October 15, 2017

TO: Members of the University Planning Committee

FROM: Tamara Bates
Governance Advisor and Assistant University Secretary

I am writing to inform you that the next meeting of the University Planning Committee will be held on **Wednesday, October 18, 2017 at 10:30 a.m. in the Council Chambers (Gilmour Hall, Room 111)**.

The purpose of this meeting is outlined on the attached agenda.

If you are unable to attend this meeting, please contact the University Secretariat at telephone 905-525-9140, ext. 24337 or e-mail **univsec@mcmaster.ca**.
UNIVERSITY PLANNING COMMITTEE

Wednesday, October 18, 2017 at 10:30 a.m.
Council Chambers, Gilmour Hall, Room 111

A G E N D A

OPEN SESSION

I  MINUTES of the Open Session Meeting of September 20, 2017
   (attached – for approval)

II BUSINESS ARISING

III REPORT FROM GRADUATE COUNCIL – Establishment of a
   Blended Learning Part Time Master of Business Administration
   (attached – for approval)

IV REVISIONS TO THE JOINT INTELLECTUAL PROPERTY
   POLICY (attached – for information)

V OTHER BUSINESS

CLOSED SESSION

VI MINUTES of the Closed Session meeting of September 20, 2017
   (attached – for approval)

VII BUSINESS ARISING

VIII PROJECT STATUS REPORT (attached – for information)

IX OTHER BUSINESS
To : University Planning Committee

From : Christina Bryce
       Assistant Graduate Secretary

At its meeting on September 19th, 2017, Graduate Council approved the proposed new MBA Part-Time Program.

The attached document, pertaining to the proposed Program, is now forwarded for approval to the University Planning Committee for its meeting on October 18th.
McMASTER UNIVERSITY
PROGRAM PROPOSAL

MASTER OF BUSINESS ADMINISTRATION
(BLENDED LEARNING PART-TIME MBA)

August 31, 2017
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1.0 PROGRAM

1.1 Program Description

The proposed blended-learning Blended Learning Part-Time MBA program (BLPT MBA) is a logical response to the rapidly evolving graduate management education industry in general, and changing student expectations in particular. The catalyst for this new program is twofold. First, there is clear recognition amongst DeGroote School of Business (DSB) stakeholders that the School’s existing portfolio of MBA programs is not meeting the expectations of working professionals with 5 to 8 years of work experience who wish to keep their jobs while completing their studies. This is largely because this segment is expected to take courses with the much larger and noticeably younger and less experienced segment of full-time and co-op MBA students, who typically have 0 to 3 years of work experience. The result is mixed segments in the same classes to the detriment of the more experienced working professionals. Second, students’ expectations about learning and development opportunities are changing, especially for those already working, with a clear preference being shown towards more flexible learning options, including blended learning.

The new BLPT MBA will cover all core subject areas required in the existing Full-time and MBA Co-op programs. To graduate, students would be required to complete 52.5 units of coursework versus 60 units for the full-time, co-op and existing part time MBA programs (due to reduced elective requirements). This change responds to global and local industry trends showing greater interest in shorter MBA programs at the expense of traditionally longer ones, especially those based in North America.1 Recent professional market research commissioned by DSB has also confirmed that such a reduction would likely lead to increased attractiveness of the BLPT MBA.

The blended delivery approach will consist of three intensive face-to-face residencies per semester combined with weekly technology-enabled learning requirements during the off-campus periods. Approximately 67% of the instructional hours will take place during the residencies, each of which will last two to three days and occur at the start, mid and end points of every semester. The remaining instructional hours will be completed online. This will greatly reduce the time, cost and inconvenience of the commuting associated with the current part time program, and in the process create a wider catchment area from which students will be drawn. The blended-learning approach has been confirmed as highly desirable by prospective students based on DSB’s recent market research results.

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1.2 Proposal Preparation and Consultation Process

Internal Stakeholders

Discussions regarding the new BLPT MBA have been on-going amongst DSB’s senior leadership team and MBA program management and recruiting staff since mid-2016. Evolving designs have been discussed at length with the School’s MBA Program Development Committee\(^2\) five times, the Decanal Committee twice, Faculty Business Council once, and the Dean’s Advisory Council once, all between March and June 2017. General approval and growing encouragement for the direction being taken by the proposed BLPT MBA has been provided at all meetings, with the MBA Program Development Committee providing unanimous approval to proceed during a meeting held on June 5, 2017.

Members from the BLPT MBA development team are concurrently working with the School’s *Online Learning Strategy Working Group*, headed by Professor Brian Detlor (Information Systems Area). The mandate of this Group is to produce an online learning strategy for DSB by December 2017. The MBA Academic Director and staff are coordinating with Professor Detlor’s team, along with the MacPherson Institute, to ensure that the online technology and pedagogical elements supporting the BLPT MBA will be strategically and practically aligned with the recommendations developed by the Group.

External Stakeholders

From mid-2016 through to June 2017, the MBA Academic Director and staff incorporated views of current students, alumni and prospects who have attended information sessions in and around Burlington, Hamilton and the GTA as well as those who have made direct inquiries through the MBA office. The process also included focus group sessions involving students and alumni held at the Ron Joyce Centre (RJC) to determine what new program options would best serve the interests of future students and the School at large.

Professional Market Research

The proposed BLPT MBA has also taken into consideration professional market research efforts conducted by *The Strategic Counsel* on behalf of DSB.\(^3\) Between February and April 2017, this research agency gathered qualitative and quantitative interview and survey data from 1,300 prospective students, alumni and employers to better understand DSB’s position in the market as well as overall MBA program preferences and learning objectives. Some 98 respondents provided detailed feedback related specifically to part time MBA studies. Several important findings derived from this input have confirmed the pre-existing indicators of the need for such a program. (See also *Section 1.6.1 – Evidence of Societal / Labour Market Needs*)

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\(^2\) See Appendix A – MBA Program Development Committee Members

\(^3\) The Strategic Counsel is a leading market research agency, with in-depth education sector experience. Past clients include Ivey Business School, Rotman School of Management (University of Toronto), University of Waterloo, Queen’s University, Mount Allison, and the University of British Columbia. See: [www.thestrategiccounsel.com](http://www.thestrategiccounsel.com)
1.3 Consistency with McMaster’s Mission and Academic Plan

The Strategic Mandate Agreement (2014-2017) between the Ministry of Advanced Education and Skills Development (formerly Ministry of Training, Colleges and Universities) and McMaster University identified “business and economics” and “digital information and media” as key sources of strength for the institution. The BLPT MBA is anchored around DSB’s business and economics capabilities, and will ensure general coverage of digital information and media. The Program will also leverage McMaster’s signature pedagogies related to problem-based learning and inquiry, collaborative culture, interdisciplinary programming, and partnerships, along with the University’s growing expertise in blended learning supported by the MacPherson Institute.  

The BLPT MBA will also support the four key priority areas outlined in President Deane’s *Forward with Integrity* letter (2011), namely:

- **Student experience**: by providing interdisciplinary and multi-faceted learning opportunities, including self-directed experiential learning on the job, BLPT MBA students will undertake a transformational learning and socialization experience that will not only benefit them and their careers, but will also help build stronger associations with external corporate and community organizations, DSB and McMaster University at large.

- **Community engagement**: given that the School interacts with local and regional industry and community organizations virtually every day, BLPT MBA students, faculty and staff will leverage these connections to support live company and community projects. (e.g., local and regional companies, Innovation Factory, The Forge, social impact agencies, etc.)

- **Research**: as a professional degree program, students will focus on understanding and applying the findings and frameworks arising from academic research to real-world business opportunities and challenges as well as have the option to work with faculty on independent research projects that are practice-oriented.

- **Internationalization**: the importance of growing international mindsets and cross-border management capabilities, anchored within a strong ethical ethos, will be developed through a variety of learning methods and opportunities, including real world projects, case studies, overseas study trips, and the leveraging of diverse student experiences and backgrounds.

In addition to supporting the University’s academic plan and priorities, the proposed BLPT MBA supports the key pillars driving DSB’s Strategic Plan (2015 – 2020), which includes:

- Providing an evidenced-based curriculum;
- Leveraging the core MBA curriculum (in new delivery formats);

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5 *The Forge* is Hamilton's startup incubator and McMaster University's on-campus entrepreneurship initiative.
• Introducing students to the growing importance of digital transformation (without being a digitally-focused program, like the Executive MBA in Digital Transformation); and
• Opportunities to pursue healthcare management coursework and projects, if desired.

1.4 Program Learning Outcomes

The learning outcomes for the new BLPT MBA have been designed based on extensive consultations with a wide range of internal and external stakeholders, including existing and prospective students, faculty, alumni and potential employers. The overall objective is to increase the knowledge and capabilities of working professionals who are seeking to advance their careers in an expeditious, yet manageable timeframe, and within the context of the significant changes taking place in the broader economy due to rapid technological and demographic change. To this end, students will enhance their problem solving capabilities within a program that heavily promotes collaboration, interdisciplinary thinking and working with external partners. More specifically, upon successful completion of the Program, students will be able to:

1. Leverage well-rounded functional knowledge and managerial competencies commensurate with a traditional general management MBA program, while still having the opportunity to pursue areas of personal interest.

2. Effectively apply theory, concepts and frameworks within and across business functions, in the process building an integrated view of management.

3. Access increased leadership, team-building and communication skills that can be applied across a variety of business settings as well as in the public and non-profit sectors.

4. Develop analytically rigorous and persuasive business cases that can support new strategic investments and/or internal process improvements for employers.

5. Better understand and adapt to ongoing workplace changes portending the need for increased collaboration, innovation and strategic foresight.

In addition to the above, the new BLPT MBA seeks to create a cohesive stand-alone program designed for a more experienced segment of working peers. As noted in section 1.1, working students have historically been merged into courses catering to Full-time and Co-op MBA students who typically have 0 to 3 years of experience. By contrast, the segment targeted by the BLPT MBA program would have already been working for 5 to 8 years and would therefore prefer and expect a program that reflects this increased experience base. The proposed BLPT MBA directly addresses this specific concern and, in doing so, will target market space that is not occupied by other DSB programs. For example, the only other MBA program dedicated to working professionals is the 13 month, 4-module Executive MBA in Digital Transformation. Apart from its deep focus on digital business, this premium-positioned program caters to significantly more senior executives whose average age is 41 years old and bring an average of 19 years of work experience to class with some 12-20% coming from
overseas. Given the market positioning and delivery format of the new BLPT MBA (requiring three residences per semester), DSB expects to draw students who are relatively early in their careers and live within a two-hour driving radius of the RJC. For a summary of the key characteristics and differences amongst DSB’s MBA programs, see Appendix B – DeGroote’s Portfolio of MBA Programs.

1.5 Consistency with Degree Level Expectations

Please see Appendix C - Curriculum Map and Appendix D - Graduate Degree Program Expectations, which demonstrate the relationships between the BLPT MBA’s learning outcomes and their consistency with graduate degree level expectations.

1.6 Demand for Program

1.6.1 Evidence of Societal / Labour Market Need

The need for the new BLPT MBA is driven by changing economic and labour market conditions as well as concomitant changes to student preferences and career development requirements. Much of the change taking place in the macro environment is being driven by the so-called ‘fourth industrial revolution’ that is seeing a rapid and significant convergence of previously separate technologies related to physical, biological and digital domains. As the World Economic Forum notes⁶:

“There are three reasons why today’s transformations represent not merely a prolongation of the Third Industrial Revolution but rather the arrival of a Fourth and distinct one: velocity, scope, and systems impact. The speed of current breakthroughs has no historical precedent. When compared with previous industrial revolutions, the Fourth is evolving at an exponential rather than a linear pace. Moreover, it is disrupting almost every industry in every country. And the breadth and depth of these changes herald the transformation of entire systems of production, management, and governance.”

In recognition that such changes are underway, in 2016 the Government of Canada released an ambitious Innovation Agenda designed to pivot the country away from a twentieth century economy reliant on natural resources and old industrial manufacturing practices towards more advanced technological bases of competition. To this end, the federal government (through its March 2017 budget) has specifically encouraged innovation and industrial renewal by promoting greater entrepreneurship and creativity, the translation of scientific expertise into commercially viable products and services, the creation of world-class clusters and partnerships, the advancement of clean and

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inclusive growth, and increased digital literacy.\textsuperscript{7} Such initiatives are expected to spur demand for management talent that can suitably support these priority policy areas.

