FOR INFORMATION **PUBLIC** **CLOSED SESSION**

TO:	Executive Committee
SPONSOR:	Susan McCahan, Vice-Provost, Academic Programs
CONTACT INFO:	(416) 978-0490, vp.academicprograms@utoronto.ca
PRESENTER:	See above
CONTACT INFO:	
DATE:	November 30, 2021 for December 7, 2021
AGENDA ITEM:	9 (a) ii

ITEM IDENTIFICATION:

Follow-up Reports on Reviews:

a) Department of Management (University of Toronto Scarborough)

JURISDICTIONAL INFORMATION:

The Committee on Academic Policy and Programs (AP&P) is the point of entry into governance for reports, summaries and administrative responses on the results of reviews of academic programs and units commissioned by academic administrators. The role of the Committee is to ensure that the reviews are conducted in accordance with University policy and guidelines, that an appropriate process has been followed, that adequate documentation is provided and consultations undertaken, and that issues identified in the review are addressed by the administration. Under the University of Toronto Quality Assurance Process, the AP&P may request a one-year follow-up report when concerns are raised in an external review that require a longer period of response.

This report is forwarded, together with the record of the Committee's discussion, to the Agenda Committee of the Academic Board, which determines whether there are any issues of general academic significance warranting discussion at the Board level. The same documentation is also sent to the Executive Committee and Governing Council for information.

GOVERNANCE PATH:

1. Committee on Academic Policy and Programs [for information] (October 26, 2021)
2. Agenda Committee of the Academic Board [for information] (November 4, 2021)
3. Academic Board [for information] (November 17, 2021)
4. **Executive Committee of the Governing Council [for information] (December 7, 2021)**

5. Governing Council [for information] (December 16, 2021)

PREVIOUS ACTION TAKEN:

At its meeting on May 6, 2020, AP&P considered the following review:

- The November 2019 review of the Department of Management (University of Toronto Scarborough), and the February 25, 2020 decanal response. AP&P requested a one-year follow-up report to update the Committee on the outcome of the review processes mentioned in the administrative response and on progress towards implementation of the follow up measures outlined, especially in relation to the expressed need for improved student services and greater governance autonomy for the Management programs.

HIGHLIGHTS:

a) An internal review of student services at UTSC was conducted at the end of 2020, which found that very few Management students are accessing campus services, and highlighted that Management students prefer engaging in services and activities within the department, given their specific needs. UTSC engaged an external consultant to examine the availability of student supports and services at 20 other Canadian business/management programs (including UTM and Rotman), who found that UTSC Management is not providing the same level of departmental student support in areas such as career education/development and academic advising. The consultant has recommended the expansion of program-specific academic advising in line with comparator staffing levels, and squarely focused on student-centred support, and identified a number of key areas for future focus and development regarding co- and extra-curricular programming and supports. The Dean's Office committed a substantial increase in base funding in 2020-2021 to support Management student services.

   The consultant also reviewed the UTSC Department of Management through the lens of AACSB accreditation. While the analysis identified clear areas of alignment with the 2020 AACSB Standards in certain categories, other areas do not appear to be met. Moreover, under the existing organizational and governance structure, it would be challenging for the Department of Management to meet the eligibility criteria for consideration as a single business unit at the University of Toronto. The aspiration of the Department of Management as a Faculty has been discussed at various levels for some time with no clear long-term path forward, and the UTSC Dean's office notes that this must be determined at levels above the Dean's Office and Department. Still, UTSC is exploring areas of autonomy that can be devolved at the local level, consistent with the goals of their Campus Strategic Plan, and some devolution has already occurred in a number of areas.

   The department has conducted additional internal reviews since the 2019 UTQAP review: a core curriculum review conducted over Fall 2020 and 2021 resulted in several updates, with a new working group that will reconvene in 2022 to address remaining goals. A preliminary review of overload teaching has also been conducted and a

recruitment plan is now in place to further address overload and stipendiary pressures faced by the department, with two searches already underway.

FINANCIAL IMPLICATIONS:

Not applicable.

RECOMMENDATION:

For Information.

DOCUMENTATION PROVIDED:

a) Department of Management (University of Toronto Scarborough) Follow-up Letter from Vice-Principal Academic & Dean William Gough, dated September 15, 2021.

UNIVERSITY OF TORONTO SCARBOROUGH

Office of the Vice-Principal Academic & Dean

September 15, 2021

Professor Susan McCahan
Vice-Provost, Academic Programs
Office of the Vice-President and Provost
University of Toronto

1-Year Follow-up Report: External Review of the Department of Management

Dear Susan,

Thank you for the letter of September 9, 2020 requesting our one-year follow-up report to the 2018-19 external review of the Department of Management including the following undergraduate programs: Economics for Management Studies, Management, Management and Accounting, Management and Finance, Management and Human Resources, Management and Information Technology, Management and International Business, Management and Marketing, and Strategic Management.

