

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).

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.

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.

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

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.