The velocity, scope and system wide revolution of the means of production, management and governance worldwide, combined with the Government of Canada’s innovation agenda, makes it imperative that DSB respond with new programming to ensure ongoing relevance to the students, employers and community organizations it serves. The new BLPT MBA, in concert with community, industry and other university partners, is well-placed to achieve this objective.

1.6.2 Evidence of Student Demand

In addition to the traditional internal and external stakeholders consulted as part of this process, DSB has engaged a market research agency, \textit{The Strategic Counsel}, to assess brand perceptions about DSB as well as the program interests and learning objectives of prospective MBA students and potential employers, including BLPT MBA related preferences. Based on historical enrolments and these recent research findings, the main target audience for the BLPT MBA will be previously degreed professionals with 5 to 8 years working experience who live within a one hour driving radius of the RJC. Given the blended instructional design, it is expected that the program will create increased appeal to those living and/or working between the RJC and the GTA.

Feedback from MBA program recruiting staff as well as the data collected by The Strategic Counsel points to a second target audience who will find the program appealing, namely prospects living within about a two-hour driving radius of the RJC. This would create a catchment area that roughly sweeps from Niagara Falls to Brantford and London, to Kitchener-Waterloo and Guelph, to Barrie, Newmarket, Markham and across to Oshawa. This is because students from further afield would only need to drive to the RJC three times per semester to complete two courses, presuming they stay overnight at a nearby hotel, where DSB can arrange preferential rates. For students who live closer to the RJC, they would only need to travel to the facility about six times per semester to complete the two courses. By contrast, current part time students at DeGroote, and those of comparator schools like Rotman (University of Toronto) and Schulich (York University) typically need to travel to their physical classrooms 24 to 26 times per semester to complete two courses. The new BLPT MBA would therefore significantly reduce the cost and inconvenience of commuting, and yet still retain high impact concentrated opportunities for face-to-face engagement. The Program will also contribute to a smaller carbon footprint. (\textit{See Appendix E – Regional Comparator MBA Programs})

The key findings and demand drivers from The Strategic Counsel’s market research efforts that have been incorporated into the design of the proposed BLPT MBA are as follows:

\begin{itemize}
\item 90\% of prospective students welcome online learning components.
\end{itemize}

• In terms of total online learning workload, 22% prefer 1-3 hours, 45% prefer 4-6 hours, and 18% prefer 7-10 hours per week, respectively.
• Two thirds of respondents prefer a program that can be completed in 3 years or less; prospects are willing to pay more for a program that can be completed within this period.
• Three quarters of respondents see a cohort-based program as important or very important.
• Content areas of most interest are strategic management, and leading self and others.

1.6.3 *Justifiable Duplication*

Several other universities offer part time MBA programs in our catchment area as outlined in Section 1.6.2. Appendix E provides a comparison table between the proposed program and several main competing programs including those offered by the Lazaridis School of Business (Wilfrid Laurier University), the Rotman School of Business (University of Toronto) and the Schulich School of Business (York University). As shown in the table and as further detailed in Section 4.2 below (Program Innovation), the proposed BLPT MBA is differentiated in several key ways relative to these other comparator programs including: a shorter completion time; a competitive price; a learning approach that stresses integration across subject matter, personalized professional development, and community service learning opportunities. Importantly, the proposed BLPT MBA is based on an approximate 67% face-to-face and 33% online instructional design, with no other comparator schools offering such an approach. As explained in Section 1.6.2 above, this blended learning approach significantly reduces the cost and inconvenience of commuting for students while still retaining high impact concentrated opportunities for face-to-face engagement.

1.7 *Degree Nomenclature*

The degree earned through completing this program will be an MBA. The nomenclature for the BLPT MBA is sensible based the fact that the blended design and delivery, assignments, and workload are all specifically designed for the primary target audience of working professionals who can only study outside of normal working hours.

2.0 *ADMISSIONS AND ENROLMENT*

2.1 *Admissions Requirements*

Regular applicants to the BLPT MBA are expected to meet the following requirements:

• 4-year bachelor’s degree in any discipline, with a recommended B average (73-76% or 3.0 on a 4-point scale) in the two most recent years of university study.
• Résumé to assess work experience, with a *minimum* of 4 years expected (versus 0 years for the Co-op MBA and Full-time programs, respectively).
• Two letters of recommendation; at least one would come from a non-academic referee (e.g., past or present employer)
- Graduate Management Admissions Test (GMAT) or other standardized scores\(^8\).
- Admissions interview, if necessary, to better understand a prospective student’s capabilities, learning objectives and potential for success in the Program.
- TOEFL, IELTS, or PTE scores for those who have not resided in an English-speaking country for at least four years, or if English was not the primary language of instruction for at least three years of full-time post-secondary education, excluding ESL courses. (This requirement is meant for international students and is therefore not expected to be applicable for most BLPT MBA applicants, save for the possibility of applications from new permanent residents).

In addition to the above, prospective BLPT MBA students will need to explicitly acknowledge that they are prepared to apply required assignments to their work environments. If this is not possible, the onus will be on the student to find alternative organizations (through family, friends or their extended network) where such assignments can be applied. Consequently, offers of admission to the BLPT MBA will remain conditional until the applicant formally acknowledges and accepts this requirement. This is not a requirement for admission to the Full-time and Co-op MBA programs.

Applicants will be apprised that meeting the minimum requirements will not automatically result in admission to the new BLPT MBA due to the competitive nature of the process.

### 2.2 Enrolment Planning and Allocations

<table>
<thead>
<tr>
<th>Program Year</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
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<td>35</td>
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<tr>
<td>Year 2</td>
<td>--</td>
<td>30</td>
<td>35</td>
<td>35</td>
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<tr>
<td>Year 3</td>
<td>--</td>
<td>--</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>Year 4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Total Enrolment</td>
<td>30</td>
<td>65</td>
<td>95</td>
<td>105</td>
</tr>
</tbody>
</table>

The BLPT MBA program is planned as a self-funded program at a tuition fee of $57,500. Current domestic tuition is approximately $42,000 for the full-time and $47,000 for the Co-op MBA programs. Therefore, the Program is not included in the eligible enrolment forecasts. The 105 students forecast for the BLPT MBA at steady state are not intended to be the same students from the existing Part Time MBA program, which is now closed for new enrolment. The new BLPT MBA will have no impact on overall graduate enrolment within the Faculty.

\(^8\) In further contrast to the full-time and MBA Co-op programs, the Admissions Committee will also consider alternative standardized test scores in lieu of the GMAT, specifically the GRE, LSAT and MCAT, all of which require demonstrations of analytical, critical reasoning and verbal competences. Those who have successfully passed the CFA Level II exams will also be able submit scores to substitute for the GMAT based on the recognition that the competencies assessed are financial and economic in nature, and are considered more difficult than what is tested by the GMAT. Should there be any doubts about a candidate’s suitability for the BLPT MBA, the Admissions Committee will retain the right to request higher GMAT test scores than those originally submitted.
The rationale for the proposed $57,500 tuition fee is as follows:

- Students will receive more personalized attention from faculty and staff due to numerous individual action learning projects that do not exist in the full-time and MBA Co-op programs.
- The program will incur higher than normal costs associated with managing and supporting very active online learning portals.
- Pricing is relatively consistent with the comparator part-time MBA program offered by the Laziridis School (Wilfrid Laurier) at $53,650, while remaining substantially lower and therefore more attractive than the fees charged by the Rotman School (University of Toronto) at $101,350 and the Schulich School (York University) at $80,000.
- Data collected by the Strategic Counsel points to a willingness to pay a higher fee for a cohort experience that is a maximum of three years in duration (as is the proposed BLPT MBA).

2.3 Alternative Application Requirements

In keeping with current practice, DSB will consider highly qualified applicants who do not hold a bachelor’s degree for entry into the BLPT MBA. However, such candidates would normally be expected to have a minimum of 7-years of relevant work experience, and minimum GMAT scores of 600 overall.

3.0 STRUCTURE

3.1 Administrative, Governance and Communication

A three-tiered hierarchy will provide suitable and discrete levels of governance and administration over program development and execution. These levels are as follows:

Strategic Governance

The BLPT MBA will be administered by DSB, with overall responsibilities falling to the School’s Associate Dean (Graduate Studies and Research) for all academic and curriculum-related matters, and Associate Dean (Faculty Affairs and Accreditation) for all program delivery and teaching-related matters. The MBA Academic Director will be invited to attend all relevant curriculum committee meetings.

Daily Governance

The MBA Academic Director will oversee the coordination and implementation of the academic design and delivery of the Program. This will include working with faculty to ensure that their individual courses align with the Program’s learning objectives and requirements. The MBA Academic Director

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9 Curriculum changes will follow the appropriate approval stages within DSB and McMaster.
will report to the Dean of DSB, while working in collaboration with the above noted Associate Deans, and any relevant curricula committees.

**Daily Management Support**

DSB will leverage its existing support staff and infrastructure and anticipates some incremental resource requirements. Several support staff, either new or existing, will manage the day-to-day operations of the BLPT MBA, including:

- **Program Coordinator**: helps prospects through admissions and other administrative processes that need to be navigated throughout a student’s course of study; works with faculty to ensure that the appropriate logistical arrangements and support is provided during the face-to-face residencies. (0.50 FTE).

- **Career Advisor**: provides job sourcing and advice to students seeking new career opportunities. (0.5 FTE).

- **Learning Manager**: partners with faculty and students to help design and ensure the appropriate application of work-integrated learning assignments; works with faculty and students to ensure that integration of learning themes and objectives within and across semesters are suitably highlighted; helps ensure online learning activities are being implemented as intended; works with faculty to initially source and subsequently coordinate with external learning partner organizations, as needed; in concert with the Academic Director, reviews student progress at the end of each semester. These functions may be accomplished either through contracted services or through staff (to be determined).

- **Technical Support**: when certain technical difficulties arise, it may be necessary to escalate ‘help desk’ requests to the DSB’s in-house Digital Media Technician. Should the issue remain unresolved, another level of escalation might be required, either within McMaster or to external vendors, depending upon the situation.

- **Temporary Support Staff**: contracted services for providing program logistics and delivery support during the week-end residencies.

**Communications**

Communications that pertain to program-wide issues will normally originate from the Academic Director. For items that are course specific, the responsible faculty or supporting Program Coordinator will send the appropriate notifications/updates.
### 3.2 Structure and Regulations

#### Program breakdown

The table below compares the existing part time MBA requirements to the proposed BLPT MBA:

<table>
<thead>
<tr>
<th>Existing Part-Time MBA Requirements (being phased out)</th>
<th>New BLPT MBA Requirements&lt;sup&gt;10&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Accounting and Reporting</td>
<td>Leadership Fundamentals (new)</td>
</tr>
<tr>
<td>Organizational Behaviour</td>
<td>Management Fundamentals (new)</td>
</tr>
<tr>
<td>Economics</td>
<td>Managing Financial Resources (I601)</td>
</tr>
<tr>
<td>Information Systems Management</td>
<td>Economics &amp; Business Statistics (I602)</td>
</tr>
<tr>
<td>Applied Business Statistics</td>
<td>Competing Through Digital Transformation &amp; Analytics (I603)</td>
</tr>
<tr>
<td>Managerial Accounting</td>
<td>Creating Customer Value (I604)</td>
</tr>
<tr>
<td>Managerial Finance</td>
<td>Managing Organizations (I605)</td>
</tr>
<tr>
<td>Human Resources Management</td>
<td>Intermediate Accounting +</td>
</tr>
<tr>
<td>Marketing Concepts and Applications</td>
<td>Intermediate Finance +</td>
</tr>
<tr>
<td>Strategic Management</td>
<td>Intermediate Operations Management +</td>
</tr>
<tr>
<td></td>
<td>Co-creating Strategic Foresight +</td>
</tr>
<tr>
<td></td>
<td>Innovation and Design Thinking +</td>
</tr>
<tr>
<td></td>
<td>Business, Gov’t &amp; Global Environment (P700)</td>
</tr>
<tr>
<td></td>
<td>Strategic Management (P720)</td>
</tr>
<tr>
<td></td>
<td>Strategic Integration Project (new 1 semester)</td>
</tr>
<tr>
<td>Electives: 24 units</td>
<td>Electives: 12 units</td>
</tr>
<tr>
<td></td>
<td>+ New quarter courses</td>
</tr>
</tbody>
</table>

For calendar descriptions of all required courses, please see *Appendix E – Course Descriptions*. The key differences and similarities in the requirements between the existing part-time MBA program being phased out and the new BLPT MBA are as follows:

- In the revised BLPT MBA *Leadership Fundamentals* is a new course taken at the start of the program to meet identified high priority needs of working professionals and employers.

