



FOR INFORMATION

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

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DATE: January 3, 2022 for January 10, 2022

AGENDA ITEM: 5C

ITEM IDENTIFICATION:

Review of Academic Programs and Units: Department of Management and its undergraduate programs, UTSC

JURISDICTIONAL INFORMATION:

Under section 5.7 of the Terms of Reference of the University of Toronto Scarborough Academic Affairs Committee (UTSC AAC) provides that the Committee “shall receive for information and discussion reviews of academic programs and/or units consistent with the protocol outlined in the *University of Toronto Quality Assurance Process*. The reviews are forwarded to the Committee on Academic Policy and Programs for consideration.”

GOVERNANCE PATH:

UTSC Academic Affairs Committee [For Information] (January 10, 2022)

PREVIOUS ACTION TAKEN:

- Committee on Academic Policy and Programs (AP&P), May 6, 2020 [For Information]. The Committee requested a 1-year Follow-up Report.
- Academic Board, May 28, 2020 [For Information]. The Board noted the request from AP&P for a 1-Year Follow-up Report.

- Committee on Academic Policy and Programs (AP&P), October 26, 2021 [For Information]. 1-Year Follow-up Report was presented. The Committee was satisfied with the Report.
- Academic Board, November 12, 2021 [For Information]. 1-Year Follow-up Report was presented. The Board was satisfied with the Report from AP&P.

HIGHLIGHTS:

The *Cyclical Review Protocol* “is used to ensure University of Toronto programs meet the highest standards of academic excellence” (UTQAP, Section 5.1). The *Protocol* applies to all undergraduate and graduate degree programs offered by the University, and the University’s full complement of undergraduate and graduate degree and diploma programs are reviewed on a planned cycle. Reviews are conducted on a regular basis, and the interval between program reviews should not exceed 8 years.

The external review of academic programs requires:

- The establishment of a terms of reference;
- The selection of a review team;
- The preparation of a self-study;
- A site visit (remote or in-person, as appropriate);
- Receipt of a report from the external review team;
- The Vice-Provost, Academic Programs’ formal request for an Administrative Response;
- The Chair/Director’s formal Administrative Response;
- The Dean and Vice-Principal Academic’s formal Administrative Response; and
- The Final Assessment Report and Implementation Plan.

In accordance with the *Protocol*, an external review of the Department of Management and its undergraduate programs, was initiated in the 2018-19 academic year. During an in-person site-visit held on November 14-15, 2019, the review team met with a wide array of stakeholders, including UTSC senior academic administrators, the Department Chair, and faculty, staff and students. The reviewers stress that there is much to admire about the Department of Management, including: its prestigious undergraduate business program, its impressive and research-active faculty, its effective BRIDGE program, and its dedicated staff. The report also highlights, and makes recommendations around the student experience, faculty complement and sustainability, curriculum, space, and the department’s financial and organizational structure.

The reviewers comment that the department has higher student fees but a significantly lower budget per student relative to comparable Canadian institutions, and that students may not be receiving comparable services; they recommend

benchmarking the activities and services offered in compactor institutions. The Department responds that additional funding has been allocated to support student co-curricular activities, but emphasizes that per student funding levels in the UTSC Department of Management are significantly lower than for comparator business programs. The Dean noted an agreement with the Deans of UTM and FAS to conduct a comparison of resource allocations for the delivery of programs similar to those offered by UTSC Management.

The reviewers commented that a number of services provided to Co-op students in the Department are not available for non-Co-op students. The Department highlights the tremendous success of the BRIDGE and their progress in ensuring that all students engage in a meaningful work-integrated-learning experience while they are at UTSC. Nevertheless, the Department acknowledges that non-Co-op students may not be receiving the same perceived level of career advising, development and support as do Co-op students, and suggests expanding an existing agreement with the Academic Advising & Career Centre for providing support by an embedded career advisor exclusively to Management students, as well as investing in new staff. The Dean's Office notes that, in addition to the resources provided by the Department, UTSC also provides significant central resources for Management students. To ensure that both Co-op and non-Co-op students have access to comparable resources, the Dean's Office commits to undertaking a review of the services provided by peer institutions, and to compare these to the services provided to students in Management programs. A goal of this review is to categorize which services are provided by the Department, and which services are provided centrally, evaluate the efficacy of these existing arrangements, and make recommendations for modifications as appropriate.

The reviewers note that: "At all levels, while the staff members are creative in providing students with the required services, there is a general impression of them being stretched to a degree that is not sustainable." The Department responds that they have fewer staff in place to support their students than do other divisions at the University, and argues for immediate investments in new staff across a variety of areas to improve service delivery and outcomes for students. The Dean notes that an outline of departmental needs has been presented to his Office, and indicates he anticipates the comparison with similar units at UTM and FAS, noted above, should shed some light on the relative staffing support for the Department of Management. The Dean notes he is committed to tri-campus equity in supporting the Management programs, and he recognizes that the embedding of a Management department within a faculty of Arts and Science department systemically limits their fiscal resources and this needs to be addressed.

The reviewers highlight concerns regarding what they perceive as a high percentage of overload teaching in the Department, and the potential risk of faculty burn-out over time. The Department responds that overload teaching is necessary to forestall increasing class sizes and relying on sessional instructors to deliver courses. To preserve

the quality of the Department's programs and courses, the Chair argues for the hiring of additional faculty. Although the Chair acknowledges that the Department has been treated as a priority area for new faculty hires, and a number of excellent junior faculty hired, half of these positions have been growth positions, and additional faculty are required to address the needs of the academic programs and accreditation. The Chair contends that the faculty/student ratio in the Department sits at 1:57, while in comparable business programs it is closer to 1:20; this faculty/student ratio could place the Department at risk of losing its program accreditation with the Association to Advance Collegiate Schools of Business (AACSB). In the short term, the Department will establish a committee to review AACSB accreditation requirements, and identify the factors and structures that need to change to allow it to engage in independent accreditation. The Dean's Office comments that it is committed to working on the overload concerns in a comprehensive fashion in coordination with the relevant tri-campus units (UTM Management, Rotman Management).

The reviewers comment on student perceptions that the core curriculum is "excessively large," allowing little flexibility in the program for interdisciplinary pursuits. The Department responds that, while adhering to their core principle to provide students with a holistic business education in which students can specialize in one area but gain knowledge in all other areas of business, they are committed to, and already engaged in, a review of their core curriculum requirements. This review will compare the core curriculum to that of peer institutions and programs, as well with norms established by accrediting organizations. The Department is further committed to enacting the recommendations of the review.

The reviewers note that space concerns are a barrier to community building within the Department and "limits interactions between students, and between students and university members." The Department acknowledges recent investments UTSC has made to their space allocations, including a new graduate lounge and the BRIDGE. The Chair and the Dean note plans to begin the construction of a second Instructional Centre in the medium term, which will provide additional space for Departments currently occupying IC1.

The reviewers comment that Management's status as a department creates a number of challenges and suggest that the establishment of Management as a Faculty or School might improve morale and allow for greater flexibility in pursuing new initiatives. The Department responds that becoming a faculty is a long-held aspiration. The Dean notes that the Department frames their aspiration for faculty status as one of achieving greater autonomy. One of the guiding principles for the UTSC administration has been to focus on determining exactly what it is that Management desires from the stated goal of "autonomy" (e.g., fiscal autonomy, the ability to brand the program), and to work towards achieving these concrete goals, rather than simply focusing on the issue of becoming a "Faculty of Management". The Dean acknowledges that the Department believes their operating budget is small compared to the revenue they generate for the

campus, and they currently operate under “severe resource constraints.” UTSC has engaged in providing significantly greater financial autonomy to all academic departments at this campus, and the Dean’s Office will continue to work constructively with the Department of Management on this rollout. The Chair acknowledges this planned transition, but argues that the Department needs a greater portion of the net revenue the Department generates for UTSC annually. The Dean anticipates more augmentation to Management’s budget as a result of the tri-campus review of the delivery of all Management programs at the University of Toronto.

The implementation timeline for departmental action is given in the Dean’s Administrative Response. The Dean’s Office will monitor the implementation of recommendations through ongoing meetings with the Chair of Management. A brief report to the Office of the Vice-Provost, Academic Programs, midway between the November 2019 site visit and the year of the next site visit, will be prepared. The next external review of the Department has been scheduled for 2026-27.

The 1-Year Follow-up Report

On May 6, 2020, the Committee on Academic Policy and Programs (AP&P) requested a 1-Year Follow-up Report. In her letter, dated September 9, 2020, the Vice-Provost, Academic Programs, requested a report on:

- The outcome of the following review 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.
- 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.

A consultant was engaged 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. A final report with recommendations was submitted to the Dean’s Office in June 2021.

Student Services Review and Progress:

An internal review of student services at UTSC was conducted at the end of 2020. 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 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.

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.

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, base funding to support student programming, and base funding for a new software system to better communicate existing offerings to Management students. 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. 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, and a Student Services, Program and Academic Success Advisor to support academic success for cross-discipline programs. Requests for base funding for these two one-year term staff positions will be reassessed during next year's budget process.

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

(consistent with the findings of the external reviewers). 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. They have also recommended the expansion of program-specific academic advising in line with comparator staffing levels 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. 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.

Core Curriculum Review:

The Department engaged in a core curriculum review process with the following goals:

- 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).

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, but other areas captured in the standards do not appear to be met. Overall, 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 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%.

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:

UTSC BBA students pay some of the highest undergraduate business program fees in Canada. A review of administrative staffing complements at UofT and comparator/competitor programs does offer some insight into the availability of resources. 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 Centre and access to 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:

Management programs at the University of Toronto operate quite independently and autonomously. The 2018 AACSB Continuous Improvement Review for the Rotman School of Management indicated that 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. 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, an embedded career strategist from Advising & Career Centre, an embedded Immigration advisor from the International Student Centre, and within the BRIDGE, a Management Librarian, a shared Entrepreneurship Librarian, a BRIDGE Supervisor and a Library Technician.

FINANCIAL IMPLICATIONS:

There are no net financial implications to the campus' operating budget.

RECOMMENDATION:

This item is presented for information only.

