![Lakehead University logo]

Final Assessment Report and Implementation Plan

Faculty of Business Administration

Bachelor of Administration

Honours Bachelor of Commerce

Masters of Science in Management

June 2021

Cyclical Program Review

Faculty of Business Administration

Final Assessment Report and Implementation Plan

Programs Reviewed

Bachelor of Administration (TB and O)

Honours Bachelor of Commerce with Majors in

- Accounting (TB)

- Human Resources Management/Industrial Relations (TB)

- Marketing (TB)

- Finance (TB)

- General Management (TB)

- Business Economics (TB)

- Business Analytics and Information Systems (TB)

- International Business (TB)

- Global Entrepreneurship (O)

- Business Administration (O)

Masters of Science in Management (TB)

Final Assessment Report and Implementation Plan   June 2021

Faculty of Business Administration Undergraduate and M.Sc.Mgmt. Programs

Review Team

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Background

In accordance with the Lakehead University Institutional Quality Assurance Process (IQAP), a Final Assessment Report has been prepared to provide a synthesis of the external evaluation and internal response and assessments of the undergraduate programs offered by the Faculty of Business Administration. This report identifies the significant strengths of the programs, the opportunities for program improvement and enhancement, and sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies:

a. who will be responsible for approving the recommendations set out in the Final Assessment Report;

b. who will be responsible for providing any resources made necessary by those recommendations;

c. who will be responsible for acting on those recommendations;

d. any changes in organization, policy or governance that will be necessary to meet the recommendations; and

e. timelines for acting on and monitoring the implementation of those recommendations.

Review Summary

The Faculty of Business Administration, submitted a Self-Study in September 2020. Volume I presented the program descriptions and outcomes, an analytical assessment of the program, and program information along with institutional information and

Final Assessment Report and Implementation Plan   June 2021

Faculty of Business Administration Undergraduate and M.Sc.Mgmt. Programs

statistical data. Volume II provided course syllabi. Volume III provided the CVs for 26 tenure track faculty members and one continuing contract lecturer.

The Review Team included two external reviewers and one internal reviewer selected by the Senate Academic Quality Assurance Sub-Committee (SAC-QA) from a set of proposed reviewers. The reviewers examined materials and completed a two-day virtual site visit on November 9-10, 2020. The site visit included meetings with the Provost and Vice-President (Academic); Deputy Provost and Vice-Provost (Teaching and Learning); Dean of the Faculty of Business Administration; Program Chairs; Graduate Coordinator; Assistant Dean; Chair and members of the Assurance of Learning (AOL) committee; Associate Vice-President Research and Graduate Studies; Vice-President International; two sessions of faculty members (Orillia and Thunder Bay separately); a joint session of sessional lecturers; administrative staff; one group of undergraduate students; a group of recent and current graduate students; University Librarian; Liaison Librarian; and a group of alumni and community partners. The Review Team were provided with a video tour of the Faculty including teaching and lab space.

In their report (December 2020), the Review Team provided feedback that describes how the Bachelor of Administration, Honours Bachelor of Commerce and Masters of Science in Management programs delivered by the Faculty of Business Administration meet the Quality Assurance Framework evaluation criteria and align with the University mission, strategic plan and academic plan. The Review Team specifically notes that:

> "The University's Vision and Mission statement are directly reflected in FOBA's strategic planning cycles that began in 2013. FOBA aims to be recognized nationally and internationally, provide excellence in teaching, research and developing professional careers, with a focus on life-long learning and service to community."

> "FOBA demonstrated clear learning outcomes and curriculum development in line with each category of the Degree Level Expectations for Undergraduate and Graduate Degrees provided by the Ontario Council of Academic Vice-Presidents."

With respect to quality indicators not also included in Strengths (below), The Review Team stated:

- The core values of FOBA are in line with that of the University's stated values, and are clearly communicated within the context of the program and the business community.

- AACSB accreditation and CPA accreditation further ensure quality indicators are met beyond internal curriculum review and quality assurance processes.

4

Final Assessment Report and Implementation Plan   June 2021

Faculty of Business Administration Undergraduate and M.Sc.Mgmt. Programs

- The "Work Integrated Learning at Lakehead" program seems like a great initiative for students. It is intended to provide FOBA students with skills and practical experience to ensure a successful transition into the careers upon graduation.

