



University of Toronto Quality Assurance Process (UTQAP) Cyclical Review: Final Assessment Report and Implementation Plan

Programs Reviewed:	<p>Commerce, B.A., (Hons.): Major</p> <p>Commerce, B.Com.: Specialist</p> <p>Commerce, Accounting, B.Com.: Specialist</p> <p>Commerce, Finance, B.Com.: Specialist</p> <p>Commerce, Marketing, B.Com.: Specialist</p> <p>Management, B.A., (Hons.): Major</p> <p>Management, Management Stream, B.B.A.: Specialist</p> <p>Management, Human Resource Management and Industrial Relations Stream, B.B.A.: Specialist</p>
Unit Reviewed:	Department of Management, University of Toronto Mississauga (UTM)
Commissioning Officer:	Vice-Principal Academic and Dean, UTM
Reviewers (Name, Affiliation):	<ol style="list-style-type: none"> 1. Professor James Rebitzer, Economics, Management and Public Policy; Everett W Lord Distinguished Faculty Scholar (2012), Questrom School of Business; and Chair, Markets, Public Policy and Law Department, Boston University 2. Professor John Ries, HSBC Professorship in Asia Business; Senior Associate Dean, Research, Sauder School of Business, University of British Columbia
Date of review visit:	November 14 – 15, 2016
Date reported to AP&P:	November 2, 2017

Unless otherwise noted, all bulleted comments apply to all programs reviewed.

1 Outcome

- The Committee on Academic Policy and Programs (AP&P) concluded that the Decanal response adequately addressed the review recommendations.

2 Significant Program Strengths

- Excellent researchers, strong programs, and highly performing administrators
- Impressive energy and care that faculty bring to their teaching
- Impressive expansion of programs and tenure-stream faculty since the last review

3 Opportunities for Program Enhancement

The reviewers recommended that the following be considered:

- Improving the availability and structure of the programs' experiential learning component(s), in response to student demand and to support the program's learning outcomes
- Addressing concerns regarding the economics course requirements, content and delivery
- Increasing career-support staffing for the program
- Exploring ways to support the engagement of tenure-stream faculty in program, department and campus-based activities to ensure that these activities reflect and highlight faculty research
- Working with the Dean's office to reach a common understanding of appropriate staffing levels relative to accreditation standards and peer institutions
- Considering alternative ways of allocating resources to support the department's programs
- Considering programs in both the Department and in the Institute for Management of Innovation when making resource allocations

4 Administrative Response & Implementation Plan



UNIVERSITY OF
TORONTO
MISSISSAUGA

OFFICE OF THE DEAN

October 5, 2017

Professor Sioban Nelson
Vice-Provost, Academic Programs
Simcoe Hall
University of Toronto

Dear Sioban,

I am writing to provide an administrative response to the External Review of UTM's Department of Management, which was held in November of 2016. The following undergraduate programs in this Department were reviewed: Commerce HBA (Major); Commerce BCom (Specialist); Commerce: Accounting BCom (Specialist); Commerce: Finance BCom (Specialist); Commerce: Marketing BCom (Specialist); Management HBA (Major); Management: Management Stream BBA (Specialist); and Management: Human Resource Management & Industrial Relations Stream BBA (Specialist).

I am pleased that the reviewers recognized the Department's strong programs and excellent researchers, and the high level of dedication brought by faculty to teaching. They also commented on the rapid expansion of programs and permanent faculty numbers since the last review. Of course, such expansion brings challenges, and I am pleased to report that the Department and Dean's Office at UTM have already begun discussions about immediate and longer-term curriculum review in relation to issues related to student satisfaction, and plan a working group focused on untangling the complex faculty and staff data clouded by the strong and positive relationships between the Department of Management undergraduate and graduate programs, including cross-appointments with other units. An implementation plan with timelines can be found at the end of this letter.

Curriculum and Program Delivery

The reviewers made recommendations around improving the availability and structure of the programs' experiential learning component(s), in response to student demand and to support the program's learning outcomes.