DOCUMENTATION PROVIDED:

1. Review Report (November 28, 2019)
2. Provostial Request for Administrative Response (January 13, 2020)
3. Chair's Administrative Response (February 14, 2020)
4. Dean's Administrative Response (February 25, 2020)
5. Provostial Final Assessment Report and Implemental Plan
6. Provostial Request for 1-Year Follow-up Report (September 9, 2020)
7. Dean's 1-Year Follow-up Report, Revised (September 15, 2021)

UTQAP EXTERNAL REVIEW
DEPARTMENT OF MANAGEMENT
University of Toronto Scarborough

Review Team:

Benoit Aubert, Rowe School of Business, Dalhousie University

Luis Cabral, Chair, Department of Economics, Stern School of Business, New York University

Kai Li, Senior Associate Dean, Equity and Diversity, Sauder School of Business, University of British Columbia

Site visit conducted: November 14 and 15, 2019

UTQAP Cyclical Review

Department of Management, UTSC

External reviewers' report

The external reviewers — Benoit Aubert (Dalhousie), Luís Cabral (NYU), and Kai Li (UBC) — completed a site visit on November 14-15, 2019. During this visit we were able to discuss with a variety of stakeholders from UTSC who could provide information on the Department of Management and its programs.

The reviewers wish to thank UTSC and its members for the warm welcome and for the openness displayed during the various meetings.

The following pages include our main observations, formulated after examining the data and meeting with UTSC members.

Strengths:

There is much to like and admire about UTSC's Department of Management. Some of the more salient points include:

- It offers some of the most prestigious undergraduate business programs in Canada, especially in the area of experiential learning (specifically, the co-op program).
- It does so in a very efficient way, especially considering the Department's extremely limited budget and staff size.
- The BRIDGE program provides a recent example of this pattern: with remarkably little human or financial resources, in a short period of time the program has achieved impressive results.
- The Department has attracted an impressive group of research active faculty. The Department is an impressive research powerhouse as witnessed by a variety of indicators (publications, citations, research funding, etc).
- The Department and its teaching and service staff have created in students a strong sense of belonging. The students we had a chance to meet clearly expressed their satisfaction with the Department, its various programs, and its value.

Areas of Concern

Note: The external review committee looked at the terms of references (ToR) provided. While we are providing insights on the items listed in the ToR, it seemed clear that some issues were pressing and had to be addressed immediately. A resolution of these salient issues is required before considering other points, including the items listed in the ToR.

Key issue #1 – Student Experience

The students are not getting the range of services (co-curricular activities, teaching support) and the overall experience that a management student (who pays differential fees) would expect to receive in Canada. In simple terms, the current model is short-changing the students by not offering what would be expected in addition to the pure curricular component. This could directly impact the competitiveness of the program.

To be more specific, the students are not provided with a range of activities that would be expected in a management or business program. A partial list includes the following:

- Professional development for non-co-op students. It became obvious during the visit that the non-co-op students (over 50% of the undergraduate headcount) were neglected in many ways compared to the co-op students. Because co-op students pay additional fees, they buy themselves services to access co-op jobs, and the co-op office covers some of the professional development activities. Unfortunately, non-co-op students have very little of these. Professional development normally provided to business and management students includes:
 - Personality and strength-based testing
 - Cultural intelligence and cultural awareness training
 - Numerous networking skills workshops and networking events
 - Mental health and stress management
 - Career intelligence and industry awareness activities
 - Personal branding, pitching, dressing for success, and presentation skills
 - Resume bootcamps and interview simulation
 - Creativity workshops
 - Leading and influencing workshops

- Embedded career centres. Management units normally have embedded career centres to provide services to students. These units develop privileged linkages with accounting firms, consulting firms, banks, and large employers to ensure students have access to the best opportunities. Companies dealing with management and business schools typically organize events, presentations, site visits, that are tied with different courses in the curriculum. These enable the companies to promote their organization to the best students and informs the students about various opportunities. Because of the way these activities are tied to classes, clubs, student societies, etc., outside organizations expect career centres to be aware of what is happening in the management program itself, in the activities of the school, and in the various clubs in order to

provide the required linkage. This is why it is essential to have an embedded centre. In addition, when there is already a co-op office, it becomes a logical continuation of their activities.

- Student advising and onboarding in the program. Discussions with staff members indicated that there were very limited resources devoted to student guidance. In addition, students mentioned that their first year was difficult. Proper onboarding, orientation, community building within the Department seemed limited by the resources available.
- Tutor support also appeared to be very limited. The Department was very creative in establishing a volunteer mentoring program, but normally, in management programs, students have access to teaching assistants offering tutorials, open office hours for consultation, etc.
- Support for case competition events. Management programs typically provide significant support for travel for students participating in case competition events. These competitions have become an integral part of business education. Case competition events are held throughout the world and the best institutions send students to compete in those events.

This list is not exhaustive. It would be important for UTSC to benchmark the activities and services offered to management students with what is offered at competing institutions. Considering other institutions are moving into the co-op space, UTSC's Department of Management will be facing more competition and could be in a difficult position to attract students once they realize that they are not benefiting from the same support as students in other management programs.

Key Issue #2 – Staff

The second related issue that needs to be addressed is the sustainability of the program in terms of staffing. Numerous people indicated that they did not think that the level of activity could continue on for much longer. Too many “hats” are held by too few people, who therefore must rely on temporary support.

The discussions with the various groups show that the Department of Management is understaffed, and the student-facing staff is probably the most understaffed area of all.

At all levels, while the staff members are creative in providing students with the required services, there is a general impression of them being stretched to a degree that is not sustainable. For example, the Bridge, which is an impressive initiative, is relying on temporary funding, with a temporary employee. It is a unique program that can address some of the concerns expressed about the richness of the student experience (see issue 1), especially for the non-co-op students. Yet, its very survival is a concern and a pressing matter.

The sustainability of the delivery of the curriculum is also a concern. Examination of the teaching loads for the last two years suggests that faculty members are hard pressed. We note that, in the last two years,

- 236 sections were taught as overloads
- 3 faculty members have taught 20 or more sections per year in the last two years
- 7 had more than 10 sections as overload (per year)

This creates multiple risks. First, academics teaching so many sections may not be able to maintain that rhythm in the long run. It also raises the question of content evolution. With so many courses taught, it is

difficult to see how there is time left to conduct professional development and ensure that the courses evolve over time.

Most of the overloads are done by teaching staff. While the Department profile shows 31 tenure stream and 17 teaching stream faculty members, when looking at the number of sections taught by each group, the profile is very different and would likely raise concerns for an accreditation of the program.

- 19.7% of courses are taught by research-stream faculty members.
- 70.7% of courses are taught by teaching-stream faculty members
- 9.6% of courses are taught by casual contractors

Key Issue #3 – Resources

A common thread underlying the two previous issues is the lack of resources. A quick comparison was done with other institutions regarding resources spent per student.¹ The business schools we used for the comparison were UBC, Simon Fraser, Calgary, U of Saskatchewan, U of Manitoba, McMaster, McGill, and Dalhousie. Queens and UT-Rotman were not included since their proportion of graduate students is much higher than the ones observed at other institutions, which drives the cost per student much higher. The exclusion of these schools thus ensured that we are comparing UTSC with comparable institutions.

While UTSC has (by far) the highest student fees of all the institutions considered, its budget per student in the Department of Management is the lowest at \$6,172 per student per year. In comparison, the average budget per student in the institutions considered is \$11,149 per year.

Key Issue #4 – Organizational Structure

In addition to a severe lack of resources, there seems to be some “organizational fatigue”. Numerous people noted that all initiatives were temporary projects, often temporary solutions. While there is a clear desire to make the campus better for all, there seems to be an impression that no matter what is done, institutional support is always piecemeal. Nothing is resolved permanently.

The morale among the department leadership is low. This is largely due to the lack of sufficient resources but also due to the very limited autonomy they have at multiple levels. The Department understands that, as often happens with business units within a university, it is expected that the former transfers funds to the latter. That said, a system of no financial and administrative autonomy is bound to limit the Department’s incentives to develop new programs and improve existing ones.

In sum, while the Department is to be congratulated for a number of excellent initiatives, we believe much of its entrepreneurial force is being stifled by its very limited financial and administrative autonomy.

¹ The report indicates (p. 77) that the total department expenses are \$15,357,528 for 2737 students. For the sake of comparison, we added 10% to that amount to represent the overhead costs associated with a faculty operation in order to make comparisons realistic with other institutions where business units include faculty expenses. The percentage of overhead costs is based on the cost structure observed at Dalhousie University.

During our visit we discussed the possibility of turning the department into a faculty within UTSC. We believe this transition would go a long way in terms of providing the necessary financial and administrative autonomy. We also believe UTSC — and UT — would stand to gain from such a transition.

The remaining pages discuss elements under the headings provided in the Terms of References. As discussed before, the key issues mentioned above must be addressed in priority. The status quo is not sustainable any longer. If these issues are not addressed, there is a risk that some of the possible responses to concerns listed below would simply add to the current difficult situation and add to the list of temporary solutions.

1. Programs

The management programs attract excellent students and provide a rigorous training. The co-op component of the BBA is a distinctive feature of the program.

The Department's co-op program, currently a leader in the country, is under considerable threat by the emergence of competing programs in Ontario and elsewhere in Canada.

The inability to react effectively to these threats is a threat in and of itself, namely the threat that UTSC's main competitive advantage disappears in the not-too-distant future.

One gets the impression of a two-class system in which the non-co-op students are neglected.

The programs are perceived by students (and some faculty – but opinions were very mixed among faculty members) as having an excessively large core curriculum requirement, thus allowing little flexibility in terms of minoring outside of management.

- Students expressed the wish to be able to take more courses outside the management program, pursuing other interests.
- This wish is not misaligned with current trends. For instance, CPA Canada is encouraging students from Humanities and Arts to come into accounting. The accounting association wishes to have people with a higher diversity of views and approaches.
- There is a need for interdisciplinary approaches to solve many current problems. Additional flexibility in the program could allow such interdisciplinarity.

2. Faculty/Research

Faculty members seem to form a cohesive and strong group. The information provided indicates that the faculty members are very productive.

Research stream faculty members are cross-appointed at Rotman, where they interact with colleagues and participate in post-graduate supervision. While this provides great and potentially collaborative opportunities for the faculty members, it does not contribute to strengthening a core at UTSC where

faculty members would participate in research seminars or projects since they have those activities in the St. George campus.

