

Queen's University Quality Assurance Processes

Cyclical Program Review Progress Report

This form is for use by academic units and Deans to report on the progress made on Cyclical Program Review Implementation Plans. Progress Reports are important steps in the overall cycle of continuous improvement as they provide opportunity for reflection as well as for planning ahead to the next stage of the Cyclical Program Review (QUQAP 6.9.3.1).

Please complete the table below to report on progress made in the past 18 Months against the implementation plan.

Once the unit completes their section of the form, please return a signed copy to gugap@queensu.ca. The form will then be sent to the Faculty Dean and the Dean, SGSPA (if applicable) for their comments and signatures, then to the Vice-Provost, Teaching and Learning for review and signature. It will then be submitted to the Senate Cyclical Program Review Committee (SCPRC) for review and approval, then to Senate for information. **All monitoring reports will be posted on the Provost's Quality Assurance website**, and academic units are strongly encouraged to post the reports on their own websites.

Name of Program(s) under Review
Master of Business Administration (MBA): <ul style="list-style-type: none"> • Full-time MBA (FTMBA) • Executive MBA (EMBA) • Executive MBA Americas (in partnership with Cornell University, USA) (EMBAA) • Accelerated MBA (AMBA) Master of Finance (Toronto) (MFIN) Master of Finance (Beijing) (MFIN Beijing) Master of Management Analytics (Toronto campus and blended modes of delivery) (MMA) Master of Management Innovation and Entrepreneurship (MMIE) Master of International Business (MIB) Graduate Diploma in Business (GDA) Graduate Diploma in Accounting (GDB) – <i>not under review as admissions are currently suspended</i>

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1. Academic Unit Report

1.1 Recommendation 1: Provide support and incentives for updating course content, case studies and other course material more frequently, including responding to current events. This may include rotating faculty through different courses more frequently than has been done.

<p>Proposed follow-up:</p>	<p>Ensure that the assurance of learning process considers the relevance and currency of course content. Where gaps are identified, identify mechanisms to target support provided by the Centre for Content Development at faculty members teaching those courses.</p> <p>Continue and consider strengthening existing efforts to encourage faculty to</p> <ul style="list-style-type: none"> i) take on new teaching assignments, and ii) ensure that course content is being updated regularly to reflect research-supported disciplinary evolution and current events.
<p>Responsibility for leading follow-up:</p>	<p>Dean, Associate Dean for Faculty, Undergraduate Graduate and Professional Graduate Programs.</p>
<p>Timeline for addressing recommendation:</p>	<p>December 2025</p> <p>April 2025, and annually when teaching assignments are made.</p>
<p>What is the current status of the follow-up?</p> <p>Include a completion percentage:</p>	<p>In process</p> <p>>75%</p>
<p>Please provide a brief description of the current, completed or planned work:</p>	<p>The Assurance of Learning (AoL) process now explicitly incorporates curriculum management processes through the PGP Curriculum Committee, Academic Directors and structured curriculum reviews, ensuring regular assessment of teaching, learning, and assessment activities for relevance, alignment, and currency. These curriculum management and review mechanisms help identify gaps where course content should be refreshed, where teaching approaches may benefit from renewal, and where targeted supports should be provided.</p> <p>As part of this work, several programs have already completed curriculum reviews and revitalization and several other programs are engaged in curriculum reviews. Programs that completed curriculum reviews in 2025 include:</p> <ul style="list-style-type: none"> • Accelerated MBA (AMBA) • Master of Management Innovation and Entrepreneurship (MMIE) • Graduate Diploma in Accounting (GDA) <p>Programs currently engaged in curriculum reviews include:</p> <ul style="list-style-type: none"> • Executive MBA (EMBA) • Master of Management Analytics (MMA) • Full Time MBA (FT MBA)

