

YSGS report to Senate

April report for May 2020 Senate

In this report the Yeates School of Graduate Studies Council (YSGS Council) brings to Senate its evaluation and recommendation on the following items:

Major Curriculum Modifications

Biomedical Physics (MSc/PhD)

The Biomedical Physics major curriculum modifications report was reviewed thoroughly by the Program and Planning Committee on March 27, 2020 and then sent to YSGS Council on April 9, 2020 where they voted in favour of moving the modifications to Senate for approval.

Motion: That Senate approves the major curriculum modifications for the biomedical physics graduate program.

Master of Business Administration (MBA)

The MBA major curriculum modifications report was reviewed thoroughly by the Program and Planning Committee on March 27, 2020 and then sent to YSGS Council on April 9, 2020 where they voted in favour of moving the modifications to Senate for approval.

Motion: That Senate approves the major curriculum modifications for the master of business administration program.

Master of International Economics and Finance (MA)

The master of international economics and finance major curriculum modifications report was reviewed thoroughly by the Program and Planning Committee on March 27, 2020 and then sent to YSGS Council on April 9, 2020 where they voted in favour of moving the modifications to Senate for approval.

Motion: That Senate approves the major curriculum modifications for the master of international economics and finance program.

Periodic Program Review - 1-year follow-up

Master of Business Administration (MBA)

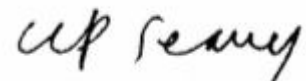
On March 27, 2020 the Program and Planning Committee reviewed the 1-year follow-up to the Master of Business Management (MBA) periodic program review and approved the documents to move onto YSGS Council. On April 9, 2020 the YSGS Council determined that the implementation plan is effectively moving forward in a timely manner. The documents were voted on and approved as sufficiently addressing the comments and recommendations of the Peer Review Team.

International Economics and Finance (MA, PhD)

On March 27, 2020 the Program and Planning Committee reviewed the 1-year follow-up to the International Economics and Finance (MA, PhD) periodic program review and approved the documents to move onto YSGS Council. On April 9, 2020 the YSGS Council determined that the implementation plan is effectively moving forward in a timely manner. The documents were voted on and approved as sufficiently addressing the comments and recommendations of the Peer Review Team.

Film and Photography Preservation and Collections Management (MA)

On March 27, 2020 the Program and Planning Committee reviewed the 1-year follow-up to the Film and Photography Preservation and Collections Management (MA) periodic program review and approved the documents to move onto YSGS Council. On April 9, 2020 the YSGS Council determined that the implementation plan is effectively moving forward in a timely manner. The documents were voted on and approved as sufficiently addressing the comments and recommendations of the Peer Review Team.



Cory Searcy, Vice-Provost & Dean, YSGS



PROPOSAL

1. Summary:

Two recommendations in the recommendations and implementation plan section of the graduate program's 2019 PPR were to develop a new field in Complex Systems, and change the program name from "Biomedical Physics" to "Physics". A third recommendation in the PPR document was to review the course requirements for each of the fields. As a result, the following changes are proposed:

- Change the program name from "Biomedical Physics" to "Physics".
- Restructure the existing program from one field and an Option in Medical Physics to two fields (Biomedical Physics and CAMPEP Medical Physics) and add a third field in Complex Systems. Under this format, the CAMPEP option becomes a separate field. The three fields of the program for both the MSc and PhD would be:
 1. Biomedical Physics
 2. CAMPEP Medical Physics
 3. Complex Systems
- Reduce the course load of the existing programs: (Graduate Seminar course is excluded here)
 - MSc CAMPEP Medical Physics: From 8 to 6 courses.
 - PhD CAMPEP Medical Physics: From 9 to 7 courses (the number of required courses will depend on the courses that were taken during the Masters within our program).
- Decouple BP8102 Medical Diagnostic Techniques from the undergraduate program, and develop a new diagnostic imaging course to replace the two imaging courses (BP8102 Medical Diagnostic Techniques and BP8113 Advanced Imaging).
- Develop three new courses that will support the new Complex Systems field. These are required courses for the students registered in the complex system's field.
- Restructure the elective courses as Table A and Table B.
- MSc Biomedical Physics course requirements will change from 2 required courses + 2 electives to 1 required course (BPXXXX Medical Imaging or BP8013 Fundamentals of Radiation Physics) + 3 electives (2 of which must be from Table A)

Rationale: Based on the PPR document, there are no apparent major threats to the graduate programs. The department had been exploring the opportunity of additional



fields in the program and has therefore decided to develop a new file of Complex Systems. This will strengthen our graduate program by adding new courses, expanding research scope, and enlarging student recruitment, by adding this strategically advantageous research field.

The Department of Physics has hired two full-time tenure-track faculty members with expertise in the field of Physics of Complex Systems (that started in the summer of 2019), and is in the process of hiring a third full-time tenure track faculty member in this field. The new faculty members will attract and supervise graduate students in this field, and develop a few new courses related to their field of studies under the existing Physics graduate program. Current faculty members of the Department of Physics (Drs. Catherine Beauchemin, Carl Kumaradas, Yuan Xu and Miranda Kirby) whose research relies heavily on computation and systems analysis will also expand their research towards Complex Systems Physics.

Since the scope of the science of complex systems is very broad, we expect many students to choose it because it can provide a strong background for professional development in many areas. Also, the broad scope of the new field enables many potential collaborations both within the Department of Physics and with other departments at Ryerson or in the Greater Toronto Area. Examples of new collaborations include automatic image segmentation and treatment planning in Radiation Therapy; Data Mining and its applications in Medical Physics; graph and chaos theories in Mathematics; neural networks and machine learning in Computer Science; brain science (including various imaging modalities); genetic, metabolic and protein networks in Biology; transportation networks in Civil Engineering; phone networks and the Internet in Electrical Engineering and Computer Science and game theory in Economics and Mathematics, among many other possibilities.

In addition, the weaknesses identified in the SWOT analysis of the PPR was “time of completion” and “balance of course work and thesis project”. The time to completion for students within the graduate program is approximately 2.2 years which is above the two years designed for the M.Sc. program, and it was 4.2 years for the Ph.D. program, slightly above the 4 years designed for that program. To improve the completion time, the course requirements of the graduate program were reviewed (section 7.2 of the PPR document). Furthermore, the balance of course work and thesis research is a challenge identified by the student survey; this especially affects the time to completion for students in the M.Sc. Biomedical Physics program who take the Option in Medical Physics.



2. GDLEs, LOs and Curriculum Map: The substance of the learning objectives (LOs) were not changed but they were restructured to work with the 3 fields. The LOs and Curriculum maps are shown in Appendix I.

3. Previous PPR: These proposed changes are a result of the current PPR Self Study (2019) which is currently at the PPR site visit stage. The PPR is attached as Appendix V (see section 7.2 for recommendations that lead to these changes).

4. Resources: No additional resources are required beyond what has been already allocated, as described in section 7.1.3. of the PPR Self Study (Appendix V).

5. Curriculum Comparison: The table comparing the existing curriculum with the proposed curriculum is in Appendix II.

6. Changes to electives:

The number of electives and the elective options has changed in all of the degree/programs.

MSc in Biomedical Physics:

As illustrated in the table in Appendix II, the number of electives required changes from 2 to 3; the number of electives available for students increases by two and the flexibility in choosing the electives is reduced. The increase in the number of available electives is due to the addition of the field of Complex Systems.

MSc in CAMPEP Medical Physics:

The number of required electives is reduced from one to zero. This was done to reduce the course requirements in order to reduce the discrepancy between fields and reduce time to completion. The objective in this field is to cover the content mandated by the accrediting body and this content is comprehensive.

MSc in Complex Systems:

Students are required to complete three core courses and one elective. The total number of required courses will thus be two more than the MSc in Biomedical Physics field, due to a broader scope of topics in Complex Systems and to make our field comparable to other programs in this area worldwide (see Table 3).

**PhD in Biomedical Physics:**

No change in the number of elective courses that students need to complete.

PhD in CAMPEP Medical Physics:

No electives for the same reason as the MSc in CAMPEP Medical Physics stated above.

PhD in Complex Systems:

Students are required to take two courses from the electives list. Additional courses will be required if they were not covered during the student's MSc. Additional need for specialized knowledge will be obtained through self-study and guidance from the supervisor.

The number of elective courses will increase from 11 to 15. This is a result of 1 new course related to the Biomedical Physics and CAMPEP Medical Physics fields and 3 new courses related to the field of Complex Systems. Of the 11 elective courses currently in existence 4 courses (BP8102, BP8103, BP8112 and BP8114) have run every year and 6 courses (BP8101, BP8104, BP8105, BP8107, BP8108/BP8109, and BP8110) have run every second year. The 11th course, BP8106, has not run in many years (its topics were superseded by BP8110 and BP8108/BP8109). One required course, BP8102, will be removed from the curriculum. Therefore the net change in courses is an increase of 2 courses. We do not anticipate any challenges in delivering all the courses since there will, by 2021, be a total of three new faculty members hired (in the area of Complex Systems).

One concern is that by reducing the course requirements for Biomedical Physics, while increasing the number of course offerings and keeping enrollment steady, the number of students per course may drop to levels where it becomes infeasible to offer some courses every second year. This could be mitigated by combining some courses with similar courses from the undergraduate program. Changes such as these will be examined once all three fields have been running for a few years. Increased enrollment in the program could also mitigate this concern. Seventeen MSc and 7 PhD students were admitted to the program in Fall 2019. This compares with an average intake of 10 for the MSc and 5 for the PhD in the prior three years. Based on the quantity and quality of the applications thus far for Fall 2020 admission, we expect this higher rate of intake to be maintained.

7. Descriptions of new and amended courses



Four new courses are added, one course is deleted, and some course descriptions are modified.

New courses:Medical Imaging

This course will cover the fundamentals of diagnostic medical imaging, including x-ray radiography, x-ray computed tomography (CT), magnetic resonance imaging, ultrasound imaging, and nuclear medicine imaging. The mathematical models and image reconstruction methods for each modality will also be introduced.

Five labs. 1 Credit

Many-body theory

This course covers core topics in the study of systems with many degrees of freedom, including network models and out-of-equilibrium phenomena. Topics include a review of thermal equilibrium and partition functions, mean-field theory, Markov processes, the master equation, the Fokker–Planck equation, the Langevin approach, diffusion, random networks, percolation and epidemics, metastability and glassiness, disorder and replicas. 1 Credit.

Dynamical Systems

This course is an introduction to the analytical and numerical study of systems whose state changes in time, with an emphasis on qualitative behaviour. Topics to be covered include phase space, invariant sets, linear stability, bifurcations, fractal geometry, and chaos. Concepts will be illustrated first with canonical nonlinear systems in low dimensions including the Henon map, Lorenz equations, Duffing oscillator, etc., to be augmented by numerical studies of high-dimensional nonlinear systems. 1 Credit

Complex Networks and Applications

An interdisciplinary introduction to the emerging science of networks and their applications to diverse fields. Topics to be covered include graph theory and topological measures, random network models, the scale-free and small-world properties, community detection, degree correlations, and applications to biology, sociology, technology, and other fields. Students will learn about ongoing research in the field, and ultimately demonstrate what they have learned in a final project in which they conduct a novel analysis of a network data-set of their choosing. 1 Credit.

**Amended Courses:**

The main amendment in the seminar course descriptions is to replace “biomedical physics” with “physics”.

BP8201 Master’s Seminar I

This course consists of weekly seminars with an emphasis on current research in the specialization fields and emerging areas of physics. This is a two-term course (Fall and Winter) in the first year of the program and is generally one hour per week. Presentations will be given by graduate students, faculty members, visiting scholars and guest speakers. Pass/Fail.

BP8202 Master’s Seminar II

This course consists of weekly seminars with an emphasis on current research in the specialization fields and emerging areas of physics. This is a two-term course (Fall and Winter) in the second year of the program and is generally one hour per week. Presentations will be given by graduate students, faculty members, visiting scholars and guest speakers. Pass/Fail.

BP9201 Doctoral Seminar I

This course consists of weekly seminars with an emphasis on current research in the specialization fields and emerging areas of physics. This is a two-term course (Fall and Winter) in the first year of the Doctoral Program and is generally one hour per week. Presentations will be given by graduate students, faculty members, visiting scholars and guest speakers. Pass/Fail.

BP9202 Doctoral Seminar II

This course consists of weekly seminars with an emphasis on current research in the specialization fields and emerging areas of physics. This is a two-term course (Fall and Winter) in the second year of the Doctoral Program and is generally one hour per week. Presentations will be given by graduate students, faculty members, visiting scholars and guest speakers. Pass/Fail.

BP9203 Doctoral Seminar III

This course consists of weekly seminars with an emphasis on current research in the specialization fields and emerging areas of physics. This is a two-term course (Fall and



Winter) in the third year of the Doctoral Program and is generally one hour per week. Presentations will be given by graduate students, faculty members, visiting scholars and guest speakers. Pass/Fail.

BP9204 Doctoral Seminar IV

This course consists of weekly seminars with an emphasis on current research in the specialization fields and emerging areas of physics. This is a two-term course (Fall and Winter) in the fourth year of the Doctoral Program and is generally one hour per week. Presentations will be given by graduate students, faculty members, visiting scholars and guest speakers. Pass/Fail.

Amended Milestones:

The time required to complete the Clinical Shadowing is removed from the course description.

CAMPEP -- Clinical Shadowing:

Clinical shadowing is designed to give the Medical Physics Option students exposure to the clinical practice of Medical Physics. It is broken up into several components. Each component is supervised by a clinical medical physicist at a regional cancer centre. Students are responsible for contacting the responsible medical physicist to schedule a clinical shadowing session. The course will have a Pass/Fail grade, where a Pass will be assigned based on attendance and participation in all components. This is a "Milestone." Pass/Fail

The main amendment in the course description is to replace "biomedical physics" with "physics".

Doctoral Dissertation:

Students are required to conduct advanced research in the area of Physics. A specific research topic must be chosen in consultation with the student's supervisor(s) and with advice from the supervisory committee. The student will conduct the research under the direction of the supervisor(s) with guidance from the supervisory committee. In order to complete the course, the student must, upon approval from the supervisory committee, submit a written dissertation to an examination committee, and make an oral presentation and defence of the dissertation to this committee. Through the dissertation, the student must demonstrate an original contribution of new knowledge to the field of research, competence in research and a deep understanding of knowledge in the area of research. This is a "Milestone." Pass/Fail

**Course deletion:****BP8102 Medical Diagnostic Techniques**

This course will cover a wide variety of contemporary topics in medical imaging including x-ray imaging (production, planar x-ray, fluoroscopy, dual x-ray absorptiometry), computed tomography (CT), functional CT, magnetic resonance imaging (temperature mapping, functional MRI), ultrasound, Doppler techniques, positron emission tomography, bone densitometry, trace element detection and nuclear medicine. Antirequisite: PCS405. 1 hour lab/week. 1 Credit

8.0 Timeline and communication of changes

The curriculum changes -- specifically the net four new courses proposed above -- are to be implemented starting in the 2020-2021 academic year. The (i) Medical Imaging and (ii) Dynamical Systems courses will be offered in Fall 2020, and the (iii) Many-body theory and (iv) Complex Networks and Applications courses in Winter 2021. The changes will be communicated through email and the graduate seminar course. The calendar changes will be posted on the Physics and YSGS websites.

9.0 Implications for external recognition and/or professional accreditation

The Biomedical Physics CAMPEP program is externally accredited by a professional body, the Commission on Accreditation of Medical Physics Education Programs (CAMPEP), and is the only such program in the GTA and one of only 3 in the province. There are no implications for the CAMPEP accreditation of the graduate program. The required CAMPEP curriculum content for medical imaging is now covered in a single course, 'Medical Imaging', which is more in line with other CAMPEP accredited programs. The program name change from Biomedical Physics to the more general Physics brings the program in-line with other programs in physics and opens the door to new fields that could be implemented within the program to allow for future growth. The field names (Biomedical Physics, CAMPEP Medical Physics, Complex Systems) bring recognition to the specific areas in the program.

As for Complex Systems: there is no national or international accrediting body for this field. Indeed, this field is young and intellectually diverse, and a formal field of study would be one of only a small number in North America, let alone Ontario and the GTA.

10.0 Summary of views of the Graduate Program Council



The current students will be given the choice to follow either the old or new curriculum for the Biomedical Physics and CAMPEP Medical Physics fields. Specifically, the students in the CAMPEP Medical Physics field who have completed BP8102 will have to complete the new Medical Imaging course in order to satisfy the CAMPEP requirement.

The program will develop a guideline to mediate students switching from one field to another within the Physics Graduate program. The assessment will be done on a case by case basis by the Graduate Program Director and Supervisor, and if feasible by the Supervisory Committee Members.

As part of the PhD admission process, the assessment of whether a potential graduate student has an adequate background in the specific field, resulting in the additional course requirements specified in the course calendar, will be done by the Admissions Committee in consultation with the potential supervisor. The additional course requirements will be stated in the offer letter to the student and will be included in the degree audit process at graduation.

The Biomedical Physics Graduate Program Council voted on and approved the proposal on January 23, 2020.

11.0 Other programs affected by the changes

None

12.0 Executive summary

This proposal for a Major Revision of our Graduate Program is based on the current PPR Self Study and is driven by the introduction of three fields:

1. Biomedical Physics
2. CAMPEP Medical Physics
3. Complex Systems

The first two are a natural continuation and development of the recognized level of excellence of our current graduate program in Biomedical Physics. The CAMPEP field gives the graduates seamless access to clinically related positions.

The third field is a very exciting new development for our graduate program as it is one of the first programs in Canada to offer this rapidly developing interdisciplinary field.



Though theoretical and computational in nature, research in Complex Systems has already yielded results that have become critical in a wide variety of practical applications such as, the Earth's climate, organisms, the human brain, social and economic organizations (like cities), ecosystems and the evolution of language in infants. The program will deliver the interdisciplinary topics through the program's graduate seminar where students from the different fields will present their research projects, as well as invited speakers covering a range of topics. In addition, the students in all fields can take courses together from the same list of broad electives.

Last year, we hired as tenure-track faculty, two of the top young Complex Systems researchers and we are in the process of hiring a third one this year. Given the excellence of this group, we have the potential of becoming a Complex Systems research hub in Canada.

To reflect the new plurality of fields, the Program name will be changed from Biomedical Physics to Physics, bringing it in line with most graduate programs in Physics and opening the door for newer fields in the future.

Driven in part by the diversity of fields, we have also changed course requirements and introduced a number of new courses, as described in detail in this Proposal. These changes are the seeds of a revitalized development of our graduate programs. We look forward with anticipation to the positive impact that this innovative revision of our program will have for our graduate students and, as a consequence, for the research conducted in our Department.

Changes to program name and/or degree designation:

The program name change from Biomedical Physics to Physics is proposed in order to accommodate the addition of a new field in Complex Systems. The degree designations would remain Master of Science (MSc) and Doctor of Philosophy (PhD).

After successfully launching the first programs in the Department of Physics in 2006, a BSc in Medical Physics and an MSc in Biomedical physics, followed by a PhD in Biomedical Physics in 2011 and finally getting an accredited version of the MSc and PhD programs in 2013, the Department started to explore areas for future development of research and academic programs. After lengthy discussions and retreats, the



Department decided that Complex Systems is an area that is not only complementary to Medical/Biomedical Physics but is an area of future growth. What became apparent during the current PPR exercise was that the current programs are healthy and there are no apparent major threats to them and that the addition of a new field in Complex Systems would strengthen the graduate programs by adding new courses, expanding research scope, and enlarging student recruitment. Therefore, we are proposing the addition of Complex Systems as a field that would be delivered under the umbrella of a more general program in Physics beside the fields of Biomedical Physics and CAMPEP Medical Physics.

The admissions requirements for the CAMPEP Medical Physics and Complex Systems fields will remain the same as the admission requirements for the current program. These admission requirements are well aligned with comparator programs.

The curriculum for the Biomedical Physics and CAMPEP Medical Physics fields are shown in Table 1 along with the curricula for comparator programs in Ontario. Table 2 provides the curriculum for the Complex Systems field and comparator programs throughout the world (since this is a relatively new field there are only a few comparator programs).



Table 1: A listing of all programs in Ontario that offer graduate studies in biomedical physics or similar.

University	Program/field	Degree type	Duration (years)	Thesis required?	# req'd courses	# elective courses
Ryerson University	Biomedical Physics	M.Sc.	2	Yes	1 one-semester + seminar	2 one-semester
Ryerson University	Biomedical Physics	Ph.D.	4	Yes	1 one-semester + seminar	
University of Toronto	Medical Biophysics	M.Sc.	2	Yes	6 modules + seminar	
University of Toronto	Medical Biophysics	Ph.D.	4	Yes	M.Sc. requirements + 4 modules	
McMaster University	Health and Radiation Physics	M.Sc.	1	No	4 one-semester	1 one-semester
McMaster University	Radiation Sciences - Medical Physics	M.Sc.	2	Yes	3 one-semester	1 one-semester
McMaster University	Radiation Sciences - Medical Physics	Ph.D.	4	Yes	Requirements for M.Sc. in Rad. Sci.	1 one-semester
Western University	Medical Biophysics	M.Sc.	2	Yes	1 full year course + ongoing seminar course	
Western University	Medical Biophysics	Ph.D.	4	Yes	M.Sc. requirements + ongoing seminar course	
Carleton University / University of Ottawa	Medical Physics	M.Sc.	2	Yes	3 one-semester + seminar	2 one-semester



Table 2: A listing of all CAMPEP accredited graduate programs in Ontario

University	Program/field	Degree type	Duration (years)	Thesis required?	# req'd courses	# elective courses
Ryerson University	CAMPEP Medical Physics	M.Sc.	2	Yes	6 one-semester + seminar	
Ryerson University	CAMPEP Medical Physics	Ph.D.	4	Yes	7 one-semester* + seminar	
Western University	Medical Physics	M.Sc.	2	No	6 one-semester	
Western University	Medical Physics	Ph.D.	4	Yes	6 one-semester	
Carleton University / University of Ottawa	Medical Physics	M.Sc.	2	Yes	3 one-semester + seminar	2 one-semester
Carleton University	Medical Physics	Ph.D.	2	Yes	4-6 one-semester + seminar	2 one-semester

* Any of these courses taken during the M.Sc. will count towards this requirement, as long as three of these courses are taken during the Ph.D.



Table 3: A listing of comparator programs offering Complex Systems degrees.

University	Program	Degree type	Duration (years)	Thesis required?	# req'd courses	# elective courses
Ryerson University	Physics, Complex Systems field	MSc	2	yes	3 seminar +	1
Ryerson University	Physics, Complex Systems field	Ph.D	4	yes	4 seminar +	
University of Vermont	Complex Systems and Data Science	MS	2	no	4	6
University of Vermont	Complex Systems and Data Science	MS	2	yes	4	3
University of Sydney	Complex Systems	MS	2	Capstone project	4	10
France/Italy	Physics of Complex Systems	MSc	2	3-month internship	4	8
Northeastern University	Network Science	Ph.D	5	yes	4.5	5



Compared to existing comparator programs, our proposed Complex Systems programs have two noticeable differences: (i) being in a Physics department rather than an interdisciplinary centre, we expect to principally recruit students coming from undergraduate Physics degrees, thus having a strong quantitative background, and (ii) we have fewer required courses, thus being more research-focussed. Because of (i) our required courses on Many-body theory, Dynamical Systems, and Complex Networks and Applications will be intensive compared to comparable courses in other programs, which are hosted in interdisciplinary centres, and cover the same material over 4-5 courses.

The Master of Science and Doctor of Philosophy degree designations are standard designations for programs in Physics or programs containing the three fields proposed. These designations are well recognized by industry and relevant professionals.



Master of Business Administration (MBA) Program Modifications Document

March 18, 2020

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1.0 Background - Current Programs Offering

In 2013, the Ted Rogers School of Management (TRSM) embarked upon a renewed vision exercise for quality management education that included valuable insights from faculty, business partners, research and innovation experts, our students and alumni. Evidence from the past six years demonstrates that TRSM is making real, positive change. To continuously improve, we must be guided by our mission, values, and core sense of purpose as we develop more rigorous, relevant and innovative approaches to teaching and learning, and continue to expand our definition of applied and impactful research.

TRSM's academic plan charts a clear course to solidify our position as a leader in providing students with a unique and innovative learning experience, directly linked to our distinct urban setting, driven by entrepreneurial thinking, and guided by values that focus on students, diversity and inclusion and supporting socially conscious leaders.

Trends in technology and globalization have fundamentally altered the regional economy, the demands upon management and the needs of global organizations. In this context, there are new challenges for managers at all levels and in all types of companies, including managing geographically and culturally diverse teams; managing complex and rapidly evolving mixes of technologies, products and services; and managing large, dispersed amounts of data, information and knowledge for operations, customer service and innovation.

Currently, TRSM offers programs of graduate studies leading to the Master of Business Administration (MBA) Global and the Master of Business Administration (MBA) Management of Technology and Innovation (MTI) degrees. The primary objective of these programs is to educate future, middle and senior managers to deal with basic problems of choice, complexity and change in the challenging environment of business. TRSM offers one MBA graduate degree organized as two programs. The MBA program offers a generic MBA, which has been branded MBA Global and a unique/boutique MBA which has been branded MTI. Historically, the programs have been viewed as running two distinct MBA degrees despite sharing similar and sometimes identical courses at the core. The two programs share four of seven core courses and all elective courses are cross-listed. The programs are supported by the Director, MBA Programs and administered within a single program structure. Both programs are offered in an accelerated one-year full-time option as well as a part-time option.

The TRSM Graduate Program Council (GPC) and its subcommittees govern all graduate programs housed within TRSM and will bring in the proposed redesign of the Ted Rogers MBA under its jurisdiction. The by-laws define the mandate of the council: "Students and faculty are partners in ensuring the successful functioning of graduate programs at Ryerson University. The GPC is the principal mechanism for bringing together these two constituencies to identify, discuss and address matters relating to that graduate program".¹

The TRSM GPC is comprised of representatives of faculty, elected from the members of the Yeates School of Graduate Studies (YSGS), faculty who teach courses in the Master of Business Administration

¹ "Graduate Program Council By-laws TRSM", June 2015, p.2
<http://www.ryerson.ca/content/dam/senate/YSGSReports/2014-2015/Bylaws/TRSM%20GPC%20Bylaws%202015.pdf>

(MBA), Master of Science in Management (MScM), and Master of Health Administration (Community Care) (MHA (CC)) programs, and the Graduate Program Directors. Motions that affect only graduate programs within TRSM can be ratified by the TRSM GPC, while those with an impact outside the graduate programs are recommendations subject to approval by the TRSM Faculty Council and the YSGS Graduate Council, and subsequently Ryerson Senate.

The TRSM GPC will have primary responsibility for:

- coordinating program curriculum development;
- ensuring the quality, currency, and content of constituent courses;

undertaking the ongoing review of program objectives, learning outcomes, and career competencies, and Ryerson's Institutional Quality Assurance policies and the collaborative governance model will govern this MBA program.

The Ryerson MBA is designed to create business leaders who are responsive to emerging trends and the immediate demands of the marketplace. Our hybrid approach combines strong academic foundations with experiential learning practices to help students gain the leadership skills, expertise, and confidence they need to achieve professional success. Generally, students who pursue an MBA aspire to hone their management and leadership skills to move up in the organizational hierarchy, redirect their career focus, and/or gain a deeper perspective on how to manage a company in a complex business environment.

The subject matter which is taught is quite varied. The MBA program emphasizes responsible leadership and immerses students in unique business experiences to cultivate their innovative and entrepreneurial mindset. The program provides a great opportunity to meet people in the business world that are essential to the students' future career as a management professional. The Ted Rogers MBA is a 12-month course-based master's degree in Business Administration and is designed for students wishing to pursue a professional management career in industry.

Building on a prescribed set of core courses, students choose electives developed and taught by TRSM's diverse academic expertise in programs as such:

- Accounting
- Entrepreneurship
- Finance
- Global Management Studies
- Health Services Management
- Hospitality & Tourism Management
- Human Resources Management / Organizational Behaviour
- Information Technology Management
- Law & Business
- Marketing Management
- Real Estate Management
- Retail Management

Students in the MBA Global program currently have the option to specialize in Human Resources Management, International Business, Marketing, and Real Estate. Students of the MBA-MTI program may specialize in Information Systems Management, Media Management, Data Analytics, Supply Chain

Management, Data Security and Privacy, and Entrepreneurship. Students may also choose to do a general specialization by selecting elective courses common to both MBA Global and MBA MTI.

The program consists of 13 credits (Capstone is valued at three credits) , in four discrete, stackable phases: the Foundation and Canadian Business courses (if required), Core courses, Elective courses and an Integrative Semester. In this multi-phased approach prospective students are offered three entry and exit points into and out of the program. Only those completing or satisfying the requirements of all phases will earn an MBA. The Ted Rogers MBA is offered in both a full-time and part-time format.

Throughout the past decade, TRSM has emerged as a major player in Ontario's crowded and highly competitive MBA market. With a reasonable price point, and strong reputational advantage, the return on investment is seen as high and compelling among prospective students. See Appendix A: Comparator School Data. TRSM is situated in the city's business core, complete with major highway access, connection points to GO Transit and TTC, and proximity to a labour force of more than two million people within the Greater Toronto Area (GTA). One of the world's busiest commercial and financial centres is in TRSMs backyard.

In October 2015, The Economist ranked the Ted Rogers MBA among the top 100 leading fulltime MBA programs in the world. Additionally, the MBA program was ranked in the top 10 by Canadian Business in 2013, 2014 and 2016, underscoring our ability to compete successfully with the top business schools in Canada.

Student success, both in and outside of the classroom, is evident. Our MBA students have consistently placed first in national and international case competitions for the past eight years including the MBA Games and the Rotman Net Impact Corporate Social Responsibility (CSR) Case Competition.

Ted Rogers MBA - Application and Enrolment Data

Graduate business schools, just like any other organization, are subject to the forces of the world around them. Economic fluctuations, trade wars, advances in technology, and political factors all have an impact on prospective students' choices.² The Graduate Management Admission Council (GMAC) released its annual report this fall, the latest in nearly two decades of [comprehensive studies](https://www.gmac.com/-/media/files/gmac/research/admissions-and-application-trends/gmac-application-trends-survey-report-2018.pdf) on application volume trends by program type and world region, as well as applicant pool composition by gender, citizenship, and work experience and expected changes in enrolment rates, acceptance rates, and program size. The 2019 report collected data between June and August on applications received by graduate business school programs for the 2019-2020 academic year. Worldwide, 1,145 programs at 336 business schools provided responses, making this year's sample the largest in the history of the survey. Participating programs are located in 40 countries; the total sample includes 572 MBA programs, 549 business master's programs and seven postgraduate programs.

Previous reports that demand the global demand for management education at the graduate level is in decline continues to be a trend in 2019. MBA applications were down this year compared with last year. The weighted sample of programs that responded to this year's and last year's surveys shows that applications to MBA programs were down 6.9 percent this year after two years of positive year-on-year

² <https://www.gmac.com/-/media/files/gmac/research/admissions-and-application-trends/gmac-application-trends-survey-report-2018.pdf>

change in total applications in 2017 (+9.5%) and 2018 (+3.7%). Among the total sample of responding MBA programs, slightly more programs report application declines (52%) than growth (40%) or stability (8%) this year, which is similar to last year. In 2017, more programs reported application growth (48%) than declines (44%).³

Despite the overall decline in MBA applications globally, the 2019 GMAC is reporting a more promising outlook for MBA programs in Canada. For the third consecutive year, more Canadian programs report total application volume growth than declines. This year, Canadian programs did it on the strength of both international and domestic applications. This year, half of responding Canadian programs report international application growth (50%), including 26 percent that say international applications were up significantly. Among Canadian programs that responded to both this year's and last year's surveys, international applications were up 8.6 percent. A slightly greater share of Canadian programs reports domestic application growth (53%), and domestic applications were up 11.7 percent among the cohort of programs that responded to both this year's and last year's surveys. Overall, this year 46 percent of applications were domestic and 54 percent were international, with the greatest share coming from Central and South Asia (21% of total applications), East and Southeast Asia (20%), and Africa (6%).⁴

Quantifying the size of global demand and staying ahead of market movements helps TRSM maximize the effectiveness of its recruitment outreach. Table 1.0 offers a five-year summary of GMAT test-taking. In addition to the number of exams taken, GMAC provides schools with a demographic snapshot of the prospective applicant pool globally and by country of citizenship. Globally, more than 1.2 million Graduate Management Admission Test (GMAT) exams have been taken over the past five years by individuals interested in pursuing graduate management education. In Canada, GMAT exam taken have been declining since 2016 from 8,882 to 7,560 in 2019. Across all provinces, GMAT testing has been steady or in decline. In Ontario, exams testing is down by 10% since 2016.⁵

Table 1.0: GMAT Exam Statistics

GMAT Stats	TY2014	TY2015	TY2016	TY2017	TY2018
Exams taken by Canadian Residents	7,643	7,846	8,882	8,235	8,054
Scores sent by Canadian Residents to Canadian Schools	9,875	8,516	8,121	6,693	5,640
Scores sent by Non-Canadian Residents to Canadian Schools	22,640	18,116	18,174	20,683	21,391

³ <https://www.gmac.com/-/media/files/gmac/research/admissions-and-application-trends/application-trends-survey-report-2019.pdf>

⁴ <https://www.gmac.com/-/media/files/gmac/research/admissions-and-application-trends/application-trends-survey-report-2019.pdf>

⁵ <https://www.gmac.com/-/media/files/gmac/research/gmat-test-taker-data/profile-of-gmat-testing-north-america-ty2014-ty2018.pdf?la=en&hash=1C40E25A42F794EA54E515CDF403754C56C829A8>

Total Scores Sent to Canadian Schools	32,515	26,632	26,295	27,376	27,031
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Table 1.1: Applications to TRSM MBA Programs

Applications	2014	2015	2016	2017	2018
MBA FT Domestic	140	66	63	38	48
MBA FT International	141	102	126	91	142
MBA FT Total	281	168	189	126	190
MBA PT Domestic	100	81	57	30	29
MBA PT International	3	5	2	1	4
MBA PT Total	103	86	59	31	33
MBA Total	384	254	248	157	223
MBA MTI FT Domestic	39	42	17	23	38
MBA MTI FT International	37	21	25	33	71
MBA MTI FT Total	76	63	42	56	109
MBA MTI PT Domestic	47	35	32	26	37
MBA MTI PT International	5	0	1	1	2
MBA MTI PT Total	53	35	33	27	39
MBA MTI Total	129	98	76	83	148
All Programs Total	513	352	323	240	371

If we combine the domestic and international applications, as evidenced in Table 1.1 above, the Ted Rogers MBA program applications continued to decline, with the exception of a rise in 2018.

TRSM MBA Programs face more competition than other graduate programs at Ryerson University, with eight competitors in close proximity in the Greater Toronto Area, including two internationally ranked MBA programs at the University of Toronto and York University.

Since the inception of the MBA Global program, enrollment targets have been set between 40 and 70 domestic Full-time Equivalents (FTEs). For the 2018-2019 academic year, FTE targets are set for 40. The MBA Global program has not met its targets since 2014.

Table 1.2a: MBA Matriculation – Domestic Full-time Equivalents (FTE)

Program	Target FTE	Total Matriculated FTE
MBA Global		
2014	50	43
2015	70	22
2016	49	16
2017	40	9
2018	40	9
MBA – MTI		
2014	20	23
2015	35	22
2016	30	9
2017	20	9
2018	20	14

Table 1.2b Full-Time and Part-Time Graduate Student Enrolment

Graduate Program enrolment FT (PT)	2014/15	2015/16	2016/17	2017/18	2018/19
MBA Full-time	74	51	45	30	22
MBA Part-time	96	105	77	64	50
MBA MTI Full-time	33	37	24	28	36
MBA MTI Part-time	58	55	46	47	65
Total FT	107	88	69	58	58
Total PT	154	160	123	111	115
Total	261	248	192	169	173
Y/Y Increase		-5%	-25%	-12%	2.4%

TRSM has adopted new approaches to MBA enrolment growth to cope with the fierce competition, including evaluating hybrid models of program delivery and targeting niche markets with specialized, short focused Professional Master's Diplomas (PMDip). Except for primarily minor modifications as a result of Periodic Program Review in 2016, the Ted Rogers MBA programs have not gone through a major redesign in several years. It was deemed important to reexamine what we were doing, especially in light of an increasingly competitive national MBA market (hypercompetitive Toronto market) and TRSM has been experiencing declines in domestic enrollment (see Table 1.2b above). Thus, the main objectives of the redesign are to improve the value of the MBA experience for our students and to be responsive to the needs of other stakeholders, including industry, our alumni and the community at large.

Ted Rogers MBA Course Enrolments

The Ted Rogers MBA is comparable to other MBA programs, which have a similar mix of courses in both the Foundation and Core terms. The Ted Rogers MBA is accelerated in the sense that the terms are back to back and include three or four full terms. This acceleration provided in a one-year program enables students to immerse in the subject matter. In addition, the Integrative Term, in which students complete

a Major Research Paper (MRP) of 40-60 pages, replaces an entire term of electives in programs of comparable length. This enables students to create a customized program and gain subject matter depth on the MRP topic.

Given the multiple course types available to students, an analysis of average course size requires that each type of course be analyzed individually. Core courses have the most consistently high-class enrollment average, which comes as no surprise as MBA students are required to complete these courses. Since the beginning of the program class enrollment in the Core courses fluctuated from a high of 41 to a low of 28. This is due to changes in the total number of new Global MBA students each year and by having part-time students from previous enrollment years complete the Core course at a time which was convenient to them. Courses were offered in both the day and evening, providing flexibility for full and part time students but was not the most economical for course scheduling and limited the interaction of students in full and part time programs.

There's no question that the Ted Rogers MBA is facing some significant challenges, some of which are largely out of TRSM's control when it comes to recruitment, particularly among domestic applicant pool.

Applications from Canadian students were in decline following the economic crisis, and competition for the smaller pool of students challenged MBA schools across the continent. However, the Ted Rogers MBA has struggled to rebound from this set back while other Canadian MBA programs are demonstrating static to minor growth.

TRSM must adopt a new approach to its MBA courses to cope with fierce competition in what has become a mature industry. A more flexible delivery model, accelerated degree options, novel programming, and adopting new technology for program delivery are required.

2.0 Summary of the Proposed Changes and the Rationale in Light of Stated Program Learning Outcomes

The Future Ted Rogers MBA

The Ted Rogers Master of Business Administration (MBA) program is undergoing a comprehensive redesign that allows unprecedented flexibility, personalization and program accessibility for students with differing lifestyles. This redesign of the MBA is an important step in enhancing the accessibility of graduate programming to meet the goals of students in the Greater Toronto Area (GTA) and beyond who want to build their business acumen.

The goal of this proposal is to recommend a revision to the existing Ted Rogers MBA Global program. TRSM will offer Master of Business Administration (MBA) degree, which will provide the necessary education and skills to prepare students to work and perform successfully at all levels of management. To make the most of TRSM's opportunity to reimagine a professional graduate degree in management, this proposal exploits the strengths and reputation of Ryerson University as a center for innovation with intense entrepreneurial activity. Leveraging TRSM's own strengths in areas of global studies and information technology, the program will cover all the functional areas of business and allow students to take elective courses that match their career aims and their personal goals and development, which allows them to further integrate all functional areas and gain the essential overall view of organizational performance. The program will accept both full and part-time students and provides a set of foundation courses for those whose educational background is not in business fields. Various teaching methods and

delivery models will be utilized including an Integrative Case Competition Week feature that is unique to TRSM and MBA programs across the nation.

While the overall orientation of the program is general business management, it also puts sufficient emphasis on leadership, strategy, information technology, business analytics, finance, accounting, ethics, corporate social responsibility and marketing.

The revisions proposed are in response to:

- significant changes that have taken place in the local and global economic and business environments
- Ryerson University policies that mandate Periodic Program Reviews of degree programs
- changing needs of stakeholders looking for a flexible program that allows for mobility from full-time to part-time or vice versa
- fulfilling the requirements and meeting the standards associated with the Association to Advance Collegiate Schools of Business (AACSB) and the Council of Ontario Universities for the maintenance of assurance of learning
- addressing declining MBA program enrolment despite strong reputation and program rankings nationally and internationally
- the current MBA offers less flexibility than our local competitors (competitor programs in TRSM's immediate vicinity offer shorter semesters and advanced standing in their MBA program for Bachelor of Commerce/Business Administration undergraduates)
- the program is smaller than many of TRSM's competitors (with the exception of Lakehead) with minimum enrolment in an Ontario MBA program at 200 headcount and largest enrolment being 1600. The average MBA program enrolment in Ontario is 507.

