

FINAL ASSESSMENT REPORT

REPORT OF ACADEMIC STANDARDS COMMITTEE TO SENATE

June 2, 2015

PERIODIC PROGRAM REVIEW

HOSPITALITY AND TOURISM MANAGEMENT (BComm)

Ted Rogers School of Management

1. BASIC INFORMATION

a) Program Description: The four-year Bachelor of Commerce in Hospitality and Tourism Management (HTM) is a full time program. HTM is one of six schools in the Ted Rogers School of Management.

b) Program History:

- Established in 1950 (then known as the Food Technology Department); the first hospitality program in Canada
- During the last 64 years, in order to maintain its reputation for providing innovative and responsive programming in hospitality and tourism management, the history of the School has been marked by constant change in response to the dynamics of market needs, competition, and other influences in the external environment. Program name changes, granting degrees rather than diplomas, broadening the curriculum to encompass both hospitality and tourism management, the acquisition of a hotel to house the program, and an extension of the program's outreach to international markets are among the many changes.
- The School moved into a new Faculty of Business Building during the summer of 2006; HTM built a demonstration restaurant and test kitchen.
- The Faculty of Business was named the Ted Rogers School of Management in 2007.
- The HTM Research Facility was renamed the Institute for Tourism and Hospitality Research in 2010

2. DEVELOPMENTS SINCE PREVIOUS PROGRAM REVIEW

Below is a description of the developments that have taken place since the 2007 program review.

- The program has reviewed each course to ensure that advanced/emerging theoretical and management concepts have been incorporated in response to the recommendation made by Academic Standards in their Report to Senate in the previous academic review. A new simulation in restaurant management was added in the revenue management course. The research course has been changed to focus on evaluation and market research and where possible working with industry partners on live projects.
- The school introduced new courses in (1) Asset Management and (2) Ethics. Sustainability and Corporate Social Responsibility have become a significant focus in today's business world and the school has reflected this in course offerings.
- The school has continued its efforts to ensure that each course has a significant written assignment component and that the students' research and enquiry skills are being taught in the two required research courses. These skills are further refined in research based assignments given in their other required courses.

- Each course has been reviewed and mapped for rigour in course content, testing and duplication. Course flow has been reviewed to ensure that concepts are introduced and reinforced to increase students' proficiency.
- In the fall of 2011 faculty members from HTM embarked on a strategic planning process for scholarship, research, and creative (SRC) engagement and the School's Research Institute.
- Connection to industry and partnerships are a hallmark of HTM and are important to facilitating research. To maintain connections, HTM faculty continue to contribute their expertise to several international, national, provincial and local boards/organizations.
- HTM faculty members who are members of the Yeates School of Graduate Studies are involved mainly in the interdisciplinary Environmental Applied Science and Management, advising MBA Major Research Papers, or as adjunct professors at external universities (e.g., University of Waterloo; University of Manitoba).
- The School has reviewed its business curriculum to align with all of the other Schools in the Ted Rogers School of Management, embedding within its own core curriculum the requirements agreed upon by all schools to represent a Bachelor of Commerce Degree.
- Since 2007, student intake has increased, however it is still a challenge to meet the high academic quality we are seeking. The School continues to work with undergraduate recruitment to develop exciting materials to tell the story of the school.
- With the introduction of a mentoring program with 1st year students as part of the HTH102 course Service and Professionalism, there has been a marked improvement with the first year student's academic success.
- Mandatory testing for math skills and written skills was introduced in 2008.
- TRSM has invested heavily in the area of counselling with learning strategists for all years and program coordinators and assistants have been given further training on academic advising. The school's website has been updated to provide students with more information on where they can receive academic advising and help programs. The school continually works at providing opportunities for social gatherings with the students to provide exchange with industry and faculty outside of the classroom and faculty office hours.
- In 2009 the school signed a MOU with UQAM and its Hospitality and Tourism Department to run a joint annual research conference. The conference also includes a student case competition.
- All courses have been vetted and have incorporated Assurances of Learning Goals as outlined in the AACSB accreditation standards and faculty are working to meet the research standards as agreed upon by AACSB accreditation standards committee in order that the school be in a position to meet the required standards by the next review of the TRSM current accreditation.
- The school offers 4 executive education/professional development programs targeted to three sectors of the industry – event management, hotel management and restaurant management.

Annual Academic Plan

The School's Annual Academic Plan was developed in 2007. HTM continues to (a) pursue AACSB accreditation when the re-accreditation review for TRSM occurs (2015), (b) redress the unequal workload, (c) support program innovations, and (d) improve the quality of our programs.

3. SOCIETAL NEED

a) Current and Anticipated Societal Need

- Tourism is considered the world's largest industry. According to the United Nations World Tourism Organization (UMTO), in 2012 it was estimated to account for \$6.6 trillion of economic activity (USD) and 260 million jobs worldwide. By 2021 it is estimated tourism will account for \$11.9 trillion of economic activity and 323.8 million jobs.
- In Canada, the Canadian Tourism Human Resources Council (CTHRC, 2010) reports that the industry generates 1.6 million jobs or 9.2% of all jobs in Canada.

- Canadian tourism businesses are finding it increasingly difficult to recruit and retain employees. According the Tourism Industry Association of Canada and the CTHRC Canada is facing growing skill shortages across all sectors. The Conference Board of Canada, indicates there will be a shortfall of 950,000 workers in the Canadian economy by 2020.
- University Planning Office data shows that HTM had 100% of degree graduates employed in a related field 6 months after graduation in 2000 with the exception of a dip in 2003. The most recent figures for 2008 show almost 89% employed. These rates are consistently higher than for Ryerson and TRSM. Two years after graduation, the exceptionally high rate of employment holds, with a most recent high of 94.4%, again ahead of Ryerson and TRSM.
- A survey of alumni who have graduated in the last five years, revealed that about two-thirds were able to find a job in the sector of the industry they most wanted to work in upon graduation and agreed that their degree provided good preparation for a career. Also 43% of recent alumni felt they were able to advance more quickly because of their degree.

b) Existing and Anticipated Student Demand

Existing student demand has been steady and HTM enrolment has been growing. HTM had a high of 9.9 applicants to registrants in 2006-07 (Table 1). More recently in 2011-12 the ratio has declined to 6.1. The decline in ratio of first choice applicants to actual registrants reflects the decision to admit more students in recent years. Despite the decreasing ratio, these data indicate a continued demand for and interest in the program. Another factor may be related to the recent ability of colleges to grant four year degrees.

Table 1

Applications all choices to registrants

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Ryerson	8.9	10.2	10.4	10.2	10.0	9.2	8.7
Ted Rogers School of Management	8.3	8.5	9.2	9.2	8.0	7.4	6.9
Hospitality & Tourism Mgt.	7.2	9.9	8.7	7.7	7.6	6.4	6.1

The intake numbers in HTM increased from 545 in Fall 2005 to a high of 717 in Fall 2012. The student body population in HTM by gender has remained consistent over the last seven years, with approximately two-thirds female to one third male.

Graduate Satisfaction (Table 2) shows results of the 2006, 2009, and 2012 graduate surveys. The percentages indicating “satisfied” or “very satisfied” were approximately 90% for HTM. Since 2006 the percent who would recommend HTM to others has declined slightly from 93% to 87%. Overall, alumni respondents (75%) agreed the program was high quality, and the vast majority (83%) reported HTM was their first choice to pursue their education. The top five reasons they chose HTM were: their interest in the field; campus location; variety of courses; value of a business degree; and the School’s reputation.

Table 2

Graduate Satisfaction - Degree of Satisfaction with Overall Quality of Education 2012 (%)

		N	Very Satisfied	Satisfied	Dis-satisfied	Very Dissatisfied
Ryerson	2012	1332	16.0	66.5	13.6	4.0
Ted Rogers School of Mgmt	2012	426	14.1	67.4	14.3	4.2
Hospitality & Tourism Mgmt	2012	38	10.5	79.0	7.9	2.6

4. PROGRAM OUTCOMES

a) Program Outcomes

HTM developed 10 overarching learning outcomes based on the curriculum's three component structure of hospitality and tourism operations management, research and analytic skills, and business and strategic management.

A graduate of the Ted Rogers School of Hospitality and Tourism Management will be able to:

1. Demonstrate basic competencies in running profitable Hospitality and Tourism Operations in the lodging, food and beverage, meetings/conferences/events and tourism industry sectors. Students should be able to:
 - a. Plan and manage a breadth of department operations in the lodging industry
 - b. Plan and manage food and beverage operations
 - c. Describe the tourism system including delivery and distribution of tourism products/services/experiences
 - d. Describe the characteristics and behaviour of tourists/guests
 - e. Explain and demonstrate service quality management and value creation (delivering on customers' expectations and creating a valuable experience for the customer)
 - f. Demonstrate operational knowledge and experience – “walking around knowledge” (can explain the core facts and figures of the hospitality and tourism)
 - g. Recognize and describe the impact of the social, economic, cultural and environmental contexts of a global tourism and hospitality industry
 - h. Explain sustainability and apply principles of sustainability in the tourism and hospitality industry
 - i. Plan and manage meetings and events
 - j. Identify and manage key drivers of profitability
 - k. Apply supply and demand analysis within the hospitality and tourism industry
2. Exhibit competencies in and knowledge about the role of IT in Hospitality and Tourism Operations Management. Student should be able to:
 - a. Demonstrate effective use of communications and information technology (CIT) for HTM applications and identify the role of IT in advancing strategic business goals
 - b. Demonstrate use of computer technology in operations management and utilize systems and software to improve understanding of business concepts
3. Understand the importance of multiculturalism and diversity in the workplace. Students should be able to:
 - a. Demonstrate self-awareness, sensitivity, and respect for diversity in terms of people, cultures, business, and management issues
4. Demonstrate individual attributes that will lead to success in Hospitality and Tourism Operations Management. Students should be able to:
 - a. Manage one's own time, behaviour, motivation, and initiative
 - b. Identify characteristics required for success in the industry and assess one's own strengths and

weaknesses (e.g. people oriented, emotional intelligence)