	<p>The creation of a dedicated PGP Curriculum Committee in Fall 2025 further strengthens this continuous improvement process by ensuring there is annual, structured curriculum management processes that involve faculty, staff, and the AD PGP which reviews curriculum to ensure it is forward-facing and aligned with best practice.</p> <p>In addition, Smith has taken several steps that align with the recommendation to provide faculty support and incentives for updating course content.</p> <p><u>Incentives</u></p> <ul style="list-style-type: none"> • Teaching awards were announced by Smith’s Dean in October 2025 and will serve as incentives for faculty to demonstrate excellence in teaching, including forward-facing curriculum design and innovative practice. • Three new teaching awards will be supported by the Dr. Harry Murray Leadership and Excellence in Teaching Fund. These awards are: Educational Leadership Award, Emerging Excellence in Teaching Award, and Innovation in Teaching Award. <p><u>Support</u></p> <ul style="list-style-type: none"> • Introduction of the Office of Educational Excellence and Integrity in Spring 2025 that provides targeted workshops and supports for faculty on assessment design and creation of learning activities. • Professional development opportunities are being organized jointly between the Centre for Content Development and the Centre for Teaching and Learning. An example is a workshop on integrating generative AI into teaching that was attended by approximately 40 faculty in November 2025. <p>These supports are part of a continuous cycle and will remain in place as regular curriculum reviews proceed across all programs.</p>								
<p>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</p>	<p>To fully implement the recommendation, the School will:</p> <table border="1" data-bbox="505 1339 1503 1852"> <thead> <tr> <th data-bbox="505 1339 816 1398">Next Step</th> <th data-bbox="816 1339 1503 1398">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="505 1398 816 1583">Complete Active Curriculum Reviews (2026)</td> <td data-bbox="816 1398 1503 1583"> <ul style="list-style-type: none"> • EMBA, MMA, and FT MBA curriculum reviews will be completed in 2026. • Updated course content and refreshed teaching assignments will be implemented following each program’s review. </td> </tr> <tr> <td data-bbox="505 1583 816 1768">PGP Curriculum Committee (2026 and ongoing)</td> <td data-bbox="816 1583 1503 1768"> <ul style="list-style-type: none"> • The PGP Curriculum Committee, established in 2025, will monitor course relevance and support forward-facing curriculum updates. • Regular reviews will identify outdated materials and guide continuous improvement. </td> </tr> <tr> <td data-bbox="505 1768 816 1852">Apply AoL Findings (Fall 2026 and ongoing)</td> <td data-bbox="816 1768 1503 1852"> <ul style="list-style-type: none"> • The first AoL-driven recommendations will be generated in Spring/Summer 2026. </td> </tr> </tbody> </table>	Next Step	Description	Complete Active Curriculum Reviews (2026)	<ul style="list-style-type: none"> • EMBA, MMA, and FT MBA curriculum reviews will be completed in 2026. • Updated course content and refreshed teaching assignments will be implemented following each program’s review. 	PGP Curriculum Committee (2026 and ongoing)	<ul style="list-style-type: none"> • The PGP Curriculum Committee, established in 2025, will monitor course relevance and support forward-facing curriculum updates. • Regular reviews will identify outdated materials and guide continuous improvement. 	Apply AoL Findings (Fall 2026 and ongoing)	<ul style="list-style-type: none"> • The first AoL-driven recommendations will be generated in Spring/Summer 2026.
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PGP Curriculum Committee (2026 and ongoing)	<ul style="list-style-type: none"> • The PGP Curriculum Committee, established in 2025, will monitor course relevance and support forward-facing curriculum updates. • Regular reviews will identify outdated materials and guide continuous improvement. 								
Apply AoL Findings (Fall 2026 and ongoing)	<ul style="list-style-type: none"> • The first AoL-driven recommendations will be generated in Spring/Summer 2026. 								

		<ul style="list-style-type: none"> Implementation will occur in the next cycle of program delivery.
	Faculty Development (ongoing)	<ul style="list-style-type: none"> Additional workshops through the Centre for Content Development and the Office of Educational Excellence and Integrity will continue. Programming will include curriculum design, assessment, and integrating generative AI into teaching.
	Teaching Awards (2026)	<ul style="list-style-type: none"> The first round of the new teaching awards will be made in 2026. Awards will recognize innovation, excellence, and forward-facing curriculum design.
	Annual Teaching Assignment Review (April, annually)	<ul style="list-style-type: none"> Teaching assignments will continue to be reviewed each April to diversify instructional perspectives and support ongoing curriculum renewal.
<p>Together, these actions will ensure the recommendation is fully implemented and sustained as part of Smith’s continuous improvement processes, with full integration expected as curriculum reviews conclude and annual teaching-assignment cycles incorporate these practices.</p>		

1.2 Recommendation 2: Complete the system to map course learning outcomes to program learning outcomes to degree learning expectations, and implement the process systematically and continuously across all programs. Ensure program directors are actively involved in the process of establishing and revising learning outcomes, in collaboration with faculty members teaching in the programs.

Proposed follow-up:	<p>Complete curriculum mapping review of Master of Finance and Graduate Diploma in Business.</p> <p>Complete curriculum mapping review of full-time MBA and Executive MBA Americas.</p> <p>Complete curriculum mapping review of programs in the professional graduate programs portfolio (except for those that were reviewed in 2023).</p>
Responsibility for leading follow-up:	Program and Academic Directors, Director Strategic Curriculum Management
Timeline for addressing recommendation:	<p>Summer 2024</p> <p>Summer 2025</p> <p>Summer 2026</p>

What is the current status of the follow-up?	Completed
Include a completion percentage:	100%
Please provide a brief description of the current, completed or planned work:	<p>This work has been fully completed with the support of the Associate Dean, Professional Graduate Programs and the Director Strategic Curriculum Management. A system is now in place to map course learning outcomes (CLOs) to program level learning outcomes (PLLOs) and to the relevant degree-level expectations (DLEs), and this process is implemented systematically and continuously across all professional graduate programs. Program Directors, Academic Directors, and the Director Strategic Curriculum Management coordinate with faculty to establish, review, and revise learning outcomes to ensure strong alignment and ongoing academic quality.</p> <p>The next step is to integrate all completed curriculum maps into a shared online platform to support transparency, version control, and more efficient ongoing quality assurance across programs.</p>
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	N/A

1.3 Recommendation 3: Continually review program courses and activities to identify opportunities for cross-program cooperation, such as cross-listing of courses and activities that integrate students with students from other programs at Smith, and more broadly at Queen’s University.

