Academic Program Review

Progress Report

Finance

Faculty: John Molson School of Business

Department: Finance

Year of Review: 2017

Implementation Plan Date: November 4, 2021

Progress Report Due Date: December 19, 2025

As part of the academic program review process and to report back to the Vice-Provost, Innovation in Teaching and Learning on the status of the recommendations brought forward in the Dean's Implementation Plan, the Department of Finance encloses the Progress Report detailing the status of the recommendations and other efforts towards continuous improvement.

In signing this document, the Chair confirms that this Progress Report has been presented to their Departmental Assembly (or its equivalent) prior to submission to the Faculty Dean.

Signed,

Juliane Proelss	December 12, 2025
NAME	**Date**
Department/Unit Chair	

Instructions

The Progress Report is an opportunity for your Department to highlight efforts and achievements in operationalizing the Dean's Implementation Plan. It also prompts reflection and encourages continuous improvement within the Department. The outcomes of the Progress Report provide essential information and guidance for the Department's future academic program reviews.

The report is divided into five sections:

- In Section I: Recommendations, for each recommendation indicate the status (as of the Progress Report date) whether they have been Fully, Partially, or Not implemented and as applicable, briefly describe the impact of change, the progress and/or next steps.
- In Section II: Reviewing Enrolment and Student Data, the Department has an opportunity to explore their enrolment data from the last five academic years to determine whether their programs have seen growth, stability, or a decline.
- In Section III: Developments, Innovations, and Improvements, take an opportunity to outline any significant developments, innovations and/or improvements to your programs or the Department since your last academic program review.
- In Section IV: Continuous Improvement, the Department is invited to briefly outline Department's reflection on its overall strengths and areas of concern, its programs, enrolment, and/or curriculum, and how progress will be monitored.
- In Section V: Emergent Issues and/or Noteworthy Trends, the Department should reflect on and explore issues or trends which have had or may have an impact, whether positive or negative, on the Department, programs, enrolment, and/or curriculum.

For new programs (less than five years old): the Department is invited to critically evaluate and review the initial administration and resourcing of the program. This includes identifying gaps in current practices in addition to highlighting early achievements or successes of the program.

<u>Length:</u> Minimally, the report should be at least five pages excluding the cover page, instructions, and Section I (and appendices, if applicable). Answers should be honest, succinct, and complete.

<u>Submission of report:</u> Once the Progress Report has been approved by the Departmental Assembly (or its equivalent) the signed report must be submitted by the Department/Unit Chair to the Faculty Dean who then sends it to the Program Review Lead (program.review@concordia.ca).

<u>Appendices:</u> The Department/Unit Chair may include appendices for the Progress Report. For example, if additional data was consulted it must be included as an appendix.

Section I: Recommendations from Dean's Implementation Plan

Recommendation #1: Set enrolment limits to manage growth.

Status of recommendation implementation (Fully, Partially, Not): Partially

Progress (for Partially implemented recommendations):

Since the implementation plan, the Department has undertaken a comprehensive review of undergraduate and graduate class sizes with the dual objective of (a) supporting teaching quality and case-based pedagogy and (b) balancing faculty and space resources in a period of increasing scheduling constraints. This review has led to a differentiated and pedagogically justified approach to course caps across the Finance curriculum:

- **Applied Investment Analysis II** has been capped to approximately 20 students, aligning enrolment with the number of students admitted into portfolio-management experiential programs. This ensures meaningful engagement with applied investment tools and supports the mentoring model expected in these programs.
- **Real Estate Investments, AI in Finance, Applied Investment Analysis, and Machine Learning Applications in Finance** have been capped at 30 students given the software-training components and the need to provide hands-on learning experiences that cannot be meaningfully facilitated in very large sections.
- **Trading and Investment in Securities** has had its cap increased from 20 to 40 students as software licensing does not restrict access and the instructor has confirmed that active-learning and simulation activities remain pedagogically manageable at that level.
- Newly developed courses have generally been capped at 40 students to support instructor effectiveness during initial offerings, ensure appropriate pacing, and allow the integration of new case materials and assessment strategies.
- **Cases in Finance** (cap 45) and **Sustainable Investments** (cap 50) have been adjusted to preserve case-based learning, facilitate active participation, and allow the incorporation of ESG mini-cases. Given the interactive nature of these courses, enrolment is capped at 45–50 students.
- Most upper-year **FINA lecture-based courses** continue to operate with a standard cap of approximately 60 students, which supports the integration of presentations and applied assignments while maintaining reasonable instructor workload.
- **COMM courses** typically serve multiple units and remain at double size (around 120). These courses are designed as common foundational offerings and thus follow Faculty scheduling models rather than Department-specific enrolment strategies.
- **Online sections** remain unrestricted as online delivery does not pose physical capacity limitations and helps meet student demand and scheduling patterns.
- At the **MBA level, 600-level Finance** courses are generally capped around 40 students to maintain graduate-level discussion, case analysis, and professional interaction, and to ensure appropriate instructor feedback on applied work.