See Appendix A: Comparator School Data

Guided by the mission and vision of Ryerson University and the Ted Rogers School of Management, a collaborative effort has been used to propose a revised MBA program. The redesign effort was launched by Dean Taras with the hosting of a two-day MBA retreat in March 2019. The attendees were faculty from all generations, some who teach in the MBA and some who don't, and staff with an interest in change, and current MBA students. The overall purpose of the retreat was to engage stakeholders in the process of curriculum reform through various design thinking and planning activities.

Following the retreat, and motivated by a highly competitive market, the Associate Dean, Graduate Programs, assembled an MBA Transformation Committee with wide membership from academic departments and multiple affected administrative units across the School in the spring of 2019. The MBA Transformation Committee met weekly for six weeks to better understand the voices of the program's constituents and collected substantial data.

The Ted Rogers MBA is a degree recognized world-wide, and TRSM must continue to provide the training in core competencies expected by students applying to the MBA program and by employers hiring graduates of the School. Our reimagined MBA seeks to offer maximum flexibility in the curriculum to allow TRSM to develop innovative areas of study that reflect the research expertise of the faculty as well as the needs of a diverse pool of employers in, for example, the non-profit and public sectors as well as areas of traditional graduate demand.

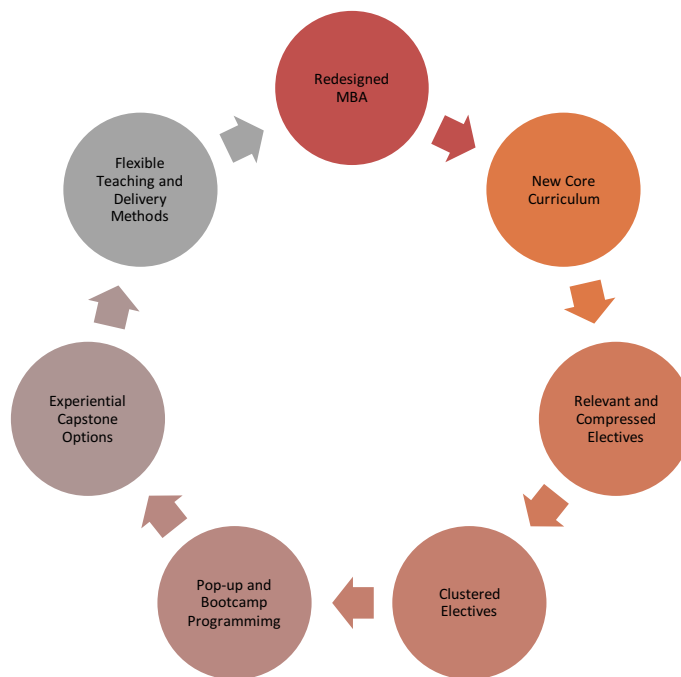
TRSM proposes to eliminate the nomenclature associated with the two existing streams of the Ted Rogers MBA programs (they offer the same degree). The proposed nomenclature is simply, Master of Business Administration. This is consistent with other programs offered under the umbrella of Management education. The program is professional in nature, not focused on research. Given that the revised program is not focused in one specific area of business, the nomenclature related to MBA Global and MBA MTI is no longer reflective of the program's offering. Administratively, we are merging the two programs and the refreshed program will be the Master of Business Administration (MBA).

The Peer Review Team site visit in 2016 identified that use of the name MBA Global is only weakly connected to the curriculum and does not appear on the degree itself.

Major curriculum changes taking affect for the fall 2020 semester will help students intentionally plan a personalized course of study that will translate into success in the real world.

Salient Redesign Features

Responding to the fast-changing needs of our community, students and employers is challenging. TRSM is responding by altering its current MBA curriculum, incorporating new and relevant core and elective course offerings and changing teaching and delivery methods. Keeping up with the rapidly changing requirements of modern businesses can be difficult but it is vital for 21st century MBA programs.



New Core Curriculum

The MBA market is becoming increasingly competitive (hyper-competitive in the GTA), particularly for domestic students. Common University Data Ontario (CUDO) reports indicate that in 2017, full and part-time enrolments in Ontario MBA programs was approximately 8200 students. Of the total enrolments, almost 40% were in MBA programs in the GTA and another 20% within a one-hour commute of TRSM.

Ted Rogers MBA applications and enrolments are declining in general and in the spring of 2019, an MBA Transformation Committee was charged by our new Dean, Daphne Taras, to examine our MBA Program and suggest revisions. The objective of the committee was to provide suggestions for a revised innovative curriculum that provides the students with greater flexibility, while leveraging Ryerson University's experiential learning heritage.

The MBA Transformation Committee utilized the following guiding principles when discussing the proposed new core curriculum:

- core courses must be aligned with learning outcomes as agreed upon by committee members
- core courses should avoid conforming to the traditional 12-week course delivery structure
- neither faculty members nor disciplines have ownership over core course design and delivery
- continuous improvement is emphasized as per AACSB principles and industry demand and faculty/student feedback
- build innovative approaches to curriculum design including modular, flex teaching and hybrid courses
- core courses will reflect an interdisciplinary approach which may result in team teaching and collaborative course development and teaching

The committee initiated discussions surrounding a revised core curriculum by revisiting and revising the proposed learning outcomes for the redesigned MBA program. The committee agreed upon the following broad learning outcomes:

1. Strategic Analysis
2. Communication
3. Critical Thinking
4. Ethics and CSR
5. Critical Self Reflection

Please see Table 5.0: Comparing Current MBA (Global and MTI) and Proposed MBA Learning Outcomes for detailed list of proposed learning outcomes.

The committee gathered and examined data from a number of sources, including MBA market data, competitive benchmarking, current student enrolment and placement data, Advisory Council member feedback, alumni and currently enrolled students. The committee was presented with comparator institution data from 34 MBA programs across Canada along with data from the 2018 Graduate Management Admission Council "*Prospective Student Report*" that outlined what constituted "must haves" in a core MBA curriculum. Members of the MBA Transformation Committee were also encouraged to investigate curriculum structures at comparator institutions globally to augment the analysis.

Findings were compiled and committee members were solicited for any additional suggestions. The committee engaged in two-weeks' worth of deliberation as to what themes were well suited for the proposed MBA redesign. In consideration of our guiding principles, we used an inclusion process to build the core curriculum.

The committee worked in teams to discuss and propose structured themes and topics that might constitute the core curriculum. Upon presentation of the group work, committee members collegially agreed to prioritize the themes via a multiple voting system.

The redesign of the core program offers the opportunity for students to benefit from the programming most highly valued in TRSM's existing MBA Global and MTI programs along with new core programming to better prepare for a future career in business. To facilitate the revision of the core curriculum, some courses were removed from the core curriculum and some existing core courses have been significantly revamped. The revised core includes existing core classes that were redesigned. Expert members of the MBA Transformation Committee were charged with the redesign of the core courses following wider consultation with the academic units as to the objectives of the new curriculum. There are also new core courses including Business Analytics for Managers. Note, that core courses are 1.0 credits with the exception of the Capstone course that has a 3.0 credit value. See Table 2.1 for a comparison of the current and proposed core curriculum. See Appendix B: Core Course Outlines

Table 2.1: Current MBA Core Curriculum and Proposed MBA Core Curriculum

MBA Global	MBA MTI	Proposed MBA
Current Core Courses	Current Core Courses	Core Courses
MB8107 Advanced International Marketing		MBXXXX Managing Customer Value
MB8103 Strategy in International Business Environment	MT8213 Technology and Organization Strategy	MBXXXX Strategy and Disruption in the Marketplace
MB8109 Financial Management	MT8109 Financial Management	MBXXXX Financial Management
MB8106 Managing in a Diverse World	MT8106 Managing in a Diverse World	MBXXXX Leading for Performance and Wellbeing
MB8108 Regulation, Government and Social Responsibility Management	MTB8108 Regulation, Government and Social Responsibility Management	MBXXXX Managing Responsibly
MB8602 Investment and Portfolio Analysis		
MB8600	MT8600	

Research and Communications for Managers	Research and Communications for Managers	
	MT8212 Innovation and Organization Theory	
		MBXXXX Business Analytics for Managers
	MT8216 Global Markets and Tech Trends	MBXXXX Innovation and Technology Management
	MT8601 Research and Communications for Business Plans	
Integrative Week	Integrative Week	Integrative Case Competition Week
MB8901 Major Research Paper/Internship	MT8901 Major Research Paper/Internship	MBXXXX Capstone Project

TRSM will continue to offer a 16-month foundation plus core MBA program, which is popular with students who want the lower "opportunity cost" of lost wages. TRSM has demonstrated that our current model allows us to teach the traditional two-year MBA in a shorter time by making the courses more intensive and by eliminating the typical four-month summer break. TRSM's major competitors in the MBA market (Rotman and Schulich) have both signaled that they intend to continue with the two-year MBA model. The TRSM 12-month accelerated MBA program offers an opportunity for differentiation.

In 2018, the Graduate Management Admission Council (GMAC) surveyed 9,471 (500 Canadian respondents) individuals who registered for the Graduate Management Admission Test (GMAT) to determine demand for various MBA and business master's program categories, including full-time MBA, professional MBA, executive MBA, generalist business master's, and specialized business master's

programs. The “*Prospective Students Survey*” presents the findings associated with candidate preferences for program types, structure, and curriculum.⁶

Results from the study suggests that prospective students seek a varied curriculum in the classroom, and opportunities to grow their experience outside the classroom. Prospective students on average selected eight curricular areas as “must-haves” in their ideal MBA program. Respondents pursuing both one-year and two-year MBA programs had similar responses, frequently identifying strategy, leadership/change management, entrepreneurship/innovation, general management, finance, consulting, global business and data analytics as core to any MBA curriculum.⁷

The redesigned core curriculum has been streamlined along seven broad disciplinary tracks including: Strategy, Leadership, Finance, Innovation and Technology Management, Business Analytics, Ethics and CSR and Marketing. The redesigned core program will teach the very latest in theoretical and applied knowledge by integrating an innovative curriculum with new teaching methods.

Additionally, spanning disciplines is the redesigned Integrative Case Competition program that will serve as an integrative required program element to develop students’ managerial decision making and leadership capabilities through integrated case teaching methods and client presentations. This intensive and modular experiential learning activity, features the study of a business case and requires students to manage teams, create solutions to business problems, conduct interdisciplinary research and refine their written and oral communication skills. Students will also develop critical reflection and self-confidence through competitive case presentations.

The redesigned and highly valued Integrative Case Competition remains a required but non-credit element of the Ted Rogers MBA. TRSM’s MBA recognizes the importance of being able to think cross-functionally and that students would therefore benefit from stronger integration of coursework. This would enhance a student’s ability to solve problems spanning multiple functions in organizations.

The Integrated Case Competition will be offered in a flex teaching format. Students will be given a written case in and a live case from a partner company. Working with faculty and corporate mentors, teams will produce an oral presentation for corporate judges and a consulting report. The themes will be future-focused, combining state-of-the-art technologies with human resources implications. Part-time students will be accommodated through the use of Integrative Case Competition weekends (Friday evening and full day sessions on Saturday and Sunday).

A focus on essential business practices also means we have incorporated a new selection of varied topics including business analytics, strategy and information management and technology. Core program learning will be put to the test during capstone projects providing hands-on work experience.

Further experiential opportunities will be made available during regular industry hosted sessions. TRSM will continue to tap into its large network of companies with which it works, with working executives giving a presentation and making project recommendations.

⁶ <https://www.gmac.com/-/media/files/gmac/research/prospective-student-data/2018-mbacom-prospective-students-survey-mba-and-business-masters-demand-may-2018.pdf>

⁷ <https://www.gmac.com/-/media/files/gmac/research/prospective-student-data/2018-mbacom-prospective-students-survey-mba-and-business-masters-demand-may-2018.pdf>

By maintaining the existing seven required core courses, we are confident that both breadth and depth of student knowledge is maintained. Students will also have three credits of electives, where they can always choose to pursue greater depth if it is desired.

The core curriculum is carefully planned to cover all the business fundamentals, while expanding the students' understanding of complex decisions at an organizational level.

Relevant and Compressed Electives

Through the redesigned core curriculum, students will be immersed in seven courses that will combine critical business skills and knowledge to develop a well-rounded understanding of organizational issues. In addition to the core, students have the opportunity to customize their MBA degree with elective courses to complete a comprehensive degree with general electives, or to complete a selection of electives within a clustered theme.

The current Ted Rogers MBA specializations and elective offerings have proliferated over many years. Course offerings and specializations were created without much input from TRSM stakeholders and primarily driven by perceived industry trend and faculty interests.

As stated previously, one of the guiding principles of the redesign was to avoid conforming to the traditional 12-week course delivery structure. With a large population of part-time students, MBA program participants often struggle with finances, long commute times to TRSM and are challenged by family and work obligations. Taking these challenges into consideration, the MBA Transformation Committee was encouraged to think about how to design and deliver a MBA program that offered a more flexible delivery model. The idea is to help students focus on a singular class by offering it in a shortened six-week format. The rationale for compressed electives include:

- student engagement can be augmented through exclusive attention on the subject matter
- students interact with one another as well as with the instructor on a continuous basis
- provide students with greater flexibility should they choose to incorporate international exchange or experiential learning opportunities into their programming
- students are able to balance family and work obligations over shorter periods of time
- allows for short-term opportunities for faculty exchange and visiting professors to TRSM without taking extended leaves

The program will offer a more compressed set of elective courses combining strengths of TRSM as well as evolving needs of industry. The electives will be offered over six weeks, comprise 18 contact hours and be valued at .5 credit. The electives curriculum is ideally where the core skills and methods become focused on specific management issues.

Current MBA Specializations include:

- Human Resources Management
- International Business
- Marketing
- Real Estate
- Information Systems Management
- Media Management

- Data Analytics
- Entrepreneurship
- Data Security and Privacy
- Sport Business

The continuation of offering specializations to prospective students, which the program is unable to accommodate, will and has, resulted in dissatisfied students. Several student comments solicited in a recent survey suggest that many of our alumni found the cancelling of elective offerings to be disruptive to their academic planning and created course schedules that were not well suited to their work and personal lifestyles. See Appendix C: Elective Course Survey Results

Existing and popular electives were considered for redesign and an invitation to TRSM faculty encouraged consideration of redesign and the proposal of new electives. Considering the extensive range of electives offered and proposed, it was not surprising that narrowing down the electives to a more compressed offering was challenging. To assist and inform decision making, an online survey was conducted to evaluate the various electives offered and proposed. A total of 242 respondents including current MBA students, alumni, and TRSM Advisory Council members completed the survey. The survey was developed using the Qualtrics platform and a link to survey was emailed to stakeholders. We also solicited feedback from a Qualtrics panel (268 responses) which was identified as potential target segment for the MBA program. Feedback received from the surveys was used toward on-going improvement in the quality of course design and selection of electives to be offered.

Survey results have been organized in terms of “most relevant” electives, “least relevant” electives and clustered themes of electives. See Appendix C for full survey responses.

In summary, the survey revealed, that regardless of stakeholder group, there is a high degree of similarity in the selection of electives.

Table 2.2: Electives Considered as Most Relevant in Qualtrics Survey

1. Integrating AI: Business Process Management Perspective	14. Professional Sales
2. Negotiation and Conflict Management	15. Social Media Analytics
3. Predictive Analytics for MBAs	16. Becoming Entrepreneurial
4. Dynamic Decision Making and Problem Solving	17. Talent Management
5. Organizational Decision Making	18. Investment and Portfolio Management
6. Fundamentals of Data Science for Management	19. Funding Your Start-up
7. Acquiring Consulting Skills & Processes	20. Understanding Consultants & Consulting
8. Project Management	21. Strategic HRM
9. Brand Management	22. Sourcing Digital Services
10. Cases in Corporate Finance	23. Causality and Causal Inference Methods
11. Data Science for MBAs	24. Personal Finance
12. Disruptive Digital Transformation	25. Mental Health and Wellbeing in the Workplace
13. International Finance	

Table 2.3: Electives Considered as Least Relevant in Qualtrics Survey

1. Scaling Production	7. Sport Media & Marketing Business Strategy
2. Pop-up Topics in Management	8. Luxury Management
3. Global Issues	9. Sport Media & Marketing Management
4. Making a Prototype	10. Sport Media & Marketing Management Analytics
5. Real Estate Market Analysis for MBAs	11. Financial Management and Analysis for Sport Media & Marketing
6. Digital Transformation of the Health System	

A student may elect to broaden their knowledge and skills by taking electives from different functional areas or may elect to concentrate all of his/her electives in a cluster to gain depth in that area. Students will have three credits of electives from a pre-approved list of 28 courses. The students would continue to receive additional co-curricular skills training in Career Management, as well other skills (these skills components do not involve academic credit). In addition to the 25 courses listed in Table 2.2 above, the recent launch of the Ted Rogers MBA Sport Business initiative necessitated the inclusion of additional elective offerings in sport business that were not identified by survey respondents as “most relevant” in the Qualtrics survey. The sport business initiative is a niche set of electives that will provide students with greater insight into sport marketing, strategy, financial management and business analytics, and better equip them with the skills most sought by industry, with the intent to work closely with Toronto’s leading commercial sport organizations and companies.

Additionally, the inclusion of “Pop-up” Topics in Management” is intended to complement the list of courses in Table 2.2 in which the subject matter or content may vary across terms. Pop-up Topics in Management will be used on a temporary basis to address specific issues within a field of study that do not currently exist as approved courses. Such courses will be used to evaluate demand for new courses or areas of study. These courses will not be included as required courses for the MBA degree program, but can be used as program electives. Pop-up topic courses will not be used to repeatedly offer the same content within sections over multiple terms as a means to avoid proposing a dedicated course through the approval process. As a result, there are 28 electives to choose from.

At the discretion of the MBA Program Director, and with permission of the home department, students may take graduate level course electives from programs within the Ryerson University community. This will allow students with specialized areas of interest to achieve greater depth of knowledge in a particular subject area. For example, Environmental Sustainability and Media Production may be of interest to students. TRSM will work with program departments to identify opportunities for collaboration in this regard in the future.

Additionally, a Directed Reading course will be created when an individual student wishes to specialize in a topic not currently offered as an elective in a given academic year. In this instance, the student and faculty member will create the learning goals, deliverables, resources, timeline, and mechanism for feedback. These courses will not appear on the timetable.

A Directed Readings course is an opportunity for students to work individually with a faculty member and to earn credit for individually designed content. The instructor of a Directed Reading course and the student will have a written agreement in place that specifies the student's responsibilities for the course but does not require a syllabus. When a Directed Reading course is taken, early interaction with the assigned faculty member will be essential in the development of a mutually acceptable course description. At a minimum, such a description will contain an outline of the study topic, specification of the work to be done and the materials to be read, the credit to be given, the type and frequency of faculty-student contact, and a statement of the evaluative criteria to be used by the faculty member.

Only faculty holding a graduate appointment may direct such a course, and they must hold a faculty appointment in TRSM. In general, both the student and instructor should be on campus and the frequency of their meeting will be consistent with other courses.

By changing both delivery methods and curricular content, the redesigned MBA elective curriculum will allow more flexibility when it comes to course selection, and a more compressed set of course offerings from clustered fields of study.

Clustered Electives:

Beyond the traditional choices of full-time and part-time MBA programs, prospective students now choose from an expanded portfolio of more specialized program options, including programs offered in a variety of different formats and delivery methods. This expansion has increased prospective student choice, and simultaneously intensified competition between programs to attract students.

In a 2018, Graduate Management Admission Council Report (GMAC), prospective students on average selected eight curricular areas as "must haves" in their ideal MBA program and include:

- Strategy
- Leadership
- Innovation/Entrepreneurship
- Data Analytics
- Finance
- General Management
- Project Management
- Consulting⁸

Another notable shift in candidate consideration of graduate management programming has occurred among business master's program types. Consideration of the traditional business master's program types—including Master of Accounting, Master of Finance, and Master in Management—has remained stable or declined. Consideration of new and emerging program types—such as Master of Data Analytics, Master of Business Information Technology, and Master of Entrepreneurship—has increased.⁹

Informed by Qualtrics survey data and reports such as that produced by GMAC, the MBA Transformation Committee strategically and thoughtfully reviewed each existing and proposed elective

⁸ <https://www.gmac.com/-/media/files/gmac/research/prospective-student-data/2018-mbacom-prospective-students-survey-mba-and-business-masters-demand-may-2018.pdf>

⁹ <https://www.gmac.com/-/media/files/gmac/research/prospective-student-data/2018-mbacom-prospective-students-survey-mba-and-business-masters-demand-may-2018.pdf>

courses aiming to align with changing best practices and industry and employer standards. The proposed elective offering and clustered themes are current on educational trends and best practices. The redesigned and modern elective curriculum will evolve alongside student needs, best practices, and industry standards through regular update to ensure relevance in a rapidly changing workplace.

An elective cluster is a set of elective courses that will prepare MBA students for work in a particular focus area. Pursuing a cluster is not a requirement of the degree, and they do not receive any special mention on the student's diploma or transcript. Clusters are simply suggestions for students who have an interest in some focus area and are interested in expanding on application obtained through the program core. Clusters and their related electives are presented in Table 2.4 below.

Table 2.4: Clusters of Electives Considered as Most Relevant in Qualtrics Survey

Clustered Theme	Proposed Electives
Consulting	Acquiring Consulting Skills & Processes Understanding Consultants & Consulting
Data Analytics	Causality and Causal Inference Methods Data Science for MBAs Fundamentals of Data Science for Management Predictive Analytics for MBAs Social Media Analytics
Digital Enterprise	Disruptive Digital Transformation Integrating AI: Business Process Management Perspective Sourcing Digital Services
Entrepreneurship	Starting Your Startup Developing Your Startup
Finance	Cases in Corporate Finance International Finance Investment and Portfolio Management Personal Finance
Human Resources	Dynamic Decision Making and Problem Solving Mental Health and Wellbeing in the Workplace Negotiation and Conflict Management Organizational Decision Making Strategic HRM Talent Management
Other Specialized Electives	Brand Management Professional Sales Project Management Pop-up Topics in Management
Sport Business	Sport Business Strategy Sport Business Marketing

Pop-up and Bootcamp Programming

Pop-up topic Electives: The redesigned Ted Rogers MBA curriculum will feature short courses on topics of current interest in management. Known as Pop-up topic courses, these classes are generally speaking, compressed curricular sessions that offer students an opportunity to engage in new material, or activities not typically covered in the traditional curriculum. These dynamic, short-term, for credit classes (just 18 contact hours in duration) bring students and faculty together to explore new ideas and different approaches to the critical issues of our time. The format can vary greatly in pop-ups, and that is one of their strengths. Pop-up topic classes can be one-time-only offerings that are meant to test out the viability of a particular topic, pedagogy or a collaborative partnership. Alternatively, they may be regularly offered subject to student interest and enrolment. Our aim is to offer a special topics course on a pop-up basis once a semester.

The notion of “pop-ups” has shown up in the retail space and the food industry. Designers, artists, and chefs invest their time and energy into a temporary space to create something that is recognizable to the brand, but that tests out new ideas. Once they are finished, they close up shop.

The MBA transformation Committee views pop-up programming as a creative response to students’ needs and interests. The proposed new pop-up topic courses are an attempt to signal to prospective students that TRSM is committed to more relevant and innovative programming.

Bootcamp Workshops: In an ever-changing marketplace, the skills that students need to land a job might not be what they needed a year ago. TRSM’s Business Career Hub (BCH) hosts a constantly evolving series of bootcamps to teach students the technical skills they need to succeed. Bootcamp offerings provide students with experiential learning enrichment enabling implementation of theories and concepts.

The bootcamps emerged from consultations between TRSM’s Business Career Hub (BCH) and potential employers, who identify technical skills that aren’t necessarily covered in the curriculum. Employer needs change quickly, and the skillsets they want right now might not be the ones they want six months, nine months, two years from now.

Recognizing the need for bespoke, just-in-time professional training, the MBA program will collaborate with BCH on developing MBA specific workshops. Bootcamps have grown into a suite of offerings, covering everything from PowerPoint and professional communications, to Argus certification for commercial real estate and Bloomberg for capital markets.

Bootcamp workshops are non-credit bearing offerings and offered in a one-week intensive format. Participation in Bootcamps is not required and participation is voluntary. Bootcamps participation is not reflected on the student transcript. Bootcamps are free to current TRSM students and TRSM Alumni. Proposed bootcamps include one-week sessions in Product Management, Cybersecurity and Consulting Skills.

In the last year, over 2,000 TRSM students have participated in 85 workshops.

Experiential Capstone Options

Currently, during their final semester, all Ted Rogers MBA students focus on the application of theory into practice and conduct real-world analysis of a particular organizational issue, market, or management challenge by completing a major research paper or business plan. The MRP is an individually written major research paper (MRP), under the supervision of a faculty advisor and a second reader (the MRP Supervisory Committee). This project served to ensure all Ted Rogers MBA graduates

are equipped with the critical analytical and writing skills required in the business world. Alternatively, students could opt to complete a Business Plan that is supervised by faculty with entrepreneurial and business plan expertise. Students are expected to have an interest in starting a business.

Additionally, full-time students are currently required to complete one of the three options outlined below (part-time students' current full-time employment meets the internship requirement):

- Internship Experience: enables students to demonstrate the practical and theoretical knowledge they have acquired in the MBA program and explore their own specialized interests.
- International Student Exchange: Students complete two credit courses while studying abroad. Students have studied in Copenhagen Denmark, Calcutta India, Linz Austria, China and Israel.
- Language and Cultural Training Experience: provides students the opportunity to improve existing fluency or develop fluency in a second language. Students take a minimum of two credits and conduct research in the second language for their MRP or business plan.

The current Major Research Paper (MRP), a is a key differentiator of the program, but such papers are better associated with research based graduate programs as opposed to a professional course based graduate degree valued by working professionals. We have the capabilities to successfully deliver a differentiated Capstone experience.

In the redesigned MBA, a Capstone experience will still be a required and credit bearing element of the program, however, the MRP requirement will be replaced with students having options to undertake one of a major consulting project with an industry partner, an entrepreneurial experience or an international or Canadian experience with fieldwork. This capstone experience provides MBA students with experiential learning and integration of knowledge. The rationale is to integrate the learning obtained in core courses in real-world projects and simulations.

Non-credit experiences previously available will no longer be a required element of the redesigned MBA, however, the MBA Careers unit at TRSM will continue to provide dedicated help to students looking to develop their career management skills and explore career paths that enable them to ultimately achieve their career goals. Innovative programs, workshops and speaker series coupled with an integrated learning approach prepare our students and give them the skills to make an impact in their careers throughout their lifetime. At the same time, MBA Careers will work closely with alumni and employers to create partnerships that allow employers to connect with students and connect with employment opportunities.

One of the guiding principles of TRSM is for students to become valuable resources and active participants in their community. The Capstone options in the redesigned MBA provides that opportunity. The Capstone course is intended to be the final piece of the students' graduate studies with the objective to integrate concepts learned throughout the MBA program.

Flexible Teaching and Delivery Methods

Changes to the delivery format will now be more flexible. The combination of online, modular and hybrid lectures and live online sessions affords students, including working professionals, the ability to more seamlessly juggle work, family and school responsibilities through a mixture of synchronous and asynchronous classes. Shifting to a new model of delivery will allow students with different learning

styles the ability to shape the courses to their own mode of learning, promoting a successful experience for each student. Greater flexibility in delivery of courses will span all course types across the MBA i.e. foundation, core, electives and capstone. However, delivery of a compressed course format of six weeks and 18 contact hours will be restricted to elective course work.

- modular course structure, enabling flexibility in adapting to the shifting and diverse demands of managers over time and within distinct industries
- case study activities incorporated into courses and TRSM's unique Integrative Case Competition offering, enabling the incorporation of current issues in Management
- innovative consulting project and entrepreneurial opportunities for students and faculty, enabling tighter integration between theory and practice.

The modular, online and hybrid MBA course offering would cater to a segment that values mobility, convenience, and believes that the flexible program fit their learning styles and life circumstances better than existing program.

As a pilot initiative, TRSM is experimenting with its first modular course offering in the Ted Rogers MBA in fall 2019; Managing in a Diverse World (MB/MT8106). The course runs over one Friday & Saturday each month throughout the term (three weekends) for a total of six full class days (9:00 a.m. – 12:00 p.m. and 1:00 p.m. – 4:00 p.m.).

This executive-style learning environment and schedule is designed for working professionals who want to accelerate their academics while still being able to balance their work and family life with a full and/or part-time academic course load. This modular format course has a high enrollment of 110 students.

This course incorporates the following teaching/learning methods:

- case analysis and discussion
- team assignments
- videos and simulations
- field work
- written assignments and oral presentations to faculty and industry panels
- integrative case analysis

Students have ongoing opportunities for active learning in classes and in study groups. Frequent and substantive interaction will occur between professor and students as well as between students. This course develops competencies in managing a global workforce. Students will assess their own managerial and leadership competencies and develop a personal plan for skill development.

The Ted Rogers MBA will continue to explore how it integrates this format into its newly designed program for both full and part time students.

Because of the sense of urgency, TRSM is proposing changes to the existing MBA program that will attract the attention of both potential students and employers. The proposed program will launch in September 2020.

3.0 Curriculum Structure

Traditionally, the Ted Rogers MBA programs require students to complete coursework through in-person lectures held on campus. The program is best suited candidates looking to increase their hiring capacity, expand their networks, gain the advanced education needed for increasing levels of responsibility, and/or those looking to take advantage of a program requiring only one additional year of schooling.

Generally speaking, MBA candidates have the ability to attend the program, on-campus, with fixed schedules, however, the range of MBA candidates at TRSM is much broader, and now includes many people who are only available on a part-time basis as they continue to participate in the workforce. Such candidates are looking for MBA programs that delve into more advanced topics, and specifically geared toward growing their career into leadership and/or management. Because of age, employment, or other life responsibilities, going back to school full-time on a campus may be impossible for some prospective MBA students.

The redesigned Ted Rogers MBA programs will be built around accessibility for a diverse student base. There are various options available, including programs that are online, some that are entirely on campus, modular in nature or hybrid programs that are a mixture of both.

In general, there are three routes a prospective student can take when pursuing the Ted Rogers MBA: a full-time accelerated path (5 courses per semester), standard full-time path (3 courses per semester), and part-time path (1-2 courses per semester).

The full-time accelerated and full-time standard program is a more immersive experience that allows students to step back and focus on their personal and professional development through the academic content, career support, and wider opportunities for experiential learning and networking.

In general, part-time students remain with their employers and the program provides the flexibility some students need to fulfill other commitments and responsibilities.

Flexible programming can also serve driven students who wish to accelerate learning and complete a program in months instead of years. Our redesigned MBA program may include longer class periods, simultaneous online and on-campus courses, and/or modular weekend sessions.

In addition to taking classes, the flexible programming being proposed will still allow students to interact in real-time with an instructor, fellow students and industry leaders, thereby incorporating the important social/networking aspects of MBA education.

Table 3.0: Comparison between Current MBA (Global and MTI) Program and Proposed MBA Program

2017-2018	2018-2019	2019-2020	2020-2021
Core (7 Required)	Core (7 Required)	Core (7 Required)	Core (7 Required)
MB8106: Managing in a Diverse World	MB8106: Managing in a Diverse World	MB8106: Managing in a Diverse World (F19)	MBXXXX: Leadership for Performance and Wellbeing 1.0 Credit
MB8108: Regulation, Government and Social Responsibility Management	MB8108: Regulation, Government and Social Responsibility Management	MB8108: Regulation, Government and Social Responsibility Management (F19/SS20)	MBXXXX: Managing Responsibly 1.0 Credit *Anti-requisite MB/MT8108
MB8109: Financial Management	MB8109: Financial Management	MB8109: Financial Management (F19)	MBXXXX: Financial Management 1.0 Credit
MB8602: Investments and Portfolio Analysis	MB8602: Investments and Portfolio Analysis	MB8602: Investments and Portfolio Analysis (W20)	
MB8103: Strategy in an International Business Environment	MB8103: Strategy in an International Business Environment	MB8103: Strategy in an International Business Environment (F19)	MBXXXX: Strategy in a Disruptive Marketplace 1.0 Credit *Anti-requisite MB8103 or MT8213
MB8107 Advanced International Marketing	MB8107 Advanced International Marketing	MB8107 Advanced International Marketing (F19)	MBXXXX: Managing Customer Value 1.0 Credit

			<p>MBXXXX: Innovation and Technology Management</p> <p>1.0 Credit *Anti-requisite MT8216 or MT8212</p>
			<p>MBXXXX: Business Analytics for Managers</p> <p>1.0 Credit</p>
MB8600: Research & Communication for Today's Managers	MB8600: Research & Communication for Today's Managers	MB8600: Research & Communication for Today's Managers (W20)	
	MT8601: Research and Communication for Today's Managers	MT8601: Research and Communication, Business Plans	
Electives (3 Required) from Specialization or Electives List	Electives (3 Required) from Specialization or Electives List	Electives (3 Required) from Specialization or Electives List	<p>Electives (3 Full Credits Required) from Electives List</p> <p>Each elective is 0.5 credit</p> <p>Note: Students may register for a directed reading course under the supervision of a faculty member. Generally students pursue directed readings on a special topic of interest for which there is no timetabled course in the curriculum.</p>

	<p>MT8220: Advanced Project Management (W20)</p> <p>MB8711: Negotiation and Conflict (F19/W20)</p> <p>MT8313: Social Media Analytics (W20)</p> <p>MB8502: Retail and Commercial Development (W20)</p> <p>MT8312: Business Analytics for Managers (W20/SS20)</p> <p>MT8809 Venture Financing and Planning (W20)</p> <p>MT8810 Product Development, Commercialization (W20)</p> <p>MT8416 Sport Media & Marketing Management (W20)</p> <p>MT8808 Consulting Skills (W20)</p> <p>MB8402 Brand Management (W20/SS20)</p> <p>MT8327 Data Visualization (F19)</p>	<p>MBXXXX: Integrating AI: Business Process Management Perspective</p> <p>MBXXXX: Negotiation and Conflict Management</p> <p>MBXXXX: Predictive Analytics for MBAs</p> <p>MBXXXX: Dynamic Decision Making and Problem Solving</p> <p>MBXXXX: Organizational Decision Making</p> <p>MBXXXX: Fundamentals of Data Science for Management</p> <p>MBXXXX: Acquiring Consulting Skills & Processes</p> <p>MBXXXX: Project Management</p> <p>MBXXXX: Brand Management</p> <p>MBXXXX: Cases in Corporate Finance</p> <p>MBXXXX: Data Science for MBAs</p>
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		MBXXXX: Disruptive Digital Transformation
		MBXXXX: International Finance
		MBXXXX: Professional Sales
		MBXXXX: Social Media Analytics
		MBXXXX: Developing Your Startup
		MBXXXX: Talent Management
		MBXXXX: Investment and Portfolio Management
		MBXXXX: Starting Your Start-up
		MBXXXX: Understanding Consultants & Consulting
		MBXXXX: Strategic HRM
		MBXXXX: Sourcing Digital Services
		MBXXXX: Causality and Causal Inference Methods
		MBXXXX: Personal Finance

			<p>MBXXXX: Mental Health and Wellbeing in the Workplace</p> <p>MBXXXX: Sport Business Strategy</p> <p>MBXXXX: Sport Business Marketing</p> <p>MBXXXX Pop-up Topics in Management</p> <p>MBXXXX: Directed Reading</p>
Major Research Paper Course (1 Required)	Major Research Paper Course (1 Required)	Major Research Paper Course (1 Required)	
MB8901 MT8902 (only for Business Plans)	MB8901 MT8902 (only for Business Plans)	MB8901 (F19/W20/SS19) MT8902 (only for Business Plans) (SS20)	<p>Choose one from</p> <p>MBXXX1: Capstone Project - Consulting</p> <p>MBXXX2: Entrepreneurial</p> <p>MBXXX3: International or Canadian Experience</p> <p>3 credits</p>

See Calendar Copy in Appendix I

The primary areas of differentiation between a traditional MBA program and a flexible MBA program has to do with a program's structure rather than its curriculum. Traditional MBA programs are designed to be completed in two years of full-time enrollment by students who are available to attend campus-based classes during the workday. Students in a traditional MBA program may have the option of taking some evening or weekend classes, but in general these programs are meant for students who are not working full time and who are able to commit to being on campus for classes on weekdays during normal business hours.

The flexible MBA will be designed to accommodate non-traditional students who have full-time jobs, family commitments, and other demands on their time that preclude attending regularly scheduled classes during typical school hours. The proposed program will utilize distance-learning technologies allowing students to access lectures and complete other course activities and assignments at any time of the day. Some online coursework may be delivered synchronously, which requires students to be logged on to Ryerson University's course management system (D2L) at designated times.

The other structural component that distinguishes the proposed MBA program from a traditional MBA program concerns the number of credits or classes a student is expected to complete per semester. The traditional Ted Rogers MBA often means taking courses over three semesters. The flexible MBA programs will be designed to accommodate the growing part-time enrolment, which allows students to take two or three courses per semester, and self-pacing will be a feature of the program. It is also proposed that elective courses will be offered in shorter, six-week sessions throughout the year, in accordance with YSGS course related dates for two 6-week sessions.

For example, working professionals taking three courses in the first fall semester will take one modular course (leadership), one traditional three-hour, one night per week course (financial management) and one hybrid course (strategy).

Table 3.1 provides an overview of how courses may be sequenced. The course sequence is subject to change based upon enrolment and operational demands.

Table 3.1: Overview of the flexible Ted Rogers MBA					
Full Time Accelerated (5 Courses/Semester)					
Fall 1	Winter 1	Spring/Summer 1			
Strategy in a Disruptive Marketplace	Innovation and Technology Management	Capstone			
Leading for Performance and Wellbeing	Financial Management				
Business Analytics for Managers	Managing Responsibly				
Managing Customer Value	Electives 4X0.5=2.0				
Electives 2X0.5= 1.0					
Part Time (2 Courses/Semester)					
Fall 1	Winter 1	Spring/Summer 1	Fall 2	Winter 2	Spring/Su mmer 2
			Business Analytics for Managers	Electives 2X0.5=1.0	Capstone
Strategy in a Disruptive Marketplace	Innovation and Technology Management	Electives 4X0.5=2	Managing Customer Value	Managing Responsibly	
Leading for Performance and Wellbeing	Financial Management				
Standard Full Time (3 Courses/Semester)*					
Fall 1	Winter 1	Spring/Summer 1	Fall 2		
Strategy in a Disruptive Marketplace	Innovation and Technology Management	Capstone	Managing Consumer Value*		
Business Analytics for Managers	Financial Management	Electives 1X0.5= 0.5 (Spring)	Electives 4X0.5=2.0		
Leading for Performance and Wellbeing	Managing Responsibly	Electives 1X0.5=0.5 (Summer)			

4.0 Program Admission Requirements

TRSM seeks to create a vibrant and diverse academic environment. To ensure that our student body represents the fullest possible range of social, economic, ethnic and cultural perspectives, the Admissions Committee will consider many factors.

- The general admission requirements for the MBA are listed below. Meeting the minimum admission requirements does not guarantee admission. A holistic approach is taken during the application review process and all components of the application are thoroughly reviewed. The Ted Rogers MBA Admissions Committee reviews every application on an individual basis. All admission requirements are considered, with emphasis on strong academic credentials, work experience and leadership potential. The Ted Rogers MBA considers non-traditional candidates for the MBA program.

The review process will also suggest possible preparatory/foundation and other requisite courses that the student may need to take to satisfy all demands of the program. Applicants who do not meet the normal course requirements for admission will be required to complete foundational level courses in addition to the normal program requirements.

- Four-year bachelor's degree from a recognized institution.*
 - Business bachelor's degrees: Bachelor of Business Administration (BBA), Bachelor of Commerce (BComm) or equivalent business degree exempts applicants from foundation courses.
 - Other bachelor's Degrees: Foundation courses will be required; exemptions are based on courses taken during an undergraduate degree.
- GPA requirement: Overall average of 3.0/4.33 (B) or higher in the final two years of university study, including post-graduate university programs.
- GMAT required or GRE in the place of the GMAT**.
- Applicants must demonstrate English language proficiency to the level required for success in the program of study. Please refer to Ryerson University Policy 163 Section 5.9.
- Applicants must demonstrate English language proficiency to the level required for success in the program of study. Please refer to Ryerson University Policy 163 Section 5.9.
- Work Experience: A comprehensive resume outlining a minimum of two years full-time professional work experience. Applicants with degrees from outside of Canada and less than two years North American work experience will be required to complete bootcamps/workshops to gain knowledge of Canadian business context and practices.
- Co-op/Internship Work Experience: To be considered as part of the 2-year work experience for admission purpose, applicants should submit a comprehensive resume outlining the work experience
- References: Contact information for two references must be provided, one reference should be from a former instructor at the post-secondary level, and the other from a current or recent employer.
- Statement of Interest: Approximately 500 words outlining reasons for graduate study
- Interview: After the submission of application, applicants will be contacted to complete an online video interview.