There seems to be a good relationship between the research and teaching stream faculty members.

As mentioned earlier, there is a considerable number of sections taught as overload, which does not seem sustainable.

3. Relationships

It appears that the Department and its students form a somewhat insular unit at UTSC: management students rarely take courses outside of the Department and Arts & Science students rarely take management courses. Considering the trend to integrate STEM into management (and vice versa), it would be a good idea to assess how boundaries could be made more permeable for students (in both directions).

Similarly, there is little interaction between management faculty and other UTSC faculty. This is especially true for research faculty, who spend most of their time at the St. George campus. This insularity is puzzling considering the growing need for interdisciplinary approaches to solve complex problems and the numerous sources of funding available for interdisciplinary projects.

4. Organizational and Financial Structure

There were many discussions about the Departmental structure, its financial resources, and its ability to have a voice on the UTSC campus that reflected its size and contribution to the campus.

There is a perceived opacity of the financial model within the UT organization as a whole.

The Department's lack of autonomy risks destroying team morale. Department leadership and program staff alike feel somewhat disinculturated: with no flexibility to act and react in a nimble fashion, and with no ability to retain some of the value created by new programs and initiatives, there is little reason to work hard. All new initiatives are done as temporary projects, which is demoralizing.

This is creating problems right now and will pose major challenges in the near future. The term of the Department Chair is ending, and it appears that no faculty member is interested in serving in the role. It is seen as an impossible job, asking to do the impossible with no resources. The lack of resources, the lack of autonomy, and the lack of clarity regarding the relationship between the Department and higher units discourage any candidate, internal or external.

Organizing the Department as a faculty can be seen as a long-term solution, however, this was suggested in the previous Cyclical Review in 2010 and no progress seems to have been made. Without abandoning the idea, it may be interesting to have an intermediate step in which the Department is provided with additional autonomy (could it be a School?) and increase its visibility with outside partners and its voice within UTSC.

The increased visibility would be very beneficial for the program. With other universities entering the co-op-space in management, a strong identity recognized by outside partners, will be essential to continue attracting students and retaining/attracting the employers for the co-op terms.

A stronger voice within UTSC would be beneficial for the Department of Management and for UTSC. As mentioned in the previous section, there is currently a form of insularity. This is a missed opportunity. The members of the Department of Management are excellent academics and performing to a level that would make them very strong contributors to UTSC on many ventures in which Management could ally with other disciplines. If the structure was adjusted to allow a stronger voice and more autonomy for Management, it could lead to more involvement within the UTSC activities.

5. Long-Range Planning Challenges

All parties we met indicated the lack of space for the Department. Students were especially vocal about the lack of meeting space, teamwork space, calm space, etc. It is not solely a matter of convenience; it is also a matter of community building. Without space students come to their classes and leave. This limits interactions between students, and between students and university members.



January 13, 2020

Professor William Gough
Acting Vice-Principal Academic and Dean
University of Toronto Scarborough

Dear Professor Gough:

Thank you for forwarding the report of the November 2019 External Review of the Department of Management and its programs. The following programs were reviewed: Economics for Management Studies, B.A., Major, Minor; Economics for Management Studies, B.B.A., Specialist and Specialist Co-op; Management, B.B.A., Specialist and Specialist Co-op; Management and Accounting, B.B.A., Specialist and Specialist Co-op; Management and Finance, B.B.A., Specialist and Specialist Co-op; Management and Human Resources, B.B.A., Specialist and Specialist Co-op; Management and Information Technology, B.B.A., Specialist and Specialist Co-op; Management and International Business, B.B.A., Specialist Co-op; Management and Marketing, B.B.A., Specialist and Specialist Co-op; Strategic Management, B.B.A., Specialist and Specialist Co-op.

As indicated in our *Statement of Institutional Purpose*, the University of Toronto is committed “to being an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality.” This quality is assessed through the periodic appraisal of programs and units, which considers how our research scholarship and programs compare to those of our international peer institutions and assesses the alignment of our programs with established degree-level expectations. The University views the reports and recommendations made by external reviewers as opportunities to celebrate successes and identify areas for quality improvement.

The reviewers praised the Department as offering some of the most prestigious undergraduate business programs in Canada, particularly for the co-op programs, in the area of experiential learning. They noted that the Department is an “impressive research powerhouse,” with a highly accomplished group of research-active faculty. They found the faculty to form a cohesive and strong group, enjoying good relationships between the tenure and teaching streams. Finally, the reviewers were impressed by the strong student satisfaction with the Department, and overall sense of belonging.

I am writing at this time:

1. to request your administrative response to this report, including a plan for implementing recommendations;
2. to request your feedback on the review summary component of the draft *Final Assessment Report and Implementation Plan*; and
3. to outline the next steps in the process.

1. Request for Administrative Response and Implementation Plan:

In your **administrative response**, please address the following areas raised by the reviewers and their impact on academic programs, *along with any additional areas you would like to prioritize*.

For each area you address, please provide an **Implementation Plan** that identifies actions to be accomplished in the immediate (six months), medium (one to two years) and longer (three to five years) terms, and who (Department, Dean) will take the lead in each area. If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.

- The reviewers raised a number of concerns under the umbrella of student academic experience in these professional undergraduate programs:
 - The reviewers noted that the department has higher student fees but a significantly lower budget per student relative to comparable Canadian institutions, and that students may not be receiving services comparable to management students in peer institutions; they recommended benchmarking the activities and services offered in comparator institutions.
 - They noted that a number of services provided to co-op students are not available for non-co-op students.
 - They noted that “At all levels, while the staff members are creative in providing students with the required services, there is a general impression of them being stretched to a degree that is not sustainable.”
- The reviewers raised concerns regarding faculty complement and its impact on the sustainability of program delivery, both in terms of workload for individual faculty members and the distribution of teaching responsibilities among research- and teaching-stream faculty.
- The reviewers noted student perceptions that the core curriculum requirement is “excessively large,” allowing little flexibility in the program for interdisciplinary pursuits.
- The reviewers noted that space concerns are a barrier to community building within the Department and “limits interactions between students, and between students and university members.”
- The reviewers observed that Management’s status as a department creates a number of challenges and suggested that the establishment of Management as a Faculty or School might improve morale and allow for greater flexibility in pursuing new initiatives.

Please prepare this response in consultation with the unit under review. As part of this consultation, please request a brief administrative response from the unit that focuses on items within their control. Please reflect this consultation and respond to the key elements of the unit's response in your response.

Finally, please confirm the **date of the next review** and your plans for **monitoring the implementation of recommendations** until then. I will ask you to provide a brief report to me midway between the 2019-20 review and the year of the next site visit.

2. Draft of Final Assessment Report (including Review Summary)

In January 2020, my office will provide a draft version of the *Final Assessment Report and Implementation Plan* (FAR/IP), which will include a summary of the review of the Department of Management and its programs. At that time we will request your feedback regarding tone or accuracy of the summary component, and your response to any information that is requested in the comments. This document becomes part of the governance record.

3. Next Steps

Reviews of academic programs and units are presented to University governance as a matter of University policy. Under the University of Toronto Quality Assurance Process (UTQAP), the Vice-Provost, Academic Programs prepares a report on all program and unit reviews and submits these periodically to the Committee on Academic Policy and Programs (AP&P).

The review of the Department of Management will be considered by AP&P at its meeting on **March 31, 2020. Please plan to attend this meeting, and ensure that the head of the unit under review also attends.** Your presence is important and will allow you to respond to any questions the committee may have regarding the report, and your administrative response and implementation plan. An overview of what happens at AP&P is [available on our website](#).

I would appreciate receiving your completed administrative response and plan for implementing recommendations, as well as a copy of the unit's response, and any comments on the draft FAR/IP by **February 25, 2020**. This will allow my office sufficient time to prepare materials for the AP&P meeting.

The review summary and the Dean's administrative response are the two key components of the FAR/IP, which will be finalized after the AP&P meeting and distributed to you, the unit leads, the Governing Council secretariat, and the Quality Council, and posted on our [website](#), as required by the UTQAP.

Please feel free to contact me or David Lock, Coordinator, Academic Planning and Reviews, should you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Susan McCahan', written in a cursive style.

Susan McCahan
Vice-Provost, Academic Programs

cc.

Annette Knott, Academic Programs Officer, University of Toronto Scarborough

Daniella Mallinck, Director, Academic Programs, Planning and Quality Assurance

David Lock, Coordinator, Academic Planning and Reviews

Emma del Junco, Assistant Coordinator, Academic Planning and Reviews



February 14, 2020

Professor William Gough
Vice-Principal Academic and Dean
University of Toronto Scarborough

Chair's Administrative Response: External Review of the Department of Management

Dear Bill:

I am pleased to provide the departmental administrative response to the external review of the Department of Management. I want to thank the review team: Dr. Benoit Aubert, Director, Rowe School of Business, Dalhousie University; Dr. Luis Cabral, Chair, Department of Economics, Stern School of Business, New York University; and Dr. Kai Li, Senior Associate Dean, Equity and Diversity, Sauder School of Business, University of British Columbia for their consultation with us during the site visit, and for their final report, which was received on November 28, 2019 and shared with faculty and staff in the department.

In their relatively concise report, the reviewers did stress that there is much to admire about the Department of Management, including: its prestigious undergraduate business program, its impressive and research-active faculty, its effective BRIDGE program, and its dedicated staff. The report also highlights, and makes recommendations around, the following areas of concern: the student services, faculty complement and sustainability, curriculum, space, and the department's financial and organizational structure. As you know, some of these concerns can be addressed within the department while others can only be addressed at present by the Dean, the Principal, and the Provost. The Department looks forward to collaborating with the Dean's office to address the issues around faculty complement and sustainability, curriculum, space, and the department's financial and organizational structure.

To frame the Department's response, I point to two related issues that underlie the department's abilities to fundamentally address the major areas of concern raised by the external reviewers. First, and as indicated in Table 8 of our self-study, Management generates \$68 million in gross revenue each year. Once all central and local deductions are applied, and all departmental expenses are accounted for, Management generates more than \$13 million in net revenue for UTSC every year. In sharp contrast, the Department's operating budget is \$197K per year (a mere 0.29% of our gross revenues and 1.47% of our net revenues). Our severe resource constraints contribute to the majority of issues raised by the external reviewers.