Proposed follow-up:	<p>Program directors review courses, mode of delivery, scheduling and course weight in their programs in consultation with faculty members.</p> <p>Discuss at Smith Faculty forum, seek approval from Smith Faculty Board.</p>
Responsibility for leading follow-up:	Program directors, Associate and Assistant Deans, Professional Graduate Programs.
Timeline for addressing recommendation:	<p>Opportunities identified by December 2024.</p> <p>Approval winter term 2025.</p>

<p>What is the current status of the follow-up?</p> <p>Include a completion percentage:</p>	<p>In process</p> <p>>75%</p>
<p>Please provide a brief description of the current, completed or planned work:</p>	<p>Smith programs are reviewed regularly to ensure that curriculum design supports collaboration, innovation, and shared learning across the Professional Graduate Programs (PGP) portfolio. As part of this ongoing work, program teams now actively look for opportunities to cross-list courses, integrate students from multiple programs, and align learning experiences within Smith.</p> <p><u>Curriculum Reviews</u></p> <p>Curriculum reviews across Smith’s PGP portfolio now systematically include the identification of efficiencies and opportunities for cross-program cooperation, including the potential for cross-listed courses and shared learning activities. As part of this work, the MMA program now shares courses with the MMAI and MFIT programs. This modification approved by Smith’s Faculty Board in June 2025, expanded analytical learning opportunities across these closely related programs.</p> <p>Further, initial steps have been taken to create an Innovation Suite of programs, with shared courses and shared learning experiences between MMIE and MDPM, scheduled to launch in May 2026. Additional collaborative opportunities are being created in the current MBA suite curriculum reviews. The focus is on identifying strategic areas where courses, modules, or co-curricular activities can be aligned or delivered jointly.</p> <p><u>Aligning Program Schedules</u></p> <p>To further strengthen these efforts, the Associate Dean, Professional Graduate Programs, has realigned the start dates of several programs to create greater coherence across the PGP portfolio. These changes allow programs to run on compatible timelines, enabling shared teaching resources, improved sequencing for faculty, and more efficient cycles for updating course materials. As part of this alignment:</p> <ul style="list-style-type: none"> • MDPM will move to a May start to align with MMIE within the Innovation Suite (May 2026) • MMAI moved to a May start to align with the MMA program (May 2024). • The Online MBA will launch in September 2026 to align elective offerings with the other MBA programs. <p>These aligned start dates create more opportunities for networking and interdisciplinary learning among students across programs, strengthening the overall academic experience.</p>

<p>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</p>	<p>The broad recommendation has been addressed within the established timeline; however, this work is inherently iterative and will continue as part of Smith’s ongoing curriculum review processes. While initial mapping and cross-program coordination practices are now in place, further refinements will occur as each program completes its next scheduled curriculum review cycle.</p> <p>Plan and timeline for continued implementation:</p> <table border="1" data-bbox="506 441 1474 697"> <thead> <tr> <th>Timeframe</th> <th>Planned Work & Continuing Actions</th> <th>Implementation</th> </tr> </thead> <tbody> <tr> <td>December 2025</td> <td>AMBA curriculum recommendations approved at Faculty Board.</td> <td>January 2027</td> </tr> <tr> <td>Fall 2025–Winter 2026</td> <td>Full-Time MBA curriculum review</td> <td>January 2027</td> </tr> <tr> <td>Summer–Fall 2025</td> <td>EMBA curriculum review</td> <td>August 2027</td> </tr> </tbody> </table> <p>These timelines ensure that each program’s next iteration will incorporate updated curriculum maps, opportunities for cross-program cooperation, and ongoing alignment with institutional quality assurance expectations. This integrated approach provides a sustainable mechanism for continuous improvement beyond the initial completion of the recommendation.</p> <p>A next step underway in parallel is the exploration of collaborative opportunities with other Faculties at Queen’s to further expand cross-disciplinary learning and shared curricular experiences.</p>	Timeframe	Planned Work & Continuing Actions	Implementation	December 2025	AMBA curriculum recommendations approved at Faculty Board.	January 2027	Fall 2025–Winter 2026	Full-Time MBA curriculum review	January 2027	Summer–Fall 2025	EMBA curriculum review	August 2027
Timeframe	Planned Work & Continuing Actions	Implementation											
December 2025	AMBA curriculum recommendations approved at Faculty Board.	January 2027											
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Summer–Fall 2025	EMBA curriculum review	August 2027											

1.4 Recommendation 4: Relatedly, establish processes and mechanisms to systematically involve industry leaders and other stakeholders in curriculum design and revision, possibly through advisory groups or boards.

<p>Proposed follow-up:</p>	<p>Articulate how and where feedback from industry leaders and stakeholders is included in curriculum design and regular revision.</p> <p>Identify if there are gaps in this process. E.g., programs which do not seek this feedback systematically or incorporate it meaningfully into curriculum design.</p> <p>Establish and implement processes to address identified gaps.</p>
<p>Responsibility for leading follow-up:</p>	<p>Academic Directors and Program Directors. Oversight from Associate and Assistant Deans of Professional Graduate Programs and Assistant Dean, Teaching and Learning.</p>
<p>Timeline for addressing recommendation:</p>	<p>Fall 2024</p> <p>Winter 2025</p> <p>Fall 2025</p>

