

FINAL ASSESSMENT REPORT

**PERIODIC PROGRAM REVIEW (PPR)
Bachelor of Commerce
Business Management
Ted Rogers School of Management**

In accordance with the Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate **Business Management** program. The report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The Implementation Plan identifies who will be responsible for leading the implementation of the recommendations; who will be responsible for providing any resources entailed by those recommendations; and timelines for acting on and monitoring the implementation of the recommendations.

SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE BUSINESS MANAGEMENT PROGRAM

The Business Management program submitted a self-study report to the Vice-Provost Academic on September 28, 2020. The self-study presented the program description and learning outcomes, an analytical assessment of the program, and program data including the data collected from students, alumni and employers along with the standard University Planning data tables. Appended were the course outlines for the core required and elective courses in the program and the CVs for all RFA faculty members in the School of Business Management (SBM), as well as other faculty who have recently taught core courses (required and/or elective).

Two arm's-length external reviewers, Dr. Stephen Kosempel, Associate Professor and Chair, Department of Economics, Gordon S. Lang School of Business and Economics, University of Guelph, and Dr. Alex Anas, Professor and Chair, Department of Economics, State University of New York at Buffalo, were appointed by the Dean of the Ted Rogers School of Management (TRSM) from a set of proposed reviewers. They reviewed the self-study documentation and then conducted a virtual site visit over a 5-day period from November 23 - 27, 2020.

The visit included meetings with senior administrators (Interim Provost, Vice-Provost Academic, TRSM Dean and Associate Dean Academic), Chairs of the 6 departments within SBM and Department of Economics (Faculty of Arts), program coordinators and faculty members representing each Major, support staff in the Ted Rogers School of Management (TRSM), library services, as well as current students, alumni, and advisory council members.

In their report, dated January 22, 2021, the Peer Review Team (PRT) provided feedback that describes how the Business Management program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities.

The main areas of strength identified by the PRT include high quality applicants for the SBM programs; experiential learning opportunities built into capstone courses, co-op options, and extra-curricular activities that include student clubs, case competitions, Zone learning, international travel opportunities, and 'Bootcamps'; and evidence of continuous and ongoing curriculum innovation.

The PRT also identified areas for improvement, including addressing its learning outcomes related to entrepreneurship; addressing the heavy foundational requirements in the early stages of the program; and the high number of first year multiple-choice exams that are worth 50% or more of the students' grade.

The SBM program review team submitted a response to the PRT Report on February 18, 2021. The response to both the PRT Report and the Program's Response was submitted by the Dean of the Ted Rogers School of Management on February 26, 2021.

The Academic Standards Committee completed its assessment of the Business Management Program Review on April 22, 2021. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the developmental plan feedback from students, employers and peer reviewers, and outlined a comprehensive plan for program enhancements moving forward.

The Academic Standards Committee recommends that the program continue, as well as provide a one-year follow-up report by June 30, 2022, as follows:

1. Report on the status of the initiatives outlined in the Implementation Plan.

A Two-Year Follow-up Report is requested as follows:

2. Updated alumni survey.

Presented to Senate for Approval: June 1, 2021

Start date of next Periodic Program Review: 2026-27

SUMMARY OF THE REVIEWERS' RECOMMENDATIONS WITH THE PROGRAM'S AND DEAN'S RESPONSES

As proposed by the Reviewing Team:

RECOMMENDATION 1. We recommend that the TRSM Dean address the concerns raised in the Self Study that pertain to the adequacy of existing facilities. Perhaps remote delivery could be an option to alleviate some stress on physical resources, at least in the short term. Since a lot of teaching has occurred remotely during this COVID pandemic, this would be an opportune time to survey preferences for such teaching and to possibly extend some remote teaching in order to learn more about its effectiveness and desirability to students and faculty.

Department's Response: The School agrees with the observations made by the PRT and appreciates their thoughtfulness with respect to this particular issue that affects the entire TRSM community. While the COVID-19 pandemic has temporarily suspended the need for physical learning spaces, it is anticipated that eventually all programs, including Business Management, will resume offering in-class courses in the TRSM building. In the meantime, there is tremendous opportunity to prepare for this return, including exploring the possibility of continuing to offer some of the program's courses remotely. In addition, the School supports the idea of conducting student and faculty surveys to identify advantages and challenges related to online learning, as well as to determine the appetite for remote teaching in the long-term. Still, the School recognizes that a blended model of in-class and online learning has its own limits and does not address the underlying need for more material resources that can support continued growth in the program. The School supports the PRT's assertion that the TRSM Dean must address these concerns related to the adequacy of existing facilities.

Dean's Response: While the COVID-19 pandemic has eliminated the demand for physical classroom spaces, I certainly know the eventual return to the TRSM building at Bay and Dundas will have its own challenges. We need

to retain the elements from the virtual classroom that worked, while ensuring we retain our emphasis on synchronous teaching.

TRSM as a whole demonstrated tremendous agility with respect to moving courses online and providing virtual administrative and support services. It is my intent to closely examine best practices in the current climate and consider how these practices, where possible, may be integrated into regular operating procedures in a post-COVID era. We have already surveyed faculty, staff and students to better understand their perspectives of online learning and virtual support services. The results should be available for us by early March.

I am hosting regular townhall meetings for the TRSM community, which will be integral to gathering feedback on the three-year academic action plan that will lead the School through the pandemic and its aftermath. A long-term adoption of virtual and hybrid teaching models will enhance our program offerings; they provide flexibility of learning for students and professors alike, while also helping us to tackle the space shortage issues that were so prevalent before the pandemic. It also is important to note the proportion of faculty, staff and students who experience long commutes; lives can be improved appreciably with greater flexibility.

