record Exam) score. To calculate the equivalent GRE score, applicants can use the GRE Comparison Table for Business Schools.

New Resources	No New Resources
Summary	Admission requirements for new MSc in Management
Rationale	Admission requirements for new MSc in Management
Transition/Implementation	No Impact

Program reviewer
comments

Key: 1783

Program Change Request

New Program Proposal

Date Submitted: 08/31/17 1:11 pm

Viewing: **TBD-1784 : M.Sc. in Management - Transfer from the Master's to the Ph.D. Program**

Last edit: 08/31/17 1:11 pm

Last modified by: melissadoric

Changes proposed by: melissadoric

In Workflow

1. **BUSI ChairDir GR**
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Approval Path

1. 08/31/17 1:45 pm
   Michel Rod (michelrod):
   Approved for BUSI
   ChairDir GR
2. 09/01/17 4:03 pm
   Michel Rod (michelrod):
   Approved for BUS Dean
3. 09/05/17 12:03 pm
   James Opp (jamesopp):
   Approved for GRAD Dean
4. 09/14/17 8:16 am
   Leslie Macdonald-Hicks
   (lesliemacdonaldhicks):
   Approved for GRAD FCC
5. 10/02/17 10:52 am
   Leslie Macdonald-Hicks
   (lesliemacdonaldhicks):
   Approved for GRAD
   FBoard

Effective Date	2018-19
Workflow	majormod
Program Code	TBD-1784
Level	Graduate
Faculty	Sprott School of Business

Academic Unit	School of Business
Degree	
Title	M.Sc. in Management - Transfer from the Master's to the Ph.D. Program

Program Requirements

Transfer from the Master's to the Ph.D. Program

Students enrolled full-time in the M.Sc. in Management program at Carleton University, may be permitted to transfer into the Ph.D. program, without completing the master's program, provided they meet the following conditions:

- Completion of 2.5 credits of master's courses with a minimum average of A

- Have demonstrated exceptional research potential

- Make a formal application for admission to the Ph.D. program no later than the third term of initial registration in the M.Sc. program

- Have permission of the Director of Graduate Research Programs.

New Resources	No New Resources
Summary	MSc in Management transfer from the Master' to the Ph.D. Program requirements
Rationale	MSc in Management transfer from the Master' to the Ph.D. Program requirements
Transition/Implementation	No Impact

Program reviewer
comments

Key: 1784

Program Change Request

New Program Proposal

Date Submitted: 08/31/17 1:16 pm

Viewing: **TBD-1786 : M.Sc. in Management - Research Tutorial requirements**

Last edit: 08/31/17 1:16 pm

Last modified by: melissadoric

Changes proposed by: melissadoric

In Workflow

1. **BUSI ChairDir GR**
2. **BUS Dean**
3. **GRAD Dean**
4. **GRAD FCC**
5. **GRAD FBoard**
6. **CUCQA**
7. PRE SCCASP
8. SCCASP
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11. CalEditor

Approval Path

1. 08/31/17 1:45 pm
   Michel Rod (michelrod):
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   ChairDir GR
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   (lesliemacdonaldhicks):
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   FBoard

Effective Date	2018-19
Workflow	majormod
Program Code	TBD-1786
Level	Graduate
Faculty	Sprott School of Business

Academic Unit	School of Business
Degree	
Title	M.Sc. in Management - Research Tutorial requirements

Program Requirements

Research Tutorial

Students working with their supervisors will identify appropriate research topics and questions and will be mentored on how to conduct their thesis research. Research seminar attendance and participation are required.

New Resources	No New Resources
Summary	Research Tutorial requirements for M.Sc. in Management
Rationale	Research Tutorial requirements for M.Sc. in Management
Transition/Implementation	No Impact

Program reviewer
comments

Key: 1786

Program Change Request

New Program Proposal

Date Submitted: 08/31/17 1:14 pm

Viewing: **TBD-1785 : M.Sc. in Management - Academic Standing requirements**

Last edit: 08/31/17 1:14 pm

Last modified by: melissadoric

Changes proposed by: melissadoric

In Workflow

1. **BUSI ChairDir GR**
2. **BUS Dean**
3. **GRAD Dean**
4. **GRAD FCC**
5. **GRAD FBoard**
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7. PRE SCCASP
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10. Senate
11. CalEditor

Approval Path

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   Leslie Macdonald-Hicks
   (lesliemacdonaldhicks):
   Approved for GRAD
   FBoard

Effective Date	2018-19
Workflow	majormod
Program Code	TBD-1785
Level	Graduate
Faculty	Sprott School of Business

Academic Unit	School of Business
Degree	
Title	M.Sc. in Management - Academic Standing requirements

Program Requirements

Academic standing: a grade of B- or better is normally required in each credit counted towards the degree. However, a candidate may, with the recommendation of the School and the approval of the Dean of the Faculty of Graduate and Postdoctoral Affairs, be allowed to count a grade of C+ in 0.5 credits.