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<sup>10</sup> Refer to Appendix F for a short description of each course.
A new \textit{Management Fundamentals} course is taken at the start of the Program to ensure strong basic general managerial skills are established at the outset (similar – albeit at a higher level – to the Foundations section of the Full-time and MBA Co-op programs implemented in 2016).

Both programs require five (5) core courses namely I601 to I605. Although these courses are common between both programs, they will be redesigned for the new BLPT MBA program as they will vary in the depth and format of delivery.

Four (4) new intermediate level quarter courses (of 1.5 units each) are required in the new BLPT, with each building off of material covered in the I601 to I605 series of courses.

Two new quarter courses (1.5 units each) covering \textit{Innovation and Design Thinking} and \textit{Co-creating Strategic Insight} are required in the new BLPT MBA.

Existing requirements remain for \textit{Strategic Management} and \textit{Business, Government and Global Environment}.

The team-based \textit{Strategic Integration Project} will bring together content from different core subjects while displaying independent research, problem-based inquiry and collaboration skills by working with external industry ‘client’ partners who will commit to be actively involved in the field work phase of the course.

Elective requirements in the new BLPT program amount to 12 units instead of 24 units in the current MBA programs; options for fulfilling these requirements include BLPT MBA specific courses (to be developed), regular courses with full-time MBA students, independent research project (up to 6 units), overseas study trip (3 units) and cross-registration in approved university wide electives (up to 6 units).

A new \textit{Program Synthesis and Future Planning} quarter (1.5 units) capstone course will build off of the key learning points and reflections captured during each course to create an overarching journey for the entire program, while developing a career-ready learning portfolio that will help students achieve their career goals.

\textit{Program requirements}

In keeping with sections 3.1 and 3.4 of McMaster University’s Regulations for Masters Degrees as well as the applied learning nature of the BLPT MBA, the degree completion requirements will comprise a mix of coursework and a capstone project. Per section 3.4, DSB will be responsible for prescribing the requirements for these projects. The School has a long history in facilitating and shepherding students through comprehensive capstone projects, thus raising the potential for success with BLPT MBA students.\footnote{For further references to McMaster University’s regulations related to Masters degrees, please see: \url{http://academiccalendars.romcmaster.ca/content.php?catoid=20&navoid=3573#3.2_Program_Requirements}} The overall workload of the BLPT MBA is commensurate with that of a professional degree program, with students required to complete the equivalent of 17.5 semester length courses (52.5 units).
Progressive student achievement

As a cohort-based program, the BLPT MBA is designed to navigate intact groups of students through a series of required and elective courses in a manner that balances expeditious completion over nine semesters with the need to manage careers and other personal obligations that prevents full-time attendance. To this end, students will complete two (2) courses per semester over three main phases designed to ensure progressive achievement. These phases are:

- **Integrated Building Blocks**: the first six semesters cover the core subject matter commensurate with a general management MBA geared to working professionals to ensure that solid functional business knowledge and skills have been developed.

- **Exploring Possibilities**: during semesters 7 and 8 students select electives to build knowledge and skills in areas they deem to be of most interest and importance.

- **Creating Your Future**: semester 9 will conclude the Program with a capstone team-based Strategic Integration Project, along with an opportunity for individuals to develop a structured Program Synthesis and Future Planning learning journals designed to capture key lessons gleaned throughout the Program and help ensure better career preparedness.

3.3 Graduate Programs – Program Length

The BLPT MBA is a cohort-based program designed to be completed over nine semesters. The average workload will be two semester-length courses per term. Based on recent market research findings, the program length (of three calendar years or less) is consistent with the aspirations of a large majority of prospective students. See Appendix G – Program Delivery Schedule.

4.0 CURRICULUM AND TEACHING

4.1 Program Content

**Ongoing Relevance**

Ongoing relevance of program content will be maintained through annual reviews of each course syllabus based on feedback received from curricula committees, faculty colleagues, students and employers. It is expected that periodic updates will be needed to reflect the rapidly changing nature of the systems of production, management and governance being brought about by disruptions of the ‘Fourth Industrial Revolution.’

**Reflecting Student Diversity**

Diversity can be defined across a wide range of attributes, including culture, gender, professions, religion, physical abilities, sexual orientation, etc. The BLPT MBA will deliberately seek to attract cohorts of students who represent diversity across these and other attributes to ensure that rich team and
class-wide learning environments are created. In addition, during the courses related to leadership and managing organizations, explicit treatment will be given to merits of fostering inclusive workplaces, along with references related to legislation that impacts Ontario-based organizations.

**Presenting Local and Global Perspectives**

The nature of the course content and assignments are inherently local and global. For example, students will be exposed to case studies and profiles of local, regional, national and international organizations. They will also work on assignments designed to take place in Canadian companies and/or subsidiaries of multinationals. Even within local and national companies, the nature of the assignments could be international in nature. (e.g., a Canadian company develops an international market entry strategy for a product that it wishes to export). Students will also be able to attend formal overseas study missions organized by DSB and, in doing so, fulfil some of the Program’s elective requirements. The 3 credits granted would be based on attendance and participation at all scheduled sessions and events as well as related applied assignments.

**4.2 Program Innovation**

**Learning Approach**

The proposed BLPT MBA will bring together the best teaching methods and practices that DSB has to offer, while proactively experimenting with innovative approaches designed to increase learner engagement and the promotion of practical application of material covered in class to the workplace. The principles underpinning the Program’s overall learning approach are:

- Approximately 67% face-to-face and 33% online instruction.
- Adult and learner centric pedagogies.
- Numerous opportunities for individual and team-based experiential learning (e.g. work-based action learning projects, projects with community organizations, live case study discussions, company visits, etc.).
- Ensuring personalized leadership development and coaching plans are created for each student (starting with Leadership Fundamentals and running through to Program Synthesis course)
- More interdisciplinary and team-teaching sessions involving DSB faculty, adjuncts and guest practitioners to highlight and enhance cross-functional understanding as well as the holistic nature of general management challenges and opportunities.
- Flexibility in fulfilling elective requirements.
- Act as an innovation lab for DSB to experiment with different learning approaches that may potentially be applied to other programs at the School.

**Blended Learning**

The BLPT MBA will be a true blended learning experience with approximately one third of all instructional hours delivered through a technology enabled learning platform. The flexibility of this
approach is not currently offered by any other business school in Ontario, thus creating unique
differentiated advantage amongst provincial providers. At the same time, participants will still have
ample opportunities for face-to-face engagement and bonding opportunities commensurate with the
desire for a strong cohort experience.

Technology Enablement

The technology platform that will support this new blended learning program will be based in part on
the concurrent efforts of DSB’s Online Learning Strategy Working Group (OLSWG), which is expected
to provide Dean Waverman with its recommendations by December 2017. To ensure continuity of
understanding and complementarity between the two separate initiatives, two representatives involved
in the redesign of the BLPT MBA serve on the OLSWG, along with DSB faculty, digital media
support, the head of Executive Education, and representatives from the MacPherson Institute.

Integrated Learning Non-Linear Learning

Adults demonstrate a clear preference for self-directed, non-linear learning. This creates an imperative
for the BLPT MBA to ensure adequate integration of subject matter and learning elements across the
program. Apart from appealing to student learning preferences, such integration is logical within the
context of graduate management education. Teaching marketing in isolation from finance and
organization dynamics, for instance, would result in a narrow understanding of the true nature of the
opportunities, challenges and decision points that managers must resolve in the ‘real world.’ For
example, marketing managers must understand the financial implications of their recommendations if
they are to have credibility. Similarly, any marketing decisions must be made within the context of an
organization’s strategic priorities, and the capabilities of the people and resources required to
implement any recommendations. Consequently, the new BLPT MBA program will seek to ensure that
students undertake learning experiences that integrate knowledge and frameworks across functional
disciplines and semesters as and when appropriate.

Personalized Professional Development

Adults show a strong bias towards learning that is relevant to their professional and personal lives.
Consequently, the BLPT MBA will ensure each student is offered ample opportunity for applying
work-integrated learning assignments in their employer companies or at suitable alternatives. In
addition, students will be expected to maintain an on-going leadership and coaching development
journal. This will promote greater mindfulness towards leading oneself and others, which is one of
most important areas requiring development cited by both prospective students and employers.

Community Service Learning Opportunities

BLPT MBA students will have a number of opportunities to engage in community service learning
opportunities. This includes teams of students potentially working with local non-profits and social
sector agencies as part of the comprehensive Strategic Integration Project course.
4.3 Modes of Delivery

As a comprehensive and true blended learning program, the BLPT MBA will utilize a wide range of learning modes of delivery. This will include classrooms and breakout rooms for class and team discussions, teamwork preparations, individual and team presentations, and guest speakers.

The Program’s online learning portal will support synchronous learning, such as live faculty-led class discussions as well as virtual team meetings. Asynchronous features, including video lectures and online discussion forums, will allow students to assimilate, review and engage with faculty, class colleagues and study materials on a more temporally flexible basis.

The inclusion of work-integrated learning assignments will provide individual students with tailor-made experiential learning opportunities that can be applied to their employer’s organization or an approved substitute. Similarly, the Strategic Integration Project course will see teams of students working with local businesses and non-profits as the basis for analysis. A key objective of this course will be the provision of defendable recommendations for improving organizational performance in specific areas according to suitably defined metrics discussed with the ‘client’ organization prior to commencement.

All of these methods are appropriate for working professionals seeking to gain intense classroom experiences supported by online learning, while ensuring opportunities for real-world application of the tools and frameworks being learned through either face-to-face or virtual delivery.

4.4 Experiential Learning

Work-integrated learning projects will constitute important components of course work to ensure the application of knowledge and skills generated through courses. The Program Learning Manager will play an instrumental role in working with students to ensure that the projects identified have been suitably scoped and remain consistent with assignment learning objectives.

As with the existing Full-time and Co-op MBA programs, the team-based Strategic Integration Project course will serve as a capstone designed to synthesize several business disciplines using a real world organization as the experiential vehicle for the assignment. To this end, teams of students will work with host companies that they have identified and have been approved by faculty leading the course. Alternatively, program administrators will provide those teams in need of a host company with pre-approved options.

Experiential learning will also be facilitated through overseas study missions as part of the elective options. Such expeditions would comprise of visits to companies, government agencies and social innovation organizations as well as guest speakers from the host countries. Students will also undertake cross-cultural immersion exercises and a summary assignment designed to capture learning points that may be relevant to the student’s employer. Past missions have taken place in South America. Destinations may change from year to year. Finally, site visits to local and regional organizations can provide valuable insights and experiential understanding not readily gained in a classroom or online.
4.5 Accessibility

On a general level, the RJC provides an access-friendly and inclusive learning environment that is designed to meet a variety of student needs. For example, the building has been purpose-built to allow access for students confined to mobility aids, including access ramps, ample room in elevators, classrooms, breakout rooms, and dedicated washrooms. Braille office and classroom indicators are available throughout the building. The on-site cafeteria as well as offsite caterers can also address unique dietary requirements. The building also has a dedicated multi-faith prayer room that is available for any student to use.

Proactive, Accessible, and Inclusive Teaching and Curriculum Design

To ensure that classrooms provide inclusive atmospheres, especially with respect to those with disabilities, the BLPT MBA program faculty and staff will commit to:

- The use of inclusive language, such as a 'student with a disability'.
- The use of respectful language, such as ‘the student who is hard of hearing’ versus using adjectives as nouns, such as 'the deaf, the blind, the disabled'.
- Syllabus statements indicating a duty to accommodate students with disabilities.
- Readiness to address discriminatory behaviors or stereotypical comments as soon as possible, with the recognition that silence or inaction may be taken as an endorsement of these counter-productive behaviors.

For those students who require notetaking or other classroom accommodations, the BLPT MBA and DSB in general will offer a variety of options, including:

- Allow students to record lectures with a digital recorder; video lectures during the online phases of the program would automatically address this requirement.
- Make copies of presentation slides and/or handouts available in advance of most lectures.
- Allow consideration for extensions on specific assignments, in accordance with established policies.
- Allow consideration for missed class-work, in accordance with established policies.
- Potentially allow for alternate evaluation methods, as is suitable.
- Provide alternatives to inaccessible teaching tools (e.g. online quizzes may be inaccessible to some students).
- Reserve seats at the front of class for those in need.
- Select textbooks or videos in inclusive formats when possible and prudent (e.g., alternate format texts or videos with captioning/descriptive audio).