Here is my response to your request for the review of the following processes:

- A review of student services in the Management programs;
- A core curriculum review;
- A review of relevant requirements of the Association to Advance Collegiate Schools of Business (AACSB);
- A review of overload teaching and faculty complement in the Department;
- A comparison of business program funding budgets at the University and also comparator institutions; and
- A review of the tri-campus relationship among the Management/Business programs.

Discussions on transitioning the Department to a Faculty or a School are beyond the purview of the Dean's Office.

The Committee on Academic Policy and Programs (AP&P) requested a one-year follow-up report on:

- The outcome of the above noted review processes; and
- Progress towards the implementation of follow-up measures, especially in relation to the need for improved student services and greater autonomy for the Management programs.

We are a bit delayed in our work given the pressures of COVID but feel we have made solid progress in key areas, and have some foundational work and support in place to finalize the reviews and implement the reviewers' recommendations. We are grateful for the financial support received from the Provost's *Program Innovation Fund* to support the hiring of a consultant with the expertise to work jointly with the Dean's Office and the Department of Management on the reviews and the environmental scans recommended in the

external review report. The consultant's review is now complete and a final report with recommendations was submitted to the Dean's Office this past June.

Outcome of Review Processes

Student Services Review and Progress:

An internal review of student services at UTSC was conducted at the end of 2020 to better understand existing co-curricular services available for Management students. The analysis compared the percentage of Management (co-op and non-co-op) students with overall undergraduate students at UTSC using central services over the last two academic years. UTSC Management students made up of 21.06% of the total student population in 2018-19 and 22.7% of students in 2019-20. The review found that very few Management (co-op and non-co-op) students are accessing these central services and even fewer co-op Management students are using these services (see Table 1).

Table 1: UTSC Student Programs/Services

UTSC Student Programs/Services		2018/2019		2019/2020	
		Co-op	Non-Co-op	Co-op	Non-Co-op
AccessAbility Services	Management Student Count	25	11	44	19
	% of Total	2%	1%	3%	1%
Get Hired (Conference designed to equip upcoming and new graduates with necessary skills to enter the world of work)	Management Student Count	4	6	5	10
	% of Total	2%	3%	1%	2%
Get Started (Academic orientation)	Management Student Count	141	55	118	49
	% of Total	7%	3%	4%	2%
Job Shadowing (Opportunity for students to explore a variety of career options)	Management Student Count	3	0	6	10
	% of Total	5%	0%	13%	21%
In the Field (A career exploration program)	Management Student Count	2	18	0	0
	% of Total	2%	14%	0%	0%
Partners in Leadership (Opportunity for graduating students to engage with UTSC alumni as they transition to work or further studies)	Management Student Count	2	6	5	3
	% of Total	2%	7%	5%	3%
Appointments (career/employment/ education advising)	Management Student Count	375	294	300	276
	% of Total	5%	4%	4%	4%

Source: UTSC Central Student Services, December 2020

Discussions are underway with staff in the Department of Management and heads of student services at UTSC to determine how to strengthen the promotion and communication of these services available to Management students. The review also highlighted that Management students prefer engaging in services and activities within the department given their needs tend to be fairly specific, similar to other management/business programs at U of T and across North America.

In addition to efforts to leverage UTSC central services there is awareness that greater support is required to enhance Management specific student services. The Dean's Office committed a substantial increase in base funding in 2020-2021 to support Management student services: a new full-time, continuing Work Integrated Learning and Entrepreneurship staff position, base funding for the BRIDGE (a space and academic initiative that provides teaching, research and, experiential learning for students in business, finance, and entrepreneurship) ($58,000), base funding to support student programming ($134,000) and base funding for a new software system to better communicate existing offerings to Management students ($93,000). An additional new full-time, continuing Experiential Learning Coordinator staff position has been approved earlier this year. The new staff person will implement initiatives from the increased base funding being provided to support Management student services and will ensure that students are adequately supported for experiential learning opportunities ($100,000). In addition, two one-year term staff positions have been funded for a Student Services, Career and Professional Skills Coordinator to assist students with gaining the professional skills required outside of and alongside the classroom for a meaningful career ($99,777) and a Student Services, Program and Academic Success Advisor to support academic success for cross-discipline programs ($99,777). Requests for base funding for these two one-year term staff positions will be reassessed during next year's budget process.

