

FINAL ASSESSMENT REPORT

PERIODIC PROGRAM REVIEW (PPR) Bachelor of Commerce (Honours) Business Technology 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 Technology Management 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 BUSINESS TECHNOLOGY MANAGEMENT

The BTM program cohesively binds business management to information and communication technology (ICT) and prepares students for careers focused on critical application and management of ICTs. As a result, students learn core business management concepts in addition to the principles driving ICT innovation.

The School is a leader in providing a degree that prepares students with two sets of competencies:

- 1) Business professionals – knowledge, skills and qualities to lead and support the effective and competitive use of information technologies
- 2) Specialized technologists – IT-focused professionals who operate at the leading edge of innovation in fields such as energy, life sciences, financial services, government, advertising, education and many other industries.

Graduates of the BTM program are hybrid business and ICT specialists that can define business objectives, identify technological options to meet organizational needs, develop appropriate systems and implement the solutions effectively.

This document comprises the Ted Rogers School of Management's Dean's response to the Peer Review Team (PRT) Report and the School's response, in accordance with the directions of the 2016 and 2022 Periodic Program Review (PPR) Manuals and with Section 8.2 of Senate Policy 126, Periodic Program Review of Graduate and Undergraduate Programs. The site visit by the external PRT for the Periodic Program Review was carried out between October 2 and 3, 2024. The School of Business Technology

Management submitted a list of potential Peer Review Team (PRT) candidates to the Office of the Dean, who then selected

Dr. Josephine McMurray, Associate Professor, Faculty Lead case@BTM; Business Technology Management/Health Studies; Associate Scientific Director, AGE-WELL NCE, Wilfrid Laurier University

Dr. Mustapha Cheikh-Ammar, Associate Professor, Head of the Research Axis Innovation and Organizational Transformation with IT at the Centre de recherche en technologies de l'information et affaires (CeRTIA), Université Laval

The PRT considers the Bachelor of Commerce in Business Technology Management at Toronto Metropolitan University a strong and relevant program that successfully prepares students for roles in the rapidly evolving ICT sector. The program's strengths lie in its hybrid curriculum, which integrates business and technology management, its innovative approach to experiential learning, and its adaptability in responding to industry trends.

The program has made significant strides in diversifying its faculty, with nine of the ten recent tenure-track hires coming from racialized groups, and six being women. This contributes to a richer learning environment, but further efforts are needed to balance the ratio of full-time faculty to sessional lecturers, as the rising enrollment has increased dependency on non-tenure track faculty.

The PRT Report offered six critical recommendations, and the School has responded thoughtfully to each to generate their Implementation Plan. The Dean's Office is in full support of the School's responses to the PRT recommendations.

The School of Business Technology Management has submitted its response to the PRT report to the Dean of the Ted Rogers School of Management, to which the Dean responded on December 13, 2024.

The Academic Standards Committee completed its assessment of the School of Business Technology Management on February 13, 2025. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The program provided a detailed plan for future growth and support for development.

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

The mandated One-Year Follow-up Report be submitted by June 30, 2026 to include:

1. An update on the Implementation Plan
2. A progress report on the program's current periodic program review cycle

Presented to Senate for Approval: March 25, 2025

Start date of next Periodic Program Review: 2030/31

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

RECOMMENDATION ONE: Increase the number of full-time faculty members

The BTM program is facing significant growth in student enrollment, and the reliance on sessional lecturers, while necessary, creates challenges related to the consistency of instruction and student engagement. Increasing the number of full-time faculty members will help maintain high teaching standards, ensure long-term stability, and improve the student-faculty ratio, leading to more personalized learning experiences. A five-year hiring plan that aligns with targeted student growth should prioritize diversity, aiming to recruit Indigenous and female faculty members. Additionally, a dedicated Indigenous faculty hire would advance TMU's commitment to Indigenous equity and offer mentorship for both students and future faculty.

- Develop a faculty hiring plan over the next five years.
- Work closely with HR and diversity offices to set goals for recruiting Indigenous and female faculty members.
- Press for a dedicated Indigenous faculty hire to meet the university's goals for Indigenous equity.
- Actively recruit and hire sessionals that help balance the noted gaps in the representativeness of the teaching faculty.