RECOMMENDATION 2. We recommend that entrepreneurship be integrated into the program, and possibly via the introduction of a core course in Entrepreneurship and Innovation (in the 2nd or 3rd year where space permits)

Department's Response: As outlined in the program's Self-study report, there were several deficiencies that were identified in the curriculum mapping exercise, which cross-referenced the program's learning outcomes with the required core courses. The School discovered that when examining these courses, the entrepreneurial learning outcomes were not sufficiently addressed (other knowledge areas that were only partially addressed included sustainability and business integration). This finding was particularly distressing due to standards articulated by the TRSM mission statement, which asserts that TRSM "shape[s] socially conscious leaders with an entrepreneurial orientation." The School supports a greater integration of entrepreneurship – and for that matter, sustainability – into the program curriculum, although acknowledges the challenges associated with finding space within an existing shared curriculum to introduce new courses. The School is committed to exploring all possible curricular options through the work of the SBM Curriculum Sub-Committee and identifying actionable steps forward to rectify these shortcomings.

Dean's Response: Overall, the recommendations related to curriculum, shared by the program and the PRT, are sensible and should be implemented by the appropriate curriculum committees.

RECOMMENDATION 3. We recommend that SBM consider adding an additional 12 U math course to their admissions requirements to help better prepare students for the quantitative demands of the BM program.

Department's Response: The School supports the PRT's recommendation to consider adding an additional 12 U math course to the admission requirements, in order to better prepare incoming students for the quantitative demands of the program curriculum. Previously, a proposal was submitted to achieve this objective, and while it was approved by the TRSM Faculty Council, it did not receive sufficient support from the university's senior administration. The School's recourse was to introduce a first-year course in applied mathematics for business, which has now been offered for two years. The School continues to monitor student success in the course and is committed to actively improving course content and delivery, as well as providing quality student support.

Dean's Response: Overall, the recommendations related to curriculum, shared by the program and the PRT, are sensible and should be implemented by the appropriate curriculum committees. Other recommendations, such as changing the math admission requirement for the program, have been addressed by the School in their response to the PRT report.

RECOMMENDATION 4. We recommend to create a program plan that has no more than 5 course requirements per semester. This implies reducing the total number of courses in the program from 42 to 40.

Department's Response: The School supports this recommendation and has already taken steps to lower the number of required courses from 42 to 40, as well redistribute courses to achieve an equal distribution of five

courses per semester. A proposal was submitted and approved by the TRSM Faculty Council, Academic Standards Committee, and Ryerson Senate. The curriculum changes will start coming into effect in the 2021-2022 academic year.

Dean's Response: Overall, the recommendations related to curriculum, shared by the program and the PRT, are sensible and should be implemented by the appropriate curriculum committees. The School has already taken steps to address several of these recommendations, specifically, reducing the total number of courses required to graduate.

RECOMMENDATION 5. We recommend that you consider reducing the number of required lower-level liberal studies courses.

Department's Response: In compliance with Ryerson Senate Policy 2, the School cannot reduce the number of liberal studies courses without dropping below the acceptable range (15-20%) allocated for this curricular category. The PRT does, however, make a compelling point that the program already requires several courses that could be defined as a liberal studies course (e.g. LAW 122, CMN 279). It may be worth exploring the possibility of applying for an exception to Policy 2, in order to make room for other desirable core courses (e.g. entrepreneurship, business integration, etc.)¹.

Dean's Response: Overall, the recommendations related to curriculum, shared by the program and the PRT, are sensible and should be implemented by the appropriate curriculum committees. Other recommendations, such as reducing the number of liberal studies courses, have been addressed by the School in their response to the PRT report.

RECOMMENDATION 6. We recommend that instructors of first year courses try to provide meaningful feedback (say 20-25% of the final grade) prior to the mid-point of the semester and explore options (not a binding constraint) to limit the weight of final exams to 50% (for example, add more midterm exams).

Department's Response: The School agrees that providing meaningful feedback to students, particularly in their first year of study, is important for their learning and success in the program's foundational courses. In accordance with Senate Policy 166, at least 20% of a student's grade is based on individual work, which must be returned to the student before the deadline for dropping courses. The issue of final exams, however, requires further investigation. While the aforementioned policy strongly recommends that a single assessment should not be worth more than 50% (and with no exception more than 65%), it is apparent that many first-year courses take advantage of this upper limit. A review of this assessment method should be conducted, and if possible, efforts should be made to distribute grades more fairly throughout the duration of the semester (e.g. more midterms, assignments, etc.).

Dean's Response: Overall, the recommendations related to curriculum, shared by the program and the PRT, are sensible and should be implemented by the appropriate curriculum committees.

RECOMMENDATION 7. We recommend that a capstone course also be created/added for the Economics and Management Science major. In fact, we support the proposal in the Self Study to replace QMS703 with a new capstone course ECN702 in the EMS major.

Department's Response: Adding ECN 702 to the EMS curriculum will strengthen the progression of learning outcomes of the major by requiring students to demonstrate proficiency of the knowledge and skills of their specialization in a more appropriate, upper-level course. The School supports the Department's decision to add this course to their required curriculum.

Dean's Response: Overall, the recommendations related to curriculum, shared by the program and the PRT, are sensible and should be implemented by the appropriate curriculum committees. The School has already taken

¹ Note: On further consideration, the program has decided not to pursue the PRT's recommendation of reducing the number of required lower-level liberal studies courses.

steps to address several of these recommendations, specifically, adding a capstone course to the Economics and Management Science major.