<p>What is the current status of the follow-up?</p> <p>Include a completion percentage:</p>	<p>Completed</p> <p>100%</p>
<p>Please provide a brief description of the current, completed or planned work:</p>	<p>Smith has fully implemented structures to ensure systematic incorporation of industry, employer, and stakeholder feedback into curriculum design and revision across the PGP portfolio. As part of the strengthened curriculum management framework, all programs now embed formal consultation with Smith Advisory Board members and, where applicable, program-specific advisory boards during curriculum reviews. This approach was applied across all curriculum reviews completed in the PGP portfolio and is now a standard requirement within the curriculum review process.</p> <p>Feedback collected through these consultations is analyzed by the Associate Dean, Professional Graduate Programs (PGP), Program Directors, Academic Directors, and the PGP Curriculum Committee and is directly integrated into review recommendations and course-level adjustments. This ensures that curriculum changes are informed by real-time insights from industry leaders and reflect current and future labour market expectations.</p> <p>In addition, ongoing dialogue has been established between the Associate Dean PGP, Program Directors, and advisory board members outside of formal review cycles to allow programs to make mid-cycle adjustments when rapid changes occur in industry practice or technology. This supports agility in curriculum design and ensures relevance is maintained between full review cycles.</p>
<p>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</p>	<p>Although this recommendation is fully implemented, the School will continue to monitor, refine, and strengthen these processes as part of its ongoing curriculum management approach. The recent review of consultation practices identified inconsistent use of external feedback in some programs prior to 2025. These gaps have now been addressed through the creation and implementation of a standardized consultation requirement, ensuring that:</p> <ul style="list-style-type: none"> • Each program systematically solicits input from relevant advisory board members during curriculum reviews; • Industry feedback is explicitly documented, analyzed, and incorporated into curriculum recommendations; • Programs without formal advisory boards are supported to develop mechanisms for structured external consultation; • Mid-cycle consultation is embedded as a best practice across the portfolio. <p>Going forward, Smith will maintain this process through annual monitoring by the Associate Dean PGP and the PGP Curriculum Committee, ensuring consultation practices remain robust, meaningful, and aligned with evolving industry standards.</p>

1.5 Recommendation 5: Continually monitor how course assessment is being conducted across courses and programs. The goal would be to improve methods used to assess student achievement of the course-level and program-level learning outcomes and Degree Level Expectations, paying particular attention to course grades reflecting verifiable performance of individuals whether in an individual or group setting.

<p>Proposed follow-up:</p>	<p>Appoint academic directors for the MBA suite of programs, analytics suite of programs, and the Master of Finance.</p> <p>Establish assurance of learning process and committee. Clearly outline the role of assessment in assurance of learning. Ensure that the development and monitoring of relevant and valid assessment methods is part of the process.</p>
<p>Responsibility for leading follow-up:</p>	<p>Assistant Dean (Teaching and Learning), Director Strategic Curriculum Management, and Assistant Dean (Professional Graduate Programs).</p>
<p>Timeline for addressing recommendation:</p>	<p>Spring 2024</p> <p>December 2025</p>
<p>What is the current status of the follow-up?</p> <p>Include a completion percentage:</p>	<p>In process</p> <p>75%</p>
<p>Please provide a brief description of the current, completed or planned work:</p>	<p>A new Associate Dean, Professional Graduate Programs was appointed in March 2025, and one of his first priorities was to strengthen academic leadership across programs. Academic Directors were appointed to all programs, except the MBA suite of programs, in Spring/Summer 2025 to ensure clearer oversight of curriculum, assessment, and academic quality. Academic Director(s) for the MBA suite of programs will be appointed in 2026.</p> <p>Terms of Reference for Smith’s Assurance of Learning (AoL) Committee were approved at Faculty Board in November 2024. In summer 2025, Smith’s Associate Dean Faculty, appointed faculty to the AoL Committee as part of their service requirements. The AoL Committee met on December 5th 2025 to establish a plan for developing and monitoring assessment methods and processes to collect data from each program. The committee will review data and make recommendations in winter 2026.</p>
<p>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</p>	<p>While initial steps have been taken, this recommendation will continue beyond the original timeline because the work involves ongoing faculty development, iterative curriculum improvement, and continuous quality assurance. The first major activity was a collaborative professional development (PD) session for faculty, delivered jointly by the Centre for Teaching and Learning (CTL) and the Smith Centre for Content Development delivered in November 2025. Additional PD offerings will extend through the 2026–2027 academic year, allowing time for full engagement across all programs.</p>

	<p><u>Rationale:</u></p> <p>This work is ongoing because strengthening assessment literacy requires:</p> <ul style="list-style-type: none"> • ensuring faculty have a shared understanding of assessment’s role in supporting student learning, • improving the validity and relevance of assessment methods used to evaluate learning outcomes, and • embedding structured monitoring and review processes within each program’s curriculum cycle. <p><u>Next Steps and Timeline</u></p> <p>Spring - Fall 2026: Integrate assessment review into program-level curriculum reviews and ensure mapping to PLLOs and UDLEs/GDLEs.</p> <p>2026 - 2027 Academic Year: Continue rolling out PD sessions, including training on assessment in the era of generative AI, with a focus on integrity, authentic assessment design, and leveraging GenAI responsibly for learning.</p> <p>Ongoing: AoL committee’s annual monitoring cycle to ensure assessment methods remain aligned, valid, and reflective of evolving pedagogical expectations.</p> <p>Together, these actions form a sustained and structured plan to fully address the recommendation and integrate assessment as a core component of assurance of learning across all Smith programs.</p>
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1.6 Recommendation 6: Establish a process for assurance of learning which includes systematic assessment of learning outcomes achievement, data analysis, and implementation of required changes at the course or program level (“closing the loop”). Program directors and faculty members teaching in the programs should be directly involved in this process, in collaboration with staff members.

