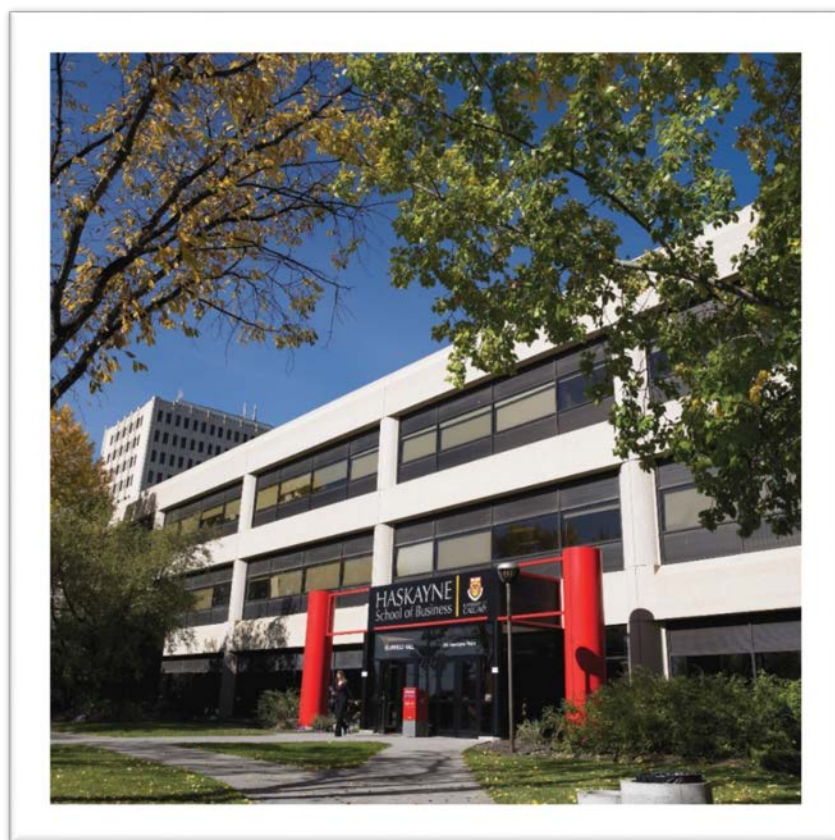


UNIVERSITY OF CALGARY | HASKAYNE SCHOOL OF BUSINESS

CURRICULUM REVIEW – PUBLIC REPORT



27 September 2018

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Curriculum Review Team

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EXECUTIVE SUMMARY

The Haskayne School of Business (HSB) offers programs at the Bachelor, Masters, and Doctoral levels. A total of 230 faculty and staff are dedicated to teaching, research, service, and administration of the business school. There are approximately 3000 undergraduate and 700 graduate students as well as over 2000 executive education program participants.

The Curriculum Review in Haskayne was executed in the 2016/2017 academic year with the collection of the curriculum mapping data. The primary members of the Curriculum Review Team are Scott Radford (AD T&L), Victoria Reid (T&L Specialist), Kenna Kelly-Turner (T&L Specialist), and Patrick Nay (T&L Specialist).

HSB is a member of the Association to Advance Collegiate Schools of Business (AACSB) accreditation body. The program-level learning outcomes (PLO's) for the Curriculum Review were drawn from the AACSB accreditation goals and outcomes and in the future, the aim is to better align our AACSB accreditation and Curriculum Review processes. Data was collected on these PLO's, as well as on class assignments, course assignment timing, course outcomes, and high-impact practices. The most beneficial components of the review process were the meetings conducted with each of the program areas (nine in total) discussing the mapping data and creating area specific goals. Overall, these discussions were highly constructive as they allowed each area to identify priorities and to look at their course not as independent of one another but as part of a cohesive, interconnected program that requires a collective effort to improve and succeed.

The most significant Action Plan item to stem from the Curriculum Review is to approach future reviews with a staggered schedule, rather than conduct the review on all areas simultaneously. Moving forward, the review will target two specific areas each year. This will allow a more sustained and efficient use of time and energy that is more in line with the timelines of each of the areas themselves depending on their location within their own curriculum cycles. This schedule change, coupled with a closer alignment with HSB's AACSB accreditation process, will result in a more streamlined and effective Curriculum Review process.