5. Demonstrate basic leadership skills. Students should be able to:
 - a. Use evidence-based knowledge of the industry to provide leadership in advancing the field of hospitality and tourism
 - b. Practice effective team and group leadership including active listening, negotiating, persuasion, and conflict resolution
6. Exhibit competencies in critical thinking and problem solving. Students should be able to:
 - a. Use appropriate quantitative analysis, problem solving, and decision making techniques to identify issues, trends, and solve business problems
 - b. Use appropriate qualitative analysis, problem solving, and decision making techniques to identify issues, trends, and solve business problems
 - c. Identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately, and generalize appropriately
 - d. Synthesize, analyze, and interpret a range of information using qualitative and quantitative techniques for the purpose of making sound and ethical decisions
7. Demonstrate competent research skills. Students should be able to:
 - a. Relate and compare data from different sources, identifying issues, securing relevant information and identifying relationships
 - b. Apply the research process to identify issues and trends in the hospitality and tourism industry, inform decision making, and create business development opportunities
8. Demonstrate ethical and reasoning skills. Students should be able to:
 - a. Recognize and analyze ethical dilemmas, identify possible solutions, and defend resolutions for practical situations that occur in organizational environments
 - b. Employ ethical decision making
 - c. Describe and apply principles of corporate social responsibility
9. Display competent communication skills. Students should be able to:
 - a. Express ideas and convey information effectively, accurately, and appropriately in writing
 - b. Express ideas and convey information effectively, accurately, and appropriately through verbal presentation
 - c. Express ideas and convey information effectively, accurately, and appropriately through use of media commonly used in business settings.
10. Demonstrate competent business management skills. Students should be able to:
 - a. Apply principles of accounting and reporting to summarize and communicate the economic condition of an organization
 - b. Interpret the financial side of the balance sheet to review and evaluate the corporate structure and return on investment of an organization
 - c. Apply organizational behaviour theory to analyze and solve organizational problems
 - d. Describe the strategic role of human resources in an organization and apply sound HR practices to hire, supervise, and evaluate employees
 - e. Prepare a marketing plan/strategy and apply marketing concepts in a service and experience industry
 - f. Prepare a strategic plan
 - g. Prepare a business plan
 - h. Apply managerial skills and cultural understanding to function effectively in the changing

business environment

- i. Appraise the contexts of business (political, social, cultural, technological, demographic, environmental and micro- and macro-economic) from all stakeholder perspectives in order to make decisions

b) Program Consistency with other Academic Plans

Shaping Our Future: School Academic Plan (2008-2013)

The School’s Academic Plan was based on the Six Major Goals of the Faculty’s Academic Plan which was based on the Universities 5 key Goals. The School also added two of its own goals: attracting highly qualified and motivated students and improving the quality of the curriculum. All goals are in line with the University and Faculty Plans and all have been completed except for our Goal of Graduate Programming.

5. ACADEMIC QUALITY

a) Description of the Program Curriculum and Structure

The 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. The program has a strong business management orientation, validated by the fact that at least 54% of the courses taken by all HTM students relate to business disciplines. The curriculum has capstone courses with direct linkages to industry practice and most have an industry associated project providing the student with real life situations and ethical practices of business.

Professional Required - 20

Professional Elective – 7

Professionally Related Required - 7

Professionally Related Electives - 5

Liberal Studies - 6

TOTAL - 45

HOSPITALITY AND TOURISM MANAGEMENT CURRICULUM	
<p>1st SEMESTER REQUIRED: ECN 104 Introductory Microeconomics HTF 100* Introduction to Foodservice HTH 102 Service and Professionalism HTL 101* Lodging Organization and Operations HTT 202 Tourism Concepts ITM 102 Business Information Systems I * Students will be assigned one of HTF 100 or HTL 101</p>	<p>2nd SEMESTER REQUIRED: ACC 100 Introductory Financial Accounting CMN 207 Communication in Hosp and Tourism Mgt ECN 204 Introductory Macroeconomics HTF 100* Introduction to Foodservice HTH 503 Human Resources Administration HTL 101* Lodging Organization and Operations LIBERAL STUDIES: One course from Table A * Students will be assigned one of HTF 100 or HTL 101</p>
<p>3rd SEMESTER REQUIRED: HTH 601 Organizational Behaviour I HTL 507 Lodging Facility Management HTM 302 Marketing Principles HTT 303 Travel Production Distribution QMS 102 Business Statistics I LIBERAL STUDIES: One course from Table A</p>	<p>4th SEMESTER REQUIRED: HTA 402 Managerial Accounting for Hosp/Tourism HTF 201 Food and Beverage Cost Control Systems HTM 402 Strategic Market Planning HTR 741 Research Concepts LAW 122 Business Law LIBERAL STUDIES: One course from Table A</p>
<p>5th SEMESTER REQUIRED: HTA 602 Financial Management for Hosp/Tourism HTD 500 Concepts, Design and Feasibility LIBERAL STUDIES: One course from Table B PROFESSIONAL: Two courses from Table I</p>	<p>6th SEMESTER REQUIRED: HTH 501 Advanced Service Management Systems HTI 404 Hospitality Information Systems LIBERAL STUDIES: One course from Table B. PROFESSIONAL: Two courses from Table I.</p>

PROFESSIONALLY-RELATED: One course from Table II	PROFESSIONALLY-RELATED: One course from Table II
7th SEMESTER REQUIRED: HTA 708† Revenue Management for Hosp/Tourism HTH 901 Management Career Strategies HTR 841† Research and Data Analysis PROFESSIONAL: One course from Table I PROFESSIONALLY-RELATED: Two courses from Table II † Students will select one of HTA 708 or HTR 841 in 7th semester.	8th SEMESTER REQUIRED: HTA 708† Revenue Management for Hosp/Tourism HTR 841† Research and Data Analysis LIBERAL STUDIES: One course from Table B PROFESSIONAL: Two courses from Table I PROFESSIONALLY-RELATED: One course from Table II † Students will select one of HTA 708 or HTR 841 in 8th semester.

TABLE I (seven courses)	
HTF 505 Restaurants from Concept to Operations HTF 506 Food and Beverage Operations HTF 601 Beverage Management HTH 700 Professional Ethics in Hosp/Tourism HTH 706 Advanced Hospitality Management HTI 746 Destination Management Systems HTL 503 Meeting and Convention Management HTL 510 Asset Management in Hospitality HTL 701 The Value of Branding in Lodging HTL 801 Strategic Management in Hosp/Tourism	HTM 604 Hospitality and Tourism Sales HTM 621 Advertising and Promotion HTR 900 Director's Special Project HTT 501 Introduction to the Gaming Industry HTT 509 Issues/Policies in Hospitality/Tourism HTT 510 Sustainable Tourism Development HTT 605 Business Aspects of Incentive Travel HTT 607 Event Management HTT 622 Destination Management and Marketing

See the Ryerson Calendar for Table II Professionally Related Electives and Liberal Studies Electives.

b) Minors declared by HTM students in 2013 (67% of graduates)

Accounting 1	Human Resources 47	Marketing 17
Economics 1	Law 1	Organizational Leadership 2
Entrepreneurship 1	Finance 2	Professional Communication 9
		Retail and Services Mgmt 3

c) Mapping to Program Learning Outcomes

i. Operations Management

Overall, of the 27 required courses, 9 courses address this area at an introductory level, 10 courses reinforce it, and 8 courses cover to a proficiency level. These proportions suggest balanced offering levels in the *required courses*.

1. Hospitality and Tourism Management	
<i>LO 1a, 1b, 1c</i>	The learning outcomes are addressed in required courses at the introductory level in two courses for lodging, three courses for food and beverage but only by one course for tourism. The same pattern exists for reinforcement and proficiency in higher years. There is a lack of reinforcement of tourism concepts in the core.
<i>LO 1d</i>	No reinforcement in year 3 and 4 required courses. There is ample coverage of this outcome in elective courses.
<i>LO 1e, 1f, 1g</i>	Appropriate in sequence and coverage at both core and elective levels.
<i>LO 1h</i>	While this goal is introduced in three courses in year one there is no reinforcement of it in the core curriculum. There is no noted coverage in food and beverage courses.
<i>LO 1i</i>	There is no core course that introduces this area.
<i>LO 1j</i>	Viewed as appropriate in sequence and coverage in the core and strongly addressed to the proficiency level in the electives (6 courses).
<i>LO 1k</i>	Little reinforcement in core courses.
2. Role of IT in HTM	
<i>LO 2a</i>	A lack of coverage in year two.
3. Multiculturalism and Diversity	
<i>LO3a</i>	A gap of coverage in years 2 and 3 after multiple introductions (4 courses) in year one. There is just one reinforcement in year 2 and nothing again until year 4. While coverage in electives is high at

	reinforcement (6 courses) and proficiency levels (5 courses), the nature of this learning outcome necessitates stronger and more strategic coverage in the required courses.
4. Individual Attributes	
LO4a	Reinforced well (5 required; 5 electives) but needs more focus in year 1, where currently only one course is noted.
LO4b	A gap in coverage/reinforcement in year two. In year four, HTH 901 addresses this individual attributes learning outcome to proficiency.
5. Leadership and Group Dynamics	
LO5a, 5b	Appropriate in sequence and coverage in the core and strongly reinforced (8 courses) in the electives.

ii. Research and Analytical Skills

There appears to be a number of required courses that introduce and reinforce research and analytical skills learning outcomes in year two, which needs to be reviewed for logical order of semesters (reinforcement occurs repeatedly before introduction).