Withdrawal from the program will be required if an M.Sc.. student:

- Receives a grade of lower than B- in 1.0 credits or more, or
- Fails to achieve a weighted GPA of 7.0 after completing 2.0 credits of study, or to maintain it, or
- Receives a grade lower than C+ in the same course more than once.

New Resources	No New Resources
Summary	Academic standing requirements for M.Sc. in Management
Rationale	Academic standing requirements for M.Sc. in Management
Transition/Implementation	No Impact

Program reviewer
comments

Key: 1785

Program Change Request

New Program Proposal

Date Submitted: 08/31/17 1:18 pm

Viewing: **TBD-1787 : M.Sc. in Management - Thesis requirements**

Last edit: 08/31/17 1:18 pm

Last modified by: melissadoric

Changes proposed by: melissadoric

In Workflow

1. **BUSI ChairDir GR**
2. **BUS Dean**
3. **GRAD Dean**
4. **GRAD FCC**
5. **GRAD FBoard**
6. **CUCQA**
7. PRE SCCASP
8. SCCASP
9. SAPC
10. Senate
11. CalEditor

Approval Path

1. 08/31/17 1:45 pm
   Michel Rod (michelrod):
   Approved for BUSI
   ChairDir GR
2. 09/01/17 4:03 pm
   Michel Rod (michelrod):
   Approved for BUS Dean
3. 09/05/17 10:16 am
   James Opp (jamesopp):
   Approved for GRAD Dean
4. 09/14/17 8:16 am
   Leslie Macdonald-Hicks
   (lesliemacdonaldhicks):
   Approved for GRAD FCC
5. 10/02/17 10:52 am
   Leslie Macdonald-Hicks
   (lesliemacdonaldhicks):
   Approved for GRAD
   FBoard

Effective Date	2018-19
Workflow	majormod
Program Code	TBD-1787
Level	Graduate
Faculty	Sprott School of Business

Academic Unit	School of Business
Degree	
Title	M.Sc. in Management - Thesis requirements

Program Requirements

Thesis

The M.Sc. thesis (BUSI 5989) is equivalent to 2.0 credits and should relate to issues consistent with the general focus of the M.Sc. program. The thesis must represent the results of the candidate's independent research undertaken after being admitted to graduate studies at Carleton University's Sprott School of Business. Previous work of the candidate may be used only as introductory or background material for the thesis.

A candidate may carry on research work related to the thesis off-campus, provided that the work is approved in advance and arrangements have been made for regular supervision of research thesis activities with the Director of Graduate Research Programs.

All students require the Sprott School's approval for their research topic.

Each candidate submitting a thesis will be required to pass an oral examination on the subject of the thesis.

New Resources	No New Resources
Summary	Thesis requirements for M.Sc. in Management
Rationale	Thesis requirements for M.Sc. in Management
Transition/Implementation	No Impact

