

FINAL ASSESSMENT REPORT

PERIODIC PROGRAM REVIEW (PPR)
Bachelor of Commerce
In Hospitality and Tourism Management
Ted Rogers School of Management

PERIODIC PROGRAM REVIEW OF THE HOSPITALITY AND TOURISM MANAGEMENT PROGRAM

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 Hospitality and Tourism Management (HTM) program. This report identifies the strengths of the program, together with opportunities for program improvements and enhancements, and it sets out and prioritizes the recommendations that have been selected for implementation.

This report also includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the final assessment report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy, or governance that will be necessary to meet the recommendations, who will be responsible for leading those recommendations; and timelines for acting on and monitoring the implementation of those recommendations

SUMMARY OF THE PERIODIC PROGRAM REVIEW OF HOSPITALITY AND TOURISM PROGRAM

For 70 years, Ryerson University has been proud to offer a preeminent hospitality and tourism management program. Over the past few years, the program has made several strides, including moving from being unranked in the Shanghai Global Ranking of Academic Subjects (Hospitality and Tourism Management) to being positioned in the top 100 programs in the world. As seen throughout these pages, student satisfaction is high, and the innovative teaching coming out of the School is a strength. For all of the good news, however, COVID-19 has had a detrimental effect on the hospitality and tourism industry in general and has had adverse effects on the School over the past two years. Issues with enrolment and retention are now significant issues that need to be addressed.

As a result of its global reputation (combined with being located in downtown Toronto), the School of Hospitality and Tourism faces challenges that result from it. The School has moved from 13.8% of students paying International fees to 36.7% (TRSM 9.7%, Ryerson 7.7%). The result means that the number of students whose first language is not English is significant and provides pedagogical challenges. There is also the significant advantage of the program containing a highly diverse student population. Further, while most Hospitality and Tourism Management programs are not located within Schools of Business, this program is.

There are only approximately 35 programs in the Association to Advance Collegiate Schools of Business (AACSB) across North America (and only two in Canada – University of Guelph being the other). While being a program that offers a Bachelor of Commerce degree provides several competitive advantages,

it also presents challenges related to the rigour in the curriculum, especially when compared to contemporaries. We believe that these are major advantages to the program that needs to be conveyed to a broader Canadian public especially coming out of a Post-Covid-19 environment. In the time since the previous periodic program review, several key observations can be made of the Hospitality and Tourism Management program:

- The location of TRSM in downtown Toronto, with close proximity to the man tourism district, continues to be an attractive quality of the Hospitality and Tourism Management program. The integration of the Ryerson campus with the Yonge-Dundas Square provides students with a unique experience unlike any other business school in the province.
- The level of experiential education opportunities, whether through co-op, working and studying in Ted Kitchen or through travel study programs, is significant.
- In 2017, the program was re-accredited by AACSB, demonstrating its commitment to assessment of learning and continuous improvement.
- There has been a decline in enrolment, particularly among the domestic student population, while the international enrolment has increased.
- Despite ongoing efforts for curricular redesign, the program's core curriculum has remained relatively unchanged since the last program review.
- The research has continued to be a strength of the program. From 2014-2019, the department produced 48 refereed journal publications, of which 27% were located in A* or A level journals as ranked by the Australian Business Dean Council rankings.
- The employment outlook for graduates of the program for hospitality and tourism graduates in a Post-COVID-19 world is good as the industry regenerates. While the COVID-19 pandemic negatively impacts employment rates for recent graduates in the short term, it is expected that the program will have sufficiently prepared them for transitioning to the workforce once the economy recovers.

Throughout the periodic program review, the School of Hospitality and Tourism Management has had the opportunity to critically evaluate the program objectives, core curriculum, major offerings, teaching and assessment methods, academic support services and resources, research culture, and prospects for quality enhancement.

The resulting analysis will guide the School of Hospitality and Tourism Management moving forward. The recommendations are sweeping in that they require the members of the School to conduct a comprehensive analysis of current positioning and a comprehensive review of the curriculum as a whole. COVID-19 has altered the hospitality and tourism management landscape in ways that are now just starting to be revealed. As the industry has been devastated over the past two years and is only beginning to be regenerated, the academic programs must now follow suit to reflect the new realities. The School is committed to meeting these new challenges and reshaping where necessary.

