

TED ROGERS SCHOOL OF HOSPITALITY AND TOURISM MANAGEMENT PERIODIC PROGRAM REVIEW FOLLOW UP REPORT

PRESENTED TO

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The following report provides responses to the Academic Standards Committee's evaluation of the 2015 Periodic Program Review for the Ted Rogers School of Hospitality and Tourism Management (HTM). It includes an update on:

- the status of the initiatives outlined in the Developmental Plan
- the reduction of the number of the courses in the curriculum
- the blanket articulation strategy with colleges
- the decoupling of HTM402 (Strategic Marketing Planning) and HTD500 (Concepts Design Feasibility)
- retention issues
- ACC100 (Introductory Financial Accounting) concerns

Status of the Initiatives Outlined in the HTM Developmental Plan

As outlined in the Senate Report, May 5, 2015, we are presenting the status of the initiatives outlined in the Developmental Plan within one year of the approval of the School's Periodic Program Review. Our response is presented below after each focus area outlined in the Plan.

The SHTM's Developmental Plan focused on these 4 areas:

1. Student Engagement and Retention
2. Curriculum and Experiential Learning for the 21st Century
3. Graduate Programming and Research
4. International Relations, Industry Partnerships and Local Community Engagement

1. Key Actions Outlined in PPR for Engagement and Retention

To improve student engagement and retention we need to enhance the quality of our entering students, in particular we need to pay attention to our bottom 30% of students and to our recruitment and admissions efforts.

- a) Review Admissions Requirements
 - To move towards student quality rather than quantity in our undergraduate intake.
 - Investigate requiring a higher level of Math and English qualifications.

HTM Status:

The Ted Rogers School of Management is undergoing a major curriculum redesign and included in this project is the review of the admission requirements in all programs in TRSM to focus on quality students coming in, rather than quantity. It is being proposed that we only take students with an 80% average or higher coming into our program.

The math admission requirements has been approved by TRSM Faculty Council to be changed from “one of Grade 12 U Calculus and Vectors (MCV4U), Advanced Functions (MHF4U) or Mathematics of Data Management (MDM4U)” to “Advanced Functions (MDM4U)” and recommending students to also take “Calculus and Vectors (MCV4U) in addition to MHF4U”.

This new TRSM math admission requirement is estimated to be in place in Fall 2018.

As for the English requirement, we will continue to accept the preferred ENG4U/EAE4U requirement used for all TRSM applicants.

b) Enhance Academic Advising

- Continue to provide students who are struggling with every opportunity to succeed, while enforcing quality standards. For example reviewing which support(s) is most impactful to student success. Ensure students are provided more directly with information on where they can receive academic advising targeted to each year in the program.

HTM Status:

Our Program Coordinator continuously meets with students who are struggling, providing guidance to them and providing recommendations and referrals to the TRSM Student Services office. Our Faculty is also aware that they should be looking out for students, particularly in our first year courses who they think are struggling after their first assessments in the class so they can reach out to them and offer support via our office or Student Services.

During our end of year faculty meetings in May, we had John Austin, Executive Director of Student Affairs present to us the results of the National College Health Assessment (NCHA) and provide us details on the challenging issues our students are faced with. Our School has become more aware of the work of the Centre for Student Development and Counselling and will continue to work and refer students to the CSDC when we think it is necessary.

c) Enhance Student Engagement

- Continue to provide more opportunities for students to engage with faculty and the School by engaging 2nd and 3rd year students in research experiences both in and outside the classroom and developing extracurricular activities aligned with the school’s vision and mission.

HTM Status:

We have provided our students with several initiatives to enhance engagement:

- ***Apply for research assistant positions***
- ***Participate in several Case Competitions***

- Started an experiential learning course for students to have firsthand experience travelling and understanding how hospitality and tourism professionals manage and market their organisations in a real world context. This past year our students went to Cuba.

- This year two students were selected for the first time to attend the Young Hotelier Summit in Switzerland.