PROGRAM'S RESPONSE:

The program agrees with the recommendation and plans to incorporate it into the implementation plan. The program is cognizant of budgetary restrictions, but is also mindful of the steady and significant increase in BTM enrollment in recent years. The program appreciates the Administration's recent recognition of the need to hire more Faculty into BTM. As indicated by the recommendation, the program believes that future hiring efforts should be a part of a five-year hiring plan that accounts for the program's current and future needs. In its hiring activities, the program actively seeks to recruit faculty from underrepresented groups, and will continue to do so. The program welcomes the opportunity to work with HR and other engaged entities to generally better target its hiring efforts, and to specifically recruit a dedicated Indigenous faculty hire. The program has been active in identifying and recruiting new qualified sessional instructors, and will continue to do so. The potential of continuing CUPE I appointments is also being considered.

DEAN'S RESPONSE:

I fully support the need to increase the number of full-time faculty to address the challenges of rising enrollment and reliance on sessional instructors. While budget constraints pose challenges, I recognize the importance of maintaining instructional quality and will continue discussions with the Provost's Office to advocate for necessary resources.

RECOMMENDATION TWO: Expand Hands-On Learning Opportunities

Introducing hands-on learning experiences early in the program is critical to bridging the gap between theoretical concepts and practical skills. While the co-op program provides excellent experiential learning, students not in co-op should have similar opportunities to apply their knowledge. Embedding real-world projects or live case studies, like Laurier's ICE live case competition, can foster deeper learning and better prepare students for industry challenges. Additionally, soft skills—such as communication and teamwork—should be developed in the first year, using team-based projects and simulations to mirror real-world scenarios. Service-learning projects can also integrate community engagement with technical learning.

- Embed experiential learning across all years.
- Develop students' soft skills as well as their ability to work professionally in teams early in the program.

- Develop new courses that foster experiential learning vs integrate hands-on learning opportunities within existing courses.
- Incorporate more service-learning projects, where students work on micro-problems or small projects in core coursework to ensure non-coop students are exposed to community-based learning.

PROGRAM'S RESPONSE:

The program agrees with the recommendation and plans to incorporate it into the implementation plan. This is an excellent recommendation that aligns perfectly with Recommendation #2 in the BTM self-study report concerning increasing mandatory experiential learning opportunities. Expanding hands-on learning opportunities across all years of the program will ensure students gain practical experience alongside theoretical knowledge, which is crucial for bridging the gap between education and industry demands. Embedding real-world projects, live case studies, and service-learning initiatives will not only deepen students' technical understanding but also enhance essential soft skills like communication, teamwork, and problem-solving. Starting these initiatives early in the program will set a strong foundation for professional success and foster a sense of community engagement. Additionally, integrating these opportunities within both existing courses and newly developed ones will provide flexibility and ensure that every student, including those not in co-op, benefits equally. This comprehensive approach will undoubtedly prepare students to excel in real-world challenges and stand out in competitive job markets.

DEAN'S RESPONSE:

I strongly endorse the initiative to integrate more experiential learning across all years of the program. Expanding real-world projects, case studies, and service-learning opportunities will enhance student outcomes, especially for those not in the co-op stream. The program's focus on developing soft skills early is also commendable.

RECOMMENDATION THREE: Develop Targeted Outreach for Underrepresented Groups

While TMU has made significant strides in increasing diversity, there is still a need for targeted outreach to underrepresented groups in the BTM program. Partnering with Indigenous communities and services within the university can help identify barriers to entry and create more inclusive pathways. Programs like Indspire in Canada and Out in Tech in the U.S. provide models for connecting with marginalized populations through scholarships and mentorships. Furthermore, promoting success stories of women and LGBTQ2+ alumni in marketing materials will help build a welcoming image of the program. Workshops like Girls Who Code can attract women into the field, while partnerships with tech companies that support gender diversity can provide designated co-op placements, creating industry pathways for underrepresented students.

- Partner with Indigenous student services and local communities.
- Target high schools with significant Indigenous populations.
- Offer mentorship and scholarships for Indigenous students.
- Attract women and LGBTQ2+ students by showcasing alumni, creating tech-focused workshops, and offering designated co-op placements.
- Build inclusive curriculum and course design to create space for discussions on how technology can be leveraged to address gender disparities in business and tech, to support LGBTQ2+ students in the classroom, and create inclusive team environments for group projects.