CONTEXT

The Haskayne School of Business is one of the 14 faculties within the University of Calgary. The School was founded as the Faculty of Management in 1967, offering a Bachelor of Commerce (BComm) degree, and has since pursued academic excellence in teaching and learning through the integration of research with undergraduate, graduate, and doctoral education. In May 2002, the faculty was renamed as the Haskayne School of Business in honour of Richard F. Haskayne, OC, FCA. Mr. Haskayne has served the University of Calgary for over twenty years, and naming the business school recognizes his business and ethics leadership record, his philanthropic support, and his long-standing volunteer commitment to both the university and Calgary community. The Haskayne Endowment for Achieving Excellence also created in 2002, and supports the School in funding professorships, scholarships, and bursaries to attract and retain outstanding students and professors.¹

Today, HSB offers a full range of programs of study at the Baccalaureate, Master's, and Doctoral levels. The Bachelor's program offers seventeen concentrations: Accounting, Business Analytics, Business Technology Management, Energy Management, Entrepreneurship & Innovation, Finance, General, Organizational Behaviour and Human Resources, International Business, Marketing, Operations Management, Personal Financial Planning, Petroleum Land Management, Real Estate Studies, Risk Management and Insurance, Risk Management Insurance and Finance, and Supply Chain Management organized into eight areas: Accounting, Business Technology Management, Entrepreneurship, Finance (including Risk Management), Marketing, Organizational Behaviour and Human Resources, Operations and Supply Chain Management, and Strategy. Students can enhance their degree by obtaining a BComm Honours degree or joining the Co-operative Education program. Additionally, Haskayne offers joint degrees with Kinesiology, Arts, Science, and the Schulich School of Engineering.

The MBA offers five specializations: Global Energy Management and Sustainable Development, Entrepreneurship and Innovation, Finance, Marketing, Real Estate Studies, and Project Management. The Executive MBA (EMBA) offers a general management option and a finance specialization. Additionally, there is a Global Energy Executive MBA program in which students travel and attend classes in several locations throughout the world. An interdisciplinary degree, the Master of Science in Sustainable Energy Development, is offered through Haskayne, the Schulich School of Engineering, and the Faculties of Law and Environmental Design in addition to several combined degrees with other faculties. The Haskayne Executive Education program offers a more customized learning experience for business professionals. Haskayne offers a PhD program with specializations in Accounting, Entrepreneurship and Innovation, Finance, Organizational Behaviour and Human Resources; Strategy and Global Management, Management Information Systems (MIS/BTM), Marketing, Operations and Supply Chain Management, Risk Management and Insurance, and Cross-Disciplinary Programs. A Masters of Management program tailored to those with non-BComm degrees is in the final stages of approval and is anticipated to be accepting students in 2019. Additionally, a new Doctorate of

¹ *Continuous Improvement Review Report – Haskayne School of Business 2016* prepared for AACSB

Business Administration degree program will begin in January 2019 and will offer an alternative to the HSB PhD program as it targets mid-career professionals. A total of 230 faculty and staff are dedicated to the teaching, research, service to the community and administration of the business school. There are approximately 2960 undergraduate and 690 graduate students as well as over 2000 executive education program participants.

HSB has a non-departmentalized organizational structure. It is headed by the Dean, with two Senior Associate Deans (Academic and Graduate & Professional Programs), three Associate Deans (Teaching & Learning, Research, and Undergraduate Programs), an Assistant Dean (Leadership, planned), and eight Academic Areas (see chart below), each lead by an Area Chair and three to ten faculty members. The Areas are part of the Academic stream which also includes programs and the Research Centres.