Strengths Summarized

The reviewers described the following key strengths:

- Faculty [members] are passionate about ensuring the right offerings are made;

- There is a high level of cohesion among faculty, staff, sessional lecturers and students;

- Communication and consultation avenues that the FOBA's Dean has developed have been appreciated;

- Numerous faculty and staff engage in ongoing curriculum and development through clear and defined roles (i.e. Chair of Year 1 and 2; Chair of Year 3 and 4; Graduate Chair, Chair of Orillia, Assistant Dean and Dean, etc.);

- Students receive competent advising about program requirements;

- New curriculum changes (ethics and indigenous awareness) seem excellent;

- Forthcoming program collaborations with Faculty of Engineering, Faculty of Social Sciences and Humanities.

Key Opportunities for Improvement

The Review Team provided the following suggestions:

- Streamline core courses more and consider elective options that would be popular with students;

- More coordination between Orillia and Thunder Bay campus offerings;

- Access to industry standard software (Note – see Clarification #4);

- Engagement with community partners in a way that increases student participation in events with alumni and local employers (Chamber of Commerce, City of Thunder Bay, Banks, etc.).

Final Assessment Report and Implementation Plan   June 2021

Faculty of Business Administration Undergraduate and M.Sc.Mgmt. Programs

Recommendations

The Review Team provided 7 specific Recommendations for the undergraduate programs and 3 specific Recommendations for the M.Sc. Mgmt.

As per the IQAP, responses from the Program Chairs, the Dean of the Faculty of Business Administration (FOBA), the Dean of the Faculty of Graduate Studies and, where appropriate, the Provost and Vice-President (Academic) to each of the Review Team Recommendations are included below.

Recommendations for the Bachelor of Administration and the Honours Bachelor of Commerce:

Recommendation #1: We recommend that electives that are not offered reliably are removed from the course calendar as students commented on the breadth of offerings presented when they were planning their degrees that were then not realized. Alternatively, the FOBA has to develop a way to better communicate which elective courses in the calendar would be offered and would not be offered, preferably as far in advance as possible before the beginning of each academic year.

Academic Unit response:

a) We agree with the reviewers' comments, however, we would like to bring the following to their attention.

1. Any course that is not offered within the last five years is removed from the calendar as per the process approved by the Senate.

2. Decisions to offer courses depends on the enrollment and is monitored by the Dean. Our ability to offer certain electives is dependent on enrollment and interest in a particular class. Further, faculty vacancies in some areas have impacted our ability to offer certain courses. This may result in a situation where a certain course may not be offered for several years.

3. Some courses in Orillia are only offered in alternative years due to program enrolment.

b) Changes in Organization - The matter has been referred to the Faculty's Undergraduate Studies Committee to review courses that could be removed from the course calendar. The Committee has also been entrusted to make recommendations on a more effective and timely communication with the students if certain courses are not being offered in the next year.

c) Resources - The Faculty will not require any additional resources to support the implementation of the recommendations.

d) Proposed Timeline - The Faculty's Undergraduate Studies Committee is expected to complete the course review by June, 2021.

6

Final Assessment Report and Implementation Plan   June 2021

Faculty of Business Administration Undergraduate and M.Sc.Mgmt. Programs

Academic Dean response:

I support the response provided by the Academic Unit.

Recommendation #2: Consider offering summer courses for core and elective business courses to allow students more flexibility in their course scheduling.

Academic Unit response:

a) We appreciate the reviewers' recommendations. As discussed in response to the previous recommendation, there are some constraints on the number of courses we can offer in the spring and summer. The number of students and the breadth of majors within the program is another consideration that impacts our ability to offer a range of core and elective courses in spring/summer. Enrollments are carefully monitored and depending on the student's interest we will consider additional course courses in these terms.

b) Changes in Organization - The Faculty will continue to explore opportunities to offer courses in Spring/Summer dependent on student's interest and enrollment policies of the University.

c) Resources - The Faculty would require instructors who are able and available to teach additional courses in the spring/summer. The costs of these additions would be offset by the revenue generated by student enrolment (tuition).

d) Proposed Timeline - The review and recommendations for courses will be done on an annual basis.