RECOMMENDATION 8. We recommend to the Dean and Provost that additional RFA faculty members be hired to reduce student-to-faculty ratios across SBM departments, so that there is greater consistency between SBM and the rest of the University: SBM=42.2, TRSM=37.9, Ryerson=27.9. If more RFA faculty cannot be hired, then more sessional faculty should be sought.

Department's Response: The School agrees that the student-to-faculty ratio is elevated. Other metrics such as class sizes and the proportion of sections taught by sessional instructors also demonstrate that additional RFA faculty members need to be hired. The School supports the reviewer's recommendation to the Dean and Provost that additional RFA faculty members be hired, while acknowledging financial and other constraints.

Dean's Response: I share the concerns expressed by Drs. Anas and Kosempel. I am pleased to report that the Marketing department successfully hired five (5) new tenure-stream faculty members within the past year, bringing the total number of new tenure-stream faculty hires in the Ted Rogers School this past year to twenty-one (21). Additionally, our departments are now hiring seven (7) additional tenure-stream hires. The majority of these hires replace departing faculty, so there remains insufficient bench strength even after this extraordinary effort to attract talent. I must be frank here; our problematic student-to-faculty ratios continue despite our hiring. Our classes are simply too large, particularly in senior-level courses. I continue to aggressively lobby for additional tenure-stream hiring, as well as other resources that enrich the educational experience for both students and their professors.

IMPLEMENTATION PLAN

Overall Program Recommendations:

RECOMMENDATION AND IMPLEMENTATION PLAN
Recommendation # 1 - Reduce total number of courses in program to 40
Rationale: Reducing the number of courses from 42 to 40 will bring the program in line with the standard requirements for an undergraduate degree program. The change will also reduce students' workload, which will in turn provide students with a better work-study-life balance.
Objective: Reduce total number of courses in program to 40.
Actions: Starting fall 2019, the program no longer required students to complete BUS 100, which reduced the overall number of program courses by one. Looking ahead, departments will review their professional required, professional elective, and professionally-related courses in order to determine the appropriate category to make a further reduction. In co-ordination with the Dean's Office, a plan will be developed and implemented to re-balance the curriculum across the four years of the program, ensuring that each semester has no more than five courses.
Timeline: Recommendation was first proposed December 2019 and will go through the required approvals process for implementation in Fall 2021.
Responsibility for leading initiative: Cynthia Holmes, Associate Dean, Faculty and Academic
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Department Councils, SBM Curriculum Sub-Committee, Undergraduate Curriculum Committee, Faculty Council, Curriculum Management, Vice-Provost Academic
Recommendation # 2 - Hire more RFA faculty members to address high student-faculty ratios
Rationale: High student-faculty ratios reduce the pedagogical options for faculty members, increase the classroom management effort, and decrease the level of personal attention available to students. More RFA faculty members would improve the educational experience for students.
Objective: Reduce the average student-to-faculty ratio across SBM departments to be equal to the

average level for Ryerson. (Currently, the SBM average is 37.9 and the Ryerson average is 27.9).
Actions: Prepare hiring plan proposals for submission to the offices of the TRSM Dean and Provost.
Timeline: Take consistent steps in making progress towards the objective every year, achieving the Ryerson average student-to-faculty level by 2026-2027.
Responsibility for leading initiative: Cynthia Holmes, Associate Dean, Faculty and Academic
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Office of the Dean, TRSM and Ryerson Provost
Recommendation # 3 - Create new integrative learning opportunities at the reinforcement level for the program.
Rationale: In the analysis of the core curriculum mapping for the program, it was revealed that there is no reinforcement of Learning Outcome 1C (i.e. Integrate and apply the functional areas of business into the strategic management process to support principal organizational objectives). In order to strengthen the development of this learning outcome from its introduction, to the point at which the student is expected to reach proficiency, it is recommended that new integrative learning opportunities are created to bridge this gap.
Objective: The SBM Curriculum Sub-committee will set a priority to explore options related to new integrative learning experiences (e.g. modules, new courses, co-teaching, etc.), and select a feasible course of action that will enhance students' learning with respect to LO 1C.
Actions: The Curriculum Sub-Committee will begin exploring options for new integrative learning opportunities in the 2021-2022 academic year, with the intent of developing an implementation plan. Depending on outcomes of the implementation plan (e.g., a new course), timeline may extend to 2023-2024 in order for the changes to come into effect.
Timeline: 2021 - 2024
Responsibility for leading initiative: Cynthia Holmes, Associate Dean, Faculty and Academic
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Department Councils, SBM Curriculum Sub-committee, UCC, Faculty Council
Recommendation # 4 - Ensure that the program includes active and experiential learning for every student.
Rationale: While the program identified several experiential learning opportunities for students, many of these learning opportunities are only available through extra-curricular and elective courses. Beyond GMS 401, which is one required core courses where experiential learning takes place, the program desires to enhance the current array of programming available to students. This would include embedding more active and experiential learning opportunities in required courses across the core and major-specific curricula.
Objective: Identify appropriate core and major-specific courses to embed active and experiential learning. Work with faculty to develop new learning opportunities for students, while ensuring that there are sufficient physical resources to support these initiatives.
Actions: Consult with the TRSM Learning and Innovative Teaching Committee, as well as the Centre for Excellence in Learning and Teaching, in order to identify best practices across the faculty. Present ideas to SBM Curriculum Sub-Committee, discuss findings, and reach consensus on viable options for expanding experiential learning in the Business Management program.
Timeline: Following consultations in the fall of 2021, the SBM Sub-committee will reconvene in winter 2021 to develop an implementation plan for the fall of 2022.
Responsibility for leading initiative: Cynthia Holmes, Associate Dean, Faculty and Academic
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: SBM

Curriculum Sub-Committee, Dean's Office, Learning and Innovative Teaching Committee, Centre for Excellence in Learning and Teaching

Recommendation # 5 - In light of the curriculum mapping analysis, review and optimize program learning outcomes.