- **PhD** enrolment remains inherently limited by cohort admissions and therefore does not require additional capping mechanisms.

While initial admission requirements are the same for all BComm students, the Department has introduced a minimum B- in COMM 220/221 for students who wish to transfer into the Finance major. This threshold is intended to ensure that students have the quantitative foundation needed to succeed in upper-level Finance courses and to avoid over-burdening limited resources with students who are unlikely to progress in the program.

According to the Student Experience Survey, almost 70% of Finance students agreed that class sizes are appropriate for the context, suggesting that differentiated enrolment caps have been effective in balancing pedagogy and access.

Impact (to date)

This differentiated approach to enrolment management has:

- preserved case-based teaching and experiential learning quality in upper-year and applied courses,
- moderated instructional overload,
- supported the integration of software-based and analytical tools,
- aligned enrolment with available facilities and technology,
- provided flexibility to respond to demand variations while maintaining academic standards.

Next Steps (for recommendations that have not been implemented within the proposed timeline):

Because enrolment pressures and student demand continue to evolve, the Department considers this work ongoing. Given that the University has established an enrolment-growth strategy at the Faculty level, the Department does not anticipate introducing additional program-level limits in the foreseeable future. Instead, we will continue to apply differentiated course-level caps only where pedagogically necessary (e.g., for portfolio management, software-based courses, or case-intensive learning). Within this broader institutional context, the Department's focus will remain on ensuring that teaching quality is maintained as overall enrolment increases, rather than on limiting access to the Finance major.

Recommendation #2: Develop a strategic hiring plan in consultation with the Dean and encourage FT professors to teach more frequently in the undergraduate finance program.

Status of recommendation implementation (Fully, Partially, Not): Partially

Progress (for Partially implemented recommendations):

Since the last appraisal process in 2017, the Department has hired six full-time faculty colleagues across its core disciplinary areas. These hires were largely aligned with program needs and with the areas identified in the Dean's Implementation Plan, notably in Corporate Finance, Real Estate, and Asset Pricing.

Corporate Finance and Governance.

- Parianen Veeren (2018-19) was hired as a strategic research appointment in corporate finance and continues to contribute to undergraduate and graduate teaching. His tenure decision remains outstanding. He was hired as replacement for Dr. Harjeet Bhabra
- Abby Pai (2020-21) was hired to cover strategic needs in corporate finance and contributed to undergraduate teaching until 2021-22. After a leave, she subsequently left the University and this strategic line was not replaced, leaving a gap in coverage.

Real Estate.

- Erkan Yonder (2018-19) was hired to replace the departure of Tingyu Zhou. His recruitment directly addressed the priority area of real estate finance. Since joining, he has been instrumental in developing the Real Estate Minor and also served the Department as Chair.
- Yu Shan (2019-20) was hired to strengthen the Department's real-estate profile. He left for personal reasons in 2020-21 and his replacement has not been made, leaving this strategic need unmet.

Asset Pricing and Applied Finance.

- Kun Ho Kim (2022-23) has taught upper-level undergraduate and MSc/PhD courses and was recently granted tenure. His appointment enhanced capacity in asset pricing and advanced analytical coursework. He was hired as replacement for Dr. Stylianos Perrakis.
- Mehmet Özsoy (2024-25) joined the Department and has taken over responsibilities in the Portfolio Management Program and case competitions. His hiring directly strengthens experiential learning and is aligned with strategic objectives in applied finance education.

Replacement hires.

- Dr. Harjeet Bhabra (Corporate Finance) left in 2017-18 and was replaced by Parianen Veeren.
- Dr. Stylianos Perrakis retired in 2020-21 and was replaced by Kun Ho Kim, who has since been granted tenure.