The second issue relates to our place within UTSC. Our current departmental structure is an anachronistic remnant of UTSC's origins more than 50 years ago as a satellite of the University's Faculty of Arts and Science - well before the advent of named Canadian business schools in the 1990s. Thus, the Department has been operating under a single-faculty arts and science structure at UTSC and within that structure, has had to negotiate for resources along with 15 other arts and science departments at UTSC. The constraints of our present governance structure and restricted budget model puts us at a dramatic and insurmountable disadvantage



with virtually every other business school competing for the same faculty, students, industry partners, professional networks, and co-op placements. Change is critical and necessary for our long-term survival.

The UTSC Executive is moving toward implementing an ‘activity-based’ budget structure for Departments, but this approach is meaningless to us if it does not come with a significantly greater portion of net revenue that Management generates for UTSC annually. Nonetheless, we do appreciate that the Dean’s office has recognized that Management is fundamentally different from traditional arts and science departments and has helped us meet some of our unique resource needs. This includes a recent \$2 million dollar investment in funding the creation of The BRIDGE and the renovation of a graduate lounge to support our growing and successful MAccFin graduate program. However, in order to maintain the quality of programming, students, and outcomes that the external reviewers highlight, it is imperative that Management competes with business schools that are funded at an exponentially larger scale. It is a testament to our faculty and staff that we have continued to be successful in the traditional arts and science landscape. However, our competitive field has not stood still. The department will not be able to attract the same quality, and perhaps not the same numbers, of students if we do not have the resources to fully support our students and programs. Thus, as outlined in detail in our self-study document, Management needs a significant investment of resources to address our current and future challenges. We have always appreciated the need for large and successful departments to help support the broader academic functions at UTSC. But, if UTSC wants to continue to benefit from Management’s role as a key financial driver for its academic activities and functions, we must be accorded more resources and greater governance autonomy to utilize those resources most effectively.

As noted below, Management has evolved from a primarily undergraduate program, has launched highly innovative and unique new programs and degrees (e.g., Management and International Business, Double-Degree in Quantitative Finance, and the Masters of Accounting and Finance), and has continued to be a very strong draw for exceptional students to join UTSC. Management’s success translates into success for the entire campus. However, the departmental administrative structure must evolve. UTSC Management remains the last unnamed business program at any university or college in Ontario, and one of two remaining “departments” at any university, college, or private training institution in Canada. The moniker of “department” is confusing, and sets us even further apart from our competitors. With the Ontario government’s increasing attention to, and development of, Work Integrated Learning (WIL) based initiatives and Co-op leading to corresponding increases from competitor business programs in Ontario and beyond, we are facing ever-increasing pressures to compete for faculty, students, staff, and WIL/Co-op employers. This combination has become an increasingly existential threat to the medium- to long-term viability of our program—a threat which, in our respectful view, cannot reasonably be understated.



In the following sections, we respond directly to the issues raised by the Provost.

Student experience:

- The reviewers noted that the department has higher student fees but a significantly lower budget per student relative to comparable Canadian institutions, and that students may not be receiving services comparable to management students in peer institutions; they recommended benchmarking the activities and services offered in comparator institutions.

As noted clearly in our self-study, our per student funding levels are significantly lower than comparator business programs. Despite the fact that our students pay some of the highest de-regulated tuitions for business programs in Canada, they are receiving the equivalent of \$70.56 in direct student funding for all curricular and co-curricular activities. This is in sharp contrast to comparator programs like Rotman Commerce, where students receive over \$500.00 in direct funding. In comparing UTSC Management to other institutions, the external reviewers noted that: ***“While UTSC has (by far) the highest student fees of all the institutions considered, its budget per student in the Department of Management is the lowest at \$6,172 per student per year. In comparison, the average budget per student in the institutions considered is \$11,149 per year.”*** We do not have access to the operating budgets of comparable business schools in Canada or elsewhere. As such, we are unable to engage in direct comparisons of our resource allocations. However, we do have some evidence that, compared to Rotman Commerce, which is an undergraduate program of similar size at UofT, we fall well short with respect to overall operating budgets, staffing support, direct student funding and even TA support. **Here too, we do not have access to Rotman Commerce budget numbers to make direct comparisons but we do know that the Rotman Commerce operating budget (including staffing, TA, stipend and co-curricular support) is exponentially larger than ours – to a magnitude of millions of dollars annually.** We also perceive this vast discrepancy as an equity issue given that 77% of UTSC domestic undergraduate students receive needs-based financial aid compared to 61% for the University as a whole. In other words, **our students have greater financial need yet receive dramatically less service funding support as compared to their U of T counterparts who pay the same amount of tuition. As such, students with greater financial need, are paying to subsidize those with less financial need.**

We acknowledge that the Dean’s office has committed to providing Management with \$35K in annual base funding to support student co-curricular activities. We have 16 very active student clubs operating under an umbrella structure overseen by the Management and Economics Student Association (MESA). Those funds are being deployed to help support the activities of all of our clubs and in supporting co-curricular programming and case competitions. In addition, the Chair is deploying an additional \$15K in discretionary funds toward direct funding of student co-curricular conferences and case competitions. Nonetheless, we are still working with very limited resources (financial and staff) and restricted scope. As an example, we only have one staff member dedicated to direct coordination of all student clubs and in supporting co-curricular activities and programming for all of our students. In sharp contrast, Rotman Commerce, a program of similar size to ours, has five staff positions dedicated to these activities. As one of the external reviewers commented, his school’s \$250K annual budget to support student case competitions is far larger than our department’s entire annual operating



budget of \$197K. Thus, despite the strong commitment and efforts of our staff and faculty to do as much as possible for our students, we need to invest greater financial and staffing resources toward enhancing the student experience and to help our students better prepare for their futures.

- The reviewers noted that a number of services provided to Co-op students are not available for non Co-op students.

The BRIDGE has been an unmitigated success and we are making excellent progress in offering all of our students meaningful work-integrated learning (WIL) experiences inside and outside the classroom. In fact, we are the first unit at UofT that has met the goal of providing 100% of our students with these meaningful WIL experiences. Nonetheless, we are very aware that our non co-op students are not getting the same level of career advising or support as our co-op students. Co-op students pay for, and receive, excellent career advising, development and support. Unfortunately, we cannot offer the same types or levels of support for our non co-op students. The department has set up an embedded career advisor agreement with the Academic Advising and Career Centre that permits one Career Advisor to be available exclusively for all Management students (co-op and non co-op) for two days per week. While we are grateful for this service, alongside the Dean's office, we are eager to explore the significant expansion of this agreement. At least two-thirds of our students seek professional accreditation in accounting, finance and HR management. These students need specialized career advising that cannot be offered by centralized advisors who are focused on the entire student body at UTSC. Accordingly, our self-study calls for immediate investments in expanding career services offered to all our students, and particularly, our non co-op students. The Department also seeks to expand its support for all students to engage in internal and external case-competitions. We need significant investments in new staff and stable funding models to make this happen. We have presented the Dean's office with a detailed resource plan with associated costing and will work with the Dean's office to explore avenues for expanded career services and moving these functions into the Department.

- They noted that "At all levels, while the staff members are creative in providing students with the required services, there is a general impression of them being stretched to a degree that is not sustainable."

This is unfortunately, the reality of our current resource and staffing constraints. Our staff is intensely committed and engaged in doing whatever possible to help our students succeed. However, and as indicated in Table 9 of our self-study document, the department has a total of 10 staff serving over 2700 students. In comparison, Rotman Commerce has over 40 staff serving a similar number of students and UTM Management has 13 staff serving 1200 students. Our staff is overworked and overwhelmed and this is not sustainable. This is further exacerbated by the fact that UTSC operates on three semester system whereas the other U of T campuses work on a two semester system. Unlike traditional arts and science programs, our staff attempt to provide similar levels of student support to those at other business programs. They are engaged in intensive and active involvement in career and academic advising, student orientation and community building. Quite simply, our staffing levels will not allow us to continue offering the existing levels of support, aside from even considering how we offer even greater needed



support. We need immediate investments in new staff across a variety of areas to improve service delivery and outcomes for our students. The Department has outlined our new staffing needs and associated costs and has presented it to the Dean's office.

Faculty complement and sustainability:

- The reviewers raised concerns regarding faculty complement and its impact on the sustainability of program delivery, both in terms of workload for individual faculty members and the distribution of teaching responsibilities among research- and teaching-stream faculty.

We do appreciate that the Dean's office has initiated a new process for allocating new faculty positions transparently across UTSC and that Management has been 'circled' as a priority area for new faculty slots. We also acknowledge verbal commitments by the Dean's office to work toward accelerating the approval of our faculty hiring requests. Nonetheless, we have a very long way to go. Although we have hired a large number of excellent junior research-stream faculty over the past nine years, over half have been replacements for retirements or resignations. As such, we have not had a significant growth in our faculty complement over the past decade.

Our faculty/student ratios currently sit at 1:57, whereas closer to Arts & Science programs, this ratio is well below the norm of 1:20 for any comparable business programs. **We need immediate investments in new faculty positions to help redress the distribution of teaching loads across the research-and-teaching stream.** Simply placing caps on overload teaching without greater investments in new faculty will create course delivery and teaching quality issues that will be harmful to our students. **We cannot, and will not sacrifice the quality of our teaching by increasing class sizes or by hiring large cadres of sessional instructors to fix long-standing resource issues in faculty allocations.** Our self-study document outlines our immediate faculty staffing needs. Without further investments in new faculty positions, the Department cannot address the existing imbalances and we cannot address key issues with delivering better outcomes for all of our students.

In addition, if we do not make immediate investments in growing the faculty, changing the administrative structure and increasing our resource allocation and autonomy, we will lose our program accreditation with the Association to Advance Collegiate Schools of Business (AACSB). Although the three management programs across UofT were recently reviewed and re-approved with AACSB, it has been identified that UTSC Management must stand alone for accreditation within the next five years. In its current administrative and financial state, UTSC Management programs cannot be accredited independently. Losing this accreditation will further challenge our ability to recruit top students and faculty. As such, Management will establish a committee to review AACSB accreditation requirements and identify the factors and structures that need to change to allow us to engage in independent accreditation.