Rationale: While the curriculum mapping exercise required for periodic program review illuminated several areas of the curriculum that require attention, it also revealed deficiencies in the design and articulation of the learning outcomes. In particular, it became apparent that several outcomes were too specific and consequently only mapped to one or two courses. This observation applied mostly to the 'Business Functions' learning outcomes, raising concerns about whether these were appropriate outcomes for the program, or whether they were actually course objectives. It is recommended that the SBM Curriculum-Subcommittee carefully review the program learning outcomes and make revisions, where necessary.

Objective: Review and optimize program learning outcomes.

Actions: The SBM Curriculum Sub-Committee will meet to review and make changes to the program learning outcomes.

Timeline: Fall 2021

Responsibility for leading initiative: Cynthia Holmes, Associate Dean, Faculty and Academic

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: SBM Curriculum Sub-Committee

Recommendation # 6 - Examine how to address Learning Outcome 8b (sustainability) at the reinforcement level in the curriculum.

Rationale: The curriculum mapping exercise revealed that Learning Outcome 8b is not currently addressed at the reinforcement level of the curriculum. In an effort to ensure consistency and progression across the curriculum, an examination should be conducted of the current lesson plans relating to this topic and a plan developed to reinforce this learning outcome in (an) appropriate mid-level course(s).

Objective: Establish a working group to examine current best practices relating to sustainability pedagogy and curriculum at TRSM. Information will be presented to the SBM Curriculum Sub-Committee, which will guide curricular decision-making.

Actions: Establish a working group to conduct analysis and present findings to SBM Curriculum Sub-Committee. Develop plan to implement curricular revisions relating to LO 8b.

Timeline: 2021-2022

Responsibility for leading initiative: Cynthia Holmes, Associate Dean, Faculty and Academic

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Office of the Dean; SBM Curriculum Sub-Committee

Recommendation # 7 - Investigate and implement strategies to integrate entrepreneurship into the program curriculum.

Rationale: The mapping exercise revealed that very little of the program curriculum addresses the two learning outcomes related to entrepreneurship (LO 2g; LO 9a). This finding is particularly concerning given the overarching mission statement, which asserts that the Ted Rogers School of Management is "Canada's preeminent entrepreneurial-focused business school." While the School offers students opportunities to engage in entrepreneurial extra-curricular activities, greater effort should be made to ensure that all students in the program are exposed to entrepreneurial ideas through the curriculum.

Objective: The SBM Curriculum Sub-Committee will collaborate with the Entrepreneurship Department to

<p>identify curricular opportunities that address Learning Outcomes 2g and 9a, and develop an appropriate and timely implementation plan.</p>
<p>Actions: Consult with the Entrepreneurship department and explore viable options for integrating more entrepreneurial content into the program curriculum.</p>
<p>Timeline: 2021-2022</p>
<p>Responsibility for leading initiative: Cynthia Holmes, Associate Dean, Faculty and Academic; Chair of the Entrepreneurship Department</p>
<p>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Office of the Dean; SBM Curriculum Sub-Committee; Entrepreneurship Department</p>
<p>Recommendation # 8 - Evaluate the effectiveness of QMS 110 in developing students' quantitative skills.</p>
<p>Rationale: QMS 110 is a new course that was recently added to the core curriculum of the program. The course was designed to address deficiencies with respect to the mathematical proficiency of incoming students and therefore provide a foundational set of knowledge and skills for the program. It is recommended that an analysis be conducted of whether or not the course has been successful in strengthening students' math competencies, in order to make improvements or adjustments to the course curriculum.</p>
<p>Objective: Initiate plan to monitor student success in QMS 110 and implement curricular changes, if necessary.</p>
<p>Actions: Monitoring student success in QMS 110 will include several strategies. Possible metrics could include: drop and failure rates, course grades, course feedback, monitoring student activity at the Academic Success Centre, and tracking student success in other quantitatively demanding courses.</p>
<p>Timeline: 2021-2022</p>
<p>Responsibility for leading initiative: Cynthia Holmes, Associate Dean, Faculty and Academic; administrative staff</p>
<p>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Office of the Dean</p>

Major-Specific Recommendations:

Economics and Management Science

RECOMMENDATION AND IMPLEMENTATION PLAN
<p>Recommendation #1 - Replace QMS 703: Business Forecasting Techniques with ECN 702: Econometrics II.</p>
<p>Recommendation: Students in the Economics & Management Science major are currently required to take QMS 703 in 5th/6th semester. We propose replacing this requirement with ECN 702 (which is currently a Professional elective in 7th/8th semester). More specifically, we propose requiring ECN 702 in 7th semester, and therefore adding one Professional elective in 5th/6th semester (in place of QMS 702) and removing one Professional elective in 7th/8th semester (to accommodate the addition of ECN 702).</p>
<p>Rationale: In preparing the self-study, several issues with the major became apparent:</p> <ul style="list-style-type: none"> • There is currently no “capstone” course in the major. • There is a heavy reliance on tests/exams in required courses (as opposed to other forms of evaluation). • There are not any required courses in the major that focus on “non-technical” skills. <p>We propose slightly re-designing ECN 702: Econometrics II and adding it as a required course in the major to address these concerns. Specifically, ECN 702 would be added as a required course in 7th semester. Currently, there are no required courses specific to the major in 7th/8th semester, so ECN 702 would be clearly situated as the “capstone” course in the major. This change also has the advantage of offering</p>

more choice to students in 5th/6th semester. Currently, there are 6 required courses, 2 Professionally-Related electives, and 2 Liberal Studies in 5th/6th semester. The proposed change would thus reduce the number of required courses in 5th/6th semester from 6 to 5, while increasing the number of Professional electives in 5th/6th semester from 0 to 1, which would allow students the opportunity to start exploring various sub-fields in the discipline (e.g., Labour Economics or Environmental Economics) at an earlier point.