Proposed follow-up:	Ensure that the assurance of learning process i) explicitly includes the elements listed in the recommendation ii) involves program directors, faculty members teaching in the programs, and includes collaboration with staff members.
Responsibility for leading follow-up:	Assistant Dean (Teaching and Learning) and Assistant Dean (Professional Graduate Programs).
Timeline for addressing recommendation:	December 2025

<p>What is the current status of the follow-up?</p> <p>Include a completion percentage:</p>	<p>In process</p> <p>50%</p>				
<p>Please provide a brief description of the current, completed or planned work:</p>	<p>Foundational work for establishing a robust Assurance of Learning (AoL) process has been completed. An AoL Committee has been formally established, with membership that includes faculty from across the Professional Graduate Programs, and curriculum and accreditation staff. Assessment rubrics have been developed, including analytic rubrics designed specifically to evaluate Program-Level Learning Outcomes (PLLOs) to support consistent and meaningful assessment across programs.</p> <p>The initial set of PLLOs for the first AoL assessment cycle has been identified, and Program Directors have been oriented to their roles and responsibilities within the AoL framework to ensure shared understanding and consistent application. In addition, standardized templates for data collection and reporting are been created to support coherent documentation practices across all programs. Together, these completed activities establish the core structures needed for the systematic assessment of learning outcomes and form the basis for the next stage of AoL implementation.</p>				
<p>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</p>	<p>Although the foundational elements of the Assurance of Learning (AoL) framework have been established, full implementation will continue beyond the initial timeline because AoL is a multi-stage, iterative process that must align with each program’s curriculum cycle. Strengthening faculty assessment literacy, embedding systematic data collection, and establishing an annual “closing the loop” process require phased coordination with Program Directors, teaching faculty, and curriculum support staff.</p> <p>Beginning in Winter 2026, the first implementation phase will involve piloting systematic data collection in selected courses, applying analytic rubrics, and facilitating structured “closing the loop” discussions to identify necessary curriculum or assessment adjustments. This work will expand through Spring–Fall 2026, when additional programs enter the cycle, templates and rubrics are refined, and documentation systems are strengthened to support future accreditation reviews.</p> <p>By 2027, all Professional Graduate Programs will transition into a full annual AoL cycle, with regular data collection, analysis, action planning, and documentation. This cycle will continue into 2028 and beyond, aligning with AACSB’s reporting expectations and ensuring that AoL remains an embedded, sustainable mechanism for continuous improvement across all programs.</p> <p>Plan and timeline for continued implementation:</p> <table border="1" data-bbox="500 1837 1477 1896"> <thead> <tr> <th data-bbox="500 1837 695 1885">Timeframe</th> <th data-bbox="695 1837 1477 1885">Actions</th> </tr> </thead> <tbody> <tr> <td data-bbox="500 1885 695 1896"></td> <td data-bbox="695 1885 1477 1896"></td> </tr> </tbody> </table>	Timeframe	Actions		
Timeframe	Actions				

	Winter 2026	<ul style="list-style-type: none"> • Pilot systematic collection of student learning data across selected core courses • Apply rubrics and standardized reporting templates. • Facilitate 'closing the loop' discussions with faculty and Program Directors. • Deliver faculty development sessions on interpreting AoL data.
	2026-2027	<ul style="list-style-type: none"> • Expand AoL data collection across additional programs. • Revise rubrics and templates based on pilot findings. • Strengthen documentation processes for accreditation readiness. • Continue faculty engagement activities to build assessment capacity.
	2027-2028	<ul style="list-style-type: none"> • Implement the full annual AoL cycle across all PGP programs. • Integrate AoL results into curriculum review and program management. • Hold cross-program AoL review meetings to identify trends.
	2028 and Beyond	<ul style="list-style-type: none"> • Prepare AoL documentation for AACSB review in 2028. • Maintain ongoing annual AoL cycles and continuous improvement. • Ensure sustained collaboration among Program Directors, faculty, and staff.

1.7 Recommendation 7: Seek out opportunities for greater interaction between students in different PGPs, on campus when they are present at the same time, and online otherwise. For off-campus programs, ensure that time spent on campus is used to its greatest potential by prioritizing activities that cannot be as effective when conducted remotely; consider shifting some in-person academic activities to remote instruction to make more time on campus for networking and team-building activities.

Proposed follow-up:	<p>Alignment of teaching and learning activities with modes of delivery that enhance student to student engagement.</p> <p>Implementation of further cross-listing opportunities.</p> <p>Continued synchronization of offerings and services.</p>
Responsibility for leading follow-up:	<p>Program Academic Directors</p> <p>Directors' Council, in consultation with Associate Dean, Faculty.</p>