- As a School, we will work closer to the HTM Student Association (HTMSA) to increase the level of engagement provided to our students. The HTMSA has been extremely active in organizing fun and enriching experiences to our students this past year. The incoming members of the HTMSA are highly involved students and without a doubt contribute to the engagement of our students.

- c) Reduce the number of required courses for degree completion
- Review curriculum workload reducing the number of courses in the program to 40-42 courses from 45 courses to bring it more in line with the other schools within the TRSM and Ryerson.

HTM Status:

After extensive consultations with our faculty and students in the School Council Curriculum Committee, we presented for approval to our HTM School Council and the TRSM Faculty Council a curriculum proposal of the reduction of number of courses from 45 to 42, as well as adding more elective courses. These changes will start Fall 2017 upon approval by Senate.

2. Key Actions Outlined in PPR for Curriculum and Experiential Learning for the 21st Century

- a) Review the content of all courses and curriculum flow to ensure that learning outcomes are introduced, reinforced and where possible students become proficient. Specifically consider:
 - an additional course to reinforce tourism concepts in the required core
 - integration of sustainability concepts within existing courses
 - moving a meetings and event planning course from elective to required
 - integration of information communication technology concepts within existing courses
 - additional focus on time and self-management skills in year 1

HTM Status:

Through our curriculum review to reduce the number of courses from 45 to 42, we merged the two introductory tourism courses into one (HTT202 – Tourism Concepts + HTT303 – Travel Product Distribution). The new course will cover tourism as a system, from tourists and their motivations to travel, to the production and distribution of the tourism experiences through different sectors (HTT150 – Tourism, Demand, Supply and Distribution).

We will continue to revamp our course content to integrate sustainability and information technology concepts within existing courses, particularly the use of Excel based assignments.

We will continue to focus on reaching out to first year students and partner with TRSM Student Services to inform students of the services they provide, as well as encourage students to sign up to the workshops available on time and self-management skills.

We are not moving the HTT607 – Event Management course from elective to required, but we are adding another events course to our Elective Table I and considering the development of an Event Management Minor to offer to other programs across the university.

- b) Review the content of third year required courses to ensure reinforcement of equity, diversity, and inclusion.

HTM Status:

As we continue with our curriculum and TRSM's curriculum review in the coming year, we will reinforce intellectual, social, cultural and political diversity of the world in which we live and work in our courses, specifically embedding Ethics throughout the curriculum with specific teaching cases.

- c) Review all courses to incorporate emerging areas of entrepreneurial thinking, social innovation and community engagement, experiential learning, Data Analysis skills, critical reasoning skills.

Specifically consider:

- moving Ethics course from elective to required
- ensure principles of corporate social responsibility are addressed in required courses not just electives
- upgrading and/or creating new courses that would incorporate emerging areas
- expand the variety of elective courses offered.

HTM Status:

Our Ethics course is still an elective Table I course, however in the new TRSM Curriculum that is being proposed ethics concepts and CSR will be covered as part of a required course common to all TRSM students. As mentioned in the previous point, we will also embed ethics throughout our courses so our students can get exposed to ethical problems they may encounter in the hospitality and tourism field. It is currently taught with the use of mini case studies in which students get to role play and come up with solutions to an ethical dilemma.

In our Curriculum Proposal for Fall 2017, we have added 3 new elective courses that will incorporate emerging areas:

HTT600 - Special Topics in Hospitality/Tourism

This course explores special topics or themes that are relevant to the ever changing Hospitality and Tourism Industry. This course may have different content whenever it is offered. Students can take this course twice as two different topics.

HTT610 - Business of Events and Entertainment

Students will get a top down perspective of the global event and entertainment industry including theory, business practices and career opportunities. The class will examine mega events, sporting events, concerts, festivals, arts and corporate events. Students will explore planning, managing and current issues affecting the industry. Through a variety of teaching methods including case studies, class discussions and guest speakers, students will be able to understand the unique characteristics and opportunities of the different event sectors.

HTT 700 - Current Issues in Hospitality/Tourism

This course surveys various current issues and events that influence the Hospitality and Tourism industry. Emphasis is also on how these factors will affect the careers of future professionals.

