



Senate Committee on University Planning

Academic Unit Review Summary: DEPARTMENT OF COMMERCE

Site Visit	October 20-21, 2016
Informal Response to Planning	January 25, 2017
Formal Response to Planning	April 24, 2017
Implementation Update	2018
Midterm Review	2020-21

Review Team Members:

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Recommendations of the Academic Unit Review

1. The Commerce Department should be as proactive as possible in communicating its plans, needs and concerns to administration in a systematic, well-justified way that shows not only what resources are required in order for its programs to be successfully offered, but also clarifies the direction the Department wants to head and how the Department can best contribute to the larger university community.
2. The Commerce Department should meet regularly with cognate departments to plan for program and course offerings that can be mutually beneficial. This could allow for a rationalizing of course offerings as well as an enhancement of the interdisciplinary education so important to the University.
3. Streams associated with the Commerce Department (Bachelor of Commerce, majors & minors in Arts, minors in Science) should be clearly connected to unique features of Mount Allison University (e.g., small class size, experiential learning, residential community, breadth of knowledge gained, faculty/student interaction) and how they are differentiated from other commerce programs in the region in particular, and country more generally.

4. All programs associated with the Commerce Department should undergo a thorough review as soon as practically possible. This review should clearly specify what each program is intending to accomplish, how required and elective courses can contribute to that, and how experiences in and out of the classroom can strengthen the MTA advantage(s). Further, measures of success of the learning outcomes should be collected and analyzed.
5. One 1000-level commerce course should be required for all commerce streams and offered to all first-year students across the university.
6. Eliminate the existing computer science requirement from all commerce streams and replace it with a relevant Information Technology course. All other required core courses that are not offered by the Commerce Department (i.e., mathematics & economics) should be carefully examined and the curriculum reviewed to ensure it is relevant for graduates.
7. The Commerce Department should meaningfully discuss its ability to offer courses to support the four pillars of its streams (accounting, finance, marketing & management), giving serious consideration to how student appetite for marketing and management elective courses can be met.
8. Retain the BComm degree and direct efforts toward making existing programs sustainable given limited faculty resources.
9. Attempt to make the commerce minor more appealing to students in other faculties by having a 1000-level course in commerce, revising course prerequisites and promoting the minor in commerce as a way to provide a broad education that increases career opportunities for graduates.
10. New specializations in commerce should not be considered at this point. We prefer to build on the University's and Commerce Department's strengths and improve the ability to deliver more generalist commerce education to students desirous of the advantages MTA can provide.
11. Review the prerequisites of all commerce courses, particularly those at the 2000-level, in order to give students more flexibility in their course planning and reduce the administrative burden of assessing student requests for prerequisite overrides.
12. Re-examine the breadth of the core courses to ensure that all functional areas of business are appropriately covered within the program.
13. Create suggested courses of study that link to other departmental offerings and encourage academic advising to play a more active role in letting students know their options of how best to build their own degree. Particularly look for opportunities to cross-list courses that are highly relevant to commerce students but offered in other departments.
14. Collect data from as many sources as possible to help guide the Commerce Department's curriculum review process.

15. The mandate of the Ron Joyce Centre for Business Studies, along with the role of the Director, should be evaluated and clearly communicated to the university community so that its activities can be better understood and appreciated.
16. Better match the “leadership” aspect of the proposed value proposition of commerce programs with the commerce program curriculum after careful consideration of its suitability for an undergraduate program focus.
17. After clarifying the role of the RJC, create a succession plan for the RJC Director’s position so that a successful search can be conducted when necessary and MTA is able to optimally use the endowed funds donated by Ron Joyce.
18. Advocate for the creation of a university policy for centres, institutes and/or schools (establishment, ongoing management, modification & termination).
19. The Commerce Department should create a forecast of faculty vacancies (e.g., sabbatical leaves & retirement) along with short- to medium-term course offerings/teaching assignments to ensure existing faculty members are deployed efficiently and effectively. This forecast would also allow the Department to plan with the administration for replacement or additional faculty members required to allow the Commerce Department to offer the programs, flexibility and small class sizes MTA states in its communications and recruiting efforts.
20. Carefully consider the reliance on full-time faculty for the delivery of an overwhelming majority of commerce courses, and take active efforts to cultivate relationships with qualified professionals who have the potential to deliver the high-quality education that students desire.
21. Prioritize renovations to facilities conducive to the pedagogy faculty employ. This would ideally be incorporated into the MTA campus master plan so that classroom facilities can be improved as space becomes available and budgets permit.
22. Continue to advocate for campus-wide improvements for those with mobility impairments so that the campus is easily accessible to as many people as possible.