6. Critical thinking and problem solving	
LO 6a, 6b.6c	These learning outcomes are mainly addressed by required courses in year two at an introductory level and later reinforced or taught for proficiency. In the elective courses, typically taken in third and fourth years, it is noted that 6 courses do not address any of these learning outcomes at all.
7. Research	
LO 7a, 7b	Covered at all levels, with proficiency occurring in the required curriculum, which has been a hallmark of the HTM program.
8. Ethical Understanding and Reasoning	
LO 8a, 8b	Only dealt with at a proficiency level in the electives.
LO 8c	There is minimal coverage in required courses.

iii. Business and Strategic Management

9. Communication	
LO 9a	Receives extensive and progressive attention in the core curriculum and is reinforced or proficiency in all elective courses.
LO 9b	A gap in reinforcement year 2 required courses.
LO 9c	A gap in year 2 required courses and also year 3.
10. Business Management *	
LO 10a, 10b	Addressed to proficiency in four required courses, in each of years one through four.
LO 10c, 10d	Singularly covered by HTH 601 Organizational Behaviour to proficiency level in year 2. There is no other introduction or reinforcement in the core curriculum. A few elective courses also address these learning outcomes.
LO 10e	Covered a bit more extensively in the core and electives than the previous business management learning outcomes.
LO 10f	Taught at all levels in the required curriculum and reinforced in the electives, plus addressed at proficiency level in HTF 601.
LO 10g	In the core at every year in the program this goal is addressed from introduction through to proficiency by the courses focused on financial management. The elective courses focused on meeting, events, and incentive travel also address this goal at a proficiency level.
LO 10h	Covered at all levels in the core curriculum and reinforced by several electives (5).
LO 10i	Introduced in year one and reinforced throughout the required curriculum (8 courses). It is reinforced in 7 elective courses, and meets proficiency in 6 electives.

d) Equity, Diversity, and Inclusion (EDI)

The very nature and scope of the hospitality and tourism industry demands an understanding of diverse populations in order to be successful. It is an industry founded on service and experience. Traditionally this has focussed primarily on diversity in terms of culture. More recently, issues related to gender, sexual orientation, disability, ethics, and corporate social responsibility are being included in the study and management of hospitality and tourism. From market segmentation of international tourists to sound human resource management, to community based tourism initiatives by Aboriginal peoples, the breadth of knowledge required by hospitality and tourism professionals ranges from global business practices to cross-cultural understandings of people and place. The HTM curriculum addresses issues of diversity,

equity, and inclusion in a variety of ways to facilitate understanding of both the phenomenon of tourism and the hospitality management implications. This is based on HTM's curricular content, teaching methods, and major assignments.

e) Curriculum and Structure – Undergraduate Degree Level Expectations (UDLES)

The six Undergraduate Degree Level Expectations were mapped to the HTM program's ten learning outcomes. All HTM learning outcomes address the UDLEs in some capacity and there is good correspondence between the overarching knowledge, skills, and attitudes explicated in the UDLEs and HTM's learning outcomes.

Depth and Breadth of Knowledge. Understanding of key disciplinary concepts for the degree is supported by the two main curriculum components referred to as "operations management in hospitality and tourism management" and "business and strategic management", which encompass learning outcomes 1 and 10, respectively. Hospitality and tourism are inherently interdisciplinary and combined with the business courses, student exposure to major fields of intersection is quite high. For example, several courses also establish a sound understanding of theories and concepts that crosscut those sectors, such as service management, marketing, and information systems.

The following required courses either introduce (I), reinforce (R), or address proficiency (P) of learning outcomes 6a, b, c, d. HTL 507 (R), HTM 302 (I), HTA 402 (P), HTF 201 (R) HTM402 (I), HTR741 (I), HTA602 (P), HTD500 (R), HTA208 (P), HTR841 (R).

It is noted in the program review that 6 elective courses do not address any of these learning outcomes at all. This is troubling for learning outcomes focused on critical thinking and problem solving and will be addressed at the time when courses are reviewed and re-mapped.

In the program review's developmental plan, the School listed a number of emerging subject areas which the curriculum should support (e.g., entrepreneurial thinking, social innovation and community engagement, etc.). It is the intent of the School that these subject areas be incorporated as topics where possible into existing courses and not to become new courses or standalone subjects.

Critical thinking, information synthesis, and data analysis are central to learning outcomes 6 (critical thinking and problem solving), 7 (research), and 8 (ethical understanding and reasoning) and supported to some extent in most courses and specifically by the required HTA and HTR course series. Learning outcomes 6, 7, and 8 form the "research and analytical" component of the HTM curriculum and support the *Knowledge of Methodologies* and the *Application of Knowledge* for evaluation and problem solving. Additionally, learning outcome 10 is focussed on information interpretation, concepts application, and producing work to show evidence of higher order learning, such as the strategic marketing plans, financial plans, and event plans. Computer simulations for hotel and restaurant operations foster student engagement and understanding of consequences of decision making.

Communication Skills are critical to the people oriented industry of hospitality and tourism. Learning outcome 9 is dedicated to effective written, oral, and media communication. Almost every course attends to some aspect of communication. The HTM program allows for both traditional academic outlets (e.g., reports, essays, presentations) as well as alternative forms (e.g., video, web-based), and different purposes (e.g., strategic, persuasive, informational). Learning outcome 5 (leadership and group dynamics) focuses on practicing effective group leadership skills such as active listening, negotiating, persuasion, and conflict resolution.

Furthermore, learning outcome 5 reinforces the importance of evidence-based knowledge to provide leadership in such a dynamic field and as such addresses the need to have *Awareness of Limits of one's*

own Knowledge, and appreciate how uncertainty might influence interpretations and actions. The “operations management”, “research and analytical skills”, and “business and strategic management” program components all have learning outcomes that reflect the need to recognize external socio-cultural, environmental, and economic influences on hospitality and tourism (learning outcome 1), the ethical and other dilemmas these might present (learning outcome 8), and the need to consider stakeholder perspectives in decision making (learning outcome 10).

Additionally, students are challenged to demonstrate self-awareness, respect for diversity (learning outcome 3), and self-assessment of their strengths and weaknesses (learning outcome 4). HTH 102 Service and Professionalism and HTT 202 Tourism Concepts initiate students to such limitations and influences early in the program. More advanced courses stimulate increased self-reflection and professional reasoning through examination of issues and government policies (HTT 509), ethical decision making (HTH 700), and corporate social responsibility (HTT 510 Sustainable Tourism Development). Consideration of industry issues, professional standards, and policies helps to prepare students for reflective and responsible practice as well as advanced study. The opportunity to work in groups and develop networks with their student cohort is an important strategy employed throughout the HTM curriculum for developing *Autonomy and Professional Capacity*.

Strategic Management is a very important skill that is incorporated throughout the core curriculum. We have five required courses that have incorporated strategic management skills into the content of the course. Specifically learning outcome 10f (strategic plan) and 10g (business plan) are covered in each of the following courses. These two outcomes are most formal in HTD 500 and HTA708. It should be noted that in the next mapping of learning outcomes these goals will be re-mapped in the appropriate courses.

f) Curriculum Development

Curriculum is revised on an ongoing basis. The Curriculum Committee schedules yearly a review of all courses to compare the topics with the most recent industry data as to the changing trends and needs to meet today’s business obligations. The HTM Advisory Council is a working group which meets 3 times a year. Time is set aside for the Council to review and present the latest needs of the industry.

g) Enrolment in Program Courses

Over the last 7 years there has been little variation in the loading of HTM professional elective courses. HTL 503 Meetings and Convention Management and HTT607 Event Management have increased enrolments due to their popularity. These two areas provide significant careers for our students. Two relatively new courses, HTH700 Professional Ethics in Hospitality and Tourism Management and HTL 510 Asset Management, seem to be of interest to students. This interest may stem from the changing nature of the Hospitality Industry Ownership model where more hospitality companies are managing a brand as a management company and real estate investors now own the bricks and mortar. Introduction to the Gaming Industry has shown some growth – this is most likely from the inclusion of this course in the Tourism Minor.

h) Relationship to Current Discipline and Profession

Through its close relationship with the industry and associations, the School is able to maintain currency and relevancy. Students, faculty, staff, industry and graduates work together to achieve continuous improvement supported by the industry Advisory Council and the Alumni Association (RHAA).

The most recent trend is the call for Ethical Leadership in industry and such the school has responded to this by adding an Ethics course, currently an elective. The structure of ownership particularly in the hotel

industry, required the School to introduce a course in Asset Management which brings together the ownership and management model of today's business structure where the assets are owned by one company and the business is managed by another. The other trend is technology and its use in the hospitality industry precipitating the need to do research in the digital media and social media realm as it applies to hospitality operations.

By its very nature hospitality and tourism is an inter- and multi-disciplinary field. Particular attention is paid to trends and literature in management, leisure, communication, sustainability, and their cross-sections. Several extra-curricular, community service, and industry based activities inform our currency of practice.

The HTM program ensures students are made aware of the role of the practicing professional in society and his/her ethical responsibilities in a number of ways. The HTM undergraduate learning outcomes that relate particularly to responsible and ethical professional practice are noted within and across courses with a varying depth of coverage; however, the number of courses that consider these important components of professionalism is substantial. It is observed; however, that for learning outcome 8c. *describe and apply principles of corporate social responsibility*, it is mainly elective courses that address this goal. Topics and assignments/assessments used to ensure students are made aware of the role of the practicing professional in society and his/her ethical responsibilities. This is an area that has received increased emphasis since the last program review and is also reflected in new textbook chapters and other classroom resources.