PROGRAM'S RESPONSE:

The program agrees with the recommendation and plans to incorporate it into the implementation plan. This is a thoughtful and much-needed recommendation that can significantly contribute to creating a more inclusive and equitable BTM program. Targeted outreach to underrepresented groups not only fosters diversity but also enriches the learning environment for all students. Partnering with Indigenous communities and offering mentorships and scholarships will address barriers to entry while promoting equal opportunities. While recruitment efforts are centralized across TMU, there are a number of actions that the program can take beyond encouraging a more inclusive student recruitment process. For example, the program can continue to highlight success stories of women and LGBTQ2+ alumni and collaborate with organizations like Girls Who Code and companies that champion gender diversity are excellent strategies to inspire and attract a broader range of students. Moreover, integrating inclusive curriculum design and fostering discussions around leveraging technology to address societal disparities will help build a program culture that actively supports diversity. This approach ensures that students not only gain technical expertise but also the understanding and skills to create inclusive solutions in their professional careers. These initiatives will position the program as a leader in driving diversity and inclusion in tech and business.

DEAN'S RESPONSE:

Promoting Equity, Diversity, Inclusion, and Accessibility (EDIA) is a key priority for the Ted Rogers School of Management. I fully support the program's plans to engage with Indigenous communities and highlight success stories of diverse alumni. Collaborating with organizations like Girls Who Code and leveraging designated co-op placements for underrepresented groups are excellent strategies.

RECOMMENDATION FOUR: Strengthen Partnerships with Industry

To ensure the BTM program stays relevant in a rapidly evolving field, stronger industry partnerships are crucial. Engaging industry partners in curriculum development and regularly updating the Program Advisory Council with members who are actively involved in shaping the future of ICT will help align course offerings with employer needs and bring in cutting-edge industry trends and competencies. Increasing real-world collaborations with industry and the third sector will continue to allow students to gain practical experience while working on industry-driven projects. Revisiting the composition and involvement of PAC members will ensure their participation remains robust and meaningful.

- Regular updates from key stakeholders on emerging skills, technology needs, and desired competencies in the ICT field.
- Reinvigorate the Program Advisory Council to maintain relevance and keep up to date with industry standards and needs, by revisiting the choice of PAC members based on availability and engagement.

PROGRAM'S RESPONSE:

The program agrees with the recommendation and plans to incorporate it into the implementation plan. This recommendation effectively addresses the need to keep the BTM program aligned with the ever-changing demands of the ICT field. Strengthening industry partnerships and leveraging their insights for curriculum development ensures that students graduate with the most relevant and in-demand skills. Collaborating with industry stakeholders to regularly update course offerings will not only enhance student employability but also position the program as a leader in fostering innovation and industry readiness. The BTM program has started the process of revisiting the composition of the Program Advisory Council (PAC) and emphasizing active engagement. By involving PAC members who are shaping the future of technology, the program can stay ahead of emerging trends and provide students with a forward-looking education. Furthermore, increasing opportunities for real-world collaborations through industry-driven projects allows students to apply their knowledge in practical, impactful ways. This

approach will not only enrich the student experience but also strengthen the program's reputation as a bridge between academic excellence and professional success.

DEAN'S RESPONSE:

I agree that strengthening industry partnerships is vital to keeping the curriculum aligned with the rapidly evolving ICT sector. The steps taken to reinvigorate the Program Advisory Council (PAC) and enhance industry collaboration are crucial.

RECOMMENDATION FIVE: Introduce Interdisciplinary Electives

Expanding the elective offerings in the BTM program to include interdisciplinary courses will expose students to broader applications of ICT in various sectors. For example, adding healthcare informatics courses or sustainability-focused ICT courses would broaden the scope of the program and equip students with skills that are increasingly in demand. Partnering with other faculties at TMU, such as healthcare or environmental studies, would help with the development of discipline and industry relevant content.