Academic Dean response:

I agree with the response provided by the Academic Unit. We will consider student demand and courses that could be delivered in the spring or summer.

Recommendation #3: Review blended course offerings between the Orillia and Thunder Bay campus where one campus is in person and the other online for the same course offering. This would help increase enrollment in courses and address concerns about limited offerings for students at the Orillia campus.

Academic Unit response:

a) We agree with the Review Team's recommendation and will consider opportunities to offer blended courses across the two campuses. We have recently aligned course offerings in Orillia and Thunder Bay which may provide the Faculty more opportunities to offer blended courses between Orillia and Thunder Bay. There have been a few instances in recent years where we have offered courses online (Web or Zoom) across the two campuses, and recognize that there may be additional opportunities.

Success of blended courses between Orillia and Thunder Bay campus depends on the available technology. In the past we have attempted to offer a part time MBA program in Orillia, where most courses were delivered by the Faculty in Thunder Bay and delivered by videoconference to Orillia. This approach resulted in a sub-optimal experience for students in Orillia and was discontinued due to low enrolment. It is our experience that students largely prefer face-to-face classes over online classes. Courses offered between campuses will need to take into consideration student interest and enrollment and the cooperation of instructors.

Taking all of these factors into consideration, we will explore these options to incorporate online and blended courses into the timetable. During the last two years the following courses were offered by the Faculty for both campuses simultaneously in a blended format.

Courses		
Thunder Bay	Orillia	Session
BUSI 1056- BUSI-Quantitative Analysis I	BUSI-1336-SAO- Quantitative Analysis I	2019SS
BUSI 1056- BUSI- Quantitative Analysis I	BUSI-1336-SAO- Quantitative Analysis I	2020 SS
Elective for Thunder Bay Campus	Business 4356 - Foundation of Nonprofit Management	2020 SS

b) Changes in Organization - The Faculty will continue to explore opportunities to offer blended courses within campuses. This process will be incorporated into the annual process of determining teaching assignments and timetable options.

c) Resources - The implementation of this recommendation could be done without additional human resources, but hybrid delivery would require the availability of appropriate technology.

d) Proposed Timeline - Annual and ongoing.

<u>Academic Dean response:</u>

I agree with the responses provided and support leveraging technology and faculty expertise at each campus to deliver meaningful experiences and opportunities for learners at both campuses.

8

Final Assessment Report and Implementation Plan   June 2021

Faculty of Business Administration Undergraduate and M.Sc.Mgmt. Programs

Recommendation #4: New faculty and sessional members may need FOBA specific onboarding so that learning goals from AASCB are communicated. Course outlines as presented in the review materials are not consistently presenting this information.

Academic Unit response:

a) We fully agree with the reviewers' comments.

b) Changes in Organization – The matter was discussed in the Executive Committee of the Faculty as well as the Faculty Council. After a discussion, the Faculty Council assigned one of its sub-committee, the Teaching and Learning Committee, to develop policies and assign responsibilities relating to onboarding of the new faculty members as well as sessional.

The Faculty has taken a number of steps in recent years to improve the onboarding process, including an instructor handbook that is updated annually, the development of a course outline template, and other resources. Some of the recent changes to the course outline template may require additional training and instruction for all teaching staff in addition to incorporating this into the onboarding process.

c) Resources - The Faculty will not require any additional resources to support the implementation of the recommendations.

d) Proposed Timeline - The Teaching and Learning Committee is expected to present its recommendations to the Faculty Council in the Spring 2021.

Academic Dean response:

Like the Academic Unit, I fully support improvements to the orientation, onboarding, and socialization of contract lecturers in the Faculty. I do note that in the past year, we have included sessional instructors in part of our Annual General Meeting and in semi-monthly information sharing sessions (these sessions started as planning meetings related to online and remote delivery, but became opportunities for faculty members and instructors to discuss issues and lessons learned, and to share information and good practices. I acknowledge that there is more that we can do and will work with Discipline Coordinators, Program Chairs, faculty members, and contract lecturers to develop and routinize additional processes to support our part-time instructors.

Recommendation #5: Community members mention limited networking and limited alumni opportunities to develop connections with the business community (both on campus and off campus events have low attendance). Consider better integrating them as guest speakers and with more industry projects and better communication around these events.