* Copies of unofficial transcripts must be provided with your online application. Upon receiving an offer of admission, applicants must submit official transcripts from all post-secondary institutions.

** Waiver of the GMAT and/or GRE may be considered for applicants who meet at least one of the following conditions:

- Possesses considerable significant and progressive work experience
- Holds a master's degree from a recognized institution, with a cumulative GPA of 3.0, and holds a professional certification (e.g., CPA, CFA, CHRM) and a minimum of 5 years of professional work experience.
- Individuals with disabilities who were not able to receive necessary testing accommodations.
- Individuals with life experiences that may be assessed on case by case basis.

Consideration of a waiver is at the discretion of the Program Director and only if the applicant can provide sufficient evidence of academic ability. Satisfying any of the above criteria does not constitute an automatic waiver and is determined in joint consideration with the rest of the applicants' submission.

5.0 Graduate Degree Level Expectations (GDLEs) and Program Learning Outcomes

The Council of Ontario Universities has established a framework of Graduate Degree Level Expectations (GDLE) that specify what students should know, and be able to do, after successfully completing graduate degree programs. The GDLEs for master level degrees are represented by the following six categories:

1. Depth and breadth of knowledge
2. Research and scholarship
3. Level of application of knowledge
4. Awareness of limits of knowledge
5. Level of communications skills
6. Professional capacity/autonomy

The revitalized MBA will prepare its graduates for careers in industry and is designed to provide all students) with strong training in the Management discipline. This major program revision contains a major change and is related to the revision of graduate learning outcomes for the MBA program. This change is in part, in response to the Periodic Program Review (PPR) that took place in 2016 and in part, a response to our ongoing obligation for evolving our Assurance of Learning (AoL) practices for AACSB accreditation purposes.

TRSM's AoL processes have made significant strides in tracking continuous improvement and our process has in fact generated valuable insight into the existing gaps in student learning and it has stimulated productive conversations on curriculum review and redesign.

Revised MBA Learning Outcomes were needed to address the proposed curricular changes and suggested changes to curricular delivery methods. Learning outcomes may only be linked to program

requirements that all MBA student fulfill (e.g., not any elective courses, directed studies, etc. although many electives will contribute to these learning outcomes).

Table 5.0: Comparing Current MBA (Global and MTI) and Proposed MBA Learning Outcomes

Current MBA Learning Outcomes	Proposed Learning Outcomes
<p>Strategic Analysis:</p> <ul style="list-style-type: none"> • Demonstrate a strong understanding of the key theories and analytical tools of management • Identify key financial ratios, calculate NPV and do break-even analysis. 	<p>LO1 - Strategic Decision making/Problem Solving:</p> <p>LO1.a - Analyze and synthesize information across disciplines/functions in order to evaluate business opportunities and make sound business decisions</p> <p>LO1.b- Apply appropriate management theories and statistical tools to analyze business conditions</p> <p>LO1.c - Evaluate business environment and opportunities and devise strategies for responding effectively to problems, threats, and opportunities</p> <p>LO1.d - Assess and select information from a range of sources appropriate to the scope and discipline of the business question to develop a persuasive and coherent analysis or synthesis of information.</p>
<p>Communication:</p> <ul style="list-style-type: none"> • Graduates will be able to gather information and communicate effectively in a variety of circumstances 	<p>LO2 - Communication:</p> <p>LO2.a - Articulate complex ideas, issues and arguments clearly and effectively in both oral and written formats in a manner that is accessible and appropriate to a variety of audiences</p> <p>LO2.b - Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis</p>
<p>Critical Thinking:</p> <ul style="list-style-type: none"> • Graduates will be able to integrate and apply relevant management theories independently to complex real world problems. 	<p>LO3 - Entrepreneurial/Innovative Thinking:</p> <p>LO3.a - Incorporate previous learning to build new insights and apply knowledge and skills to demonstrate comprehension and performance in novel situations</p>

	<p>LO3.b - Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences</p> <p>LO3.c - Incorporate alternate, divergent, or contradictory perspectives or ideas in an exploratory way</p> <p>LO3.d - Evaluate risk in business scenarios by questioning underlying assumptions and emerging patterns, brainstorming solutions, and investigating factors that can lead to, or have led to success, to incorporate those factors innovatively into future decisions</p>
<p>HR/Diversity:</p> <ul style="list-style-type: none"> • Graduates will be able to understand diversity as part of the management process 	
<p>Ethics:</p> <ul style="list-style-type: none"> • Graduates will be able to identify ethical dilemmas in management contexts and evaluate assumptions and implications of different ethical perspectives. 	<p>LO4 - Ethical Reasoning:</p> <p>LO4.a - Demonstrate ethical behaviour consistent with academic integrity</p> <p>LO4.b - Analyze ethical implications of business practices using advanced levels of ethical reasoning</p> <p>LO4.c - Relate and describe the multidisciplinary, strategic, and evolving nature of Corporate Social Responsibility (CSR)</p>
<p>Team Work:</p> <ul style="list-style-type: none"> • Graduates will be able to work as part of a high-performance team to analyze a business case and to develop a business plan. 	

Critical Self-Reflection:

- Graduates will be able to develop self-awareness and an understanding of how to learn from experience

LO5 - High Performance Leadership:

LO5.a - Develop skills necessary for clear communication and responsible teamwork and to strengthen and inspire professional attitudes and ethics so that students are prepared to play a leadership role in their chosen profession

LO5.b - Demonstrate responsibility for personal and professional wellness and development, positioning themselves for life-long learning.

LO5.c - Articulate and propose steps to address limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines to inform one's own perspective

LO5.d - Collaborate with others, and integrate feedback and new information, to enhance knowledge

LO5.e - Incorporate relevant theories and processes to maximize team performance and successfully meet goals, both as an effective team member and leader

Table 5.1 shows the relationship between the Graduate Degree Level Expectations (GDLEs) and Program Learning Outcomes, with a focus on what is expected of students upon completion of the program. The outcomes are focused on the integration of subject matter and development of solid communication skills.

The revised Learning Outcomes established for the MBA program were developed in consultation with Dr. Julia Gingerich, Curriculum Development Consultant from the Office of the Vice Provost, Academic on September 18, 2019.

Table 5.1: Graduate Degree Level Expectations (GDLEs) and Program Learning Outcomes

EXPECTATIONS	Master's degree This degree is awarded to students who have demonstrated the following	Program Learning Outcomes
1. Depth and Breadth of Knowledge	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO5.c, LO5.d
2. Research and Scholarship	A conceptual understanding and methodological competence that: a) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c) Enables a treatment of complex issues and judgments based on established principles and techniques; and, On the basis of that competence, has shown at least one of the following:	LO1.a, LO1.c, LO1.d, LO2.c, LO3.a, LO3.b, LO3.c, LO4.b, LO5.c

	<p>a) development and support of a sustained argument in written form; or</p> <p>b) originality in the application of knowledge.</p>	
3. Level of Application of Knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	LO1.a, LO1.b, LO1.c, LO1.d, LO2.c, LO3.a, LO3.d, LO5.d, LO5.e
4. Professional Capacity/Autonomy	<p>a) The qualities and transferable skills necessary for employment requiring:</p> <p>i) exercise of initiative and of personal responsibility and accountability; and</p> <p>ii) decision-making in complex situations;</p> <p>b) The intellectual independence required for continuing professional development;</p> <p>c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>d) The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>	LO1.a, LO1.d, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO4.c, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e
5. Level of Communication Skills	The ability to communicate ideas, issues and conclusions clearly.	LO2.a, LO2.b, LO2.b, LO3.a, LO3.c, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e
6. Awareness of Limits of Knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	LO1.c, LO1.d, LO2.a, LO2.c, LO3.a, LO3.b, LO3.c, LO3.d, LO5.b, LO5.c, LO5.d

We note that TRSM is accredited externally by AACSB (Association to Advance Collegiate Schools of Business), which as part of its five-year Continuous Improvement Review, looks closely at the methods used to assess student learning for each program. This external accreditation provides additional assurance that learning objectives are appropriate and that they are being met. As part of this accreditation process, the school is required to keep a record of how their learning objectives are being measured and the results of those measurements.

TRSM places a significant emphasis on learning outcomes in our graduate programs. Both the Assurances of Learning (AoL) as part of the AACSB accreditation review, and the GDLEs are a baseline to assess whether graduate programs remain current with respect to expectations and societal need and provide students with the required skills for success after graduation. Both the specific metrics associated with the GDLEs and AoL were influenced by TRSM's academic plan. Existing quality assurance practices are well developed within TRSM and the appropriate assessment of learning outcomes is applied to this degree.

Student learning outcomes, teaching methods, and forms of assessment contained within the core curriculum of the MBA address all six of the Master's Degree Level Expectations and are gained through the development of an advanced understanding of management theories and analytical techniques as well as through the application of management theories to solve real world problems. These competencies are developed in course work, integrative case competitions activities and the capstone requirement.

All of the core program components contribute to student professional capacity and autonomy, with Integrative Case Competition and capstone activities requiring a great deal of intellectual independence and personal responsibility. Student awareness of the complexity of knowledge is established particularly in the capstone course, and during the process of completing a major project.

The core curriculum is delivered using a range of approaches, which remain within the traditional realm of delivering graduate content. Knowledge attainment is facilitated by lectures and on-line or face-to face discussion groups and is reinforced through the critical analysis of case studies, academic literature, and other assigned reading materials. Students demonstrate their grasp of key theories and proficiency in successfully applying analytical techniques through presentations and the development of term papers, and a capstone project. Most instructors also employ D2L as a means of facilitating course delivery and tracking grades.

Table 5.2: Assessment of Learning Outcomes and Graduate Degree Level Expectations

R: Reinforced

P: Proficiency

	Learning Outcomes	LO1				LO2		LO3				LO4			LO5					GDLEs
		a	b	c	d	a	b	a	b	c	d	a	b	c	a	b	c	d	e	
Course Code	Course Name																			
MB8103	Strategy in a Disruptive Marketplace	R	R	R	R	R	R	R		R	R	R	R	R	R		R	R	R	1, 2a, 2c, 3, 4a, 4c, 4d 5, 6
MB8107	Managing Customer Value		R	R	R	R	R	R	R	R	R	R	R	R	R			R	R	1, 2a, 2b, 2c, 4a, 4c, 4d, 5
MBXXXX	Leadership for Performance and Wellbeing				R	R	R	R		R	R	R	R		R	R	R	R	R	1, 2a, 2c, 3, 4a, 4b, 4c, 4d, 5
MB8109	Financial Management	R	R	R	R	R	R	R			P	R					R	R	R	1, 2c, 3, 4a, 5,
MB8212	Innovation and Technology Management	R		R	R	R	R			R	R	R				R	R	R	R	1, 2a, 2b, 2c, 3, 4a, 4b, 4d, 5, 6
MBXXXX	Business Analytics for Managers	R	R	R	R	R	R	R		R	R	R					R	R		1, 2a, 2c, 4a, 4d
MBXXXX	Managing Responsibly	R	R	R	R	R	R	R		R	R	R	P	P	P	R	R	R		
MBXXXX	Integrative Case Competition 1 and 2 (Required element of program but not core)	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	1, 2a, 2b, 2c, 3, 4a, 4b, 4c, 4d, 5, 6

MBXXXX	Capstone	P	P	P	P	P	P	P	P	P	P	P	P		P		P	P	P	1, 2a, 2b, 2c, 3, 4a, 4b, 4c, 4d, 5, 6
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6.0 Changes that are the Result of a Previous Periodic Program Review

MBA Global Periodic Program Review

TRSM's response to the Periodic Program Review of the MBA Global program was completed in 2016 and informed by the stipulated guidelines in Senate Policy 126. The Peer Review Team (PRT) report was carefully reviewed by the Associate Dean, Research and Graduate Programs, TRSM, the Director, MBA Programs, TRSM, the Interim Director, MBA Programs, TRSM) and the Director, Graduate Students, TRSM. Each of these academic administrators participated either in the preparation of the Self Study Report (SSR), or the PRT site visit, or both, and provided input into the PRT Response. The PRT report and the response and was shared with the TRSM Grad Program Council (GPC).

Relevant Recommendation 1:

One area we believe would benefit from further clarification is how the goals and learning objectives, including the Graduate Degree Learning Expectations (GDLEs), align with the Association to Advance Collegiate Schools of Business (AACSB) Learning Goals and Assurances of Learning. The upcoming 2017 [Association for the Advancement of Collegiate Schools of Business] AACSB review may provide an opportunity for the Program to clarify how its various goals, objectives, and learning outcomes align.

Current Modification:

This major program revision contains a major change and is related to the revision of graduate learning outcomes for the MBA program. This change is in part, in response to the Periodic Program Review (PPR) that took place in 2016 and in part, a response to our ongoing obligation for evolving our Assurance of Learning (AoL) practices for AACSB accreditation purposes. See section 5.0 for a list of revised MBA Learning Outcomes.

TRSM's AoL processes have made significant strides in tracking continuous improvement and our process has in fact generated valuable insight into the existing gaps in student learning and it has stimulated productive conversations on curriculum review and redesign.

Revised MBA Learning Outcomes were needed to address AACSB Assurances of Learning and the Ontario Quality Assurance Council Graduate Degree Level Expectations. Learning outcomes may only be linked to program requirements that all MBA students fulfill (e.g., not any elective courses, directed studies, etc. although many electives will contribute to these learning outcomes).

Relevant Recommendation 2.

The PRT site visit identified that use of the name MBA *Global* is only weakly connected to the curriculum and does not appear on the degree itself. The Program may wish to clarify this issue as a part of the ongoing refinement of its curriculum and/or marketing efforts.

Current Modification:

Most MBA programs include substantial international and global material due to the forces of globalization and their impact on organizations, markets, and economies, making it unlikely to contribute to efforts to distinguish the MBA Global Program in the marketplace. Further, annual exit surveys of graduates suggest that students see the MBA Global as simply an MBA. The revised program will remove "global" from its name to better align the program content and its title.

Relevant Recommendation 3:

Overall, we believe that the Program has developed a very effective curriculum that delivers a high-quality management education for value in a very constrained time frame. Our major comments focus on the integrative week, the MRP, and issues with the elective courses.

Current Modification:

Integrative Case Competition: Ted Rogers MBA students will continue to have the unique opportunity to develop their collaborative skills during Integrative Case Competitions, which challenges teams to come up with solutions for real-world management problems.

Students will be given a written case in Integrative Case Competition and a live case from a partner company. Working with faculty and corporate mentors, teams will produce an oral presentation for corporate judges and a consulting report. The themes will be future-focused, combining state-of-the-art technologies with human resources implications.

Major Research Paper: MBA programs differ from other graduate disciplines in so much as they focus more on the practical part of the degree rather than research. It is not that students will not learn about research and theoretical models; it is just not the aim of this degree. The Ted Rogers MBA must be clearly distinguished from the Master of Science in Management (MScM) offering, even though they both are postgraduate degrees in general management. They approach different target groups, provide different learning experiences, and offer different career prospects and, hence, are by no means substitutes. The MRP will no longer be a requirement of the redesigned MBA curriculum. In its place, students will choose from a number of practical, hands-on learning opportunities through the Capstone Project.

Electives: The issues with elective courses stem from the original design and approval of a program that listed far more courses in the Academic Calendar than could be offered, given the size of enrollment in the program. The program was envisioned as attracting between 25 and 34 more students, measured in Full Time Equivalents, than we have been able to attract, given the resource disadvantages in marketing the program relative to more expensive cost recovery programs in the GTA. Some courses have never been offered, and are unlikely to be offered, having been developed more than a decade ago. Some of these courses lack relevance or currency in the current environment of management.

The redesigned MBA will offer a compressed number of electives. The 28 proposed electives will be offered as .5 credit courses over six-week sessions. We believe that better representing the actual number of electives being offered will improve students' perceptions of this issue. Not all electives will be guaranteed to run each academic year and will be dependent on course enrolment. Course intentions will allow program personnel to effectively determine student demand for available electives and possibly pop-up topics. Additionally, if an elective is not selected to run due to low enrollment in five years, it will be replaced with a new elective as part of curriculum refresh.

7.0 Resources Needed

Physical Space provided within the TRSM building includes four dedicated classrooms for the graduate programs (TRS 3-099, 3-109, 3-119 and 3-129). Graduate students also have dedicated cubicles with

personal storage spaces, a kitchen room, and the graduate student workroom (TRS 3-182). These dedicated spaces are accessible only to graduate students and staff. There are also six computer labs in the TRSM building. One lab, TRS 3-180 has 90 workstations shared between the TRSM graduate programs and the undergraduate students. The other five computer labs have 264 workstations and are available between classes. The proposed courses will be held during the traditional academic year and there will be adequate physical space and adequate technological resources to meet the needs of the program.

To implement the flexible teaching format proposed, TRSM will need to invest in technologies such as Zoom licenses, cameras, and support personnel for the processing, production and quality assurance for course accessibility. TRSM will continue to work with the Learning and Teaching Office and TRSM computing support services to implement and assess e-learning course design, technology and flex teaching. However, as we scale up the flex teaching format to all courses in the MBA program, additional support resources may be required.

The most urgent issue that needs immediate attention is resolving our facilities concerns. MBA students are, by definition, professionals. They are used to certain minimum acceptable standards regarding facilities. If we want to increase enrollments, we need to improve the quality of the facilities we are able to offer our students. The condition of our facilities is currently working against us by failing to provide a minimum level of functionality and comfort to our students (and faculty). In this redesign facility needs to be addressed will include:

- Janitorial service on weekends.
- Sufficient electrical outlets. Students need access to electrical outlets for their laptops.
- Collaborative classroom furniture. Collaboration is an important part of the MBA program and current classroom furniture is not suitable for collaborative work.

The MBA program is a cohort-based program of 13 credits (remains unchanged), which would require the delivery of seven core courses and will be taught on load by qualified faculty. The remaining elective credits will be spread across academic departments within TRSM and will generally be taught on an overload basis. It will be possible for TRSM to meet requirements with the existing faculty compliment.

8.0 Comparison of the Existing Curriculum with the Curriculum of the Proposed Amended Program

There are new challenges for managers at all levels and in all types of companies, including managing geographically and culturally diverse teams; managing complex and rapidly evolving mixes of technologies, products and services; and managing large, dispersed amounts of data, information and knowledge for operations, customer service and innovation. In consultation with faculty members, community business leaders and Advisory Council members, there is evidence that indicates that the existing programs are not fully meeting the needs of tomorrow's leaders.

The Ted Rogers MBA will meet the needs of industry both within the GTA, nationally and globally — serving as a resource hub for local and global talent, and local entrepreneurship and innovation. The School will help to serve highly qualified students who are not being accommodated by current management programs in the Greater Toronto Area. In common with other management programs, the

revised MBA program will offer full-time and part time, programming leading to the Master of Business Administration degree.

For students entering the program without the requisite Management/Business related course work, the MBA is preceded by a mandatory set of foundation courses - providing some common ground for moving forward together, since they will be entering the program from widely varying disciplines and with varying competencies. Foundation courses are designed to provide students without an educational background in business the opportunity to develop essential skills required for the core courses. Applicants with an undergraduate business degree or those who have taken equivalent courses may be exempt from some or all of these five foundation courses:

- MB8002 Quantitative Methods for Business
- MB8004 Accounting
- MB8005 Finance
- MB8006 Economics
- MB8007 Principles of Management

The structure of the program for the 2020 – 2021 academic year is as shown in Table 8.0:

Table 8.0: Existing Curriculum with the Curriculum of the Proposed Program

Course Structure	Current MBA Global Program	Current MBA MTI Program	Revised MBA Program
Foundation Courses	5 Courses: <ul style="list-style-type: none"> • Quantitative Methods for Business • Accounting • Finance • Economics • Principles of Management 	5 Courses: <ul style="list-style-type: none"> • Quantitative Methods for Business • Accounting • Finance • Economics • Principles of Management 	5 Courses: <ul style="list-style-type: none"> • Quantitative Methods for Business • Accounting • Finance • Economics • Principles of Management
Core Courses	7 Courses: <ul style="list-style-type: none"> • Strategy in International Business Environment • Managing in a Diverse World • Regulation, Government and Social Responsibility Management • Financial Management • Investments, Portfolio Analysis • Advanced International Marketing 	7 Courses: <ul style="list-style-type: none"> • Technology and Organization Strategy • Managing in a Diverse World • Regulation, Government and Social Responsibility Management • Financial Management • Innovation and Organization Theory 	7 Courses: <ul style="list-style-type: none"> • Strategy in a Disruptive Marketplace • Managing Responsibly • Financial Management • Managing Customer Value • Innovation and Technology Management

	<ul style="list-style-type: none"> ● Research and Communication for Managers 	<ul style="list-style-type: none"> ● Research and Communication for Managers OR <ul style="list-style-type: none"> ● Research and Communication for Business Start-ups ● Global Markets and Technology Trends 	<ul style="list-style-type: none"> ● Business Analytics for Managers ● Leading for Performance and Wellbeing
Integrative Case Competition	Required one week session	Required one week session	Required element of the MBA program.
Capstone	<ul style="list-style-type: none"> ● Major Research Paper In addition, one of the following Options: <ul style="list-style-type: none"> ● Internship ● International Exchange ● Language and Cultural Training 	<ul style="list-style-type: none"> ● Major Research Paper In addition, one of the following Options: <ul style="list-style-type: none"> ● Internship ● International Exchange ● Language and Cultural Training 	<ul style="list-style-type: none"> ● Capstone Project
Elective Courses	3 Credits: Three courses from any Specialization or Elective list	3 Credits: <ul style="list-style-type: none"> ● Three courses from any Specialization or Elective list 	3 Credits: <ul style="list-style-type: none"> ● Three credits of electives ● Electives may be across disciplines or from a clustered theme <p>Note: Students may register for a directed reading course under the supervision of a faculty member. Generally students pursue directed readings on a special topic of interest for</p>

			which there is no timetabled course in the curriculum.
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9.0 A Rationale for Changes to Electives

Through the Ted Rogers MBA core curriculum, students will be immersed in seven core courses that will combine critical business skills and knowledge to develop a well-rounded understanding of organizational issues. Once the core is completed students will have the opportunity to customize their MBA degree with elective courses to complete a comprehensive degree with general electives, or with electives surrounding a theme through completion of specific electives.

Over the past several years and noted as part of the 2016 MBA Global Periodic Program Review, elective courses stem from the original design and approval of a program that listed far more courses in the Academic Calendar than could be offered, given the size of enrollment in the program. Some elective courses have never been offered, and are unlikely to be offered, having been developed more than a decade ago. Some of these courses lack relevance or currency in the current environment of management. In the redesigned MBA, more elective courses are being considered for removal from the Calendar. We believe that better representing the actual number of electives being offered will improve students' perceptions of this issue.

In a session attended by members of the MBA Transformation Committee, participants identified current practices, priorities and future directions for curricular enhancement across MBA electives. Curriculum development, design, resources and delivery methods were explored and a framework for the redesigned MBA began to emerge. Information gleaned from this session allowed the MBA leadership team to create and map a strategy for elective course enhancement.

To address the issue of the availability of electives and relevancy/currency of electives offered, the MBA leadership team undertook wider consultation with the TRSM community providing an opportunity for faculty to propose new electives and/or propose modifications to existing electives.

The consultation process resulted in a list of 36 proposed electives. See Appendix D for a full list of proposed electives. Additionally, a review of contemporary leading practices and future directions in MBA curriculum reinforced the notion that in order to maintain its relevancy and vision for curricular excellence, the Ted Rogers MBA must view the redesigned curriculum as a process and a series of activities that when complete, achieve the goal of a coherent and well-constructed learning experience for students.

We believe that curricular design and delivery should be the product of current, relevant and evidence-based practices, so as to be credible, sustainable and to meet the needs and priorities of learners, faculty, administrators, community, and industry stakeholders. As such, a survey to assess stakeholder perceptions of relevance of electives currently offered and electives being proposed was undertaken. The survey was sent to TRSM Advisory Council Members, MBA Alumni and current Ted Rogers MBA students, as well an identified group of community members. Students, alumni, industry and community members have multiple, and complex roles and relationships that contribute to and affect the quality of the learning experience. The survey was necessary to signal that these relationships are valued, and that TRSM recognizes the unique and distinct qualities of all stakeholders and enables all involved in curricular processes and activities to understand, identify and work towards achieving shared goals.

Survey Results – Advisory Council

The survey was sent to 150 TRSM Advisory Council Members (this represents all TRSM Council members) and we received 41 complete responses (response rate = 27%). A summary of the top 25 electives deemed “relevant or somewhat relevant” are listed in Table 9.0 below. See Appendix C for full survey results.

Table 9.0: TRSM Advisory Council Members - Transformation Survey - Elective Selections				
Theme	Elective Proposed	# of selections "relevant" or "somewhat relevant"	Total Responses	% of Responses
Top 25 Electives				
Digital Enterprise	Integrating AI: Business Process Management Perspective	39	41	95%
Human Resources	Dynamic Decision Making and Problem Solving	39	41	95%
Human Resources	Negotiation and Conflict	38	41	93%
Data Analytics	Predictive Analytics for MBAs	37	41	90%
Human Resources	Organizational Decision Making	37	41	90%
Other specialized electives	Brand Management	37	41	90%
Data Analytics	Social Media Analytics	36	41	88%
Digital Enterprise	Disruptive Digital Transformation	36	41	88%
Human Resources	Talent Management	36	41	88%
Human Resources	Mental Health and Wellbeing in the Workplace	36	41	88%
Entrepreneurship	Becoming Entrepreneurial	35	41	85%
Finance	Cases in Corporate Finance	35	41	85%
Finance	International Finance	35	41	85%
Other specialized electives	Professional Sales	35	41	85%
Data Analytics	Data Science for MBAs	34	41	83%
Human Resources	Strategic HRM	34	41	83%
Other specialized electives	Project Management	34	41	83%

Data Analytics	Fundamentals of Data Science for Management	33	41	80%
Entrepreneurship	Funding Your Start-up	33	41	80%
Other specialized electives	Global Issues	23	41	56%
Consulting	Acquiring Consulting Skills & Processes	31	41	76%
Data Analytics	Causality and Causal Inference Methods	30	41	73%
Finance	Personal Finance	30	41	73%
Consulting	Understanding Consultants & Consulting	29	41	71%
Digital Enterprise	Sourcing Digital Services	29	41	71%

Survey Results – Current Ted Rogers MBA Students

The survey was sent to 176 Active MBA students and we received 46 responses (response rate = 26%).

MBA Current Students - Transformation Survey - Elective Selections				
Theme	Elective Proposed	# of selections "relevant" or "somewhat relevant"	Total Response s	% of Response s
Top 25 Electives (not including pop-ups)				
Consulting	Acquiring Consulting Skills & Processes	40	46	87%
Data Analytics	Fundamentals of Data Science for Management	36	46	78%
Data Analytics	Predictive Analytics for MBAs	36	46	78%
Digital Enterprise	Integrating AI: Business Process Management Perspective	36	46	78%
Finance	Investment and Portfolio Management	35	46	76%
Consulting	Understanding Consultants & Consulting	34	46	74%
Finance	International Finance	34	46	74%
Human Resources	Organizational Decision Making	34	46	74%
Other specialized electives	Project Management	34	46	74%
Other specialized electives	Brand Management	34	46	74%
Other specialized electives	Professional Sales	34	46	74%
Data Analytics	Data Science for MBAs	33	46	72%
Human Resources	Negotiation and Conflict	33	46	72%
Human Resources	Dynamic Decision Making and Problem Solving	33	46	72%
Data Analytics	Social Media Analytics	32	46	70%
Finance	Cases in Corporate Finance	32	46	70%
Digital Enterprise	Disruptive Digital Transformation	31	46	67%
Entrepreneurship	Becoming Entrepreneurial	31	46	67%
Entrepreneurship	Funding Your Start-up	31	46	67%

Data Analytics	Causality and Causal Inference Methods	29	46	63%
Human Resources	Talent Management	29	46	63%
Human Resources	Strategic HRM	28	46	61%
Digital Enterprise	Sourcing Digital Services	27	46	59%
Finance	Personal Finance	27	46	59%
Entrepreneurship	Scaling Production	25	46	54%

Survey Results – Ted Rogers MBA Alumni

The survey was sent to 705 Ted Rogers MBA Alumni. (The TR MBA has 1103 alumni, of those we have 705 active e-mail addresses on file). We received 155 responses (response rate = 22%).

MBA Alumni - Transformation Survey - Elective Selections				
Theme	Elective Proposed	# of selections "relevant" or "somewhat relevant"	Total Responses	% of Responses
Top 25 Electives (not including pop-ups)				
Data Analytics	Fundamentals of Data Science for Management	132	155	85%
Human Resources	Negotiation and Conflict	132	155	85%
Other specialized electives	Project Management	132	155	85%
Digital Enterprise	Integrating AI: Business Process Management Perspective	131	155	85%
Finance	Cases in Corporate Finance	130	155	84%
Human Resources	Organizational Decision Making	128	155	83%
Human Resources	Dynamic Decision Making and Problem Solving	126	155	81%
Digital Enterprise	Disruptive Digital Transformation	126	155	81%
Data Analytics	Data Science for MBAs	125	155	81%
Data Analytics	Predictive Analytics for MBAs	125	155	81%
Consulting	Acquiring Consulting Skills & Processes	122	155	79%
Finance	Investment and Portfolio Management	121	155	78%
Other specialized electives	Brand Management	119	155	77%
Entrepreneurship	Becoming Entrepreneurial	115	155	74%
Human Resources	Talent Management	115	155	74%
Consulting	Understanding Consultants & Consulting	114	155	74%
Finance	International Finance	114	155	74%
Other specialized electives	Professional Sales	114	155	74%

Entrepreneurship	Funding Your Start-up	112	155	72%
Data Analytics	Social Media Analytics	109	155	70%
Digital Enterprise	Sourcing Digital Services	108	155	70%
Entrepreneurship	Scaling Production	106	155	68%
Human Resources	Strategic HRM	105	155	68%
Finance	Personal Finance	103	155	66%
Data Analytics	Causality and Casual Inference Methods	97	155	63%

Survey Results – Qualtrics Panel

The survey was completed by 268 people in Southern Ontario, ranging from ages 23-29 in age, with completed post-secondary education

MBA Panel - Transformation Survey - Elective Selections				
Theme	Elective Proposed	# of selections "relevant" or "somewhat relevant"	Total Responses	% of Responses
Top 25 Electives (not including pop-ups)				
Finance	Personal Finance	232	268	87%
Other specialized electives	Professional Sales	230	268	86%
Human Resources	Dynamic Decision Making and Problem Solving	227	268	85%
Other specialized electives	Project Management	227	268	85%
Other specialized electives	Brand Management	227	268	85%
Human Resources	Negotiation and Conflict	226	268	84%
Human Resources	Organizational Decision Making	224	268	84%
Finance	Investment and Portfolio Management	222	268	83%
Human Resources	Mental Health and Wellbeing in the Workplace	222	268	83%
Finance	International Finance	220	268	82%
Consulting	Understanding Consultants & Consulting	218	268	81%
Entrepreneurship	Funding Your Start-up	216	268	81%
Finance	Cases in Corporate Finance	216	268	81%
Consulting	Acquiring Consulting Skills & Processes	212	268	79%

Data Analytics	Social Media Analytics	211	268	79%
Digital Enterprise	Integrating AI: Business Process Management Perspective	211	268	79%
Other specialized electives	Global Issues	211	268	79%
Data Analytics	Predictive Analytics for MBAs	210	268	78%
Entrepreneurship	Becoming Entrepreneurial	210	268	78%
Data Analytics	Fundamentals of Data Science for Management	209	268	78%
Human Resources	Talent Management	208	268	78%
Human Resources	Strategic HRM	204	268	76%
Entrepreneurship	Scaling Production	196	268	73%
Digital Enterprise	Sourcing Digital Services	195	268	73%
Data Analytics	Causality and Causal Inference Methods	190	268	71%

In addition to electives offered on an on-going basis, the redesigned MBA will offer “Pop-up” classes related to current events and trends in industry. The temporary nature of the courses is intentional. They are pop-up courses, worth course credits, that are meant to encourage students to engage critically with the world’s events as they unfold. Similar to pop-up shops and restaurants, these courses only last a short time. The goal is to enhance the creative capacity of TRSM students and teach them to navigate ambiguity, and to foster experiential learning.

TRSM faculty will be encouraged to propose pop-up topics in management. It is particularly appropriate to experiment with pop-up course design and delivery as the redesigned MBA aims to challenge TRSM’s assumptions about traditional course offerings.

The benefits of pop-up courses are especially clear for professional schools. The format may be best suited to teaching a particular skill or new technology, and they tie students closer to the industries they hope to enter.

Elective Clusters

As part of the electives requirement, students may take specific courses targeted towards a theme. A theme will help students pursue their advanced studies more deeply and broadly. Students who pursue this route, do not need to declare. With a compressed set of electives available students will now have more options to customize their MBA education. Please refer to the table below for the themes.

Clustered Theme	Proposed Electives
Consulting	<ul style="list-style-type: none"> ● Acquiring Consulting Skills & Processes ● Understanding Consultants & Consulting
Data Analytics	<ul style="list-style-type: none"> ● Causality and Causal Inference Methods ● Data Science for MBAs ● Fundamentals of Data Science for Management ● Predictive Analytics for MBAs ● Social Media Analytics
Digital Enterprise	<ul style="list-style-type: none"> ● Disruptive Digital Transformation ● Integrating AI: Business Process Management Perspective ● Sourcing Digital Services
Entrepreneurship	<ul style="list-style-type: none"> ● Starting Your Startup ● Developing Your Startup
Finance	<ul style="list-style-type: none"> ● Cases in Corporate Finance ● International Finance ● Investment and Portfolio Management ● Personal Finance
Human Resources	<ul style="list-style-type: none"> ● Dynamic Decision Making and Problem Solving ● Mental Health and Wellbeing in the Workplace ● Negotiation and Conflict Management ● Organizational Decision Making ● Strategic HRM ● Talent Management
Other Specialized Electives	<ul style="list-style-type: none"> ● Brand Management ● Professional Sales ● Project Management ● Pop-up Topics In Management
Sport Business	<ul style="list-style-type: none"> ● Sport Business Strategy ● Sport Business Marketing

10.0 Description of Each New or Amended Course (calendar format)

Employers say they want MBAs who are creative and collaborative, and who can step in as leaders their first day on the job. Students say they want to learn to think strategically, work in teams and tackle issues that affect real businesses. In the fall of 2020, TRSM will roll out a new MBA curriculum that responds to these demands and goes beyond. The curriculum renewal is the most sweeping in the program's history. The redesigned curriculum will be innovative and reflect emerging trends in the business world and, at the same time, demonstrate our entrepreneurial drive to stay ahead of the curve in business education.

The changes made are building on a program that already was delivering a solid MBA education but TRSM can't afford to stand pat and expect to stay competitive with the best business schools. This redesign was an assessment of the MBA offering top to bottom.

The broad curricular objectives of the redesigned MBA program are to provide students with the ability to:

- Apply best practices to solve managerial issues
- Integrate theories and practice to perform strategic analysis
- Demonstrate effective written forms of communication and oral business presentations
- Implement leadership skills to work effectively within diverse teams
- Identify and analyze ethical responsibilities of businesses
- Apply decision-making techniques, both quantitative and qualitative analysis, to management issues

These objectives are accomplished through coursework, faculty-student interaction, and the in-depth analyses of problems in the context of a thesis.

Core Course Synopsis:

The Ted Rogers MBA core curriculum consists of seven one-semester courses. A staple of the MBA experience, the core curriculum is designed to give students an in-depth mastery of the academic disciplines and applied functional areas necessary to every business leader's success. Taught by full-time professors, the core leaves students with practical knowledge; case-based lessons and collaborative learning models train students to analyze, decide, and lead while creating a common student experience that fosters a deep sense of community.

Community building begins right at the start of the MBA program, as admitted students are assigned to cohort of fellow students who take all of the core classes together. As diverse as the class itself, each cohort is made up of people from all over the world, with a wealth of different skills, ideas, leadership styles, and backgrounds. By sharing so much of the academic experience together, cohorts become especially close, and this closeness invites a richer learning environment, one where students are more comfortable challenging ideas and each other.

Leading for Performance and Wellbeing

This course will expose students to key theories of leadership, central debates about the obligations of leadership, the role of leaders in modern organizations, and the importance of self-awareness for effective leadership. The goal of this course is to encourage you to think critically about leadership as both a practice and a field of study. Through an examination of theoretical and popular

conceptualizations of leadership, case analysis, applied readings, and self-reflection, the material is designed to help you develop your abilities as a leader and a follower.

Managing Customer Value

This advanced marketing course examines the delivery of value from B2C and B2B perspectives. It focuses on how management of relationships and processes across the value chain contribute to the delivery of value to stakeholders, including shareholders, customers, and community members. The course provides insight into marketing strategies and actions that disrupt the marketplace, society, and sustainability.

Innovation and Technology Management

This course prepares students to manage in turbulent, high technology environments characterized by digital transformation of industries. In their course assignments, students will critically evaluate questions about innovation, such as: What is innovation? How does it unfold? How do organizational structures enable and constrain innovation? What would a manager need to know in order to effectively manage innovation? What types of competitive dynamics emerge in industries experiencing significant innovations? How do management fads affect innovation? How does the larger context of society affect innovation? Students will learn how ways of structuring and managing organizations can foster or stifle innovation.

Strategy in a Disruptive Marketplace

This course is key to the MBA program, providing students with the strategic foundation around which they can build their MBA journey. It is a dynamic course, requiring significant advance preparation, both individually and in groups, and extensive class interaction. Students will be exposed to both traditional approaches to strategy and the new dynamic world in which organizations must now compete. Students will address both multi-divisional corporate strategy issues as well as specific strategic choices for individual business units.

Central to the course is the use of case analysis. Students will be formed into teams of six (a maximum of eight teams in the course) and will prepare nine cases for classroom submission. In Week 2 all teams will present a solution to an assigned case. In subsequent weeks two teams will present each week, on the same case, and a third team will prepare an assessment of each team's presentation. In addition, except for the first case, all teams will provide a written submission, following a standard case framework. Thus, all teams will be well prepared for the related classroom discussion.

In addition, students are expected to prepare their own industry analysis of an industry either selected by them or assigned by the professor.

Financial Management

Building on the foundations in Accounting and Finance, this course further develops an understanding of the challenges for sound financial planning and management in a global environment. Students learn the risk return characteristics of various international financial markets and financial instruments. Topics include financial instrument valuation (stocks, bonds and derivative securities), going public decisions,

initial and seasonal equity offerings, joint venture, venture capital firms and international entry decisions.

Business Analytics for Managers

This course introduces basic data science techniques of Business Analytics in support of evidence-based management. The objective of the course is to help students develop competence for formulating and analyzing business problems, and interpreting the results of data analysis using various business analytics software tools. The course follows an *outcomes based action learning* approach that entails intensive hands-on problem solving with software tools [such as EXCEL Analytics Platform]. The primary focus is on developing competence for applying business analytics techniques for strategic decision making, and improving organizational performance and innovation capabilities. Effective communication is a significant dimension of business analytics work. Students will be expected to construct evidence based arguments for short business cases in order to present the analytics results in a manner appropriate for management consumption

Key topics include: (1) Descriptive Analytics: Visualizing and Exploring Data using distributions (2) Performance Analytics using Theory of Constraints Analysis and Linear Optimization; (3) Predictive Analytics: Market Demand Forecasting using Trend Lines and Forecasting Models for Time Series data; (4) Risk Analytics using Simulation, Decision Trees and Payoff Tables. Each lecture/session comprises theory/concepts and a hands-on problem solving application of the data analytic models. Students will be taught to utilize data analytic software tools to apply these techniques to analyze data and identify patterns in order to derive meaningful managerial insights. Students should expect homework assignments requiring the application of the analytic models to real-world business case problems.