The content of ECN 702 would also be slightly adjusted to make the objective of the course focused more on developing general “applied” skills rather than more narrow topics in econometric theory. The course would also be re-designed with a greater emphasis on assignments/projects rather than tests/exams, which would create the opportunity for students to become more proficient in their communication skills. There are several reasons for proposing that QMS 702 be the required course that is eliminated in order to make room for the addition of ECN 702. Most importantly, the level of QMS 703 is simply too low for students in the major. QMS 703 (currently required in 5th/6th semester) requires only QMS 210 as a pre-requisite (QMS 210 is required for all Business Management students in 2nd semester). In this sense, QMS 703 does not take advantage of the more advanced quantitative training that students receive in 3rd/4th semesters (specifically, QMS 702, QMS 442, and ECN 230). QMS 703 can be contrasted with ECN 627: Econometrics I, which is also required in 5th/6th semester. ECN 627 requires both QMS 442 and ECN 230 as a pre-requisites (and ECN 230 requires QMS 702 as a pre-requisite). In fact, students in the major usually take ECN 627 in the 6th semester (fall) and QMS 702 in the 7th semester (winter), since QMS 703 is normally offered only in the winter semester (in fact, QMS 703 is the only required course in the major that is not offered in both fall and winter, which is problematic). Accordingly, QMS 703 can be viewed as a “step down” from ECN 627 (i.e., QMS 703 is “easier” than ECN 627 even though ECN 627 is normally taken first). On the other hand, ECN 702 (which we propose replacing QMS 703 with) is clearly a “step up” from ECN 627 since ECN 627 is a pre-requisite for ECN 702.

Another issue with QMS 703 is that it is normally taught by a sessional instructor rather than an RFA member. In fact, QMS 703 is the only required course in the major that is not normally taught by an RFA member.

Objective: The proposed change would accomplish several objectives. First, a proper “capstone” course would be established for the major. Second, there would be at least one required course specific to the major that relies less on tests/exams as a form of assessment and more on assignments/projects. Third, there would be at least one required course specific to the major that is focused more on developing general “applied” skills rather than more narrow theoretical topics. Finally, the rigour of the program would be increased as a result of replacing a course which has been identified as being “too easy” with one that is substantially more advanced.

Actions:

- Communicate proposed change to the Global Management Department (which manages QMS courses).
- Formally vote on the proposed change at the Undergraduate Curriculum Committee (UCC) level.
- Pending approval at the UCC level, formally vote on the proposed change at the Faculty Council (FC) level.

Timeline: We anticipate putting the proposed change to a formal vote at the UCC level no later than mid-September of 2020. This allows time for the proposal to go to FC level so that it can be approved before the deadline to make changes calendar changes. Assuming the proposed change is adopted at the point, it would be first reflected in the 2021-2022 calendar. This means that it would only be applicable to students entering the Business Management program in the 2021-2022 academic year, and would thus not actually take effect until 2023-2024 academic year (when such students are in their 5th/6th semester). With that said, the Department of Economics would be willing to approve substitutions of QMS 703 with ECN 702 for any students requesting one as early as the 2021-2022

academic year.
Responsibility for leading initiative: The responsibility will be shared by Dr. Brennan Thompson, Coordinator of the Economics & Management Science major (and member of the UCC) and Dr. Claustre Bajona, Chair of the Economics department.
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Ultimate responsibility lies with both the Dean of TRS (since the major is part of the BComm in Business Management) and Dean of Arts (since the new required course, ECN 702 is offered by the Economics department, which is located in the Faculty of Arts).

Entrepreneurship

RECOMMENDATION AND IMPLEMENTATION PLAN
Recommendation #1 - Introduce a required Entrepreneurship and Innovation course to all Majors.
Rationale: As the self-study report clearly identifies, Learning Objectives 2g (explain key concepts and theories of innovation and unfinished and the stages in launching and growing a business) and 9a (demonstrate entrepreneurial orientation by working proactively and independently to promote innovation within an organization and or across sectors) are not addressed anywhere in the core curriculum. Given that Ryerson identifies itself as Canada’s Innovation and Entrepreneurship University, this is a glaring inadequacy.
Objective: To equip SBM students with the innovation and entrepreneurial knowledge, skills and attitudes they need to succeed in today’s disruptive markets including alertness, proactivity, internal locus of control, adaptability, resiliency, growth mindset and self-management.
Actions: <ol style="list-style-type: none"> 1. Identify possible alternative ways to add such a course within the new 40-course maximum now being established for TRSM. (Several initial options for consideration are attached to this Recommendation.) 2. Discuss these choices with the UCC to determine the most appropriate approach 3. Develop a detailed description for the new course and how it will fit into the curriculum design for each Major. 4. Progress the curriculum changes through UCC, Faculty Council, Standards Committee and the Registrar.
Timeline: This is a major change and needs proper discussion, we would anticipate an immediate start to the dialogue with the objective of making a decision in Fall 2020, for implementation for the 2022-23 academic year.
Responsibility for leading initiative: Department Curriculum Committee
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Department Curriculum Committee, UCC, Dean, Standards Committee, Registrar
Recommendation #2 - Investigate a change in the name of the Major from “Entrepreneurship” to “Entrepreneurship & Innovation”
Rationale: Ryerson is seen as Canada’s Innovation and Entrepreneurship University. While the Major has always treated its subject in a broad manner, including innovation as a key element, the label “Entrepreneurship” is sometimes seen as a barrier to some potential students, who mistakenly believe that the Major is only for those students planning to start their own businesses.
Objective: To provide a better “label” for the Major indicating the broad nature of the offering that will be visible to both students and potential employers.