Academic Unit response

a) We agree with the recommendation. The Faculty has traditionally had strong relationships with community partners, a fact that was specifically noted in our last AACSB review. A number of our faculty members are engaged in projects with

Final Assessment Report and Implementation Plan   June 2021

Faculty of Business Administration Undergraduate and M.Sc.Mgmt. Programs

partners in the business community. We have also organized networking events, (for example, a yearly Meet and Greet event where our students meet accounting professionals and alumni of our accounting program). Faculty members have also invited guest speakers from the community into their courses. We also regularly publish and share a newsletter with our existing students, alumni, and the business community to inform them about activities occurring at both campuses. That said, we acknowledge that more can be done to build stronger ties between the Faculty and the business community. Community engagement is one of the key strategic priorities in the Faculty's future strategy, and a number of action items have been developed to help promote engagement with the alumni and the business community.

b) Changes in Organization - As a first step toward this objective, the Experiential Learning Navigator is generating a list of local speakers and their areas of specialisation. The Experiential Learning Navigator is also working on the list of businesses willing to work with our students to facilitate experiential learning. The information will be shared with all faculty members and the faculty will be encouraged to use these resources within their classes.

The Faculty will also organise more networking events with Alumni and Business community.

c) Resources - The Experiential Learning Navigator position is funded through the RBC Future Launch Initiative. The Faculty will not require any additional resources to support the implementation of the recommendations.

d) Proposed Timeline - Some activities to support this recommendation began last year. The development of the database of potential speakers and collaborators will be developed in the spring and updated on an ongoing basis.

Academic Dean response:

I concur with the response provided by the Academic Unit. This is a priority for our Faculty and central to our Mission. While there have been improvements in this area in recent years, there is more that we can do to build these relationships.

Recommendation #6: Explore suitably qualified international and domestic academic program collaborations, as such partnerships can enrich student learning and educational experience, bring greater diversity to programs and classrooms, and result in additional revenue generation, among other benefits.

Academic Unit response

a) We agree with the reviewers' recommendations. The Faculty has explored multiple options during the last few years for domestic and international collaborations which have resulted in transfer credit agreement with institutions in several countries and others are currently in development (e.g., India, Germany, Malaysia, Vietnam, Morocco). The Faculty is currently working on a collaboration

Final Assessment Report and Implementation Plan   June 2021

Faculty of Business Administration Undergraduate and M.Sc.Mgmt. Programs

with Rennes School of Business in France which is in its early stages. The Faculty has supported a number of international collaborations and promoted student and faculty exchanges. The Faculty continues to work closely with Lakehead International to identify further opportunities.

b) Changes in Organization - We are considering introducing a dedicated role within the Faculty to lead international initiatives. These activities have been undertaken by Program Chairs, the Graduate Coordinator, or the Assistant Dean. International collaborations and transfer credit assessments are time consuming adding these responsibilities on top of other activities can result in delays in launching new initiatives. Dedicated resources would be required if we are to accelerate or increase these activities.

c) Resources - The dedicated role requires human capital. We are currently assessing this role (in concert with an overall review of administrative roles and responsibilities within the Faculty). Any new position could be managed within existing financial resources.

d) Proposed Timeline - These activities will be ongoing. Decisions about roles and responsibility will occur in the Spring of 2021.

Academic Dean response:

I agree with the Academic Unit's response. We will continue to work at developing these opportunities.

Recommendation #7: Consider private space for sessional instructors needing privacy for student meetings.

Academic Unit response

a) We agree with the reviewers' recommendations. We understand that this issue is related to Orillia campus where the sessional instructors have a shared cubicle in an open area. There are bookable rooms available that can be used for private meetings with students, but that may be inadequate. The Faculty will take up this matter with the administration and explore options to improve the availability of spaces available to sessional instructors to consult with students.

b) Changes in Organization - The Faculty will take up the matter with the administration.

c) Resources - Resource requirement depends on the outcome of the consultation process with the administration.

d) Proposed Timeline - The consultation will occur prior to September 2021.

Academic Dean response:

I support this recommendation and will work with Administration at the Orillia campus to explore options.

Final Assessment Report and Implementation Plan   June 2021

Faculty of Business Administration Undergraduate and M.Sc.Mgmt. Programs

Recommendations for the Master of Science in Management:

Recommendation #8: Switch RM2 and RM1 in the MSc core as students commented on not knowing enough to benefit from the assignments and to have a clear research question in mind.