- Consider opportunities for electives in areas such as healthcare informatics that might include courses focussed on the transformation of care through AI and analytics, or technology for environmental solutions that included projects on technology solutions to reduce carbon footprints or optimize energy consumption in business.
- Explore the expansion of minors or certificates to recognize specialization. The difficulty of running electives and core courses in sequence and with enough frequency to do this is noted - solutions might include relaxation of minimum class sizes, and perhaps polling the students for course intentions earlier than what is currently done to allow for planning.

PROGRAM'S RESPONSE:

The program agrees with the recommendation and plans to incorporate it into the implementation plan. This recommendation aligns with BTM's recent efforts to refresh many of the course offerings, and increase the program's focus on emerging areas in the field. The program is cognizant of the constraints that emerge with new course offerings (e.g., class size). The program is also mindful that new courses should be qualitatively different from courses that are offered by other schools/departments. We agree that introducing electives in areas such as healthcare informatics and sustainability-focused ICT would prepare students to address critical challenges in these sectors, but such initiatives should be carefully managed as to minimize the chance of content duplication. Collaborating with other faculties at TMU is important to ensure content is both discipline-specific and industry-relevant. These partnerships will enrich the curriculum and provide students with unique opportunities to explore the transformative impact of ICT in areas like healthcare and environmental sustainability. Offering minors or certificates might be a long-term solution that allows the program to serve the needs of small segments of students who might be interested in very specialized areas. Addressing logistical challenges, such as class sizes and course planning, by proactively gauging student interest is a practical approach. This initiative would not only add value to the program but also ensure that students can tailor their education to align with their interests and career goals.

DEAN'S RESPONSE:

Expanding interdisciplinary electives in areas like healthcare informatics and sustainability-focused ICT aligns well with the university's strategic goals. I appreciate the program's efforts to balance new course development with existing constraints. Collaboration with other faculties can enrich the curriculum without duplicating content. The Dean's Office can facilitate connections with other programs to explore joint course offerings.

RECOMMENDATION SIX: Develop Alumni Engagement Strategy

A comprehensive alumni engagement strategy can significantly enhance the BTM program by creating structured opportunities for students to gain practical insights into their future careers. By fostering connections between alumni and current students, TMU can help bridge the gap between academic learning and the professional world. Programs like INSEAD's Alumni Mentorship Network demonstrate the powerful role that alumni can play in supporting students' career growth. Specific components of the alumni engagement strategy that could further benefit students might include:

- Structured mentorship program that pairs students with alumni based on career interests or industry focus can provide invaluable guidance. Mentors can offer advice on career choices, navigating industry challenges, building professional networks, and enhancing specific skills like project management or data analysis. Guest speaker opportunities both in and outside of the classroom.
- Expand the use of alumni guest speakers can be invited both in and outside of the classroom to discuss industry trends, their career journey, and the role of technology in business. These talks could be embedded in relevant courses or featured as part of larger networking events. By learning directly from successful professionals, students gain firsthand insights into the evolving demands of the tech industry.
- Career panels, featuring a diverse group of alumni from different industries and roles, can provide students with a broad understanding of career opportunities. These panels would allow alumni to share experiences, offer advice on transitioning from university to the workplace, and address specific industry trends in areas of specific interest to BTM such as cybersecurity and health informatics.
- Alumni can also be involved in capstone projects, where they act as advisors, and guide students through the application of theoretical concepts in practical, business-driven projects.

PROGRAM'S RESPONSE:

The program agrees with the recommendation and plans to incorporate it into the implementation plan. This is an outstanding recommendation that highlights the untapped potential of alumni in enriching the BTM program. Developing a comprehensive alumni engagement strategy, in partnership with the TRSM and TMU alumni offices, can create invaluable opportunities for current students to gain insights, mentorship, and professional connections, effectively bridging the gap between academic theory and real-world application. The program agrees that a mentorship program might be a possible alternative, as it allows students to receive tailored advice on navigating their career paths, building professional networks, and honing critical skills. As is current practice in BTM and TRSM, alumni guest speakers and career panels are occasionally utilized. The program should seek to increase such opportunities as they not only provide inspiration but also expose students to diverse perspectives and evolving industry trends. Involving alumni in capstone projects is also a valid alternative as their guidance will enhance the quality and relevance of these projects. If this is to be considered, the program should remain mindful of alumni limited availabilities, and seek to ensure that alumni involvement in capstone projects does not significantly alter their nature. Overall, we agree with the recommendation that a comprehensive alumni engagement strategy is needed. This we believe is more possible now than ever before in light of the significant recent efforts of the TRSM alumni office to develop and organize an extended alumni database.