<p>Actions: Curriculum committee to investigate practices at other universities and any issues within Ryerson regarding a name change.</p>
<p>Timeline: Complete by early September 2020, in time to request calendar change for the following year.</p>
<p>Responsibility for leading initiative: Department chair, with Curriculum Committee</p>
<p>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: UCC, Dean, Standards Committee, Registrar</p>
<p>Recommendation #3 - Change the ratio of required professional. courses to professional electives from the current 11:2 to 9:4.</p>
<p>Rationale: The Entrepreneurship Major has the largest number of required professional courses within SBM -- no other school has more than nine. This change will allow students greater choice and flexibility in how they configure their major. Additional professional electives will be offered (see recommendation ENT#4). While some of the specifics still need to be finalized, we also anticipate that we will replace the current year-long study course ENT 56 AB with two separate courses, increasing scheduling flexibility and resolving an issue around course scheduling.</p>
<p>Objective: Increase student choice and degree flexibility.</p>
<p>Actions:</p> <ol style="list-style-type: none"> 1. April/May. Curriculum Committee to investigate choices and bring recommendations to Departmental Faculty Council meeting 2. June: Faculty Council discussion and approval 3. July/August: Final documentation of proposed changes 4. September: Bring changes to UCC 5. Implement for 2021/2022 academic year
<p>Timeline: Complete by early September 2020, in time to request calendar change for the following year.</p>
<p>Responsibility for leading initiative: Department Curriculum Committee</p>
<p>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Department Curriculum Committee, UCC, Dean</p>
<p>Recommendation #4 - Modify the professional electives table for the Entrepreneurship Major to increase the number of Entrepreneurship courses and reduce the number of marketing courses.</p>
<p>Rationale: In recommendation ENT#3, we propose an increase in the number of professional electives within the major from 2 to 4 courses. In addition, we will increase the number of potential ENT electives from the current 2 to 5 or 6 courses and reduce the number of marketing courses in the ENT Professional Electives list.</p>
<p>Objective: Increase student choice and degree flexibility.</p>
<p>Actions:</p> <ol style="list-style-type: none"> 1. April/May: As part of recommendation ENT#3, the Curriculum Committee will recommend which professional required courses will change to be professional electives 2. May: Departmental faculty will be asked to propose new electives 3. June: Curriculum Committee will bring proposed new elective table to Department Council in conjunction with approval of the new Required Course Structure 4. July/August: Final documentation of proposed calendar changes 5. September: Bring changes to UCC 6. Implement for 2021/2022 academic year
<p>Timeline: Complete by early September 2020, in time to request calendar change for the following year. However actual rollout of additional elective courses may take up to 2 years.</p>

Responsibility for leading initiative: Department Curriculum Committee
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: UCC, Dean, Standards Committee, Registrar
Recommendation #5 - : Introduce two strategy-related electives to be available to all students within TRSM.
Rationale: Understanding strategy is a key element of every undergraduate degree. In many other business programs, in addition to a required (typically Capstone) strategy course students also have access to other courses within the discipline. At present, we do not offer any elective courses in the area.
Objective: Increase student access to important strategy topics.
Actions: <ol style="list-style-type: none"> 1. April/May 2020: Departmental faculty will be asked to propose possible strategy electives that might be included in the curriculum 2. June 2020: Initial discussion at the Department Faculty meeting about possible choices and agreement on direction and most likely courses that could be offered 3. September 2020: Final decision by Department Faculty on new courses to be offered 4. December: Faculty submit detailed course outlines for review by the Curriculum Committee 5. January 2021: Approval of the new courses by Department Council 6. March 2021: Final documentation of proposed calendar changes 7. April 2021: Bring changes to UCC 8. Implement for 2022/2023 academic year
Timeline: Complete by Spring, 2021 in time to request calendar change for the 2022/2023 academic year.
Responsibility for leading initiative: Department Curriculum Committee
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Department Council, UCC, Dean, Standards Committee, Registrar

Law and Business

RECOMMENDATION AND IMPLEMENTATION PLAN
Recommendation #1 - Move LAW534 into 3 rd year (and BUS223 into 2nd) and make LAW204 a prerequisite for LAW534.
Rationale: Identified as desirable in PPR in order to build skills successively.
Objective: To ensure that all Law & Business majors acquire the preliminary legal methodological skills <i>before</i> engaging in substantive upper year law courses.
Actions: <ul style="list-style-type: none"> • <i>Discussed by Curriculum Committee during F2019</i> • <i>Ratified by Department Council during F2019</i> • <i>To be approved by UCC and Faculty Council</i>
Timeline: This is aimed to be in effect for the 2021-2022 academic year
Responsibility for leading initiative: <i>Chair</i>
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Law and Business Department; TRSM's Undergraduate Curriculum Committee; TRSM Faculty Council; Senate.
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Recommendation #2 - Create a new, required course – LAW5XX – integrating legal and ethical frameworks & reasoning.
Rationale: Identified as desirable in PPR in order to further LO3 and LO4, which involve integration of