Managing Responsibly

This course focuses on the relationship between law, ethics, and corporate social responsibility as they relate to management. Students learn the importance of law as a facilitator in developing successful business strategies and explore the mutuality reinforcing relationship between law and corporate social responsibility in areas such as corporate governance, environmental protection, privacy, corruption, and free trade agreements. Through an examination of these themes, the course provides students with analytical tools for identifying ethical problems and a framework for managing ethical conduct in organizations.

Integrative Case Competition 1 and 2 (Required element of MBA Program)

This course is comprised of case competitions for students. Students will be given a written case and a live case from a partner company for the second session. Working with faculty and corporate mentors, teams will produce an oral presentation for corporate judges and a consulting report. The themes will be future-focused, combining state-of-the-art technologies with human resources implications. Part-time students will be accommodated with sessions being hosted over weekends.

Capstone Project Options

Students, working in teams under the general guidance of a faculty member, will execute a consulting project for a real client. The project will address a significant problem faced by the client and will allow the students to interact with the client organization to investigate the problem and develop possible

solutions. The aim is to challenge the students to disrupt the marketplace and provide the organization with actionable, innovative ideas.

This capstone project offers students options to integrate knowledge gained from prior courses and experiential activities, based on their career interests. Examples:

1. Management Consulting - Students interested in consulting will have the opportunity to develop skills in managing a real consulting project with a real client from proposal to completion, drawing on the knowledge and skills developed in their MBA journey. The student team will be responsible for all aspects of the client relationship, with a faculty member acting as adviser and observer.
2. International or Canadian Experience - This capstone option allows students to gain an understanding of a specific cultural, business, political, and economic environment impacting businesses. They will meet with business executives and with community stakeholders. Under the guidance of a faculty member, students will work with a community group or business to transfer knowledge or solve a problem. Students will attend pre-travel training and bootcamp sessions prior to departing to select destinations. In the host countries/communities, students will gain first-hand experience and an understanding of a unique business culture directly from industry experts. Students will visit local companies and participate in cultural activities.
3. Entrepreneurial Experience – Based on a selection process, students will have the opportunity to develop a plan to start up a business or further develop an existing start-up.

Early on in the process of selecting an option for the capstone project, students may consult a curriculum advisor to see if there are recommended electives. Prior to the capstone semester students will attend bootcamps/workshops to identify likely clients and form their teams. The project may include the collection of both internal and external data. During the project, students will produce a project proposal/plan, including a work schedule, one or more interim reports to the client and the final report, which will include a presentation to the client.

Elective Course Synopsis

Understanding Consultants & Consulting

Management consulting is a major service industry. This course will examine the nature of consulting work, firm structure and the services that are provided, as well as the ways in which consultants and clients work together successfully. Both the theory and the practice of consulting will be addressed. This course will be relevant to students who anticipate being external or internal consultants and includes elements of self-assessment and career planning.

Acquiring Consulting Skills & Processes

This course will examine consulting process models and their application, and help students develop specific skills to assist in their consulting careers. Students will study real life consulting projects with practitioners in order to explore consulting skills, roles, skills and services.

MT8809: Starting Your Startup This foundation module is designed to stimulate the student's interest in entrepreneurship, thereby cultivating the entrepreneurial spirit. By means of case studies, articles, videos and presentations, students will begin by learning from prominent entrepreneurs who have demonstrated commitment, passion, risk-taking, strategic thinking and implementation, with the ability

to develop core competencies as they create and grow their successful enterprises. Building on these case stories, students will gain a foundation of the theories behind successful entrepreneurship activities and begin an experiential journey into the early stages of starting a new venture and discover the issues and responsibilities facing a new business owner. Whether or not students actually start a business on their own, they will develop an appreciation for the challenges facing the entrepreneur

Developing Your Startup

This experientially based course will empower students to use 21st century entrepreneurship techniques to work on their own business idea. This course focuses on the practical aspects of the start-up and management of a new venture. Students will be exposed, through in-class exercises, to various modern tools used to build their new venture. Students will undertake a major field exercise with early adopters to investigate product fit and likely business models. The fieldwork is finalized in the classroom through facilitated peer discussion.

Social Media Analytics

The Social Media Analytics Course will help students develop a deeper understanding of social media and big data analytics techniques and platforms. Specifically, students will learn how to derive actionable business intelligence from publicly available social media data sets; while following privacy and ethical frameworks of working with user-generated data. Student will also learn how to select the appropriate KPIs and measurement tools to support strategic decision making and improve organizational performance. The course will feature a number of hands-on, experiential learning exercises using commonly available business analytics software tools throughout the term.

Fundamentals of Data Science for Management

This course introduces basic data science techniques for evidence-based management. The objective of the course is to help students develop competence for formulating and analyzing business problems, and interpreting the results of data analysis using various business analytics software tools. The course follows an outcomes based action learning approach that entails intensive hands-on problem solving with software tools. The primary focus is on developing competence for applying basic data science models for strategic decision making, and improving organizational performance and innovation capabilities. Effective communication is a significant dimension of business analytics work. Students will be expected to construct evidence based arguments for short business cases in order to present the analytics results in a manner appropriate for management consumption

Data Science for MBAs

This course introduces MBA students to the fundamentals of data science to leverage extensive proprietary data resources held by firms and businesses of all sizes. The past two decades have witnessed a massive growth in data sets. However, businesses lack the expertise needed to leverage their vast data resources. Thus, businesses are data-rich, but insights poor. This course equips the MBA students with the fundamental knowledge of data science needed to manage, manipulate, and organize datasets.

Predictive Analytics for MBAs

This course introduces MBA students to the fundamentals of predictive analytics to leverage extensive proprietary data resources held by firms and businesses of all sizes. The past two decades have witnessed a massive growth in data sets. However, businesses lack the expertise needed to leverage their vast data resources. Thus, businesses are data-rich, but insights poor. This course equips the MBA students with the fundamentals of predictive analytics with time series and cross-section data.

Causality and Causal Inference Methods

Most business analytics (BA) courses focus on teaching analytical methods that identify correlations, classes, and associations among relevant variables, when the ultimate goal of BA is actually to identify cause-and-effect relationships, in order to design the appropriate policies, strategies and business plans. This course introduces the body of knowledge on causality and causal inference that has emerged during the last 3 to 4 decades. The course material builds up on the core BA course. It aims to provide students with: 1) an in-depth CONCEPTUAL understanding of the challenges and issues around the identification of cause-and-effect relationships, as well as 2) the TECHNICAL aspects, algorithms and tools to carry out causal analyses.

Mental Health and Wellbeing in the Workplace

This course introduces and applies key management functions and related concept/ ideas as applied in organizations in the Home and Community Care sector. Mixing lectures and cases, scenarios and/or simulations, students acquire the language of management as they assess situations faced by coordinators and providers of care in the community. Key concepts covered include ethics, leadership, organization behaviour and theory, innovation and change management, entrepreneurship. Management functions covered include human resources, marketing and entrepreneurship.

Negotiation and Conflict

The primary objective of this course is to help students develop the sophistication to analyze bargaining and conflict relationships and to learn (through class discussion, bargaining simulations and self-assessment) about their own individual bargaining style. The course explores the process of collective bargaining as it is currently practiced by organizations and their unions, as well as the major concepts and theories of the psychology of bargaining and negotiation that this process embraces.

Dynamic Decision Making and Problem Solving

The work of leaders, of government officials and many other professionals, the work that steers the course of many economic and governmental organizations, is largely work of making decisions and solving problems. It is work that involves collecting information, setting goals, finding or designing suitable courses of action, and evaluating and choosing among alternative options. Indeed, managers are constantly bombarded with information that may or may not be reliable or useful. They must regularly choose courses of action in the face of many uncertainties, often much more rapidly than they would like. Effective decision-makers are those who consistently identify and choose the best option among multiple alternatives. Their decisions are strategic, creative, reasoned, and defensible. This course is designed to introduce students to the fundamentals and principals of decision-making and integrative thinking in a dynamic and competitive business environment. It will expose students to theories of thinking, judgment and decision-making, creativity, learning from feedback, and causal reasoning.

Strategic HRM

This course develops competencies in managing a global workforce. Specific topics include the behavioural impact of cultural differences, alternative approaches to organizational structure, cross cultural communication challenges, management of diverse groups, leadership and employee motivation techniques for global managers, and conflict resolution across cultures. Students will assess their own managerial and leadership competencies and develop a personal plan for skill development. A key component of this course is the online Human Resources Management (HRM) simulation. The HRM simulation is an on-line competitive simulation where students take on the role of Human Resource Director for a growing organization.

Organizational Decision Making

One of the most important roles of a leader, regardless of where s/he sits in the organization, is making decisions that guide an organization or unit toward success. Leaders make a variety of strategic and tactical decisions for their group, including those about the strategy of the unit, who is on the team, how the unit will function, and how resources are deployed in pursuit of a goal. Organizational decision-making involves vision, passion, the ability to make decisions under pressure and uncertainty, and the ability to motivate others toward one's vision. Dive into complex managerial issues with this course. You will begin to gain insight into the perspective of a senior manager or leader and to understand the larger context of management. Through experiential exercises and detailed feedback from your peers and the professor, you'll enhance your decision-making. You also will focus on developing your managerial skills, including managing in a global context.

Talent Management

Companies often describe the people they employ as their most important asset. The best companies view talent as a competitive differentiator and a key area where the acquisition, engagement, development, and retention of talent is a strategic priority. Talent management involves individual and organizational development in response to a changing and complex operating environment. It is not just limited to attracting the best people from the industry but also a continuous process that involves sourcing, hiring, developing, retaining and promoting them while meeting the organization's requirements simultaneously. This course will equip students with the necessary skills and knowledge required for talent recognition, management, retention and development; a sure way to ensure continuity and success. It will expose students to methods and practices to identify, acquire, engage, and develop talent; focuses on the development of leaders within an organization; and examines how executive succession is managed. The course will also culminate with a project and in class presentation that allows learnings throughout the semester to be shared and reflected with the full cohort group.

Investment and Portfolio Management

The objective of the course is to understand the fundamental theory and the characteristics of stock, bond and derivative securities. The course will also teach how to apply the knowledge of the securities in portfolio management. It will cover analysis of equity, fixed income, derivative and alternative investments. In the second half of the course, portfolio management will be covered. After completing the course, students will be able to answer investments, equity, fixed income, derivatives and portfolio management part questions of CFA first level questions successfully.

International Finance

In this course, financial theory will be applied to a variety of international finance issues including interest rates, exchange rates, corporate valuation, securities valuation, risk management, and foreign currency derivatives. Practical solutions to real world financial issues will be explored. Students will learn how to evaluate the financial position of a corporation or a trader through examination of portfolio composition, how to analyze financing and investment problems using discounted cash flow framework, how to evaluate the impact of different financing and investment decisions on the multinational corporations' shareholders' wealth, and how various interest and foreign exchange rates are formed. Upon completion of this course, students will be able to name and discuss the issues in international finance and will be able to demonstrate this knowledge by being able to evaluate possible outcomes for various courses of financing and trading actions. This includes analyzing key international economic variables, understanding the international financial system, and application of principles and theories of international finance to corporate financing, investment, and trading.

Cases in Corporate Finance

This course is designed to provide students with a real life, integrated, experience in Advance Corporate Finance topics such as corporate valuation and governance, M&A, and corporate restructuring. Real life cases are used, along with a variety of others in order to give students the chance to develop their skills with respect to real life cases.

Personal Finance

The objective of this course is to introduce students to the subject of personal financial decision making. We will explore the role of the individual decision maker and the role of the financial advisor. Major areas covered by the course are budgeting, tax planning, financing, protecting your assets and income, investments, retirement, and estate planning. You will learn how logic and emotions affect personal financial decisions. After taking this course, you will have learned the tools and activities that will help you manage your own money, and manage money for other individuals and families.

Disruptive Digital Transformation

This elective provides a holistic business view of disruptive digital transformation, with the perspectives of strategy, technology, and transformative change for individuals, the organization and society. Disruptive strategies dominate the business landscape. Powered by digital technologies, new start-ups and established organizations are rapidly creating innovative business opportunities and are challenging traditional business models. Canadian businesses compete with each other locally but the true threat comes from competitors that create global impact using disruptive technologies. Uber threatens local taxi firms, Netflix challenges Canadian cable companies, and Canadian banks now see Apple as a non-traditional financial service rivals. Indeed, Facebook or Bitcoin may displace sovereign currencies.

Integrating AI: Business Process Management Perspective

Artificial intelligence (AI) is fast growing and has been increasingly applied to improve business process performance. This course aims to equip students with fundamental knowledge of AI and concepts and techniques in business process analysis and design through hands-on exercise and guest lectures who

are AI practitioners. Students will learn commonly used notation Business process management notation (BPMN) to capture business processes and easy-to-use tools for diagramming and analyzing business processes. The course is practical in nature, so students shall be able to apply the course content to their work. Ultimately, students are expected to develop a deeper understanding of how AI could be applied to facilitate, not to replace, human beings for better process performance.

Sourcing Digital Services

This two part MBA elective is designed to educate and inform students who will participate in selecting, contracting, managing and evaluating external providers of digital services. The electives can be taken back-to-back or individually. In 1990s and 2000s, industry coined the term IT Outsourcing, often with services delivered from offshore locations. With the advent of cloud services and related digital technologies, the global outsourcing market of \$85 billion has evolved from outsourcing assets such as data centres, servers and software, to a model where organizations acquire digital services as needed. For example, software as a service and cloud data storage, are commonly used by most organizations today. This program prepares students who will be buyers of these services. Often, the services are delivered by some of the largest organizations in the world, such as Amazon, Apple, IBM and Microsoft. A well-educated buyer can begin to understand and manage the sourcing process with the knowledge from this course.

Financial Management and Analysis for Sport Media & Marketing

This course is designed to discuss the fundamental financial management and analysis problems for the sport media and marketing industry. The main objective of this course is to a) develop an understanding of the tools that are used to value sport media and marketing projects and companies (valuation) b) interpret how firms should consider funding related investments (financing) and c) evaluate how valuating and financing decisions are related within the broader sport marketing and marketing industry. In addition, this course will address the variety of unique problems and questions that confront the financial officer of sport media and marketing firms.

Pop-up Topics in Management

This course provides students with the opportunity to pursue advanced studies on interdisciplinary issues and themes of emerging and current significance in Management. It allows students to access leading-edge research and to explore new and emerging theories and models of practice. The particular theme, topic, and structure of the course may vary in response to changes and trends in the field, availability of specialists, and student interest.

Project Management

This course focuses on both the science of project management and the art of managing projects. While exploring common theoretical methods and reviewing the content of the Project Management Book of Knowledge (PMBOK), the major course objective is to provide a comprehensive, integrated understanding of the effective project management process with particular emphasis on its application to real-world business and technology projects. The course will cover project, program and portfolio management concepts enabling students to understand the role of sponsors, managers and experts in the project management process.

Brand Management

This course examines product and service innovation in media industries and investigates trends in consumption of media products and services. It introduces students to ways of understanding consumer behaviour with respect to media products and services. The course examines methods and models that treat consumers as customers, users, and audience members.

Professional Sales

This course in professional selling focuses on the advanced study of the sales process including relationship and account management, negotiation, team selling, sales leadership, and sales technology. It will use active learning methods that will allow you to gain professional sales experience through practice and applied learning. This will be accomplished through a combination of business case class discussion, sales training from experts in the field, and role-play opportunities. Professional selling is an essential component of the promotion or communication mix. After all, there can be no business if there are no sales transactions. Selling is something everybody is involved with even if it is in the form of selling people, opinions, and ideas or proposals as opposed to traditional products/services. You will gain practical influencing and professional selling skills that you can use in any field of business.

Sport Business Strategy

This special topics course will focus on fundamentals of both sport business-level and corporate-level strategy. The course is designed to introduce a wide variety of modern sport strategy frameworks and methodologies, including methods for assessing the strength of competition, for understanding relative bargaining power, for anticipating competitors' actions, for analyzing cost and value structures and their relevance to competition, and for assessing potential changes in the scope of the firm. A sport business strategy consulting project will be the final capstone group project for this course.

Sport Business Marketing

This course is designed to discuss the fundamental management and marketing problems for the sport business industry. The main objective of this course is to a) develop an understanding of the tools and scope that are used to drive leading sport business marketing strategy and relationships within the broader sport marketing industry. In addition, this course will address the variety of contemporary problems and opportunities that confront sport business marketers.

Directed Reading

This course gives students space to study literature that explores the full theoretical and contemporary scope of readings pertaining to a topic of interest. Under the guidance of the professor, the student will select a topic and investigate the area of specialization. The course will involve the exploration of the literature in a particular area guided by a member of the faculty with whom the student will meet regularly to discuss the readings. Students must seek out the approval of the MBA Program Director and faculty instructor prior to enrolling in this course.

11.0 How and When Changes will be Implemented, and Communication Strategy

The modifications made to the MBA program have been presented to and ratified by TRSM's GPC and Faculty Council.

The TRSM GPC is an extension of the TRSM Faculty Council and is accountable for the ongoing development and improvement of the MBA program. The GPC is made up of faculty representatives from each of the teaching areas within TRSM and is led by the Director of Graduate Programs. With respect to program assessment, the GPC is responsible for ensuring student's achievement of the learning goals and outcomes of the program and recommending adjustments and innovations to the program, where warranted. To this end, the GPC is supported by the TRSM Accreditation team who will be responsible for executing the program assessment methodology and providing reports to the GPC on student's achievement of the learning outcomes of the program.

The target implementation date for the revised MBA program is fall 2020. For current students who are yet to complete their core program of study prior to fall 2020, course substitutions will be provided. The intention is to stream existing students to the revised program requirements.

The redesigned program represents the best of both the MBA Global and MBA MTI programs. It should be noted that core courses remain at the same credit value and only elective offerings will be delivered in a compressed .5 credit format.

The program is confident that students currently in program will benefit from transitioning to the redesigned MBA requirements as it will provide them with greater flexibility, a redesigned selection of electives that reflect current management topics and an opportunity to customize their capstone experience.

This GPC provides input and advice on the structure and wording of program-level learning outcomes, as well as the best way to measure/assess those outcomes. The Accreditation team will collect artifacts to be used to assess each learning outcome, in accordance to the Curriculum Map provided. The Accreditation team provides the GPC with a yearly report on the achievement of learning outcomes by students in the program that year.

The TRSM Graduate Programs Marketing and Recruiting team already conducts marketing activities. Once the proposed redesign is approved, the TRSM Marketing and Communications unit and Graduate Programs Marketing and Recruitment team will begin messaging that highlights the new and innovative curriculum, with particular focus on the flexibility that differentiate the program.

Students in the MBA program are members of TRSM. The program Director provides a student orientation program for graduate students and also provides ongoing information and support through a variety of methods such as the program website and professional development workshops. The MBA program Director organizes specific graduate orientation for all new graduate students as well as ongoing communication electronically.

12.0 Implications for External Recognition and/or Professional Accreditation

TRSM received initial accreditation from the Association to Advance Collegiate Schools of Business (AACSB) in 2011. AACSB conducted an external Continuous Improvement Review of our program offerings in January 2017 and TRSM received re-accreditation for an additional five years. AACSB provides internationally recognized, specialized accreditation for business and accounting programs. AACSB accreditation ensures a level of currency and quality of offerings including the latest ideas in business, theories and practical skills. Less than 5% of the world's 13,000 business programs have earned AACSB accreditation.

Since the launch of graduate degrees in 2007, TRSM has had a renewed focus on research to complement its success in imparting undergraduate business education. The renewed focus on research got a boost when TRSM was accredited by AACSB. To maintain accreditation, TRSM associated faculty members are required to generate scholarship in a variety of formats, including top-tier journal publications. Unlike other disciplines, business schools are subject to various rankings, which influence their reputation and the ability to attract faculty, students, and philanthropic interest. Research excellence and productivity are key to the success of TRSM. The faculty's SRC plan identifies improving research productivity and excellence as a desired goal.

The proposed program changes will have no impact on TRSM's re-accreditation efforts with AACSB.

13.0 Views of the Graduate Program Council

The MBA Modification Proposal was first circulated to the TRSM Graduate Program Council (GPC) on September 23, 2019. On Sept 30 the committee met to discuss and share their feedback on the proposal. Minor modifications were proposed. At the September 30, 2019 GPC meeting the following motion was put forward and unanimously agreed upon:

"to approve the MBA Modifications proposal modified as per today's discussion to be circulated among the TRSM Faculty for review"

Following amendments, the proposal was circulated for comments to the TRSM community on October 2, 2019. TRSM community members were asked to provide feedback by October 16, 2019. A total of six individuals shared comments on the proposal, one of whom wrote a departmental response on behalf of faculty members. Please see Appendix H for detailed respondent feedback and the program's response prior to the GPC motion to forward the proposal for Faculty Council approval. Individual respondents were provided with a personalized program response. Again, minor modifications as suggested were incorporated into the proposal.

On October 24, 2019, a revised proposal was sent to the GPC for discussion at its October 31, 2019 meeting. Meanwhile, ongoing email and in-person discussions took place with members of the TRSM department of Law and Business to address their concerns over the perceived lack of topic coverage in the redesigned core curriculum in Ethics, Corporate Social Responsibility and Business Law.

On October 30, 2019, the department of Law and Business submitted an additional email communication to be presented for GPC consideration.

On October 31, 2019, the MBA Modifications Proposal was discussed at the GPC meeting with a particular emphasis placed on the concerns and feedback expressed by the department of Law and Business.

The following is a consolidated summary of comments expressed by members of the TRSM GPC:

- There was a process undertaken by the MBA Transformation Committee to redesign the core curriculum and that process should be respected.
- Ethics and CSR are important topics and outlined in the proposed learning outcomes and should permeate the entire program.
- Upon reviewing topics in the proposed core, there is currently 21 hours of CSR and Ethics content interwoven across the core program.
- The department of Law and Business was approached to provide expert content development, delivery and evaluation of key concepts and topics to be integrated across the core but declined this approach.
- There are never enough slots available to have everyone's wishes accommodated.
- The implication that the department's topic expertise won't be handled well by others might be addressed by having department experts collaborate and deliver in a formalized teaching arrangement in units in the core curriculum. Additionally, the department is invited to offer pop-up courses, providing content oversight and/or take the opportunity to propose elective courses in the future.
- MBA programs need to be dynamic and allow students to "pick their own adventure". CSR is an important topic and should be incorporated into the program.
- The committee did not target any course for exclusion.

Resulting from the above discussion, three motions were put forward for consideration:

Motion 1: To include the MB/MT8108 as a core course in the redesigned MBA curriculum

Result Motion 1: Defeated Unanimously

Motion 2: To amend the MBA Modifications Proposal by articulating how to infuse key concepts and topics, including ethics and CSR, across the proposed core curriculum.

Result Motion 2: Passed Unanimously

Motion 3: To approve the MBA Modifications Proposal with the amendment proposed and to forward to Faculty Council for approval at its November 13, 2019 meeting.

Result Motion 3: Passed Unanimously

On November 8, 2019, following consultation with the Dean, a friendly amendment to the previously voted upon motion related to the MBA Modifications proposal as put forth and approved by members of the GPC on October 31, 2019 was proposed. The amendment proposed respected the spirit and concerns expressed by colleagues in the Department of Law and Business, wider TRSM community and the intentions of GPC regarding the removal of MB8108 : Regulation, Government and Social Responsibility Management course from the core curriculum of the revised MBA program. Noting the lateness of feedback received and pending Faculty Council date, an electronic vote of GPC members took place on the following motion:

Motion: To approve the MBA Modifications Proposal by accepting a friendly amendment that stipulates that topics of "ethics, sustainability and regulation" are critical in MBA education and to include one core course on these topics in the redesigned MBA program and to forward to Faculty Council for approval at its November 13, 2019, meeting.

The motion to approve the amendment was carried. Of the 21 voting members, 11 members voted in favour, 1 not in favour, and there was one abstention.

This amendment necessitated revisions to the MBA proposal. In the interest of advancing the redesign of the MBA program, a modified agenda was sent to Faculty Council on November 12, 2019 with the following motion:

Motion: To approve the MBA Modification Proposal, with the inclusion of the Ethics, CSR and Regulation core course, subject to a revision of the proposal to be communicated to council with GPC approval, no later than December 15, 2019.

This motion was carried with only two minor questions from faculty members in attendance at the Faculty Council meeting.

On March 10, 2020, the MBA Program Director proposed the elimination of a minimum stated GMAT/GRE score for program admission. The Ted Rogers MBA program suggested the elimination of the GMAT minimum stated score of 550 (or equivalent GRE score) listed in the admission requirements for the program with the aim to align better with principles of diversity, inclusion, and accessibility. By doing so, the program appears more accessible to prospective applicants and remain competitive on the market.

Additionally, upon reviewing comparator school data, only five programs of 28 across Canada indicated a minimum score with most institutions stating a competitive score being required.

The proposed change was circulated for discussion to the Graduate Program Council – Admission Committee and the following motion was put forward to the Graduate Program Council for an electronic vote:

Motion: To remove the minimum GMAT/GRE score requirement from the admission criteria for Ted Rogers MBA.

The motion to approve the changed admission requirement was carried. Of the 21 voting members, 13 members voted; 9 in favour, 1 abstention and 3 not in favour.

14.0 Other Programs Affected by the Changes

The MBA Global and MBA-MTI had 5 core courses in common (Strategy, Financial Management, Managing in a Diverse World, Reg. Gov. and Social Responsibility, and Research and Communications) and drew from the same pool of elective courses. Both programs required a Major Research Project. The new MBA maintains a similar structure, with seven core courses, 3 electives, and a capstone business

project, eliminating the Major Research Project. It combines the essential features of the MBA Global and MBA-MTI, while emphasizing that the MBA is a professional degree, not a research degree. This clearly distinguishes the MBA from the MScM, which has undergone changes and is the premier research-based, thesis degree at the Master's level for TRSM. As a result, we are phasing out the MBA-MTI. The new MBA has a required technology component with related elective courses. However, it reflects the breadth of current topics that are essential for managers, including required Leading for Performance and Wellbeing, Business Analytics for Managers courses, and a choice within the capstone course (Consulting Project, Entrepreneurial Project, International or Canadian experience. This creates more, flexible career paths for students.

Supplementary Proposal

a) Consistency of the Curriculum Modification with the Institution's Mission and Academic Plans

Ryerson's mission: "The special mission of Ryerson University is the advancement of applied knowledge and research to address societal need, and the provision of programs of study that provide a balance between theory and application and that prepare students for careers in professional and quasi professional fields".¹⁰

Ryerson has earned a reputation for high quality, professional and career related research and education and its programs are in high demand. The redesigned MBA program will stay true to our history with an emphasis on topics with relevance to tackle complex issues in industry and society

The redesigned MBA aims to equip students with advanced Management knowledge. The redesigned program is in line with Ryerson University's Strategic Plan, as well as with TRSM's current Academic Plan in that this professionally based program would be both a catalyst for generating meaningful scholarly and professional experience.

The MBA program builds on the strengths of the university and academic units within TRSM. The program was intended to restore management training and capacity at the Master's level and contribute to enhancing Ryerson University's reputation as a comprehensive university. The program affords students the opportunity to develop their management knowledge and skills that will prepare them for more career-oriented jobs in the private, public, or not-for-profit sectors.

The MBA exposes students to real world problems and provides them with the knowledge and tools necessary to solve such problems. Instilling a deep understanding of and advanced capability in the application of management theory and analytical techniques contribute to increased scholarly and creative activity both within and outside of Ryerson. An increase in the quality and quantity of intellectual output in turn improves the reputation of both TRSM and the University as a whole.

The MBA program is an integral part of the vision and strategic plan to make TRSM a world class business school with high quality programs at multiple levels, as well as a school known for thought leadership and diversity.

The MBA program is highly consistent with Ryerson's mission and Academic Plan, Our Time to Lead, and its priorities as noted below. As a comprehensive university, graduate education is imperative to Ryerson's mission and addressing its four priority areas:

1. *Enable greater student engagement and success through exceptional experiences* - The MBA program builds on and complements the very strong programs in Business that currently exist in TRSM. The MBA program, in the tradition of other TRSM programs, prepares its students to become effective employees upon graduation. Students engage in experiential learning, working closely with faculty and/or organizations to identify suitable project opportunities that is beneficial to the

¹⁰ <https://www.ryerson.ca/about/accountability/mission/>

student, faculty, and organizations. Core and elective programming will help to build knowledge of complex managerial issues and provide insight into how to frame and tackle these issues from a managerial perspective. Students make presentations in class and other venues developing their ability to communicate ideas and findings in clear and understandable ways.

2. *Increase Scholarly Research and Creative excellence, intensity and impact* - This is a practice-oriented program; however, graduates should have the ability to create and implement novel approaches to management and adjust these approaches in the light of unforeseen problems. They should have the ability to make informed judgments on complex issues regarding data analysis and findings. They should also have the ability to research company and economic data in the preparation of case analyses and will be suitably versed in methods of empirical research.
3. *Foster an innovation ecosystem* - Innovation and entrepreneurship are hallmarks of Ryerson and TRSM. As noted in "Our Time to Lead" innovation depends on diversity of experience and thought. TRSM is arguably, Canada's most diverse business school, in terms of student body and faculty composition and collaboration. Faculty members routinely engage in international research collaboration, with 62% of our faculty conducting research across 51 countries; 63% of our faculty attained their academic credentials outside of Canada and 48% were born outside of Canada. TRSM faculty members have research competence and disciplinary backgrounds in areas not traditionally seen in business schools (e.g., law, philosophy, engineering, computer science, geography, and more) which has led us to succeed in securing funding from all three Tri-Council agencies – SSHRC, NSERC, and CIHR. Innovation and entrepreneurship happen at the intersections among fields. The academic diversity of TRSM creates these intersections and therefore opportunities.

Working with expert faculty, students in the redesigned MBA program may choose to integrate the tools and concepts learned from their core and elective courses to participate in the Capstone option; Entrepreneurship Experience.

Throughout the course, successful entrepreneurs and venture capitalists from the Ryerson ecosystem, will be available to provide useful perspectives on their startup experiences. Students in the Capstone Entrepreneurial Experience will have the opportunity to apply to Zones within the DMZ. Ryerson is home to 10 Zones, each with a distinct focus that provides opportunities to shape initiatives from the ground up and gain experience that prepares students for the real world.¹¹

4. *Expand community engagement and city building* – The program fosters the ability of students to investigate and understand root causes and to engage in the active resolution of organization challenges. Through coursework, Integrative Case Competition and Capstone project, students develop the skills that facilitate local-level innovation, sustainability and organization renewal. The program has redesign has evolved to serve the intellectual and managerial leadership needs of the community and build on existing relationships, create new associations and endeavor to enhance TRSM's role in the community.

In its Academic Plan, Ryerson University explicitly states that it will continue to "strengthen graduate education and implement strategies specifically designed to support the continued development, administration and delivery of graduate education, and enable the strategic expansion of master's and PhD programs." The Academic Plan communicates a desire to increase the number of graduate students

¹¹ <https://www.ryerson.ca/zone-learning/zones/>

entering and completing advanced degrees at Ryerson. With respect to this goal, the plan states that “Graduate students are enriched by their programs. They develop essential research and professional skills, play an integral and vital role in faculty SRC activities and, in turn, receive mentoring, supervision, training and support. As such, stronger linkages between graduate education and research are central to the long-term success and sustainability of a robust SRC culture at Ryerson.” The plan also states that the expansion of master’s and PhD programs is needed to “meet the demand for highly qualified personnel in the private, public and not-for-profit sectors.”

The TRSM academic plan, translates these university wide goals to the context of the business school. This plan includes a number of goals and tactics relevant to the offering of the MBA program.

TRSM Academic Plan

Strategic Objective 1: Redefining Experiential Learning for the 21st Century

Strategic Objective 2: Enhancing Graduate Programs and SRC

Strategic Objective 3: Cultivating our Community Building Reputation

Strategic Objective 4: Improving Our Internal Governance, Communications and Structures to Enable Lasting Innovation

Strategic Objective 1: Redefining Experiential Learning for the 21st century

Experiential learning is the application of theory and academic content to real-world experiences, either within the classroom, within the community, or within the workplace, which advances program or course-based learning outcomes that are specifically focused on employability skills.¹² Experiential learning requires the student to not only engage in the experience activity, but also requires them to reflect upon their learning and how their skills learned through their academic studies can be applied beyond the classroom. Experiences built into the redesigned MBA program will include participation in Bootcamp programming, working with faculty and industry on major consulting engagements, gaining practical experiences through Zone Learning, case competitions, and international/Canadian experiences to name a few.

Strategic Objective 2: Enhancing Graduate Programs and Research

TRSM’s course-based MBA program is focused on providing fundamental business knowledge and leadership skills. Students may focus their studies to meet their own goals and interests through electives, consulting/research projects and opportunities to participate in an international or Canadian experience. Ted Rogers MBA students will enjoy the benefits of one-on-one interaction with instructors and modern learning facilities such as a state-of-the-art management facility equipped with Bloomberg terminals.

An internationally accredited program with a curriculum that is both rigorous and relevant TRSM’s redesigned MBA delivers the business fundamentals and skills to help students succeed locally, nationally and globally.

Supported by the Yeates School of Graduate Studies (YSGS), which offers a comprehensive collection of professional development programs and services, students will be provided with the complementary

¹² <http://www.edu.gov.on.ca/eng/general/elemsec/job/passport/index.html>

skills required to be successful in their lives after graduate school, our MBA graduates are well positioned to transition from the classroom to the boardroom.

Strategic Objective 3: Cultivating our Community Building Reputation

The MBA program in TRSM allows us to better fulfill our responsibility toward cultivating relationships with community stakeholders. By contributing to the pool of advanced degree holders, the expertise and business skill set acquired will allow TRSM to apply entrepreneurial principles and social innovation to address the social and economic issues facing of our local community.

Strategic Objective 4: Improving Our Internal Governance, Communications and Structures to Enable Lasting Innovation

With the formation of the TRSM Faculty Council and Graduate Programs Council (GPC) in 2014, academic governance for graduate programs has been strengthened.

Most importantly, the MBA program supports the TRSM Academic Plan in several ways:

- develop a professionally career oriented graduate program appropriate for close collaboration with local and regional industry partners
- support a rich TRSM history of contributing to the economic and social development of the local community through partnerships with business organizations
- support financial judiciousness by maximizing year-round teaching and learning;
- contribute to the growing number of graduate level programs at Ryerson University

A management school with vibrant graduate programs and revitalized SRC serves the mission of Ryerson far better than a primarily undergraduate focused Faculty.

Equity, Diversity and Inclusion

The Ted Rogers School of Management has an unequivocal commitment to supporting equity, diversity and inclusion (EDI) as defined by the Office of the Vice President – Equity and Community Inclusion at Ryerson University. The Ted Rogers MBA will embrace that diversity includes supporting and respecting the personal experiences, values, and world views that arise from differences of culture and circumstance. These differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, political diversity, socioeconomic status and geographic region, and more.

TRSM is committed to recruiting the most diverse students, faculty, and staff; this enhances our mission, community, and academic excellence. We seek to provide an inclusive environment where all are treated fairly and have equal access to opportunities. This commitment lies at the heart our mission as part of Ryerson University.

Ted Rogers MBA and TRSM EDI Goals include:

- Increase recruitment, enrolment, and retention of underrepresented students at TRSM
- Educate the TRSM community about the importance and value of diversity through educational, and cross-cultural activities for all students

- Support differentiated teaching methods that engage the entire class, not just students who respond to a particular style of learning
- Course offerings are supported by flexible delivery methods that are accessible to students and creating a community of learners (hybrid, on-line, modular etc.)
- Encourage TRSM research that addresses global management challenges and achieves positive societal impact.
- Learning outcomes be designed to support equity, diversity and inclusivity in the curriculum and in the learning environment

The EDI goals serve as guiding principles for the development of all areas in the MBA Modification Proposal.

To support the goals stated above, there are several on campus groups and resources including:

- The Office of the Vice President – Equity and Community Inclusion: This Office consults and assists departments and faculties to strategically infuse the values of equity, diversity and inclusion into everything they do. They also celebrate and support community members focused on advancing EDI.
- Diversity Institute: The Diversity Institute conducts and coordinates multi-disciplinary, multi-stakeholder research to address the needs of diverse Canadians, the changing nature of skills and competencies, and the policies, processes and tools that advance economic inclusion and success. The action-oriented, evidence-based approach is advancing knowledge of the complex barriers faced by underrepresented groups, leading practices to effect change, and producing concrete results.
- Student Organizations: Students can also get involved with a variety of student organizations that support diversity both within TRSM and across the broader Ryerson University community. One example includes TRSM's Women in Leadership organization who delivers inspirational events and workshops that bring together women and men to collaborate in the development of their leadership skills to create positive change in the future of women's leadership.
- Cultural Awareness Committee: The Cultural Awareness Committee is a team of students, staff and faculty from several programs across campus who together works to bring awareness to the many diverse cultures and ethnicities that make up the Ryerson community.

b) Ways in Which the Curriculum Modification Addresses the Current State of the Discipline

In the aftermath of the global financial crisis and recession, calls for change at business schools have come from every corner. Technological innovation, political shifts, and developing economies are all impacting how and where business is done. In this environment, business schools need to adapt to stay relevant. Reshaping and rethinking business education is extremely important, and management education is increasingly being called upon to prepare students for jobs that don't exist yet. At TRSM, this is achieved through an experienced faculty and experts from different industries, who give an insight into current trends and the future of business.

Program Duration

The Ted Rogers one-year program is also known as a fast-track MBA program or accelerated MBA. What differentiates this program from a traditional MBA program is the amount of time it takes to complete the program and earn a degree. Traditional MBA programs typically take two years to complete. The Ted Rogers MBA program allows students to earn their degree in half the time it takes an average student. The one-year MBA is designed for students who want to earn an advanced graduate degree in the shortest time possible.

Prospective students typically consider multiple program types at the beginning of their journey to business school as they determine which is the best pathway to achieve their professional, financial, and personal goals. The average prospective student considers 3.2 different program types.¹³ Across all program types, full-time two-year and one-year MBA programs are considered by the greatest share of prospective students. The program types prospective students most consider are full-time two-year MBA (45% of prospective students) and full-time one-year MBA (44%) programs.¹⁴

While the traditional two-year MBA program is still popular today, more and more students, who are in a rush to add a graduate degree to their resume, are enrolling in accelerated MBA programs. These accelerated programs give students the opportunity to enroll in school one year and graduate the next.

Applicants with an undergraduate Bachelor of Commerce degree from TRSM may be eligible for entry in the 12-month Ted Rogers MBA with 24 months of work experience. Undergraduate co-op or internship placements (adding up to 12 months of work or more) from a recognized co-op employer will also be considered toward the 24-month work experience requirement.

Flexible MBA

When it comes to the MBA, the traditional model of full-time on-campus study does not suit everyone. Flexibility is necessary in order to cater to the different needs of students, and to ensure that everyone has the best chance of learning and improving their skills. According to the current MBA market trend, with technology innovation, there is an increasing trend of the on-line and flexible MBA programs. While the full-time format remains the most popular, the online MBA is growing in appeal. In 2016, the majority of online MBA programs (57%) increased their application volumes, up from 50% in 2015, according to data from the Graduate Management Admission Council.¹⁵

Online/Hybrid Learning: Designed for the busy working professional who would like to combine work and study, online learning delivers a flexible MBA. Online learning does not refer to completely online study in the proposed redesign of the Ted Rogers MBA but rather it is a mixture of both online communication and in person lecture. The school is infusing innovations in the use of technology to adapt several electives into a hybrid format, with on-campus class sessions supplemented with virtual ones. These courses allow for less travel time to and from campus and provide a way for students who

¹³ <https://www.gmac.com/-/media/files/gmac/research/prospective-student-data/2018-mbacom-prospective-students-survey-mba-and-business-masters-demand-may-2018.p>

¹⁴ <https://www.gmac.com/-/media/files/gmac/research/prospective-student-data/2018-mbacom-prospective-students-survey-mba-and-business-masters-demand-may-2018.pdf>

¹⁵ <https://www.gmac.com/why-gmac/gmac-news/gmnews/2013/january-2013/whos-pursuing-an-online-mba>

travel for work, have a long commute, or have other personal and professional obligations to continue to participate in their classes in a more flexible delivery method.

The proposed redesign offers numerous ways for students to customize their learning. Students will benefit from the different delivery formats available with 24 electives, running over six week modular options to suit their personal and professional commitments.