McMaster Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a
disability chooses not to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete.

4.6 Research Requirements

The BLPT MBA is not an academic research focused program. Rather, it is a professional degree program that emphasizes application of research findings and frameworks to various dimensions of business and economics. Students will not be expected to complete a traditional thesis, although they do have the option to undertake independent research projects as an elective course under the guidance of suitable supervising faculty, with permission granted by the Area Chair and Associate Dean (Graduate Studies & Research). Such arrangements would need to be finalized prior to the semester in which the project is expected to be completed.

5.0 ASSESSMENT OF LEARNING

5.1 Methods for Assessing Students

Student performance will be assessed throughout the Program based on a wide range of time-tested methods, such as case study analyses, class participation, quizzes, examinations, simulations, individual and team presentations, individual and team projects as well as individual and team reports.

The inclusion of applied work-integrated projects, along with formalized leadership development planning documents and program learning journals, will add an extra dimension of structured and immediately relevant assessment / feedback prized by working professionals.

Students and teams will be assessed on the rigor by which they select the appropriate framework(s) for analyzing a given situation, how well they apply these tools of analysis, and how well they communicate their findings and recommendations. The objectives would be to ensure evidence of clear structured thinking, sound application of the tools and frameworks, and clear communication so students can use the frameworks and demonstrate their skills effectively both during the Program and after it is completed.

The variety of assessment methods noted above will help ensure that students will develop well-rounded skill sets as well as have opportunities to ‘shine’ based on inherent capabilities and learning preferences. For example, some students may embrace the prospect of individual and team-presentations more positively than others. By contrast, some students may welcome the opportunity to develop individual and team reports more than presenting the actual findings. Regardless of the learning preferences students might bring coming into the Program, a key objective will be to enhance all skills development areas, allow students to leverage their innate talents, while bolstering areas that require improvement.
In terms of accessibility, the unique blend of intensive residencies and online learning requirements will provide participants with greater flexibility in managing their studies while they are managing their careers and personal obligations. As many assignments throughout the BLPT MBA program will be team-based, the onus will be on the respective groups to ensure that different learning and accessibility needs are managed appropriately. Faculty and program administrators will only weigh in on how teams manage their workloads if/when unique situations arise. (See also Section 4.5 – Accessibility)

All instances of failures are reviewed by the Faculty Committee on Graduate Admissions and Study or the Program Director and/or Associate Dean of Graduate Studies and Research acting on its behalf. The program will be asked to make a recommendation regarding the student. In the absence of a recommendation to allow the student to continue, the student will be required to withdraw. Those allowed to remain in the Program must either repeat or replace the failed course. A failing grade in a course remains on the transcript. Students who fail a second course will not normally be allowed to continue in the Program.

Students experiencing difficulty with the Program or having personal concerns which are interfering with their studies should seek counselling from an MBA Academic Advisor or the Manager, Student Experience–Academic.

5.2 Curriculum Map

See Appendix C – Curriculum Map, and Appendix D – Graduate Degree Program Expectations.

5.3 Demonstrating Student Achievement

Documenting and demonstrating student success (near term)

Student success will be continuously assessed and documented throughout the Program by the Academic Program Director (with input from the Learning Manager), on a semester by semester basis. This level of monitoring will help ensure participants remain in good standing, while reducing the risk of having them lose track with their initial cohort. Some of the key practices that will be used each semester to assess student performance will be as follows:

- The analytical rigor, cogency and persuasiveness of case study analyses.
- The depth of insight, unique contributions and identification of key lessons learned during class discussions.
- The depth of insight, unique contributions and identification of lessons learned from simulation exercises.
- The level of contributions to teamwork as assessed by team members (and, contrarily, the degree to which a participant may create unnecessary tensions that impede collaboration).
- Results from quizzes and examinations.
One innovative method by which student achievement will be assessed will come from any results/feedback from host organizations on work-integrated learning assignments. Students will be encouraged to share feedback from their employers or other assignment host organizations, recognizing that this may not always be possible due to confidentiality related issues. Where appropriate, host organizations will be invited to share their impressions in class, thus adding a further dimension of realism to the feedback process for the benefit of all students.

**Documenting and demonstrating student success (medium term)**

Over and above the preceding section (including the ability to demonstrate clear consistent capabilities in meeting the specific learning objectives outlined in Section 1.4 and per Appendix C), the Program will define success through tangible evidence that graduates are demonstrating solid career progression as well as clear positive impacts on the organizations where they work. Importantly, the timelines to measure such success will not necessarily be immediate in nature. With respect to work-integrated learning assignments, for example, there may be a delay in the efforts undertaken by the students before any positive outcomes for their host organizations can be identified. For example, outcomes from recommending action steps for a new market entry strategy for a Canadian company seeking to export to China will likely take years to properly assess, whereas outcomes from recommending a new internal process improvement may need only months to determine any associated impact.

**Documenting and demonstrating student success (long term)**

Student success will be assessed over the longer term based on such indicators as student placement, career trajectories, salary increases, and notable new business and/or community led initiatives undertaken by graduates. This implies that the BLPT MBA program management team, and the School at large (through its alumni community support teams), have an onus to keep in frequent touch with graduates to ensure that their success is conveyed to DSB.

A further longer term indicator of student achievement would be the number of host companies that remain willing to support student assignments, such as *Strategic Integration Projects*. Similarly, the number of host companies recommending that their suppliers or customers become learning partners to BLPT MBA student assignments would provide another longer term indicator of student and Program success and achievement.

**6.0 RESOURCES (GRADUATE PROGRAM)**

**6.1.6 Administrative, Physical and Financial Resources**

The Program will be able to leverage the existing academic and career resources and this will provide efficiency in recruiting, admission and career programming and management. Some incremental support staff is also expected. The following resources will be available to support the Program:
Administrative

As identified in Section 3.1 – Administrative, Governance and Communication, the BLPT MBA will be supported with several staff on a day-to-day basis, specifically a Program Coordinator (0.50 FTE), Career Advisor (0.5 FTE), and Learning Manager (status to be determined). The Academic Director (from DSB Faculty) will also provide regular administrative guidance as and when required. Similarly, digital media and technical support staff will be available to offer faculty and students troubleshooting assistance as required.

Physical and Online Infrastructure

A significant majority of the face-to-face classes for the required courses and most electives will take place at the Ron Joyce Centre in Burlington. Other potential venues for face-to-face learning may take place on main campus. Access to DSB’s online learning infrastructure will be facilitated through individual MacID accounts.

Financial Resources

The BLPT MBA is a self-funded program that expects to cover all operating and university overhead costs through tuition revenues. A budget has been prepared that shows full payback in year three of operation, with a steady-state intake of 35 students per year and total enrolment of 105.

6.1.7 Library, Technology, and Laboratory Resources

The BLPT MBA will draw upon the resources provided by Library Services at the Ron Joyce Centre as well as the Innis Library. Both locations provide access to a vast collection of online and ‘analog’ resources that are accessible on and off campus using one’s MacID. Some of the services available include in-person research consultations, online reference chat service, interlibrary loan and specific research and course guides.

6.1.8 Faculty

The faculty who will teach in the BLPT MBA must demonstrate the following qualifications:

- Experience teaching graduate level courses.
- Evidence of superior teaching skills, as supported by student evaluations.
- Evidence of research and/or industry engagements related to BLPT MBA learning outcomes.

As is required and deemed prudent, adjunct faculty with strong industry experience will be recruited to teach in the BLPT MBA provided that the Program maintains its Association to Advance Collegiate Schools of Business (AACSB) standards.
6.1.9 Student Financial Support

As a part-time non-BIU funded program, students will be expected to fully support the cost of the BLPT MBA. When requested, DSB staff will be willing to advise employers on the general and specific merits of the Program, with a view of helping participants secure employer funding. Efforts by DSB’s advancement team are underway to secure a select number of scholarships for working professional students, the results of which have not yet been determined.

6.1.10 Seed Funding

To support the start-up of the new BLPT MBA, seed funding will be requested from the Strategic Alignment Fund (SAF) administered by the Provost. These proceeds will be allocated towards five distinct development activities as detailed below. If central funding is not available, DSB is prepared to fund this investment in order to develop critical competencies in blended learning.

1. Curriculum Development: includes the creation of new syllabi for new courses that need to be developed as well as the re-design of existing syllabi that need to adapted to the blended learning model as follows:

   New courses (full semester)
   - Leadership Fundamentals
   - Management Fundamentals

   New courses (half semester / quarter courses)
   - Intermediate Accounting
   - Intermediate Finance
   - Intermediate Marketing
   - Intermediate Operations
   - Innovation and Design Thinking
   - Co-Creating Strategic Foresight
   - 2 electives

   Re-designed (full semester)
   - Managing Financial Resources (I601)
   - Economics & Statistics (I602)
   - Competing Thru Digital Analytics (I603)
   - Creating Customer Value (I604)
   - Managing Organizations (I605)

   Capstone Courses (facilitation courses)
   - Strategic Integration Project
   - Program Synthesis and Future Planning

DSB will hire an experienced Learning Manager (either as part of the BLPT MBA Program team or as an outside consultant) to advise faculty on how to partition the content into manageable ‘chunks’ as
well as identify the most suitable assignments, learning modes and technologies required to maximize learning effectiveness within the blended environment. As part of the process, this resource will work with faculty to identify cross-fertilization opportunities across various courses and the Program at large in order to create a more holistic and integrated learning journey for the student. The Learning Manager would also coordinate with the MacPherson Institute as needed.

2. Faculty Development: includes a series of workshops developed in cooperation with the MacPherson Institute to help faculty understand and become comfortable with using the online learning technologies available on the BLPT learning portal, such as A2L, WebEx, etc. The MacPherson Institute is committed to co-creating a development plan with DSB that would aim to onboard small cohorts of faculty to the online environment in a timely and resource efficient manner. These services will not be charged to DSB.

3. Platform Development: includes the design and configuration of the BLPT MBA learning portal. Once again, the MacPherson Institute will provide valuable input into this process. Given the existing university-wide licensing agreements currently held by the Institute, the costs associated with developing the learning portal are expected to be negligible, as would be ongoing operating costs.

4. Content Development: includes the digitization of lessons and learning materials. The most significant cost would come from new video-stream content that would be created in cooperation with the MacPherson Institute. Importantly, given the intention to provide as interactive a learning experience as possible during the online phases of the Program (through such technologies as WebEx videoconferencing), the general expectation is to limit pre-recorded video lectures to about 25% of the online instructional hours. Based on the general assumption that a full semester course will comprise 12 instructional hours online, roughly three hours would be allocated to pre-recorded video content. For a 6-week quarter course, this equates to roughly 1.5 hours of pre-recorded video. Note: keeping the pre-recorded videos to roughly 25% of the online teaching hours minimizes the risks and costs associated with having to re-do content due the lack of faculty availability/continuity, the need for curriculum refreshes, etc.

5. Marketing/Advertising Development: includes brand, message and creative development as well as year one marketing and advertising costs.

6.1.11 Supervision

There are two learning avenues by which faculty may provide high levels of supervision to students, the Strategic Integration Project and the Independent Research elective. In the case of the team-based Strategic Integration Project, the course is intended to be predominantly ‘field-based.’ As such, it will not include a regular stream of classes. Rather, after the initial classes are completed at the opening residency in the final semester, teams would work with external ‘client’ organizations to research and work on the various course stages before producing a final report and presentation. Faculty will provide
overall supervision to the teams, particularly if unanticipated ‘roadblocks’ emerge that make completion of the project difficult. (e.g., original sponsor leaves the company). In addition, faculty will facilitate workshops at the second residency to ensure the projects will be completed by the third residency, where teams will make final presentations to faculty and ‘client’ sponsors.

Faculty may be called upon by students to provide supervision of Independent Research Projects that would have clearly defined reading lists as well as deliverables reflecting appropriate learning outcomes, including possible application to the student’s work environment.

7.0 QUALITY AND OTHER INDICATORS

7.1 Academic Quality of the Program

*Top 5% Accreditation*

DSB is a recognized leader in management education and research, having been accredited by the AACSB. This places the School amongst the top five percent worldwide for consistently adhering to industry best practices. The BLPT MBA will adhere to AACSB’s guidelines for design, delivery and management to ensure that these accreditation standards are maintained.