- d) Employ more innovative teaching methods
- Re-evaluate our value proposition in delivering job-relevant programming that is nimble, creative and innovative. For example “flipped classrooms” where lectures are provided on line and class time is devoted to applying the knowledge learned to problem solving real world projects. Identify courses where such methods would most appropriately be employed.
 - Review each course to look at new ways to deliver our courses that engage and tap the energy of today’s students and are perceived by students as value added. For example simulations, real world projects that tap the business community, use of hybrid courses where students can learn the material outside of the classroom.

HTM Status:

During our week long faculty meetings this May, we had a presentation from a TRSM faculty member who specializes in teaching with a flipped classroom format. Some of our faculty will be incorporating some lessons in their course with this format in the new year.

Many of our faculty also use Google Docs, iClickers and other tools like Kahoots and Top Hat to engage students’ participation in class. In-class activities, guest speakers and industry relevant group projects, site visits, day trips are also scheduled in many of our courses providing the students with real life projects and experiences.

We will also experiment on having industry members partnering with some faculty members to provide their expertise when we develop certain courses in the coming year.

- e) Continue to address the lack of appropriate quantitative and qualitative analysis, problem solving, and decision making techniques to identify issues, trends, and solve business problems in our courses.

HTM Status:

In our meetings we also discussed this issue and with the new TRSM Curriculum redesign, these issues are being addressed as well. We will be increasing the development of critical thinking skills through quantitative and qualitative analysis, and as mentioned earlier, increase the use of Excel skills in our assignments.

- f) Address the gaps in years 2 and 3 in reinforcing the learning goals to express ideas and convey information effectively, accurately, and appropriately through verbal presentation and express ideas and convey information effectively, accurately, and appropriately through use of media commonly used in business settings.

HTM Status:

With our School being included in this coming year's AACSB re-accreditation process, we have been implementing the TRSM Assurances of Learning goals in our courses to address the gaps in these learning goals.

- g) Grow the Co-op program introduced in 2014-2015.

HTM Status:

It has been difficult to recruit students for our Co-Op program as students have the impression that we will place them in a co-op without them having to interview or compete amongst the other candidates for the co-op position. It is also very difficult for companies in our industry to offer paid co-op positions when they accept hundreds of college students whose co-op requirement for their studies are unpaid.

We accepted 7 students into co-op the first year that it was implemented, of which 2 didn't secure a placement in the second co-op term, 2 withdrew because they wanted to finish the program faster, so only 3 continued. This year we only accepted 4 students of which only 3 are on placements as one withdrew for personal issues.

Another difficulty with our co-op program is our mandatory 1000 hours of work experience requirement in our regular program. Students do not see the advantage of a Co-Op when they can finish their degree faster if they choose the regular option and they can accumulate their work experience hours all throughout the semesters of study.

TRSM has hired a Co-Op Coordinator to work with the Schools on increasing the promotion of the Co-Op programs with students and industry. This will help attracting more students into Co-Op and securing great placements in industry.

3. Key Actions Outlined in PPR in Graduate Programming and Research

- a) To participate in and contribute to the thesis-based master's program by supervising and teaching students with a research interest in Hospitality and Tourism Management.
- b) To create a research culture where mentoring takes on both formal and informal roles, where faculty are coached in how to produce the very best output that reflects their core strengths.
- c) Integrate research into our teaching to enhance the student learning experience at all levels. The research should ultimately be connected to industry.
- d) The School must develop our research narrative, around the metrics defined by the Ted Rogers School of Management that will align our research plans to those of TRSM and Ryerson University
- e) Continue to improve and build the School' research institute to help strategically position the School and to ensure faculty's research receives maximum benefit making accessible to leaders in industry.

HTM Status:

Several of our faculty have been advisors for Masters students' thesis and final projects and two of our faculty taught masters courses for MBA and MScM programs this past year.

TRSM launched the MScM program in which one of the areas of specialization is in Hospitality and Tourism. It has been very well received and we now have 4 MScM students starting this Fall.