DEAN'S RESPONSE:

A robust alumni engagement strategy can significantly benefit students by providing mentorship, networking opportunities, and industry insights. The program's plans to increase mentorship programs, guest speaker events, and career panels are excellent and I fully support this.

IMPLEMENTATION PLAN: SCHOOL OF BUSINESS TECHNOLOGY MANAGEMENT

Priority Recommendation #1: Hire more TFA faculty members to address high student-faculty ratios
Rationale: <ul style="list-style-type: none"> • High student-faculty ratios and increased reliance on contract instructors were identified as major challenges in SOAR • Increasing the number of full-time faculty members was stated as the most important recommendation in the PRT report • The student to faculty ratio in the BTM program is higher than the TMU average and has been steadily increasing in recent years • Approximately 40% of all sections offered by the School of ITM were taught by CUPE I instructors in the last year reported in the PPR self-study
Implementation Actions: <ul style="list-style-type: none"> • Prepare hiring plan proposal for submission to the offices of the Faculty Dean and Provost
Timeline: <ul style="list-style-type: none"> • Prepare hiring plan – Spring/Summer 2025 • Discuss with Faculty Dean – 2025/2026 academic year
Responsibility for <ul style="list-style-type: none"> a) leading initiative: Program Director in consultation with the Faculty Dean b) approving recommendation, providing resources, and overall monitoring: Program Director, Faculty Dean, Provost

Priority Recommendation #2: Develop and offer concentrations within the BTM program
Rationale: <ul style="list-style-type: none"> • Offering concentrations (streams) was identified as an opportunity in SOAR • Student survey feedback suggests the need to focus on one or more streams, so graduates can specialize in one or more areas in the field • The need to focus on specific specializations was supported by peer reviewers and the PAC • A number of comparator programs offer specialisations, concentrations, or sub-programs • Concentrations provide students with the opportunity to develop in-depth knowledge within the core discipline
Implementation Actions:

- Develop concentrations within the ITM Curriculum Committee
- Review with ITM faculty
- Implement assessment/approvals process for integration of concentrations into curriculum
- Clearly communicate availability of concentrations and registration process to students
- Develop any core elective courses required for the concentration, if needed
- Monitor course availability
- Monitor student enrolments in concentrations

Timeline:

- Develop proposal in ITM Curriculum Committee 2025-26 academic year
- Submission of proposal to ASC/VPA by May, 2026
- Implementation 2027/2028 academic year

Responsibility for

- leading initiative:** Program Director; Program Associate Director
- approving recommendation, providing resources, and overall monitoring:**
 - Implementation: Program Director; ITM Curriculum Committee
 - Resources: UPO; Registrar
 - Approvals: ITM Council; TRSM Council; Faculty Dean

Priority Recommendation #3: Offer more courses focused on contemporary IT issues and explore the introduction of interdisciplinary electives

Rationale:

- Increasing the program's focus on emerging technologies contemporary issues in the field was identified as an opportunity in SOAR
- Student feedback expressed the desire to enroll in courses that are aligned with current industry needs
- Alumni feedback suggested the need to focus on high in-demand skills, such as AI, analytics, and cybersecurity
- This feedback was echoed by peer reviewers and the PAC, who suggested focusing on contemporary issues in IT with the potential to offer interdisciplinary courses
- Offering more electives focused on in-demand areas supports societal need by providing a workforce that can work in these areas
- Explore the introduction of interdisciplinary electives and/or cross-listed courses

Implementation Actions:

- Develop new courses and/or redesign existing courses within the ITM Curriculum Committee
- Explore opportunities to collaborate with other schools/departments on interdisciplinary electives (e.g., healthcare informatics or sustainability)
- Review with ITM faculty
- Implement assessment/approvals process for new courses
- Monitor student enrolments in new courses

Timeline:

- Develop new course proposals in ITM Curriculum Committee – 2025/26 academic year
- Submission of new course proposals to TRSM council and Senate – 2025/26 academic year
- Explore the opportunities for collaboration with other schools/departments on interdisciplinary electives – 2025/2026 academic year
- Implementation 2026/2027 academic year

Responsibility for

- c) **leading initiative:** Program Director; Program Associate Director
- d) **approving recommendation, providing resources, and overall monitoring:**
 - Implementation: Program Director; ITM Curriculum Committee
 - Resources: UPO
 - Approvals: ITM Council; TRSM Council

Priority Recommendation #4: Expand hands-on learning opportunities

Rationale:

- Existing experiential learning opportunities for students include the co-op program and the capstone project. There is a need for more experiential learning opportunities that are mandatory, and available to students earlier in the program
- Enhanced focus on experiential learning was identified as an opportunity in SOAR
- Feedback from PAC has emphasized the important role of experiential and hands-on education prior to graduation
- Student survey feedback suggested the need to expand hand-on and experiential learning opportunities beyond the co-op program and the capstone project
- Feedback from alumni encouraged the introduction of more experiential learning opportunities beyond co-op
- Introducing hands-on learning experiences early in the program is critical to bridging the gap between theoretical concepts and practical skills
- This would include embedding more active and experiential learning opportunities in required courses across the core, as well as the possibility of expanding the co-op program so more students are enrolled in it

Implementation Actions:

- Review all existing core courses to identify opportunities for experiential learning
- Develop new courses that foster experiential learning and/or integrate hands-on learning opportunities within existing courses
- Incorporate more service-learning projects, where students work on micro-problems or small projects in core coursework to ensure non-coop students are exposed to community-based learning
- Study the feasibility of expanding the co-op program so more students can enroll in it
- Review with ITM faculty

Timeline:

- Review all existing core courses
- Develop course proposal and/or course redesign proposals in ITM Curriculum Committee in the 2025-26 academic year
- Approval of new courses in 2025/2026 calendar cycle
- Offering new courses in 2026/2027 academic year

Responsibility for

- e) **leading initiative:** Program Director; Program Associate Director
- f) **approving recommendation, providing resources, and overall monitoring:**
 - Implementation: Program Director; ITM Curriculum Committee
 - Resources: none
 - Approvals: ITM Council; TRSM Council

Priority Recommendation #5: Increased focus on equity, diversity and inclusion in terms of enrollment, course offerings, research initiatives, and faculty hiring

Rationale:

- In the analysis of the core curriculum mapping for the program, it was revealed that proficiency in learning outcome #16, which focuses on EDI, is only achieved through elective courses
- In order to strengthen the development of this learning outcome from its introduction, to the point at which all students are expected to reach proficiency, it is recommended that a new mandatory EDI course is introduced to the curriculum, or that existing core courses are redesigned so they offer extended treatment of EDI issues throughout the program's duration
- The EDI analysis indicated that some issues of under-representation of certain groups in terms of program enrollment (e.g., female students, indigenous students)
- While the current faculty complement in ITM is very diverse, certain groups (e.g., female students, indigenous students) remain under-represented as compared to the student population

Implementation Actions:

- Review the curriculum to identify areas where treatment of EDI topics can be strengthened, including encouraging discussions on how technology can be leveraged to address gender disparities, to support LGBTQ2+ students in the classroom, and create inclusive team environments for group projects
- Work with the TRSM recruitment coordinator and the TMU admissions office to develop targeted outreach plans for underrepresented groups, e.g.,
 - Partner with Indigenous student services and local communities
 - Target high schools with significant Indigenous populations
 - Offer mentorship and scholarships for Indigenous students
 - Attract women and LGBTQ2+ students by showcasing alumni, creating tech-focused workshops, and offering designated co-op placements
- Develop a clear hiring strategy (see recommendation #1) that is focused on EDI principles

Timeline:

- Work with admissions and recruitment on devising recruitment plans that target under-represented groups – 2025/26 academic year
- Targeted review and revision of courses to incorporate more focused treatment of EDI issues – 2025/26 academic year
- Develop a long-term hiring strategy

Responsibility for

- g) **leading initiative:** Program Director; Program Associate Director
- h) **approving recommendation, providing resources, and overall monitoring:**
 - Implementation: Program Director; ITM Curriculum Committee; TRSM Recruitment; TMU Admissions
 - Resources: Recruitment and Admissions
 - Approvals: ITM Council (for course revisions)