Taken together, the Department has hired **six new full-time faculty members** since 2017. Two hires filled positions vacated by colleagues, two strategic hires subsequently left without replacement, one colleague is close to the tenure-consideration stage, and three colleagues have now been granted tenure. The Department currently also has **six half-time colleagues**, two of whom are expected to retire next year, which will further impact future undergraduate staffing capacity.

In line with the recommendation to increase the participation of full-time faculty in the undergraduate program, the Department has expanded FT involvement at multiple course levels. The number of FT faculty teaching COMM service courses increased from one to four since 2021–22, which has strengthened the foundational preparation of incoming Finance students. At the 300-level, six FT faculty continue to teach regularly and provide consistent core coverage. At the 400-level, the number of FT instructors has increased from eight to eleven, allowing more advanced Finance electives and case-based offerings to be delivered by research-active faculty.

These changes reflect a sustained commitment to ensuring that undergraduate students benefit from exposure to full-time academic staff and disciplinary experts.

Survey feedback suggests students perceive strong engagement by professors, including respect toward students (over 90% agreement) and effective teaching methods and diverse perspectives, which supports the Department's efforts to increase the presence of full-time faculty in undergraduate classrooms.

Impact (to date)

Overall, our hires have contributed to the Department's research profile and ensured continuity in key teaching areas including corporate finance, real estate, and asset pricing. The development of the Real Estate Minor are direct results of these appointments. However, the loss of two strategically hired colleagues, without replacement, has limited the net increase in instructional capacity, particularly at the undergraduate level.

Next Steps (for recommendations that have not been implemented within the proposed timeline):

With two anticipated retirements in the coming year and two strategic positions currently unfilled, the Department intends to revisit its hiring priorities with the Dean to ensure continued coverage in high-demand areas. Future appointments should continue to balance research strength with teaching needs, particularly given enrolment growth and the Department's experiential learning commitments.

Summarizing, the Department has made meaningful progress in renewing faculty. At the same time, departures and upcoming retirements have limited the extent to which this recommendation can be considered implemented. Continued planning with the Dean will be necessary to sustain undergraduate capacity and address ongoing strategic needs.

Recommendation #3: Diversify the FINA course offerings with a focus on ethics, social responsibility, and environmental impact possibly via cross-Faculty collaborations.

Status of recommendation implementation (Fully, Partially, Not): Partially

Progress (for Partially implemented recommendations):

Since 2022 the Department has taken concrete steps to expand its curriculum in sustainability-related finance and to incorporate broader societal considerations in financial decision-making.

- **Sustainable Investment (2022)**, at both **undergraduate and graduate level**, introduces students to ESG integration, sustainability metrics, and the way institutional investors and regulators factor environmental and social risks into financial analysis. The course provides an analytical foundation for understanding how ESG considerations influence valuation, portfolio allocation, and risk measurement, including issues of fiduciary responsibility and ethical risk governance.

- **Social Finance (2025)** examines emerging models of capital allocation that align financial objectives with social and environmental goals. Students are introduced to impact investing, social/solidarity finance instruments, and real-world initiatives in Quebec, Canada, and internationally, supported by case studies and applied financial analysis.

Since 2019, Finance has also broadened its curriculum in Real Estate through the introduction of Real Estate Development, Real Estate Entrepreneurship, and Topics in Real Estate. Together with the Jonathan Wener Centre for Real Estate, these courses connect financial decision-making with land use, urban development, sustainability, affordability, and entrepreneurial practice in a rapidly evolving sector. These developments diversify learning pathways and expose students to capital-market activities that have explicit social and environmental dimensions.

Launched in 2021, the Sustainable Investing Practicum (SIP) represents a major strategic initiative and a flagship example of ESG-oriented experiential learning in Finance. Developed in close collaboration with Manulife Investment Management, the SIP provides a small cohort of selected students with the opportunity to manage a $2-million virtual global equity portfolio under the explicit mandate of integrating ESG factors into the investment process. Supervised jointly by a faculty director and senior professionals at Manulife, students learn to evaluate firms' environmental, social, and governance profiles, assess climate-related transition risks, apply sustainability-related disclosure frameworks, and structure investment decisions from both a financial and an impact perspective. The practicum positions students to understand modern sustainable finance practices at a global institutional level and responds directly to industry demand for graduates familiar with ESG integration and climate-aware investment analysis.