*Research Grants*

In the period 2015-2017, DSB faculty and staff secured 24 grants that collectively amounted to over 3.0 million in external research awards. Of this amount, some $1,006,000 was received from the Social Sciences and Humanities Research Council (SSHRC). This funding is being used to investigate a wide-range of research areas that are relevant to the rapidly changing global economy. For example:

- Professors Milena Head and Khaled Hassanein received $148,250 for their work on *Understanding Technorrupptions: Users’ and Second Hand Users’ Perspectives*, the primary goal of which is to understand the mechanisms through which technology-mediated interruptions affect the experiences of users of information and communication technologies as well as the experiences of other interacting with them within the work context.

- Assistant Professor Willian Allender and DeGroote co-applicants Manish Kacker, Ruhai Wu and Sourav Ray, received $155,708 for their project entitled, *Consumer Search and Retailing: The Case of Bluetooth Low Energy (BLE)*, which aims to better understand the value of customer location tracking data as well as the strategic information that consumer search and purchase history can provide to retailers.

- In an example of global cooperation, Associate Professor Manish Kacker, along with co-applicants from McGill University, the University of Texas, and the University of Rennes received $71,450 to advance their project to determine if dual distribution (defined as the joint
The use of independent and vertically integrated distribution channels has accelerated with the rapid growth of Internet, mobile, and other interactive technologies.

- In recognition of his project entitled “Effects of Governance on Bank Accounting Transparency” Associate Professor Justin Jin received $57,000 to investigate the impact of economic and monetary policy uncertainty on bank financial reporting related to the last financial crisis and the subsequent recovery as relevant for banking executives, auditors, academics, policy makers and regulators.

- Associate Professor Hongjin Zhu undertakes strategy related research through an international lens, she was awarded $70,508 for her project entitled “Technology Innovations and Firm Boundaries” to examine the impact and role of skilled immigrants as it relates to the transfer of ideas, technologies, and practices from their home countries. Her work will help to discern knowledge transfer processes and their impact on organizational innovation.

DSB faculty have also successfully secured NSERC finding via the Discovery program and have a track record of success with the Engage Program as well. For example, in the 2016 NSERC Discovery Grant competition, Associate Professor Manish Verma’s research project entitled “Disruption and Recovery/resilience, and Safety Issues in Freight Transportation” received $125,000 to investigate the strategic and tactical attributes involved in ascertaining the resilience of a freight transportation system from both intentional and random disruptions; and develop an analytical framework and mitigation strategies to cope with such disruptions. It is important to note that in recognition of his leadership within this domain his work was distinguished with a 2016 NSERC Discovery Accelerator Supplement award for an additional $120,000. This NSERC success is in addition to prior year SSHRC funding that Dr. Verma received demonstrating that his research as is the case with a number of his colleagues in the Operations Management (Elkafi Hassini and Kai Huang) and Information Systems Areas (Khaled Hassanein and Milena Head) is able to successfully secure funding from both agencies.

2016 was also a very successful year as it related to Canadian Foundation for Innovation and Ontario Research Fund-Research Infrastructure funding for the establishment of laboratories to support the research enterprise within the Faculty of Business. Professor Khaled Hassanein along with his Information Systems Professor Milena Head and members of the Department of Psychology Neuroscience and Behaviour at McMaster University secured funding for the “Evidence-based Decision Making Centre Laboratory” to supplement the research capacity available through his prior award for the “Advanced Human Computer Interaction Laboratory”. Subsequently, Milena Head has successfully obtained funding for an additional CFI/ORF-RI initiative; along with Khaled Hassanein she lead a project entitled “Flexible NeuroIS User Experience Laboratory”. The combined three laboratories comprise the McMaster Digital Transformation Research Centre representing an innovative and unique research facility designed to investigate the impacts of the digital innovations that are currently transforming modern society.
Faculty Awards and Honours

Numerous DSB faculty have been conferred a variety of awards and prestigious honours in recognition of the quality of their teaching and research capabilities. Some examples include:

- Dr. Rick Hackett and Dr. Catherine Connelly, current holders of Canada Research Chairs.
- Six other research chairs distributed throughout the school, namely:
  - Teresa Cascioli Chair in Entrepreneurial Leadership (Dr. Benson Honig).
  - Wayne C. Fox Chair in Business Innovation (Dr. Milena Head).
  - Michael Lee-Chin & Family Chair in Investment and Portfolio Management (Dr. Ronald Balvers).
  - CIBC Chair in Financial Markets (Dr. Jiaping Qiu).
  - BMO Financial Group Chair in Capital Markets – Financial Literacy and the Individual Investor (Dr. John Maheu).
- 3M National Teaching Fellowship; OCUFA Teaching Award (Dr. Nick Bontis, 2009).
- President’s Award for Graduate Supervision (Dr. Mahmut Parlar, 2013, Dr. Rick Hackett, 2015).
- President’s Award for Excellence in Instruction (Dr. Teal McAteer, 2012, Dr. Milena Head, 2016, Dr. Anna Danielova, 2017).
- Best Paper Award, Journal of Organizational Behavior (Dr. Catherine Connelly, 2012).
- Most-Cited Paper Award, International Journal of Human-Computer Studies (Dr. Milena Head, 2012).

7.2 Intellectual Quality of the Student Experience

Faculty Enhancement and Renewal

At a time when very high competition exists amongst institutions vying for qualified faculty, DSB continues to recruit academics who have shown strong promise in their careers. Since 2013, nine new tenured faculty and one teaching track faculty have joined the School, all of whom collectively represent all School Areas. In 2016 alone, the School attracted five new professors from such highly-regarded institutions as Ivey, McGill, Purdue and Boston University to support the different areas.

Strong Practical Regional Connections

Given the School’s rich history in general, along with its reputation for offering Canada’s oldest and largest MBA co-op program in particular, DSB has established strong regional connections with
industry and social impact agencies throughout Hamilton-Niagara, Burlington-Oakville and the GTA. This provides students with exceptional platforms for working with industry and social support organizations on a wide range of applied projects that blend theory with practice.

**Director’s College Capabilities**

As co-founder of the Director’s College (in partnership with the Conference Board), DSB enjoys national recognition as a key provider of some of Canada’s most prestigious corporate governance programs, including the flagship Chartered Director program. This program attracts existing and aspiring directors for some of Canada’s most prominent corporate boards, thus demonstrating the School’s ability to offer the highest level quality programs to some of the country’s most discerning executives. The lessons that faculty gain from teaching and working with some of Canada’s most successful executives can be brought into the BLPT MBA classroom.
### A. FINANCIAL SUSTAINABILITY OF PROGRAM

**Complete New Graduate Program Budget template (appendix A1) which will populate table below:**

In the case of Interdisciplinary programs, also append the Draft MOU between faculties. (Appendix A2)

In the case of Collaborative programs, also append the Draft MOU between institutions. (Appendix A3)

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<td>$1,964,618</td>
<td>$2,012,535</td>
</tr>
<tr>
<td>Other Revenue (Specify)</td>
<td>$330,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Gross Revenue</strong></td>
<td>$713,340</td>
<td>$1,006,268</td>
<td>$1,629,195</td>
<td>$1,964,618</td>
<td>$2,012,535</td>
</tr>
<tr>
<td>University Fund / Research Infrastructure Contribution</td>
<td>-$41,780</td>
<td>-$109,672</td>
<td>-$177,564</td>
<td>-$214,122</td>
<td>-$219,344</td>
</tr>
<tr>
<td>Total Support Unit Allocations (Indirect Costs)</td>
<td>-$119,610</td>
<td>-$250,995</td>
<td>-$403,052</td>
<td>-$472,400</td>
<td>-$484,077</td>
</tr>
<tr>
<td><strong>NET REVENUE</strong></td>
<td>$551,950</td>
<td>$645,601</td>
<td>$1,048,579</td>
<td>$1,278,095</td>
<td>$1,309,113</td>
</tr>
</tbody>
</table>

**Total Teaching Costs**

- $95,360
- $207,366
- $433,026
- $451,480
- $508,938

**Total Admin Salaries & Benefits**

- $135,000
- $178,133
- $183,476
- $188,981
- $193,323

**Total Student Support (From operating)**

- $0
- $0
- $0
- $0
- $0

**Total Capital/Equipment Costs**

- $0
- $0
- $0
- $0
- $0

**Total Other Direct Expenses - Supplies/Services/Travel etc**

- $393,600
- $187,402
- $296,843
- $328,324
- $328,324

**Total Share of Faculty's Central Expenses**

- $50,000
- $30,000
- $30,000
- $30,000
- $30,000

**PROGRAM EXPENSES**

- $673,960
- $602,901
- $943,345
- $998,785
- $1,060,585

**IN-YEAR (Surplus/ Deficit)**

- $-122,010
- $42,700
- $105,233
- $279,310
- $248,529

**Total Grad support per FT student (Scholarship, Taship) excluding RA**

- $0
- $0
- $0
- $0
- $0

If the program is showing an ongoing going deficit please indicate whether it is truly incremental to the current faculty financial position. Provide a rationale for proceeding with ongoing negative returns.

### B. NUMBER OF STUDENTS

**FT**

<table>
<thead>
<tr>
<th>Intended Steady-state annual intake</th>
<th>35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year achieved:</td>
<td>2019</td>
</tr>
</tbody>
</table>

| Intended Steady-state total enrolment | 105 |
| Year achieved:                       | 2022 |

<table>
<thead>
<tr>
<th>Number of International Students included in steady state</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

**Proposed number of additional students to University at steady state:** (i.e. Are the program students additional (net new) or redistributed from other existing programs within the Faculty or in other Faculties.)

None.

**Will there be an impact to enrollments in Programs in other Faculties?**

No

If yes, Please Describe:

A differentiated program from current MBA or eMBA. See program proposal.
C. FORMAT OF INSTRUCTION

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Summer (May-June)</th>
<th>Summer (July-August)</th>
<th>Annual program units?</th>
</tr>
</thead>
<tbody>
<tr>
<td>During which terms will the program run?</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a co-op or internship as part of the program?</td>
<td>No</td>
<td>Describe:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What percentage of instruction will be online?</td>
<td>33%</td>
<td>What percentage of instruction will be off campus?</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If either is greater than zero please provide information:

Similar to other business schools the new MBA will be delivered in a blended format. Online learning is combined with weekend residencies held once per month (approx. 3 residencies per term).

D1. PROPOSED TUITION FEE

<table>
<thead>
<tr>
<th></th>
<th>Domestic</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>$19,167</td>
<td>N/A</td>
</tr>
<tr>
<td>Part Time</td>
<td>$6,389</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Proposed Tuition Fee:

Rational for proposed fees (describe or append results of market assessment) and describe how they adhere to MTCU policy if seeking ministry funding:

See Market Comparators in Program Proposal

D2. SUPPLEMENTARY FEES

Will regular Mandatory Supplementary Fees apply?

<table>
<thead>
<tr>
<th></th>
<th>Full Time</th>
<th>Part Time</th>
<th>Modified only</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

If no, please contact Dean of Grad Studies for guidance and provide resulting proposed applicable fees and rationale:

Supplementary fees are identical to the PT MBA currently in place. A&R fee only.

Are there other mandatory costs for students? (Coop/Internship fees, supplies, books, uniform, equipment, field trips, professional exam fees, etc?)

<table>
<thead>
<tr>
<th></th>
<th>Describe &amp; Approximate amounts:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

E. EXTERNAL RESOURCES: donations, special grants, research overhead, endowment funds, Space, etc.

Please provide information about any external funds or resources that will be available to the program.

<table>
<thead>
<tr>
<th></th>
<th>Onetime</th>
<th>Ongoing</th>
<th>Value $</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F. FACULTY RESOURCES - Please append evidence of endorsement from other faculties affected if necessary.
If courses are also being taught in other faculties, please list

<table>
<thead>
<tr>
<th>Faculty: N/A</th>
<th>Faculty: N/A</th>
<th>Faculty: N/A</th>
</tr>
</thead>
</table>

Incremental FTEs required:    | Business | N/A | N/A | N/A | Comments |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty - Tenure Track</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>We anticipate additional faculty hires over the forecast period to satisfy this program and growth in other programs. We anticipate having these additional resources in place within the 5 year forecast period following budget approval processes.</td>
</tr>
<tr>
<td>Faculty - Sessional and CLAs</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>Proposal provides for up to 2 FTE. Internal capacity is currently being assessed. Program will leverage current MBA admission and recruitment staff</td>
</tr>
<tr>
<td>Teaching Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Non-salary costs in other Faculties

Increases in FT faculty are for modeling purposes only and does not imply approval to hire. Normal approval processes apply.