Online Delivery: Many Canadian programs have adapted to student demands by offering some facets of online course delivery. While the majority of prospective students want their courses to be delivered in a full-time course format, greater flexibility has become expected from MBA programs to offer more materials via online/hybrid delivery (GMAC, 2018). Looking more closely at the desires of part-time students, 20% of prospective students prefer most of their program to be delivered online, with an additional 11% preferring their entire program be delivered online. With almost half the student FTE within the TRSM MBA registered in part-time studies, an opportunity existed to provide these students greater flexibility in program delivery that makes use of online materials. To better suit the needs of both part-time learners and provide more compelling course content for all learners, the redesigned MBA program makes use of hybrid (in class and online courses) as well as flipped classroom course design to better meet student needs. The use of these delivery methods will allow students greater access to richer-content course materials online at any time of day and as a supplement their classroom experiences.

Modular / Focus Areas: According to GMAC, “prospective students now choose from an expanded portfolio of more specialized program options, including programs offered in a variety of different formats and delivery methods. This expansion has dramatically increased prospective student choice, and simultaneously intensified competition between programs to attract top talent.” Given the hyper-competitive market space that the MBA runs in, and a more discerning prospective student, the redesigned MBA program will expand its electives from 3 full-course electives to 6 half-course electives to permit students access more relevant and timely content. In redesigning the electives, leading areas of focus including human resources, analytics, digital technology, finance, and entrepreneurship will be offered in addition to more specialized areas such as consulting, sport Business, and others. With the new six-week format, content can be compressed and tailored to essential theory and practices to enable students to hit the ground running within their current or future workplaces.

Relevance

Eight curricular areas were identified by prospective students as key to MBA programs. These areas include strategy, leadership/change management, international management and business, entrepreneurship and innovation, project management, general management, data analytics, and finance. Similar trends were also noted within internal surveys of southern Ontario MBA programs in their core course offerings. In response to these trends, the revised MBA program realigns the core curriculum towards these areas of study with revisions to existing courses such as strategy, accounting/finance, and marketing, while introducing newly designed courses in business analytics, leadership, and innovation & technology management. This is in addition to building upon TRSM’s leading and intensive integrative case studies that require students to apply their knowledge and skills within high performance student teams to recommend solutions to real world organizations.

Affordability

According to GMAC, 1 in 4 prospective students are concerned about taking on large student debts to pay for their education. Additionally, prospective students are also concerned about the state of the economy at the end of their degree completion, particularly since the Great Recession and more recent recessionary indicators. In a recent internal survey of southern Ontario MBA programs, TRSM's tuition was below the \$44,000 average and the 3rd most affordable at \$21,265. TRSM Graduate Career Services also helps students find employment after graduation with recent student surveys indicating that graduating students were 90% employed 6 months after graduating and earning above average salaries compared to their peers at other schools. The revised TRSM MBA will maintain its leadership as a high quality MBA program with affordable tuition and exceptional career services.

c) Identification of any Unique Curriculum or Program Innovations or Creative Components

In general, the curriculum of the proposed MBA program is designed to cover the key areas necessary for university graduates who may not have a business education background, or for graduates who need to enhance their undergraduate business education experiences; in order to fill management related positions in a wide range of contexts in public and private sectors, in small to large organizations. TRSM's MBA program shares the general MBA program philosophy. In the proposed redesigned MBA, students must complete the required 13 credits (plus five foundation courses if required); seven core courses, three credits of electives, and a Capstone requirement.

The proposed redesigned MBA core courses include:

- Strategy in a Disruptive Marketplace
- Leadership for Performance and Wellbeing
- Financial Management
- Innovation and Technology Management
- Business Analytics for Managers
- Managing Customer Value
- Managing Responsibly

These core MBA courses are necessary for students to be able to achieve greater understanding of foundational principles in management education. The MBA Transformation Committee developed the new core curriculum to help students prepare to enter the marketplace with depth and breadth of expertise in their field. Employers will expect MBA graduates to be ready, from day one, to add value to their organizations. The development of skills that support effective leadership are nurtured through the core via a combination of readings, lectures, cases, experiential exercises and class discussion, which allow entering MBA students to determine their own leadership strengths and limitations.

Elective courses

Although there is some variation, MBA program curricula tend to consist of required courses during the first semester, and thereafter, students choose from electives, which tend to be narrower in focus. The redesigned MBA curriculum will provide students with exposure to multiple disciplines and perspectives, better equipping them for the complex needs of the modern business world.

Students will choose from 28 available electives with the option of pursuing greater depth of knowledge. All elective courses will be offered in a six-week semester. These concentrated courses provide flexibility in scheduling.

Clustered Theme	Proposed Electives
Consulting	<ul style="list-style-type: none"> ● Acquiring Consulting Skills & Processes ● Understanding Consultants & Consulting
Data Analytics	<ul style="list-style-type: none"> ● Causality and Causal Inference Methods ● Data Science for MBAs ● Fundamentals of Data Science for Management ● Predictive Analytics for MBAs ● Social Media Analytics
Digital Enterprise	<ul style="list-style-type: none"> ● Disruptive Digital Transformation ● Integrating AI: Business Process Management Perspective ● Sourcing Digital Services
Entrepreneurship	<ul style="list-style-type: none"> ● Starting Your Startup ● Developing Your Startup
Finance	<ul style="list-style-type: none"> ● Cases in Corporate Finance ● International Finance ● Investment and Portfolio Management ● Personal Finance
Human Resources	<ul style="list-style-type: none"> ● Dynamic Decision Making and Problem Solving ● Mental Health and Wellbeing in the Workplace ● Negotiation and Conflict Management ● Organizational Decision Making ● Strategic HRM ● Talent Management
Other Specialized Electives	<ul style="list-style-type: none"> ● Brand Management ● Professional Sales ● Project Management ● Pop-up Topics In Management
Sport Business	<ul style="list-style-type: none"> ● Sport Business Strategy ● Sport Business Marketing

Integrative Case Competition and Capstone Experience

The redesigned curriculum of the Ted Rogers MBA is anchored by experiential learning opportunities; a revamped Integrative Case Competition week and new capstone course options. Both courses are designed to sharpen students' writing, speaking and critical-thinking abilities and then put those collective business skills and knowledge to work on team projects for client companies and through case study methods. Teams of students will work on project and cases with oversight from a faculty instructor and access to a team coach.

No other business school in Canada offers the unique Integrative Case Competition component where MBA students to work on compelling, hands-on cases and projects for leading companies in the key sectors that intersect with TRSM's research and position as one of Canada's top 10 MBA programs.

While taking the School in new directions, the revised curriculum will reinforce the Ted Rogers MBA strengths and its hallmarks: a close-knit learning environment, small class sizes and the fundamentals of business, ranging from accounting and finance to marketing, organizational behavior and strategy.

The capstone activity is a 3-credit course and is a major project. The electives and the capstone project enable learners to acquire deeper expertise in a select related field. All quality MBA programs include a capstone activity and so does TRSM's MBA program. The Capstone course provides experiential learning opportunities through formal coursework and hands-on based learning. Students will be given opportunities to engage with faculty and industry leaders providing exposure to business and management in both local and diverse global contexts.

Options available for a Capstone experience include:

Major Consulting Project: At its core, the MBA degree is a general management degree. The Consulting Project capstone option builds off the base of the MBA by providing students with the strategic tools, frameworks, and industry-specific knowledge needed to help organizations move forward.

The MBA Consulting capstone project allows students to put their training into practice and help an organization with a business strategy problem they are facing. Students will identify actual business issues, challenges, or roadblocks that impact the progress and development of a businesses. Student teams work with their clients throughout the semester to conduct research, analyze results, and present conclusions and recommendations that favorably affect the performance of the business.

Throughout the semester, students will develop professional consulting skills by working with the professor and clients to enhance working relationships. This capstone provides a valuable experience in consulting with the opportunity to develop business analytical skills. Whether MBA students will pursue a career in consulting or not, the takeaways from this class can apply to any field. The Consulting Project provides a cost-effective solution for corporations, nonprofits, and governments that lack the time, budgets, or human resources to address specific strategic initiatives. Consulting projects are carried out by teams of students working under the supervision of a TRSM faculty member with extensive consulting and project management experience.

An International or Canadian Experience: This capstone option allows students to gain an understanding of a specific cultural, business, political, and economic environment impacting businesses. They will meet with business executives and with community stakeholders. Under the guidance of a faculty member, students will work with a community group or business to transfer knowledge or solve a problem. Students will attend pre-travel training and bootcamp sessions prior to

departing to select destinations. In the host countries/communities, students will gain first-hand experience and an understanding of a unique business culture directly from industry experts. Students will visit local companies and participate in cultural activities.

An Entrepreneurship Experience: For those who intend to launch their own business, either upon graduation or later, which will embrace the whole Ryerson Innovation & Entrepreneurship Ecosystem. In addition to elective courses and the Capstone course, the Entrepreneurship Experience may include an application to work in one of Ryerson's zones to develop a business. It may also include developing a prototype for a product in Ryerson's Collaboratory, a space and interdisciplinary research hub on the 3rd floor of the Library, accessible via the SLC. The Collaboratory provides graduate students, faculty and their research teams with space and technology resources. Students are also encouraged to apply for the Slight New Venture Competition, which offers 2 prizes of \$25,000. As an aside, every MBA student will be exposed to the Zones.

TRSM's location in downtown Toronto, provides us with a unique perspective. Our curriculum reflects an awareness of the pressing need to build on community strengths and leverage these strengths and engage globally. We are building our programs on our deep community roots and our curriculum has been well received in many different parts of Canada and the world.

Depth and Breadth of Knowledge

Most learners would describe their organizational experience to date as having provided them deep, but narrow, expertise in a specific function of activity (e.g., human resource management, marketing, fundraising, sales, or operations). The goal of such a learner in earning an MBA is to understand the interaction between community and business and gain exposure to development practices and advanced management concepts and skills. The desired outcome is for graduates to be able to complement their acquired expertise in a specialized area with a broad general management perspective, which allows their decision-making skills to integrate issues across the entire organization and the community. By providing graduates with these broad and integrative general management skills, the MBA program will prepare participants for senior leadership roles in their organizations and their communities. Learners complete courses that demand critical analysis and include deliverables that require synthesis, such as marketing plans, business models and plans, development of community plans, organizational strategy, and etc.

AACSB Accredited

TRSM's undergraduate and graduate programs are accredited by the Association for the Advancement of Collegiate Schools of Business (AACSB). AACSB standards are assessed every five years including faculty contributions in meeting the standards for currency as outlined in TRSM's AACSB accreditation. This accreditation is a formal means of ensuring both academic rigor and industry relevance and currency. TRSM recently underwent its five-year Continuous Improvement Review by AACSB and the external peer review team has recommended re-accreditation for an additional five years with no restrictions.

Industry Connections

The redesigned MBA has several mechanisms to ensure that the program stays connected to the profession. TRSM's reputation for collaboration with industry will provide excellent feedback on developments in the field through visiting distinguished professors, executives in residence, Advisory

Council members, and guest speakers. Additionally, TRSM has a Faculty-wide Advisory council that advises the Dean, although these councils do not directly provide counsel to the MBA program, TRSM benefits, as do the individual School/departments in their professional currency.

Career Readiness

Students receive more individualized and extensive career services than most MBA programs. At many MBA programs, recruiting is organized around bringing top firms to the program to recruit students. In contrast, at TRSM, the MBA Career Centre works to provide individual assessments of personality and aptitudes and has adopted a software portal that enables the staff in the Career Centre to screen for students with certain qualifications and experiences, entitled "Who Plus You." The MBA Career Centre is supported by an ancillary fee approved by student referendum and Board of Governors in 2009.

Services offered by MBA Careers include assistance with internship placements, resume/cover letter review, interview preparation and individual targeted job search strategies, on-campus networking events, and specialized career programs. In March 2013, the Career Centre added an advisory board consisting of students, faculty and staff. MBA Careers consists of four staff advisors and two Executives in Residence.

Results from the 2015 survey of graduates suggest that the strong personal and professional development opportunities are providing students with meaningful career progress. The Career Centre boasts a 100% placement rate in the MBA internship program. Average post-MBA salaries are \$85,903, an increase of 41.6% over incoming salary. Finally, 86% of respondents were employed within 3 months post-graduation, with 92% of respondents finding jobs within 6 months of graduation.

d) Indication of the Nature and Suitability of the Major Research Requirements for Degree Completion (if applicable)

The target audience for the MBA is primarily students who recently completed their undergraduate education and have a strong interest in a professional focused career in business. The MBA program is not a research-based degree and is a course-based degree.

Program course work will provide students with the opportunity to develop an advanced-level conceptual foundation in a chosen field. Specifically, the program focuses on the acquisition of advanced knowledge in Management disciplines (Accounting, Entrepreneurship & Strategy, Finance, Global Management Studies, Health Services Management, Hospitality & Tourism Management, Human Resources Management / Organizational Behaviour, Information Technology Management, Law & Business, Marketing Management, Real Estate Management, Retail Management).

e) Proposed Mode(s) of Delivery and Program Learning Outcomes and Degree Level Expectations

The Ted Rogers MBA Program is designed to build on the academic and cultural diversity of its student body. A cohort environment allows students to work and learn together, benefiting from each other's strengths, capabilities and experience. The program carefully integrates group work composed of

students with different academic, cultural and professional profiles. Progressing through the program in these work groups provides students with an enriching learning experience and a unique opportunity to develop their ability to function within a culturally diverse environment.

The revised program requirements consist of .5 and 1.0 unit courses. Semesters have been divided into two sessions, allowing the program to offer .5-unit courses, also known as modules. The modules, normally offered over a six-week period, provide more variety in course offerings and allow flexibility in course delivery, as some modules may be offered in an intensive format such as over three weekends. Depending on enrolments single or multiple sections (day and evening) of each course may be scheduled throughout the academic year; some courses are offered only in the evenings. TRSM may choose not to offer a course for which the demand is too low.

Table 1.0: Proposed Mode of Delivery to Meet Learning Outcomes and GDLEs

Required Course Name	Mode of Delivery	LOs Addressed	GDLEs
Leading for Performance and Wellbeing	<ul style="list-style-type: none"> • Discussion • Lectures • Roundtable discussions • Small group discussions • Guest speakers. 	LO1.a, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e	1, 3, 4a, 4b, 4c, 5
Innovation and Technology Management	<ul style="list-style-type: none"> • Discussion • Critical Readings • Research Synthesis 	LO1.a, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO5.a, LO5.c, LO5.d, LO5.e	1,2a, 2b, 2c,2d, 3,a, 4b, 4c ,5,6
Strategy in a Disruptive Marketplace	<ul style="list-style-type: none"> • Discussion • Independent Reading • Class presentations • Pre-class Video Viewing 	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.c, LO5.d, LO5.e	1, 3, 4a, 4b, 4c, 5, 6
Financial Management	<ul style="list-style-type: none"> • Lectures • Problem Based Solving • Independent Readings 	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a,	1, 3, 4a, 4b, 4c, 5

Business Analytics for Managers	<ul style="list-style-type: none"> • Readings • In-class Assignments • Discussion • Lecture 	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.c	1, 2, 3, 4b, 4c, 5
Managing Customer Value	<ul style="list-style-type: none"> • Independent online material • Lecture • Case Studies • Oral Presentation • Guest Speakers 	LO1.a, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e	1, 3, 4a, 4b, 4c, 5, 6
Managing Responsibly	<ul style="list-style-type: none"> • Lecture • Independent online material • Readings • Videos • Case Studies • Guest Speakers • Discussion 	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO4.c, LO5.a, LO5.c, LO5.d	
Integrative Case Competition 1 and 2 (Required element of the MBA program but not a core course)	<ul style="list-style-type: none"> • Class Presentations • Guest Lecture • Group Discussion • Corporate Mentorship 	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e	1, 2b, 2c, 2d, 3, 4a, 4b, 4c, 5, 6
Capstone	<ul style="list-style-type: none"> • Bootcamp Workshop • Independent Readings 	LO1.a, LO1.b, LO1.c, LO1.d,	1, 2a, 2b, 2c, 2d, 3, 4a, 4b, 5, 6

	<ul style="list-style-type: none">● Group Presentations● Client Presentations	LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e	
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f) Proposed Methods for the Assessment of Student Achievement of Program Learning Outcomes and Degree Level Expectations

The purpose of identifying learning outcomes is to express the desired results of a learning experience. Instructors decide how students provide evidence of their learning through assessment tasks. Assessment tasks are the activities learners will undertake to confirm whether or not 'the outcome has in fact been achieved during and at the end of the learning process. Assessments tell how well students are learning in relation to the stated learning outcomes and to provide feedback to students. There are many different kinds of assessment proposed and include exams, quizzes, cases, reports, presentations, reflective papers, projects etc.

Table 1.1: Methods for the Assessment of Student Achievement of Program Learning Outcomes and Degree Level Expectations

Required Course Name	Assessment Methods	LOs Addressed	GDLEs
Leading for Performance and Wellbeing	<ul style="list-style-type: none"> Cases Reading of Articles Self Awareness Assignment Leadership Analysis Paper Final Paper 	LO1.a, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e	1, 3, 4a, 4b, 4c, 5
Innovation and Technology Management	<ul style="list-style-type: none"> Weekly Article Short Reports Group Paper 	LO1.a, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO5.a, LO5.c, LO5.d, LO5.e	1, 2b, 2c, 3, 4a, 4b, 4c, 5, 6
Strategy in a Disruptive Marketplace	<ul style="list-style-type: none"> Cases Industry Report 	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.c, LO5.d, LO5.e	1, 3, 4b, 4c, 5, 6

Financial Management	<ul style="list-style-type: none"> ● Connect Lab ● Quizzes ● Assignments ● Final Exam 	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a,	1, 3, 4a, 4b, 4c, 5
Business Analytics for Managers	<ul style="list-style-type: none"> ● Analytic Assignments ● Final Business Case 	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.c	1, 2b, 2c, 2d, 3, 4a, 4b, 4c, 5
Managing Customer Value	<ul style="list-style-type: none"> ● Case Assignment ● Online Participation ● Podcast or Video Creation ● Group Case Analysis 	LO1.a, LO1.c, LO1.d, LO2.a, LO2.b, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e	1, 3, 4a, 4b, 4c, 5
Managing Responsibly	<ul style="list-style-type: none"> ● Memo Assignments ● Final Exam ● Integrative Case ● Participation 	LO1.a, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.d, LO4.a, LO4.b, LO5.a, LO5.c	1, 3, 4a, 4b, 4c, 5
Integrative Case Competition 1 and 2 (Required element of MBA program but not a core course)	<ul style="list-style-type: none"> ● Cases ● Reflection Paper 	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e	1, 2a, 2b, 2c, 2d, 3, 4a, 4b, 4c, 5, 6
Capstone Project	<ul style="list-style-type: none"> ● Project Proposal ● Project Activity Reports ● The Team's response to an End-of-Project Report from the Client Organization ● Final Report ● A Peer Assessment ● End-of-course Personal Reflection 	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e	1, 2a, 2b, 2c, 2d, 3, 4a, 4b, 4c, 5, 6

g) Completeness of Plans for Documenting and Demonstrating the Level of Performance of Students, Consistent with the Institution's Statement of its Degree Level Expectations

Table 1.2: Assessment of Learning and Graduate degree Level Expectations

Course Name	GDLE	Learning Outcomes	Evidence Confirming Expectation Has Been Achieved
Leading for Performance and Wellbeing	1, 3, 4a, 4b, 4c, 5, 6	LO1.a, LO1.c, LO1.c, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e	<ul style="list-style-type: none"> Analyze the value of the leadership theories for explaining effective leader behaviour. Develop insight into personal strengths and weaknesses and create an action plan for how to maintain and develop leadership skills and abilities. Integrate the theoretical perspectives on leadership with practical knowledge to demonstrate how theory can inform leadership practice.
Innovation and Technology Management	1, 2a, 2b, 2c, 3, 5, 6	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO5.a, LO5.c, LO5.d, LO5.e	<ul style="list-style-type: none"> Students will be expected to identify different types of qualitative, quantitative, and mixed-method research approaches used in management research and summarize factors considered when selecting a research design Students will plan and evaluate common analysis methods of qualitative and quantitative data Students will recognize the structure of a research proposal and a research report Students will be expected to design a research method appropriate for the research objectives, which include choosing a research method based on research question and/or research hypotheses or propositions; conducting data analysis appropriate for the type of data and research question/hypothesis and reporting research findings in proper format

			<p>and level of details Develop a critical and forward-looking view of innovation, including both individual and organizational characteristics</p> <ul style="list-style-type: none"> ● Assess the role of technology change in innovation ● Understand the role of administrative innovations in analyzing innovation trajectories. ● Analyze the competitive dynamics and disruption created by innovation within and across industries ● Identify the characteristics senior leaders need to have to initiate and manage innovation, ● Demonstrate how diversity contributes to innovation and creativity, ● Explain how organizations buffer innovative units to allow innovation to develop ● Recognize the important role of project teams in driving innovation and change.
Strategy in a Disruptive Marketplace	1, 3, 4a, 4b, 4c, 5, 6	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e	<ul style="list-style-type: none"> ● Develop a critical and forward-looking view of innovation, including both individual and organizational characteristics ● Assess the role of technology change in innovation ● Understand the role of administrative innovations in analyzing innovation trajectories. ● Analyze the competitive dynamics and disruption created by innovation within and across industries ● Identify the characteristics senior leaders need to have to initiate and manage innovation, ● Demonstrate how diversity contributes to innovation and creativity, ● Explain how organizations buffer innovative units to allow innovation to develop ● Recognize the important role of project teams in driving innovation and change.
Financial Management	1, 3, 5, 6	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b,	<ul style="list-style-type: none"> ● Perform value-added analysis of potential capital investments □ Evaluate alternative methods of financing the firm's operations

		LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.c,	<ul style="list-style-type: none"> Analyze the risks and rewards of international expansion and expansion via a merger, acquisition, or joint venture Understand the basics of derivatives and their use in managing risk
Business Analytics for Managers	1, 3, 5, 6	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO5.a, LO5.b, LO5.c,	<ul style="list-style-type: none"> The student must demonstrate an understanding of different types of business analytics models and techniques, and their appropriate application The student must demonstrate competence in defining a business problem, formulating a solution strategy and executing the appropriate analysis using different analytical models The student must demonstrate competence in interpreting the results of specific analytical models and techniques and writing a business case report for management decision making
Managing Customer Value	1, 3, 4a, 4b, 4c, 5, 6	LO1.a, LO1.b, LO1.c, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e	<ul style="list-style-type: none"> Develop the ability to make critical marketing decisions in a dynamic, competitive, global environment. Analyze a complex marketing problem and critically evaluate alternative courses of action in response to competitive reactions and adjust marketing strategies accordingly. Evaluate the financial results of marketing decisions in a dynamic, competitive environment. Research and communicate theories and practices related to marketing management that are innovative, alternative, divergent, or contradictory. Analyze ethical implications of marketing practices using advanced levels of ethical reasoning. Relate and describe the multidisciplinary, strategic, and evolving nature of Corporate Social Responsibility (CSR) as it relates to marketing management. Present the marketing recommendations coherently in a manner that is appropriate and accessible to a variety of audiences. Develop the ability to work within a team in the decision-making process under tight timelines.

Managing Responsibly	1, 3, 4a, 4b, 4c, 5, 6	LO1.a, LO1.c, LO1.c, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e	<ul style="list-style-type: none"> • Understand the key areas of overlap, and separation, between ethical and legal restrictions on the conduct of business. • Understand the role of ethical decision-making and corporate social responsibility in modern management. • Apply critical thinking skills to assess the relevant factors in making an ethical decision. • Demonstrate a sophisticated ability to give voice to ethical reasons for, and objections to, a particular course of action.
Integrative Case Competition 1 and 2 (Required element of MBA program but not a core course)	1, 2a, 2b, 2c, 3, 4a, 4b, 4c, 5, 6	LO1.a, LO1.b, LO1.c, LO1.d, LO2.a, LO2.b, LO3.a, LO3.b, LO3.c, LO3.d, LO4.a, LO4.b, LO5.a, LO5.b, LO5.c, LO5.d, LO5.e	<ul style="list-style-type: none"> • Demonstrate an understanding of the strategic management process through business case analysis. • Present a detailed analysis of the internal and external environments of a firm. • Prepare a written report that summarizes all findings, conclusions, and recommendations bearing on a strategic issue from a business case. • Prepare and present an oral report that summarizes all findings, conclusions, and recommendations bearing on a strategic issue from a business case. • Explore, articulate and defend choices in making ethical judgments related to a business situation. • Apply basic tools for analyzing financial statements in order to make financially viable strategic decisions. • Develop an effective team process analyzing business cases. • Develop critical reflection and self-confidence through competitive case presentations.
Capstone Project	1, 2a, 2b, 2c, 3, 4a, 4b, 4c, 5, 6		<ul style="list-style-type: none"> • Integrate and apply their knowledge gained from their course work and experiential activities in a real-world context • Evaluate organizational and business environments to devise a strategy for responding effectively to problems, threats, and opportunities • Choose a variety of information sources appropriate to the scope and discipline of the question and select sources after considering the importance of the multiple criteria used

			<ul style="list-style-type: none">• Understand the role of ethics in business decisions and gain an appreciation of issues of corporate social responsibility where applicable• Present solutions to senior management through written and oral communication
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h) Adequacy of the Administrative Unit's Planned Utilization of Existing Human, Physical and Financial Resources, and Any Institutional Commitment to Supplement Those Resources, to Support the Curriculum Modification

Financial Resources

To achieve its overall mission in an increasingly complex and competitive environment, TRSM's operating plans are integrated with academic planning for overall financial viability and management. The evaluation of strategic alternatives within the planning process not only helps to maintain productive capacity to meet current objectives but, more importantly, the analysis within this process drives continuous improvement, particularly when resources are scarce. By evaluating TRSM programs and carefully matching resources with strategic objectives at the School and University levels, we ensure funds are used efficiently and productively.

Our graduate programs are funded through a combination of student tuition and governments grants. Ryerson's MBA fees are \$22,328.57 (domestic) and \$35,818.86 (international), among the lowest in the Greater Toronto Area (GTA). In order to ensure that we are able to offer a high-quality graduate program and attract the best students, there is an endowment through the Ted and Loretta Rogers Scholarships and Awards, which provides 18 awards of \$20,000 each. Additionally, The Ted Rogers School of Management Graduate Entrance Awards of \$15,000 each are available to MBA applicants who have applied to full-time graduate studies at TRSM. The criteria for the awards are based on demonstrated excellent academic achievement, extracurricular involvement in the community, work experience and unmet need.

The University collects all government funds and student fees and reallocates them among the Faculties. Much of this allocation is based on student enrolment. Most academic and administrative staff salaries are provided by central administration, subject to approved faculty and administrative staff allocation. The annual budget allocated to TRSM is comprised of baseline and One Time Only allocations.

The overall TRSM budget is comprised of separate allocations to each academic department, graduate programs, service units, and to the Dean's Office. Each unit maintains fiscal responsibility for its annual budgetary allocation. Coordination of budget allocations across departments is supported by TRSM's Chief Administrative Office. TRSM's total operating budget is \$58.9 million presently. The allocation of resources is primarily informed by the strategic priorities outlined by Faculties, support services and student enrolment.

The TRSM operating budget provides resources for the delivery and enhancement of its academic programs, enables year-round functioning of its student support services, and provides travel/research support for the professional development of faculty and staff. The operating budget also supports investments in infrastructure to support Faculty growth.

Administrative Support

The TRSM Graduate Program Council (GPC) and its subcommittees governs all graduate programs housed within TRSM, including the MBA Global and MBA MTI. The bylaws define the mandate of the council:

“Students and faculty are partners in ensuring the successful functioning of graduate programs at Ryerson University. The GPC is the principle mechanism for bringing together these two constituencies to identify, discuss and address matters relating to that graduate program.”

The TRSM GPC contains representatives of faculty, elected from the members of YSGS, and includes faculty who teach courses in the TRSM’s three graduate programs, those who supervise graduate students, as well as the Associate Dean, Graduate Programs, both MBA Directors, the Director, Graduate Program, and the Graduate Program administrators. Staff representatives are non-voting, ex officio members. Graduate student representatives are also part of the GPC. The subcommittees of the TRSM GPC include:

- Admissions, which sets admissions policy for the MBA Global and MBA MTI that is implemented by the two Directors, who approve individual admissions;
- Curriculum, which recommends all curriculum changes and advises on curriculum policy matters to facilitate the development of curriculum;
- Program Membership, which evaluates applicants and makes recommendations to the Dean of YSGS on membership; and
- Scholarships & Awards which sets policy for entrance Awards and Scholarship, which are awarded by the two Directors, as well as awarding other awards whose eligibility is determined after admission.

Motions that affect only graduate programs within TRSM can be ratified by the TRSM GPC, while those with an impact outside the graduate programs are recommendations subject to approval by TRSM Faculty Council and YSGS Council, and subsequently Ryerson Senate.

The two MBA programs (Global and MTI) are currently supported by a MBA Graduate Program Director, and the two degrees are administered within a single program structure, which is the result of changes made in response to the first periodic program review of the MBA –MTI in 2013-2014. The Director, of Graduate Students, which is an appointment made by the Dean of the TRSM, is responsible for programming outside the classroom. Additionally, a Director of Graduate Program Administration was hired. All three Directors report to the Associate Dean, Graduate Programs. See Appendix E for the MBA Administrative Organization Chart.

Career Support

Students receive more individualized and extensive career services than most MBA programs. At many MBA programs, recruiting is organized around bringing top firms to the program to recruit students. In contrast, at TRSM, the MBA Career Centre works to provide individual assessments of personality and aptitudes and has adopted a software portal that enables the staff in the Career Centre to screen for students with certain qualifications and experiences, entitled “Who Plus You.” The MBA Career Centre is supported by an ancillary fee approved by student referendum and Board of Governors in 2009.

Services offered by MBA Careers include assistance with internship placements, resume/cover letter review, interview preparation and individual targeted job search strategies, on-campus networking events, and specialized career programs. Six-week extracurricular programs offered in Entrepreneurship, Consulting, Financial Services, Marketing, and soft skills are also hosted by our Graduate Career Coaches.

In March 2013, the Career Centre added an advisory board consisting of students, faculty and staff.

Results from the 2015 survey of graduates suggest that the strong personal and professional development opportunities are providing students with meaningful career progress. The Career Centre boasts a 100% placement rate in the MBA internship program. Average post-MBA salaries are \$85,903, an increase of 41.6% over incoming salary. Finally, 86% of respondents were employed within 3 months post-graduation, with 92% of respondents finding jobs within 6 months of graduation.

Faculty Support

The current faculty complement is adequate to manage the supervision of students expected to be enrolled at any one time. No teaching release is given to faculty for supervising students in this program and thus supervision of students will not have an impact on teaching loads.

i) Participation of a Sufficient Number and Quality of Faculty Who Are Competent to Teach and/or Supervise in the Program When the Curriculum Modification Is Implemented

One of TRSM's greatest strengths is the wide breadth of knowledge and experience of its faculty, which includes specialists in all areas of management as well as those who are experienced with the broader strategic overview that is necessary for successful management in public, private and nonprofit realms.

TRSM faculty represent a focused array of academic and professional qualifications within the field of Management, and research interests. Considered collectively, our scholarly, research, and creative (SRC) activities capture a spectrum of Management issues and topics.

Teaching capacity for this program will be drawn from current program faculty. This includes 163 full-time equivalents of tenured/tenure-track faculty and full-time equivalents of Limited Term Faculty (LTF) with long-standing experience and success in teaching. All faculty teaching in the program will be academically or professionally qualified, as defined by the Yeates School of Graduate Studies (YSGS), and internal AACSB qualifications standards used at TRSM.

MBA courses are taught by faculty members from the Ted Rogers School of Management (TRSM). The Office of the Dean at TRSM supports a wide variety of faculty development activities for faculty to collectively and individually demonstrate significant academic and/or professional engagement that supports the mission of TRSM. TRSM employs appropriately qualified faculty to accomplish the mission and goals of the School.

All new tenured and tenure-track hires must possess a terminal qualification. Of note, TRSM secured an additional 20 tenured or tenure-track positions for the school year 2016-17 & 2017-18. TRSM efforts to enhance research intensity and quality are well underway and include: a competitive post-doctoral fellowships program; providing formal and informal mentoring; integrating research into teaching to enhance the student learning experience at all levels; and increasing internal and external communication about research in TRSM.

The academic backgrounds of faculty teaching and/or supervising in the MBA program cover a wide range of disciplines, including business administration/management, computer science, computer engineering, information systems, sociology, recreation and leisure studies, geography, information studies, urban planning/studies, kinesiology, industrial engineering, law, economics, and finance. This diversity of academic expertise translates into a faculty complement that has solid foundations in a wide

variety of quantitative and qualitative methodological approaches and techniques grounded in the social sciences, natural sciences, and engineering.

Course development and design will be completed by the faculty teaching the course in partnership with the Ryerson University Learning and Teaching Office and TRSM's IT support team.

Further, the school is accredited by the AACSB (Association for the Advancement of Collegiate Schools of Business). In order to maintain compliance with accreditation requirements, faculty and instructional academic staff have the obligation to maintain currency and qualifications in accordance with the accreditation standards and institutional policies. This designation is shared with most top tier business schools in North America, but has been earned by only approximately 5% of business schools globally.

TRSM intends to develop its proposed course offerings over the next year. Some of the online/hybrid material already exists from professors who have flipped their classrooms. Some of the material will be new. Admittedly, the first time an online/hybrid course is developed, it is initially time-consuming for the faculty developer. However, once the content is recorded and testing materials developed, that content is something that is not only part of that course; it becomes part of the overall learning environment. TRSM will continually monitor the faculty resources consumed and adjust faculty and instructor levels to meet demand.

j) Evidence That There Are Adequate Resources to Sustain the Quality of Scholarship Produced By Graduate Students' Scholarship and Research Activities, Including Library Support, Information Technology Support, and Laboratory Access

Library services required by the Ted Rogers MBA will continue to emphasize electronic access to various research collections and databases. The proposed delivery of courses will rely on optimizing access to digital resources while maintaining convenient access to print materials. Students accessing library resources typically utilizes electronic databases, journals, and print materials available in libraries and does not ordinarily have special requirements.

k) Evidence That Faculty Have the Recent Research or Professional/Clinical Expertise Needed to Sustain the Program, Promote Innovation and Foster an Appropriate Intellectual Climate

TRSM faculty are expected to remain current in their disciplines as active scholars, with greater research expectations for those who hold terminal degrees and tenured or tenure track positions. These research expectations are in line with AACSB standards for an accredited business program.

Faculty members teach in their areas of expertise and interest, and they bring applied, real world knowledge to the classroom, along with close ties to practicing professionals, which enables them to present a relevant, applied curriculum and engage students by incorporating their own research and insights into course materials and discussions. Our commitment to research excellence has produced a

faculty actively engaged in both research publications and graduate student supervision, and it is clear that researchers in finance within TRSM are influencing the field of both research and practice.

Ensuring accessibility to research findings and reflecting the multicultural communities in which students, staff, and faculty live and work is another goal to which TRSM aspires and achieves. Several faculty members have published articles in niche journals aimed at diverse audiences, such as bilingual journals and journals with an emphasis on addressing issues in particular communities and/or in certain parts of the world. This is in addition to publishing in some of the most prestigious journals in business management.

Indicators of research quality and advancing reputation include several awards/recognitions received by members of faculty (see Table 1.4) and active participation in service to the research community, such as editorships, referee positions, appointments and elections to research boards/organizations. These faculty are members of the Yeates School of Graduate Studies.

Table 1.4: Faculty Awards and Recognition 2011 - 2019

Award Title	Description	Faculty Member
A Prof Who Made a Mark	Recognizes Ryerson professors who have made a positive impact on the academic experience of students.	Dr. Frances Gunn (2013) Dr. Anthony Chan (2014) Dr. Ranjita Singh (2015)
Chancellor's Award of Distinction	Recognizes life-long career commitment to teaching and learning as evidenced by an outstanding and sustained record of teaching excellence	Jean Golden (2013) David Schlanger, MBA (2015)
Collaborative Research Award	Recognizes researchers involved in projects and research undertaken as part of a multi-disciplinary or multi-institutional team.	Dr. Deborah Fels (2015) Dr. Anatoliy Gruzd (2018)
Deans' Scholarly, Research and Creative Activity Award	Recognizes outstanding achievement in scholarly, research and creative activities and impact on disciplines during the previous academic year.	Dr. Rachel Dodds (2011) Dr. Guoping Liu (2012) Dr. Dave Valliere (2013) Dr. Shavin Malhotra (2014) Dr. Sari Grabin (2015) Dr. Sui Sui (2016) Dr. Philip Walsh (2016) Dr. Rupa Banerjee (2017) Dr. Horatio Morgan (2017) Dr. Seung Hwan (Mark) Lee (2018) Dr. Hossein Zolfagharinia (2018) Dr. Jonathan Farrar (2019) Dr. Morteza Zihayat Kermani (2019)

Deans' Service Award	Recognizes exceptional or distinguished service to a department, school, faculty and/or the university.	Dr. Christopher Gibbs (2012) Dr. Philip Walsh (2012 & 2013) Dr. Alan Kaplan (2014) Dr. Kelly MacKay (2014) Dr. Sean Wise (2015) Dr. Deborah De Lange (2016) Dr. Margaret Yip (2016) Dr. Martin Pyle (2017) Dr. Linying Dong (2015 & 2018) Dr. Yuanshi Li (2019)
Dean's Teaching Award	Recognizes continuing teaching excellence and achievement in instruction.	Dr. Roy Morley (2011) Dr. Yuanshun Li (2014) Dr. Christopher Gibbs (2015) Dr. Boza Tasic (2016) Dr. Anthony Francescucci (2017) Dr. Farid Shirazi (2017) Dr. Julie Kellershohn (2018) Dr. Melissa Toffanin (2018) Dr. Tom Griffin (2019) Dr. Laleh Samarbakhsh (2019)
Innovative Entrepreneurship Education Course Award	Recognizes excellence in Entrepreneurship education course development	Bradley McMaster, PhD Candidate
Yeates School of Graduate Studies Outstanding Contribution to Graduate Education Award	Recognizes excellence in the complex process of mentoring graduate students to prepare them for productive careers.	Dr. Ron Babin (2013) Dr. Ken Grant (2015) Dr. Kimberly Bates (2016) Dr. Deborah Fels (2017) Dr. James Tiessen (2018) Dr. Hong Yu (2019)

Faculty members are also associated with TRSM's 14 Research Centre/Institutes and play a central role in research and educational activities that span a wide variety of disciplinary topics. The Centres/Institutes build close relationships with organizations in a wide variety of industries and work with them in providing an active forum where communities can gather to exchange and cross-pollinate ideas and share expertise on management related issues.

Central to the TRSM mission is the goal to increase research intensity and to promote impactful and relevant research. TRSM strives to be a recognized leader in societally relevant, rigorous research with local, national, and global impact. Consequently, the intellectual contributions of faculty in TRSM include both peer-reviewed journal (PRJ) articles and a range of other intellectual contributions (IC) that reflect our mandate of producing scholarship that is geared toward innovative problem-solving through a social responsibility lens – reports, books, book chapters, conference papers, policy papers, software development, etc. In total, 3,147 ICs were made over the period of 2013–2017. The majority, 89% of faculty members produced ICs during the five-year period. Total annual ICs reached 765 in 2017 versus 488 in 2013, representing a 57% increase in research output in five years.

TRSM's unique collection of Schools and Departments greatly expands potential students' options for faculty supervisors. The diversity of our faculty's interests and disciplinary backgrounds is celebrated at TRSM and expands our audiences reached. Between 2013 and 2017, TRSM core faculty authored 527 PRJ articles, 60% of which are classified as being practice-focused, and therefore relevant to industry, community, and government stakeholders. TRSM saw a 45% increase in PRJ output over the five years, from 93 in 2013 to 135 in 2017. Table 1.5 below summarizes research output by TRSM core faculty in the 2013-17 time period.

Table 1.5: Research Output of TRSM Faculty

Research Type	2013	2014	2015	2016	2017
Peer Reviewed Journal Articles	93	92	96	109	135
Papers in academic conferences (peer-reviewed)	221	234	206	205	221
Papers in professional conferences	0	0	0	6	9
Published Case Studies	1	1	2	1	1
Other R&D Publications	35	77	74	65	56

In the last decade, international research collaboration at TRSM has intensified. Cooperation with academic colleagues around the globe is an important priority for TRSM. TRSM is achieving global impact through strategic linkages and projects with other parts of the world. In the past two years, research centres have hosted international visiting scholars and partnered with researchers in 36 different countries such as China, South Africa, Australia, India, Germany, Mexico, Russia, Israel to name a few.