Beyond sustainability, the Department has also introduced several courses that broaden the analytical, technological, and applied dimensions of finance. **Crypto-Asset Investing** responds to student and industry interest in digital assets, blockchain-based financial instruments, and evolving regulatory frameworks. **Machine Learning Applications in Finance** and **AI in Finance**, at both **undergraduate and graduate levels**, enable students to apply data-driven methods, algorithmic tools, and predictive modelling techniques to real financial datasets, thereby strengthening analytical skills that are increasingly sought in quantitative finance and financial technology roles. Project Finance exposes students to large-scale infrastructure and financing structures that align closely with industry practice and global capital-market transactions.

Recent expansion in sustainability and real-estate offerings responds directly to student demand and labour-market trends. Growth in enrolment in RE and ESG courses, together with strong industry support (e.g., Altus, Wener Centre, Manulife), demonstrates sustained interest and reinforces experiential pathways into high-demand sectors.

Impact (to date)

Collectively, these developments have significantly expanded the curriculum beyond traditional corporate finance and investment topics, offering students exposure to ethical, social, technological, and global dimensions of financial practice. The addition of sustainability-focused courses directly addresses the recommendation and aligns with Faculty-wide and University priorities related to climate risk and responsible management.

Results from the Student Experience Survey indicate that a majority of students believe their Finance program responds to societal needs, which aligns with the recent introduction of ESG-focused and socially-oriented offerings.

Next Steps (for recommendations that have not been implemented within the proposed timeline):

The Department will continue to explore additional interdisciplinary collaborations within JMSB and with units such as Political Science, Geography, Urban Studies, and Environmental Science where appropriate to further strengthen the ethical and societal dimensions of Finance education. Further expansion will depend on faculty resources and on evolving industry expectations.

Recommendation #4: Diversify the FINA students by developing programs to recruit and support underrepresented communities.

Status of recommendation implementation (Fully, Partially, Not): Partially

Progress (for Partially implemented recommendations):

At present, recruitment to the Finance major occurs within the common BComm admissions structure, and the Department does not admit undergraduate students directly. Consequently, diversity initiatives operate primarily at the Faculty and University levels rather than through departmental admissions decisions.

Nevertheless, the Department has taken steps that indirectly support equity and access, including maintaining a broad range of elective offerings, integrating societal and ESG-related topics into the curriculum, and developing experiential learning opportunities that attract students with diverse interests and backgrounds. Additional scholarships at both undergraduate and graduate levels have been secured for women pursuing studies in Finance.

Beyond formal recruitment, the Finance student population already reflects international, multilingual, and socio-culturally diverse backgrounds, including students from Indigenous, Black, and immigrant communities — illustrated by recent alumni profiles featured by University Advancement. Several graduates from the Kenneth Woods Portfolio Management Program, the Van Berkom Investment Program, and the Goodman MSc Finance (e.g., Zimbabwe, Cuba, Indigenous communities) demonstrate successful pathways into senior roles in Canada and internationally. These stories highlight that Finance at Concordia supports diverse trajectories and provides role models for future students.

Survey data further indicates that approximately 19% of respondents self-identify as belonging to an equity-deserving group and that Finance students represent diverse linguistic and cultural backgrounds (e.g., over half fluent in an additional language). While this does not reflect a targeted recruitment initiative, it does suggest that the student body in Finance includes a meaningful proportion of students from historically underrepresented populations.

Philanthropic support reinforces this direction. Finance alumni continue to provide meaningful support through recent gifts that directly target equity-deserving groups, including the annual

Mazzarello Award in Finance, which reserves at least half of its awards for women students, the Chateram donation supporting graduate students from the Caribbean region, and the Gupta endowment for women in finance. Together, these initiatives address representation gaps and financial barriers, signal growing alumni commitment to diversity, and create sustainable funding streams that enhance the Department's capacity to offer scholarships and targeted awards aligned with diversity and inclusion priorities.

Impact (to date)

Although the Department does not administer dedicated support programs, Finance students benefit from Faculty-wide equity initiatives and University services related to advising, financial aid, accessibility, and inclusion. At the program level, experiential opportunities such as case competitions, project-based courses, and applied investment programs (e.g., KWPMP, Van Berkom, Sustainable Investing Practicum, and Real Estate) provide mentoring-style environments supported by alumni and industry partners. Importantly, many alumni from equity-deserving groups return as mentors, speakers, and internship sponsors, increasing the visibility of role models in finance and contributing to students' sense of belonging and professional readiness.

