



Academic Program Review

Progress Report

Management

Faculty: John Molson School of Business

Department: Management

Year of Review: 2017

Implementation Plan Date: November 4, 2017

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 Management 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 read "Seth M. Sp...".

December 11, 2025

NAME

Department/Unit Chair

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: Articulate measurable learning outcomes for the Management (non-HRM) major, and revise the curriculum accordingly.

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

Impact of change (for Fully implemented recommendations):

Summarize the main contributions of this recommendation to your Department)

Not applicable

Progress (for Partially implemented recommendations):

What specific actions have been taken?

Lengthy discussion in multiple department meetings have identified/reasserted our core areas and identified strengths and weaknesses:

Areas: Sustainability

Entrepreneurship and Small and Family Business

General Management

Each area is a current concentration within the Management Major. Based on our in-department discussions, we believe that the Sustainability and Entrepreneurship areas are sound and have unique identities.

The "General Management" area remains our largest area of concern.

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.

Three professors have been named in November to lead the curriculum review and Frederica Martin is working with them to gather data to inform the revision.

Recommendation #2: Increase the number of FT faculty members who teach in the undergraduate program.

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

Impact of change (for Fully implemented recommendations):

Summarize the main contributions of this recommendation to your Department)

Prior to 2022, three tenure track members in the Organizational Behaviour and Human Resource Management sub-area were hired. In addition, a Canada Research Chair in sustainability was hired in 2021.

The department has gained 6 new Extended Term Appointment (ETA) faculty members – two in the Entrepreneurship area, and four in the General Management Area (two each in Organizational Behaviour and Human Resource Management and Strategy, respectively).

Additionally, after a two-year search, the department successfully hired and is in the process of on-boarding a new tenure-track member in the Strategy sub-area of General Management.

Unfortunately, during the time period, several faculty members have left the department, either for other jobs or due to retirement. Since 2022, when Dr. Spain took over as chair, three tenured faculty members have retired, and another four have initiated gradual retirements.

Progress (for Partially implemented recommendations):

What specific actions have been taken?

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.

Additional hiring, particularly in the “macro” areas (Strategy, Organizational Theory, International Business, Entrepreneurship, Sustainability), would be ideal. This is, however, unrealistic in the foreseeable future.

Recommendation #3: Revise and resubmit the application for a COOP education option for students in the non-HRM major in the MANA department and re-evaluate the Honours program.

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

Impact of change (for Fully implemented recommendations):

Summarize the main contributions of this recommendation to your Department)

The Honours program is paused while evaluating the impact of the Integrated Pathways as a possible replacement program.

Progress (for Partially implemented recommendations):

What specific actions have been taken?

Economic conditions have made the possibility of a new COOP in non-HRM undesirable at the moment.

The HRM Coop has worked to improve its flexibility to accommodate students’ scheduling and matriculation needs, but even so, it is a small program and difficult to operate.

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.

We continue to monitor the existing HRM co-op and C-Edge internships to gauge when it might be a good time to implement a Management co-op.

Recommendation #4: Expand the number of online courses available.

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

Impact of change (for Fully implemented recommendations):

Summarize the main contributions of this recommendation to your Department)

COMM 216 has been fully online for two years. COMM 316 runs with online sections every term since its introduction.

Progress (for Partially implemented recommendations):

What specific actions have been taken?

In Fall 2025, the department became aware of a concern relating to online courses. Students from the United States attending Concordia with funding from the US federal government cannot attend courses online. This impacted the administration of COMM 216, which had been planned from the curriculum overhaul to be fully online, as from Winter 2026 on, there will need to be in-person sections to accommodate such students.

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.

The department plans to explore the possibilities of delivering more courses or sections asynchronously via Moodle. The usual instructor for MANA 374 (up until FALL 2025, a fully online course offered via eConcordia) has expressed interest in updating the course to this format.*

*The eConcordia platform has not been optimal for some courses with rapidly changing content, such as MANA 374. This is primarily due to the challenges involved in the process for updating video lectures on the platform, and the concomitant long time-lag associated with it. Several instructors have expressed enthusiasm for alternative methods of online teaching, i.e., the use of Zoom, Yuja, and Moodle for asynchronous teaching unbound from the eConcordia platform's restrictions.