Research collaboration and internationalization are increasingly important in the academy. They ensure the continued intellectual development of scholars as networks grow, partnerships form, and different types of knowledge are mobilized across the globe. TRSM faculty have put a great deal of emphasis on building connections locally, nationally, and globally, which is enhancing the quality and impact of their research. Students in the MBA program will have the opportunity to interact, learn, and conduct projects with partners from across the globe, enriching their academic experience and providing a head-start in building relationships and networks that will serve them well in their careers.

In the past two years, TRSM researchers have collaborated with over 450 external partners from government, industry, non-profits, and community organizations and have made significant contributions to projects funded by other global entities such as the European Union and the Western Norway Research Institute. These activities are in addition to collaborative research activities conducted as part of joint research agreements with international academic institutions such as the Hong Kong Polytechnic University, Tsinghua University School of Economics and Management and Fudan University. Many scholarly partnerships have been spearheaded by several of the TRSM research institutes and centres such as the Canada-China Institute for Business and Development.

For example, the Entrepreneurship Research Institute is devoted to investigating the role that entrepreneurs play in modern economies. In keeping with the reputation of TRSM as a leader in entrepreneurial education, ERI focuses on research of high academic and intellectual value, with clear applicability to practitioners in the business community:

- The Government of Bhutan reached out to ERI for help in understanding the role of entrepreneurship as a viable career path for youth living in rural areas of the country who are unemployed and lack adequate education. The research project has resulted in many academic publications and an opportunity for TRSM student research assistants to participate in a unique

international research collaboration. It has already provided educators and policy-makers in Bhutan with vital information to inform their development of actionable strategies for increasing entrepreneurship among its at-risk youth.

- ERI continues to work with Futurpreneur Canada to implement a research program devoted to better understanding the causes of successful mentoring and support for new youth-based ventures. Based on this success, it continues to expand this work to include similar research programs with equivalent partner organizations in Australia, New Zealand, South Africa, and UK.

Our international recognition is expanded further by high profile research service activities:

- 88 editorial roles (e.g. editorships, associate editorships, guest editorships) at international journals and conferences, including the *Journal of Business Ethics*, *European Journal of Information Systems*, *Journal of Sustainable Tourism*, and the *Association for Information Systems*.
- 24 keynote presentations at international symposiums and conferences, including the 2nd UNWTO Conference on Destination Management in the Mediterranean, the American Council for the Blind Conference, and the University of the West Indies Sustainable Tourism Symposium.
- 121 editorial board memberships at international journals and conferences, including the *Journal of Business Research*, *Journal of Information Technology*, and the *International Journal of Contemporary Hospitality Management*.
- 128 chair/organizational roles at international workshops, symposia, and conferences, including the Academy of Management Conference, International Conference on Human-Computer Interaction, and the International Conference on Social Media & Society – an annual gathering of leading social media researchers from across the globe organized by TRSM's Social Media Lab.

Research Funding

Total external research funding in the most recent five-year window (2013-2018) reached \$14,113,404.79, up 93% from the \$7,320,187.31 total in the previous five-year window (2008-2013). An area in which TRSM excels is societally-relevant research in collaboration with industry, government, community and other academic partners. There has been a tremendous increase in externally funded projects with industry and non-profits, which now account for over half of the grants received (56%). In the past five years, industry/non-profits have contributed over \$6 million to support research projects with TRSM faculty members. In addition to industry/non-profit funding, TRSM faculty secured \$3.3 million in funds from all three of the tri-agencies (SSHRC, NSERC, and CIHR) – a unique feat for a business school and indicative of TRSM's disciplinary diversity.

I) Evidence of How Supervisory Loads will be Distributed, and the Qualifications and Appointment Status of Faculty who will Provide Instruction and Supervision (if appropriate)

Core faculty in the proposed program are active researchers in their fields, publishing cutting edge research in leading journals, and collaborating with, applying or creating leading research in management. The current faculty complement is sufficient to launch the redesigned program.

Table 1.6: TRSM Faculty Count by Department

Department	LTF	Probation	Tenured	Grand Total
TRSM Accounting	3	2	10	15
TRSM Entrepreneur & Strategy	3	1	13	17
TRSM Finance	0	4	10	14
TRSM Global Management Studies	0	5	10	15
TRSM Health Services Mgmt	0	1	4	5
TRSM Hospital. & Tourism Mgmt	0	2	9	11
TRSM HR & Org Behaviour	0	3	9	12
TRSM Information Tech Mgmt	5	4	17	26
TRSM Law and Business	1	2	8	11
TRSM Marketing	3	2	9	14
TRSM Real Estate	1	1	4	6
TRSM Retail Management	0	2	6	8
Grand Total	16	29	109	154

Eligible Teaching and Supervisory Personnel

YSGS membership consist of three groups: those who are RFA faculty employees of Ryerson University (Assistant, Associate, Full Professors and Limited Term Faculty), those who are not (research scientists, research associates, postdoctoral fellows, adjunct professors, and visiting professors) and retired members of YSGS who continue to meet the membership criteria.

Graduate education at Ryerson University is overseen by the YSGS Council. The council deals with such issues as the development and evaluation of new graduate programs and policy that is relevant to graduate programs and students. The council is comprised of the Vice-Provost and Dean of Graduate Studies as well as affiliated faculty members from each of Ryerson's faculties, graduate program directors and students.¹⁶

Eligible Teaching

YSGS membership consist of three groups: those who are RFA faculty employees of Ryerson University (Assistant, Associate, Full Professors and Limited Term Faculty), those who are not (research scientists, research associates, postdoctoral fellows, adjunct professors, and visiting professors) and retired members of YSGS who continue to meet the membership criteria.

Role	Eligibility and Requirements
MBA Teaching Faculty	All faculty are required to maintain either academic or professional qualification based on the following criteria. Faculty tenure status, rank, and degree:

¹⁶ <https://www.ryerson.ca/graduate/faculty-staff/membership-policy/>

- Tenure-track Assistant Professors holding a doctoral degree
- Tenured faculty of any rank holding a doctoral degree
- Non-members of the RFA which may include: research scientists, research associates, postdoctoral fellows, adjunct professors and visiting professors.

Academic Qualification Requirements:

Education: Master's degree or higher in a field relevant to the teaching area (individuals with a graduate degree in law will be considered qualified to teach business law and the legal environment of business).

Professional Qualification Requirements:

1. Non-teaching professional activities: Demonstrate significant and sustained non-teaching activity in two of the following categories within the past five years:
 - a. Sustained professional management work (e.g. financial manager, accounting manager, lawyer, HR professional in a company)
 - b. Management consulting activities that are material in terms of time and substance.
 - c. Professional development activities of no less than 12 hours per year that are related to the subject/discipline taught in the classroom and can be documented or verified as needed (e.g. satisfying the requirements for maintaining standing in professional associations; professional workshop attendance; enrolling in an advanced academic course; registration for noteworthy business-related events)
 - d. Other professional activities (e.g. serving on a board of directors, leadership positions in recognized professional/academic societies, teaching for executive education programs, membership and service in a professional society, production of industry-related publications).

Exception: will consider an alternative combination of professional activities that are significant and sustained over the past 5 years on a case-by-case basis.

Additional requirements:

- Member of Yeates School of Graduate Studies Note: Membership is strongly recommended, but may not be required in some programs, to teach graduate level courses.
- May teach a maximum of two courses in the MBA program per year, for example:
 - One core or capstone course and one elective course
 - One core or capstone course and one foundation course
 - One foundation course and one elective course
 - Two elective courses

Note: A course refers to a standard single instructor course.

MBA Workload Allocation

Faculty seeking to teach in the MBA program will go through an established application process. The Director, MBA Programs will maintain a database of the graduate level teaching and supervisory profile of academic staff within TRSM, including the number of courses taught and MRP supervisions being carried by each academic staff member.

Teaching faculty who have taught a course for the first time are normally permitted to teach it a second time consecutively before it may be reassigned to another instructor. In case of a leave, administrative appointment, or other special circumstances, faculty members may be given the opportunity to teach it once more after their return. Consecutive requests to teach the same course will be negotiated with appropriate program area faculty and academic chair/director by the MBA program Director. Teaching in the MBA program will be restricted to a maximum of two courses per year.

For non-RFA members (sessional lecturers, Visiting Professors, Postdoctoral Teaching Fellows, Adjunct Professors, and other Instructor Ranks), teaching allocation will be based upon academic and professional qualifications, appropriate background, quality and effectiveness of work performed, expertise, performance reviews, departmental needs and availability of the instructor.

MBA Core and Capstone Courses

- Teaching in the MBA program will be restricted to one core or capstone course per year.
- Normally, a faculty member who is assigned teaching responsibilities for an MBA core or capstone course, will do so as part of their normal workload allocation.

MBA Elective Courses

- Generally speaking, a faculty member who is assigned teaching responsibilities for an MBA elective course, will do so above their required teaching load, for which a stipend will be paid.
- It is not financially viable for the University to offer courses with very low enrolment. Moreover, offering courses in alternate years may improve enrolment numbers and minimize the number of courses with low enrolment. Elective courses with very low enrolment, i.e., fewer than 15 registered will not be offered.

Faculty involved in the teaching and supervision of students must balance this responsibility with their existing obligations to teaching, research and service. The Ryerson University Collective Agreement sets out the calculation of workload allocation. In accordance with the provisions of the Collective Agreement, including Article 7 and the academic responsibilities of members in Article 10, the norm is two half course equivalents in one semester and two half-course equivalents in the other semester. For the purposes of determining teaching load, graduate supervision does not count as part of the 2+2 course load and any points system for graduate supervision that existed previously was discontinued when Departments/Schools achieved a 2 + 2 teaching load.

m) Indicators That Provide Evidence of Quality of The Faculty (e.g., Qualifications, Research, Innovation and Scholarly Record; Appropriateness of Collective Faculty Expertise to Contribute Substantively to the Proposed Curriculum Modification)

TRSM faculty members have the necessary qualifications, experience, and expertise to ensure that the MBA program provides a rigorous and rewarding program of study that prepares students to become leaders in industry and their community. Faculty members have received advanced training in a variety of disciplines and methodological orientations, and have been instrumental in training research assistants, graduate students, and post-doctoral fellows within TRSM and Ryerson, as well as at other academic institutions. Additionally, given that 60% of our faculty obtained their academic credentials outside of Canada, TRSM faculty bring a global perspective to management issues, which is essential to understanding and effectively tackling problems in the contemporary globalized world.

The program can be initially staffed without substantial adjustments to workload. No additional resources will be required in the initial offering of the program. The information below indicates teaching assignments with TRSM graduate programs with assignments in the new program added. All faculty selected to teach in the program are members of YSGS and familiar with our teaching methodologies, expectations and commitments. The faculty are noted for their excellence in teaching and/or research within the School. See Appendix F for TRSM Members of YSGS.

TRSM employs appropriately qualified faculty to accomplish the mission and goals of the School. All new tenured and tenure-track hires must possess a terminal qualification. Of note, TRSM secured an additional 20 tenured or tenure-track positions for the school year 2016-17 & 2017-18. TRSM efforts to enhance research intensity and quality are well underway and include: a competitive post-doctoral fellowships program; providing formal and informal mentoring; integrating research into teaching to enhance the student learning experience at all levels; and increasing internal and external communication about research in TRSM.

The academic backgrounds of faculty cover a wide range of disciplines, including business administration/management, computer science, computer engineering, information systems, sociology, recreation and leisure studies, geography, information studies, urban planning/studies, kinesiology, industrial engineering, law, economics, and finance. This diversity of academic expertise translates into a faculty complement that has solid foundations in a wide variety of quantitative and qualitative methodological approaches and techniques grounded in the social sciences, natural sciences, and engineering. See Appendix G for a faculty CVs.

Indicator 1: Publications in Top-Tier Journals

The Australian Business Deans' Council (ABDC) Journal Quality List is used to guide faculty in identifying appropriate outlets for their work. In the 2013-2017 time period, 47% of the PRJ's were published in journals on the ABDC list and almost a quarter (23%) of all peer-reviewed journal articles (PRJs) were published in ABDC list top-tier journals (A* and A). The other PRJs (53%) were published in journals not on the ABDC List. This is not surprising due to the diversity and breadth of the intellectual expertise of TRSM faculty, which goes beyond traditional business schools. Many of our faculty publish in top-tier

journals in information technology (Decision Support Systems 5-Year Impact Factor: 4.903, Information & Management 5-year Impact Factor: 5.346, International Journal of Information Management 5-year impact factor: : 6.327), digital media (New Media & Society, 2015 5-Year Impact Factor of 3.957 | Cyberpsychology Behavior and Social Networking, 2015 5-Year Impact Factor of 3.246) sustainability and energy (Applied Energy 2015 5-Year Impact Factor of 4.783 | Renewable Energy 2015 5-Year Impact Factor: 4.068 | Journal of Cleaner Production, 2015 5-Year Impact Factor: 5.315), management science (OMEGA: The International Journal of Management Science, 2015 5-Year Impact Factor of 4.289), ethics and law (American Journal of Bioethics, 2015 5-Year Impact Factor of 4.943), and health science journals (PLOS ONE, 2015 5-Year Impact Factor of 3.535).

Ensuring accessibility to research findings and reflecting the multicultural communities in which students, staff, and faculty live and work is another goal to which TRSM aspires. Several faculty members have published articles in niche journals aimed at diverse audiences, such as bilingual journals and journals with an emphasis on addressing issues in particular communities and/or in certain parts of the world. This is in addition to publishing in some of the most prestigious journals in business management, including the *Academy of Management Journal*, *International Entrepreneurship and Management Journal*, *MIS Quarterly*, *Annals of Tourism Research*, *Journal of Consumer Research*, *Journal of Business Ethics*, *Strategic Management Journal*, and *Organization Science*.

Indicator 2: Award Winning Intellectual Contributions

The high quality of TRSM intellectual contributions is also recognized externally via awards for outstanding scholarly works, including best/highly commended/distinguished papers, best posters/presentations, best paper proceedings, top-ranked grants/grant proposals, and PhD dissertation excellence awards. Table 1.7 below lists a sample of awards received by TRSM faculty members between 2013 and 2017 for exceptional scholarship.

Table 1.7: A Sample of TRSM Award Winning Intellectual Contributions

Recipient(s)	Award	Awarding Body/Organization
Gunn, F., Lee, S.H.	Best Paper Award for “Profiling People’s Perceptions of Retail Management Careers”	European Association for Education and Research in Commercial Distribution
Lee, S.H., Kandaurova, M. *, Sergueeva, K. *, Griffin, T., Dimanche, F., Guttentag, D., & Giberson, J. *	Best Paper Award - Tourism & Sports Management Division for “Virtual Reality Enhances Visual Comprehension and Memory of Tourism Destinations”	2017 Administrative Sciences Association of Canada Conference
Gandomi, A. & Haider, M.	Article “Beyond the Hype: Big Data Concepts, Methods, and Analytics” Ranked 1st Among the “Most Downloaded Articles” of the Journal (April 2015 to December 2016)	International Journal of Information Management – Elsevier

Gibbs, C. & MacKay, K.	2016 Highly Commended Paper Award for "Social Media Usage in Hotel Human Resources: Recruitment, Hiring and Communication"	International Journal of Contemporary Hospitality Management, Emerald Literati Network
Lee, S.H.	2016 Best Article of the Year Award for "Learning Beyond Negotiation Tactics: The Sales Marketplace"	Journal of Advancement of Marketing Education
Lee, S.H.	2016 Best Paper Award - Tourism & Sport Management Division for "Forgiving Sports Celebrities with Ethical Transgressions: Parasocial Relationships and Regulatory Focus Orientation"	2016 Administrative Sciences Association of Canada Conference
Malhotra, S. & Sui S.	Best Paper Proceedings Award for "The Influence of Entry Density on the Survivability of SMEs in International Markets"	2015 Annual Meeting of the Academy of Management
Dodds, R.	Best Paper Award for "Sustainable Tourism Using a Watershed Management Approach"	2015 Advances in Hospitality and Tourism Marketing and Management Conference
Gruzd, A.	Best Paper Award for "Politically Polarized Online Groups and their Social Structures formed around the 2013-2014 crisis in Ukraine"	2014 The Internet, Policy & Politics Conference, University of Oxford
Scofield, D.	2014 Highly Commended Paper Award for "Broker Use and the Price of Liquidity in Commercial Real Estate Investment" in the Journal of European Real Estate Research	Emerald Publishing
Lee, S.H.	2014 Best Paper Award for "A CIT Investigation of Disruptive Student Behaviors: The Students' Perspective" in Marketing Education Review	Marketing Education Review

*TRSM student

Indicator 3: Scholars Recognized for Contributions to Theory and Scholarship

Many TRSM faculty members have been recognized by external bodies and organizations for their impact on and contributions to furthering academic scholarship. In the 2013-17 time period, TRSM faculty have received awards and honours for outstanding reviewing activities and their overall influence and contributions to a field of study. Table 1.8 below lists awards and honours received by TRSM faculty recognizing their impact on theory and scholarship.

Table 1.8: Awards and Honours Recognizing Impact of TRSM Researchers on Theory and Scholarship

Recipient(s)	Type of Award/Honour	Award/Honour	Awarding
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			Body/Organization
Cukier, W.	Honouring Research Accomplishments	2017 Social Innovation and Action Research Award	Ryerson University
Fels, D.	Research Award (Nomination)	Named Finalist for a 2017 SSHRC Insight Award	Social Sciences and Humanities Research Council
Gruzd, A.	Honouring Research Accomplishments	2017 Collaborative Research Award	Ryerson University
Gruzd, A.	Honouring Research Accomplishments	Named as a Member of the College of New Scholars, Artists and Scientists (2017)	Royal Society of Canada
Dimanche, F.	Recognizing Research Accomplishments	Listed in Top 0.5% of Researchers by 30-Day Views (April-May 2016)	Academia.edu
Farrar, J.	Fellowship	Named Associate Research Fellow	Tax Administration Research Centre, University of Exeter
Farrar, J.	Fellowship	Named Doctoral Fellow	CPA Ontario
Gruzd, A.	Research Award	Named Canada Research Chair (Tier II) in Social Media Data Stewardship	Canada Research Chairs
Gruzd, A.	Fellowship	Named Ontario/Baden-Württemberg Faculty Research Fellow	Ontario Universities International
Ngwenyama, O.	Fellowship	Appointed Professorial Research Fellow in the Department of Information Systems and Business Analytics	Faculty of Business and Law – Deakin University (Australia)
Ngwenyama, O.	Visiting Scholar	Appointed Visiting Professor	Institut d'Economie et Management de Nantes –Université de Nantes (France).
Ngwenyama, O.	Honouring Research Accomplishments	Inducted as a Member	Academy of Science of South Africa

Ngwenyama, O.	Recognizing Research Accomplishments	Named One of the Top 100 Information Systems Researchers (1990-2015)	Association for Information Systems (AIS)
Fels, D.	Honouring Research Accomplishments	2015 Collaborative Research Award	Ryerson University
Sui, S.	Best Reviewer Award – Journal	Best Reviewer Award, Strategic Management and International Business Area (2015)	Canadian Journal of Administrative Sciences
Lee, S.H.	Best Reviewer Award – Journal	Best Reviewer of the Year Award (2015)	Marketing Education Review
Middleton, C.	Honouring Research Accomplishments	Named to the Royal Society of Canada College of New Scholars, Artists and Scientists (2014)	Royal Society of Canada
Dimanche, F.	Fellowship	Elected a Fellow of the International Academy for the Study of Tourism (2013)	International Academy for the Study of Tourism
Fels, D.	Honouring Research Accomplishments	Margaret R. Pfanstiehl Memorial Achievement Award for Research Contributions and Development in Audio Description (2013)	American Council of the Blind

Indicator 4: Impact on Theory and Scholarship Through Service

TRSM faculty members also influence theory and scholarship through their roles in scholarly organizations. Table 1.9 below lists the organizations for which TRSM faculty members have served through leadership roles, editorial activities, and as members of advisory boards and on boards of directors.

Table 1.9: Sample of Editorial Activities and Significant Roles in Scholarly Organizations

Type	Organization
Editorships & Co-Editorships (Peer-Reviewed Journals and Academic Conferences)	AIS Transactions on Human-Computer Interaction ALSB Journal of Employment and Labor Law Association for Information Systems Big Data & Society Journal

	<p>Business Ethics Journal Review</p> <p>European Conference on Information Systems</p> <p>European Journal of Information Systems</p> <p>Global Journal of Business and Economics</p> <p>Global Science & Technology Forum - Journal of Business Review</p> <p>Human Behavior and IS track - International Conference on Information Systems</p> <p>Decision Analytics and Support track - International Conference on Information Systems</p> <p>International Journal of Information Systems and Change Management</p> <p>IT Implementation, Adoption, and Use track - International Conference on Information Systems</p> <p>Journal of Business Ethics</p> <p>Journal of Small Business and Entrepreneurship</p> <p>Journal of Sustainable Tourism</p> <p>Journal of Tourism Challenges and Trends</p> <p>Journal of Tourism Futures</p> <p>Networked Influence - American Behavioral Scientist</p> <p>Online Communities for Information, Communication & Society</p> <p>Social Media Research and Analytics track - European Conference on Information Systems</p> <p>Special Issue on Human-Computer Interaction in the Web 2.0 Era - AIS</p> <p>Transactions on Human-Computer Interaction</p> <p>Technology and Disabilities</p> <p>Teoros Special Edition: Innovations in Sustainable Tourism</p> <p>Tourism Analysis: An Interdisciplinary Journal</p>
Editorial Board Memberships (Peer-Reviewed Journals and Academic Conferences)	<p>ARA Journal of Travel Research</p> <p>Athens Institute for Education and Research</p> <p>Contemporary Accounting Research</p> <p>Electronic Journal of Knowledge Management</p> <p>EUMMAS 2014 International Conference on Marketing, Management and Economics</p> <p>European Retail Research</p> <p>i-Manager's Journal on Management</p> <p>International Journal of Applied Geospatial Research</p> <p>International Journal of Business Environment</p> <p>International Journal of Contemporary Hospitality Management</p> <p>International Journal of Hospitality & Tourism Administration</p> <p>International Journal of Hospitality and Event Management</p> <p>International Journal of Sport Marketing and Sponsorship</p> <p>International Sport Facility and Event Management Journal</p> <p>Journal of Business Research</p> <p>Journal of African Business</p> <p>Journal of Business Ethics</p>

	<p>Journal of Place Management and Development</p> <p>Journal of Travel Research</p> <p>Journal Recent Patents on Computer Science</p> <p>Papers in Applied Geography</p> <p>SMEDA Research Journal</p> <p>Strategic Management Journal</p> <p>Sustainability Journal</p> <p>Teoros Journal</p> <p>The Shield: International Research Journal of Physical Education and Sports Science</p>
Leadership Roles	<p>Association of Information Systems Special Interest Group on Decision Support and Analytics</p> <p>Association of Internet Researchers</p> <p>International Congress on Environmental Modelling and Software</p> <p>Journal Review Foundation of the Americas</p> <p>Travel & Tourism Research Association Canada</p> <p>Travel and Tourism Research Association Europe</p>
Membership on Boards of Directors	<p>CANARIE (Canada's Advanced Research and Education Network)</p> <p>Consortium for Aerospace Research and Innovation in Canada</p> <p>Iranian Scholars Worldwide</p> <p>Japan Studies Association of Canada</p> <p>Travel & Tourism Research Association</p> <p>Travel and Tourism Research Association Europe</p>
Membership on Advisory Boards	<p>1st Biannual Forum - Advances in Destination Management</p> <p>Business Ethics Journal Review</p> <p>Business Specialty Group, American Association of Geographers</p> <p>Canadian Business Ethics Research Network</p> <p>Canadian Journal of Non-profit and Social Economy Research</p> <p>Centre for Outsourcing Research and Education (CORE)</p> <p>Equity Policy of the Canada Research Chairs Program</p> <p>International Journal of Contemporary Hospitality Management</p> <p>Journal of Information Policy</p> <p>Journal of Information Technology</p> <p>Journal of Natural Resources and Development</p> <p>Journal of Non-profit and Public Sector Marketing</p> <p>Sports Marketing and Management Conference</p> <p>Strategic Outsourcing, International Journal</p> <p>Summer Research Institute, Consortium for the Science of Socio-Technical Systems</p> <p>Tourism Review International</p>

Indicator 5: Impact on Practice Through Service

The impact of TRSM faculty on practice is demonstrated by faculty service roles in industry, government, and community organizations. The significant roles listed in Table 1.10 below testify to the influence of TRSM faculty on practice in various fields and sectors. Their contributions have resulted in enhanced decision-making and in the implementation of strategies capable of improving quality of life and achieving economic, social, and environmental goals at the local, national, and international level.

Table 1.10: Significant Roles in Industry, Government, and Community Organizations

Role	Organization
Advisory Roles & Membership on Advisory Boards, Boards of Trustees, and Boards of Directors	Big Brothers and Sisters Canada Oriental Culinary Society Canadian Association of Fairs and Exhibitions Canadian Entrepreneurship & Innovation Platform Crossbar Group (Diversity & Inclusion Study) Environics Institute Flybits, ICT startup Guelph Community Sports The Icarus Foundation International Data Corporation Ontario Ministry of Community and Social Services Municipal Property Assessment Corporation of Ontario NEST Network Board of Directors NPower Canada Regional Advisory Board Online Revealed Canada Ontario Government Changing Workplaces Review Social Policy Advisory Council (Government of Ontario) St Joseph's Rehabilitation Corporation The Responsible Gambling Council of Ontario Toronto International Film Festival United Nations Global Compact (ISO 26000 Social Responsibility Standard) Women's College Hospital Board of Directors
Membership on Committees and Task Forces	American Collegiate Retailing Association Baycrest Health FIPPA Committee Baycrest Health Privacy Committee Brazil-Canada ICT Working Group Canadian Association of Chiefs of Police, Quality Assurance Committee Canadian Committee for International Standard ISO 37500 Canadian Industrial Relations Association (CIRA) CFA Award of Excellence Committee, Canadian Franchise Association Complaints Committee Society of Management Accountants of Ontario CSR Centre of Excellence for Extractive Sector Diversity Forum, Toronto Board of Trade Ecobiz Tourism Commission, Nice French Riviera Chamber of Commerce Equity & Community Advisory Committee, Women's College Hospital

	Greening Events Committee, The Icarus Foundation, Canada Canadian Retail Group Committee, International Council of Shopping Centres International Women's Forum Laser Safety in Health Care Facilities for CSA Standard Z386, Technical Committee North American Research Taskforce, International Council of Shopping Centres PRIDES (Pôle Régional d'Innovation et de Développement Economique Solidaire), Tourisme d'Affaires et de Congrès Research Advisory Committee, Real Property Association of Canada Rules Committee, Ontario Court of Justice Services Advisory Board, Statistics Canada Sustainable Canada Dialogues Initiative (Ontario) Telecom Valley M-tourism Commission Toronto Community and Cultural Centre Toronto Region Immigrant Employment Council Advisory Council Transportation Options (Canada) Women's College Hospital Foundation Women's College Hospital, Quality Assurance Committee
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n) Evidence of a Program Structure and Faculty Research that will Ensure the Intellectual Quality of the Student Experience

Guidelines for new program development and curriculum modification that ensures curriculum planning, development, implementation, and evaluation are consistent with Ryerson's mission and vision and the standards set by the Council of Ontario Universities.

YSGS program development and curriculum modification guidelines take program developers through the process of developing a new program from concept to approval to implementation and guides them through the process of revising existing courses and programs.

Academic colleagues developing a new course will be supported by a new Instructional Course Designer and Ryerson University's Learning and Teaching Office.

Course development, and associated delivery methods will take a capacity-building approach, allowing course developers to adopt the skill of creating clear and measurable outcomes that demonstrate appropriate levels of learning. The course developer is the subject matter expert.

TRSM Professors developing and/or revising courses will ensure each course in the program contains learning outcomes that map to the overall program learning outcomes and GDLEs using sound curriculum structure.

Program mapping provides a visual blueprint of the program curriculum, enabling faculty to see where program learning outcomes appear in the program, where there are gaps or where there are overlaps. The program map is an essential tool for faculty in understanding the structure, progression, and laddering within the program.

AACSB-International accreditation standards require that accredited business schools be able to demonstrate that their faculty members are both academically prepared and current in their fields of teaching responsibility and that a substantial cross-section of the business school's faculty are engaged in research. AACSB also requires accredited business schools to adopt an explicit policy and process for determining whether or not individual faculty members are educationally prepared and current in their fields. As indicated by the TRSM Academic Plan, the faculty aspire to produce students who are ready to meet the needs of local businesses and to assist in economic and community development. Graduates must be able to make decisions based on theory augmented by practical experience and engagement activities. To reach this level of preparation, students must be instructed, guided, and mentored by Faculty who have a solid grounding in the theory of their chosen field, as well as faculty who have experience in applying this theory in industry. Table 1.11 provides a sampling of faculty members' subject-specific research skills and scholarly research activities to support the intellectual quality of the student experience. (This table is a placeholder and will include the names of faculty who are likely to be teaching in the program).

Table 1.11: Faculty Research Interests and Teaching Expertise

Accounting
<ul style="list-style-type: none"> • Dr. Kathrun Bewley's teaching focus currently is on auditing and intermediate financial accounting. Main research interest has been in developing accounting approaches to bring environmental impact information into corporate reporting. • Dr. Shadi Farshadfar's research interests include financial reporting quality, earnings management, international accounting, disclosure regulation, and accounting education. She has published in refereed academic journals including <i>the International Journal of Accounting, Accounting and Finance</i> and <i>Pacific Accounting Review</i>. Dr. Farshadfar was awarded the Ted Rogers School of Management Scholarly, Research and Creative Activity Award for research excellence. • Dr. Oliver Okafor's research investigates sustainable development issues especially those relating to the United Nations goals. He has published in referred journals such as the Accounting Forum and the <i>International Journal of Managerial Finance</i>. • Dr. Thomas Schneider research focus is on social and environmental accounting. It ranges from exploring the capital market effects of environmental related accounting rules and securities regulations to the triple bottom-line implications of energy policy at the grass-roots level. He is a member of the Expert Group on Resource Classification (EGRC) of the United Nations Economic Commission for Europe.
Finance
<ul style="list-style-type: none"> • Dr. Yi Feng's academic research focuses on corporate finance issues, including executive compensation, corporate governance, and corporate restructuring. She has published several articles in <i>Financial Markets, Institutions and Instruments, Journal of Economics and Business, and Spreadsheets in Education</i>. She recently published in the <i>Journal of Banking and Finance</i>. • Dr. Yuanshun Li current research interests include real option investment decisions, mergers and acquisitions, structured financial products and pension fund management. He is currently doing a research project for PPP Canada and working on a joint research project

with Hong Kong Polytechnic University focusing on the game theoretic real option investment decision and its applications to Canada-China strategic partnership and collaboration in energy industry.

- Dr. Sergiy Rakhmayil publishes research papers in **international finance, asset valuation, corporate finance, and finance education**. He is a member of **editorial boards at Athens Institute for Education and Research and at *Journal of Applied Business and Economics***.
- Dr. Laleh Samarbakhsh research interests include **empirical corporate finance, investments, fixed income and derivatives**. She has presented her research in various international academic conferences, including **Financial Management Association, European Financial Management Association, Northern Finance Association, Asian Financial Management Association, Eastern Finance Association, Midwest Finance Association, and the Administrative Sciences Association of Canada**.

Global Management Studies

- Dr. Ojelanki Ngwenyama is an expert in **organizational innovation and design**, with an emphasis on finding innovative solutions to real-world technology management problems. Dr. Ngwenyama is the Director of the Institute for Innovation and Technology Management.
- Drs. Howard Lin, Horatio Morgan, and Sui focus on **international business strategy**, including international joint ventures, foreign direct investment, emerging markets, cross-cultural & comparative management, and transnational & immigrant entrepreneurship. Dr. Lin is the Director of the Canada-China Institute for Business and Development.
- Dr. Ojelanki Ngwenyama is an expert in **organizational innovation and design**, with an emphasis on finding innovative solutions to real-world technology management problems. Dr. Ngwenyama is the Director of the **Institute for Innovation and Technology Management**.

HR Management

- Dr. Fei Song has been awarded many research grants and awards, and has published widely in top management and social science journals such as the ***Academy of Management Journal, Academy of Management Discoveries, Organizational Behavior and Human Decision Processes, Management and Organization Review, Game and Economic Behavior, Journal of Economic Behavior and Organization, International Journal of Conflict Management, Experimental Economics, and Journal of Economic Psychology***.
- Dr. Timothy Bartkiw is an Associate Professor in the Department of Human Resources and Organizational Behaviour and **Director of the Centre for Labour and Management Relations**. He is also a qualified lawyer and previously practiced labour/employment law for several years. His academic research interests span the fields of **labour/employment law and policy, industrial relations, and political economy**.
- Dr. Rupa Banerjee's primary research interest lies in the **employment integration of new immigrants to Canada**. She is particularly interested in the institutional barriers facing new immigrants in the Canadian labour market. In addition, she is interested in workplace diversity and ethno-racial discrimination, particularly as it applies to second-generation immigrants. Dr. Banerjee's research has appeared in such journals as ***International Migration Review, Ethnic and Racial Studies, Journal of International Migration and Integration, Journal of Labor Research and Relations Industrielles/Industrial Relations***.

Marketing Management

- Drs. Cheri Bradish and Katie Lebel conduct research in **sport marketing and business strategy**. Dr. Bradish is the Director of the Future of Sport Lab and the current Loretta Rogers Research Chair in Sport Marketing.
- Drs. Joanne McNeish, Norman Shaw, Chris Gibbs, and Anthony Francescucci explore **technology and innovation adoption by consumers and businesses**.
- Dr. Martin Pyle researches **word-of-mouth**, developing theory to explain why people choose certain language to share their experiences, and the effect this has on people who receive the message.

Real Estate Management

- Dr. Murtaza Haider focuses on the use of analytics and statistical models to analyze issues related to **urban economics, housing markets, urban planning, and transport planning**. Dr. Haider is the Director of the Urban Analytics Institute.
- Dr. Cynthia Holmes studies **real estate finance and housing policy**.
- Dr. David Scofield examines **microfoundations of real estate markets, real estate investment and development**, and the **effects of organization, networks and institutions on liquidity and transaction costs in commercial real estate**.
- Dr. Youngme Seo researches **mortgage default, real estate finance, urban housing economics, and spatial econometrics**.
- Dr. Dogan Tirtiroglu focuses on real estate (in particular **REITs and house price indices**), **banking**, and **corporate finance**.
- Dr. Tony Hernandez is an expert in **retail location decision-making, strategy, planning, and analytics**. He is the Director of the Centre for the Study of Commercial Activity and the current Eaton Chair in Retailing. As Eaton Chair in Retailing, Dr. Hernandez is tasked with fostering retail research excellence in Canada through the dissemination of results-oriented research and information that would profile the strategic significance of the Canadian retail economy.

Entrepreneurship

- Dr. Wendy Cukier is an expert in **social innovation strategy** and led Ryerson's social innovation strategy during her time as Vice-President, Research and Innovation. Dr. Cukier has received numerous honours in recognition of her work, including the Governor General's Meritorious Cross, and in 2013 was named as one of Canada's Top 25 Women of Influence. She is currently the Director of the Diversity Institute.
- Dr. Ken Grant examines **knowledge management and innovation**.
- Dr. Mary Han is recognized for her work on the relations between **organization adaptation, multinational strategy in emerging markets, strategic entrepreneurship and business model innovation**.
- Dr. Andre Laplume studies the **competitive and institutional barriers** preventing potential entrepreneurs from launching new ventures successfully as well as the **preparatory experiences of entrepreneurs** that help to develop entrepreneurial capacity.
- Dr. Charlene Nicholls-Nixon studies **entrepreneurship in emerging markets** and the **role of start-up incubators in entrepreneurship**. Dr. Nicholls-Nixon is the Director of the Entrepreneurship Research Institute.

- Dr. Dave Valliere researches **entrepreneurial finance** and the **social and cultural determinants of entrepreneurial intent**.
- Dr. Philip Walsh examines **innovation, sustainability, and finance in the energy sector**.
- Dr. Sean Wise studies **venture finance and start-ups**.
- Dr. Kim Bates explores **innovation and corporate governance**.
- Drs. Alison Kemper, Deborah de Lange, and Kernaghan Webb research the **impact of social and environmental issues on business strategy/corporate social responsibility**. Dr. Webb is Director of the Institute for Corporate Social Responsibility.

Law and Business

- Drs. Avner Levin and Atty Mashatan conduct research in **cybersecurity** – Levin focuses on the protection and legal regulation of personal and private information, while Mashatan’s work involves information systems security, cryptography, and combinatorics. Dr. Mashatan is the Director of the Cybersecurity Research Lab.
- Dr. Kernaghan Webb the Director of the Ryerson University **Institute for the Study of Corporate Social Responsibility**. Dr. Webb has published extensively on regulatory and CSR issues, and his work on regulatory offences has been cited and followed by the **Supreme Court of Canada**.
- Dr. Chris MacDonald’s expertise in the field of ethics has led to him receiving a number of awards over the years, including being named one of the **“100 Most Influential People in Business Ethics,”** for the past four years by *Ethisphere magazine*. He has also been recognized as one of the **“Top 100 Thought Leaders in Trustworthy Business Behaviour”** by *Trust Across America* in 2011 and 2012. Dr. MacDonald is also the creator and co-editor of the ***Business Ethics Journal Review*** and the author of the highly-regarded ***Business Ethics Blog***.

Business Technology Management

- Dr. Catherine Middleton is a former two-term Canada Research Chair (Tier II) in Communication Technologies in the Information Society who studies policy issues in **digital/mobile communication**. In 2014, she was named as a Member of the Royal Society of Canada’s College of New Scholars, Artists and Scientists.
- Drs. Youcef Derbal and Aziz Guergachi are experts in **modeling of complex problems**.
- Drs. Ozgur Turetken and Morteza Zihayat Kermani research the **application of big data analytics techniques to individual-level decisions**.
- Drs. Farid Shirazi and Youcef Derbal have technical and research expertise in **big data and cloud computing**.
- Drs. Anatoliy Gruzd and Bouchaib Bahli examine issues involving **social media**. Dr. Gruzd is a Canada Research Chair (Tier II) in Social Media Data Stewardship and was named a Member of the Royal Society of Canada’s College of New Scholars, Artists and Scientists in 2017.
- Drs. Julien Meyer, Aziz Guergachi, and Youcef Derbal research the **application of information technologies in the healthcare sector**. Dr. Meyer examines the transformative role of information technologies in healthcare organizations, while Guergachi and Derbal apply complex modeling to better understand disease and improve health outcomes.
- Dr. Donna Smith examines **business-to-business (B2B) partnerships in the retail industry**.
- Dr. Linying Dong studies **business processes in the enterprise**.
- Dr. Sameh Al-Natour studies **behavioral decision making and e-commerce**.

- Dr. Deborah Fels studies the use of information **technologies to improve inclusivity** and is the Director of the Inclusive Media & Design Centre.
- Drs. Ron Babin and Joanne McNeish research **disruptive innovation**, with Dr. Babin focusing on IT and Dr. McNeish focusing on consumer products.

Hospitality and Tourism Management

- Drs. Frederic Dimanche, Rachel Dodds, Sonya Graci, and Tom Griffin examine **marketing, consumer behaviour, and service design in the hospitality and tourism sector**. Dr. Sonya Graci is the Director of the Institute for Hospitality & Tourism Research.
- Dr. Rachel Dodds is a Professor as well as **past Director of the Hospitality and Tourism Research Institute**. Her recent research examines **sustainable tourism, environmental management, festivals, marketing and tourist motivations**. Rachel has published hundreds of articles about sustainable tourism and is internationally regarded as an expert in this field.
- Dr. Graci is the **Director of the Hospitality and Tourism Research Institute**. Dr. Graci has worked on numerous projects around the world related to **sustainable tourism development** and has focused her attention on community capacity building in Honduras, Indonesia, Canada, Fiji and China. Dr. Graci is the author of **two books and several journal articles** and industry publications.
- Dr. Chris Gibbs recent research looks at the **Airbnb pricing, Airbnb Entrepreneurship and Video Game Tourism**. Prior research has investigated **hotel mobile applications, responsive website design, use of twitter** for sports, and use of social media for hotel human resources. Beyond his academic research he has done research for a diverse group of organizations; **Royal Bank, Tourism Toronto, Fairmont Hotels and Resorts and Miles Destination Marketing**.