Curriculum:

- The reviewers noted student perceptions that the core curriculum requirement is “excessively large,” allowing little flexibility in the program for interdisciplinary pursuits.

One of the core principals of our BBA program is that we provide students with a holistic business education in which students can specialize in one area but gain knowledge in all other areas of business. Nevertheless, our core is heavy and this issue is well-recognized. We acknowledge that our heavy core restricts our students from taking courses outside the discipline. The Department is currently engaging in a complete review of our core curriculum. A separate core-review committee has been struck with representatives from each sub-discipline in our department. We are comparing our core curriculum to those of other business programs and with norms established by business school accrediting bodies (e.g., AACSB). If the review committee recommends modifications to the core, they will be enacted quickly.

The reviewers also noted that the Department and its students form a somewhat insular unit at UTSC. This perception of insularity stems in part from our heavy core curriculum that restricts our students from taking many courses outside of our Department. Management is also physically separated from the more established side of the campus where the majority of other departments and students are housed. However, and contrary to the impressions of the external reviewers, we note that Management has engaged quite broadly with other disciplines at UTSC. For example, Management works collaboratively with the Centre for French and Linguistics to collaborate on language course offerings to support our Management and International Business students and students in French and Linguistics. In 2018, Management and the Department of Computer and Mathematical Sciences launched the joint BBA and BSc degree in Quantitative Finance - the University of Toronto’s first double-degree. Management has collaborated with Computer and Mathematical Sciences for years in offering a specialist program in Management and IT, and through our work-integrated learning initiatives facilitated by the BRIDGE, Management and Computer Science faculty and students collaborate regularly on large-scale community-based projects. Finally, Management has presented a proposal to launch and offer a minor in Entrepreneurship for students in any other discipline at UTSC.

Space:

- The reviewers noted that space concerns are a barrier to community building within the department and “limits interactions between students, and between students and university members.”

We are extremely grateful for the recent investment in space for Management in the form of the new management graduate lounge and The BRIDGE. We appreciate that space continues to be a pressing concern across UTSC. The campus is investing in new buildings and it is hoped that when construction of the second instructional centre is complete, that Management will be offered additional space in the IC building so that we can expand our space resources and enhance our efforts at community building.



Financial and organizational structure:

- The reviewers observed that Management’s status as a department creates a number of challenges and suggested that the establishment of Management as a Faculty or School might improve morale and allow for greater flexibility in pursuing new initiatives.

To become a faculty is a long-held aspiration of the Department. Our self-study goes into great detail regarding our need and readiness to advance our administrative structure to that of a school or faculty. We have prepared for this transition and we are ready. In 2016, at the request of the then Principal and Dean, Management created three advisory groups to review and advise on how Management can move to a faculty status. The department established frameworks and made recommendations on governance, finances and services. UTSC will begin a new transparent financial budget model and the Dean has agreed to support Management’s early transition to this model. Ideally, this model will allow for the retention of some revenue and will support the department’s ability to make independent financial decisions.

Management is the largest and arguably, the most successful department at UTSC. We cannot continue to operate effectively within the single-faculty departmental structure at UTSC. We are no threat to Rotman’s well-established brand and other successful examples of universities with more than one business faculty exist (e.g., UBC). This campus needs to move beyond a single faculty, a process that will require the agreement of our senior administration and the Provost. As noted by the external reviewers, our current situation is untenable and unsustainable. We need some change in the current governance structure if we are to continue to be a leader in business education on the Scarborough campus.

As noted in our self-study:

A change in our governance structure and a renegotiation of our financial position will bring about a much-needed change in our ability to compete, and a drastic improvement in our focus and direction. We will establish new career advising and career support for our students. We will enhance funding and programming for student co-curricular activities exponentially. We will create our own alumni relations and advancement function. We will increase our staff numbers and resources to put us on a level playing field with our competitor programs, and we will accelerate our faculty renewal and hiring plans to bring us into line with industry benchmarks.

We’re ready. We have already demonstrated our ability to act independently and creatively to continue to deliver excellent educational opportunities for our students under severe fiscal and resource constraints. We have already gone beyond our previous undergraduate focus to begin offering innovative graduate programming. We already have the strategic, governance, and financial framework in place to evolve into a School. Nevertheless, our competitive field keeps marching forward, and the clock is ticking. It is time for UTSC Management to compete on an equal footing.



As indicated, many of these concerns can be addressed only by a combined effort of the department, the senior administration at UTSC and the Office of the Provost. We are ready to do our part.

Regards,

Professor David Zweig
 Chair, Department of Management
 University of Toronto Scarborough

Implementation Plan

Action	Timeline	Lead
Core curriculum review	November 2019 – November 2020	Dept Chair or designate
Accreditation Committee	July 2021 - Ongoing	Dept Chair or designate
Career Services Review	May to August 2020	Dean, William Gough; Managing Director, Dept Mgmt; Sr Mgr, AA&CC
Management to move to the new transparent financial budget model	May 2020	Dean, William Gough

February 25, 2020

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

Dean's Administrative Response: External Review of the Department of Management

Dean Susan,

Thank you for your letter of January 13, 2020 requesting my administrative response to the external review of the Department of Management. We want to thank the review team – Dr. Benoit Aubert, Director, Rowe School of Business, Dalhousie University; Dr. Luis Cabral, Chair, Department of Economics, Stern School of Business, New York University; and Dr. Kai Li, Senior Associate Dean, Equity and Diversity, Sauder School of Business, University of British Columbia – for their consultation with us during the site visit on November 14 and 15, 2019, and for their report, which was finalized on November 28, 2019.

In their report, the reviewers stress that there is much to admire about the Department of Management, including: its prestigious undergraduate business program, its impressive and research-active faculty, its effective BRIDGE program, and its dedicated staff. The report also highlights, and makes recommendations around, the following areas of concern: the student experience, faculty complement and sustainability, curriculum, space, and the department's financial and organizational structure.

The external review report was sent to the Chair of the department, Professor David Zweig, on November 28, 2019, with a request to share it widely among the faculty, staff and students. The decanal group, including myself, the Vice-Dean Undergraduate, the Vice-Dean Faculty Affairs and Equity, the Vice-Dean Graduate, and Academic Programs Officer met with the Chair, the Vice-Chair, and the Managing Director, Management and Management Co-op, on January 24, 2020 to discuss the external review report and our administrative response; I am pleased with the depth of the discussion that took place.

In preparing the response below, my office requested an administrative response focused on items within the department's purview from the Chair. His letter to me, dated February 14, 2020 outlines the reviewers' concerns and recommendations, as well as the Department's responses to those recommendations. My administrative response, below, is based on Professor Zweig's letter to me and the external review report.

Let me address the specific points raised in your letter:

Student experience:

- The reviewers noted that the department has higher student fees but a significantly lower budget per student relative to comparable Canadian institutions, and that students may not be receiving services comparable to management students in peer institutions; they recommended benchmarking the activities and services offered in comparator institutions.

In his response, the Chair notes that an additional \$50,000 in funding has been allocated to support student co-curricular activities - \$35,000 in annual base funding from the Dean's Office and \$15,000 from the Chair's discretionary funds. Nevertheless, he emphasizes they are still working with limited financial and staff resources. He reiterates that a key point of the self-study is that per student funding levels in the UTSC Department of Management are "significantly" lower than for comparator business programs, including programs delivered by other University of Toronto divisions; however, he acknowledges that they were unable to engage in a direct "apples-to-apples" comparison because they did not have access to the budgets of other business programs. I have agreement from the Deans of UTM and FAS to a comparison of resource allocations for the delivery of programs similar to those offered by UTSC Management.

- They noted that a number of services provided to Co-op students are not available for non Co-op students.

In his response, the Chair highlights both the tremendous success of the BRIDGE and the Department's progress in ensuring all students engage in a meaningful Work-Integrated Learning (WIL) experience while they are at UTSC. Nevertheless, he notes the Department is aware that non Co-op students may not be receiving the same perceived level of career advising, development and support as do their co-op students. The Chair observes that the Department has developed an embedded career advisor agreement with the Academic Advising & Career Centre that permits one Career Advisor to be available exclusively to Management students for 2 days a week. They see value in expanding this arrangement, but also believe they need to invest in new staff

When considering these concerns, it is important to realize that, along with the resources provided explicitly by the Department of Management, UTSC also provides significant central resources for Management students. Unfortunately, the simple calculation of budget per student, for both Co-op and non Co-op programs, fails to capture these central resources.

Having said that, we agree with the reviewers that our goal should be to resource both Co-op and non Co-op Management students at a level comparable to peer programs and institutions. Towards that end, the Dean's Office commits to undertaking a review of the services provided by peer institutions, and to compare these to the services provided to students within our own Management programs. This review will attempt to categorize which services are explicitly housed within and provided by the Department, and which services are provided centrally, evaluate the efficacy of these existing arrangements, and make recommendations for modifications as deemed appropriate. These modifications could include a standalone unit within the Department of Management.

- They noted that "At all levels, while the staff members are creative in providing students with the required services, there is a general impression of them being stretched to a degree that is not sustainable."

In his response, the Chair praises the commitment of the Department's staff; however, they argue in their self-study that they have fewer staff in place to support their students than do other divisions at the University. The Chair contends that the Department needs immediate investments in new staff across a variety of areas to improve service delivery and outcomes for students; towards this end, he has presented an outline of these needs to the Dean's Office. The comparison with similar units at UTM and FAS noted above should shed some light on the relative staffing support for this unit. I am committed to tri-campus equity in supporting the Management programs. In addition, I recognize that the embedding of a Management department within a faculty of Arts and Science departments systemically limits the fiscal resources and this needs to be addressed.

Faculty complement and sustainability:

- The reviewers raised concerns regarding faculty complement and its impact on the sustainability of program delivery, both in terms of workload for individual faculty members and the distribution of teaching responsibilities among research- and teaching-stream faculty.

The focus of the reviewers' concern here is on what they perceive as a high percentage of overload teaching in the Department, and the potential risk of faculty burn-out over time. In his response, the Chair argues that overload teaching is necessary to forestall increasing class sizes and relying on sessional instructors to deliver courses. To preserve the quality of the Department's programs and courses, the Chair believes the Department needs to hire additional faculty. He acknowledges that the Department has been treated as a priority area for new faculty hires. The Chair notes that they have hired a number of excellent junior faculty over the past nine years, and it should be noted that half of these positions have been growth positions. However, more are required to address the needs of the academic programs and accreditation.