Recommendation #5: Include PT faculty members in pedagogical development and adjust their hiring/orientation processes to facilitate better course preparation.

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

Impact of change (for Fully implemented recommendations):

Summarize the main contributions of this recommendation to your Department)

The implementation of “post-mortem” or “after-action” debriefing sessions among instructors of coordinated courses (described in section III below) has been introduced.

Progress (for Partially implemented recommendations):

What specific actions have been taken?

Part-time instructors have been invited to take part in the post-term debriefings, and have been enthusiastic participants, especially in COMM 227.

The chair has made steps to work more closely with the president of CUPFA and the Department’s part-time hiring committee to ensure smooth operations and clarity of expectations.

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.

Currently, the major revision taskforce is a small committee of two ETAs and one tenure-track member. As their work moves from assessment to recommendations, the Department will seek to integrate voices from the part-time membership.

Recommendation #6: Improve advising and communication about advising services for Management students.

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

Impact of change (for Fully implemented recommendations):

Summarize the main contributions of this recommendation to your Department)

Advising issues seem to have been largely resolved. In the rare cases that a student’s area of concern is best addressed by the advising team, the chair or staff members know where to direct the student’s inquiries.

Progress (for Partially implemented recommendations):

What specific actions have been taken?

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.

Recommendation #7: Develop departmental policies for the assignment and support of team-based student evaluation.

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

Impact of change (for Fully implemented recommendations):

Summarize the main contributions of this recommendation to your Department)

Concerns about teamwork are one of the more common issues that members bring to the chair, though still pretty rare. When examples are extreme, we do ask students to provide documentation of their contributions to their team (or teams to show evidence of the member-in-questions lack of participation).

Progress (for Partially implemented recommendations):

What specific actions have been taken?

Since a one-size-fits-all approach seems misguided for the wide variety of content domains and assessment types that are used in the Department, we have preferred not to write a policy document but to help department members with issues on a case-by-case basis.

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.

Recommendation #8: Incorporate a talent analytics course into the HRM major curriculum as a required course.

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

Impact of change (for Fully implemented recommendations):

Summarize the main contributions of this recommendation to your Department)

This proposal was meant to help align the department's course offerings with the expectations of the Ordre des conseillers en ressources humaines agréés (CHRA or simply 'the Order'). At the time of the proposal, the Major in Human Resource Management was accredited by the Order, and graduating students were certified automatically. Since then, the Order has massively expanded the required number of courses specializing in human resource management required for certification. The Department does not have the faculty members to staff the required number of course, and moreover, the BCOMM degree does not allow sufficient room in schedule nor the flexibility for students to take the required number of courses, even if the department could offer them. *Nota bene*, graduates of the Major in Human Resource Management are still eligible to sit the certification exam and to receive their licenses.

Appendix A details the steps taken to update the Major in Human Resource Management in light of this important change.

Progress (for Partially implemented recommendations):

What specific actions have been taken?

See Appendix A for a detailed description of work done in the HRM area.

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.

See Appendix A for considerations regarding this point. The chair is a regular instructor for MANA 420, Research Methods in Management. The chair and the course coordinator have discussed several times the possibility of incorporating more talent-analytic content into the course. It is not considered feasible yet but remains a possibility.

Appendix A: Modification plan for the Human Resource Management Major and Minor

In Winter 2024, an ad-hoc subcommittee reporting to the chair and the department undergraduate curriculum committee was struck to address concerns with the Human Resource Management major. Having lost the certification of the Order, several changes to our plans for the program needed to be addressed. Over the course of three meetings, the committee discussed the possibility of using existing courses to meet the Order's expectations. While such was deemed by the committee to be a good long-term goal, the committee judged that the department had insufficient teaching resources to meet the goal, since the requirements would require effectively twice as many HR-focused courses as were currently offered.

Instead, the committee decided to address an inconsistency in the Human Resource Management major versus all other JMSB majors. The HRM major required an additional course – this was a vestige of the previous alignment with the Order's older requirements. After some discussion, assessing three different courses for possible removal from the major's requirements, the committee opted to move MANA 379: Labour Law from required to elective, since a large part of its content is covered in other HRM courses. In addition, the committee updated the titles and descriptions of several courses. While this is substantially less ambitious than the proposed changes, i.e. adding an analytics course to the HR major, it was deemed by the committee as the most appropriate response to the constraints faced by the department.