Retail Management

- Dr. Hong Yu researches **consumer behaviour and marketing strategies in the context of the experience economy**, with an emphasis on the shopping experiences of particular consumer groups and the role of product innovation and retail environment and service designs in marketing strategies.
- Drs. Jenna Jacobson and Donna Smith analyze the **consumer and producer perspectives of digital technologies** with a focus on social media, branding, and user behaviour.
- Dr. Tony Hernandez is an expert in **retail location decision-making, strategy, planning, and analytics**. He is the Director of the Centre for the Study of Commercial Activity and the current Eaton Chair in Retailing. As Eaton Chair in Retailing, Dr. Hernandez is tasked with fostering retail research excellence in Canada through the dissemination of results-oriented research and information that would profile the strategic significance of the Canadian retail economy.
- Dr. Frances Gunn researches **service quality and innovation in retail services**.
- Dr. Seung Hwan (Mark) Lee focuses on the **effect of sensory marketing and virtual reality (VR) on consumer behaviour**.

TRSM is home to 14 Research Centres/Institutes that support interdisciplinary networks addressing critical questions in Management. Research Centres/Institutes play an integral role in advancing the

research mission of TRSM and are also excellent at bringing about collaboration among faculty, students and local companies. TRSM Centres/Institutes play a lead role in strengthening TRSM's capacity to innovate by undertaking applied research that leverages strong industry and community connections.

TRSM Research Centres/Institutes offer students excellent opportunities to connect with faculty and industry by way of public talks, seminars and conferences.



Department of Economics
Faculty of Arts

Proposed Curriculum Changes

Master of Arts in International Economics and Finance

Department of Economics

Faculty of Arts

Revised March 2020

Economics Graduate Program

www.ryerson.ca/economics/graduate/

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PROGRAM GENERAL INFORMATION

1. Name of the Program and the Proposed Curriculum Change(s)

This document proposes to revise the current curriculum for the Master of Arts in International Economics and Finance (MA). The department is proposing to rename “Master’s Research Paper”, one of the current mandatory requirements, as “Master’s Paper”, and to replace the Master’s Paper requirement with the option to choose one of the following: Master’s Paper, Internship (one term in length) or the choice to take an additional course (one credit).

2. Identification of the Designated Academic Unit

Graduate Program in Economics
Department of Economics
Faculty of Arts

3. Program Governance Structure

The Graduate Program in Economics is governed by the program’s Graduate Program Council. The program is managed by the Program Director - Graduate Studies and is administered by the Graduate Program Administrator. No change is currently anticipated as part of the proposed curriculum changes.

4. Department Members involved in Proposal Development

- Haomiao Yu, Program Director, Graduate Studies, Department of Economics
- Claustre Bajona, Chair, Department of Economics

PROGRAM OVERVIEW

5. Program Rationale

Offered on a full-time (12-month completion time) and part-time (24-month completion time) basis, the Master of Arts is currently comprised of a non-credit Mathematics and Statistics review course, seven one-credit courses and a Master’s Research Paper.

It is important to note that the Master’s Research Paper submitted for the MA in International Economics and Finance is more in line with a research essay; see Appendix II for guidelines. The Master’s Research Paper should be no more than 40 double-spaced pages in length (excluding any appendices) and is written under the guidance of a faculty supervisor over the course of one semester, and evaluated by the supervisor and a second (faculty) reader. There is no presentation and is a milestone graded as pass/fail. Thus, it is equivalent to one-credit course.

However, we note that the acronym (MRP) of the Master’s Research Paper is the same as the Major Research Paper which may be equivalent to two or more credit courses in other graduate

programs at Ryerson. Thus, to avoid any possible confusion due to the acronyms, we propose to change the name “Master’s Research Paper” to “Master’s Paper”.

The more substantive changes in this proposal are to include two additional options to the Master’s Paper requirement: an internship and an additional course.

In today’s competitive market, work experience is a highly sought asset. Students who complete our Master of Arts and who have prior work experience perform much better in the job market. A larger number of organizations are offering or wish to offer internships to students in Masters programs. Even without a formal internship option, we are increasingly approached by a number of organizations wanting to offer internships to our students. The proposed changes to the program address this new opportunity while providing more flexibility for students to tailor the program based on their particular needs.

The option of taking an additional course in lieu of a research paper gives students who are not research-focused, the opportunity to develop their interests further. Such an option (course-only) is used in departments of Economics at other universities (e.g., Toronto, Queens, Guelph, York).

Thus, the internship or an additional course, addresses the students who may not be interested in developing a formal research project. Approval of our proposal gives choices to students with differing academic goals and allows flexible options that may attract a larger pool of potential applicants.

6. Anticipated Demand

With more flexibility, it is anticipated that the Master of Arts (International Economics and Finance) program will attract more high-quality students. The program has always attracted a sufficient number of students (please see Appendix I.b). Over the last 5 or 6 years we received 200 to 300 applications to our Master’s program. Consequently, the program has achieved a good reputation in Canada and has high graduation and employment placement rates. Approximately 70-80% of our full-time students graduate within one year and the remainder within two years (please see Appendix I.d). This, in turn, has had a positive impact on the subsequent PhD degree (inaugurated in 2010). Application data consistently shows that the Master of Arts program receives approximately 250 full-time applications, domestic and international, in total (minimum number 168 in 2008 and maximum of 304 in 2013) and we only accept roughly twelve percent of the total full-time applicants. The part-time program also attracts many students (between 20 and 35 each year) and we accept roughly twenty-five percent of these students. The program has had no issues with meeting the domestic targets set by the Yeates School of Graduate Studies.

Given the population growth rate in Toronto, the academic rigor of the Master of Arts (International Economics and Finance) program, and Ryerson’s attractive location, we anticipate that we will continue to have a healthy demand in the upcoming years. The major difficulty we face is the limited number of international students we can accept even though

the majority of the full-time applications are international. Typically, we accept the very best of the international applicants and they succeed superbly.

7. Comparable Programs

Note that there is no defense requirement for the current Master's Paper. The Master's Paper requirement is similar to an MA essay, and is equivalent to one course (one credit). Thus, in total there will be nine (one non-credit Mathematics and Statistics review course and eight one-credit courses) courses in the proposed course-only option. The nine-course (including Mathematics and Statistics review) requirement is the same as many existing course-based MA programs in economics in Ontario such as McMaster University, University of Guelph, University of Toronto, and York University.

For example, in addition to the math review, Economics at Queen's offers three choices (see "program details" in <https://www.econ.queensu.ca/graduate/ma/prospective-students>):

- (1) Eight courses
- (2) Seven courses + a master's essay
- (3) Six courses + a master's thesis.

Another example is Guelph, which offers two choices (<https://www.uoguelph.ca/lang/ma-economics-finance-specialization-option>): besides math review,

- (1) Eight courses
- (2) Six courses + a major research project (which requires seminar presentation).

Note that a major research project at Guelph is similar to a master's thesis at Queens, whereas our current Master's Paper is similar to a master's essay at Queens.

York and the University of Toronto only have one MA option:

- (1) Eight courses, in addition to the math review
- (York: <https://economics.gradstudies.yorku.ca/ma/ma-degree/>
 UofT: <https://www.economics.utoronto.ca/index.php/index/graduate/maprograms>)

In Appendix I.g, we present all **Master of Arts in Economics** programs offered by eight universities geographically closest to Ryerson (University of Guelph, McMaster University, Queen's University, University of Toronto, University of Waterloo, Western University, Wilfrid Laurier University, York University) and the University of British Columbia. There are no other specialized degrees in Canada in International Economics and Finance. Guelph in addition to a Master of Arts in Economics, also offers a Master of Arts in Economics with a Finance Specialization. Western has a PhD stream Master of Arts in Economics where students take core PhD courses.

All Master of Arts in Economics programs require students to take a preliminary Mathematics and Statistics Review and then core masters' courses in Microeconomics, Macroeconomics and Econometrics, as Ryerson does in the Master of Arts (International Economics and Finance). Since Ryerson's program is International Economics and Finance and the University of Guelph

program has a finance specialization, these two programs both require two more courses in finance or international trade.

Four (including Ryerson) out of five programs that provide the Masters' Paper option require eight courses (including the Mathematics and Statistics Review course) and the Masters' Paper. Queen's University and the University of British Columbia give students the choice of seven courses and a master's thesis. Guelph gives students the choice of seven courses and a Major Research Paper which requires seminar presentation.

The course-only programs in the Appendix 1.g require 9 courses, i.e., eight courses in addition to the Mathematics and Statistics Review course. The course-only option we proposed here is in line with these course-only programs.

8. Program Alignment with Institution's mission and academic plans

1. **Our Time to Lead**, Ryerson's five-year academic plan (Provost & VP Academic):

- Enables greater student engagement and experiential success by providing them the flexibility to choose the academic path that is right for them;
- Increases quality of SRC as students can apply their strengths accordingly; and
- Fosters community ties through internship placements.

The values identified in the *Our Time to Lead* plan will continue to be implemented and honoured through our innovative MA program that provides an opportunity for students to apply the latest economic theories and empirical techniques to current issues. Students learn and collaborate with faculty members, leading practitioners and researchers who bring with them a range of experiences and a future-smart knowledge of economics.

2. **Momentum**, YSGS strategic five-year plan:

- Building a community and culture of inquiry
- Elevating excellence in graduate education
- Attracting and retaining outstanding graduate student talent
- Delivering leading academic and administrative supports and services

By providing internship and course-based options alongside the option of a Master's Paper we are allowing students the flexibility to tailor their MA in International Economics and Finance to meet their needs and goals; especially students who are not research focused. The internship would give our students valuable industry experience and create connections within industry before they complete their degree.

9. Graduate Degree Level Expectations (GDLEs) and Program Learning Outcomes (LOs)

The Master of Arts program is a highly specialized program designed for students in the early stages of their professional careers. Compulsory core courses (microeconomics, macroeconomics, econometrics, and financial theory) are designed to provide students with a solid background in economic theory, financial theory, and econometrics. Field and elective

courses provide specialized training related to the core area of the program: international economics and finance.

There are six broad learning outcomes (or goals) that students are expected to have upon graduation. The proposed changes are consistent with the program outcomes listed below:

Goal 1a: Demonstrate knowledge of General Economics and Finance in the Areas of:

- a) Microeconomics
- b) Macroeconomics
- c) Econometrics
- d) Financial Theory

Goal 1b: Demonstrate knowledge in the Core Areas of the MA program:

- a) International Economics
- b) International Finance

Goal 2a: Demonstrate Knowledge of Theoretical Methodologies.

Goal 2b: Demonstrate Knowledge of Empirical Methodologies.

Goal 3: Demonstrate the Ability to Apply the Theoretical and Empirical Methodologies and Knowledge.

Goal 4: Demonstrate the Ability to Present Scientific Results and Analyses clearly and concisely to General Public, Government, and within Scientific Community both:

- a) Orally and
- b) In written form

Goal 5: Demonstrate the Awareness of the Limits of Knowledge

Goal 6: Demonstrate Autonomy (Confidence and Perseverance) and Professional Competence, including Accountability, Ethical and Professional Integrity and Social Responsibility

A Master's Paper allows students to develop research skills and explore a particular topic of their choice in greater detail. It is the only milestone option in the current curriculum. Following Ryerson tradition, the program emphasizes the application of theory.

The program is ideal for students who wish to acquire the skills needed to practice as a professional economist in the public or private sectors. As the program combines rigorous analytical training with an empirical orientation, graduates are well suited for research and management positions in national or international financial institutions, international organizations and provincial or federal governments. Moreover, students are provided with the rigorous academic background required to pursue their studies at the PhD level.

With the proposed changes to our program, our students will continue to meet and now exceed these goals as noted above and previously outlined in our Periodic Program Review. The course-based option will continue to meet the program learning outcomes as our field and elective courses will provide the same level of specialized training to students who do not wish to pursue research. The addition of an internship option will serve to enhance the program's learning outcomes - most notably Goals 4 and 6.

At graduation, students should be able to communicate effectively and persuasively in a professional setting using written and oral presentations and reports. To this end, the Master of Arts program involves several courses that offer plenty of engagement in research projects and presentations, (Goal 4). In addition to the Master's Paper, a number of courses contain a writing component. The option to take an additional elective would further enhance this engagement. Meanwhile, an internship option would also allow students to present scientific results and analyses clearly and concisely to the general public, government and within the profession.

Students should have the ability to critically evaluate and investigate possible solutions to challenges relevant to economic policy, and business practices in Canadian and International contexts. Moreover, students should have the capacity to think independently and develop plans for continual professional development. At graduation, students should be able to describe academic and professional obligations as an economist and act with academic and professional integrity and social responsibility, (Goal 6). An internship option would allow students to achieve this goal through hands on experience.

The Graduate Degree Level Expectations (GDLEs) represent the threshold level for skills and knowledge that Ontario students must demonstrate in order to successfully complete their programs. The GDLEs form an integral part of Ontario's Quality Assurance Framework. Graduates at specified degree levels are required to meet these standards.

In Appendix I.a, we have mapped GDLEs to learning outcomes. We have also mapped graduate courses to learning outcomes. Students at the Master's level are expected to understand and apply existing economic theories and techniques - the curriculum mapping includes Reinforcing (R) and Proficiency (P). As demonstrated, our learning outcomes are consistent with our goals and with the GDLEs. The addition of an internship option serves to enhance LO4 and LO6.

10. Periodic Program Review Recommendations

We made the following recommendation in our Periodic Program Review:

RECOMMENDATION AND IMPLEMENTATION PLAN
Recommendation # 2
Recommendation: <i>We should consider giving students in our Master of Arts (International Economics and Finance) a choice of course only, Master's research paper or internship.</i>

Rationale: <i>Comparator programs offer more choices in their master's programs than we do. We need to be competitive. We already have a successful internship program for our BA students and can build on our existing partnerships and connections to build a successful one for our MA students</i>
Objective: <i>We need to demonstrate to the university that this would make our Master of Arts (International Economics and Finance) program more competitive with comparator programs.</i>
Actions: <i>We would put this proposal to departmental council in Fall 2018.</i>
Timeline: <i>We would hope to include this by 2019-20.</i>
Responsibility for leading initiative: <i>Program Chair/Director</i>
Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: <i>Dean of Arts, Dean of YSGS</i>

All responses have been favourable and in support of our proposed changes.

The Peer Review Team's response was as follows: "We endorse this initiative. Allowing choice to disparate students with differing goals is a worthy idea, which at the same time, economizes on the limited resources of research-active faculty." They also state that "providing some flexibility to MA students should help those who fail to develop an interesting research project, and an internship is a valuable alternative."

The Dean of Arts indicated that she "strongly supports this and is very interested in reviewing the program's assessment of the feasibility and plan for moving forward on this."

The YSGS response indicates that it "supports the Program and Faculty responses." It also "notes that any curriculum modifications need to be carried out in accordance with Ryerson University Policy 127." This response was approved by the PCC on November 13, 2019.

In addition, the Graduate Program Council is in full agreement with the proposed changes. It has been agreed that these changes would make our program more competitive amongst other universities by attracting a broader range of potential students with differing academic goals. It will also continue to make our graduates more desirable to both potential PhD programs and the job market.

Curriculum Overview

Current Program Overview

The requirements for the MA in International Economics and Finance program are the completion of the Mathematics and Statistics Review course, seven one-credit courses, and the

Master's Research Paper. The MA program can be completed in 1-year (12 months consecutive) of full-time study, or 2-years (24 months consecutive) of part-time study.

This program only offers a Fall in-take.

Mathematics and Statistics Review Course

All students entering the MA program must attend and pass the Mathematics and Statistics Review Course. This course is normally scheduled during the last two weeks in August (prior to the start of the official school year). Its frequency is five lectures per week length 3 to 4 hours in length each. The exam, which is scheduled immediately before regular classes commence, is graded on a pass/fail basis. Students who do not pass will be permitted one more attempt during the Fall term. If a student does not pass during his/her second attempt, he/she will be asked to withdraw from the MA program.

Master's Research Paper (with “Master’s Paper” as the new name proposed)

The Master's Paper is completed under the direction of a Supervisor and Second Reader from the participating teaching faculty. Students are not required to obtain a supervisor prior to the start of the program. Students will choose a topic and research supervisor at the end of the second (Winter) term. During the Spring/Summer term students work to complete their research paper.

Curriculum Structure

The current and proposed curricula are presented in Tables 1 and 2 respectively. Table 1 is the current curriculum for the Master of Arts, International Economics and Finance, and Table 2 shows the proposed modified curriculum. There will be no change to the elective courses offered as they already provide our students with the specialized training they need.

Table 1: Current curriculum (Fall 2019) as per Yeates School of Graduate Studies 2019/2020 Calendar

DEGREE REQUIREMENTS	Credits
EF8100 Mathematics and Statistics Review	(non-credit)
EF8901 Microeconomics	1
EF8902 Macroeconomics	1
EF8903 Applied Econometrics	1
EF8904 Financial Theory	1
EF8911 International Finance (field 1)	1
OR	
EF8931 International Trade Theory & Policy (field 2)	1
AND	
2 electives (one of which may be the other field elective)	2
Master's Research Paper	(Milestone)
ELECTIVES (2 or 1 if both fields are chosen)	
EF8912 Country Risk Analysis	1
EF8913 Empirical Topics in International Finance	1
EF8914 Financial Econometrics	1
EF8915 International Corporate Finance	1
EF8932 International Trade Under Imperfect Competition	1
EF8933 Empirical Topics in International Trade	1
EF8934 Global Institutions and the International Economy	1
EF8935 The Law and Regulation of International Trade and Investment	1
EF8936 International Public Economics	1
EF8937 Labour Economics	1
EF8938 Development Microeconomics	1
EF8939 Topics in Econometrics	1
EF8940 Environment Economics	1
EF8941 Topics in Development Economics	1
EF8942 Industrial Organization	1
EF8943 Monetary Economics	1
EF8944 Panel Data and NL Model Analysis	1
EF8945 Nonparametric Data Analysis	1

See Appendix 1.f for course descriptions and prerequisites.

There will be no change to elective courses offered to students. The calendar description of the Master's Research Paper will require a change in the name to Master's Paper; the description itself will remain the same. However, the proposed changes to the curriculum will require the introduction of a new milestone for the internship option.

Master's Internship (NEW proposed milestone)

Approved students will undertake an internship in the Economics and Finance fields. The internship is to allow students to explore careers and develop links between the theoretical knowledge received in a classroom setting and professional/practical application experience. One academic term in length, students will be required to submit a detailed report at the end of the internship as well as an employer evaluation. This is a "Milestone" and is pass/fail.

Table 2: Proposed curriculum (Fall 2020)

DEGREE REQUIREMENTS	Credits
EF8100 Mathematics and Statistics Review	(non-credit)
EF8901 Microeconomics	1
EF8902 Macroeconomics	1
EF8903 Applied Econometrics	1
EF8904 Financial Theory	1
EF8911 International Finance (field 1)	1
OR	
EF8931 International Trade Theory & Policy (field 2)	1
AND	
2 electives (one of which may be the other field elective)	2
AND one of the following OPTIONS	
Master's Paper option	(Milestone)
Internship option	(Milestone)
Course-only option	1
One additional elective	
ELECTIVES	1
EF8912 Country Risk Analysis	1
EF8913 Empirical Topics in International Finance	1
EF8914 Financial Econometrics	1
EF8915 International Corporate Finance	1
EF8932 International Trade Under Imperfect Competition	1
EF8933 Empirical Topics in International Trade	1
EF8934 Global Institutions and the International Economy	1
EF8935 The Law and Regulation of International Trade and Investment	1
EF8936 International Public Economics	1
EF8937 Labour Economics	1
EF8938 Development Microeconomics	1
EF8939 Topics in Econometrics	1
EF8940 Environment Economics	1
EF8941 Topics in Development Economics	1
EF8942 Industrial Organization	1
EF8943 Monetary Economics	1
EF8944 Panel Data and NL Model Analysis	1
EF8945 Nonparametric Data Analysis	

Program's Relationship with Other Ryerson Programs

11. Overlap and Integration with Other Programs

Not applicable.

PROGRAM DETAILS

12. Program History

We launched the Master of Arts (International Economics and Finance) in 2005-2006. The program was initially comprised of a non-credit Mathematics and Statistics review course, *eight* one-credit courses and a Master's Research Paper. In 2013-2014, the program reduced the number of required courses by one as almost all masters in economics programs in comparator universities required less courses than our initial requirement (see Appendix 1.g). Thus, the program is now comprised of a non-credit Mathematics and Statistics review course, *seven* one-credit courses and a Master's Research Paper. Students must take four compulsory courses (one in each of microeconomics, macroeconomics, econometrics and financial theory). In addition to the four compulsory courses, students have to take three elective courses, one of which has to be a Field Elective; either International Finance or International Trade Theory and Policy.

In 2011-2012,

- We changed the title of EF8937 International Labour Economics to a broader title of EF8937 Labour Economics.
- We changed the title of EF8938 Microeconomics Issues: Industry, Development and International Economics to EF8938 Development Microeconomics.
- We changed the title of EF8939 Nonparametric Econometrics to a broader title of EF8939 Topics in Econometrics.

In 2012-2013,

- We added EF8943 Monetary Economics to the list of electives.
- We changed the course title of EF8903 Econometrics I to EF8903 Applied Econometrics and put a greater emphasis on empirical analysis.

In 2013-2014,

- We changed the course title of EF8911 International Macroeconomics to EF8911 International Finance. We changed the course title of EF8913 International Financial Markets to EF8913 Empirical Topics in International Finance. These two changes would provide students with both a theory and empirical course in International Finance complementary to those we already had in International Trade.
- We changed the course title of EF8940 Environment and Economic Growth to a broader title of EF8940 Environment Economics.

In 2014-2015,

- We changed the course title of EF8941 Topics in International Economic Development to a broader title of EF8941 Topics in Development Economics

In 2015-2016, we had increased our faculty size and expertise and therefore,

- We added EF8944 Panel Data and Nonlinear Model Analysis to the list of electives.
- We added EF8945 Nonparametric Data Analysis to the list of electives.

In 2017-2018, we added one-hour tutorial for all core courses and field electives.

In this proposal, we propose to replace the one current Master's Research Paper requirement with the following three options: a Master's Paper, an internship (one term in length) or a choice to take an additional course (one credit).

13. Degree Nomenclature

The option of choosing additional elective course (1 credit) will have no effect on nomenclature. The same level of electives will be continued to be offered with no change to calendar descriptions. The internship option will be noted on the official transcript as a milestone and would be pass/fail; keeping in line with other graduate master's programs at Ryerson.

Admissions

14. Admission Requirements

There will be no changes to the program's admission requirements. The program will continue to require applicants have the necessary background to succeed in masters 'level graduate work in international economics and finance. A strong background in intermediate macro and microeconomic theory, econometrics, calculus and linear algebra, international economics and finance will continue to be a focus.

For admission into the MA in International Economics and Finance program, applicants must fulfill normal university admissions procedures and meet the program specific requirements as the current ones (see Appendix I.b).

15. Admission Requirements and Student Achievement of Learning Outcomes

The admission requirements are appropriate for the learning outcomes because they ensure potential students will have the academic, research and experiential background needed to integrate and apply the knowledge and skills delivered in the program. The B average minimum offers evidence that candidates are competent academically.

The CV and transcripts allow the admissions committee to assess applicants' prior experience in the academic and/or professional field of economics.

The statement of interest allows the admissions committee to assess applicants' ability to achieve learning outcomes 6, 7 and 8 as they relate to written, verbal and visual communication. A meeting with the Graduate Program Director prior to admission can further add to this assessment.

Applicants who lack pertinent skills may be asked to take appropriate additional courses dependent on their academic background.

16. Alternative Requirements (if applicable)

Not Applicable.

Program Content and Curriculum

17. Curriculum and Current State of the Discipline

There are two new options proposed: the course-only option and the internship option. The course-only option is to allow students to take an additional elective. This give students who are not research focused to further engage with faculty and enhance their knowledge through the classroom. The internship option would provide students with the invaluable experience and exposure that only working as an economist within the industry can provide.

18. Professional Licensing/Accreditation (if applicable)

Not applicable.

Mode of Delivery and Graduate Degree Level Expectations

19. Planned Modes of Delivery

Course option (proposed) – no change in delivery as the electives we currently offer are suitable and meet the intended program learning outcomes and degree level expectations.

Internship option (proposed) – industry placements meet all the intended program learning outcomes and degree level expectations and serves to enhance 4 and 6 as outlined in the proposal. The department will assist eligible students with the preparation of their CVs and with interview skills.

Master's Paper (MP) option (current) - will follow the mode of delivery for the current MA Master's Research Paper option in Economics.

Assessment of Teaching and Learning and Graduate Degree Level Expectations (GDLEs)

20. Intended Teaching Methods

Teaching and the Master's Paper supervision remain the same as our current MA program. There is no teaching requirement for the internship option. Internship reports will be reviewed by the Program Director.

21. Assessment Methods for Student Achievement and Learning Outcomes and Graduate Degree Level Expectations (GDLEs)

Students must complete all courses with a grade of B- or higher, consistent with the existing Yeates School of Graduate Studies policies on grading, promotion and academic standing. The assessment of GDLEs for the Master's Paper option will be the same as before.

Regarding the internship option, students may undertake an internship placement that aligns with the goals of the International Economics and Finance Master's program. In particular, students must have a minimum CGPA of 3.5 or higher and submit a complete application package (resume, cover letter and writing sample) to be considered for the Master's internship. Internships are a minimum 350 hours and normally completed over a four month period.

If selected, the student will then complete an internship agreement form. This form is to inform the Department of Economics of the student internship opportunity, and assist student and employer in specifying objectives, expectations and details of the existing internship opportunity at the onset. Students should complete this form in consultation with their internship employers/supervisors, then vet with their internship advisor. Students should submit this form to the Department of Economics Placement Coordinator at the beginning of the internship.

Upon completion of the internship placement, students must complete a project report to the Program Director outlining the activities and the deliverables of the internship, a personal reflection about their experience, as well as an evaluation form completed by the employers. Periodic mid-term checks with the employers to assess student performance and receive feedback will also be done.

The internship option will be assessed as pass/fail by the Graduate Program Director and recorded as a milestone on the student's transcript.

All academic standing, promotion and graduation requirements for this program will conform to the most recent policies approved by Senate. There are no variations planned for this program.

22. Promotion and Graduate Requirements (if applicable)

It is not anticipated promotion and graduate requirements will vary from Ryerson's policies on grading, promotion and academic standing.

Resources

23. Human, Physical, and Financial Resources

The proposed change to the program has minimal resource implications. Currently, we have an Internship Placement and Program Coordinator for the Bachelor of Arts (International Economics and Finance). The same person will coordinate the internship option in the master's program. Some of their duties include building strong, collaborative partnerships with potential and active partners for local and international internship opportunities, and establishing communication plans with partners for internship opportunities. These duties are common for the Bachelors and the Master internships and will not need to be duplicated. In fact, in the past two years, these collaborative partnerships have secured internship placements for some of our Master's graduate students.

Nevertheless, the internship option in the Master's program will require the Internship Coordinator to devote some more time exclusively to master students involved in the internship option. This time will be required to prepare student packages (one-on-one consultations preparing resumes and cover letters), coordination of schedules and interviews, communicating offers and issuing tax credit letters to employers, and organizing an interview preparation workshop. We estimate that the time required will be around 40 hours per academic year. The department is strongly committed to strengthening and further developing the internship, and will actively explore initiatives to raise additional funding to cover this expense.

In addition to requiring minimal additional resources, this proposed change would economize on the limited resources of a research active faculty. Also, since there will be no changes to the electives offered and only minimal resource implications, other departments will be not be impacted by the proposed change.

24. Implementation and Communication Strategy

Proposed changes would be implemented prior to the start of the Fall 2020 academic year. The Department of Economics has already proven to be successful in placing students for the required internship in the Bachelor of Arts degree in International Economics and Finance. The internship option will employ the existing resources as there is already an Internship Coordinator who has been in contact with possible internship placements and has already successfully placed some of our Master's students. The current format of email updates, information sessions and CV/interview prep would continue. Updates to both the Department of Economics and YSGS websites will aide in getting the proposed changes out to potential applicants.

25. Number of Faculty and Support Staff

It is anticipated that the department's current operating structure will administer the proposed changes. No additional faculty members or support staff are required to deliver the proposed curricula.

26. Tuition

No change.

27. Student Financial Assistance

No change from current funding models. The number of students admitted would not change as sources of funding remain unchanged. However, as the MA internships in economics are paid, the internship option would provide an increase in financial assistance for students who qualify and procure placements.

28. Library

The current library resources are sufficient to support the curricula change. Currently, Ryerson University Library's overall strength in infrastructure, collection, services and technology has kept it well-positioned to support the graduate degree programs offered by the Department of Economics. This library report has carefully considered the focus of the PhD and MA programs, assessing how library support can supplement the "rigorous training in economic theory, financial theory econometrics and mathematical economics" and help "to prepare students to undertake cutting-edge research in international economics and finance."
(<http://economics.ryerson.ca/index.php/graduate>).

It is worth noting that the library has written several reports affirming its ability to support programs in the areas of economics and finance, industrial mathematics, international economics, and business administration at both the undergraduate and graduate levels. Where appropriate, this report has incorporated relevant information from these previous evaluations.

Since the last evaluation for the proposed graduate programs in International Economics in 2008, the library has made significant changes in the collection development methodology. An approval plan for book collection designed for graduate level ensures timely delivery of the most relevant items for research. The plan is supplemented by the Demand-Driven Acquisitions process for print and e-books. Increased availability of e-books has contributed to the expansion of library's electronic resources. Where possible, the library provides business case studies, as part of the popular One-Stop Course Readings service. Besides the traditional reference desk service or class instruction on search techniques and collection access, "Search Everything", the discovery interface on the library main page, has fast become the default tool to look for electronic resources within and beyond the collection.

The library's serials collection continues to be strong. Since 2008, almost all subscribed databases provide access to full-text journal literature. No new subscriptions have been placed while cancellations were made after thorough reviews in consultation with departments. A

detailed comparison of aggregator databases resulted in the cancellation of Ebsco's Business Source Elite and Academic Search Premier in 2016. Thomson Reuter's Datastream was not renewed because similar data is available from various statistical sources, including major national and international data banks. Graduate students have access to Bloomberg Professional held by the TRSM, providing them with the latest business and industry news and analytics for the US and global markets. The library has strengthened data support by expanding the Geospatial Data Centre and creating a Data Librarian position.

Quality and Other Indicators

29. Indicators That Provide Evidence of Faculty Quality

29.1 Faculty Qualifications

We currently have twenty-three tenure-stream faculty and three limited term faculty. They are listed in Appendix I.e. In this table we also included faculty who have left during the period 2007 to 2018. The terminal degree for the discipline is the Ph.D. and this remains the ideal standard for instructors of economics. All of our tenure stream faculty have PhDs. Further Faculty data (fields, courses taught, search funding, graduate supervision) and the curriculum vitae of tenure stream faculty are found in Appendix I.c and in Appendix III respectively.

29.2 Scholarly, Research and Creative Activities

Our faculty's innovative, relevant and forward-thinking research is recognized by and published in top economic journals such as: American Economic Review, Econometrica, Review of Economics and Statistics, Journal of Monetary Economics, Journal of Economic Theory, Journal of Econometrics, Journal of Public Economics, and Journal of International Economics to name a few. Collectively our faculty has been invited to present their research hundreds of times, at conferences, to other universities and to government institutions. We incorporate our research into the program curricula particularly in advanced courses.

Research funding is also an area that was minimal in the past but is increasing significantly. Prior to 2000, for example, no faculty member in the Department of Economics had received a grant from the national Social Sciences and Humanities Research Council (SSHRC). Over the years more and more faculty have been awarded research grants. Applications for SSHRC funding have been substantially higher in recent years. In 2018 alone, faculty in our department were awarded three SSHRC Insight Grants and one SSHRC Insight Development Grant totaling \$332,381. Internal funding, although much less important for program and faculty reputation, has been high in recent years.

Research success of the faculty is always difficult to assess. We use raw publications in fifteen of the leading peer-reviewed economics journals as a measure of the quality of departmental research. We use Tilburg University's database on the number of publications in economics journals by university (please see <https://econtop.uvt.nl/rankingsandbox.php>) and Research Papers in Economics h-index for journals to rank the top fifteen economics journals (please see <https://ideas.repec.org/top/top.journals.hindex.html>). In Appendix I.i.viii, we show our

research ranking among Canadian universities using the raw number of publications in the top fifteen of our leading economics journals (excluding survey journals) for two periods 2013-2017 and 2016-2017. We list the journal titles in Appendix I.I.viii. In terms of refereed publications, the Department of Economics used to lag behind most other comparator institutions. Less than a decade ago, we ranked joint 25th among all Canadian universities based on peer-reviewed publications. We had an average of fifteen tenure stream faculty not in full time administration during this period. Part of the reason for the low ranking would be the average age of faculty, as the Department of Economics is primarily composed of individuals who were within 10 years of their Ph.D. In this way, certain faculty members have not yet had the opportunity to build extensive research portfolios. Other contributors to the relative lack of publications have been the service and teaching loads of faculty (which historically have been higher at Ryerson than at other universities) and the past focus on teaching.

Research output of faculty has significantly improved in the last five years. We now rank joint 9th among all Canadian universities based on publications in the fifteen peer-reviewed journals mentioned above during the five-year period 2013 to 2017. During this period, we had an average of eighteen tenure stream faculty not in full time administration. Some faculty who had retired during this time were not researchers and were hired when Ryerson was a teaching college. Their replacements on the other hand conduct high quality research. These changes in tenure stream faculty represented a major increase in the quality and quantity of our research output. The improvement is even more dramatic once you consider that we are a very small department relative to others (please see Section 7.a.i below) and we are only counting the absolute number of publications in these journals. We continue on this upward trajectory. We actually rank 7th among all Canadian universities based on these peer-reviewed publications during the last two years. Adding more journals penalizes departments with a small number of faculty such as our department.

Appendix I.i.vii presents the ratio of faculty full-time equivalents (FFTE's) to student full-time equivalents (FTE's) and makes a comparison between student enrollment and the number of faculty in the Department of Economics. For each year, Ryerson University, the Faculty of Arts and the International Economics and Finance program, the ratio of FFTE's to FTE's has risen over the life of the program. However, the ratio is significantly higher in the Department of Economics, almost 40 percent higher than the university average in 2015-17. This is up from 17 percent in 2006-07. The Department of Economics also has the highest ratio in the Faculty of Arts. Some of the numbers produced by the University Planning Office underestimate this ratio as the denominator includes limited term faculty who are employed because faculty are on leave together with the faculty on leave they were hired to replace. A better indicator, which is not produced by the University Planning Office, would be the ratio of the number of enrolments to the number tenure stream faculty. Based on this indicator, the Department of Economics would have one of the highest ratios in the university (it is 540 in 2017-2018). Given the emphasis on student contact at Ryerson and the commitment of the open-door policy at the Department of Economics, this is a very major cause for concern. The increase in the student to faculty ratio is a result of the large increases in the number of enrollments relative to the small increase in tenure stream faculty. While this is mainly due to undergraduate

enrollments it affects the number faculty available for graduate teaching. This limits the number of elective courses that can be offered to graduate students. As mentioned above the choice of elective courses received a low percentage mark in the graduate survey. The department will continue to advocate for an increased faculty complement.

29.3 Part-time Faculty

Only full-time tenure stream faculty teach graduate courses in this program.

29.4 Teaching, Supervision, and Commitment to Student Mentoring

Only tenure stream faculty do graduate supervision. We try to keep graduate supervision by pre-tenure faculty to a minimum. Most tenured faculty members have supervised between 10-20 aster's students since 2006. That will continue to grow as the program matures and pre-tenure faculty become tenured.

29.5 Faculty Funding

See Appendix I.e, we present a breakdown of faculty funding. There has being a significant increase in faculty funding in the last 10 years.

30. Intellectual Quality of Student Experience

The students in the Master of Arts (International Economics and Finance) program will have developed intellectually by having been exposed to a balanced and rigorous curriculum in the related areas of international trade and international finance. The program has enhanced the students' analytic and applied skills, critical thinking and understanding of current policy issues in the context of both the contemporary Canadian economy and the global economy. Their careers have been advanced significantly and the majority of them have found gainful employment in the private and public sectors in Canada and abroad, within a short period after graduation. Around 10 percent of our MA graduates have been admitted to highly prestigious PhD programs in Canada and the US, attesting to the solid analytical background they have received from the Master of Arts (International Economics and Finance) program. One of our MA graduates (2005) is currently an Assistant Professor at Arizona State University and another one is an Assistant Professor at University of Toronto (teaching stream).

We expect the new added internship option and course-only option will enhance the student experience further.

EXECUTIVE SUMMARY

Since 2000, the Department of Economics has undergone major change. Before then, Economics was a service department and responsible for the curriculum of the Bachelor of Commerce (Business Management) - Economics and Management Science Major, which is currently offered by the Ted Rogers School of Management. In 2000, we launched the Bachelor of Arts (International Economics and Finance). In 2005, we launched the Master of Arts

(International Economics and Finance). In 2010, we launched the Doctor of Philosophy (Economics) program.

Over the years, we have made changes to the curriculum of both the Master of Arts (International Economics and Finance) and Doctor of Philosophy (Economics) programs. Like all previous changes, the proposed curriculum changes are to improve the choice and quality of the course offering to students. The proposed changes to the curriculum are straightforward. Instead of the Major Research Paper being required, we allow the students a choice of doing a Major Paper, another elective course or an internship.

The Department of Economics has already proven to be successful in placing students for the required internship in the Bachelor of Arts degree in International Economics and Finance. The optional internship program in the Master of Arts will employ the existing resources and connections established for the Bachelor of Arts', as some of those employers are increasingly requesting Master's students for some of their available internships. In particular, in the past two years we have placed ten Master of Arts students in the Ontario Ministries (four in 2018 and six in 2019) and they have requested to interview more of our students for summer internships in 2020.

The additional course option will allow students to choose an additional course from the existing elective course list, and hence will not require additional resources either. Such an option is also similar to the course-only MA options in economics offered at other universities such as University of Toronto, Queens, York and Guelph.

The internship and course-based options would provide flexibility that potential applicants may be looking for, and give the program a competitive advantage over other similar programs offered in the province/country.



**1 YEAR PPR FOLLOW-UP REPORT
and Proposed Ted Rogers MBA Modifications Summary**

Last Updated: Mar 30, 2020

Graduate Program: Master of Business Administration (MBA)
Ted Rogers School of Management

Peer Review Team: Dr. Linda Schweitzer (Carleton University)
Dr. Roy Suddaby (University of Victoria)
Dr. Cory Searcy (Ryerson University)

Site Visit: June 20 and June 21, 2016

PRT Report: July 13, 2016

Program Response: Sept 27, 2016

YSGS Response: Oct 27, 2016

PPR Approved by Senate: March 7, 2017

1 Year Follow Up Report: Winter, 2018 (postponed due to major
curriculum review)
Submitted March 18, 2020

The appointment of Dr. Daphne Taras as Dean of the Ted Rogers School of Management (TRSM) inspired the reimagining of the Ted Rogers MBA Global and MBA MTI programs. The challenge put forward by the Dean was to design a model for graduate education in the management discipline that provides students with greater choice, embraces flexible program formats, invests in skill development and is nimble in its structure to adapt quickly to the needs of students and employers.

Guided by the mission and vision of Ryerson University and the TRSM Academic Plan, a collaborative effort has been used to propose a revised MBA program. The redesign effort was launched by Dean Taras with the hosting of a two-day MBA retreat in March 2019. The attendees were faculty from all generations, some who teach in the MBA and some who don't, and staff with an interest in change, and current MBA students. The overall purpose of the retreat was to engage stakeholders in the process of curriculum reform through various design thinking and planning activities.

Following the retreat, and motivated by a highly competitive market, the Associate Dean, Graduate Programs, assembled an MBA Transformation Committee with wide membership from academic departments and multiple affected administrative units across the School in the spring of 2019. The MBA Transformation Committee met weekly for six weeks to better understand the voices of the program's constituents and collected substantial data.

The committee's work included a review of the 2016 Periodic Program Review Self-Study, speaking with others who had been involved in the submission of the previous self-study and AACSB Accreditation efforts, as well as, reviewing documents associated with recommendations put forward by the external Peer Review Team assigned to the MBA Global review.

The Peer Review Team provides a lens into the responses of the Ted Rogers MBA to the 2016 Self Study. There was a total of nine recommendations that not only reflects the School's past and current unwavering commitment to the University's mission, but highlights future areas that need more focus and attention for continued growth and development.