While additional resources have been deployed and a number of embedded services are being leveraged within Management, there is a need for more. The consultant examined the availability of student supports and services at 20 other Canadian business/management programs (including those offered at UofT by the UTM Department of Management and Rotman Commerce). The analysis suggests that other programs tend to coalesce around a common set of enhanced and embedded services and student experiences such as: career services, education, and professional development; academic advising and support; co- and extra-curricular programming; experiential learning; student life/student groups and clubs; international study; and alumni engagement. In comparison to other programs at U of T and elsewhere where tuition is the same, UTSC Management is not providing the same level of student support in areas such as career education/development and academic advising (this is consistent with the findings of the external reviewers). With the exception of one school/program, all those included in the analysis offer students enhanced, program- and industry-specific career services from a divisional career centre which is housed and staffed within the business school itself (note that these services are offered *in addition to* those provided by central career services units). The consultant has provided comparator data with respect to specific services/supports and administrative staff complements and has recommended the establishment of a similar set of services within the Department of Management that would provide relevant career education and developmental support to all students currently paying higher, deregulated tuition fees (e.g., BBA, Co-op, MIB and Dual Degree). They have also recommended the expansion of program-specific academic advising in line with comparator staffing levels (e.g., five FTEs or an advisor-to-student ratio of approximately 1:600) and squarely focused on student-centred support such as onboarding and orientation; proactive outreach to at-risk and

marginalized students; resources and programming to support academic success; and holistic advising that links academics to career/professional development and extra-curricular engagement.

The consultant also undertook an analysis of co- and extra-curricular programming and supports available at other Canadian business/management programs and completed an examination of the programming offered by the Department of Management for the 2020-21 academic year. While the department's co-curricular offerings are extensive, the comparison and analysis helped to identify a number of key areas for future focus and development such as the availability of training and opportunities to participate in case analysis and competition; mentorship programming (peer-to-peer and alumni-to-student); and additional initiatives to address currently under-represented professional skills and/or academic areas and relevant industries. The consultant has provided the department with an inventory of current co-curricular activities that has been mapped to key learning outcomes, activities, and student audience; the department can use this inventory for strategic planning purposes, continued gap analysis, and continuous improvement. This work will also be used to complement academic- and career-specific pathways documents for student advising purposes (the pathways documents are being developed jointly by the Department of Management and the AA&CC to provide students with academic, co-curricular, and career preparedness guidance in years one through four).

Core Curriculum Review:

Within the Department of Management, Professor Beth Dhuey led a core curriculum review process. She spent the Fall 2020 term gathering internal and comparative program data in order to convene a working group in January of 2021. This working group was made up of two representatives from each of the seven management disciplines and followed the university guidelines on core curriculum reviews. The goals of this group were to:

i. review and update learning outcomes for the core curriculum;
ii. identify the strengths and weaknesses of existing course offerings in relation to the learning outcomes;
iii. identify any evolving foundational educational needs of Management students;
iv. explore opportunities to allow for more flexibility in the core curriculum;
v. embed diversity and inclusion principles throughout the core curriculum;
vi. recommend changes, if any to the content or delivery of the core; and
vii. identify and recommend a course of action for implementation of any proposed changes.

The review resulted in updated learning outcomes for the BBA core curriculum and a completed curriculum mapping exercise that identifies opportunities for course redesign. The working group recommended reducing the core curriculum by four courses (2.0 FCEs). This will result in more flexibility for students and for the implementation of new programs/specialists. Not all of the goals outlined above were reached for this working group. As a result, a new working group will reconvene in 2022 to address the remaining goals.

Association to Advance Collegiate Schools of Business (AACSB) Review:

The consultant reviewed the UTSC Department of Management through the lens of AACSB accreditation. The analysis identified clear areas of alignment with the 2020 AACSB Standards for Accreditation in categories such as: Thought Leadership and Scholarship, Curriculum, and Societal Impact. That said, other areas captured in the standards do not appear to be met, for example: strategic planning and resource allocation; faculty

sufficiency and deployment; professional staff sufficiency; assurance of learning; and student learner supports. Moreover, under the existing organizational and governance structure, it would be challenging for the Department of Management to meet the eligibility criteria for consideration as a single business unit at the University of Toronto.

Overload Teaching and Faculty Complement Review:

A preliminary review of the overload teaching has been conducted. The percentage of total undergraduate courses taught increased by 9.36% from 2018-2019 to 2020-2021. During the same period, the percentage of courses taught by overload faculty increased by 3.99% and faculty complement also increased by 3.22%.