The Ted Rogers School of Hospitality and Tourism Management is fully accredited by the *Institute of Hospitality Accreditation for Academic Programs in Hospitality, Leisure and Tourism*. The School accreditation will be up for renewal in 2016.

To assess the market positioning of HTM, comparable programs were reviewed focusing on: degree designation and areas of specialization within the fields of hospitality and tourism, program length, the availability of a co-op and/or internship program, and type of courses offered.

- University of Calgary and University of Guelph offer a Bachelor of Commerce; University of Guelph is most closely aligned with Ryerson
- University of Guelph, Mount Saint Vincent University, University of Calgary, University of New Brunswick, George Brown College and Humber College are in Ryerson's competitive set and are the institutions that were most closely reviewed
- 3 of the universities have a coop program
- All of the 11 universities and 2 colleges reviewed have a broad hospitality focus that includes accommodation and food and beverage management. Mount Saint Vincent, University of Calgary and University of New Brunswick, like Ryerson, has the addition of Tourism as subject area.
- A number of the colleges appear to have been very responsive and innovative in developing programming to compete with the Universities and have introduced 4 year programs offering a Bachelor of Commerce Degree. In this way, they represent a primary source of competition for HTM.
- Universities of Toronto, Alberta, Northern B.C. Prince George, New Brunswick, Waterloo, Lakehead and Wolfville – offer Bachelor of Applied Arts or Management and the focus of these programs is on Tourism, Recreation, and Sport Tourism. Only the University of Toronto and New Brunswick offer management courses as part of their degree.

i) Student Engagement

i. Teaching Methods and Innovative or Creative Content or Delivery

The School of Hospitality and Tourism Management uses a great variety of teaching methods to achieve

its learning outcomes. There is a progression of courses and methods in each curricular component from introduction of key concepts to reinforcement to proficiency.

Introductory theory courses typically employ lectures (demonstration and discussion), guest speakers, videos, quizzes, and clickers. HTH 102 incorporates several interactive learning strategies, including small groups in large classes, peer tutoring, role play, problem assignments, and a small research project. All food and beverage courses are practicum based from lower to upper levels. HTM operates a demonstration kitchen and dining room where students learn food concepts, food production and preparation, menu planning, operating, and managing the restaurant. The students experience peer teaching and demonstrations, and critical reflection and evaluation. In addition to lectures, discussion, and guest speakers, lodging courses employ case studies, field experience, and a computer simulation to introduce students to hotel operations.

Second and third year (mid-level) course teaching methods reflect the people and practice-centred nature of hospitality and tourism and reinforce concepts and lectures from introductory courses. Courses engage students with case studies, software specific activities, service learning, and role playing.

Fourth year required courses that are considered of a capstone nature provide advanced level knowledge and skill development opportunities through critical analysis, problem solving, and experiential research and feasibility projects. Senior students are also challenged to work effectively in groups. The use of industry client projects enhances students' motivation and initiative. The formal research courses set the HTM program apart from the general commerce degree and other HTM programs. These higher level courses also incorporate critical thinking and ethical reasoning through case study and debates and field trips.

ii. Partnerships or Collaborative Agreements

HTM has created over the years significant partnerships with the industry as evidenced by past and present partnerships with agencies/businesses such as Tourism Toronto, Fairmont Hotels and Resorts, Colliers International, Ontario Culinary Tourism Alliance, the Canadian Society of Club Managers, to name a few. In 2009 the school signed a MOU with UQAM and its Hospitality and Tourism Department to run a joint research conference annually.

iii. Experiential Learning Opportunities

- The School is certainly well positioned in experiential learning with the food, revenue management, research and service courses all having hands on application or projects directly linked with industry partners.
- Current students and more particularly alumni appreciated the contribution of experiential learning opportunities throughout the program. Group work, the required 1000 (previously 1600) hours of related work experience, industry based projects, and networking opportunities are examples.
- 72% of employers agreed that HTM graduates are “prepared to hit the road running”, supporting the practical skills and abilities attained through such learning methods.

j) Student Assessments

The HTM program curriculum endeavors to provide a diversity of student assessment methods. In many instances there is overlap with delivery through the use of case studies, journals, projects, and i-clickers as both teaching and assessment methods. All HTM courses have at least one writing assignment and all but one required courses incorporate an examination as part of the evaluation strategy. Several elective courses have major projects and case studies rather than examinations as an avenue for students to apply their knowledge and creativity. Group assignments are found in all years of the program and are integral to building the skills required for careers in a service and experience based industry such as hospitality and tourism.

Business management learning outcomes are primarily assessed by the production of plans (e.g., strategic, marketing, financial, HR) across business disciplines, and the “cracking of cases” to demonstrate problem solving and understanding of the socio-cultural, political, economic and other contexts in which business operates. The research project in HTR 841 Research and Data Analyses is produced in iterative stages (i.e., proposal, literature review, method, analyses and results) such that the final submission can be improved based on feedback from each prior stage. The third and fourth year courses more often include student presentations as part of the assessment.

Currently the group project from the second year HTM402 course is “rolled over” to become the starting point for HTD500 in the third year. The School is aware that students, for the following reasons, are not able to remain in the same group moving forward from HTM 402 to HTD 500:

- students who may not have had the necessary pre-requisites/co-requisite to enroll in HTD 500
- students who would like some new partners (quite common)
- students who may have been on an exchange
- students who may have failed HTM 402
- students who are now accepted into the Co-Op Program

The premise that students gain the experience of undertaking a feasibility study from start to finish for a company with which they partnered was the initial intent of the coupling of these two courses. This premise can no longer be upheld and the School will undertake changes to the assignments to decouple these two courses.

k) Student Success and Achievement

Undergraduate student standings from 2008 - 09 to 2011 - 12 show a consistent pattern across the years with the percentage of clear standing HTM students lower than TRSM and Ryerson in years 1 and 2 but the same or higher percentage of clear standing students in years 3 and 4. Table 3 indicates percentage of students with a Clear standing after one year.

Table 3

Percentage of students with a CLEAR standing after one year (%)

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Ryerson	64.2	66.9	66.8	74.7	76.1	74.2	76.1
Ted Rogers School of Management	56.2	57.2	61.2	73.7	73.3	68.8	71.8
Hospitality & Tourism Mgt.	61.1	66.7	55.2	65.4	58	56.4	60.6

GPA's upon graduation were also examined and show consistency of mean GPA's for HTM and TRSM (~2.8), which are below Ryerson's average of 3.0. The most recent year (2012) indicates a dip in HTM average GPA upon graduation to 2.74, while TRSM and Ryerson both increased to 2.88 and 3.03 respectively. In 2012, 49.2% of HTM students had a B- or better upon graduation. This compares to 65% of TRSM students in 2012.

In a review of articulation students from 2006-2012, the school made offers to 573 students from colleges or universities in Canada. Of the 573 offers, 198 students accepted the offer. The low uptake on offers is a result of students not receiving enough credit in the program as students must have a B or better in courses that are equivalent to receive a credit. The uptake has been impacted as well by the addition of four year degree programs in the colleges. The School is working on a blanket articulation strategy moving toward direct entry into the third year of the program. It should be noted that there is no

significant difference in the CGPA of articulation students to the CGPA average of all graduating students from HTM.

l) Library Resources

The report by the Ryerson library concerning HTM use/access of the library makes some key points. HTM has traditionally exposed our students to the library (and its resources) in the first semester of the first year. Due to the library not having sufficient room/computer size rooms to accommodate our current class size we now have had to bring the librarians to TRS, which, while effective, does not really help introduce students to the physical library and its use. In addition, our students have been (since the last program review) coming to Ryerson unprepared for University (and research) and one three-hour session clearly has not been sufficient to prepare them for the work they will be doing here. And, while our hospitality courses try to bridge the 'gap' in their background, clearly this has been an ongoing frustration for the faculty and students.

m) Student, Graduate, and Employer Surveys

i. Student Survey

An online student survey was conducted in the winter of 2014 with students in all years of the program (approximately 700). One hundred and sixty-four (N=164) replied for a response rate of ~24%. The distribution of respondents across year in program was Year 1 - 30%, Year 2 - 23%, Year 3 - 30% and Year 4 - 17%.

Perceptions of Workload and Academic Challenge

- 66% of the students agreed the program was academically challenging.
- 65% felt the workload was manageable and 31% thought it was too high
- 61% reported they are currently employed with an average of 18 hours per week; 35% worked between 10 and 15 hours per week.

Program Contribution to Skills, Abilities, Knowledge

- 72% or more noted the greatest contributions to research skills
- 70% noted project management
- 69% noted time management
- 69% noted working in teams
- 67% noted understanding their professional/ethical responsibilities
- 66% noted written communication
- 66% noted developing a broad knowledge of their career field
- 57% noted critical thinking/problem solving

The lowest percentage of responses was evident for:

- entrepreneurship (39%)
- creativity (40%)
- computer proficiency (44%)
- responding to technological innovations (44%)
- oral communication (47%)

Contribution of Learning Methods

The largest percentages (excellent + very good) are found for:

- written assignments (64%)
- group work (58%)
- 1000 hours of work experience (56%)
- classroom instruction (52%)

Contribution of Professors

Students Strongly Agree + Agree:

- the currency and disciplinary knowledge of HTM professors (79%)
- their knowledge about career opportunities in the field (74%)
- their availability outside of class time to help students (72%)
- that teaching is of high quality (65%)
- that teaching is intellectually challenging (64%)
- that professors are well organized (62%)
- that professors provide useful feedback on academic performance (53%)

Academic Advising

54% felt academic advising was *very good/excellent*. The guidance to outside resources showed a similar pattern of ratings with 52% rating it *very good/excellent*.