The PRT report was reviewed by Dr. Kelly MacKay (Associate Dean, Research and Graduate Programs, TRSM), Dr. Kim Bates (Director, MBA Programs, TRSM), Dr. Chris MacDonald (Interim Director, MBA Programs, TRSM), and Dr. Dale Carl (Director, Graduate Students, TRSM). Each of these academic administrators participated either in the preparation of the Self Study Report (SSR), or the PRT site visit, or both, and has provided input into this PRT Response. The PRT report and this response will be shared with the TRSM Grad Program Council (GPC), which will guide the subsequent development of motions necessary to implement the developmental plan.

As mandated by Ryerson Senate Policy 126: Periodic Program Review of Graduate and Undergraduate Programs¹, within one year of Senate approval of the PPR, a 1 Year Follow-Up

¹ <https://www.ryerson.ca/content/dam/senate/policies/pol126.pdf>

Report is to be submitted to the Faculty Dean or Dean of Record and the Vice-Provost and Dean, YSGS, on the progress of the implementation plan and any further recommendations.

This follow up report incorporates the Peer Review Team (PRT) recommendations and is part of a larger redesign project that has been developed and approved by the TRSM Graduate Program Council and TRSM Faculty Council.

What follows are the PRT recommendations, the program responses, YSGS responses, and the implementation plan, including the 1-year follow-up status reports by the program.

This report was originally to be submitted in the Winter of 2018, however, at that time a major curriculum revision was being proposed. With the support of YSGS, the MBA Program Director at that time requested an extension for the submission of the 1-year follow-up status report.

In addition to major modifications proposed for the MBA, significant changes in the leadership team within TRSM prompted further delays in the submission of this report. Most pointedly was the resignation of the Dean of TRSM, Dr. Steven Murphy in the Fall of 2018. Following Dr. Murphy's departure, and awaiting the hiring of TRSM's new Dean (Dr. Daphne Taras) in July 2018, planned modifications were suspended until such time that the new Dean could evaluate proposed changes to the program. During this transition in leadership, further changes in personnel were made at the program administration level contributing to further postponement of this report.

Upon receipt of the PRT report in 2016, and approval of the Periodic Program Review by Senate in the winter of 2017, the program's administration began planning for some PRT recommendations, but with major revisions planned for the program, most program responses were addressed in the subsequent MBA Modifications proposal submitted in February of 2020. The table below represents both planning that was underway in 2017 – 2018 and during the planning stages for the revised MBA.

YSGS AND MBA GLOBAL RESPONSES WITH IMPLEMENTATION PLAN

Academic Recommendations

PRT Recommendation	MBA Global Response	MBA Global Implementation Plan and Lead	YSGS Response	Original MBA Program Implementation Plan 2017-2018	Proposed MBA Program Implementation Plan November 13, 2019
Review and renew the curriculum of the MBA Global.	The program will assess the relevance of MBA specializations. Courses that are either never offered or rarely offered will be eliminated or revised.	Graduate Program Director 2016/17 to initiate curriculum review	YSGS supports the recommendation of identifying efficiencies in the set of MBA specializations and course offerings. The elimination or revision of courses will aid the program in maintaining current, sector-relevant offerings.	<p>Completed:</p> <p>The current Ted Rogers MBA specializations and elective offerings have proliferated over many years. Course offerings and specializations were created without much input from TRSM stakeholders and primarily driven by perceived industry trend and faculty interests.</p> <p>The continuation of offering specializations to prospective students, which the program is unable to accommodate, will and has, resulted in dissatisfied students.</p> <p>Several specializations and associated electives have been eliminated.</p> <p>Since the creation of the TRSM GPC, 16 half credit (.5) and 4 full courses have been removed from the calendar because they had not been offered in recent years, or had never been offered. More courses are being considered for removal from the Calendar, by the Curriculum Committee of the TRSM GPC, with proposals developed by the MBA</p>	<p>Approved by TRSM Faculty Council:</p> <p>Through the redesigned core curriculum, students will be immersed in seven courses that will combine critical business skills and knowledge to develop a well-rounded understanding of organizational issues.</p> <p>Following completion of the core, students have the opportunity to customize their MBA degree with elective courses to complete a comprehensive degree with general electives, or to complete a selection of electives within a clustered theme.</p> <p>Building on the foundation and core curriculum, the redesigned program will offer a more compressed set of elective courses combining strengths of TRSM as well as evolving needs of industry. The electives curriculum is ideally where the core skills and methods become focused on specific management issues.</p> <p>Existing and popular electives were considered for redesign and an invitation to TRSM faculty encouraged consideration of</p>

PRT Recommendation	MBA Global Response	MBA Global Implementation Plan and Lead	YSGS Response	Original MBA Program Implementation Plan 2017-2018	Proposed MBA Program Implementation Plan November 13, 2019
				<p>Programs Director in consultation with departments within TRSM.</p> <p>We also display to students the planned delivery of courses on the MBA website, and linking to the planned schedule from the student MBA content delivery portal.</p>	<p>redesign and the proposal of new electives.</p> <p>Considering the extensive range of electives offered and proposed, it was not surprising that narrowing down the electives to a more compressed offering was challenging.</p> <p>To assist and inform decision making, an online survey was conducted to evaluate the various electives offered and proposed. A total of 242 respondents including current MBA students, alumni, and TRSM Advisory Council members completed the survey. The survey was developed using the Qualtrics platform and a link to survey was emailed to stakeholders.</p> <p>We also solicited feedback from a Qualtrics panel (268 responses) which was identified as potential target segment for the MBA program. Feedback received from the surveys was used toward on-going improvement in the quality of course design and selection of electives to be offered.</p> <p>A student may elect to broaden their knowledge and skills by taking electives from different functional areas or may elect to concentrate</p>

PRT Recommendation	MBA Global Response	MBA Global Implementation Plan and Lead	YSGS Response	Original MBA Program Implementation Plan 2017-2018	Proposed MBA Program Implementation Plan November 13, 2019
					all of his/her electives in a cluster to gain depth in that area. Students will have three credits of electives from a pre-approved list of 28 courses.
Strategically position the MBA Global program.	The program will conduct a market study to clarify the issues surrounding lack of differentiation (external), and then incorporate a revised curriculum to improve differentiation (internal). Based on the above results, the program will consider rebranding MBA “Global”.	Graduate Program Director 2016/17 concurrent with curriculum review	YSGS supports the proposed market study. Depending on the results of the study, a change in the name of the program to highlight its global elements might be appropriate.	Deferred: Following a report to the TRSM GPC and this research, we will develop a more detailed plan for adjusting nomenclature and marketing of MBA Global, while retaining a focus on our inclusive, diverse, and urban themes within the TRSM academic plan.	Approved by TRSM Faculty Council: TRSM proposes to eliminate the nomenclature associated with the two existing streams of the Ted Rogers MBA programs (they offer the same degree). The proposed nomenclature is simply, Master of Business Administration. This is consistent with other programs offered under the umbrella of Management education. Given that the revised program is not focused in one specific area of business, the nomenclature related to MBA Global and MBA MTI is no longer reflective of the program’s offering. Administratively, we are merging the two programs and the refreshed program will be the Master of Business Administration.

Administrative and Financial Recommendations

PRT Recommendation	MBA Global Response	MBA Global Implementation Plan and Lead	YSGS Response	Original MBA Program Implementation Plan 2017-18	Proposed MBA Program Implementation Plan November 13, 2019
Calibrate the tuition. This may involve considering asking the Ministry to re-evaluate the current level of tuition. Privatising the program would require changes that may not align with the vision of the University and the School. However, the current level of tuition is significantly lower than its proximal, Ontario and Canadian competitors.	We propose to study this issue to seek an increase in international student tuition.	Graduate Program Director 2016/17 to initiate study; Request for tuition increase 2017/18	The Board of Governors, in consultation with the UPO and YSGS, sets tuitions for graduate programs. While the issue of international student tuition is complex, we will lend support for well-researched and substantiated proposals from the program for adjustments to international student tuition.	Completed: On November 15, 2017, Faculty Council approved an increase in tuition for international students to be equal to the revenue generated from domestic tuition and the Weighted Grant Units (WGU).	Proposed: In the fall of 2019, the Associate Dean, Graduate Programs at TRSM undertook a comprehensive comparator review of tuition and ancillary fees across Canada. This review not only compared MBA tuition and ancillary rates but considered all graduate programs at TRSM. The comparator analysis was presented to Deputy Provost and Vice-provost, University Planning Office. A tuition increase has been proposed for international fees related to the MBA.
Embed individual capabilities in the organizational structure (specifically the MRP case coaching). There is a noted reliance on the tacit knowledge and goodwill of some individuals on faculty and staff. While the current approach is effective, we are concerned that this approach is not sustainable and we	We propose changes in the way that MRPs are managed including using the research methods course, MB 8600 to acquaint students with supervisors who are not course instructors. To decrease reliance on the Director of Graduate Students, more case team coaches will be recruited and	Graduate Program Director Winter 2017	YSGS supports the decentralization of the organizational structure of the management of MRPs, to increase flexibility and redundancy. We encourage the broadening of the pool of case team coaches. Further, we request the MBA to consider the relevance of the MRP to their program, and evaluate the possibility of a course-only option.	Originally, it was proposed that the MBA Programs Director, after consultation with MB 8600 instructors, to add an assignment to MB 8600 requiring students to produce a report on the research of a potential supervisor who is not a current course instructor, and who is a member of YSGS, in order to increase knowledge amongst the students, about	Approved by TRSM Faculty Council: The current Major Research Paper (MRP), a is a key differentiator of the program, but such papers are better associated with research based graduate programs as opposed to a professional course based graduate degree valued by working professionals.

PRT Recommendation	MBA Global Response	MBA Global Implementation Plan and Lead	YSGS Response	Original MBA Program Implementation Plan 2017-18	Proposed MBA Program Implementation Plan November 13, 2019
encourage the school to take steps to routinize these capabilities and distribute responsibility for them in broader institutional roles and systems.	mentored by the current Director.			<p>research qualified faculty.</p> <p>The identification of a proposed faculty supervisor would also become part of the final deliverable for the course, which is a research proposal.</p> <p>The proposal was to be presented to the TRSM GPC in Fall 2016.</p> <p>Completed: On January 18, 2018 the TRSM Graduate Program Council was presented with a motion to modify the existing course description for MB8600 as stated above.</p> <p>Members of the TRSM GPC approved the course modification unanimously.</p> <p>Completed: A database of faculty supervisors has been accomplished by the creation of a complete set of faculty profiles on the revamped TRSM website, which is searchable, and should assist students in learning about faculty members' research areas of</p>	<p>We have the capabilities to successfully deliver a differentiated Capstone experience.</p> <p>In the redesigned MBA, a Capstone experience will still be a required and credit bearing element of the program, however, the MRP requirement will be replaced with students having options to undertake one of a major consulting project with an industry partner, an entrepreneurial experience or an international or Canadian experience with fieldwork.</p> <p>This capstone experience provides MBA students with experiential learning and integration of knowledge. The rationale is to integrate the learning obtained in core courses in real-world projects and simulations.</p>

PRT Recommendation	MBA Global Response	MBA Global Implementation Plan and Lead	YSGS Response	Original MBA Program Implementation Plan 2017-18	Proposed MBA Program Implementation Plan November 13, 2019
				<p>expertise.</p> <p>Completed: New deadlines for finding a supervisor has been added to the MRP schedule in each term, and monitored using the D2L MRP portal currently used to track student progress, including confirmation from the supervisor to the MBA Programs Director, who is assisted by a member of staff. This replaced the previous system in which the Director worked with students to arrange meeting with potential supervisors.</p> <p>Completed: Originally it was proposed that the number of MRPs per supervisor will be limited to 5 students per term, unless there are exceptional circumstances, approved by the Director.</p> <p>On December 11, 2017, a motion was put forward to the TRSM GPC to develop a new MRP format for implementation in Spring/Summer 2018.</p> <p>The MRP has changed in</p>	

PRT Recommendation	MBA Global Response	MBA Global Implementation Plan and Lead	YSGS Response	Original MBA Program Implementation Plan 2017-18	Proposed MBA Program Implementation Plan November 13, 2019
				<p>delivery from the previous individual supervision format. Faculty members are being loaded into sections of 15 students each. No changes to the existing course description were necessary.</p> <p>Students will be working in groups of 1 or 2, during the transition to the new format. Due to timing of changes, some individual supervision is allowed, but on a volunteer basis only.</p> <p>Members of the TRSM GPC approved the new MRP format unanimously.</p>	
Implement incentives designed to nurture the emerging research culture.	This is beyond the scope of the MBA Global program. The information has been provided to the Associate Dean Research; plus, a description of current efforts and a response to the perceptions raised is included in the body of this response report.	Associate Dean Research and Graduate Programs	YSGS supports the program level response.	As stated in our original PRT Response document, this recommendation is beyond the scope of the MBA program.	It is understood that a strong research faculty must be supported by substantial resources in the form of funding, support services and skills development opportunities. We have made significant efforts in this regard since the PRT visit in 2011. Financial support is provided to assist faculty members at various stages of the research process. An annual competition is held for up to 15 Internal Development Grants (\$7,000)

PRT Recommendation	MBA Global Response	MBA Global Implementation Plan and Lead	YSGS Response	Original MBA Program Implementation Plan 2017-18	Proposed MBA Program Implementation Plan November 13, 2019
					<p>to launch new projects or lines of research. Research presentations at peer-reviewed conferences are facilitated by the SRC Travel Grant (\$2,000), available to faculty members upon application. TRSM also has financial assistance programs for registration costs associated with attending a conference within the Greater Toronto Area (\$250), graduate student conference attendance, and journal publication/submission fees to ensure that professors are able to publish their work in the most appropriate publications. Newly hired tenure-track faculty members are provided with a research start-up fund to help launch their careers as scholars.</p> <p>In addition to funding for faculty, investments have been made in three full-time research positions. A Research Support Specialist tracks and monitors scholarly activity and facilitates the implementation of research support programs and</p>

PRT Recommendation	MBA Global Response	MBA Global Implementation Plan and Lead	YSGS Response	Original MBA Program Implementation Plan 2017-18	Proposed MBA Program Implementation Plan November 13, 2019
					<p>services. A Research Accounts Support Officer assists faculty members in managing their research grant budgets, accounts, and expenses. A Research Facilitator provides statistical/econometric consulting and grant application/research paper editing support. Additional support is provided by way of a seminar series hosted by the Associate Dean of Research and Graduate Programs that provides a platform for recipients of TRSM Internal Research Grants to showcase their research to other professors and receive valuable feedback. The seminar series also facilitates research collaboration and dialogue amongst colleagues from different departments.</p>

The following table provides additional program responses to comments shared within the PRT report. The comments expressed by members of the PRT were not recommendations. The program responses stated below are meant to demonstrate the program's ongoing commitment to continuous program and curricular improvements. Additionally, because the following do not represent PRT recommendations, there are no associated YSGS responses.

PRT Comments	Original MBA Program Response	Original MBA Program Implementation Plan 2017-2018	Proposed MBA Program Implementation Plan November 13, 2019
Clarify how the goals and learning objectives, including the Graduate Degree Learning Expectations (GDLEs), align with the Association to Advance Collegiate Schools of Business (AACSB) Learning Goals and Assurances of Learning.	We agree with this assessment, and will strike an ad hoc committee of the TRSM GPC to evaluate and align the GDLEs with the Assurances of Learning (AoLs) in the 2016-2017 academic year, based on the assessments of the AoLs since TRSM received AACSB accreditation.	<i>Deferred:</i> To strike an ad hoc committee of the TRSM GPC to evaluate and align the GDLEs with the Assurances of Learning (AoLs) in the 2016-2017 academic year, based on the assessments of the AoLs since TRSM received AACSB accreditation.	<i>Approved by TRSM Faculty Council:</i> A major program amendment in the redesigned MBA is related to the revision of graduate learning outcomes. This change, is in part, in response to the Periodic Program Review (PPR) that took place in 2016 and in part, a response to TRSM's ongoing obligation for evolving Assurance of Learning (AoL) practices for AACSB accreditation purposes. TRSM's AoL processes have made significant strides in tracking continuous improvement and the process has in fact generated valuable insight into the existing gaps in student learning and it has stimulated productive conversations on curriculum review and redesign. Revised MBA Learning Outcomes were needed to address AACSB Assurances of Learning and the Ontario Quality Assurance Council Graduate Degree Level Expectations. Learning outcomes may only be linked to program requirements that all MBA student fulfill (e.g., not any elective courses, directed studies, etc. although many electives will contribute to these learning outcomes).
The Program appears to be under-resourced relative to its competitor programs in Southern Ontario.	We propose to study this issue to seek an increase in international student tuition.	<i>Completed:</i> On November 15, 2017. Faculty Council approved an increase in tuition for international students to be equal to the revenue generated from domestic tuition and the WGU grant.	<i>Proposed:</i> In the fall of 2019, the Associate Dean, Graduate Programs at TRSM undertook a comprehensive comparator review of tuition and ancillary fees across Canada.

PRT Comments	Original MBA Program Response	Original MBA Program Implementation Plan 2017-2018	Proposed MBA Program Implementation Plan November 13, 2019
			<p>This review not only compared MBA tuition and ancillary rates but considered all graduate programs at TRSM.</p> <p>The comparator analysis was presented to Deputy Provost and Vice-provost, University Planning Office.</p> <p>A tuition increase has been proposed for international fees related to the MBA.</p>
The support staff is likely over-stretched and relies heavily on the high degree of commitment of its members. For example, the career team seems under resourced in terms of Full Time Employees.	<p>While the program has fewer staff than most MBA programs there has been recent investment in both the MBA Career Centre and MBA Recruiting and Program Staff.</p> <p>There is also a commitment to hire a marketing staff position to focus on recruitment.</p>	<p><i>Completed:</i> The overall staff complement within the graduate program's portfolio has remained relatively unchanged in terms of FTEs, however, a reorganization/allocation of staff resources and primary responsibilities was undertaken in the winter of 2019. In particular, the program has appointed a FTCE staff Director who provides operational program oversight and staff mentorship. In addition, the Graduate Career Co-ordinator role is now a FTCE position.</p> <p><i>Completed:</i> A Manager of Recruitment was hired to promote all graduate programs within TRSM.</p> <p><i>Completed:</i> Within the MScM program, a new Program Assistant has been hired and thus reduces program advising and administrative functions typically managed by MBA administrative staff.</p>	
Both of the current Directors, Professors Kim Bates and Dale Carl, appear to be going well beyond the normal expectations for academic administrators. This is commendable, though it	We have given serious consideration to this point, and those considerations are reflected in this response, as these positions need to be sustainable. We are proposing specific changes	<p><i>Completed:</i> The plan for MRP supervision will place more responsibility for finding a supervisor onto the student, with the Director working to ensure that</p>	<p><i>Approved by TRSM Faculty Council:</i> The current Major Research Paper (MRP), a is a key differentiator of the program, but such papers are better associated with research based</p>

PRT Comments	Original MBA Program Response	Original MBA Program Implementation Plan 2017-2018	Proposed MBA Program Implementation Plan November 13, 2019
<p>does raise questions about the sustainability of many of the Program's initiatives when the current Directors step down. This is something for the Program to consider moving forward.</p>	<p>going forward as part of our developmental plan related to the MRP, Assurances of Learning, student advising through Programs of Study, and in attracting more mentors and coaches for case teams.</p>	<p>no one faculty member is overloaded. Assurances of Learning metrics are now being collected as part of the TRSM wide measurement system, and the MBA report is being written by the team responsible for TRSM as a whole. Student advising for program of study plans, which were done individually with each student in the past, will be focused on students whose course of study does not follow a regular plan due to requirements that students take Foundation Term courses. Students will soon be able to complete their own registrations for specific courses (e.g., required courses) that the MBA Program would designate, as part of a YSGS-wide initiative, and this should also lessen the administrative burden upon the Director. Finally, we have begun recruiting more coaches for case teams, with the Director of Graduate students providing mentoring in case study analysis and coaching. Together, we believe these initiatives will result in a more manageable workload for the directors.</p>	<p>graduate programs as opposed to a professional course based graduate degree valued by working professionals.</p> <p>We have the capabilities to successfully deliver a differentiated Capstone experience.</p> <p>In the redesigned MBA, a Capstone experience will still be a required and credit bearing element of the program, however, the MRP requirement will be replaced with students having options to undertake one of a major consulting project with an industry partner, an entrepreneurial experience or an international or Canadian experience with fieldwork.</p> <p>This capstone experience provides MBA students with experiential learning and integration of knowledge. The rationale is to integrate the learning obtained in core courses in real-world projects and simulations.</p>
<p>Finally, it is important to note that some issues were raised regarding the resources provided through the library. In conversations with faculty and the library staff, it was also noted that the library budget has been under growing pressure over the last several years. This has hampered the ability of several faculty members to conduct research. For example, access to databases has become a particular challenge.</p>	<p>Library resources are also an issue that pertains to the University, and where the MBA Global program's concerns are symptomatic of a larger resource issue. The lack of databases is a problem both for faculty research, and for student research in MRPs.</p>		<p><i>Proposed:</i></p> <p>The Library at Ryerson University has recently received an increase to their acquisitions budget this year. The Chief Librarian has indicated that they are currently in the process of investing and reinvesting in numerous academic resources - especially for TRSM programs.</p>

**1 YEAR PPR FOLLOW-UP REPORT**

Last Updated: March 13, 2020

Graduate Program: Environmental Applied Science and Management, Master and PhDPeer Review Team: Dr. John Robinson (University of Toronto)
Dr. Peter Victor (York University)
Dr. Myer Siemiatycki (Ryerson University)

Site Visit: May 1 & 2, 2017

PRT Report: May 23, 2017

Program Response: October 26, 2017

YSGS Response: November 3, 2017

PPR Approved by Senate: May 1, 2018

1 Year Follow Up Report: March 13, 2020

As mandated by Ryerson Senate Policy 126: Periodic Program Review of Graduate and Undergraduate Programs¹, within one year of Senate approval of the PPR, a 1 Year Follow-Up Report is to be submitted to the Faculty Dean or Dean of Record and the Vice-Provost and Dean, YSGS, on the progress of the implementation plan and any further recommendations. This follow-up report will be also be reviewed by Programs and Planning Committee, YSGS Council, and finally Senate. The PPR Report to Senate may also include a date(s) for subsequent Follow-up Reports.

What follows are the PRT recommendations, the program responses, YSGS responses, and the implementation plan, including the 1-year follow-up status reports by the program.

The recommendations are divided into two broad categories: academic and administrative/financial and for simplicity, all of this information is presented in the form of tables.

¹ <https://www.ryerson.ca/content/dam/senate/policies/pol126.pdf>

Implementation Plan

Academic Recommendations

PRT Recommendation	EnSciMan Proposed Action	Responsibility to Lead Follow Up	Original Timeline for Addressing Recommendation	EnSciMan 1-Year Follow-Up/Update – March, 2020
1) Increase the number of cross-appointed faculty.	YSGS has submitted an application for increased faculty cross-appointments and we await a decision. The GPD has been in communication with the Associate Dean during Fall 2017 to discuss priority hires. If the proposal is effective, the program will work with the Dean's office, and the relevant academic departments to establish a recruitment and hiring process	Graduate Program Director, Ryerson EnSciMan Graduate Program	This is dependent upon the timing of a decision (regarding the proposal put forward by YSGS). If approved, the program anticipates a hiring process beginning Fall 2018 at earliest. If multiple cross-appointed hires are approved, these hires may be staggered over more than 1 year.	The Vice-Provost and Dean of YSGS, continues discussions with the Provost on proposals regarding cross-appointments or secondments.
2) Explore the use of faculty secondments.	Action on secondments will be decided, pending the decision on the YSGS proposal (see above)	Graduate Program Director, Ryerson EnSciMan Graduate Program	The timeline is contingent on the timeline of a decision on the YSGS proposal	As above, discussions continue between the Associate Dean and provost
3) Implement a methods requirement for MASc. students.	Currently, we are surveying MASc students to determine appetite and what they would wish to see in such a course. We will offer initially as a Special Topics course to allow refinement, ultimately embedding as core curriculum	EnSciMan Admissions and Studies Committee – chaired by GPD	Course is to be developed deliberately in 2018-2019, and offered as a Special Topics course in Fall 2019; expected to become a core course in 2020-2021	We launched a series of methods modules (3-hour blocks) to allow Masters students to choose, <i>à la carte</i> , those that would be most beneficial to their research. These modules launched Winter term, 2020. They may become the basis of a Methods course in time, where a student could elect a number of modules to satisfy requirements for a single course credit

PRT Recommendation	EnSciMan Proposed Action	Responsibility to Lead Follow Up	Original Timeline for Addressing Recommendation	EnSciMan 1-Year Follow-Up/Update – March, 2020
4) Broader societal and systems perspective in the curriculum.	Initiate a new mid-PPR curriculum review to consider this, among other curriculum matters	EnSciMan Admissions and Studies Committee – chaired by GPD	Beginning Spring-Summer, 2018	Discussions have begun, but we will launch a broader curriculum review in 2020-2021
5) Utilize the course substitution process for ES9001 for PhD students who have already completed ES8920.	This is now being done	EnSciMan GPA initiates, approved by GPD	Completed Fall 2017	Done
6) Provide explicit guidance for Summer supervision of the program's students.	EnSciMan Admissions and Studies Committee is discussing introducing a new milestone requiring students to have established a committee, and to have provided the committee a draft proposal at end of Winter term, first year. Needs approval of program council	EnSciMan Admissions and Studies Committee – chaired by GPD	Have proposal ready for discussion next Program Council meeting, implementation Winter 2019.	Done
7) Explore the use of blended courses and the creation of a Professional Master's diploma (PMDip).	The program will await the outcome of the proposal regarding cross-appointments, which is necessary to provide the capacity	EnSciMan Admissions and Studies Committee – chaired by GPD	Of the actions discussed on this list, the creation of the PMDip has relatively low priority. There is no established timeline, but we will discuss the option in Program Council to explore the appetite within the program.	There remains limited appetite for this initiative

PRT Recommendation	EnSciMan Proposed Action	Responsibility to Lead Follow Up	Original Timeline for Addressing Recommendation	EnSciMan 1-Year Follow-Up/Update – March, 2020
8) Expand engagement with partner organizations.	Establish conversations with interdisciplinary research centres to better explore opportunities for engagement. Many of the EnSciMan members are actively engaged in one or more of these centres	EnSciMan Program Membership Committee – chaired by GPD. The GPD will continue to have discussions with executives of research centres to determine where EnSciMan can integrate with those centres.	ongoing	We have begun co-sponsoring events with research centres and other graduate programs to deepen engagement
9) Move ES8930 (the Master's seminar course) to MASc. Semester 2 of Year 1.	In 2018-2019, the course will be offered to 2 nd year students in Fall semester, and to first year students in Spring	GPD, with support of Admissions and Studies Committee	2018-2019 academic year	The seminar course is more focused on articulation of research, and not about developing a research plan. We now require formulation of a supervisory committee. The research proposal is developed by end of Semester 2, Year 1. Given this, there is no plan to change the timing of the seminar course
10) Increase cross-listed courses and team teaching.	We have provided a letter of support for a new graduate program in Occupational Health and Safety that would involve cross-listing of several EnSciMan courses	GPD, in concert with GPDs of other graduate programs	ongoing	The curriculum committee is exploring courses offered in other programs, and courses offered in EnSciMan that might be cross-listed.
11) Create an External Advisory Council.	Bring forward for discussion at next Program Council meeting	GPD	Fall, 2018	No action yet

PRT Recommendation	EnSciMan Proposed Action	Responsibility to Lead Follow Up	Original Timeline for Addressing Recommendation	EnSciMan 1-Year Follow-Up/Update – March, 2020
12) Require the formation of MASc. committees in Year 1.	Implement, pending approval of Program Council	GPD, with support of Admissions and Studies Committee	Implementation for 2018-2019 academic year	Done
13) Update the program's review of competing programs.	Revisit curricula of competing programs, updating previous review	GPD, with support of Admissions and Studies Committee	Spring – Summer 2018	Ongoing and is part of the broader curriculum review that is being planned.
14) Reword program documentation to better reflect breadth of the environmental sector.	This will be done as part of updating content and structure of our materials, particularly optimizing for phone browsing	EnSciMan Admissions and Studies Committee – chaired by GPD	Summer, 2018	Ongoing, with current focus on updating content and optimization of the program website.

Administrative and Financial Recommendations

PRT Recommendation	EnSciMan Proposed Action	Responsibility to Lead Follow Up	Original Timeline for Addressing Recommendation	EnSciMan 1-Year Follow-Up/Update – March 2020
15) Explore creating a Council of Deans to coordinate engagement in EnSciMan.	Discuss further with YSGS the mechanism for bringing matters specific to EnSciMan to this council's agenda	GPD – in conversation with YSGS Dean and Associate Deans	Spring, 2018	Currently GPD participates in Faculty of Arts, Faculty of Sciences, and YSGS GPD Council Meetings. There are currently 4 Interdisciplinary Graduate Programs in YSGS, involving different faculties. All Ryerson University Deans meet regularly. Issues pertaining to EnSciMan and other interdisciplinary graduate programs are raised by the Vice-Provost and Dean of YSGS with the Deans of other Faculties as needed.
16) Extend multi-year funding commitments to students.	Maintain conversation with YSGS to consider options	GPD – in conversation with YSGS Dean and Associate Deans	ongoing	This issue has been raised with the Vice-Provost and Dean of YSGS. The university is currently unable to make multi-year funding commitment.

PRT Recommendation	EnSciMan Proposed Action	Responsibility to Lead Follow Up	Original Timeline for Addressing Recommendation	EnSciMan 1-Year Follow-Up/Update – March 2020
17) Make strong efforts to increase student funding.	Continue conversations with departments regarding commitments of RA and GA positions for EnSciMan. Engage with Deans, perhaps through Council of Deans or individual meetings, support for fourth year PhD students.	GPD, YSGS Associate Deans	ongoing	We continue conversations with departments and faculties, and recognize that specific commitments to support of EnSciMan students will continue to be a mosaic
18) Establish common EnSciMan space.	While this is outside the purview of the program, we will continue conversations with University space planning regarding initiatives to find space suitable for co-housing all EnSciMan students	GPD, in conversation with YSGS Associate Deans and Space Planning	ongoing	Opening imminently in the 7 th floor of DCC.
19) Consolidation of GPD and GPA offices in the same building.	No action to be taken at present. We await an outcome of the proposal currently under consideration	GPD will remain in conversation with YSGS Associate Deans regarding this proposal	unknown	GPA and GPD will hold office hours in the new space for EnSciMan students to improve student access, and to encourage students to make good use of the space
20) Increase the emphasis on events and communication.	We are in conversation with students regarding, not only the nature of events, but what factors will increase participation, to avoid the disappointing outcome of past initiatives; explore cohosting events with interdisciplinary research centres	GPD, in conjunction with executives of interdisciplinary research centres	ongoing	We are co-sponsoring a seminar series with Ryerson Urban Water and exploring other co-sponsorships to increase the number of relevant events for students without a redundancy in effort

PRT Recommendation	EnSciMan Proposed Action	Responsibility to Lead Follow Up	Original Timeline for Addressing Recommendation	EnSciMan 1-Year Follow-Up/Update – March 2020
21) Implement stable Library funding.	No direct action to be taken, maintain dialog with resource librarians	EnSciMan Admissions and Studies Committee – chaired by GPD	ongoing	Beyond the jurisdiction of the program

Summary Statement/Conclusion: In conclusion, we thank the external reviewers and colleagues in Environmental Applied Science and Management for a very thorough assessment of the strengths and challenges of the Master and PhD programs. The PRT recommendations and EnSciMan's responses raise important points regarding the program, and the discussion of these will only have a positive development in the evolution of the program.

**1 YEAR FOLLOW-UP REPORT**

Last Updated: March 30, 2020

Graduate Program: Film + Photography Preservation and Collections Management (F+PPCM) (MA)

Peer Review Team: Dr. Vincent Lavoie (Université de Québec à Montréal)
Dr. Gene Allen (Ryerson University)
Professor Susan Oxtoby (University of California, Berkeley)

Site Visit: December 5 and 6, 2017.

PRT Report: March 6, 2018,

Program Response: April 4, 2018.

YSGS Response: April 5, 2018.

PPR Approved by Senate: May 29, 2018

1 Year Follow Up Report Due: May 29, 2019

As mandated by Ryerson Senate Policy 126: Periodic Program Review of Graduate and Undergraduate Programs¹, within one year of Senate approval of the PPR, a 1 Year Follow-Up Report is to be submitted to the Faculty Dean or Dean of Record and the Vice-Provost and Dean, YSGS, on the progress of the implementation plan and any further recommendations. This follow-up report will be also be reviewed by Programs and Planning Committee, YSGS Council, and finally Senate. The PPR Report to Senate may also include a date(s) for subsequent Follow-up Reports.

What follows are the PRT recommendations, the program responses, YSGS responses, and the implementation plan, including the 1 year follow-up status reports by the program.

The recommendations are divided into two broad categories: academic and administrative/financial and for simplicity, all of this information is presented in the form of tables.

¹ <https://www.ryerson.ca/content/dam/senate/policies/pol126.pdf>

ACADEMIC RECOMMENDATIONS

PRT Recommendation	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	YSGS Response	F+PPCM 1 Year Follow-Up
1. Increase the number of core faculty.	<p>While the program acknowledges the arguments for, and validity of the peer review recommendations, their implementation is not within its purview.</p> <p>The program will work with the department and with the FCAD Dean to bring forward its urgent need for faculty, a GPA and a permanent space in KHS. Dean Falzon has already signaled his agreement on the latter.</p>	<p>Chair of IMA, Dean of FCAD.</p> <p>Responsible for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Chair of IMA, Dean of FCAD.</p>	Ongoing.	<p>YSGS acknowledges the arguments for an increased number of core faculty.</p> <p>YSGS also notes, however, that these appointments need to be considered in the context of departmental- and faculty-level planning. The appointment of new faculty is outside of the purview of YSGS.</p> <p>YSGS encourages the program to work with FCAD Dean’s office on a plan for new hiring.</p>	Core faculty remains the same, although a new hire resulting from IMA faculty consultation with the dean is projected for July 2020 will increase this number by 1.

PRT Recommendation	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing Recommendation	YSGS Response	F+PPCM 1 Year Follow-Up
2. Find a sustainable way of attracting and enrolling more international students.	<p>Fundraise scholarship and bursary funding for international students.</p> <p>Ongoing recruitment of international students supported by foreign bursaries (e.g. the German DADD).</p>	<p>Chair/Director.</p> <p>Responsible for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</p> <p>Faculty, FCAD Dean, YSGS Dean.</p>	Ongoing.	<p>YSGS notes that the program is able to accept international students (with permission from the Vice-Provost and Dean of YSGS). This, however, does require the program to explore funding streams outside of what YSGS provides.</p> <p>YSGS also acknowledges that the first priority is to ensure that domestic targets are met since it is tied to funding. YSGS also notes that, as a publicly funded institution, Ryerson’s priority must be to satisfy domestic demand first.</p> <p>YSGS also notes that it recognizes the challenges and opportunities associated with increased international enrollment.</p> <p>YSGS further notes that changes to international enrollment are not entirely in its purview, but it will continue to advocate for increased opportunities and funding for international students.</p>	<p>Some funding for international students in the film stream was provided by the Archive/Counter Archive SSHRC-funded partnership grant. Funding for other international students was provided by FCAD Dean in July 2019. The program continues to advocate for international student and is grateful for YSGS and FCAD dean’s support.</p>

PRT Recommendation	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing	YSGS Response	F+PPCM 1 Year Follow-Up
3. Offer a more practical course in film preservation	<p>Adjust content of PP8156 Film Production Processes to emphasize practical aspects of preservation.</p> <p>Locate CUPE instructor with experience in film preservation to teach the course.</p>	<p>Faculty and program director.</p> <p>Responsible for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: GPC council, YSGS council as per Policy 127.</p>	<p>Fall 2018: Curriculum adjustment, search for appropriate faculty.</p> <p>Winter 2019 introduce new course content into PP8156.</p>	<p>YSGS supports the program response.</p> <p>YSGS will support the program as needed for any minor or major curriculum modifications, per Policy 127.</p>	<p>A CUPE faculty member was hired to teach PP8156 to great success in Winter 2019 and continues to teach the course.</p> <p>Curriculum meetings held throughout Fall 2019 have resulted in streaming and content co-ordination of three preservation courses: PP8110, 8107 and 8207. Course content changes have been approved by graduate council. Course delivery schedule will change in Fall 2020 with PP8207 moving from Winter in the first year to Fall in the second year. Yet a third course, PP8153 Management of Film Collections will move from Fall of second year to Winter of first year with content change still to be determined.</p>

PRT Recommendation	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing	YSGS Response	F+PPCM 1 Year Follow-Up
4. Provide a stronger connection to film and moving image archivists.	<p>Ensure continuity of Ryerson International grant supporting students at FIAF Summer Restoration Workshop in Bologna Italy (first such grant awarded Spring 2018) .</p> <p>Support existing student chapter of AMIA (American Moving Image Archivist Association).</p> <p>Support student attendance at yearly Nitrate Festival in Rochester, NY and Orphan Film symposium in NY, NY.</p> <p>Invite TIFF's Reel Heritage speakers to give workshops and fund same.</p> <p>Monitor student participation in Archive Counter Archive: Activating Canada's Moving Image Heritage (SHRC Partnership grant to which F+PPCM and Ryerson faculty were co-investigators).</p>	<p>Film Stream faculty, Program Director.</p> <p>Responsible for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: FCAD Dean, Program Director.</p>	<p>Ongoing for AMIA; F2018 for TIFF; W2019 for Ryerson International/ FIAF Bologna/Orphan Film symposium and Nitrate Festival.</p>	<p>YSGS commends the program's efforts in securing additional grants.</p> <p>YSGS also supports the program response regarding its consideration of potential curriculum changes. As noted above, YSGS will support the program as needed for any minor or major curriculum modifications, per Policy 127, if the program chooses to make changes.</p>	<p>In Spring 2018, the AD, graduate studies FCAD. provided support for four students to attend the AIMIA conference in Portland Oregon.</p> <p>Student participation in Archive Counter Archive is ongoing and productive. The grant provided a monthly stipend for 2 students and the travel to the 2019 AIMIA conference for 4. Students made a presentation at this conference.</p> <p>A workshop funded by A/CA was planned but did not occur. Another is planned for fall 2020.</p> <p>FIAF Bologna: no student applied to the summer school.</p> <p>Reel Heritage at TIFF: student attendance is monitored but presenters have not been invited to Ryerson because of the additional funding required.</p>

ADMINISTRATIVE AND FINANCIAL RECOMMENDATIONS

PRT Recommendation	Proposed Action	Responsibility to Lead Follow Up	Timeline for Addressing	YSGS Response	F+PPCM 1 Year Follow-Up
5. Hire a Graduate Program Assistant who will work exclusively for this program.	<p>While the program acknowledges the arguments for, and validity of the peer review recommendations, their implementation is not within its purview.</p> <p>The program will work with the department and with the FCAD Dean to bring forward its urgent need for faculty, a GPA and a permanent space in KHS. Dean Falzon has already signaled his agreement on the latter.</p>	<p>Chair of IMA, Dean of FCAD.</p> <p>Responsible for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Chair of IMA, Dean of FCAD.</p>	Ongoing.	<p>YSGS notes that the appointment of a full-time GPA is outside of its purview. As the program notes, that is at the discretion of the FCAD Dean's office.</p> <p>YSGS encourages the program to continue working with the FCAD Dean's office to address this issue.</p>	<p>Daniel Garcia took over as GPA for F+PPCM and Doc Media and resolved most of the issues hampering the program.</p> <p>Unfortunately, he was made manager of FCAD GPAs, so that while he continues to be a boon for the program, he is spread thin.</p>
6. Assign permanent space for faculty offices and student activities in the film stream of the program.	<p>While the program acknowledges the arguments for, and validity of the peer review recommendations, their implementation is not within its purview.</p> <p>The program will work with the department and with the FCAD Dean to bring forward its urgent need for faculty, a GPA and a permanent space in KHS. Dean Falzon has already signaled his agreement on the latter.</p>	<p>Chair of IMA, Dean of FCAD.</p> <p>Responsible for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Chair of IMA, Dean of FCAD.</p>	Ongoing.	YSGS supports the program response and encourages it to continue working with the FCAD Dean's office to address this issue.	Nothing to report. Faculty continue to work with the Dean.