Members of the PRT team for the Hospitality and Tourism Management program reviewed the program on May 24-27th, 2022 submitted its response to the program on June 9th, 2022. The program completed its response to the PRT report on August 21, 2022. The Dean provided a response to the Department on August 31st, 2022.

The Hospitality and Tourism Management Program values the important feedback it has received at each

stage of its Periodic Program Review. As both the PRT and the Dean's Response noted, the HTM has a number of unique features that provide students with practical, consciousness, and future facing opportunities.

The Academic Standards Committee completed its assessment of the Hospitality and Tourism Management program on December 9, 2022. The Committee indicated that a thorough, analytical and self-critical program review was conducted.

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

1. The mandated One-Year Follow-up Report be submitted by June 30, 2022 to include:
 - a. Updates on efforts to introduce EDI centrally to its core curriculum;
 - b. Discuss new retention strategies and internationalization opportunities.

Presented to Senate for Approval: **January 24, 2023**

Start date of next Periodic Program Review: **2028-29**

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

Please note that the Decanal response is in general support of the Program's response. There is therefore no particular response for each of the recommendations.

PRT Recommendation #1: Conduct a full review of the HTM Curriculum

We urge HTM to consider the balance of lodging, restaurant, and tourism course offerings, especially as they relate to weighting of different student development objectives including job-based skills, strategic planning/leadership and research skills.

Program Response: The full review of the HTM curriculum is already underway. Currently, the curriculum committee is examining the data compiled during the PPR process and the recommendations given. The plan is to develop an outline for potential curriculum development, allowing the department to discuss curriculum modifications in the Fall of 2022. The curriculum committee is examining all of the points raised above by the PRT.

Further, HTM will launch a subcommittee of Advisory Council members, students, and alumni to provide guidance and feedback on the curriculum development. The plan is to have the sub-committee run concurrently in Fall 2022 with the faculty curriculum development process. This will allow the faculty to gain instant feedback from major stakeholders. The plan is to develop a curriculum proposal to be submitted for approval in January 2023.

PRT Recommendation #2: Explore teaching innovations

We recommend that virtual delivery be considered not as a means to increase class size, but as a tool to creatively deliver content using new technologies, ease the challenges that students face commuting daily in the GTA, and to engage with smaller groups of students.

Other than a listing of teaching awards, there are no quality indicators of teaching and practice in the Self-Study Report. We recommend that student evaluations, likely collected each term, be reflected upon to continuously improve teaching effectiveness. Additionally, there needs to be clear indicators of quality teaching in place to assess not only faculty, but importantly, sessionals.

We recommend TRSM conduct focus groups with students to inform curriculum improvements. Look for creative, and yes, cost efficient, means to improve the status quo.

Program Response: The Ted Rogers School of Hospitality and Tourism Management is dedicated to providing its students with the highest quality educational experience. In January 2023 (post curriculum change proposal development), the curriculum committee will be charged with examining teaching innovation in order to feature ways to:

1. Creatively deliver content using new technologies,
2. Ease the challenges that students face commuting daily in the GTA, and
3. Engage with smaller groups of students.

We will work with the dean's office and the Faculty Association to determine whether we can develop strategies to have better indicators of quality teaching in place to assess not only full-time faculty, but also sessionals that align with the collective bargaining agreements (RFA and CUPE).

PRT Recommendation #3: Develop a comprehensive recruitment and retention strategy

From an admissions perspective, adjusting the HTM curriculum in such a way to make it more welcoming for college students could provide a pipeline of talented students whose addition to the program would provide some, perhaps much, of the enrollment boost being sought.

Improving admissions and enhancing retention will most certainly reduce enrollment pressures, make many of the issues facing HTM far less challenging, and provide the program the opportunity to continue to deliver quality education to students.

We encourage TRSM Administration and the HTM program to consider the entrance portal and weigh the advantages and disadvantages to HTM remaining as a separate link, or moving under the central TRSM link, and determine which path would be most likely to improve program enrollment.