Satisfaction with Program

The vast majority would recommend the Hospitality and Tourism Management program (88%) and Ryerson (92%) to others. Students' satisfaction with the diversity (82%) and quality (76%) of guest speakers illustrate HTM's links to industry. Students are also satisfied with:

- the business curriculum (72%)
- the average class size (70%)
- industry based projects (67%)
- the variety of core courses (63%)

Students are less satisfied with:

- the variety (55%) and availability (47%) of Table I Professional electives
- the variety (56%) and availability (52%) of Table II Professionally Related electives

ii. Alumni Survey

An online survey of HTM alumni who graduated between 2008 and 2013 was conducted in the winter of 2014 (approximately 500). Seventy-two (N=72) replied for a response rate of ~15%. Alumni overall were very complimentary of their time at Ryerson. 83% stated the School of Hospitality and Tourism Management (HTM) was their first choice to pursue their education.

Employment / First Full-time Position

- 61% were able to find a job in the sector of the industry they most wanted to work in upon graduation
- 68% agreed that their degree provided good preparation for a career
- 43% felt they were able to advance more quickly in their job because of their degree (23% disagreed)
- Most are employed full-time (86%) as an employee (88%)
- Employment is related to their degree either directly (70%) or indirectly (18%)

Satisfaction with HTM Program

- 96% would recommend the School to others; 53% of which said without any hesitation
- 72% agreed the HTM program was academically challenging, of high quality (74%), with well-organized courses (67%)
- 78% found the workload to be manageable

Program Contribution to Skills, Abilities, Knowledge

Alumni responded *a great deal + very much* on how much the HTM program helped to improve their ability in:

- working in teams (88%)

- research skills (85%)
- time management (83%)
- project management (81%)
- written communication (74%)
- interpersonal skills (71%)
- understanding their professional/ethical responsibilities (69%)
- problem solving/critical thinking (65%)
- oral communication (65%)
- entrepreneurship knowledge/skills (29%)

Contribution of Learning Methods

Alumni responded *very effective* + *effective* on effectiveness for:

- written assignments (90%)
- classroom instruction (89%)
- group work (85%)
- 1600 (now 1000) hours of work experience (78%)

Assessment of Professors

Overall the alumni were very positive about the HTM's professors. They agreed (strongly agreed + agreed) that professors were knowledgeable in their fields (81%), organized (75%), available outside of class (75%), and quality teachers (75%). They felt professors' teaching was intellectually challenging (74%) and useful feedback was provided (71%). 63% felt that the professors were knowledgeable about career opportunities.

iii. Employer Survey

In the winter of 2014, an online employer survey was distributed to employers from the HTM Career Fair list (N=67) and the HTM Advisory Board (N=20). Thirty-two responses were received, which although not a large number, provided fairly broad representation across 8 sectors of the hospitality and tourism industry. The majority of respondents (81%) had employed HTM graduates,

Perceptions of HTM and its Graduates

The strongest perceptions of the School (i.e., described it *very well*) were its industry focus (75%), diversity (59%), relevance (44%), leading edge (42%), and academic rigour (41%). 91% rated the reputation of HTM as very good/excellent and 69% said the reputation influenced their decision to hire HTM graduates.

Graduate Preparedness

The extent to which employers thought HTM prepared its graduates (*to a great extent and quite a bit*) with various skills were:

- teamwork (77%)
- problem solving (65%)
- creative thinking (61%)
- interpersonal skills (60%)
- oral communication (58%)
- critical thinking (58%)
- written communication (48%)

Future Trends and Industry Needs

The top trends or changes employers see their organizations facing in the next five years were:

- labour trends (shortage of competition and for skilled labour and management/leadership, the aging workforce, and characteristics of the millennial workforce)

- market trends (increased competition and new and/or growth markets)
- industry trends (increasing costs of operation and the need for debt/margin management, the phenomenon of consolidations and mergers to promote growth, and the need for diversification of services and experience for clients/guests)
- general trends (innovations in technology, changing demographics, government regulations, and globalizations/ties to international economies)

6. ACADEMIC QUALITY INDICATOR ANALYSIS

a) Scholarly, Research and Creative Activities

The Ted Rogers Institute for Tourism and Hospitality Research (TRITHR) was established in 2009 as the research “arm” of HTM. HTM’s current areas of research expertise encompass: sustainable tourism; tourist behaviour; hospitality management; destination and services marketing and management.

Since 2011 HTM faculty members delivered 40 research presentations to local, national, and international audiences at a variety of research symposia and conferences. Thirty refereed articles were published by HTM researchers, which included top tourism journals. Additionally, HTM faculty actively review for journals as well as for scholarly conferences and awards.

b) Admissions Requirements

Ontario Secondary School Diploma (OSSD) or equivalent with a minimum of six Grade 12 U or M courses including the following program specific requirements. Typically, a minimum overall average of 70% establishes eligibility for admission consideration; subject to competition individual programs may require higher pre-requisite grades and/or higher overall averages:

- English/Anglais (ENG4U/EAE4U preferred)
- Mathematics [One of: Advanced Functions (MHF4U), Calculus and Vectors (MCV4U) or Mathematics of Data Management (MDM4U)]
- Grade 12 U Advanced Functions (MHF4U) or Grade 12 U Calculus and Vectors (MCV4U) are the preferred Mathematics courses.
- The minimum grade(s) required in the subject prerequisites (normally in the 65-70% range) will be determined subject to competition.

c) Student Qualifications

The entering average (Table 4) for HTM ranges from a low of 78.3 in 2005-06 to a high of 80.4 in 2007-08. Most recently, it is 78.4%. When viewed in conjunction with Table 5, (Percentage with 80 % or above entering average) it can be seen that from 2005-06 to 2008-09 the percentage of students entering HTM with above 80% average increased by 12.4% to just over half of entering students. The School’s improvement mirrored that of TRSM and RU. Since that time HTM has decreased each year and is now at a seven year low of 37.4%. With the move to a higher mathematics course being recommended for admission, this may assist in raising the entering averages.

Table 4

Entering Average (%)

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Ryerson	78.8	79.8	80.2	80.6	81.5	81.4	81.9	82.2
Ted Rogers School of Management	77.9	79.7	79.8	80.3	81.2	80.9	81.3	81.4
Hospitality & Tourism Mgt.	78.3	79.0	80.4	79.9	79.9	79.4	79.3	78.4

Table 5

Percentage with 80 % or above entering average (%)

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Ryerson	41.3	48.4	52.2	55.1	61.7	61.6	66.0	66.0
Ted Rogers School of Management	33.6	41	53.1	56.5	62.6	61.3	63.3	63.3
Hospitality & Tourism Mgt.	38	41.1	50.5	50.4	44.0	40.0	37.4	37.4

Enrolment, Retention, Graduation Data

Table 6 displays the 30% increase in intake numbers from 181 (Fall 2005) to 236 (Fall 2012). The largest drop in enrolment is between Year 1 and Year 2.

Table 6

Fall Headcount Enrolment by Year Level

		F2005	F2006	F2007	F2008	F2009	F2010	F2011	F2012
Hospitality & Tourism Mgt.	Year I	181	167	181	205	202	209	239	236
	Year II	141	153	144	157	163	158	160	175
	Year III	135	113	129	117	141	142	127	135
	Year IV	88	117	121	148	141	177	184	171
	Total	545	550	575	627	647	686	710	717

After one year HTM retains about three-quarters of its students (Table 7). Student retention within HTM after two and three years in the program (Tables 8 and 9) is approximately 62% for the most recent years available. Since the pattern of retention is higher for high school entry students.

Table 7

Retention after one year of same program (%)

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Ryerson	81.0	81.3	82.1	80.0	81.0	82.3	82.1
Ted Rogers School of Management	80.3	81.9	84.2	81.9	81.9	84.6	83.7
Hospitality & Tourism Mgt.	80.3	77.2	81.3	75.0	69.9	76.6	72.8

Table 8

Retention after two years of same program (%)

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Ryerson	70.2	74.8	75.3	72.9	75.9	74.3
Ted Rogers School of Management	71.0	77.3	79.9	78.9	78.2	77.2
Hospitality & Tourism Mgt.	66.7	73.7	80.6	68.9	62.0	66.7

Table 9**Retention after 3 years of same program (%)**

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Ryerson	65.9	71.3	70.3	70.4	69.9	-
Ted Rogers School of Management	64.3	71.2	75.0	74.3	71.5	-
Hospitality & Tourism Mgt.	59.8	66.7	73.6	61.6	57.7	-

For graduation rates by year Table 10 presents data from 1997 to 2004 because there is an eight year window for students to graduate. Since 2000 HTM rates have increased and for 2004 are at 68%.

Table 10**Graduation Rate**

	1997	1998	1999	2000	2001	2002	2003	2004
Ryerson	67.6	70.5	72.9	72.7	74.2	76.3	77.4	73.8
TRSM	68.3	71.9	74.2	76.4	77.1	74.7	76.6	72.4
Hospitality & Tourism Mgt.	65.6	62.5	60.8	59.8	64.5	69	68.6	67.9

From the Program Review it is clear that the program has some retention problems especially in year 1. Firstly, the School has recognized for some time that ACC100 is very challenging for students. The School, recognizing this fact, purposely moved Accounting 100 from 1st semester to 2nd semester to allow students the time to adjust to university and the work load difference between university and high school. While this did seem to improve student success it still contributes to a problem in clear standing and retention. The School of Hospitality and Tourism Management was the first School in TRSM to go to mandatory testing for math proficiency looking to help students improve their math skills to help in improving their success in quantitative courses. Going forward, all TRSM School's other than Accounting and Finance have changed their entrance requirements to Calculus as the preferred math. As well, the School has raised its cut-off grade for Math and English from 60% to 65%.