Our research culture has grown considerably over the past couple of years. Our faculty has been actively involved with securing grants and publishing papers in peer-reviewed journals, as well as presenting at industry and academic conferences.

The Ted Rogers Institute for Hospitality and Tourism Research has achieved all the goals set for this year, which include raising our visibility in terms of securing industry relevant research projects and these goals are aligned with the TRSM and Ryerson's research plans.

The Institute has been actively promoting their projects through their website and social media channels. They have created videos and snapshots of all the research they have done these past few years to increase awareness of our projects.

4. Key Actions outlined in PPR for International Relations, Industry Partnerships and Local Community Engagement

- a) Continue to strengthen our industry partnerships through a review of our advisory board membership to include new global industry partners.
- b) Continue to engage with the local community by becoming involved in projects that the school can help with, such as local community events (e.g. our involvement with the Terry Fox Run site sponsored by Four Seasons Hotels and Resorts), helping local hospitality businesses, business improvement areas, associations; be a key partner to help the Ted Rogers School of Management expand community engagement and city building.
- c) Through the research institute build strategic global research partners including visiting professors.

HTM Status:

Our Advisory Council went under review this year as many of the members' terms were up. The council has been revitalized by the addition of the new members from different areas of our industry who will offer a global perspective and there is a push for a higher involvement of the Council members to work on projects and curriculum review with the School.

Johanne Bélanger, President and CEO, Tourism Toronto

James di Renzo, CEO, Friday Harbour Resort

Reetu Gupta, COO, The Easton's Group

Shalabh Kayastha, Executive Director, Performance Strategy, FRHI

Laura Pallotta, VP Sales and Marketing Marriott Hotels of Canada

Beth Potter, President and CEO, Tourism Industry Association of Ontario

Marna Santo, VP, HR and Administration, Metro Toronto Convention Center

Our students continue to volunteer for community and industry events like the Terry Fox Run sponsored by Four Seasons Hotels and Resorts, the Hotel Association of Canada Conference, Canadian Hotel Investment Conferences, Toronto International Film Festival, Terroir Symposium, Nuit Blanche and other events organized by the City of Toronto and several BIA's and associations in the city.

Our faculty also continue to engage with local hospitality businesses and associations like the Greater Toronto Hotel Association, Destinations Canada and several tourist attractions to develop student lead projects for their service and research courses.

We are also working on partnerships with other academic institutions like UQAM in Montreal, the Trinidad and Tobago Hospitality Institute, IPK - International Tourism Consulting Group in Europe to increase collaboration on research.

We have also hosted a visiting professor from New Zealand and Spain this past academic year to share their research with our faculty.

Additional points to provide an update

The ASC has also asked the School to provide an update on the following points:

- The reduction of the number of the courses in the curriculum and retention issues

In this report we have covered the reduction of the number of courses in the curriculum as well as retention issues which will be addressed with the change of entrance requirements to a higher GPA of applicants and the new high school math requirement. We are also looking at ways to improve our HTM Mentoring program where senior students have volunteered their time to mentor first year students, as well as encouraging students to participate in the workshops and programs offered by Student Services to help them improve their study skills and be more successful in their first year to improve our retention.

- The decoupling of HTM402 and HTD500

The decoupling of HTM402 and HTD500 has also been covered in the proposed new curriculum to be implemented in Fall 2017. We are requesting to move HTD500 out of our required courses and put into our Elective Table I, therefore eliminating the co-requisite of taking HTM402.

- The blanket articulation strategy with colleges

As a School we are in agreement that a blanket articulation with colleges must be outlined, however right now is not the right time to do it because of the TRSM curriculum redesign. Once this new curriculum is in place, we will pursue these agreements with colleges to attract transferring students into our program.

- ACC100 concerns

As for ACC100 concerns, this is an ongoing topic in the TRSM Curriculum redesign phase. We will continue to work with the TRSM Faculty Council Curriculum Committee on this issue to be resolved by the implementation of the new curriculum in 2018.