

**PERIODIC PROGRAM REVIEW**  
**EXECUTIVE SUMMARY – HOSPITALITY AND TOURISM MANAGEMENT (BComm)**

Established in 1950, just two years after Ryerson Institute of Technology, the School of Hospitality and Tourism Management (then known as the Food Technology Department) was the first hospitality program in Canada. Since its inception, the Ted Rogers School of Hospitality and Tourism Management (HTM) has continually directed its efforts to offering a uniquely balanced and integrated program of applied education for the development of future leaders and managers in the Canadian and international tourism arena. As a school that specializes in applying business management principles to the hospitality and tourism arena, the School always remains attuned to the strategic issues of the industry. The School's success and reputation are communicated most effectively through the performance of our nearly 4,000 alumni in their careers and the strong profile our school.

The HTM curriculum was designed to provide breadth of knowledge across a diverse field. All students are exposed to the lodging, food and beverage, and tourism sectors. Students may select their electives so they can receive more depth in food, lodging or tourism. During the four-year program, management skills are developed through the study of marketing, accounting/finance, organizational behaviour and human resources management. Research and technology are integrated into all facets of the program. Applied hospitality and tourism management professional skills are developed throughout research assignments, tutorials, case studies, simulations, labs, an internship course and off-campus applied projects. In addition to completing all academic requirements for graduation, students in HTM are required to complete a total of 1,000 hours of documented work experience in the hospitality and tourism industry.

The School developed 10 learning outcomes based on the curriculum's three component structure of:

***Operations Management:***

- 1) hospitality and tourism management
- 2) role of information technology management in hospitality and tourism
- 3) multiculturalism and diversity
- 4) individual attributes
- 5) leadership and group dynamics, research and analytic skills, and business and strategic management

***Research and Analytical Skills:***

- 6) critical thinking and problem solving
- 7) research
- 8) ethical reasoning and understanding

***Business and Strategic Management:***

- 9) communication
- 10) business management learning outcomes

Students are highly satisfied with the HTM program overall and keen to recommend it. It is clear that students enrol in HTM based on their desire to work in the industry. Almost all alumni surveyed would recommend the School to others. The top reasons for their recommendation were networking and industry connection, the curriculum/courses, the professors, and the location. Industry's strongest perceptions of the School (i.e., described it very well) were its industry focus, diversity, relevance, leading edge, and academic rigour. This perception of academic rigour appeared to include a balance of theoretical and applied. Industry rated highly the reputation of HTM and said the reputation influenced their decision to hire HTM graduates. Industry sees our graduates as best prepared in the areas of teamwork and problem solving. More than half thought graduates were prepared in oral communication and critical thinking, as well as interpersonal skills.

The SHTM's Developmental Plan is focused on principles that incorporate the University's and the

Ted Rogers School of Management's Academic Plans, and results of the research conducted for the HTM periodic program review. These principles are divided into four focus areas:

#### 1. Student Engagement and Retention

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

#### 2. Curriculum and Experiential Learning for the 21<sup>st</sup> Century

The key actions are to (1) review the content of all courses and curriculum flow to ensure that learning outcomes are introduced, reinforced and where possible students become proficient and to ensure the reinforcement of equity, diversity, and inclusion, (2) review all courses to incorporate emerging areas of entrepreneurial thinking, social innovation and community engagement, experiential learning, data analysis skills, and critical reasoning skills, (3) review courses for quantitative and qualitative analysis, problem solving, and decision making techniques to identify issues, trends, and solve business problems in our courses, (4) employ more innovative teaching methods, (5) address the gaps in years 2 and 3 in reinforcing the learning goals to express ideas and convey information effectively, accurately, and appropriately through verbal presentation and express ideas and convey information effectively, accurately, and appropriately through use of media commonly used in business settings, and (6) expand the Co-op program which was introduced in 2014-2015.

#### 3. Graduate Programming and Research

The key actions are to (1) participate in and contribute to the thesis-based master's program by supervising and teaching students with a research interest in Hospitality and Tourism Management, (2) create a research culture where mentoring takes on both formal and informal roles; integrate research into our teaching to enhance the student learning experience at all levels, (3) develop our research narrative, around the metrics defined by the Ted Rogers School of Management that will align our research plans to those of TRSM and Ryerson University, and (4) continue to improve and build the School's research institute.

#### 4. International Relations, Industry Partnerships and Local Community Engagement

The key actions are to (1) continue to strengthen our industry partnerships through a review of our advisory board membership to include new global industry partners, (2) continue to engage with the local community; be a key partner to help the Ted Rogers School of Management expand community engagement and city building, and (3) through the research institute build strategic global research partners including visiting professors.