

<p>NAME: Strategic Plan CATEGORY: Recommendation</p> <p><i>IV.2. Strategic plan development should be given continued attention. The review team believes that it is important that the process initiated to create a new strategic plan for the Sprott School of Business continue forward. The team concurs with the decision of the interim dean and the school's leadership to create a 2-3 year window to allow a new dean to get started and maintain a clear direction and trajectory for the school during the transition to the new building.</i></p>	<p>1) Develop a three-year strategic plan (2019-21) for the Sprott School of Business.</p>	<p>Dean</p>	<p>COMPLETED</p>	<p>N</p>
<p>NAME: BCom Enrolment CATEGORY: Recommendation</p> <p><i>IV.3. Although the enrolment levels in the Bachelor of Commerce (BCom) program have remained largely consistent, applications between 2015-2017 dropped by approximately 20%. This is a concern to school administrators and reflective of the increasingly competitive Ontario market. The PRT recommends that continuing attention be given to enrolment and the situation be updated at the next CIR.</i></p>	<p>1) Develop undergraduate recruitment strategy and action plan.</p>	<p>Associate Dean, Undergraduate</p>	<p>January 2019 to December 2019</p>	<p>N</p>
<p>NAME: Benchmarking Research CATEGORY: Future Opportunity</p> <p><i>VIII. A. 1. The Peer Review Team observes that the Sprott Journal Quality Framework, is based on the quality rankings of three journal quality lists (the Australian Business Deans Council (ABDC) Journal Rankings List, the Association of Business Schools (ABS) Academic Journal Guide, and the Centre Nationale de la Recherche Scientifique (CNRS) list). We encourage benchmarking against the journal lists used by Sprott's identified peer, competitors and aspirant schools. This could help Sprott faculty target aspirational, valued, and high-quality journals.</i></p>	<p>1) Identify research-specific peer, competitor and aspirant business schools to be used in benchmarking to be included in annual Research Portfolio report.</p>	<p>Research Committee</p>	<p>April 2019 to December 2019</p>	<p>N</p>

<p>NAME: TIM Annual Report CATEGORY: Future Opportunity</p> <p><i>VIII.B.1. The Masters in Technology Innovation Management is a collaboration between the Sprott School of Business and the Faculty of Engineering and Design. It is governed by two deans and the dean of Graduate and Post-doctoral Affairs. Curriculum changes are overseen by the graduate and post-doctoral affairs faculty board. Funding is allocated by the central administration based on the ELBA formulae. There is no formal reporting process on activities in place back to the School or Faculty. Additionally, there is concern over the identity and ownership of the program among some stakeholders. The Peer Review Team recommends that the TIM program increases transparency and communication by reporting on its activities annually.</i></p>	<p>1) TIM Program to develop annual report on activities identified by ITEC.</p>	<p>TIM Steering Committee and ITEC</p>	<p>April 2019 to September 2019</p>	<p>N</p>
<p>NAME: Branding and Communications CATEGORY: Future Opportunity</p> <p><i>VIII.B.2. The success and quality of the Sprott School of Business programs are under noticed and in need of an aggressive branding and communications campaign. The combination of new strategic plan, ideally complemented with a clear and compelling message on the School's core values and vision, and featuring the upcoming new state-of-the-art building, can make a compelling message that can help raise the visibility and reputation of the School.</i></p>	<p>1) Undergo a reputational campaign for the Sprott School of Business.</p> <p>2) Undergo a rebranding of the School, in conjunction with the University</p>	<p>Dean</p> <p>Dean</p>	<p>September 2018 to August 2019</p> <p>June 2019 to May 2020</p>	<p>N</p> <p>N</p>
<p>NAME: Technology Skills CATEGORY: Future Opportunity</p> <p><i>VIII.B.3. Conversations with Undergraduate students indicated that they desired to have more advanced technological and software skills relevant to their disciplines earlier in their studies. They obtain some of these skills by engaging in out of the classroom activities but worry that the average student is missing out on the same opportunities to gain marketable skills. Both Undergraduate and Masters students were looking for more flexibility and choice in their programs of study.</i></p>	<p>1) Incorporate job-ready technology skills into assignments in core courses.</p>	<p>Associate Dean, Undergraduate</p>	<p>November 2018 to May 2020</p>	<p>N</p>