Next Steps (for recommendations that have not been implemented within the proposed timeline):

Given that undergraduate admissions are controlled at the Faculty level, the Department will continue to collaborate with JMSB and central units on initiatives that enhance equity, inclusion, and access. As new experiential programs are developed, we will seek to encourage participation from equity-deserving students through targeted communication, mentorship opportunities, and application guidance. Building on the success of the Mazzarello Award and other recent gifts, the Department will proactively pursue additional alumni-supported scholarships and bursaries aimed at women, Indigenous, Black, international, and other underrepresented students. Philanthropic initiatives of this type directly align with our long-term objective to diversify the student body, lower financial barriers to entry, and increase the visibility of successful pathways into finance careers.

Recommendation #5: Review the Honours in Finance program.

Status of recommendation implementation (Fully, Partially, Not): Fully

Impact of change (for Fully implemented recommendations):

As part of the broader review of Finance pathways, the Honours in Finance program was put on pause by the Associate Dean, Undergraduate Programs. The decision followed several years of low enrolment and consultation with the Department, which confirmed that the small number of applicants made it difficult to offer a consistently viable and distinctive Honours experience.

The discontinuation reflects both limited student uptake and the considerable overlap between Honours requirements and advanced undergraduate coursework. With the expansion of upper-level electives, experiential initiatives, and opportunities such as the MSc in Finance, academically strong students can pursue advanced study without relying on the formal Honours structure.

Next Steps (for recommendations that have not been implemented within the proposed timeline):

The Department will continue to monitor student interest and consider whether an alternative advanced pathway may be appropriate as part of future curriculum revisions, potentially in coordination with the updated Finance Major and graduate programs.

Recommendation #6: Create more opportunities for high-performing FINA students.

Status of recommendation implementation (Fully, Partially, Not): **Fully**

Impact of change (for Fully implemented recommendations):

Since the last appraisal, the Department has significantly expanded experiential and high-performance learning opportunities in areas directly tied to investment management, capital markets, and industry readiness. Finance offers multiple selective portfolio-management programs, co-operative education pathways, case-competition participation, and practicum experiences that link students with finance professionals, alumni networks, and industry employers.

The Van Berkom Investment Management Program (VBIMP) provides a cohort of high-performing students with the opportunity to manage a small-cap equity portfolio. The long-standing Kenneth Woods Portfolio Management Program (KWPMP) remains a signature experiential platform in which students manage a multi-million-dollar investment portfolio under professional oversight and receive structured mentoring, internships, and client-committee feedback. Alumni profiles confirm that KWPMP graduates have moved into leadership roles at global investment firms, including major U.S. financial institutions, demonstrating the program's international impact and industry reputation.

The Sustainable Investing Practicum (SIP), developed in partnership with Manulife Investment Management, provides students with supervised ESG-integrated portfolio management experience, combining experiential learning with sustainability-focused investment expertise. These three programs collectively create distinct and advanced experiential pathways across conventional, alternative, and sustainable investment domains.

In addition to portfolio programs, Finance students benefit from competitive case-competition preparation, employer-sponsored internship pipelines, and a highly active Co-op program that places students directly in financial-sector roles during their studies. Recent industry technology gifts (e.g., Croesus Advisor licenses, BNP Paribas investment-room upgrades, Altus ARGUS software for real-estate finance) further enhance the applied nature of coursework and allow students to work with the same professional tools used in industry.

The Department also continues to strengthen experiential learning through the targeted recruitment of instructors with substantial industry experience. Recent additions include Ismail Francillon, who brings management consulting and financial strategy expertise from McKinsey &

Company to case-based finance instruction, and Julian Tsang of Baker Gilmore & Associates Inc., who contributes practitioner-led expertise in fixed income. These appointments exemplify the Department's ongoing commitment to engaging external professionals with deep industry knowledge to enhance applied learning, case analysis, and career readiness for Finance students.

Impact (to date)

The Student Experience Survey indicates strong interest in experiential and work-integrated learning, with approximately 80% of students aware of these opportunities, though nearly half report not being able to participate—confirming that these initiatives are largely taken up by high-performing students, consistent with the intent of the recommendation.

Next Steps (for recommendations that have not been implemented within the proposed timeline):

Taken collectively, these experiential and applied programs demonstrate a strong commitment to supporting academic excellence and providing advanced opportunities for high-performing students in Finance. The Department considers this recommendation to be fully implemented.

Recommendation #7: Improve communication to students about program information.