The Chair notes that the faculty/student ratio in the Department sits at 1:57, while in comparable business programs it is closer to 1:20; he believes this faculty/student ratio places the Department at risk of losing its program accreditation with the Association to Advance Collegiate Schools of Business (AACSB). The Chair argues the best way to ensure the Department maintains its accreditation is to make immediate investments in growing the faculty; however, in the short term, it will establish a committee to review AACSB accreditation requirements, and identify the factors and structures that need to change to allow it to engage in independent accreditation. I acknowledge these concerns. Through the hiring of teaching stream faculty (1/3 of the faculty) who teach at twice the load of tenure stream faculty and the substantial deployment of overload teaching, students do have excellent access to faculty that is not fully apparent in the unnuanced faculty/student ratio. However, I acknowledge that this mode of delivery is not sustainable and not consistent with AACSB standards. We are committed to working on the overload concerns in a comprehensive fashion in coordination with the relevant tri-campus units (UTM Management, Rotman Management).

Curriculum:

- The reviewers noted student perceptions that the core curriculum requirement is “excessively large,” allowing little flexibility in the program for interdisciplinary pursuits.

In his response, the Chair emphasizes that a core principal of the BBA program is to provide students with a holistic business education in which students can specialize in one area but gain knowledge in all other areas of business – in other words, the BBA program is designed to create well-rounded graduates. Nevertheless, he acknowledges that the heaviness of the BBA core is a well-recognized issue in the Department and, moreover, this heaviness restricts students from taking courses outside the discipline that are of interest or relevance to them.

Accordingly, the Department has committed to (and is already engaged in) a review of their core curriculum requirements. This review will compare their core curriculum to that of other peer institutions and programs, as well with norms established by accrediting organizations. If this review recommends modifications to the core curriculum of the BBA program, the intention is to enact these modifications promptly.

Space:

- The reviewers noted that space concerns are a barrier to community building within the department and “limits interactions between students, and between students and university members.”

In his response, the Chair emphasizes that the Department appreciates the recent investments UTSC has made to their space allocations, including a new graduate lounge and the BRIDGE. He acknowledges that space is a pressing concern across the campus, and there is a campus plan for investment in new buildings, including a second Instructional Centre (IC2).

As the Chair indicates, UTSC is currently engaged in creating more academic space across the campus. We hope to begin construction on IC2 within the next two years. With the opening of IC2, the Department of Computer and Mathematical Sciences will move to the new building, freeing up space in the existing Instructional Centre (IC) for the Department of Management.

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- The reviewers observed that Management’s status as a department creates a number of challenges and suggested that the establishment of Management as a Faculty or School might improve morale and allow for greater flexibility in pursuing new initiatives.

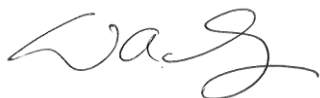
In his response, the Chair emphasizes that becoming a faculty is a long-held aspiration of the Department, and this aspiration is a core issue in their self-study. He reiterates that the Department has laid the groundwork for their transition, including establishing advisory groups, creating frameworks, and making recommendations on governance, finances, and services.

It may be helpful to note that the Department of Management frames their aspiration for faculty status as one of achieving greater autonomy. The issue of whether the Department can achieve its goal of autonomy as a Faculty or School of Management is being discussed and considered at senior administrative levels of the University of Toronto. In this regard, one of the guiding principles for the UTSC administration has been to focus on determining exactly what it is that Management desires from the stated goal of “autonomy” (e.g., fiscal autonomy?, the ability to brand the program?), and to work towards achieving these concrete goals, rather than simply focusing on the issue of becoming a “Faculty of Management”.

In his letter, the Chair states that a key concern for the Department is their operating budget is tiny compared to the revenue they generate for the campus, and they currently operate under “severe resource constraints.” UTSC is currently engaged in providing significantly greater financial autonomy to all academic departments at this campus, and the Dean’s Office will continue to work constructively with the Department of Management on this rollout. The Chair has acknowledged this planned transition, but he argues that the Department needs a greater portion of the net revenue the Department generates for UTSC annually. I anticipate more augmentation to Management’s budget as a result of the tri-campus review of the delivery of all Management programs at the University of Toronto.

The Dean’s Office will monitor the implementation of recommendations through ongoing meetings with the Chair. A brief report to the Office of the Vice-Provost, Academic Programs, midway between the November 14-15, 2019 site visit and the year of the next site visit, and no later than Winter 2024, will be prepared. The next external review of the Department has been scheduled for 2026-27.

Regards,



Professor William Gough
Vice-Principal Academic and Dean

Implementation Plan

Action	Timeline	Lead
Management to move to the new activity-based budget structure	Immediate (May 2020)	Dean, William Gough
Comprehensive review of centralized services, including Academic Advising & Career Centre, AccessAbility, Health & Wellness, etc.	Immediate (May to August 2020)	Dean, William Gough or designate; Managing Director, Management and Management Co-op; Senior Manager, Academic Advising & Career Centre; Representative, Health and Wellness
Core curriculum review	Immediate to Medium (November 2019 to November 2020)	Chair, Department of Management, or designate
Review of AACSB accreditation requirements	Medium to Long (July 2021 and ongoing)	Chair, Department of Management, or designate
Comparison of business program funding budgets at U of T/review of department's budget	Immediate to Medium (6 months to 2 years)	Dean, William Gough
Review of department report on overload teaching and faculty complement	Immediate (6 months to 1 year)	Dean, William Gough
Continued discussion around transitioning the Department to a faculty or school	Medium to Long (1 to 4 years)	Principal, Wisdom Tettey Provost, Cheryl Regehr

UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

1. Review Summary

Program(s) Reviewed:	<p>Economics for Management Studies, BA: Major; Minor Economics for Management Studies, BBA: Specialist and Specialist Co-op</p> <p>Management, BBA: Specialist and Specialist Co-op</p> <p>Management and Accounting, BBA: Specialist and Specialist Co-op</p> <p>Management and Finance, BBA: Specialist and Specialist Co-op</p> <p>Management and Human Resources, BBA: Specialist and Specialist Co-op</p> <p>Management and Information Technology, BBA: Specialist and Specialist Co-op</p> <p>Management and International Business, BBA: Specialist Co-op (no non co-op analog program)</p> <p>Management and Marketing, BBA: Specialist and Specialist Co-op</p> <p>Strategic Management, BBA: Specialist and Specialist Co-op</p>
Division/Unit Reviewed OR Division/Unit Offering Program(s):	<p>Department of Management</p> <p>University of Toronto Scarborough</p>
Commissioning Officer:	<p>Vice-Principal (Academic) & Dean</p> <p>University of Toronto Scarborough</p>
Reviewers (Name, Affiliation):	<p>Benoit Aubert, Director, Rowe School of Business, Dalhousie University</p> <p>Luis Cabral, Chair, Department of Economics, Stern School of Business, New York University</p> <p>Kai Li, Senior Associate Dean, Equity and Diversity, Sauder School of Business, University of British Columbia</p>
Date of Review Visit:	<p>November 14-15, 2019</p>
Date presented to AP&P:	<p>May 6, 2020</p>

Previous Review

Date: November 29-30, 2010

Summary of Findings and Recommendations

1. Undergraduate Programs

The reviewers observed the following strengths:

- Program demand remains high, particularly for the Co-op option.
- The Co-op option has been very successful in training students for the job market.
- The students in the BBA program are of high quality, competitive with students in other Commerce programs in Canada, and ethnically diverse.

The reviewers identified the following areas of concern:

- The inability to achieve admission into the Co-op option causing some frustration among students in the BBA program and especially in the Pre-Management program.
- Significant tension between the non Co-op and Co-op students, who are seen as privileged and favoured.
- Increasing competition for high quality students with the Rotman School and other Ontario institutions
- Program and course do not appear to be structured around a clearly articulated set of learning goals for students. The reviewers noted that it was unusual that students may earn the same degree (the BBA or BCom), but might fulfill very different requirements depending on which U of T campus it is offered.
- Many Green Path students have problems with written and spoken English communication and to some extent comprise a segregated group, even in the classroom.

The reviewers made the following recommendations:

- Reduced pre-program admissions, and increase admissions into the BBA.
- Offer Management-specific career and alumni services.
- Expand number of Co-op placements.
- Develop a specialization in International Business.
- Develop three to four major learning goals for the programs and assess student learning with regard to these goals.
- Address inconsistencies across University campuses with regards to the requirements to earn the BBA or BCom degrees.
- Make additional efforts to support improved communication skills for the Green Path students, and to integrate them into the student body.

- Decrease the focus on economics to potentially add more depth in functional areas like marketing and management information systems.

Faculty/Research

The reviewers observed the following strengths:

- Department has an excellent teaching culture. Both teaching and tenure stream faculty take teaching responsibilities seriously and pursue excellence.
- Teaching loads of tenure stream faculty are light and service commitments limited, leaving considerable time for research.
- Teaching stream faculty feel that they are the “face” of the undergraduate program.
- Strong student satisfaction regarding their interactions with faculty.
- Faculty have a strong commitment to research and have a strong record of publication and successful grant applications.

The reviewers identified the following areas of concern:

- Some tension between teaching and tenure stream faculty
- Faculty profile is less ethnically diverse than that of the students.
- The general absence of the research faculty at UTSC concerning, but may be unavoidable.
- The ratio of students to faculty is seen by faculty as high.

The reviewers made the following recommendations:

- The reviewers recommended that additional faculty be hired over the next few years to fill existing gaps.
- The reviewers commented that the quality of teaching is high, and suggested that faculty might benefit from more in-class peer observation and assessment to support best practice.

Administration

The reviewers observed the following strengths:

- The close relationship with the Rotman School and the CIRHR is an integral component of the research environment.
- The internal governance structure is effective.
- The morale of faculty, staff and students is strong.

The reviewers identified the following areas of concern:

- The Department appears isolated from other UTSC departments.
- External governance of the Department is a serious source of contention.
- Some faculty complained about inadequate office space at Rotman.