After seeking advice from UTSC about undergraduate co-op programs, UTM has decided to create several models of Work-Integrated Learning (WIL) opportunities at UTM. This objective has been accelerated by the new mandate of the Ministry of Advanced Education and Skills Development (MAESD), just released in fall 2017, encouraging universities to expand WIL opportunities to all students and creating even more impetus for the Dean's Office to prioritize WIL. This new mandate has allowed the acceleration of program development related to Management's interest in Co-op and other sorts of WIL models. UTM is actively exploring and developing Work-Integrated Learning (WIL) opportunities to be rolled out at UTM in phases, with Management to be the second program developed, as soon as detailed questions related to the curriculum plans of the current pilot program are answered. The Dean's Office joins with the

Department of Management in recognizing the special importance of WIL for Management students, and looks forward to working with Management on this initiative as soon as possible.

Other experiential learning resources to be improved include revisions to the Li Koon Chun Financial Learning Centre (FLC) at UTM, to increase its capacity to serve as a finance lab as well as contribute more effectively to student experiential learning. The Department and the Dean's Office are working on a collaborative hire to design finance-oriented programming in the FLC for individual student development as well as collaborative student projects.

The reviewers recommended several possible approaches to address concerns regarding the economics course requirements, content and delivery.

In response to the Self-Study and External Review, the Department has already begun to plan both immediate and longer-term approaches to the incorporation of Economics courses into the different Management-administered degrees, and to larger issues of differential needs for different undergraduate groups within Management; for example, the Accounting and Finance students expressed opposite desires with regards to the requirements for Economics courses. Proposed curriculum changes under discussion include changes to specific courses, changes to requirements within degrees, and the introduction of a new specialist stream in Accounting within the BBA program, as well as a possible change to the general requirements for all Management and Economics degrees, bringing them more in line with other degrees at UTM.

These changes will be aided by the Department's creation of Curriculum Maps for all of its programs. These will help assess the possibility of revising existing Management courses to serve as alternatives to Economics courses for some degree streams, as well as assess possible gaps in knowledge and skills in degree streams in relation to program planning and faculty hires. These Curriculum Maps will also be of great assistance when designing curriculum associated with the new WIL program and a possible new stream in Accounting.

Undergraduate Program

The reviewers noted the low levels of career-support staffing for the program, which students felt were not commensurate with their high fees.

The Department agrees that greater career support is needed for their students, and they would like to see more career support staff embedded in the Department to provide tailored career support to Management students and their external partners. The Department has launched a pilot project with the newly formed Professional Development and Learning Centre (PDLC) to help address this concern. The relationship with the Institute for Management and Innovation (IMI) is an additional layer of complication in staffing related to career support for Management students, however, and detailed planning is required by the Department and UTM as a whole to assess needs. The Dean's Office has committed to partnering with the Department on a Working Group to conduct a detailed review of staffing resources between Management and IMI; see also sections on Faculty and Organizational and Financial Structure below. Resolution of this issue will begin immediately with formation of the Working Group, but likely changes will need to be rolled out in phases as other organizational and curricular changes are implemented.

Department events, such as the annual Momentum Conference directed towards second-year Management students and involving alumni, staff, faculty, and outside participants; the activities of the PDLC; and the proposed enhancements to the Financial Learning Centre all provide excellent examples of career-support opportunities. The new UTM Program Plans (<http://www.utm.utoronto.ca/program-plans/>) may provide an avenue for ensuring that students are aware of all opportunities open to them.

The reviewers highlighted the importance of finding ways to support the engagement of tenure-stream faculty in program, department and campus-based activities to ensure that these activities reflect and highlight faculty research.

The Department has pledged to address this issue through the continuation and enhancement of conferences held on the UTM campus, such as the biannual Economics of Organization conference. They are also starting a series of junior faculty workshops on specialized topics; for example, the Workshop in Health Economics for junior faculty held in September 2017. Proposed staffing enhancements to the Financial Learning Centre will also be an attraction for faculty at UTM. Public events that highlight the knowledge and skills of the faculty, such as informal monthly lunch seminars by faculty members, are a pathway employed by other departments at UTM to create a sense of faculty community around research interests. The Department will encourage faculty to include their own and their colleagues' research and publications in class materials. Greater faculty involvement in student events like the Momentum Conference will also be encouraged, especially to help make students more aware of the research and expertise of Management faculty. Finally, enhanced quality buses for the shuttle route to UTM are a common request by faculty across UTM, and are a long-term item on the Campus agenda.