The full justification of the committee follows:

There is no justification at this point for requiring 27 credits for the Major in Human Resource Management (HRM). The number of required credits was increased in 2017 to ensure compliance with the CRHA accreditation requirements. However, not all those requirements were about HRM knowledge; some of them were also about foundational knowledge. Now, with the revised BComm curriculum, that foundational knowledge is covered in COMM courses.

The change realigns the HRM major with the other BComm majors (all the other majors only require 24 credits).

The change allows more choice for students (i.e., one additional elective).

The change provides more flexibility for HRM co-op students (co-op students are required to maintain full-time status all year round, including during the summer terms when they need to take courses, and the HRM program is not large enough to justify summer sections for all HRM major courses).

In addition, there is a concern that having an additional required course with no real justification may act as a deterrent for prospective students.

MANA 479 was chosen for deletion because it provides foundational knowledge in employment law, and legal issues relevant to HRM are already covered in the other HRM courses (i.e., COMM 229, MANA 366, MANA 443, MANA 445, and MANA 446). In addition, there is a large content overlap between MANA 479 and MANA 366.

Note: Although MANA 479 will not be required anymore for students majoring in HRM, the course will remain available as an elective for interested students.

In Winter 2025, the committee also decided to examine the Human Resource Management Minor. To give students more options, and therefore hopefully to increase the attractiveness of the HRM minor, the committee offered the following rationale:

MANA 498 is not currently offered, has not been offered for a long time, and we have no resources to offer it in the near future. Therefore, students who wish to minor in Human Resource Management must take all four of the remaining four courses (i.e., MANA 443, Compensation and Benefits, MANA 444, Training and Development, MANA 446, Selection and Staffing, and MANA 463, Strategic Human Resource Management).

MANA 463 has MANA 341, Organization Theory and Design, as a prerequisite, so BComm students who are NOT majoring in Management must take an extra course to meet the current program requirements, which makes no sense. MANA 341 is a Management course that is part of the BComm Major in Management.

There is no reason for not including MANA 366 and MANA 445 on the list of course options for the Minor in Human Resource Management. Both MANA 366 and MANA 445 are important Human Resource Management courses that are part of the BComm Major in Human Resource Management.

MANA 463 is an important course for BComm students majoring in Human Resource Management, but it is not critical for BComm students who only wish to minor in Human Resource Management.

The proposed changes will allow BComm students who are NOT majoring in Management to take any four of the following five courses: MANA 366, MANA 443, MANA 444, MANA 445, and MANA 446. BComm students who are majoring in Management will still have the option to take MANA 463 if they so choose.

Appendix B: Challenges with the update to the Management major

The chair takes full responsibility for the delay in implementing an update of the management major. This appendix merely details reasons for the delay and the current status of the update.

Prior to the introduction of the new core curriculum in 2023, the Management Department was responsible for five courses in the core (COMM 210, COMM 222, COMM 315, COMM 320, and COMM 401). In the new curriculum, the Department is responsible for six core courses (COMM 216, COMM 227, COMM 229, COMM 316, COMM 320, and COMM 401). COMM 320 and 401 were merely tweaked and updated for the new curriculum, but four courses are essentially new – COMM 316 is a special case, as it is a “short” 1.5 credit version of COMM 315.

Because of this mismatch, the department ran two versions of its core curriculum classes for academic years 2023-2024 and 2024-2025. COMM 315 is still running alongside COMM 316 in academic year 2025-2026. This double-curriculum bind was a resource drain for the department, as each core course still required a coordinator and instructors. In addition, the development of COMM 216 and COMM 227 were fraught with difficulties: COMM 227’s ongoing development is what has led the department to favor post-semester debriefing sessions. Teaching resources were thin and several department members with excellent curriculum experience were unavailable.

As described above, the Department had several discussions from 2022 through 2024 about the major, its strengths and areas in need of improvement. But it wasn’t until the ETA conversion in 2024 that the Department really had the resources to begin addressing the question. A three-person major revision taskforce has begun work on the revision in Fall 2025, working with the chair and Frederica Martin. We expect to begin submitting curriculum changes relating to the Management Major during summer of 2026.