Timeline for addressing recommendation:	<p>April 2025</p> <p>April 2025; biennial review thereafter.</p> <p>Review on an annual basis.</p>
What is the current status of the follow-up? Include a completion percentage:	<p>In process</p> <p>75%</p>
Please provide a brief description of the current, completed or planned work:	<p>Smith continues to implement strategies that strengthen student interaction across Professional Graduate Programs by aligning delivery modes, expanding shared learning opportunities, and coordinating program schedules to maximize on-campus and online engagement.</p> <p>Alignment of teaching and learning activities with delivery modes that enhance engagement</p> <ul style="list-style-type: none"> • Programs are working with the Centre for Content Development (CCD) to integrate generative AI tools, strengthen asynchronous learning activities, and design in-person components that prioritize high-value interactions such as networking, team-based work, and applied workshops. • The MMA program has introduced in-person events with industry partners, and new internships in the FT MBA, MIB, and MMA provide experiential and WIL opportunities that provide additional opportunities for engagement in learning. <p>Implementation of additional cross-listing opportunities</p> <ul style="list-style-type: none"> • Cross-listing continues to expand across the PGP portfolio, most notably through shared analytics and fintech courses across MMA, MMAI, and MFIT, allowing students to learn together, personalize pathways, and engage with diverse disciplinary perspectives. MMIE and MDPM have shared courses and will complete collaborative workshops during their time at Goodes Hall. Curriculum reviews will continue to identify further opportunities for shared credit-bearing and co-curricular activities. <p>Continued synchronization of offerings and services</p> <ul style="list-style-type: none"> • Program start dates have been aligned to increase overlap and on-campus interaction: MDPM and MMAI now begin in May alongside MMIE and MMA, and the Online MBA will start in September 2026 to synchronize electives and services with the FT MBA. Aligning schedules and student services creates more opportunities for cross-program networking, shared events, and intradisciplinary learning.

If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	The following table outlines next steps that will continue to strengthen cross-program interaction and student engagement across the PGP portfolio through expanded experiential and WIL opportunities	
	Next Step	Description
	Expand cross-program experiential learning opportunities	Build on the new internships in FT MBA, MIB, and MMA by exploring additional shared WIL projects, partner-based activities, and applied learning modules that bring students from multiple programs together.

1.8 Recommendation 8: At the course level, it would be advisable to put in place more monitoring and support systems to help ensure that EDII is integrated more consistently into course content across all courses.

Proposed follow-up:	Application of the revised degree level expectations to be addressed during curriculum review of programs.
Responsibility for leading follow-up:	Program Academic Directors, supported by Associate Dean Professional Graduate Programs. Assistant Dean (Teaching and Learning), and Directors for EDII and Strategic Program Accreditation
Timeline for addressing recommendation:	Programs to be reviewed in tranches, completed by 2026
What is the current status of the follow-up?	In process
Include a completion percentage:	75%
Please provide a brief description of the current, completed or planned work:	<p>Since the CPR report, responsibility for follow-up has shifted. The Director, EDII, and the Director, Strategic Program Accreditation, positions no longer exist at Smith, and the Director, Strategic Curriculum Management position, created in May 2025, is now also responsible for this work.</p> <p>A number of initiatives are underway to strengthen the monitoring and integration of EDII within course content. Recent program reviews have refreshed PLLOs across several programs to align with the I-EDIAA principles embedded in Queen’s Graduate Degree-Level Expectations (GDLEs), ensuring these values are intentionally incorporated into curriculum design and course-level expectations.</p> <p>The MBA suite is currently undergoing a two-phase curriculum review. Phase one includes a focus on addressing I-EDIAA within course offerings and identifying required revisions to PLLOs; Phase two will involve collaboration across the MBA programs to develop shared PLLOs that explicitly embed I-EDIAA commitments. The Master of International Business (MIB) review was completed in 2024, resulting in revised PLLOs that more fully integrate these principles. The MMIE program also</p>