Table 2 – Number of Courses Taught by Overload Stipend, UTSC Department of Management (May-April)

	2018-19	**2019-20**	**2020-21**	**% Increase Over the Years from 2018-19 to 2020-21**
Overload MGT – Undergraduate (UG)	113.00	125.00	138.50	22.57%
All Courses offered MGT – UG	342.00	343.00	374.00	9.36%
% of UG Courses taught on Overload	33.04%	36.44%	37.03%	3.99%
Faculty FTE	48.80	47.51	50.37	3.22%

Data Source: HRIS Recuring Payments Report, HRIS Monthly Downloads, Academic Activities Report from Registrar's Office

Notes:
Overload Stipend are for active appointed faculty
Number of courses are counted by half course equivalent (HCE)
2020-21 (May-Apr) overload stipend includes info that has been entered in HRIS to date
All courses only include undergrad courses on the Academic Activities Report from the Registrar's Office
Faculty FTE includes all tenure stream, teaching stream and CLTA
2020-21 FTE data is until January 2021

Two new tenure stream faculty positions were approved in Management in 2020-2021 to address enrollment pressures. These searches in Strategic Management and Operations Management and Analytics or Finance are currently underway. UTSC's five-year faculty recruitment plan for 2021-2022 to 2025-26 academic years includes 11 net new tenure-stream positions proposed for Management to further address overload and stipendiary pressures faced by the department.

Budget Comparison Review:

At the time of the consultant's final report, fulsome and comparative data for the tri-campus undergraduate business programs was not available and detailed operating budget information for most comparator business schools/programs is not publicly accessible. That said, the analysis revealed that (alongside UTM's BBA/BCom) UTSC BBA students pay some of the highest undergraduate business program fees in Canada. Domestic tuition fees are surpassed only by Smith/Queen's and Ivey/Western – smaller programs that are recognized reputationally for delivering high-touch academic programs and student experiences, and international fees

are the highest in Canada. A review of administrative staffing complements at UofT and comparator/competitor programs does offer some insight into the availability of resources, however. UTSC Management has approximately 8 dedicated student-facing administrative staff positions for its BBA program in addition to approximately 12 staff in the Management Co-op Office (who are paid for by additional student fees), two staff from the UTSC Academic Advising & Career Counselling and access the UTSC Registrar's Office for recruitment and admissions support. Rotman Commerce has about 20 dedicated staff for its program and external programs such as Schulich shows upwards of 20 across its recruitment and enrolment services, academic advising, career services and student engagement teams.

Management Tri-campus Relationship Review:

At this time, Management programs at the University of Toronto operate quite independently and autonomously. The 2018 AACSB Continuous Improvement Review for the Rotman School of Management (which included programs offered at both UTSC and UTM Management in the scope of the review) indicated that apart from some evidence of faculty research collaboration and the shared delivery of the PhD program in Management, the tri-campus units are not coordinated in their functions. The units and their respective programs are also promoted separately to prospective student markets with varying degrees of autonomy when it comes to recruitment and outreach. That said, the tri-campus undergraduate program administrative staff do meet regularly to share insights on emerging trends and challenges in undergraduate business education, identify ways to collaborate, develop a professional community of practice.

Greater Governance Autonomy of Management Programs Review and Progress:

The aspiration of the Department of Management as a Faculty is one that has been discussed at various levels of administration for some time with no clear long-term path forward. This aspect of the issue needs to occur at levels above the Dean's Office and the current Department of Management. That said, we are exploring areas of autonomy that can be devolved at the local level consistent with the goals of the Campus Strategic Plan, *Inspiring Inclusive Excellence*. A strategic plan implementation working group to support these efforts and the development of a transparent and participatory process for resource allocation is being established. We note that, in a number of areas, some devolution has already occurred. For example, Management runs its own Co-op program, entrepreneurial centre (The BRIDGE), and the full range of experiential education opportunities. A number of staff members from central UTSC services are embedded in Management including a counsellor from Health & Wellness that meets with Management students two days per week. An embedded career strategist from Advising & Career Centre meets with Management students or runs Management career workshops two days per week. An embedded Immigration advisor from the International Student Centre meets with Management co-op students one day per week. Within the BRIDGE, there is a Management Librarian, a shared Entrepreneurship Librarian, a BRIDGE Supervisor and a Library Technician.

Thank you for the opportunity to provide this update. I am looking forward to working towards the implementation of recommendations in collaboration with the Management Chair.

Sincerely yours,

Professor William A. Gough
Vice-Principal Academic & Dean

Cc: Professor April Franco, Chair UTSC Department of Management