Faculty

The reviewers urged the Dean's office and the department to arrive at a common understanding of appropriate staffing levels relative to accreditation standards and peer institutions.

This issue will be directly addressed by the joint Working Group between the Department and the Dean's Office to enumerate and assess staff and faculty numbers and workloads, as complicated by relationships with IMI and other entities. Once established, the data can be used to conduct a cost-benefit analysis of different complement scenarios in relation to the standards of accreditation, such as AACSB (Association to Advance Collegiate Schools of Business) accreditation. The data will also be used to assess the relative access to career counseling and other training opportunities offered to UTM Management students in comparison to similar undergraduate programs in Canada. This work is also in line with the recognition by the Dean's Office of the need for their greater involvement in the accreditation process across multiple disciplines, including centralized record-keeping of duplicate documents for use in periodic accreditation review.

Organizational and Financial Structure

The reviewers recommended that the Dean's Office and department consider alternative ways of allocating resources to support the department's programs.

As announced at the September 2017 UTM Chairs' Meeting, the Dean is currently exploring models for enhanced financial and programmatic autonomy for all units at UTM. The models will be

presented to Chairs and units in 2017-2018 for feedback and discussion. If adopted, phased implementation across UTM is expected to take up to three years, depending on size, staffing and complexity of each unit.

The reviewers recommended finding ways to consider programs in both the Department and in the Institute for Management of Innovation when making resource allocations.

The Dean's Office and the Department agree that this is a serious problem that needs to be addressed as soon as possible, particularly with attention to split staffing and shared faculty appointments. As noted above, the Dean's Office has committed to partnering with the Department on a Working Group to conduct a detailed review of staffing resources between Management and IMI, including faculty. The investigations of this Working Group will be focused on determining what resources currently exist, what is needed for Management and IMI separately and jointly, and where there are deficiencies. The parallel development of the Curriculum Mapping project for Management will be very helpful in assessing the last point with regards to curriculum needs. Attention will also be paid to needs associated with accreditation, and with career-focused programing at the undergraduate level as distinct from but entwined with graduate program needs.

A particular organizational difficulty for the complementary and competing needs of the Department and IMI relates to the heavy needs for program administrators especially with many IMI program administrators coming from Management. The Department should consider helping junior faculty to learn about university administration and governance by establishing a central steering committee or executive committee with membership drawn from both junior and senior faculty members.

Implementation Plan - Department of Management, UTM

The Department and the Office of the Dean, in consultation, will undertake the following approaches to enact positive changes:

Immediate Term (6 months)

Curriculum and Program Delivery

- Curriculum mapping of all programs, including attention to learning outcomes, course objectives, and student preparation at each stage for degree requirements; to be used for assessment and revisions to existing programs and for developing new WIL programs, as well as for assessing resource needs and faculty hires; project underway, will take 1-2 years to complete, then requires continual review and updating; *Department with assistance from UTM Dean's Office (Associate Dean Undergraduate)*
- Begin planning for Work-Integrated Learning (WIL) opportunities at UTM for Management students, especially choice of WIL model and initial design of associated curriculum; *Department with assistance of Dean's Office (Experiential Learning Office; Program and Curriculum Officer)*
- Assessment of course requirements within Management streams, particularly requirements for Economics courses in Finance and Accounting programs (BCom degree), with

possibilities for alternatives for the latter; *Department with assistance of Dean's Office (Program and Curriculum Officer)*

- Finalize arrangement and hire new pilot position for Li Koon Chun Financial Learning Centre (FLC) to create more opportunities for student experiential learning in the area of finance related to skills- and career-focused learning; *Department with assistance of Dean's Office*

Undergraduate Program

- Formation of Working Group to enumerate and assess staff and faculty numbers and workloads, as complicated by relationships with IMI and other entities; *Department and Dean's Office*
- Program Plans for degree programs; first phase completed, annual updates of existing Plans and new developments for new degrees; *Department working with UTM Career Centre*
- Use Department faculty meetings to discuss plans to encourage engagement of tenure-stream faculty in program, department and campus-based activities to ensure that these activities reflect and highlight faculty research. Plan two to three activities for the coming year, such as continuing workshop series; scheduling informal monthly lunch seminars; incorporating faculty research into course materials; inviting faculty to present their research or experiences as part of undergraduate career events; *Department*