	<p>plans to revise PLLOs in Fall 2026 to reflect ongoing curriculum changes and strengthen alignment with I-EDIAA.</p> <p>Together, these activities reflect a coordinated, program-by-program approach to ensuring that EDII is embedded consistently in curriculum and course content, in line with institutional expectations and the recommendation’s intent.</p>												
<p>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</p>	<p>Although significant progress has been made, full implementation of this recommendation extends beyond the original timeline because EDII integration requires ongoing curriculum renewal, iterative faculty engagement, and alignment with evolving institutional I-EDIAA expectations. Furthermore, Smith’s EDII director position has been vacant since winter 2025. The work is proceeding program by program, coordinated through scheduled curriculum reviews, and will continue until all programs have updated PLLOs and course-level practices.</p> <p><u>Rationale</u> Embedding EDII consistently across all courses cannot be completed in a single cycle. It depends on each program’s curriculum review schedule and requires consultation with faculty, revision of PLLOs, and coordinated updates to course content. As a result, progress is ongoing.</p> <p>Summary of Timeline</p> <table border="1" data-bbox="505 940 1479 1755"> <thead> <tr> <th data-bbox="505 940 704 1003">Timeframe</th> <th data-bbox="704 940 1479 1003">Planned Work / Continuing Actions</th> </tr> </thead> <tbody> <tr> <td data-bbox="505 1003 704 1121">Dec. 2024 completed</td> <td data-bbox="704 1003 1479 1121">MFIN curriculum review completed; PLLOs revised to embed I-EDIAA principles</td> </tr> <tr> <td data-bbox="505 1121 704 1239">May. 2024 completed</td> <td data-bbox="704 1121 1479 1239">MIB curriculum review completed; PLLOs revised to embed I-EDIAA principles.</td> </tr> <tr> <td data-bbox="505 1239 704 1520">2025–2026</td> <td data-bbox="704 1239 1479 1520"> MBA suite undergoing two-phase curriculum review: <ul style="list-style-type: none"> • Phase 1 (2025): Address I-EDIAA within course offerings and identify revisions to PLLOs. • Phase 2 (2026): Cross-program collaboration to develop shared PLLOs embedding I-EDIAA across all MBA formats. </td> </tr> <tr> <td data-bbox="505 1520 704 1617">Fall 2026</td> <td data-bbox="704 1520 1479 1617">MMIE to revise PLLOs to reflect curriculum changes and strengthen I-EDIAA integration.</td> </tr> <tr> <td data-bbox="505 1617 704 1755">Ongoing (2024–2027)</td> <td data-bbox="704 1617 1479 1755">Application and monitoring of revised GDLE-aligned PLLOs to drive course-level EDII integration across all programs, with Program Academic Directors providing oversight.</td> </tr> </tbody> </table>	Timeframe	Planned Work / Continuing Actions	Dec. 2024 completed	MFIN curriculum review completed; PLLOs revised to embed I-EDIAA principles	May. 2024 completed	MIB curriculum review completed; PLLOs revised to embed I-EDIAA principles.	2025–2026	MBA suite undergoing two-phase curriculum review: <ul style="list-style-type: none"> • Phase 1 (2025): Address I-EDIAA within course offerings and identify revisions to PLLOs. • Phase 2 (2026): Cross-program collaboration to develop shared PLLOs embedding I-EDIAA across all MBA formats. 	Fall 2026	MMIE to revise PLLOs to reflect curriculum changes and strengthen I-EDIAA integration.	Ongoing (2024–2027)	Application and monitoring of revised GDLE-aligned PLLOs to drive course-level EDII integration across all programs, with Program Academic Directors providing oversight.
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1.9 Recommendation 9: In order to achieve its EDII goals, the School may want to further emphasize EDII considerations in faculty recruitment (both full-time and adjunct) in addition to ensuring that the most qualified candidates are chosen.

Proposed follow-up:	Target advertisement of faculty positions to reach under-represented groups. Continue with equitable hiring practices.
Responsibility for leading follow-up:	Dean and Associate Dean, Faculty. Other stakeholders are the Director, EDII and the Smith EDII Committee.
Timeline for addressing recommendation:	Ongoing, with annual review.
What is the current status of the follow-up? Include a completion percentage:	In process 50%
Please provide a brief description of the current, completed or planned work:	<p>Note again the role of Director, EDII no longer exists.</p> <p>Smith has strengthened EDII considerations in faculty recruitment while maintaining equitable and rigorous hiring practices for both full-time and adjunct appointments. Recent faculty searches, including the Professor in Digital Technology, Professor in OB/HR, and the Quinn Professorship in Sustainability, were intentionally advertised across platforms that reach equity-seeking and under-represented groups. All postings were listed for a minimum of 30 days.</p> <p>To broaden outreach, these positions were posted on the following EDII-focused sites, with dates listed below:</p> <p>AHEAD (Association on Higher Education and Disability)</p> <ul style="list-style-type: none"> • Digital Technology (10/16/2025) • OB/HR (10/16/2025) • Quinn Professorship (10/16/2025) <p>All Star Jobs (serving Indigenous persons, vulnerable youth, newcomers, and persons with disabilities)</p> <ul style="list-style-type: none"> • Digital Technology (10/03/2025) • OB/HR (10/01/2025) • Quinn Professorship (10/16/2025) <p>DiverseJobs.net</p> <ul style="list-style-type: none"> • Digital Technology (10/02/2025) • OB/HR (10/02/2025) • Quinn Professorship (10/15/2025)

	<p>NationTalk (Indigenous-focused employment service)</p> <ul style="list-style-type: none"> • Digital Technology (10/10/2025) • OB/HR (10/10/2025) • Quinn Professorship (10/15/2025) <p>SWAAC (Senior Women Academic Administrators of Canada)</p> <ul style="list-style-type: none"> • Digital Technology (10/02/2025) • OB/HR (10/02/2025) <p>All positions are also posted on both the Queen’s University and Smith School of Business websites and circulated internally to faculty, term adjuncts, staff, and individuals who have submitted expressions of interest in teaching. Recipients are encouraged to share postings within their networks to broaden reach and promote diversity in applicant pools.</p> <p>It is important to note that the number of recent postings is limited due to a university-wide hiring freeze, which has temporarily reduced faculty recruitment activity.</p>
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	<p>This work is ongoing, and our next steps will focus on expanding targeted outreach, monitoring the effectiveness of recruitment channels once the hiring freeze is lifted, and continuing to strengthen EDII-focused hiring practices across all future searches.</p>

1.10 Recommendation 10: Add a component of academic leadership to programs where it is currently less present. Incorporating academic leadership activities as a positive factor toward performance reviews and promotion can ensure that faculty members see such activity as valued and as a way to advance their careers at Smith.

Proposed follow-up:	Appoint academic directors for the MBA suite of programs, analytics suite of programs, and the Master of Finance.
Responsibility for leading follow-up:	Associate Dean (Professional Graduate Programs).
Timeline for addressing recommendation:	Spring 2024
What is the current status of the follow-up?	In process
Include a completion percentage:	75%

Please provide a brief description of the current, completed or planned work:	As stated in response recommendation 5: Academic Directors were appointed to the MFIN program and Analytics programs in Spring/Summer 2025, ensuring clearer oversight of curriculum, assessment, and academic quality.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	Academic Directors will be appointed to the MBA suite of programs pending the outcome of the curriculum reviews in Summer 2026.