The School believes that while having 5 and 6 courses in the first and second semester is a heavier work load than the norm in TRSM and has some impact on retention, the two most significant factors in determining student success are the entering GPA and ACC100.

Beyond reducing the number of courses as a strategy to improve retention the School will pursue the possibility of reducing the number of first year seats from 220 to 165. (*Note that TRSM as a whole is looking at strategies to improve the quality of first year student intake and the School will follow these strategies as they are developed*). The School will also work with the registrar's office to target those students who have taken calculus as the preferred math.

7. RESOURCES**Faculty**

The Ted Rogers School of Hospitality and Tourism Management has 13 full-time RFA faculty members and 3 Sessional CUPE instructors in the 2014-2015 academic year. Each of the RFA faculty has industry experience in the subjects they are teaching. Their educational background, research and industry experience bring a wealth of knowledge to meet all of the school's current program objectives. In the next 5 years there will be some attrition in the faculty due to retirement.

Support Staff

The Ted Rogers School of Hospitality and Tourism Management has 3 full time office staff (Program Coordinator, Program Assistant, Departmental Assistant) and 2 full time lab staff (Executive Chef/Manager of Catering, Assistant Manager of Catering). On average the school employs 24 teaching assistants and 1 to 2 research assistants a year. The research assistants are funded most often by research grants and are hired by faculty members.

Curriculum Counselling/Advising

Students are able to meet with the Program Coordinator to receive curriculum counselling and advising. The Program Coordinator guides them through the courses they need to be taking in order to graduate, offers assistance if they encounter problems throughout the semester and refers them to Student Services if a student is in need of personal counselling beyond curriculum matters.

The Ted Rogers School of Management also provides support to our students by offering learning consultations with a full-time Learning Strategist to help students to create a learning plan tailored to their learning style and lifestyle. They will discuss their current approaches to studying and talk about strategies to improve their ability to learn in a university environment.

The Program Advisory Council (PAC)

The HTM Advisory Council is an active group of industry representatives who provide expert advice to the School on program-related matters such as curriculum, program review, technology and trends in the industry, discipline or profession. The PAC promotes the Program in the broader community and advises and assists the school in respect to external liaison.

Physical Resources

Class room space is controlled centrally by the University and the scheduling department. The school makes every effort to ensure that the space allocated for teaching is appropriate for the courses being taught. The school does have its own Teaching and Demo lab which is controlled by the school for teaching. Computing facilities are provided by the Ted Rogers School of Management for all students in TRSM. Software that is required to be uploaded into the computing facilities is purchased by the school.

8. STRENGTHS, WEAKNESSES AND OPPORTUNITIES

Strengths

- Teaching and research combining the theoretical and the practical/applied
- Strong industry links and high job placement
- Currency of faculty through consulting, research, and/or employment
- Business management focus aimed at preparing future leaders
- Strength of HTM's reputation based on history, alumni, and connection to industry
- Location in downtown Toronto

Weaknesses

- Student intake qualifications; some weak students
- Quality of some courses is inconsistent
- 45 courses in the curriculum
- 1st year support around time management skills and the transition from high school
- Language and numeracy skills
- Focus on local, not global perspective
- Research output, publications, grants
- Lack of graduate programs

Opportunities

- Executive development programs/life-long learning/degree completion
- Increased use of technology inside and outside the classroom
- Online/blended education
- Master's level programs
- Need for research by both government, industry and the university
- Increased demand for sustainable practice, management
- Depth and breadth of management career opportunities
- Knowledge transfer/mobilization to industry/networking
- Executive in residence

9. DEVELOPMENTAL PLAN

i. Student Engagement and Retention

1. Review Admissions Requirements
2. Enhance Academic Advising
3. Enhance Student Engagement
4. Reduce the number of required courses for degree completion to 40-42 courses from 45

ii. Curriculum and Experiential Learning for the 21st Century

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.
3. Review all courses to incorporate emerging areas of entrepreneurial thinking, social innovation and community engagement, experiential learning, data analysis skills, and critical reasoning skills. 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.
6. Expand the Co-op program which was introduced in 2014-2015.

iii. Graduate Programming and Research

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
4. Continue to improve and build the School' research institute.

iv. International Relations, Industry Partnerships and Local Community Engagement

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.
3. Through the research institute build strategic global research partners including visiting professors.

v. Supplemental Developmental Plan for Retention and Clear Standing (April 2015)

1. To reduce the number of courses to 40 or 41 from the current number of 45 to more closely align with the other Schools in TRSM. In reducing the number of courses the following points will serve as guidelines:
 - Maintain the integrity of the program breadth in the core required SHTM courses that reflect the School's history and focus on hospitality and tourism
 - Reflect the 10 SHTM undergraduate learning outcomes, Undergraduate Degree Level Expectations (UDLES), and the School's Developmental/ Academic Plan
 - Reflect future industry needs
 - Give students flexibility and choice to undertake concentrations within the curriculum that enables students to enhance their knowledge and skills of the specific areas of accommodation, food and beverage and tourism or specific course topics
 - Ensure that Equity, Diversity and Inclusion principles are included in the course curricula
 - Reflect AACSB accreditation goals (Communication Skills, Ethics, Critical Thinking, Group Work, Business Functions Integration , Technology and Financial Theories and Analysis)
 - In reviewing courses rectify issues identified in the Program Review through the mapping process where there is inconsistency of Introductory, Reinforcement and Proficiency levels where noted
2. To reduce student intake and increase entering GPA average
 - Improve the quality of intake by reducing the numbers to the point that the GPA will be 80% or better and the cut off set to 76-77%. This will be based on historical information of previous years.
 - Work with the Registrar to ensure that more preference is given to students that have Calculus as the preferred math.
3. To improve retention
 - Work with the TRSM Associate Dean to look at the possibility of having a required Math course for those students that do not pass the mandatory math test.
 - Continue to improve the SHTM mentoring program for first year students.

10. PEER REVIEW TEAM (PRT) REPORT

Reviewers: Dr. Candace Blayney, Associate Professor, Tourism & Hospitality Management Mount St. Vincent University; Dr. Brian White, Acting Dean, Faculty of Management Professor, Tourism and Hospitality Royal Roads University

a) OUTLINE OF THE VISIT

On January 14 & 15, 2015 the groups interviewed by the PRT included staff, faculty, current students, alumni of the program, Director, Associate Dean Research, Associate Dean of the Faculty, Dean of the Faculty, industry advisory representatives, the Vice Provost Academic, and the Provost. The following facilities were toured: classrooms, lecture halls, computer labs, staff offices, restaurant/kitchen, meeting rooms, event rooms, career center, and campus walk.

b) GENERAL OVERVIEW

The program's notably strong and creative attributes:

- The Hospitality and Tourism Management Program (HTM) has a long and excellent history in the Greater Toronto Area.
- There is a continued great interest in the program with a high number of applications
- The new building in 2006 provides excellent infrastructure and space
- The new demonstration kitchen in 2007 provides the latest in technology for teaching students cutting edge practices and promotional space
- HTM is one of six schools under the umbrella of the Ted Roger's School of Management and this arrangement allows cross pollination of ideas and knowledge
- HTM has a good reputation for high academic quality and quality of graduates

- All faculty have noted industry experience and they bring this into the classroom through examples, case studies and projects
- The strong curriculum covers three main areas of the industry: accommodation, food and beverage and tourism
- Introduction of the co-op option will enhance the program

The program's respective strengths, areas for improvement, and opportunities for enhancement:

Strengths:

- High job placement in field upon graduation
- High satisfaction rate from graduates
- Alumni indicated in interviews that they have a preference to hire Ryerson grads
- Students indicated they have easy access to staff and professors and build good relationships with them
- High level of networking with industry both for faculty and students.
- MOU with UQAM and the case study competitions from this partnership adds depth to the program
- Critical thinking is required in the computer simulation courses as students must design strategies for input decisions
- Mandatory testing of math skills introduced in 2008 identifies students that require additional assistance. This is highly recommendable as 75% of students enter the program directly from high school.
- Scholarships in the amount of \$62,000 each year enable the program to recognize high calibre students.
- The number of tourism and hospitality electives and liberal arts electives appears to be consistent with other hospitality and tourism degree programs.
- Four courses: HTH 503 Human Resources Administration, HTH 601 Organizational Behaviour, HTM Marketing Principles and HTM 401 Strategic Market Planning are separate from the general management population of courses and speaks to the uniqueness of the tourism and hospitality industry. This has been recognized by the program and they should be kept separate from the common business management core to allow students to work with industry specific cases.

Areas for improvement:

- Introduce a method to streamline admissions to decrease high attrition rate in first year.
- Decrease the number of courses in the curriculum.
- Review the weighting on final exams as it appears to be high. Not sure if there is a university policy for the weighting of final exams.
- There is a need to look at methods of reducing the high attrition. Possibilities include introducing earlier feedback in course work, identifying high risk students earlier in the courses, and use appropriate methods to give students support such as directing them to the Learning Strategist.
- There appears to be a need for greater capacity for classrooms so classes can be in the same building.
- Create themes from the elective list of courses that falls under a specialization.
- Career strategies are currently offered in depth in a fourth year course. It was suggested from alumni that career information would be beneficial earlier in the program.
- No master's level education offered at this time.
- Program projects and cases are very local in nature. Need to add more international flavour to the program's perspectives.

Other Recommended Steps

- Review the possibility of introducing a mandatory "Special Topics" or "Current Issues" course into the final year to direct students to conduct in-depth research into a topic of their choice. There is a course currently available HTR 900 Director's Special Project but it is an elective.