ethical/social and legal thinking.
Objective: To ensure that all Law & Business majors acquire a sophisticated understanding of the differences and overlap between ethical and legal obligations of business.
Actions: <ul style="list-style-type: none"> • <i>Discussed by Curriculum Committee during F2019</i> • <i>Ratified by Department Council during F2019</i> • <i>To be approved by UCC and Faculty Council</i>
Timeline: This is aimed to be in effect for the 2021-2022 academic year
Responsibility for leading initiative: <i>Chair</i>
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Law and Business Department; TRSM's Undergraduate Curriculum Committee; TRSM Faculty Council; Senate.
Recommendation #3 - Renumber LAW533 as LAW733, and changed from required to elective.
Rationale: Supports LO3 and LO4 (integrating ethics and law) by making room for LAW5XX.
Objective: Making it an elective compensates for the introduction of a new, required course (LAW5XX) combining ethics and law. Also to give this course a number that reflects the status of this course as an advanced course.
Actions: <ul style="list-style-type: none"> • <i>Discussed by Curriculum Committee during F2019</i> • <i>Ratified by Department Council during F2019</i> • <i>To be approved by UCC and Faculty Council</i>
Timeline: This is aimed to be in effect for the 2021-2022 academic year
Responsibility for leading initiative: <i>Chair</i>
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Law and Business Department; TRSM's Undergraduate Curriculum Committee; TRSM Faculty Council; Senate.
Recommendation #4 - LAW 603, LAW 5XX, and LAW 534 would all be prerequisites for LAW 722
Rationale: To enhance sequencing in support of achieving mastery of concepts in capstone course, LAW722.
Objective: To help ensure that LAW 722, our capstone course, is taken after other required courses.
Actions: <ul style="list-style-type: none"> • <i>Discussed by Curriculum Committee during F2019</i> • <i>Ratified by Department Council during F2019</i> • <i>To be approved by UCC and Faculty Council</i>
Timeline: This is aimed to be in effect for the 2021-2022 academic year
Responsibility for leading initiative: <i>Chair</i>
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Law and Business Department; TRSM's Undergraduate Curriculum Committee; TRSM Faculty Council; Senate.
Recommendation #5 - Reduce the number of professional electives courses by eliminating one required professional elective course.
Rationale: To implement the transition to a 40 courses program.
Objective: To implement the transition to a 40 courses program in line with change in SBM norms.
Actions: <ul style="list-style-type: none"> • <i>Discussed by Curriculum Committee during F2019</i> • <i>Ratified by Department Council during F2019</i>

<ul style="list-style-type: none"> To be approved by UCC and Faculty Council
Timeline: This is aimed to be in effect for the 2021-2022 academic year
Responsibility for leading initiative: <i>Chair</i>
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Law and Business Department; TRSM's Undergraduate Curriculum Committee; TRSM Faculty Council; Senate.
Recommendation #6 - ECN 321 to become a Group 2 Professional Elective course
Rationale: To enable Law and Business students access to this important course as a Professionally Related course.
Objective: ECN321 is currently included in the Law minor but <u>not</u> in the list of Professionally Related courses.
Actions: <ul style="list-style-type: none"> Discussed by Curriculum Committee during F2019 Ratified by Department Council during F2019 To be approved by UCC and Faculty Council
Timeline: This is aimed to be in effect for the 2021-2022 academic year
Responsibility for leading initiative: <i>Chair</i>
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Law and Business Department; TRSM's Undergraduate Curriculum Committee; TRSM Faculty Council; Senate.

Marketing Management

RECOMMENDATION AND IMPLEMENTATION PLAN
Recommendation #1 - Redesign Marketing 100
Recommendation: Given the importance of MKT 100 to the department, faculty and university, we recommend that we redesign MKT 100 including the consideration of a second MKT100 course for non-TRSM students
Rationale: Students in the comments in the Dean's survey for improvement to the program are looking for the teaching of contemporary practice to make them more employable. By creating a second marketing for non-marketing managements we will be able to improve the quality and quantity of marketing education provided. In the survey, students commented on the variety of background they encounter in class and feel that at times this impedes their progress.
Objective: To improve the quality of foundational marketing education for both TRSM and non-TRSM students
Actions: <ul style="list-style-type: none"> Meet with the various departments and faculties whose students take Marketing 100 to determine the alternative topics in the course to reflect contemporary practice in a variety of fields.
Timeline: Submission of proposal to VPA by Fall 2020; commences Fall 2021
Responsibility for leading initiative: Program Chair
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean
Recommendation #2 - Review alternative delivery formats and schedules of all marketing courses.
Recommendation: We predominately use a lecture style format in our courses. Given the number of students we teach, we believe that there respecting different learning styles as well as content requirements encourage us to move beyond lecture style to a more balanced approach where lecture

accounts for 50% of the delivery formats.
Rationale: There were a number of comments in the Dean’s survey from students that indicate that lecture style should only be one method, not ‘the’ method to convey information.
Objective: To improve the quality of foundational marketing education for both marketing majors and non-marketing majors
Actions: <ul style="list-style-type: none"> • Improvement in the technology offered in the classroom to allow for more innovative teaching (greater internet bandwidth) • Microphones and cameras in the classroom to allow students to chose in-person or virtual participation in classes • Access to a variety of learning software in the classroom podiums • Considering offering a year-long program of study rather than focus on two terms. • As part of this consider a data analytics and creative stream within marketing to allow marketing majors who have a particular career in mind to gain additional momentum toward their career through learning about, and using specific technologies and software
Timeline: Long term as these require reconfiguring the classrooms across campus.
Responsibility for leading initiative: Program Chair
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean
Recommendation #3 - Increase the major required courses to 12 which would put Marketing in line with other majors across campus
Recommendation: Increase the number of required courses for the marketing major from 9 to 12
Rationale: This would build a path for students to take 'double majors' within their 40 course curriculum. This would mean requiring that students take at least 3-4 courses from the list of MKT electives.
Objective: Increase the major required course in order to deepen students’ marketing knowledge and expertise. Currently we are rushed in the existing courses to offer a greater exploration of key marketing topics.
Actions: <ul style="list-style-type: none"> • Begin to explore the ramifications of 12 required courses on the PR and Electives offered. • Conduct an industry survey to understand the 5-10 year needs of the marketing and advertising community
Timeline: Long term
Responsibility for leading initiative: Program Chair
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Real Estate Management