Status of recommendation implementation (Fully, Partially, Not): Partially

Progress (for Partially implemented recommendations):

Since the last review, the Department has undertaken new measures to communicate more directly with Finance students. Systematic mass mailings were introduced to increase awareness of new and special-topic courses, particularly FINA 455 sections that many students did not previously realize could be taken more than once under different topics. Early results indicate increased enrolment and better alignment between course supply and student interest. In addition, the Department continues to use classroom visits and brief information sessions before or after class to highlight experiential opportunities and portfolio-management programs. Historically these in-class visits were the only mechanism available; the combined approach of proactive email messaging and in-class outreach now provides more real-time communication, although capacity remains constrained by the absence of dedicated departmental communications support.

The Student Experience Survey suggests that awareness of opportunities such as co-op or experiential learning is relatively high, yet a substantial proportion of students report not participating and many indicate only moderate satisfaction with advising and program information. Students also report uncertainty about whom to contact or how to obtain timely guidance. This indicates that communication mechanisms require continued development so that students not only receive information but also clearly understand its relevance and application to their academic planning.

Looking forward, the Department will continue to expand structured communication about experiential learning, case competitions, and new course offerings, and will collaborate with

JMSB academic advising and Faculty communications to improve centralized messaging. The Department will explore more varied formats (e.g., concise videos, online information sessions, or targeted social-media posts) recognizing that email alone may not reach all student segments. Enhancing visibility and clarity will help ensure that these opportunities are accessible to a broader set of students, rather than primarily those who are already well informed or highly proactive.

Impact (to date)

These efforts are taking place within structural constraints. As undergraduate admissions, advising, and official program communication are centrally administered at the Faculty level, the Department does not control primary information channels and has limited dedicated communications capacity. In addition, current budget constraints limit access to technological tools that would otherwise support broader outreach (e.g., hybrid information sessions or integrated advising platforms). Nevertheless, within its remit, the Department has strengthened direct communication and will continue to develop approaches that complement Faculty-level messaging.

Next Steps (for recommendations that have not been implemented within the proposed timeline):

Going forward, the Department will continue to strengthen structured communication channels and coordinated promotional messages concerning experiential programs, case competitions, and newly introduced or special-topic courses. In collaboration with the Faculty and relevant student-services units, we will seek to improve centralized messaging about Finance-specific opportunities and develop communication formats that align with student preferences (for example, short video announcements, online information sessions, or targeted social-media posts). The goal is to increase visibility and clarity regarding available opportunities so that participation extends beyond the most proactive students and becomes accessible to a broader proportion of the Finance cohort.

Recommendation #8: Develop a facilities expansion plan in consultation with the Dean.

Status of recommendation implementation (Fully, Partially, Not): Not

Progress (for Partially implemented recommendations):

The Implementation Plan anticipated that facilities needs would be reassessed following enrolment growth and curriculum developments. During the review period, no formal expansion plan was developed, largely because early efforts were focused on curricular renewal and experiential learning rather than physical space. While budget constraints have recently limited opportunities for major investments, the Department has continued to maximize available resources and to enrich the learning environment through targeted software, experiential platforms, and donor-supported initiatives.

In parallel, hybrid or dual-delivery teaching has been discussed as a way to increase scheduling flexibility, but implementation would require classroom technology upgrades (integrated cameras, microphones, digital display tools) that are not yet available in core JMSB rooms. As a result, hybrid delivery is not currently feasible in a consistent or pedagogically appropriate form.

At the same time, donor investments have contributed to enhanced student learning resources. The Jonathan Wener Centre for Real Estate has strengthened real-estate offerings and industry partnerships, and the Altus Group gift (valued at over $1M in software licences) has provided students with access to ARGUS, a global industry standard. These targeted contributions improve the applied learning environment, even if they do not address broader space requirements.

Impact (to date)

There has been no expansion of physical space, but several donor-supported initiatives have improved course-specific technology and experiential training. As Finance enrolments are expected to grow and course offerings diversified, facility needs will require renewed discussion when institutional conditions permit.

Next Steps (for recommendations that have not been implemented within the proposed timeline):

The Department will continue to monitor enrolment pressures and technology requirements and will revisit facilities planning with the Dean as financial circumstances allow. In the interim, the Department will prioritize maintaining essential teaching tools, pursue opportunities for donor-supported software or technology enhancements, and continue discussions regarding future classroom technology upgrades that would enable more flexible delivery formats.