Priority Recommendation #6: Introduce initiatives for student engagement for learning and career success

Rationale:

- While feedback from students indicate that the support services offered by the program are adequate, it was observed that the rate of participation and engagement with these services is relatively low
- The School should continue to work closely with student organizations in order to develop a long-term student engagement strategy across different organizations
- To ensure the BTM program stays relevant in a rapidly evolving field, stronger industry partnerships are crucial
- Engaging industry partners in curriculum development will help align course offerings with employer needs and bring in cutting-edge industry trends and competencies
- Increasing real-world collaborations with industry and the third sector will continue to allow students to gain practical experience while working on industry-driven projects.

Implementation Actions:

- Work closely with student groups and TMU support units to identify specific needs and to develop plans to enhance students' engagement with career and support services
- Reinvigorate the PAC to maintain relevance and keep up to date with industry standards and needs, by revisiting the choice of PAC members based on availability and engagement
- Create a platform for regular updates from key stakeholders on emerging skills, technology needs, and desired competencies in the ICT field

Timeline:

- Work with student groups and support units to identify specific needs – 2025/2026 academic year
- Review PAC membership – Summer 2025
- Explore possible approaches for providing updates on emerging skills

Responsibility for

- i) **leading initiative:** Program Director; Program Associate Director
- j) **approving recommendation, providing resources, and overall monitoring:**
 - Implementation: Program Director; ITM Curriculum Committee
 - Resources: none
 - Approvals: none

Priority Recommendation #7: Develop alumni engagement strategy

Rationale:

- A comprehensive alumni engagement strategy can significantly enhance the BTM program by creating structured opportunities for students to gain practical insights into their future careers
- Currently alumni engagement is done in an ad-hoc manner
- By fostering connections between alumni and current students, BTM can help bridge the gap between academic learning and the professional world
- Recent developments in the office of Alumni & Partnerships – TRSM make it feasible to track and communicate with alumni

Implementation Actions:

- Work with Alumni & Partnerships – TRSM to examine the extent of BTM alumni engagement
- Discuss with student groups about their needs for alumni engagement
- Draft a strategy that outlines the role of alumni in BTM

Timeline:

- Consult with ITM faculty, Alumni & Partnerships – TRSM, and student groups – 2025/2026
- Draft a proposal/strategy for alumni engagement – Winter/Summer 2026

Responsibility for

- k) **leading initiative:** Program Director
- l) **approving recommendation, providing resources, and overall monitoring:**
 - Implementation: Program Director
 - Resources: Alumni & Partnerships – TRSM; BTM student groups (ITMSA, WITM)
 - Approvals: None

The following recommendation is related to the expansion of graduate level programming in the School of Information Technology Management and is not directly within scope of this undergraduate Periodic Program Review.

Priority Recommendation #8: Explore the potential of developing graduate programs

Rationale:

- The BTM program is designed for professionals in the ICT field and encourages the development of critical thinking, analysis and communication skills

- By offering a Master level degree in BTM (or a related sub-field), students will acquire advanced knowledge in BTM and related aspects of business, and be able to further specialize in a selected area of the field

Implementation Actions:

- Conduct comparator school and iterative research with students, alumni and employers about the positioning of the Master's offering with respect to currency/relevance with industry
- Review TRSM Graduate Program Council (GPC) by-laws that define the successful functioning of graduate programs at TMU
- Coordinate program curriculum development; ensuring the quality, currency, and content of courses
- Undertaking a review of program objectives, learning outcomes, and career competencies
- Prepare program proposal and budget

Timeline:

- Develop program proposal and course proposals in ITM Research Committee – Summer/Fall 2026
- Approval of new program – Winter 2027
- Implementation in 2027/2028 academic year

Responsibility for

- a) **leading initiative:** Program Director
- b) **approving recommendation, providing resources, and overall monitoring:**
 - Implementation: Program Director; ITM Research Committee
 - Resources: UPO; YSGS
 - Approvals: TRSM Graduate Program Council, Associate Dean, Graduate Programs, Faculty Dean and YSGS