Program Response: For the last 4 years, the School has been accepting more college transfer students into the 3rd year of our program through a Block Enrollment Credit Pilot Project (aprox. 20 students/yr). It is not a complete direct-entry program, but depending on the 2-year College program the student has completed, transferring students could potentially receive up to 50% of credits into our program with certain reach backs from the 1st and 2nd year.

As there are a wide range of certificate/diploma programs at the different colleges, with variations of course codes and course names, it has been challenging to provide a blanket direct-entry option from

any college. Each transfer student's transcript has to be thoroughly evaluated individually to provide the Admissions Officers the block enrollments given for the basis of admissions (BOA) for each student. We will continue to offer and provide the easiest pathway into our program and engage more with the colleges, particularly those who do not offer a Bachelor's degree program to attract their graduates into our degree program.

In the Spring 2022 semester, the school developed a subcommittee led by Dr. Tom Griffin to develop a comprehensive recruitment and retention strategy. The committee has already undertaken initial research into high schools that offer similar programs, a listing of potential strategic partnerships, and a test model for high school visitation to the program. The sub-committee will be expanded in Fall 2022 to include alumni, Advisory Council members, and students. The sub-committee will be charged with examining and implementing the following:

1. To create strategic partnerships with high schools, industry, government, and other post-secondary institutions to help improve the reputation of the industry and to encourage students to consider hospitality and tourism as an area for studying and employment.
2. To continue to develop and implement a visitation strategy with high schools.

A separate sub-committee will be formed to consider the entrance portal issue, weigh the advantages and disadvantages of HTM remaining as a separate link, or moving under the central TRSM link, and determine which path would be most appropriate for Fall 2024. This proposal will have to be examined in conjunction with the proposed curriculum changes, with the dean's office, and with the university Registrar's office.

PRT Recommendation #4: Increase the focus on experiential learning opportunities

We support this recommendation; we believe experiential learning opportunities can be transformational and present rich opportunities to apply knowledge from courses to practice. As one approach to enhance experiential learning in the program, we recommend building on Ted's Kitchen and food services – expanding these opportunities. In the summer months these can also offer important employment opportunities for students. Build on existing strengths such as Ted's Kitchen, faculty food services (catering) and enthusiastic alumni with connections in the hospitality and tourism sector to facilitate experiential learning opportunities. A revision of the 1000-hour work requirement could also support this.

If advancing experiential learning opportunities is a TRSM priority, then faculty support must also be increased.

Program Response: The school will continue to make efforts to further develop and foster experiential learning. Several components of this strategy are already in place, while others need to be established and / or enhanced:

1. We want to increase opportunities for students to take experiential learning courses

such as HTT800 Field Studies in Hospitality and Tourism subject to resource availability and TRSM priorities.

2. We will rely more on Ted's Kitchen to identify multiple experiential learning opportunities through part-time work, cooperative learning, and classes such as HTF506 Food and Beverage Operations. Please note that we are already planning to provide summer opportunities by opening the restaurant as part of a city-wide program called Summerlicious.

PRT Recommendation #5: Improve Co-op and Work-Integrated Learning programs

More analysis of why HTM students have the lowest uptake of Co-op is needed. Re-visitation of the relationship between the HTH895 and the Co-op program is recommended with resources re-allocated as needed to maximize opportunities for students.

The work of the Career Hub, while no doubt valuable, seems to have but limited access to students. As such, this requires rigorous assessment – tracking student satisfaction with Career Hub services should be automated using Sales Force or a similar mechanism in combination with focus groups and regular exit surveys with students.

The 1000-hour work requirement, HTH895 “work experience,” should be more integrated into the program, with a designated mentor/instructor, employment reflections, more robust outcome tracking, and/or pairing with career-laddering curriculum that increases students’ awareness of different career paths in hospitality and tourism. Retaining graduates in the sector should be a priority – career awareness would assist with this. Additionally, reducing the number of required hours may facilitate students’ efforts to balance the work requirement with school and personal obligations.

Two priorities need to be emphasized:

- (i) more formal tracking of work experiences, and
- (ii) student reflections on their learning outcomes.

Stronger links, positioned earlier in the program, must be made to provide and encourage potential career paths in the hospitality and tourism sector.

Program Response: The 1000-hour work experience requirement will also be reviewed as part of the curriculum revision process. The program will partner with the Business Career Hub (where needed) to develop strategies to ensure that students become increasingly aware of and engage in their services.