Program reviewer comments

Key: 1787

Business Minor Modifications				
Code	Title	Status	Received	Course Workflow (pathways)
BUSI 5080	BUSI 5080: Seminar in Accounting I	Added	10/19/2017	minormod
BUSI 5081	BUSI 5081: Seminar in Accounting II	Added	10/19/2017	minormod
BUSI 5180	BUSI 5180: Seminar in Management I: Modern Organization Theory	Added	10/26/2017	minormod
BUSI 5181	BUSI 5181: Seminar in Management II: Current Topics in Organizational Behaviour	Added	10/26/2017	minormod
BUSI 5280	BUSI 5280: Seminar in Marketing I: Management and Strategy	Added	10/26/2017	minormod
BUSI 5281	BUSI 5281: Seminar in Marketing II: Consumer Behaviour	Added	10/26/2017	minormod
BUSI 5380	BUSI 5380: Seminar in Management of Production/Operations I: Strategic Management of Production Systems	Added	10/26/2017	minormod
BUSI 5381	BUSI 5381: Seminar in Management of Production/Operations II: Production/Technology/Strategy Interface	Added	10/26/2017	minormod
BUSI 5383	BUSI 5383: Systems Optimization: Methods and Models	Added	10/26/2017	minormod
BUSI 5480	BUSI 5480: Seminar in Information Systems I: Research Issues	Added	10/26/2017	minormod
BUSI 5481	BUSI 5481: Seminar in Information Systems II: Current Trends	Added	10/26/2017	minormod
BUSI 5580	BUSI 5580: Seminar in Finance I: Topical Issues in Investments	Added	10/26/2017	minormod
BUSI 5581	BUSI 5581: Seminar in Finance II: Theories and Empirical Methods in Corporate Finance	Added	10/26/2017	minormod
BUSI 5780	BUSI 5780: Seminar in International Business I: International Markets and Strategy	Added	10/26/2017	minormod
BUSI 5781	BUSI 5781: Seminar in International Business II: Managing in a Global Environment	Added	10/26/2017	minormod
BUSI 5803	BUSI 5803: Managerial Economics	Deleted	9/22/2017	minormod
BUSI 5900	BUSI 5900: Tutorials/Directed Studies in Business	Edited	9/22/2017	minormod
BUSI 5980	BUSI 5980: Foundations of Management Theory and Research	Added	10/26/2017	minormod
BUSI 5981	BUSI 5981: Statistics for Business Research	Added	10/26/2017	minormod

BUSI 5982	BUSI 5982: Research Methodology in Business	Added	10/26/2017	minormod
BUSI 5983	BUSI 5983: Qualitative Research Design	Added	10/26/2017	minormod
BUSI 5984	BUSI 5984: Quantitative Research Design	Added	10/26/2017	minormod
BUSI 5989	BUSI 5989: M.Sc. Thesis	Added	10/26/2017	minormod
BUSI 5992	BUSI 5992: Tutorials/Directed Studies in Business	Added	9/22/2017	minormod
BUSI 6000	BUSI 6000: Seminar in Accounting I	Edited	10/26/2017	minormod
BUSI 6001	BUSI 6001: Seminar in Accounting II	Edited	10/26/2017	minormod
BUSI 6100	BUSI 6100: Seminar in Management I: Modern Organization Theory	Edited	10/26/2017	minormod
BUSI 6101	BUSI 6101: Seminar in Management II: Current Topics in Organizational Behaviour	Edited	10/26/2017	minormod
BUSI 6200	BUSI 6200: Seminar in Marketing I: Management and Strategy	Edited	10/26/2017	minormod
BUSI 6201	BUSI 6201: Seminar in Marketing II: Consumer Behaviour	Edited	10/26/2017	minormod
BUSI 6300	BUSI 6300: Seminar in Management of Production/Operations I: Strategic Management of Production Systems	Edited	10/26/2017	minormod
BUSI 6301	BUSI 6301: Seminar in Management of Production/Operations II: Production/Technology/Strategy Interface	Edited	10/26/2017	minormod
BUSI 6303	BUSI 6303: Systems Optimization: Methods and Models	Edited	10/26/2017	minormod
BUSI 6400	BUSI 6400: Seminar in Information Systems I: Research Issues	Edited	10/26/2017	minormod
BUSI 6401	BUSI 6401: Seminar in Information Systems II: Current Trends	Edited	10/26/2017	minormod
BUSI 6500	BUSI 6500: Seminar in Finance I: Topical issues in Investments	Edited	10/26/2017	minormod
BUSI 6501	BUSI 6501: Seminar in Finance II: Theories and Empirical Methods in Corporate Finance	Edited	10/26/2017	minormod
BUSI 6700	BUSI 6700: Seminar in International Business I: International Markets and Strategy	Edited	10/26/2017	minormod
BUSI 6705	BUSI 6705: Seminar in International Business II: Managing in a Global Environment	Edited	10/26/2017	minormod

BUSI 6902	BUSI 6902: Research Methodology in Business	Edited	10/26/2017	minormod
BUSI 6903	BUSI 6903: Qualitative Research Design	Edited	10/26/2017	minormod
BUSI 6904	BUSI 6904: Quantitative Research Design	Edited	9/22/2017	minormod