



Academic Program Review

Progress Report

International Business

Faculty: John Molson School of Business

Department: International Business

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 International Business 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,

A handwritten signature in black ink, appearing to be "L. J. S.", written over a horizontal line.

NAME

Department/Unit Chair

January 9, 2026

Date

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.

Length: 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.

Submission of report: 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).

Appendices: 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: Revise the curriculum of the IBUS program, in collaboration with the committee reviewing the JMSB undergraduate core, with a focus on exploring the possibility of adding an IBUS core course and addressing overlap in course content.

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

Progress (for Partially implemented recommendations):

What specific actions have been taken?

Curriculum revision reflecting evolving international business context. The IBUS program has undertaken curriculum revisions to better reflect the evolving context and changing demands of the international business environment. In alignment with the John Molson School of Business's recent undergraduate curriculum revision, the IBUS program also engaged in a careful review and update of its course offerings. As part of this process, IBUS 462 (Environment of World Business) was removed from the IBUS curriculum following the broader undergraduate curriculum changes. In addition, the course descriptions for IBUS 465 (International Marketing Management) and IBUS 492 (Cross-Cultural Communications and Management) were revised to more accurately represent current perspectives, emerging trends, and ongoing developments in the field of international business. These revisions ensure that course content remains relevant and responsive to the dynamic global business landscape.

Need to add a core course. At the same time, the IBUS program has identified the need to strengthen its core curriculum through the addition of a new required course. An International Human Resources Management course was proposed to become an additional IBUS core course in order to address an important functional area within international business education. Although the implementation of this initiative was recently postponed due to staffing constraints within the hosting department, the importance of this course remains clear. Given that International Human Resources Management is widely offered as a core or required course at comparable institutions, the development and inclusion of this course have been established as a priority for the IBUS program's ongoing curriculum development. The IBUS program plans to incorporate this course into the core curriculum as soon as feasible. To support this goal, the program will maintain regular communication with the hosting department (Management) on an annual basis to assess staffing capacity and to inquire about opportunities to launch the International Human Resources Management course in the near future.

Recommendation #2: Develop teaching guidelines and meet regularly with course coordinators and instructors teaching IBUS courses.

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

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

Please provide a rationale and as applicable, outline a plan to achieve implementation.

IBUS core courses have been taught by faculty members from a variety of different academic departments, and as a result, comprehensive and unified teaching guidelines for the program have not previously been established. In recent years, meetings among course coordinators and instructors have primarily taken place at the individual department level rather than across the program. To more actively implement this recommendation moving forward, the International Business program director will systematically gather input from each course coordinator and instructor by administering a Qualtrics survey at the conclusion of each semester. This survey will be used to collect instructors' reflections on the courses they teach, as well as their broader suggestions for improving the IBUS program overall. Based on the feedback received, all IBUS instructors will then be invited to participate in a program-wide meeting, chaired by the IBUS program director, at the end of each semester. This meeting will provide a structured opportunity for instructors to share their concerns, exchange insights, and contribute to ongoing program and curriculum development.

Recommendation #3: Meet with the JMSB Dean and/or faculty union reps to clarify the role of the Program Directors as distinct from and not in conflict with the Department Chairs, especially in regard to the hiring and development of faculty members, LTAs and PT faculty members teaching IBUS courses.

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

Progress (for Partially implemented recommendations):

What specific actions have been taken?

The Dean of the John Molson School of Business acknowledges the important and distinct contributions of the IBUS Program Director and recognizes that this role differs from that of Department Chairs. As part of our current governance structure, the responsibility for assigning

teaching workload rests with Department Chairs. Accordingly, the IBUS Program Director plays a vital academic leadership role but is not responsible for the assignment of courses to instructors.

Although this point was not explicitly mentioned in the original recommendation, it is also important for the International Business Program Director to provide regular updates and ongoing communication to Department Chairs regarding the role and responsibilities of the IBUS Program Director. Such updates are especially necessary when a newly appointed Department Chair assumes their position, as they may not be fully familiar with the scope of the Program Director's duties or how the role interfaces with departmental leadership. Without consistent clarification, misunderstandings may arise regarding authority, responsibilities, or expectations related to the IBUS program.

To address this potential gap/issue, the IBUS Program Director will take proactive steps to ensure that the role is clearly communicated and well understood across the Departments. In addition, the IBUS Program Director will schedule a meeting with the Faculty Union Representative to formally discuss, clarify, and communicate the role and responsibilities of the International Business Program Director. This meeting will serve to reinforce mutual understanding, promote transparency, and support effective collaboration among faculty, department leadership, and program administration in the ongoing delivery and development of the IBUS program.

Recommendation #4: Continue to integrate international experiential learning in the IBUS program.

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

Progress (for Partially implemented recommendations):

What specific actions have been taken?

Several IBUS core courses (e.g., IBUS 492) already incorporate experiential learning components, such as case studies, to help students apply theoretical concepts to practical business situations. However, there is an opportunity to further enhance experiential learning by introducing a more immersive, real-world international component. To achieve this goal, the IBUS program plans to integrate the X-Culture Project into the International Human Resources Management course, which has been proposed as an additional IBUS core course. X-Culture is a well-established global educational initiative that connects students, faculty members, and companies from around the world to collaborate on real business challenges. Through participation in this project, students gain hands-on experience working in multicultural virtual teams while addressing complex international business problems. At the same time, participating organizations benefit from

student-generated insights and recommendations, enabling them to make more informed global business decisions.

The proposed International Human Resources Management course will serve as a pilot platform for implementing the X-Culture Project within the IBUS curriculum. Using this course as a trial will allow the IBUS program to assess the effectiveness of the project in achieving learning objectives and enhancing students' global competencies. Based on the outcomes of the pilot, the program anticipates expanding the use of the X-Culture Project to other IBUS core courses, such as IBUS 492 (Cross-Cultural Communications and Management). Incorporating X-Culture into IBUS 492 would be particularly valuable, given the course's focus on cross-cultural interaction and management in international business contexts. Since IBUS 492 is offered by the Marketing Department, the IBUS program plans to initiate communication and collaboration with the Marketing Department once the pilot course is launched. This coordination will help ensure a smooth integration of the project and promote interdisciplinary cooperation that benefits JMSB students.

Recommendation #5: Create a task force with responsibility to assess and update the IBUS program's value proposition, and decide the best way to convey it to IBUS students.

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

Progress (for Partially implemented recommendations):

What specific actions have been taken?

The IBUS Committee has been established with representatives from each JMSB department that offers IBUS courses, ensuring broad disciplinary input and collaboration across the school. The committee is chaired by the IBUS Program Director, who oversees its activities and helps guide discussions and decision-making. Meetings are convened on an as-needed basis, allowing the committee to respond efficiently to emerging programmatic issues or proposed changes. The primary responsibilities of the IBUS Committee currently include reviewing, evaluating, and making recommendations regarding changes to course content and course descriptions, as well as proposals for course deletion. Through this process, the committee helps ensure that the IBUS curriculum remains current, coherent, and aligned with the program's academic and strategic objectives.

In addition to these ongoing responsibilities, the IBUS program plans to formalize the committee's activities by scheduling an annual meeting at the end of each academic year, typically in late April. This annual meeting will provide a structured opportunity for committee members to engage in comprehensive discussions about the IBUS program's overall direction and

long-term goals. Specifically, the committee will review and update the program's value proposition, taking into account evolving industry needs, student feedback, and developments in international business education. The meeting will also focus on identifying the most effective ways to communicate the program's value proposition to IBUS students, ensuring clarity, consistency, and relevance in program messaging.