Faculty

- Establishment of Working Group, as above; *Department and Dean's Office*

Organizational and Financial Structure

- Dean currently exploring models for greater autonomy for units at UTM, to be presented to Chairs and units in 2017-2018 for feedback and consultation; *Dean's Office and UTM Chairs*
- Explore establishing a central steering committee or executive committee composed of both junior and senior faculty members; *Department with assistance from Dean's Office if needed*

Medium Term (1-2 years)

Curriculum and Program Delivery

- Continue new work on and revisions to Curriculum Maps
- Continue planning for Work-Integrated Learning (WIL) opportunities at UTM for Management students, including design of program and curriculum for governance process and contacts for placements; *Department with assistance of Dean's Office (Program and Curriculum Officer; Experiential Learning Office)*
- Possible major curriculum revisions and developments related to Economics requirements (medium to long term depending on governance requirements); *Department with assistance of Dean's Office (Program and Curriculum Officer)*. Examples include:
 - development of a new Accounting specialist stream within the BBA program
 - changes to the general requirements for all Management and Economics degrees

Undergraduate Program

- Report by Working Group on staff and faculty numbers and workloads, as complicated by relationships with IMI and other entities; initial changes in association with curricular (e.g., WIL program) and organizational changes; *Department and Dean's Office*

- Data from Working Group report used to assess the relative access to career counseling and other training opportunities offered to UTM Management students in comparison to similar undergraduate programs in Canada; *Department and Dean's Office*
- Continue initiatives to encourage engagement of tenure-stream faculty in program, department and campus-based activities, as decided; continued reflection in faculty meetings on existing and new initiatives; *Department*

Faculty

- Results from Working Group on faculty numbers and workload applied to conduct a cost-benefit analysis of seeking accreditation; *Department and Dean's Office*

Organizational and Financial Structure

- Phased implementation of models for greater autonomy, if adopted, across UTM (up to three years, depending on unit characteristics); *Dean's Office*
- Establish a central steering committee or executive committee with both junior and senior faculty members; *Department*

Long Term (3-5 years)

Curriculum and Program Delivery

- See medium term goals above, especially possible major curriculum developments
- Assessment and expansion of Work-Integrated Learning (WIL) opportunities at UTM for Management Students; *Department with assistance of Dean's Office (Program and Curriculum Officer; Experiential Learning Office) and Robert Gillespie Academic Skills Centre (Pedagogical Assessment assistance)*

Undergraduate Program

- Continued review and needed changes in staffing in response to Working Group recommendations, in association with curricular (e.g., WIL program) and organizational changes; *Department and Dean's Office*
- Continued involvement of faculty with UTM events (see Medium Term); *Department*

Faculty

- Annual assessment of faculty complement needs, with continued attention to accreditation standards; *Department and Dean's Office*

Please let me know if you have any questions about this response.

Sincerely,



Amrita Danieri
Vice-Principal, Academic & Dean



Heather M.-L. Miller
Vice-Dean, Teaching & Learning

5 Executive Summary

The reviewers identified the programs' strengths as the excellent researchers, strong programs, and highly performing administrators; impressive energy and care that faculty bring to their teaching; and impressive expansion of programs and tenure-stream faculty since the last review. The reviewers recommended that the following issues be addressed: improving the availability and structure of the programs' experiential learning component(s); addressing concerns regarding the economics course requirements, content and delivery; increasing career-support staffing for the program; exploring ways to support the engagement of tenure-stream faculty; working with the Dean's office to reach a common understanding of appropriate staffing levels relative to accreditation standards and peer institutions; considering alternative ways of allocating resources to support the department's programs; and considering programs in both the department and in the Institute for Management of Innovation when making resource allocations. The Dean's Administrative Response describes the Campus, unit and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result. The Committee on Academic Policy and Programs (AP&P) concluded that the Decanal response adequately addressed the review recommendations.