G. OTHER RESOURCE IMPLICATIONS:

Unless otherwise defined in the categories below, please use these descriptions to define impact:

- **No Impact:** Can be dealt with as part of normal, daily operations. No budgetary or resource impact.
- **Minor:** Can be dealt with in a mutually agreed timeframe using existing personnel. Resources pre-approved or readily available. No disruption to other approved work priorities.
- **Major:** Must be scheduled as a project (not able to deal with as part of regular operations). Budget not approved or readily available; source of funding to be determined. May require external resources. May require reprioritization of previously approved tasks.

1. PHYSICAL FACILITIES - Please contact Coordinator, Design and Space Management x23898 for assistance in determining additional resource costs if needed.

<table>
<thead>
<tr>
<th>Please indicate the likely space resource implications of the proposal</th>
<th>Impact</th>
<th>New Sq Ft Required</th>
<th>Approx Existing Sq Ft required</th>
<th>Comments (include location and for new space, plans to fund and acquire space)</th>
<th>If major new central budget req'd, estimate $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty space- Offices, Labs, seminar rooms, student space, etc</td>
<td>None</td>
<td>-</td>
<td>-</td>
<td>Facilities</td>
<td>Facilities</td>
</tr>
<tr>
<td>Other space (excluding registrar controlled classrooms)</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. TECHNOLOGY RESOURCES - Please contact UTS Director, Technology x21888 for assistance in determining impact if needed.

<table>
<thead>
<tr>
<th>Please indicate the likely impact on central technology resources for the proposal</th>
<th>Impact</th>
<th>Are additional resources required to support this program? If so, please list.</th>
<th>If Major, estimate $</th>
</tr>
</thead>
<tbody>
<tr>
<td>UTS Computer Labs and Software</td>
<td>None</td>
<td></td>
<td>UTS</td>
</tr>
<tr>
<td>Network/Internet/Cloud services access &amp; usage</td>
<td>None</td>
<td></td>
<td>UTS</td>
</tr>
<tr>
<td>Audio-Visual / Telecommunications</td>
<td>None</td>
<td></td>
<td>UTS</td>
</tr>
<tr>
<td>Wireless Connectivity</td>
<td>None</td>
<td></td>
<td>UTS</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>None</td>
<td></td>
<td>UTS</td>
</tr>
</tbody>
</table>

3. LIBRARY SERVICES - Please contact Associate University Librarian, Collections x26557 for assistance in determining impact if needed.

<table>
<thead>
<tr>
<th>Please indicate the likely Library resource implications of the proposal</th>
<th>Impact</th>
<th>Are additional resources required to support this program? If so, please list.</th>
<th>If Major, estimate $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staffing (Add’l service desk staff, add’l librarians, new staff with skills/knowledge not currently present)</td>
<td>None</td>
<td></td>
<td>Libraries</td>
</tr>
<tr>
<td>Collections, One Time Purchases (books, ebooks, purchased online resources)</td>
<td>None</td>
<td></td>
<td>Libraries</td>
</tr>
<tr>
<td>Collections, Ongoing Subscriptions/licenses (print or online journals)</td>
<td>None</td>
<td></td>
<td>Libraries</td>
</tr>
<tr>
<td>Technology and Computing (new or add’l hardware/software, increased digital storage capacity)</td>
<td>None</td>
<td></td>
<td>Libraries</td>
</tr>
<tr>
<td>Library Spaces (study space, new or specialized user or collection spaces)</td>
<td>None</td>
<td></td>
<td>Libraries</td>
</tr>
</tbody>
</table>
### 4. OFFICE OF THE UNIVERSITY REGISTRAR - Please contact the Registrar for assistance in determining impact if needed.

<table>
<thead>
<tr>
<th>Please indicate the likely resource implications of the proposal</th>
<th>Impact (Select)</th>
<th>Support required</th>
<th>Area Responsible</th>
<th>If Major, estimate $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions/Recruitment</td>
<td>None</td>
<td>Admission and recruiting services not required</td>
<td>SGS</td>
<td></td>
</tr>
<tr>
<td>Student Record Support (maintaining records, transcripts, grades, student card, etc)</td>
<td>Minor</td>
<td>Standard services for graduate program</td>
<td>Student Affairs</td>
<td></td>
</tr>
<tr>
<td>Class Scheduling Services</td>
<td>None</td>
<td>Managed by Dept/Faculty</td>
<td>Student Affairs</td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td>None</td>
<td>Scheduled into Faculty controlled classrooms or only summer term or off campus</td>
<td>Student Affairs</td>
<td></td>
</tr>
</tbody>
</table>

### 5. STUDENT SUPPORT - Please contact Assistant Dean, Student Services for assistance in determining impact if needed.

<table>
<thead>
<tr>
<th>Please indicate any other possible resource impacts</th>
<th>Impact</th>
<th>Please Describe any impacts on the support areas</th>
<th>If Major, estimate $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services - International Student support</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Services - Athletics &amp; Rec, Health/Counselling, Career</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residences</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grad Scholarships/Bursaries*</td>
<td>None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*If you are anticipating OSAP funding for these students please contact SFAS to provide additional information to activate approval from MTCU

### 6. MIETL - Please contact Educational Consultant for assistance in determining impact if needed.

<table>
<thead>
<tr>
<th>Please indicate any other possible resource impacts</th>
<th>Impact</th>
<th>Please Describe any impacts on the support areas</th>
<th>If Major, estimate $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re/Development of blended or online courses</td>
<td>Major</td>
<td>Partner with McPherson Inst. for development.</td>
<td>$200,000 MIETL</td>
</tr>
<tr>
<td>Learning Management System (Avenue to Learn)</td>
<td>Minor</td>
<td></td>
<td>MIETL</td>
</tr>
<tr>
<td>Training and development for TAs or faculty</td>
<td>Minor</td>
<td></td>
<td>MIETL</td>
</tr>
<tr>
<td>Research on teaching and learning initiatives</td>
<td>Minor</td>
<td></td>
<td>MIETL</td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td>Minor</td>
<td></td>
<td>MIETL</td>
</tr>
</tbody>
</table>

### 7. OTHER

<table>
<thead>
<tr>
<th>Please indicate any other possible resource impacts</th>
<th>Impact</th>
<th>Please Describe any impacts on the support areas</th>
<th>If Major, estimate $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Services</td>
<td>Minor</td>
<td></td>
<td>Financial Affairs</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Minor</td>
<td></td>
<td>HR</td>
</tr>
<tr>
<td>Advancement</td>
<td>Minor</td>
<td></td>
<td>UA</td>
</tr>
<tr>
<td>Research Services Office</td>
<td>None</td>
<td></td>
<td>Research Support</td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td>None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please provide names below and check box to verify that approval has been obtained by each:

- Department Chair/ Area Director: W. Weisner, MBA Program Director - X
- Faculty Dean or Director of Administration: Leonard Waverman - X
- Executive Director, Finance & Planning ( Academic): 

Submitter

new-PTMBAProgram-budget1718-v2.xlsx 9/11/2017
MEMORANDUM

Date: October 13, 2017

To: University Planning Committee

From: Dr. Robert Baker, Vice-President (Research)

Re: Revisions to the Intellectual Property Policy

Background

Commercialization of research has long been a strategy of McMaster University, with oversight provided by the office of the Vice-President (Research) and the McMaster Industry Liaison Office (MILO). The Joint Intellectual Property Policy to encompass the activities of Hamilton Health Sciences and St. Joseph’s Healthcare Hamilton, was created and approved in June 2004. Since that time, we have had commercialization successes and are continuing to engage with researchers to encourage the intellectual development and innovation of the research community in a manner that benefits the knowledge creators, institutions, and society.

As part of a review of the IP Policy, we have recognized that the IP Board, as set out in the IP Policy, has been defunct for some time. In part, this is due to the very large size and diversity of the membership, as well as the lack of clarity on the role and responsibilities of the IP Board. Over the last few years, matters that would normally have gone for IP Board resolution have been minimal, and have been successfully dealt with by the three VP (Research) in consultation with MILO. As such, the need for a large IP Board is far less obvious than initially contemplated when the Joint IP Policy was drafted in 2004.

The need for a properly functioning IP Board is underlined by both the federal Standing Committee on Industry, Science and Technology and the provincial Office of the Auditor General sponsoring reviews and studies on intellectual property and technology transfer from post-secondary institutions to industry. The outcomes of these studies may provide suggestions for refinements to the University’s IP Policy and it will be important to have a function IP Board that can study and respond to any proposed changes.


Recommendation

That the Joint Intellectual Property Policy be amended, as indicated in the attached draft, to re-create the constitution of the Intellectual Property Board such that the members will consist of the three Vice-Presidents (Research) for each of McMaster, Hamilton Health Sciences (HHS), and St. Joseph’s Healthcare Hamilton (SJHH), plus the Executive Director of the McMaster Industry Liaison Office (MILO) and one other from each of the hospitals. This would be a reduction from the previous 18 member Intellectual Property Board to 6 members.
This recommendation has been discussed, and agreed to in principle, by the Deans of all six faculties. We also have the support of all of the faculty members (including those with cross-appointments with the hospitals) who had served previously as IP Board members. In addition, both VPs Research from HHS and SJHH are in agreement with this revised IP Policy and will be bringing this forward to their respective Boards.

Next Steps

In consultation with the members of the teaching and research community, the newly structured IP Board will continue to review on a regular basis any further changes or clarifications to improvement of this policy, particularly in light of any recommendations that may come from the current federal and provincial government reviews.
1 Introduction and Objectives

1.1 The purpose of McMaster University (hereinafter the “University”), Hamilton Health Sciences (“HHS”) and St. Joseph’s Healthcare Hamilton (“SJHH”) includes the discovery, communication, and preservation of knowledge. The vision of the University, HHS and SJHH includes the achievement of international distinction for creativity, innovation and excellence.

1.2 Discoveries are an objective of the University, HHS and SJHH (collectively the “Institutions”). As a part of their obligation to society in general, the Institutions and their members have a responsibility to communicate these discoveries to the public. Some of these discoveries may have commercial value which should be exploited to the mutual advantage of those concerned. If the use of these discoveries can be limited or controlled by physical or legal means, the discoveries may also be referred to as “intellectual property.”

1.3 The objectives of this policy are to:

(a) encourage any member of the Institutions who may have created or discovered intellectual property to disseminate that property to the public in a manner that benefits both the member and the Institutions;
(b) recognize and uphold the principles of academic and research integrity in the possible commercialization of intellectual property;

(c) develop a body of knowledge and expertise within the Institutions in order to permit the continued successful commercialization of intellectual property in the future;

(d) outline clearly the ownership rights in any newly created or discovered intellectual property as between the Institutions and their members and the obligation for related costs and the division of related revenues;

(e) provide for the rights and obligations of the Institutions and their members in protecting and exploiting any newly created or discovered intellectual property;

(f) provide exclusions for certain types of intellectual property from this policy; and

(g) provide for the rights and obligations of the Institutions among themselves for the responsibilities and benefits arising under this policy.

1.4 It is possible that, at times, the academic and research missions of the Institutions may conflict with the potential commercialization of intellectual property. As the academic and research missions of the Institutions should take priority, the following principles shall take precedence over any other aspect of this policy where applicable:

(a) Academic Researchers, as defined in section 2.1, have the right initially to determine whether or not any new creation or discovery for which they are responsible should be commercialized. Prior to making such a decision, the Institutions may be asked to review any such creation or discovery and provide advice on the possible commercial value thereof. In spite of such a review, the Academic Researcher shall be solely responsible for the decision to proceed with commercialization;

(b) Members of the Institutions who are involved in the commercialization of any creation or discovery may be asked to withhold publication of any material or not to make any presentation thereof only for a reasonable period of time not exceeding six (6) months from the time full disclosure is made. This period of time shall be used to assess the intellectual property and to allow for any applicable legal protection to be put into place;
(c) No member of the Institutions shall be required to engage in any work or research which prohibits the results of the work or research from publication or disclosure to the public unless:

(i) that person is engaged in a position where it is contemplated that they would not normally be expected to publish the result of their work or research; or

(ii) that person provides their informed consent to engage in such work or research, and, in the case of any Student, their involvement in the work or research does not conflict or jeopardize the timely completion of any academic requirements and that the Institutional Student Affairs Office, as that term is defined in section 2.4 below, has agreed to such participation.