The reviewers made the following recommendations:

- The reviewers recommended increased autonomy for the Department, and recommended that it be established as a Faculty of Management.
- The reviewers recommended that the Department be allowed to capture a larger share of additional revenues generated by new initiatives

- The reviewers suggested that the responsibility for career placement and alumni should be transferred to the Department, requiring some expansion of administrative staff.
- Provided opportunities for increased interaction between UTSC, Rotman and CIRHR faculty.

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

1. About the University and UTSC: UTSC Strategic Plan (2014/15 – 2018/19); UTSC Academic Plan (2015-20); UTSC By the Numbers; UTSC Admissions Viewbook (2018-19).
2. About the Review: Terms of Reference; Site Visit Schedule.
3. About the Department: Unit Academic Plan, April 2015; Unit Self Study, September 2019.
4. About Programs and Courses: Description of all programs; and description of all courses; Course Enrolments from 2011 to 2019.
5. Course Syllabi.
6. Faculty CVs.

Consultation Process

The reviewers met with the following: the decanal group, including the Acting Vice-Principal Academic and Dean/Vice-Dean Faculty Affairs and Equity, Vice-Dean Undergraduate, Vice-Dean Graduate, Assistant Dean Academic, and Academic Programs Officer; the Vice-Principal Research; the Chair of the Department of Management; junior and senior faculty from both tenure-stream and teaching-stream; the Managing Director, Assistant Director and administrative staff from the Management Co-op Office; departmental administrative staff; BRIDGE and library staff; undergraduate students; and Management alumni

Current Review: Findings and Recommendations

1. Undergraduate Program

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

The reviewers observed the following **strengths**:

- Overall quality

- The Department offers some of the most prestigious undergraduate business programs in Canada, particularly in the area of experiential learning (specifically, the co-op program)
- Admissions requirements
 - Management programs attract excellent students, and provide rigorous training
- Curriculum and program delivery
 - Effective and efficient delivery of programs, given budgetary and staffing limitations
- Innovation
 - The BRIDGE program (a partnership between Management and the UTSC Library) has achieved impressive results quickly, with limited resources
 - Co-op component is a distinctive feature of the BBA
- Student engagement, experience and program support services
 - Students expressed satisfaction with the Department, its programs and its value
 - Volunteer mentoring program serves as a creative means for providing additional support to students

The reviewers identified the following **areas of concern**:

- Curriculum and program delivery
 - Sustainability of curriculum delivery noted as a concern
 - Students perceive programs as having excessive core curriculum requirements, limiting their ability to minor outside of Management
- Innovation
 - Overextension of teaching-stream faculty identified as potential threat to content evolution: teaching so many courses leaves little time for professional development and making updates to course material
 - Co-op program “is under considerable threat by the emergence of competing programs in Ontario and elsewhere in Canada”
- Student engagement, experience and program support services
 - Students do not have access to the range of services (e.g. co-curricular activities, teaching support, professional development for non-co-op students, mental health and stress management resources, embedded career centres, student advising) or overall experience that a management student would expect to receive in Canada, given their higher tuition. This could negatively impact the program’s competitiveness.
 - Compared to co-op students, non co-op students are “neglected” in terms of professional development resources and opportunities
 - Management students form a somewhat insular unit; rarely taking courses outside of the department
 - Staff indicated that resources devoted to student guidance, onboarding, orientation and community building are very limited; students also reported difficulties in their first year of the program
 - Tutor support for students also very limited

The reviewers made the following **recommendations**:

- Curriculum and program delivery
 - Enable/encourage students to take more courses and pursue other interests outside of Management, to encourage a higher diversity of views and approaches
 - Encourage more arts and sciences students to take Management courses
 - Additional program flexibility could enhance interdisciplinarity
- Student engagement, experience and program support services
 - Consider creating an embedded career centre for the Department; reviewers note this would be a logical extension of the co-op office's current activities
 - Provide additional support/resources for students to travel to national and international case competition events, which have become an integral component of business education

2. Graduate Program (n/a)

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
 - Impressive group of research active faculty
 - Good relationships between tenure and teaching stream faculty
- Faculty
 - Tri-campus graduate appointments provide great collaborative opportunities to faculty members
- Research
 - Department is “an impressive research powerhouse”; faculty members are very productive

The reviewers identified the following **areas of concern**:

- Faculty
 - Examination of teaching loads for the past two years indicate that teaching-stream faculty members are overextended, teaching a significant number of course sections as overloads
 - Imbalanced division of teaching labour: majority of overloads are taught by teaching-stream faculty
 - Tri-campus graduate appointments inhibit the strengthening of a core at UTSC

4. Administration

The reviewers observed the following **strengths**:

- Relationships
 - Department faculty and staff have fostered a strong sense of belonging for their students
- Organizational and financial structure
 - Staff members are creative in providing students with the required services

The reviewers identified the following **areas of concern**:

- Relationships
 - Morale of Department leadership is low, due to lack of resources and limited autonomy
 - Department forms an insular unit at UTSC
- Organizational and financial structure
 - Department is understaffed, particularly in student-facing areas
 - BRIDGE program relies on temporary funding, and a temporary employee
 - Department has much higher student fees, but a much lower budget per student than comparable Canadian institutions
 - Reviewers identified a sense of “organizational fatigue”, with all initiatives as temporary projects or solutions, and no permanent resolutions to issues
 - Lack of financial and administrative autonomy potentially limits Department’s “entrepreneurial force”, as well as incentives to develop new programs and improve existing ones; also impacts recruitment of new Chair
- Long-range planning and overall assessment
 - Lack of meeting, work, and calm space identified as a challenge by all parties in the Department, especially students

The reviewers made the following **recommendations**:

- Relationships
 - Encourage increased interaction and collaboration between Management faculty and other UTSC faculty to enhance interdisciplinary approaches and projects
- Organizational and financial structure
 - Benchmark activities and services offered to management students with offerings at peer institutions
 - Reviewers recommended exploring the possibility of establishing Management as a Faculty at UTSC, or an intermediate step such as establishing it as a School, to increase financial and administrative autonomy, and external visibility

2. Administrative Response & Implementation Plan



Office of the Vice-Principal Academic and Dean

February 25, 2020

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

Dean's Administrative Response: External Review of the Department of Management

Dean Susan,

Thank you for your letter of January 13, 2020 requesting my administrative response to the external review of the Department of Management. We want to thank the review team – Dr. Benoit Aubert, Director, Rowe School of Business, Dalhousie University; Dr. Luis Cabral, Chair, Department of Economics, Stern School of Business, New York University; and Dr. Kai Li, Senior Associate Dean, Equity and Diversity, Sauder School of Business, University of British Columbia – for their consultation with us during the site visit on November 14 and 15, 2019, and for their report, which was finalized on November 28, 2019.

In their report, the reviewers stress that there is much to admire about the Department of Management, including: its prestigious undergraduate business program, its impressive and research-active faculty, its effective BRIDGE program, and its dedicated staff. The report also highlights, and makes recommendations around, the following areas of concern: the student experience, faculty complement and sustainability, curriculum, space, and the department's financial and organizational structure.

The external review report was sent to the Chair of the department, Professor David Zweig, on November 28, 2019, with a request to share it widely among the faculty, staff and students. The decanal group, including myself, the Vice-Dean Undergraduate, the Vice-Dean Faculty Affairs and Equity, the Vice-Dean Graduate, and Academic Programs Officer met with the Chair, the Vice-Chair, and the Managing Director, Management and Management Co-op, on January 24, 2020 to discuss the external review report and our administrative response; I am pleased with the depth of the discussion that took place.

In preparing the response below, my office requested an administrative response focused on items within the department's purview from the Chair. His letter to me, dated February 14, 2020 outlines the reviewers' concerns and recommendations, as well as the Department's responses to those recommendations. My administrative response, below, is based on Professor Zweig's letter to me and the external review report.

Let me address the specific points raised in your letter:

Student experience:

- The reviewers noted that the department has higher student fees but a significantly lower budget per student relative to comparable Canadian institutions, and that students may not be receiving services comparable to management students in peer institutions; they recommended benchmarking the activities and services offered in comparator institutions.

In his response, the Chair notes that an additional \$50,000 in funding has been allocated to support student co-curricular activities - \$35,000 in annual base funding from the Dean's Office and \$15,000 from the Chair's discretionary funds. Nevertheless, he emphasizes they are still working with limited financial and staff resources. He reiterates that a key point of the self-study is that per student funding levels in the UTSC Department of Management are "significantly" lower than for comparator business programs, including programs delivered by other University of Toronto divisions; however, he acknowledges that they were unable to engage in a direct "apples-to-apples" comparison because they did not have access to the budgets of other business programs. I have agreement from the Deans of UTM and FAS to a comparison of resource allocations for the delivery of programs similar to those offered by UTSC Management.

- They noted that a number of services provided to Co-op students are not available for non Co-op students.

In his response, the Chair highlights both the tremendous success of the BRIDGE and the Department's progress in ensuring all students engage in a meaningful Work-Integrated Learning (WIL) experience while they are at UTSC. Nevertheless, he notes the Department is aware that non Co-op students may not be receiving the same perceived level of career advising, development and support as do their co-op students. The Chair observes that the Department has developed an embedded career advisor agreement with the Academic Advising & Career Centre that permits one Career Advisor to be available exclusively to Management students for 2 days a week. They see value in expanding this arrangement, but also believe they need to invest in new staff

When considering these concerns, it is important to realize that, along with the resources provided explicitly by the Department of Management, UTSC also provides significant central resources for Management students. Unfortunately, the simple calculation of budget per student, for both Co-op and non Co-op programs, fails to capture these central resources.

Having said that, we agree with the reviewers that our goal should be to resource both Co-op and non Co-op Management students at a level comparable to peer programs and institutions. Towards that end, the Dean's Office commits to undertaking a review of the services provided by peer institutions, and to compare these to the services provided to students within our own Management programs. This review will attempt to categorize which services are explicitly housed within and provided by the Department, and which services are provided centrally, evaluate the efficacy of these existing arrangements, and make recommendations for modifications as deemed appropriate. These modifications could include a standalone unit within the Department of Management.

- They noted that "At all levels, while the staff members are creative in providing students with the required services, there is a general impression of them being stretched to a degree that is not sustainable."