- Implement a system to identify high risk students earlier in the program with feedback to occur before course withdrawal date
- Develop partnerships with the tourism sector to highlight career opportunities in the tourism area. Students mentioned that too much focus was on the hotel industry but we acknowledge that this is where the majority of jobs are available as compared to the tourism sector.
- Pursue Ontario Pathways Articulation Program to backfill the spaces left for leaving students after first year.
- Pursue the AACSB accreditation which is to occur in 2015
- The Minor in Tourism, initiated in Fall of 2013, may need to be promoted
- Explore the expansion of the program capacity by reviewing options for on- line delivery of appropriate courses that do not have hands-on components

c) FEEDBACK ON EVALUATION CRITERIA

i. Objectives (alignment with institution's plans)

The reviewers feel that the Hospitality and Tourism Management degree is currently consistent with the University priorities. There is a large component of student engagement with industry in the form of events, projects and cases; the faculty are very active in research initiatives; innovation is fostered through the curriculum as well as the many projects with industry. Community engagement and city building is very prominent in the degree as the community industries are very well connected to the program through employment, consulting and projects.

The curriculum appears to generally match the program learning outcomes. However there are four areas to be reviewed:

1. Event management. Some of the course content should be incorporated into the general curriculum.
2. It was noted that 6 of the elective courses typically taken in third and fourth year do not address learning outcomes 6a to 6d.
3. The self-study indicates that there is a lack of reinforcement of tourism concepts in the core. This may be the reason that the majority of students that were interviewed stated that the program tended to concentrate on hotels and not the tourism industry. This could be addressed by bringing more tourism concepts into the program more frequently.
4. The self study indicates there is a gap in sustainability in the food and beverage courses. There appears to be only one course on sustainability. This is a very important area in tourism currently and should be a key component of the curriculum.

ii. Admission requirements

The school has had a high ratio of applicants to registrants of 9.9 in 2006-2007 and the ratio for 2011-2012 has declined to 6:1. The entering GPA has decreased slightly from a high of 80.4 in 2007-08 to 78.4 in 2012-13. The admissions requirements are appropriately aligned with the learning outcomes established. It should be noted that the hospitality and tourism program does have in place mandatory testing for math and written skills to ensure a smoother transition into university.

iii. Curriculum

The curriculum appears to reflect the current state of the hospitality and tourism industry. The number of tourism and hospitality electives and liberal arts electives appears to be consistent with other hospitality and tourism degree programs. The minor options are also very beneficial for students. It was noted that more HTM students are graduating with a minor (67% in 2013). Innovation and creativity are indicated by the use of technology and simulations in the courses.

The reviewers would like to make one comment about the flow of the program and courses. In the first to fourth semesters the students are in five common courses or more and this starts to create a cohort

and a sense of cohesiveness among the students. In the fifth and sixth semester the students are in two common courses. In the seventh and eighth semester there are three common courses. The final semester include four electives which may scatter the cohort. In any program this is a balancing act of trying to offer choice and keep a cohort.

iv. Teaching and Assessment – Methods and Means

- There is a good combination of individual and group assessments such as group projects and presentations.
- Students interviewed indicated a high use of multiple choice which is appropriate for introductory courses but may need to be used less in the third and fourth year courses.
- The course outlines are very thorough and detailed and descriptions of assessment indicate a broad range of evaluation techniques being used.
- A review of the course outlines indicate detailed evaluation sheets and rubrics for projects and presentations and peer evaluations for group work.
- In reviewing the assessments used in the final year courses, it is noted that writing and presentations are well incorporated into the courses. In interviews with alumni, the writing components were very important to them and increased their confidence in their writing skills.

The only comment or question these reviewers have is “How many writing assignments are individually assessed as compared to the percentage in group work?”

v. Resources

It was noted that physical resources are strained with more classroom space required. Currently students are moving to different buildings for classes and the scheduling times are sometimes very early or late in the day due to demand on space. In order to create cohorts and streamline scheduling, it is suggested that the scheduling in the School be reviewed. The academic services of library, co-op, computer labs, etc. appear appropriate to support for the program.

vi. Quality Indicators

Graduating student quality of work is recognized to be high, and overall industry recognition of the program is strong. Approximately one in ten applicants to the school is accepted, but faculty and administrators indicated that they were concerned about the level of student work and attitude in the first year of the program- a not unusual complaint from most tourism and hospitality schools, particularly those bringing in students straight out of high school. However, addressing this issue is important in terms of brand recognition of the School and its overall reputation for quality. With social media providing unmediated feedback to prospective students and their parents as well as industry, the overall profile of the school should include a strong reputation for teaching excellence across all four years.

The high attrition rate at the end of first year appears to address the issue in part by failing, and by drop outs, and redirecting the weaker students. Also, the School is committed to maintain their accreditation, which requires a substantial output of research publications. The stringent requirements of the accreditation body might mitigate against flexibility in terms of the balance between teaching and research. Teaching assistants and markers supplement teaching and help deal with the large classes in first and second year in particular, but given the fairly substantial size of the school, it seems that there is room for an increase in junior faculty to concentrate on the first two years of the program.

Additionally, there does not seem to be any focus on increasing the level of specialization. The reputation for the school has focussed mostly on hotels, which is the largest job market. However, to maintain comprehensiveness, some additional specializations might be considered.

It is noted that the percentage of courses taught by full time faculty is 68% for 2015/16. This appears to be a good ratio for this large a school. The class size in first year seems to be very large and may intimidate

the first year students and may be a factor in the high attrition rate. The reviewers noted that the graduations rates in are only up to 2004 which makes it difficult to judge the current graduation rates. Upon reviewing the retention rates it was noted that in the year 2008 a drastic drop in retention occurred.

vii. Quality Enhancement

- The student outcomes evidence indicates a strong record of acceptance by industry
- Placement rates are excellent and feedback from alumni indicates that the large number of Ryerson graduates in the GTA are committed to continuing to hire from Ryerson.
- The reputation of Ryerson has been enhanced by its graduates, many of whom occupy very senior positions in the industry.
- The scholarly record is developing but some faculty members do not provide high levels of research output.
- Class sizes are smaller at the third and fourth year levels, and in the larger first and second years, TAs and markers provide supplemental support.
- Associate faculty with strong professional experience are an essential element in an applied program, and except for the need for more junior core faculty, the balance seems quite strong.
- The introduction of a co-op program and overall more focus on experiential education is an important quality enhancer, with the opportunity to provide more experiential education across the curriculum.
- It was noted that issues related to gender, sexual orientation, disability, ethics and CSR are now included in the HTM program. Also a quality indicator is the last three of four tenure track hires were women to bring the total of four out of the thirteen.
- The external review team were able to look at some creative and user-friendly simulations developed by the faculty.
- Networking with industry, particularly hotel chains is strength of the school, and the strong industry background of faculty provides several current projects and consulting opportunities for faculty. Regular guest lectures from industry professionals and opportunities for project work with industry also maintains student to industry exposure.
- So far as we could see, the rate of curriculum change has been moderate, and it might be appropriate to accelerate the examination and revision of courses.
- The mix of courses and the choice of electives also need to be systematized so that students can get some assistance based on their choice of specialization.

d) OTHER OBSERVATIONS

There is a need to develop a succession plan, as several faculty are close to retirement; a mentoring and professional development program for succession planning will become more important to maintain the School's reputation. Supporting industry professionals undertaking a Doctoral degree while they transition to full time teaching could be an emerging strategy, which might help in acquiring faculty who have a longer time window as professors and also maintain the research capability of the School.

e) SUMMARY AND RECOMMENDATIONS

The HTM program is a very strong degree with a high application rate. There is some concern about the lower GPA of the students entering into the program and possibly creating a higher attrition rate between first and second year. Two strategies may mitigate the high attrition rates. One is to put into place a screening method to include more criteria than just the GPA, which is not practical due to university and Ontario policy. The other is to implement a method of identifying high risk students early in the program to offer outreach and support to them.

The program is highly respected in the local industry and there is a high calibre of networking between faculty and industry. This keeps the program current with industry trends.

The program is considering accreditation from the AACSB which the Ted Rogers School of Management currently holds. This is a positive step to gain recognition for the program.

11. PROGRAM RESPONSE TO PEER REVIEW TEAM REPORT

a) AREAS FOR IMPROVEMENT

Student Retention:

Three areas that need to be discussed and researched by HTM are:

- 1) the requirements for admission (math requirements and the GPA cut off for admission to the program)
- 2) the reduction of the number of courses in the program from 45 to 40 or 41 courses
- 3) improved mentoring and advising procedures to identify the bottom 30% of our intake to ensure they are receiving timely and adequate help in succeeding academically

Weighting of final exams and teaching assessments:

In reviewing the grading scheme of all courses taught by HTM faculty we are in compliance with University Policies 2.1. The School recognizes that many of the upper level courses have multiple choice exams. When the review of the curriculum is undertaken the use of multiple choice questions in the upper level courses will be examined. However, most of the upper level courses have more than two independent assessments so one or more assessment(s) is not multiple choice.

Capacity and Course Scheduling:

The School has no control over classroom scheduling. Many faculty members have started to use 3 hour delivery blocks to try to alleviate the situation of not having classes in TRSM. Most course conflicts are due to the liberal arts bands running through the middle of the day.

Offering of Electives:

Students are provided well in advance an elective list of those courses offered in each of the semesters. These courses are on the course intentions form which the students must select. In the majority of cases if a student has completed the course intentions they receive the courses they requested. Students have plenty of time to adjust their courses once their schedule comes out. It has been noticed that with the liberal arts band in the middle of the day which take priority the Schools elective courses are often offered on only two days this creates a conflict for some students reducing the choice of electives that are available to them. Students' work schedules also create a problem for the students with courses often being offered later in the day conflicting with the starting time of their work schedules.

Career Strategies Course:

The PRT report suggests that the School's career strategies course be offered earlier in the program. The School has identified this as an opportunity as well to better prepare students regarding their career path earlier in the program and prepare them for part time work as well while they are in the program.