Academic Unit response

a) We disagree with the reviewers' comments. BUS 5056 (Research Methods I) is an introductory research methods course and provides a basic understanding of the research process and knowledge of the methods that are required in the design and execution of scientific research projects to answer business problems. It covers inductive and deductive research methods, the use of theory to develop research models, issues of measurement, reliability and validity, questionnaire development and interview design.

It is specifically designed to provide a research basis and facilitate the understanding of qualitative and quantitative analysis, which are taken up in BUSI 5096 (Research Method II). During Research Method I, students are expected to conduct an initial literature review, prepare a mock application for ethics approval or a research project, and develop a research proposal on a topic of their choice. The research project proposal at this stage familiarizes students with the process, and sets the basis over which they can prepare their real research project proposals in the Winter term. There is no expectation that the student will choose the same topic as a basis for their final research project (although they may do their coursework in the same area as their final research project).

If the underlying issue is that students would like to have a clearer idea of their research interests prior to starting the process, we can explore options to help students determine this prior to the start of the program.

Academic Dean response:

I too disagree with this recommendation. I support the Academic Unit's response that there are other (and better) ways to address the underlying concern.

Faculty of Graduate Studies Dean response:

I agree with the response of the Academic Unit as well as the Academic Dean. The Research Methods courses are also offered in the same order in other Graduate Programs. I agree with the Academic Dean's proposal to find other suitable ways to understand and address the students' concern.

Recommendation #9: Consider offering the MSc in Management to students at the Orillia campus in a blended format, building off the experience in the pandemic in offering online programming. This would have the benefit of engaging those faculty members in the graduate program and may attract a new target market. Note that this would only work if students in Orillia can attend the classes already being held at Thunder Bay virtually, otherwise it will be cost prohibitive.

Final Assessment Report and Implementation Plan   June 2021

Faculty of Business Administration Undergraduate and M.Sc.Mgmt. Programs

Academic Unit response

a) We agree with the reviewers' recommendation. As discussed in response to recommendation No. 3, the Faculty has experimented with blended offering of our graduate programs by offering a part time MBA option at Orillia. However, because of technological limitations and consequent enrollment issues, the program at Orillia campus was discontinued. Recent technological advancement and the Faculty's experience in online learning due to COVID-19 provide an opportunity for blended learning and offering an MSc in Management to students in Orillia.

The Faculty is currently exploring options to develop graduate programs in Business at the Orillia campus. This blended approach may help us to do that.

b) Changes in Organization - In consultation with the faculty at Orillia campus, the Graduate Studies Committee has been assigned to develop a proposal to offer an MSc Mgmt. program at Orillia campus that could include some courses in a blended format.

c) Resources - Resource requirement depends on the final proposal to offer MSc Management program at Orillia.

d) Proposed Timeline - September 2022.

Academic Dean response:

I agree with this recommendation and the Academic Unit's response. I support the development of graduate programming at the Orillia campus.

Faculty of Graduate Studies Dean response:

The Faculty of Graduate Studies will provide support, as appropriate, to start offering the MSc Management program to the students at Orillia campus.

Recommendation #10: Review the admission criteria for the MSc program with regards to admission for non-business students. There are other programs that are a good fit in terms of skills for business graduate work in terms of research preparation, and consideration should be given to a pre-Master's route to provide students with the missing foundational knowledge.

Academic Unit response

a) We agree with this recommendation in principle. The admission criteria for the MSc Management program require a four-year degree in business or a related field (or equivalent). Beyond the research methods courses, there are advanced courses and seminars that require more than cursory preparation in business. The MBA program is open to students from other disciplines and provides an alternative for students interested in graduate education in business. With these considerations in mind, the Faculty will consider alternatives for improving access for students while ensuring that students will be successful in the program.

Final Assessment Report and Implementation Plan   June 2021

Faculty of Business Administration Undergraduate and M.Sc.Mgmt. Programs

b) Changes in Organization - The Faculty's Graduate Studies Committee has been assigned to discuss and develop proposals for alternative pathways for students with non-business majors to enter the MSc Management program.

c) Resources - The Faculty will not require any additional resources to support the implementation of the recommendations.

d) Proposed Timeline - September 2021.