In his response, the Chair praises the commitment of the Department's staff; however, they argue in their self-study that they have fewer staff in place to support their students than do other divisions at the University. The Chair contends that the Department needs immediate investments in new staff across a variety of areas to improve service delivery and outcomes for students; towards this end, he has presented an outline of these needs to the Dean's Office. The comparison with similar units at UTM and FAS noted above should shed some light on the relative staffing support for this unit. I am committed to tri-campus equity in supporting the Management programs. In addition, I recognize that the embedding of a Management department within a faculty of Arts and Science departments systemically limits the fiscal resources and this needs to be addressed.

Faculty complement and sustainability:

- The reviewers raised concerns regarding faculty complement and its impact on the sustainability of program delivery, both in terms of workload for individual faculty members and the distribution of teaching responsibilities among research- and teaching-stream faculty.

The focus of the reviewers' concern here is on what they perceive as a high percentage of overload teaching in the Department, and the potential risk of faculty burn-out over time. In his response, the Chair argues that overload teaching is necessary to forestall increasing class sizes and relying on sessional instructors to deliver courses. To preserve the quality of the Department's programs and courses, the Chair believes the Department needs to hire additional faculty. He acknowledges that the Department has been treated as a priority area for new faculty hires. The Chair notes that they have hired a number of excellent junior faculty over the past nine years, and it should be noted that half of these positions have been growth positions. However, more are required to address the needs of the academic programs and accreditation.

The Chair notes that the faculty/student ratio in the Department sits at 1:57, while in comparable business programs it is closer to 1:20; he believes this faculty/student ratio places the Department at risk of losing its program accreditation with the Association to Advance Collegiate Schools of Business (AACSB). The Chair argues the best way to ensure the Department maintains its accreditation is to make immediate investments in growing the faculty; however, in the short term, it will establish a committee to review AACSB accreditation requirements, and identify the factors and structures that need to change to allow it to engage in independent accreditation. I acknowledge these concerns. Through the hiring of teaching stream faculty (1/3 of the faculty) who teach at twice the load of tenure stream faculty and the substantial deployment of overload teaching, students do have excellent access to faculty that is not fully apparent in the unnuanced faculty/student ratio. However, I acknowledge that this mode of delivery is not sustainable and not consistent with AACSB standards. We are committed to working on the overload concerns in a comprehensive fashion in coordination with the relevant tri-campus units (UTM Management, Rotman Management).

Curriculum:

- The reviewers noted student perceptions that the core curriculum requirement is “excessively large,” allowing little flexibility in the program for interdisciplinary pursuits.

In his response, the Chair emphasizes that a core principal of the BBA program is to provide students with a holistic business education in which students can specialize in one area but gain knowledge in all other areas of business – in other words, the BBA program is designed to create well-rounded graduates. Nevertheless, he acknowledges that the heaviness of the BBA core is a well-recognized issue in the Department and, moreover, this heaviness restricts students from taking courses outside the discipline that are of interest or relevance to them.

Accordingly, the Department has committed to (and is already engaged in) a review of their core curriculum requirements. This review will compare their core curriculum to that of other peer institutions and programs, as well with norms established by accrediting organizations. If this review recommends modifications to the core curriculum of the BBA program, the intention is to enact these modifications promptly.

Space:

- The reviewers noted that space concerns are a barrier to community building within the department and “limits interactions between students, and between students and university members.”

In his response, the Chair emphasizes that the Department appreciates the recent investments UTSC has made to their space allocations, including a new graduate lounge and the BRIDGE. He acknowledges that space is a pressing concern across the campus, and there is a campus plan for investment in new buildings, including a second Instructional Centre (IC2).

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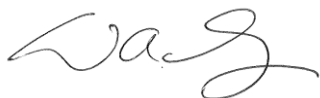
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In his letter, the Chair states that a key concern for the Department is their operating budget is tiny compared to the revenue they generate for the campus, and they currently operate under “severe resource constraints.” UTSC is currently engaged in providing significantly greater financial autonomy to all academic departments at this campus, and the Dean’s Office will continue to work constructively with the Department of Management on this rollout. The Chair has acknowledged this planned transition, but he argues that the Department needs a greater portion of the net revenue the Department generates for UTSC annually. I anticipate more augmentation to Management’s budget as a result of the tri-campus review of the delivery of all Management programs at the University of Toronto.

The Dean’s Office will monitor the implementation of recommendations through ongoing meetings with the Chair. A brief report to the Office of the Vice-Provost, Academic Programs, midway between the November 14-15, 2019 site visit and the year of the next site visit, and no later than Winter 2024, will be prepared. The next external review of the Department has been scheduled for 2026-27.

Regards,



Professor William Gough
Vice-Principal Academic and Dean

Implementation Plan

Action	Timeline	Lead
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Review of department report on overload teaching and faculty complement	Immediate (6 months to 1 year)	Dean, William Gough
Continued discussion around transitioning the Department to a faculty or school	Medium to Long (1 to 4 years)	Principal, Wisdom Tettey Provost, Cheryl Regehr

3. Committee on Academic Policy & Programs (AP&P) Findings

The spokesperson for the Reading Group reported that the summary covered the full Review. However, reading group members felt that the gravity of some of the issues that were identified, and the reviewers' comment that "the status quo is not sustainable any longer," were not fully apparent in the summary.

The Group agreed that the Dean's administrative response addressed the issues identified. However, the Group noted that the administrative response indicated that addressing the issues and implementing any of the recommendations made in the Report would depend on several reviews that were currently underway or would be underway shortly. These included the following; a review of student services in the Management programs; a core curriculum review; a review of the Association to Advance Collegiate Schools of Business (AACSB) accreditation requirement; a review of overload teaching and faculty complement in the department; a comparison of business program funding budgets at U of T and comparator institutions; a review of the tri-campus relationship between Management programs; and, continued discussion around transitioning the department to a Faculty or School.

Professor David Zweig, Chair of the Department of Management, UTSC, appreciated the Group's highlighting the urgency of some of the items. From his perspective, the programs were under resourced relative to other similar programs. He felt that the structure of Management at UTSC reflected another era and welcomed opportunity to address this.

A one-year follow up report was requested 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.

4. Institutional Executive Summary

The reviewers praised the Department as offering some of the most prestigious undergraduate business programs in Canada, particularly for the co-op programs, in the area of experiential learning; they noted that the Department is an "impressive research powerhouse," with a highly accomplished group of research-active faculty; they found the faculty to form a cohesive and strong group, enjoying good relationships between the tenure and teaching streams; and the reviewers were impressed by the strong student satisfaction with the Department and overall sense of belonging. The reviewers recommended that the following issues be addressed: addressing student academic experience concerns such as higher student fees vs. significantly lower budget per student relative to comparable Canadian institutions, and that students may not be receiving services comparable to management students in peer institutions; benchmarking the activities and services offered in comparator institutions; addressing the issue that a number of services provided to co-op students are not available for

non-co-op students; addressing concerns regarding staff being stretched “to a degree that is not sustainable”; addressing concerns regarding faculty workload and the distribution of teaching responsibilities among research- and teaching-stream faculty; addressing student perceptions that the core curriculum requirement is “excessively large,” allowing little flexibility in the program; examining the issue of space constraints as a barrier to community building within the Department; and exploring the possibility of establishing Management as a Faculty or School.

5. Monitoring and Date of Next Review

The Dean’s Office will monitor the implementation of recommendations through ongoing meetings with the Chair and the Department.

The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than Winter 2024 on the status of the implementation plans.

The next review will be commissioned in 2026-27.

6. Distribution

On October 26, 2020, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of UTSC, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair of the Department.



September 9, 2020

Professor William Gough
Vice Principal Academic and Dean
University of Toronto Scarborough

Dear Professor Gough,

I am writing to request a one-year follow-up report to the November 14 - 15, 2019 external review of the UTSC Department of Management and its programs and the administrative response of February 25, 2020. As indicated in our *Statement of Institutional Purpose*, the University of Toronto is committed “to being an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality.” This quality is assessed through the periodic appraisal of programs and units, which considers how our research, scholarship, and programs compare to those of international peer institutions and assesses the alignment of our programs with established Degree Level Expectations.

Under the *University of Toronto Quality Assurance Process*, the Committee on Academic Policy and Programs (AP&P) considers external appraisal reports and may request a follow-up report where concerns are raised in an external review that require a longer period of response.

The review identified a number of strengths and concerns, and made several recommendations. In your response to the review report, you noted that implementation of the reviewers’ recommendations was dependent upon the outcome of continued discussion around transitioning the department to a Faculty or School, and of several other review processes that were either underway or expected to begin shortly, including:

- a review of student services in the Management programs
- a core curriculum review
- a review of the Association to Advance Collegiate Schools of Business (AACSB) accreditation requirement
- a review of overload teaching and faculty complement in the department
- a comparison of business program funding budgets at U of T and comparator institutions
- a review of the tri-campus relationship between Management programs

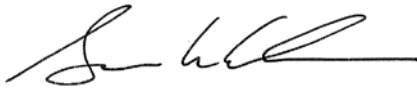
At its meeting on May 6, 2020, AP&P requested a one-year follow-up report on the outcome of the review processes mentioned in the administrative response, and on progress towards implementation of the follow up measures outlined, especially in relation to the expressed need

for improved student services and greater governance autonomy for the Management programs.

If you are in agreement, your one-year follow-up report will be presented to AP&P for information at its meeting on Monday April 12, 2021. Please plan to attend this meeting in order to respond to any questions AP&P may have regarding the report. I would appreciate receiving the report by Monday March 8, 2021; this will allow my office sufficient time to include it in the package of meeting materials.

Please feel free to contact me or David Lock, Coordinator, Academic Planning and Reviews, should you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Susan McCahan', written in a cursive style.

Susan McCahan
Vice-Provost, Academic Programs

cc.

Annette Knott, Academic Programs Officer, University of Toronto Scarborough
Daniella Mallinick, Director, Academic Programs, Planning and Quality Assurance
David Lock, Coordinator, Academic Planning and Reviews
Emma del Junco, Assistant Coordinator, Academic Planning and Reviews

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 Recurring 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,

A handwritten signature in black ink, appearing to read 'WAG', with a long horizontal flourish extending to the right.

Professor William A. Gough
Vice-Principal Academic & Dean

Cc: Professor April Franco, Chair UTSC Department of Management