2 Definitions

In this policy, the following terms, when capitalized, shall have the following meanings:

2.1 “Academic Researcher” means someone who is a Member of the Institutions and whose appointment contemplates that they will conduct research and be responsible for the publication or other dissemination of the results of that research or be responsible for teaching of Students. For greater certainty and without limitation, an Academic Researcher shall include:

(a) a member of the University Teaching Staff; and
(b) someone who holds an appointment to the medical staff of SJHH or HHS;

and shall not include:

(c) a research technician;
(d) a research nurse; or
(e) any other staff member who works under the direct supervision of an Academic Researcher.

The determination of who is an Academic Researcher shall be the responsibility of the IP Board;

2.2 “Disclosure Form” means the form established under section 7 hereof;
2.3 “HHS” means Hamilton Health Sciences Corporation incorporated under the laws of the Province of Ontario.

2.4 “Institutional Student Affairs Office” means the office of the institution (which may include institutions such as hospitals, universities and community colleges other than SJHH, HHS and the University) that is responsible for the academic progress of a student. For a University Student that is enrolled in a graduate program it is the School of Graduate Studies; for a University Student that is enrolled in an undergraduate program it is the Dean’s office of the relevant Faculty. The determination of which is the correct office shall be the responsibility of the IP Board;

2.5 The “IP Board” means the Joint Institutional Intellectual Property Board created herein and comprises the membership described in section 3.5;

2.6 “IP Creator” has the meaning defined in section 5.1 hereof;

2.7 “Intellectual Property” means databases, audio-visual material, electronic circuitry, biotechnology and genetic engineering products, computer software recorded in any format, inventions, discoveries and all other products of research (which inventions, discoveries or other products are capable of protection pursuant to any law of Canada or any other country or which may be otherwise licensable) where any of the foregoing are created, whether by discovery, invention or otherwise by an IP Creator as hereinafter defined;

2.8 “Member of an Institution” or “Member of the Institutions” or any similar phrase means anyone who:

(a) holds any appointment as a member of the medical staff of any of the Institutions;

(b) is a member of the University Teaching Staff

(c) is an employee of any type of any of the Institutions;

(d) holds any other type of office or privileges at any of the Institutions; or

(e) is a Student at any of the Institutions.

2.9 “ORCIPMILO” means the McMaster Industry Liaison Office of Research Contracts & Intellectual Property of the University;

2.10 “SJHH” means St. Joseph’s Healthcare Hamilton, a division of the St. Joseph’s Health System;
2.11 “Student” includes:

(a) a University Student;

(b) a person following a program at any of the Institutions as a Post-Doctoral Fellow, Clinical Fellow, Medical Intern or Medical Resident; and

(c) anyone else who is engaged in a course of study at any of the Institutions or at any other institution (which may include institutions such as hospitals, universities and community colleges other than the Institutions).

The determination of who is a Student shall be the responsibility of the IP Board;

2.12 the “University” means McMaster University created under the *McMaster University Act, 1976*;

2.13 “University Student” has the same meaning as the term “student” is defined in the *McMaster University Act, 1976*;

2.14 “University Teaching Staff” has the same meaning as the term “teaching staff” is defined in the *McMaster University Act, 1976*;

3 **Responsibility for this Policy**

3.1 **ORCIP-MILO** is responsible for providing the administrative needs of this policy.

3.2 The Executive Director of the **ORCIP-MILO** is responsible for the administration of this policy and shall be responsible to the Vice-President (Research and International Affairs) of the University.

3.3 The Vice-President (Research and International Affairs) of the University shall consult as necessary with the Vice-President Research and Corporate Development of HHS and the Vice-President Research Institute of SJHH on the operations of the **ORCIP-MILO** (the three Vice-Presidents being the “Institutional Vice-Presidents”).

3.4 The Intellectual Property Board of the University existing at January 1, 2005, is continued as the Joint Institutional Intellectual Property Board.

3.5 The Joint Institutional Intellectual Property Board shall consist of the following members:

(a) Vice-President (Research & International Affairs) of the University, who shall act as Chair of the Board;
(b) Vice-President, Research and Corporate Development of HHS, who shall act as a vice-Chair of the Board;

(c) Vice-President, Research Institute of SJHH, who shall act as a vice-Chair of the Board;

(d) The Executive Director of the ORCIP/MILO, who shall act as Secretary of the IP Board;

(e) Two (2) other persons who have experience in the commercialization of intellectual property appointed by the President of the University, after consultation with the Vice-President, Research and the Faculty Deans;

(f) One (1) person who has experience in the commercialization of intellectual property appointed by the President of HHS after consultation with the Vice-President, Research of HHS;

(g) One (1) person who has experience in the commercialization of intellectual property appointed by the President of SJHH after consultation with the Vice-President, Research Institute of SJHH.

(d) Five (5) members of the University Teaching Staff appointed by the President of the University, after consultation with the Vice-President (Research & International Affairs) and the President of the McMaster University Faculty Association;

(e) Three (3) other persons who have experience in the commercialization of intellectual property appointed by the Board of Governors of the University on the recommendation of the President of the University;

(f) Two Academic Researchers of HHS appointed by the President of HHS, after consultation with the Vice-President, Research and Corporate Development of HHS;

(g) One (1) other person who has experience in the commercialization of intellectual property appointed by the Board of Directors of HHS on the recommendation of the President of HHS;

(h) Two Academic Researchers of SJHH appointed by the President of SJHH, after consultation with the Vice-President, Research of SJHH;

(i) One (1) other person who has experience in the commercialization of intellectual property appointed by the Board of Trustees of SJHH on the recommendation of the President of SJHH.

Comment [YG1]: Recommended change: Reduce number to improve efficiency and productivity of the group. Discussion was this would include 3 VPRs, Exec Director MILO, plus 1 additional delegate from each hospital, to ensure quorum and equal representation.
Terms for those described in paragraphs (e) through (jg) above shall be for a term of up to three (3) years which may be extended for no more than two (2) additional terms.

3.6 The IP Board shall from time to time establish its own rules of procedure which shall be consistent with practices within the Institutions. Such rules shall also provide that when the IP Board is acting in a quasi-judicial fashion in making decisions that rules of natural justice shall be applied.

3.7 Quorum of the IP Board shall be a simple majority thereof provided that there shall be at least two members present from an Institution when dealing with any matters arising from that Institution.

3.8 The duties of the IP Board shall include:

(a) the specific decisions referred to in sections 2.1, 2.4, 2.11, 3.6, 4.3(d), 4.4, 6.4, 6.6, 7.1, 10.2, 10.3, 11.2, 12, 13.3, 14.3, 14.4, 14.8, 15.2 and 16 hereof;

(b) preparing an annual report to the Senate and Board of Governors of the University, the Board of Directors of HHS and the Board of Trustees of SJHH on intellectual property and its commercialization;

(c) the recommendation to the Senate and the Board of Governors of the University, the Board of Directors of HHS and the Board of Trustees of SJHH of any revisions required to this or any other Institutional Policy relating to intellectual property;

(d) the resolution of issues of disputed discovery among two or more IP Creators of the same intellectual property, the entitlement to any portion of Net Revenues of any IP Creator or the division of Net Revenues as between IP Creators; and

(e) the resolution of any other issues relating to the commercialization of intellectual property at the Institutions including, without limitation, the decision whether or not to proceed with commercialization in the case of joint IP Creators where there is no unanimous agreement among them as to commercialization.

3.9 The IP Board has exclusive jurisdiction over the application, interpretation and administration of this policy. Any claim made by any IP Creator or anyone making any claim hereunder shall be submitted to the IP Board for final determination.

3.10 Every order, decision or proceeding of the IP Board is final and shall not be questioned, reviewed, prohibited or restrained by any court or be made the subject of any proceedings in or any process of any court, whether by way of injunction or certiorari or otherwise on any ground, including the ground that the order, decision or proceeding is beyond the jurisdiction of the IP Board.
4 **Intellectual Property Covered by this Policy**

4.1 Intellectual Property has the meaning defined in section 2.7 hereof.
4.2 In the case of members of the Institutions who are not Academic Researchers, Intellectual Property shall include anything created or discovered by them when the terms of their employment require them to engage in the activity that resulted in the creation or discovery;

4.3 Intellectual Property shall not include:

(a) copyright in traditional academic materials such as, without limitation, lecture notes, laboratory manuals, articles, books, artifacts, works of visual art, maps, charts, plans, photographs, engravings, sculptures and music, no matter in which format any of the foregoing materials may have been recorded or embodied including, without limitation, a computer readable format, where any of the foregoing material has been created by someone who is an Academic Researcher unless they have otherwise agreed to treat any such material as Intellectual Property hereunder;

(b) computer software that is either ancillary to or the functional equivalent of any of the items described in paragraph (a) hereof where such material has been created by someone who is an Academic Researcher;

(c) anything created or discovered by a member of the Institutions in the course of demonstrably private research outside of their normal Institutional duties or in the course of activities as a consultant to outside persons when such consulting activities otherwise comply with applicable Institutional policies on such activities and have been properly reported as required by those policies;

(d) provided that there has not been a significant use of Institutional resources (the level of which shall be determined by the IP Board) and provided that the work otherwise complies with applicable Institutional policies, anything independently created or discovered by a Student as part of the academic requirements of a program or course of study; or

(e) any material which is in the public domain.

4.4 Any member of the Institutions can seek a binding opinion from the IP Board as to whether or not any particular matter is or is not Intellectual Property within the scope of this policy.

5 **Persons Covered by this Policy**

5.1 In this policy, the term “IP Creator” means an individual who:

(a) creates or discovers any Intellectual Property; and
(b) is any one of:

(i) a member of any of the Institutions; or
(ii) a person who is permitted to use any facilities of any of the Institutions in a manner which is normally not available to a member of the general public except on special request.

5.2 Acceptance of the terms and conditions of this policy shall be a condition of appointment, employment, enrolment, or use as the case may be, of:

(a) every member of any of the Institutions; and
(b) every person who is permitted to use any facilities of any of the Institutions in a manner which is normally not available to a member of the general public except on special request.

5.3 This policy shall come into force on January 1, 2005. All matters related to Intellectual Property at any of the Institutions shall be governed by this policy after this date.

6 Decision to Commercialize

6.1 An IP Creator who is an Academic Researcher may make the decision to commercialize any newly created or discovered Intellectual Property. The decision and the disclosure of the creation or discovery must be made and communicated to the Institutions at least six (6) months prior to any publication or presentation that would have the effect of putting the new Intellectual Property in the public domain through notification to MILO with sufficient lead time to allow for timely evaluation of the discovery and sufficient time to file for patents or other appropriate means of intellectual property protection. Failure to do so could lead to loss of ability to file for intellectual property protection.

6.2 In the event that a decision to commercialize any newly created or discovered Intellectual Property has the effect of requiring any Student to be delayed in the presentation of any material required for the successful completion of the Student’s academic requirements, the delay cannot be more than six (6) months from the time that the Student first advises the Institutional Student Affairs Office and the ORCIPMILO of the Student’s ability to make such a presentation.

6.3 A decision to commercialize any Intellectual Property shall bind the IP Creator to the procedure established by this policy.

6.4 In the event that any newly created or discovered Intellectual Property is the result of the joint effort among more than one IP Creator, the decision to commercialize may proceed with the unanimous consent of the joint IP Creators failing which the matter will be referred to the IP Board for a decision.
6.5 In the case of any newly created or discovered Intellectual Property created by someone who is not an Academic Researcher, the decision to commercialize shall be made by that person’s supervising Academic Researcher or the Vice-President of the relevant administrative unit of the applicable Institution.

6.6 In the case of any newly created or discovered Intellectual Property created by a Student, the decision to commercialize may proceed with the unanimous consent of:

(a) the Student;
(b) the Student’s academic supervisor;
(c) any other collaborators; and
(d) the senior officer of the applicable Institutional Student Affairs Office.

In the event that there is no unanimous agreement the matter shall be referred to the IP Board for a decision.

6.7 In the event that a decision is made not to commercialize any newly created or discovered Intellectual Property, such Intellectual Property shall be, for the purposes of this policy, considered to have been dedicated to the public domain from the date of the first publication describing the Intellectual Property.