RECOMMENDATION AND IMPLEMENTATION PLAN
Recommendation #1 - The REM Department is to build a number of new area-specific learning outcomes
Rationale: The REM Department was founded in 2014 and have been focusing on delivering successfully the SBM’s learning outcomes. Currently, the Department has only a single area-specific learning outcome. Now that the Department has achieved smoothly a degree of maturing, it is time to produce focused and concrete area-specific learning objectives.
Objective: See the rationale.
Actions: The REM Department curriculum committee takes a continuous improvement approach. It will build new learning objectives and, over time, will review the existing ones either to update their contents or to introduce new ones so that the Department’s curriculum reflects the changes in the knowledge base

and business practices.

The development of new learning objectives moves forward along with the development of new courses, some of which is proposed and elaborated below.

Timeline: While development of learning objectives is dynamic, evolving and an ongoing long-run process, the curriculum committee of the REM Department will begin its work on this recommendation upon hearing the University's feedback on this Periodic Program Review report.

Responsibility for leading initiative: Department Chair and/or Chair of the Curriculum committee.

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:

Undergraduate Curriculum Committee (both Department and Faculty levels), the Faculty Senate and the Dean's Office.

Recommendation #2 - The REM Department is to cover and emphasize in more depth and breadth real estate topics from international markets and perspectives

Rationale: By definition, real estate is an international topic. The wealth attached to real estate assets (homes, commercial properties and financial securities such as mortgages and secondary mortgage markets) is the largest by a substantial margin over the second largest asset category all over the world. Further, financial crises tend to correlate internationally with the dynamics of the real estate assets and markets. Thus, the REM Department will provide more depth and breadth on international topics.

Objective: See the rationale. Provide the REM students with a worldview and offer some degree of readiness to them for careers and opportunities all over the world.

Actions: The REM Department will update course contents to cover more depth and breadth in international topics and introduce an elective course with a focus on international real estate markets and topics. In the long run, there may be a few highly specialized elective or required courses on international real estate topics.

Timeline: 2021

Responsibility for leading initiative: Department Chair and/or Chair of the Curriculum committee and the instructors teaching the courses with a need for content update and the instructor who will develop the elective course.

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Undergraduate Curriculum Committee (both Department and Faculty levels), the Faculty Senate and the Dean's Office.

Recommendation #3 - The REM Department is to design and introduce opportunities for students to learn in some depth about indigenous cultures and to appreciate their special relationships with land and environment.

Rationale: This recommendation relates to the University's objective to embrace indigenous communities as well as its sharp focus on equity and diversity issues. This recommendation endorses the REM Department's recognition that embracing indigenous cultures is an important matter for TRSM and Ryerson University and the community at large.

Objective: To embrace indigenous cultures and be a leading academic platform to address educationally the indigenous communities' real estate management practices, concerns and approaches in their fullest and broadest scope.

Actions: The REM Department has already begun to engage in this topic and will extend its efforts and initiatives to be able to implement a comprehensive approach to this matter.

The REM Department has been represented on the committee, tasked with building initiatives on indigenous communities and their visible and equitable representation within TRSM. The Chair of the REM Department is also meeting individually with some leading members of the indigenous communities.

Further, one of the REM students is currently travelling to the Arctic communities, registered in REM805, the special topics course, and tasked, among others, with a report on the land use and real estate management

issues in these communities. The department will benefit from this report in identifying topics of interest to the department.

The Department aims to introduce a brand new course into its curriculum and recruit a colleague, who has indigenous heritage.

Timeline: Upon recruitment of a new colleague with indigenous heritage, the development of a new course and its integration into the curriculum should take approximately two years.

Responsibility for leading initiative: Department Chair and/or Chair of the Curriculum committee and the newly recruited instructor(s) who will design and teach this unique course.

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Department Hiring Committee, Department Chair, Undergraduate Curriculum Committee (both Department and Faculty levels), the Faculty senate and the Dean's Office.

Recommendation #4 - The REM Department is to prepare and submit an increasing number of Tri-council research grant proposals over time.

Rationale: This recommendation addresses the current PPR report's point on the research grants. The REM Department is young and maturing, has begun to submit Tri-council research grants and needs to make this matter one of its priorities in the years ahead. Success in the Tri-council research grants is one of the objective metrics of academic success for an academic and her/his institution.

Objective: To increase the submission and success rate in REM Department's Tri-council research grant applications and to remain active in producing research grant proposals over time.

Actions: The REM Department has already begun to engage in this topic and will extend its efforts and initiatives to be able to implement a comprehensive approach to this matter. It is expected that especially newly recruited colleagues will be active in producing Tri-council research grant proposals.

Timeline: The REM Department will be following the timelines established by the Tri-council bodies.

Responsibility for leading initiative: Department Chair and/or the academics in the department.

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Department Chair and the Dean's Office.