Masters Level Programming:

This has been addressed in the self-study report as a priority to develop a thesis-based master's program.

International Program Perspectives:

The program has many international components to it to introduce the students to the global nature of Hospitality and Tourism. The School is very much aware that we need to keep an international viewpoint where relevant. That said the majority of our students work and remain in Toronto and the province of Ontario so many of the cases and projects are locally focused. In the review of the curriculum the School will make sure that this point is considered when developing content and projects for the courses. There are 35 international partners for our student exchange program.

b) OPPORTUNITIES FOR ENHANCEMENT

- The School is continually looking for partnerships in the tourism sector. This sector is more of a global all-encompassing term and includes lodging, food and beverage, attractions, tourism operators, destination marketing/management organizations and government. We feel we are doing well in this area but there is always room for improvement to add more industry partnerships to the program.
- The School is looking at improved articulation agreements as mandated by the Governments Pathways Program. The School has prepared and will be putting forth a blanket agreement to provide students with a better value proposition to consider transferring to Ryerson.
- The School will be pursuing AACSB accreditation in 2015.

Program Requirements and Learning Outcomes Alignment with Degree Level Expectations:

The PRT report has highlighted four areas for review (event management, third and fourth year electives not addressing learning outcomes 6a to 6d, reinforcement of tourism concepts in the core, and an introductory course on sustainability and its concepts). The four areas were discussed in the Self-study Report and will be incorporated into the Academic Plan moving forward.

Curriculum Cohesiveness:

To date the School has not noticed a lack of cohesiveness amongst the students in the final year and although the students are taking different electives there are 3 required capstone courses in semesters seven and eight. These courses give some continuity to the cohort.

Resources:

The reviewers felt that this lack of classroom space and study space is a deterrent to creating cohorts and streamline of scheduling. The School is aware of this problem but it is beyond the control of the School.

Quality Indicators:

The PRT report indicates that the quality of work of students is recognized as being high and that overall industry recognition of the program is strong. In the review the PRT team supports faculty's and students' concern for the level of work and the need to review the number of courses in the program linking it to the high attrition rate of first year students. This is well documented in the program review and is a priority of the School going forward.

The PRT report also noted the School moving forward with AACSB accreditation and the need to balance research and teaching might mitigate against the focus on teaching. Currently all of our faculty are managing the balance between teaching and research and they have been provided with sufficient teaching support to maintain this balance.

The report also focused on 2008 as a year that there was a significant drop in retention. There was no change made in the program and the School can find no reason for this and has treated this year as an anomaly.

The PRT report suggests that the School look more to increasing the level of specialization. The School's curriculum offers a balanced approach with equal balance between courses in accommodation, food and beverage and tourism sectors. The School in the 1990s did try a specialization approach to the program in accommodation, food and beverage and tourism, however; it served to divide the students rather than to support a cohort.

12. DEAN'S RESPONSE (Dr. Steven Murphy)

The peer review team did a thorough job, and the School of Hospitality and Tourism has taken their report seriously and strives for continuous improvement. I will use this opportunity to highlight areas where I believe our response needs to be structured and precise. The issue of quality and intake is of

pressing concern. In order to meet university set targets, HTM has to admit students with high school GPA's that we know will result in learning and retention problems. In addition, dipping well below the larger SBM cut-offs does little to strengthen TRSM's reputation overall. We have embarked on important consultations in order to make quality our number one goal. Options being considered include one intake point for all of TRSM, and this would represent one important step in helping the quality, intake and retention issues.

The peer review team makes a number of curricular recommendations that have to be assessed. From an overuse of multiple-choice tests in upper year courses to a career strategies course, we must commit ourselves to the best student experience possible. We pride ourselves on being a university with a practical edge. An early career strategies course and closer industry alignment make sense. Pedagogically, we must look at creative solutions including enhanced use of technologies in the classroom. An LMS never solves problems, but the change away from Blackboard can be seen as an opportunity to build technology platforms further into HTM courses (e.g. through enhanced use of 'flipped classrooms').

The peer review team also stressed the international focus of the program (or lack thereof) and substantive international partners. I see this area as a major shift for HTM moving forward. We must produce graduates that are internationally savvy and competitive. The hospitality and tourism industries are nothing if not international. Even local restaurant operators can benefit from an understanding of how establishments are run, and supply chains are managed, in other parts of the world. Linked to this recommendation is the need to create more meaningful international partners. We must go beyond exchange agreements and partner with top hospitality schools and regions around the world. Internationalization is a key strategy for TRSM in our academic plan.

We must also be moving faster to keep up with our competitors – in HTM, principally with the colleges. One way of doing so is establishing a much more robust value proposition for students transferring from college programs. We must do a better job at differentiating what makes a TRSM Hospitality and Tourism BComm different from what can be obtained at an Ontario college.

Our graduate level programming must also be bolstered across our Faculty. I am expecting to see a number of HTM faculty members avail themselves of MScM students. Thesis-based students can provide support to SRC as well as foster an ecosystem of research within a School and Faculty. TRSM has offered to fund scholarships for up to three faculty members in every School and Department to kick-start our revamped thesis based Masters.

Broadening the scope or perception of HTM from a 'hotel school' to a school with a serious emphasis on tourism and sustainability in all activities is also a key change that must be operationalized. Today's students are savvy regarding sustainability issues and are looking for ways to shift the thinking in traditional industries. We must afford these students great opportunities to pursue their passions for tourism and sustainability throughout our HTM curriculum. Even in hotels where many of our students find employment we must be challenging current business models and contemporary thinking.

Finally, the reviewers and the HTM School both mention the lack of Space. TRSM is the busiest business school in Canada. There is no denying that our building is the most heavily utilized on campus. We must continue to put pressure on the central administration to fund an additional two floors for TRSM. In the meantime, we need support in locating and paying for contiguous space options. As was made clear in the report, the status quo around space is not an option if we're serious about the student experience.

13. ASC EVALUATION

The Academic Standards Committee assessment of the Periodic Program Review for Hospitality and Tourism Management (Bachelor of Commerce) indicated that the review provided a well-organized, timely, and informative evaluation of the program. The ASC also noted the recent addition of a Tourism Minor and a co-op option in the program.

The Academic Standards Committee recommends that the program provide a follow-up report on the status of the initiatives outlined in the Developmental Plan. The follow-up should also include an update on (1) the reduction of the number of the courses in the curriculum, (2) the blanket articulation strategy with colleges, (3) the decoupling of HTM402 and HTD500, (4) retention issues, and (5) ACC100 concerns.

Follow-up Report

In keeping with usual practice, the follow-up report which addresses the recommendation stated in the ASC Evaluation Section is to be submitted to the Dean of the Ted Rogers School of Management, the Provost and Vice President Academic, and the Vice Provost Academic by the end of June, 2016.

14. IMPLEMENTATION PLAN

i. Approval of the recommendations set out in the Final Assessment Report:

The recommendations have been approved by the Dean and by Senate. Ryerson University's IQAP Policy 126 states: "Senate is charged with final academic approval of the Program Review."

ii. Responsibility for providing any resources made necessary by those recommendations:

Ryerson University's IQAP Policy 126 states: "The Chair/Director and Dean are responsible for requesting any additional resources identified in the report through the annual academic planning process. The relevant Dean(s) is responsible for providing identified resources, and Provost is responsible for final approval of requests for extraordinary funding. Requests should normally be addressed, with a decision to either fund or not fund, within 2 budget years of the Senate approval. The follow-up report to Senate will include an indication of the resources that have been provided."

iii. Responsibility for acting on those recommendations:

Ryerson University's IQAP Policy 126 states: "If the report includes a recommendation for approval of the program review, it will include a date for a required follow-up report to be submitted to the Dean and Provost on the progress of the developmental plan and any recommendations or conditions attached to the approval."

iv. Timelines for acting on and monitoring the implementation of those recommendations:

Ryerson University's IQAP Policy 126 states: "The initial follow-up report is normally due by June 30 of the academic year following Senate's resolution. The Provost may require additional follow-up reports."

15. REPORTING

i. The distribution of the Final Assessment Report (excluding all confidential information) and the associated Implementation Plan to the program, Senate and the Quality Council:

The Office of the Vice Provost Academic is responsible for distribution of the Final Assessment Report to all relevant parties.

ii. The institutional Executive Summary and the associated Implementation Plan be posted on the institution's website and copies provided to both the Quality Council and the institution's governing body:

The Office of the Vice Provost Academic is responsible for posting the information on the Curriculum Quality Assurance website at www.ryerson.ca/curriculumquality. The information is provided to the Board of Governors on an annual basis.

iii. The timely monitoring of the implementation of the recommendations, and the appropriate distribution, including web postings, of the scheduled monitoring reports:

The Office of the Vice Provost Academic is responsible for following up with the programs and their respective Deans to ensure the recommendations are implemented. The follow-up report is submitted to the relevant Dean(s) and the Vice Provost Academic for review.

iv. The extent of public access to the information made available to the public for the self-study:

Ryerson University's Senate Policies are available to the public through the Senate website at www.ryerson.ca/senate. This includes Policy 110 Institutional Quality Assurance Process and Policy 126 Periodic Program Review of Graduate and Undergraduate Programs. The Final Assessment Report (excluding all confidential information) and the associated Implementation Plan is available on the Curriculum Quality Assurance website at www.ryerson.ca/curriculumquality. A summary of the Report of the Review Committee is contained within the Final Assessment Report.

A summary of the responses provided by the Dean and the program to the Report of the Review Committee is contained within the Final Assessment Report.

16. SCHEDULE

The next periodic program review for the Bachelor of Commerce in Hospitality and Tourism Management is scheduled for 2022 – 2023.