7 Disclosure

7.1 A disclosure to the Institutions of the creation or discovery of any new Intellectual Property shall be made in the form established by the IP Board from time-to-time (hereinafter the “Disclosure Form.”) The ORCIPMILO shall provide reasonable assistance to the IP Creator in the completion of the Disclosure Form.

7.2 A copy of the Disclosure Form shall be sent to the appropriate Departmental Chair.

7.3 In some cases, an IP Creator may wish to provide limited disclosure of the creation or discovery of any new Intellectual Property to third parties. Such disclosure shall be permitted only if the IP Creator has arranged for the third parties receiving such information to have signed a non-disclosure agreement in form and substance satisfactory to the Institutions.

7.4 In some cases, a member of the Institutions may wish to provide material or products (such as, without limitation, biological or genetic samples) to third parties. Such material or products may be transferred only if the member of the Institutions has arranged for the third parties receiving such material or products to have signed a material transfer agreement in form and substance satisfactory to the Institutions.
8 Receiving Disclosures and Materials

8.1 In some cases, members of the Institutions may wish to receive disclosure from third parties of the creation or discovery of intellectual property of those third parties. The receipt of such disclosure shall be permitted if the IP Creator has entered into appropriate arrangements in form and substance satisfactory to the Institutions with the third parties providing such disclosure.

8.2 In some cases, members of the Institutions may wish to receive material or products (such as, without limitation, biological or genetic samples) from third parties. Such material or products may be received only if the member has entered into appropriate arrangements in form and substance satisfactory to the Institutions with the third parties providing such materials or products.

9 Initial Ownership of Intellectual Property

9.1 Subject to section 15.4 hereof, the University shall be the nominal owner of all newly created or discovered Intellectual Property arising at any of the Institutions.

9.2 An IP Creator shall only deal with newly created or discovered Intellectual Property in accordance with this policy.

9.3 Notwithstanding sections 9.1 and 9.2 hereof, certain agreements (such as grants, sponsorships, research and affiliation agreements) have been or will be entered into by the Institutions with third parties. Such agreements may contain provisions whereby Intellectual Property is transferred, assigned, licensed or otherwise disposed of to such third parties. The provisions of such agreements shall supersede this policy:

(a) when the agreement involves the work of a Student, when the senior officer of the applicable Institutional Student Affairs Office has approved that the agreement shall so supersede; and

(b) when the applicable Institutional Vice President, and any member who is an Academic researcher who may be affected by such agreement have approved that the agreement shall so supersede;

failing which this policy shall continue to apply in precedence to such agreement.

10 Retention of Ownership Right

10.1 After a Disclosure Form has been received by the ORCIPMILO, a review will be conducted which will include an assessment of the potential commercial value of the Intellectual Property.
10.2 With respect to any Intellectual Property, the IP Board may decide that:

(a) the Institutions are interested in proceeding with the protection and commercialization of the intellectual Property; or

(b) the Institutions have no further interest in the Intellectual Property.

10.3 In the case where the IP Board has decided that the Institutions have no further interest in the Intellectual Property, the Intellectual Property may:

(a) at the request of the applicable Institution other than the University, be transferred to that Institution on such terms and conditions as the IP Board may prescribe; or

(b) failing such an Institutional request, and at the request of the original IP Creator, and subject to section 12, be transferred to the IP Creator on such terms and conditions as the IP Board may prescribe.

11 Transfer of Institutionally-Owned Intellectual Property

11.1 An IP Creator who is an Academic researcher may request that ownership of Intellectual Property be transferred to the IP Creator. Such a request may only be made with respect to Intellectual Property for which a Disclosure Form has been filed. A decision by the IP Board on the IP Creator’s request shall be made within six (6) months provided that the Institutions and IP Creator may agree in writing to further extensions of this time as may be required.

11.2 The IP Board shall not unreasonably withhold approval of the IP Creator’s request. The IP Board’s approval shall be subject to such reasonable terms and conditions that the IP Board may establish at the time of such approval and subject to section 12. Such terms and conditions shall take into account the provisions of section 14 providing for the sharing of revenues.

11.3 No resources of the Institutions shall be available to an IP Creator to whom Intellectual Property has been transferred except by means of an appropriate research contract. For greater certainty and without limitation, the IP Creator shall be solely responsible for any accounting or reporting requirements and the costs related to any professional advice required relating to Intellectual Property so assigned.
12 **Assignments from Institutions**

In the event that ownership of any Intellectual Property is being assigned away from the Institutions, the IP Board shall normally include the following terms and conditions in any such assignment:

(a) A royalty free non-exclusive perpetual licence for non-commercial academic and research purposes for the Intellectual Property in favour of the Institutions and all of the members of the Institutions while working at the Institutions;

(b) The right to reasonably consent to any further assignments or transfers of the Intellectual Property; and

(c) A Provision acknowledging that no resources of the Institutions shall be available to further develop the Intellectual Property without an appropriate research agreement.

13 **Commercialization of Intellectual Property**

13.1 The IP Creator shall be consulted in the commercialization by the Institutions of Intellectual Property. Such consultation will include exploring the opportunities for further research to be performed by the IP Creator or others at the Institutions, the potential revenues which may arise and the payment of costs related to patent applications and other aspects of commercializing the Intellectual Property.

13.2 The IP Creator shall have no responsibility for the payment of any costs relating to the commercialization by the Institutions of Intellectual Property.

13.3 The actual method of commercializing Intellectual Property shall be the determination of the IP Board.

13.4 In the event that the IP Board determines that the Institutions no longer wish to continue to commercialize any Intellectual Property, the Institutions may discontinue such efforts provided that there are no outstanding contractual commitments relating thereto, and further provided that sections 10.3 and 12 are complied with.

13.5 ORCIPMILQ will report periodically to the IP Creator on the commercialization of Intellectual Property created by the IP Creator and the revenues arising therefrom.
14  Revenue Sharing with IP Creators

14.1  In this section, the term Gross Revenues (when used in its capitalized form) shall mean all revenue or other consideration generated by the commercialization of Intellectual Property.

14.2  In this section, the term Net Revenues (when used in its capitalized form) shall mean Gross Revenues less:

(a) all out-of-pocket direct expenses of the person pursuing such commercialization including any patent application fees or fees reasonably paid to third parties for any relevant purpose; and

(b) all deductions normally made according to generally accepted accounting practices in Canada including an appropriate allocation of any indirect costs or other direct costs of any of the Institutions relating to the generation of the Intellectual Property.

The actual determination of the components of Net Revenues in any particular case shall be the determination of the IP Board.

14.3  With respect to any Intellectual Property commercialized by the Institutions the IP Board shall decide that the Net Revenues shall be paid in the following fashion:

(a) 50% of Net Revenues shall be retained by the Institutions; and

(b) 50% of Net Revenues shall be paid to the IP Creators or reinvested in further research. The actual proportion to be paid to the IP Creators or reinvested in further research shall be decided by the IP Board based on any representations that the IP Creator wishes to make.

Provided that the IP Board may decide in the case of IP Creators that are not Academic Researchers and at the request of the Institution or Institutions involved that some other lesser portion of Net Revenues shall be paid to the IP Creators the actual percentage of which shall be the sole determination of the IP Board based on any representations that the Institution involved or the IP Creator wishes to make.

14.4  With respect to any Intellectual Property commercialized by the IP Creator, the Institutions shall normally require that they be paid twenty-five percent (25%) of the Net Revenues arising from the commercialization of the Intellectual Property. The IP Board, based on any representations that the IP Creator wishes to make, shall decide what proportion of the Net Revenues accruing to the IP Creator shall be paid to the Institutions.
The actual percentage to be used in a particular case shall be the decision of the IP Board and shall take into account the nature of the Intellectual Property and its likely method of commercialization and whether the Institutions have the potential for generating further research contracts relating to the Intellectual Property.

14.5 In the event that any return on Intellectual Property that is commercialized is in the form of an equity investment, the foregoing percentages shall be considered in determining an equitable sharing of such equity between the Institutions and the IP Creator.

14.6 Any monies to be paid to an IP Creator shall, if in excess of $10,000 per year, be reported on and paid semi-annually and otherwise reported on and paid annually.

14.7 Prior to payment of any monies to an IP Creator, the Director shall ensure that a plan for the reimbursement of costs incurred by any of the Institutions is in place.

14.8 In the event that there is more than one IP Creator for any Intellectual Property, the IP Board, after consultation with the IP Creators, shall approve the list of IP Creators and the division of any revenues among them which shall be commensurate with their relative contributions to the Intellectual Property. Any dispute relating to either the relative contributions of multiple IP Creators or their revenue entitlement shall be decided in accordance with any applicable existing procedure or, in the event that no such procedure exists, by the IP Board in accordance with rules and procedures established by the IP Board.

15 Institutional Sharing

15.1 For the purposes of this section, the following words shall have the following meanings:

(a) “Jointly-appointed Personnel” means members of the Institutions who hold appointments to more than one of the Institutions;

(b) “HHS facilities” means research or other facilities that are clearly identified as being the responsibility of HHS;

(c) “SJHH facilities” means research or other facilities that are clearly identified as being the responsibility of SJHH; and

(d) “University facilities” means research or other facilities that are clearly identified as being the responsibility of the University.

15.2 The Institutions shall share the Net Revenues arising under section 13 hereof as follows:
(a) In the case of Intellectual Property arising from work done by someone who is a member of the University and is not Jointly-appointed Personnel and that work does not involve the use of HHS facilities or SJHH facilities, the University shall receive 100% of the Institutional share;

(b) In the case of Intellectual Property arising from work done only in University facilities by someone who is Jointly-appointed Personnel, the University shall receive 50% of the Institutional share and, if the person holds only one additional appointment, the Institution to which the person holds the additional appointment shall receive 50% of the Institutional share or, if the person holds appointments to both HHS and SJHH, HHS and SJHH shall each receive 25% of the Institutional share.

(c) In the case of Intellectual Property arising from the use of HHS facilities alone or only in combination with University facilities, the University shall receive 50% of the Institutional share and HHS shall receive 50% thereof;

(d) In the case of Intellectual Property arising from the use of SJHH facilities alone or only in combination with University facilities, the University shall receive 50% of the Institutional share and SJHH shall receive 50% thereof; and

(e) In the case of Intellectual Property arising from the use of facilities at both of HHS and SJHH, the University shall receive 50% of the Institutional share, and SJHH and HHS shall each receive 25% of the Institutional share.

15.3 All of the costs related to the operation of ORCIPMILO shall be paid by the University and only applied against the commercialization of any Intellectual Property as provided for in Section 14 hereof.

15.4 In the case of Intellectual Property arising from the use of either SJHH facilities or HHS facilities alone by someone who is only a member of SJHH or HHS and is not Jointly-appointed Personnel, SJHH or HHS, as the case may be, may, on a case-by-case basis agree with the University as represented by ORCIPMILO that section 9.1 shall not apply and that SJHH or HHS, as the case may be, shall be the initial nominal owner of the Intellectual Property.

15.5 If any dispute arises among the Institutions either relating to any matter in this section 15 or with respect to any other matter under this policy, the Institutions agree to work in good faith to resolve their differences amicably. The Institutions agree to the following series of steps in the event that they are not able to resolve any such dispute:
Initially, the Institutional Vice-Presidents in person shall meet to attempt to resolve the issue;

If the foregoing meeting fails to resolve the issue, a meeting shall be convened including the Presidents of the Institutions and the Chairs of the University Board of Governors and the Board of Trustees of SJHH and the Board of Directors of HHS all in person and without delegates to attempt to resolve the issue;

If the foregoing meeting fails to resolve the issue, the matter shall be arbitrated by a panel of three arbitrators pursuant to the *Arbitrations Act* (Ontario) each Institution choosing one of the three arbitrators. Any such arbitral decision will be final and not subject to any further review.

16 **Quinquennial Review**

This policy shall be reviewed by the IP Board on a regular basis (at least once every 3 years) in prior to January 1, 2010, consultation with the members of the teaching and research community to. The IP Board shall, as part of such review, provide input and recommendations for the improvement of this policy.

**REVISION HISTORY**

Original University Policy
Approved by Senate: May 27, 1998
Approved by Board of Governors: June 11, 1998

Joint Institutional Policy
Approved by University Senate: June 9, 2004
Approved by University Board of Governors: June 10, 2004
Approved by HHS Board of Directors: June 22, 2004
Approved by SJHH Board of Trustees: June 17, 2004