PRT Recommendation #6: Enhance student support services

HTM students need additional tutoring and writing support, perhaps through access to the Career Centre’s bootcamps, and more advising support, ideally with the addition of a dedicated advisor for TRSM international students. We understand that a task force is examining reasons for HTM’s relatively low student retention (almost 10% behind that of TRSM) and encourage TMU to take immediate action to address this long-standing issue.

We recommend hiring a specialized academic advisor to help the international cohort navigate the challenges they face within TRSM as a good investment...and as the right thing to do.

Program Response: We will work with the Dean's Office and the Ted Rogers School of Management's Program Advising and Student Success Office (PASS) to examine ways to provide HTM students with additional tutoring and writing support subject to resource availability and TRSM priorities.

PRT Recommendation #7: Continue advancing research

HTM faculty are encouraged to apply for more grants to further their research. Additional quality indicators of research productivity such as number of citations, journal impact factors, H-Index scores, and reports of creative and knowledge translation outputs should be tracked.

Leverage the School's successful Shanghai Ranking to further collaborative research initiatives and build on the faculty's momentum.

Program Response: HTM is proud of its current rankings concerning research; however, it has a goal of being one of the preeminent programs. As part of this process, in 2023, the department will review the purpose and the implementation of the Institute for Hospitality and Tourism Research. This review would include ways to create increased collaborative research partnerships and facilitate the application and implementation of grants. Further, more collaboration with partners such as the University of Guelph should be sought to engage graduate students for mutual benefits.

PRT Recommendation #8: Review the School's program name

We recommend this be assigned a lower priority; the current name accurately reflects the mission and deliverables of the program. If, after curriculum revision is complete, a significant change in program offerings is produced, and market trends support a name change, then a review of the program name should be conducted.

Program Response: As per the recommendations, this will be placed at a lower priority.

IMPLEMENTATION PLAN

Recommendation # 1

A review of the School's program name and primary goals, mission, and objectives need to be conducted to ensure that the program is best aligned with the needs of stakeholders.

Rationale: There will be a need for the program to reflect the realities of a post-COVID 19 hospitality and tourism industry.

Objective: To examine whether the Ted Rogers School of Hospitality and Tourism Management is reflective of the Post-COVID 19 realities.

Actions: The review process begins by acquiring funding for a faculty retreat led by the professional facilitator. This is followed by a review process that includes input from students, parents, industry professionals and University partners.

Timeline: The timeline for this goal is to take place within two years of the Senate approval of the PPR.

Responsibility for leading initiative: Frederic Dimanche, Director

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

Conduct a full review of the curriculum, including the total number of credit hours offered, the content and delivery of courses, and learning goals that need to be evaluated to ensure the program aligns with industry and societal needs

Rationale: In examining the curriculum of our competitive set, it was found that our curriculum has one of the highest required numbers of hospitality courses. Further, the curriculum was particularly weak in addressing ethics and leadership.

Objective: In alignment with recommendation one, the purpose is to ensure that any newly developed goals and objective is reflected in the overall curriculum.

Actions: Upon completion of recommendation one, a complete curriculum review and appropriate changes are made to reflect that direction.

Timeline: The timeline for this goal is to take place within two years of the Senate approval of the PPR.

Responsibility for leading initiative: Departmental Curriculum Committee

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

Recommendation # 3

A comprehensive student recruitment strategy needs to be developed, including promoting the major and positioning the program major as a pathway to a viable career.

Rationale: As enrollment in hospitality and tourism programs around the country decrease, there is a need to create enhanced strategies to reach out to high schools and two-year programs to develop an understanding that the program is a pathway to a viable career.

Objective: Create a subcommittee made up of faculty, industry and university partners, and students to create a recruitment strategy that reflects the reality of the department delivery.

Actions: A subcommittee will be developed in Spring 2022. The subcommittee will meet the goals of creating a recruitment strategy for departmental approval.

Timeline: To begin in Spring 2022 and continue through Fall 2022.