Academic Dean response - I concur with the Academic Unit's response. I support providing alternative pathways into the MSc Management that would build the capacity of learners to succeed in the program.

Faculty of Graduate Studies Dean response:
The Faculty of Graduate Studies will provide support, as appropriate, to the Faculty of Business Administration's graduate studies committee in developing alternative pathways for students with non-business majors to enter the MSc Management program.

Clarifications or corrections of statements contained in the Review Team Report:

In addition to specific recommendations, cited later, the Review Committee raised the following points.

1. "Based on the fact that ratio of B.Admin and H.B.Comm in the 2019-2020 academic year is 33 to 389, the consideration of having two degrees, namely B.Comm and H.B.Comm, should be explored further as it might lead to operational efficiencies"

Academic Unit response:

As noted in the Cyclical Review report, B.Admin replaced a three-year diploma at Lakehead University in 1976. By virtue of its longevity, the BAdmin nomenclature has gained considerable recognition and identifies with the Faculty and Lakehead University. Our experience does not indicate much confusion or misunderstandings, relating to the nature of the B.Admin program among our students and the community. While the Faculty can certainly look into this suggestion, it is unlikely that the name change will result in significant operational efficiencies or promotional advantage. Please note that except for one course (Business 3431 in the BAdmin and Business 3071 in the HBComm), courses are shared across both degree programs. We can explore the use of BComm designation in more creative ways, for example, for a 4-year non-honors program.

2. "It might be worth a discussion of whether a minimum high school average is needed. The reviewers were made aware of Lakehead being an Access university where a significant portion of the student body meets at least one of the criteria for access (e.g., low-income household), so this might not be desired."

Final Assessment Report and Implementation Plan   June 2021

Faculty of Business Administration Undergraduate and M.Sc.Mgmt. Programs

Academic Unit response:

This statement is somewhat inaccurate. There is a posted GPA requirement of 70 for undergraduate students. There are conditions that students may be admitted to the program without meeting that GPA requirement, but these students are supported and monitored in the Achievement Program (formerly known as the Gateway Program).

3. "Given that more than 75% of M.Sc. Mgmt. students finished within the stated two terms, and less than 5% needed more than one term extension to complete their project/thesis, the FOBA should perhaps explore whether higher GPA and/or GMAT/GRE admission scores should be required, in order to elevate the preparation of the intakes.

Academic Unit response:

MSc Management is a one-year (12 month) program. According to the data presented in the Cyclical review report, 75% of the students do not require any term extension and finish within one year (3 terms) of the MSc Mgmt. program. Of the remaining 25% students who apply for extension, a large majority require only 1 term extension. Of the total enrolled students only 5% required 2 or more extensions to complete the program. Considering that MSc Mgmt. is a one year, research-based, intensive program, we believe that our results relating to students finishing on time compare well with other similar programs. Over the years, the Faculty has put efforts and systems in place to make sure that more students are able to finish the program within one year. A higher admission requirement may unnecessarily have negative effects on enrollment in the program.

4. "Undergraduates would also benefit from more exposure to a range of software used in business, not just the licenses the Faculty/Staff require. This was something raised in discussions with members of the business community (some of whom are alumni, but not all).

Academic Unit response:

Further details are needed to respond adequately to this point. All Faculty have access to licensed, readily available and special request software applications for research and teaching. Students are exposed to all generic software being used in comparable business programs offered by other universities. Since many businesses also use a range of specialized software as well, exposing students to specialized software is likely to affect existing competencies that need to be covered in the program or elective course choices available to students. The faculty can certainly consider incorporating specific software applications that fit with the existing curriculum.

5. "It might be worth considering if FOBA can identify concentrations or majors that are uniquely associated with being in Thunder Bay/Orillia."

Academic Unit response:

Depending on the availability of resources and faculty and student requirements, the Faculty will continue to consider how to ensure its programs are relevant to its learners in both communities. With increased enrolment, we will examine options for additional majors at the Orillia campus. The majors being offered at one campus differ from those at the other campus.

6. " ….the new Business Analytics and Information Systems concentration should also consider "business analytics" above and beyond the supply chain area. The concentration should collaborate with the other business disciplines to allow them to strengthen the BAIS concentration by offering other "business analytics" electives that students in the major, minor, and certificate can choose from in parallel with Supply Chain Analytics, such as HR Analytics, Marketing Analytics and Accounting Analytics.