1.11 Provide 2-3 examples of how the program(s) under review have improved as a result of the cyclical program review process.

Through the cyclical program review process, Smith has implemented several meaningful improvements that enhance program quality and strengthen alignment across the PGP portfolio. These improvements demonstrate how systematic review leads directly to stronger curriculum design, enriched learning experiences, and more robust academic processes.

- Expanded cross-listing of courses across MMA, MMAI, and MFIT
The review process led to intentional cross-listing of analytically oriented courses across the MMA, MMAI, and MFIT programs. This expansion has broadened student learning opportunities, allowed greater personalization of program pathways, and created curricular and instructional efficiencies by aligning similar content delivered across programs.
- Reinforced Smith’s commitment to Assurance of Learning (AoL)
Program reviews reinforced the importance of AoL as a core academic process, resulting in clearer PLLOs, more structured assessment practices, and integration of AoL into ongoing curriculum management. This has strengthened Smith’s ability to monitor student learning, use evidence to inform curriculum changes, and ensure programs remain responsive to disciplinary and industry developments. In addition, program teams are increasingly considering the implications of generative AI for teaching, learning, and assessment. These considerations reflect an emerging priority that will further shape AoL practices and support ongoing alignment with evolving professional and technological expectations.

Together, these enhancements demonstrate how the cyclical program review process supports continuous improvement at Smith.

2. Decanal Response

2.1 Include any general comments on the Progress Report:

The Progress Report provides a clear and comprehensive account of actions taken in response to the external review recommendations across the Professional Graduate Programs portfolio. It demonstrates strong follow-through on key structural elements, including curriculum management, assurance of learning, and expanded use of advisory boards, as well as thoughtful attention to EDII and cross-program cooperation. The report also appropriately acknowledges that a new Associate Dean, Professional Graduate Programs, began in March 2025 after the position had been vacant since May 2024. Filling this role early in my term as Interim Dean was an important step in strengthening leadership capacity across the portfolio. In addition, the report recognizes that the rapid emergence of generative AI is creating new pedagogical and curricular opportunities and considerations, which will increasingly shape teaching, learning, and assessment in the years ahead. Overall, the work to date reflects a sustained commitment to continuous improvement and to aligning Smith's programs with institutional and accreditation expectations.

2.2 Comment on any recommendations that have not been addressed within the proposed timeline:

Where recommendations have not yet been fully addressed within the original timelines, the rationale provided is sound and reflects the cyclical and iterative nature of curriculum renewal and assurance of learning (AoL). The continued implementation of AoL processes, the deepening of EDII integration at the course level, the enhancement of cross-program student interaction, and the refinement of assessment practices are appropriately positioned as multi-year initiatives tied to established program review cycles. Progress in EDII-related curriculum integration has also been affected by the vacancy in the Director of EDII role since Winter 2025; despite this constraint, there have been curricular advances in this area. Overall, the timelines and next steps demonstrate that these areas are being actively managed and remain on a clear path toward full implementation.

2.3 Comment on any recommendations that require the Dean's action, such as recommendations that involve budgetary considerations.

Several initiatives outlined in the report will continue to benefit from Dean-level support and resourcing, including the work of the Office of Educational Excellence and Integrity, ongoing AoL activities, and the continuation of teaching awards that recognize educational leadership and innovation. Continued support for EDII-focused recruitment practices and for structured engagement with advisory boards will also be important to sustain the momentum described in the report. As we move into the next phase of implementation, the Dean's office will monitor resource implications and ensure that priority initiatives, particularly those related to AoL, EDII, and experiential learning, remain appropriately supported.

3. Decanal (School of Graduate Studies and Postdoctoral Affairs) Response

3.1 Include any general comments on the Progress Report:

Smith should be commended for the significant work done to date, with the large majority of recommendations realized at 75% or more. The actions undertaken, and those to be fully delivered, promise to enhance program quality generally, and strengthen alignment within individual programs and across the PGP portfolio (such as curriculum mapping and assurance of learning activities). The result will be an improved student experience and learning environment, while faculty and staff will foster a culture of enhanced teaching practices and improved data collection.

3.2 Comment on any recommendations that have not been addressed within the proposed timeline:

Smith has presented a comprehensive and well-substantiated rationale for the recommendations that remain to be fully implemented. A significant proportion of the reviewers' recommendations require long-term strategic implementation due to the inherently cyclical processes involved in curriculum renewal. Besides, progress in certain areas, especially those around Equity, Diversity, Inclusion, and Indigeneity (EDII), has been constrained by the vacancy in the position of Director of EDII. For all recommendations that have yet to be fully addressed, Smith provides a clearly articulated and cogent justification, accompanied by a detailed and systematic timeline for their anticipated completion.

Authorizations



December 10, 2025

Signature of Unit Head

Date



December 10, 2025

Signature of Faculty Dean

Date



Jan 8, 2026

Signature of Vice Provost and Dean, SGSPA

Date



January 21, 2026

Signature of Vice-Provost, Teaching and Learning

Date

February 26, 2026

Date of Review and Approval by the Senate Cyclical Program Review Committee