Responsibility for leading initiative: Tom Griffin, Associate Professor

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
Curriculum Committee, Faculty Council, Curriculum Management, Vice-Provost Academic

Recommendation # 4

Recommendation: In collaboration with TRSM, develop a retention strategy designed to enhance the international student's ability to succeed and thrive in the program. The retention strategy should focus on developing appropriate entry requirements, providing professors additional support for assisting international students, and supporting successful integration into Canadian life at the School TRSM and University level.

Rationale: With between 30-40% of Hospitality and Tourism Management students coming from international locales, there is a need to ensure that these students are retained and have a positive University experience.

Objective: To develop a baseline of international student retention by developing needed supports for those students.

Actions: Work with TRSM and the Dean's Office to develop an international student retention strategy.

Timeline: This will begin in Fall 2024 – Fall 2025

Responsibility for leading initiative: Frederic Dimanche, Director

Responsibility 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 # 5

Increase the inclusion of ethics into all course materials, including an emphasis on academic integrity and leadership.

Rationale: Based on the observations of faculty, students, alumni and industry, there is a need to develop further skills concerning ethics.

Objective: Ensure that ethics are embedded across all courses within the program.

Actions: Commensurate with the review in recommendation two, all courses will be reviewed, and discussion of where ethics can be embedded will occur.

Timeline: The timeline for this goal is to take place within two years of the Senate approval of the PPR.

Responsibility for leading initiative: Departmental Curriculum Committee

Responsibility 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 # 6

Increase the focus on experiential education opportunities, including field studies, study abroad, exchange programs, co-op & work-integrated learning opportunities, and further integrate Ted's Kitchen into the learning milieu where feasible.

Rationale: In our review of the student, alumni and industry surveys, a consistent strength mentioned was the experiential elements of the program, but it was also noted that there was a desire for more of this type of education.

Objective: The Department will create an Experiential Education strategy to facilitate increased opportunities.

Actions: Commensurate with the review in recommendation two, all courses will be reviewed, and discussion of where experiential education can be embedded will occur.

Timeline: The timeline for this goal is to take place within two years of the Senate approval of the PPR.

Responsibility for leading initiative: Departmental Curriculum Committee

Responsibility 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 # 7

Provide enhanced support for faculty facilitating experiential education where possible.

Rationale: While there is consensus across the department related to the value of experiential education, there is a need for increased resources to deliver upon that value.

Objective: The Department will create an Experiential Education strategy to facilitate increased opportunities.

Actions: Work with the advisory board to develop resources to provide experiential education opportunities.

Timeline: The timeline for this goal is to take place within two years of the Senate approval of the PPR.

Responsibility for leading initiative: Departmental Curriculum Committee

Responsibility 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 # 8

Recommendation: Enhance and support research partnership opportunities through the Institute for Hospitality and Tourism Research, emphasizing international collaborations, applied research, and grants.

Rationale: The department wants to increase its current Shanghai Ranking. One of the significant criteria in that ranking is international collaboration. Further, the potential for intellectual collaborations increases with the access to resources (grants) and publish ability level increase with applied research.

Objective: Increase resources available for international collaboration research.

Actions: Provide assistance with grant applications facilitate meetings between Ryerson University faculty and potential international collaborators.

Timeline: The timeline for this goal is to take place within four years of the Senate approval of the PPR.

Responsibility for leading initiative: Sonia Graci – Director

Responsibility for approving recommendation, providing any resources made

necessary by the recommendation, and overall monitoring of the implementation of the

recommendation: Department Councils, Faculty Council, Vice-Provost Academic

Recommendation #9

As recommended by the Academic Standards Committee the following recommendation has been added.

The program will prioritize diversity, equity and inclusion in its pedagogy and general operations.

Rationale: This object reflects and supports TMU's initiatives related to diversity, equity and inclusion.

Objective: The School that students, faculty, staff and partners engaging with the program will feel that diversity, equity and inclusion is being prioritized.

Actions: We will a) providing training and development to the faculty through the OVPECI, b) work with Centre for Excellence in Teaching to adopt best pedagogical practices related to diversity, equity and inclusion, and c) ensure that the School's learning goals related to diversity, equity and inclusion are mapped and reflected in the course outlines.

Timeline: The timeline for this goal is to take place within two years of the Senate approval of the PPR.

Responsibility for leading initiative: Department Curriculum Committee, Director

Responsible for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Academic Standards Committee, Faculty Senate