Academic Unit response:

This is a valuable suggestion. The Faculty has sought to integrate principles of analytics and decision making in a number of areas and relevant courses may not include "Analytics" in the title. We intend to continue to integrate analytics into other disciplines as programs move through curriculum review.

7. "The unit seems under-resourced in terms of the number of faculty .... While the number of sessional instructors is not of concern for accreditation requirements, there is a concern that sessional instructors are relied on for introductory courses, which are a first and critical step, in encouraging students into particular majors….. This human resource issue seems particularly challenging in accounting."

Academic Unit response:

The Faculty is in the process of hiring for three vacant positions which include two tenure-track positions in Marketing and Human Resource/Organizational Behavior and one three-year term position in Accounting. We believe that the Faculty will be considerably strengthened in terms of resources once the hirings are completed; however, we will continue to examine human resource requirements annually as part of the budget process. Course assignments are normally approved by the Dean based upon recommendations from the Discipline groups and the availability of faculty members. An effort is made to assign introductory courses to full-time faculty members to support student retention; however, this is not always possible with current faculty complement.

16

Final Assessment Report and Implementation Plan   June 2021
Faculty of Business Administration Undergraduate and M.Sc.Mgmt. Programs

Academic Dean response:

I concur with the responses provided by the Academic Unit.

Final Assessment Report and Implementation Plan   June 2021

Faculty of Business Administration Undergraduate and M.Sc.Mgmt. Programs

Implementation Plan (Part A): Program Responsibilities

Implementation of the Recommendations	Proposed Follow-up	Responsibility*	Timeline
Continue Undergraduate program review to facilitate access to courses and updating of curriculum (Rec'd 1, 2, 3)	With respect to course offerings, consider removal of some courses, summer offerings and blended delivery options. Should calendar changes be required, follow Senate approved procedures.	FOBA Undergraduate Studies Committee	June 2021 and June 2022
Continue Graduate program review with an emphasis on access and course progression (Rec'd 8, 9, 10)	Consider admission requirements and campus offerings along with ongoing curriculum review. Should calendar changes be required, follow Senate approved procedures.	Graduate Studies Committee	Sept 2022
Support for instructors (Rec'd 4)	Continue to develop resources for onboarding new instructors.	Dean FOBA; Assistant Dean FOBA; FOBA Teaching and Learning Committee	Sept 2021
Improve networking between the Faculty, alumni and community (Rec'd 5)	Based on consultation, develop additional appropriate opportunities for networking between the Faculty, alumni and community	FOBA Teaching and Learning Committee Experiential Learning Navigator	Sept 2022

Final Assessment Report and Implementation Plan   June 2021

Faculty of Business Administration Undergraduate and M.Sc.Mgmt. Programs

Explore suitable international and domestic academic program collaborations (Rec'd 6)	Based on consultation, identify suitable opportunities for collaboration with international and domestic partners in order to enhance the learning environment	Program Chairs; Graduate Coordinator; Assistant Dean	Sept 2021 and Sept 2022

Note – as all Academic Units will be developing their response to the Academic Plan (2019-2024), some of these items may be addressed as part of this process.

Implementation Plan (Part B): Decanal & Administration Responsibilities

Implementation of the Recommendations	Proposed Follow-up	Responsibility*	Timeline
Meet regularly with Chairs to monitor progress on the Implementation Plan**	Report to the Provost and Vice-President (Academic) as part of the Annual Review process	Dean FOBA	Annually
Identify appropriate space for sessional instructors to interact with students (Rec'd 7)	Discuss issue with sessional instructors to identify their space needs. Discuss the issue and develop a plan with the Principal of the Orillia campus.	Dean FOBA	Sept 2022

*indicates individual or office with responsibility

**Note - The Dean of the Faculty, in consultation with the School Director shall be responsible for monitoring the Implementation Plan. The details of progress made will be presented in the Deans' Annual Reports and filed in the Office of the Provost and Vice-President (Academic).

Final Assessment Report and Implementation Plan   June 2021

Faculty of Business Administration Undergraduate and M.Sc.Mgmt. Programs