BComm Area Concentration Abbreviations

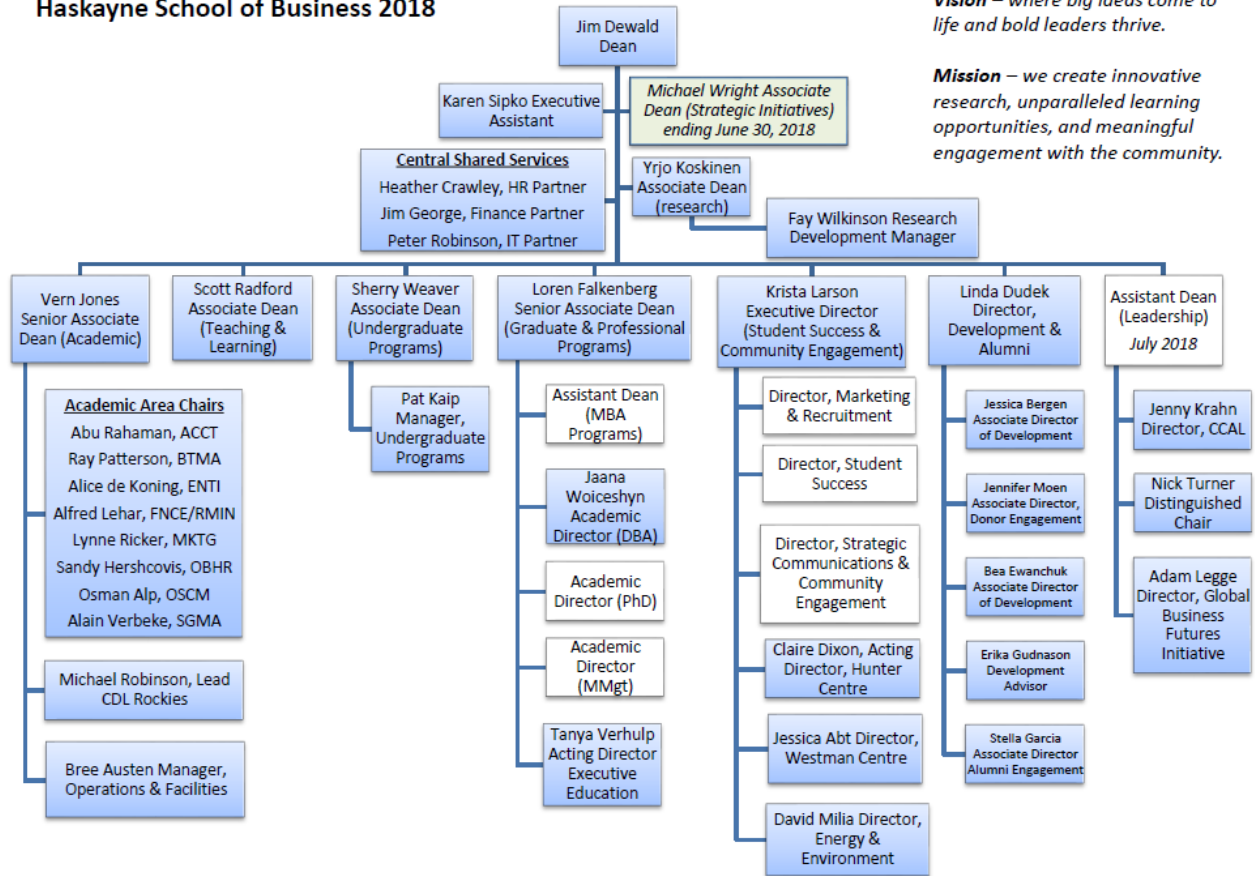
ACCT	Accounting	MKTG	Marketing
BTMA	Business Technology Management	OBHR	Organizational Behaviour and Human Resources
ENTI	Entrepreneurship	OSCM	Operations and Supply Chain Management
FNCE	Finance	SGMA	Strategy
RMIN	Risk Management		

In addition, there is a Services stream consisting of specialized staff groups that focus on the community: an Executive Director, Student Success & Community Engagement (Marketing & Recruitment, Student Success, Strategic Communications & Community Engagement, as well as several of the centres) and a Director, Development and Alumni Relations; and Executive Education. Financial Services, Information Technology, and Human Resources are provided under a shared service model across multiple faculties within the University.

Haskayne School of Business 2018

Vision – where big ideas come to life and bold leaders thrive.

Mission – we create innovative research, unparalleled learning opportunities, and meaningful engagement with the community.



Strengths²

HSB has an excellent reputation for providing students with a quality business education and offering access to various learning opportunities at the baccalaureate and post-baccalaureate levels. Highlights of Haskayne’s national and global rankings include:

- Aspen Institute / Grey Pinstripes (2012): the MBA ranking moved up to 35th place among the top 100 business programs in the world. This is the last year that these rankings were published.
- Corporate Knights (2015): in a measurement of which MBAs best equip graduates to change the world for the better, the Haskayne MBA ranked 5th against all MBAs in the 2015 Financial Times Global MBA rankings as well as the Top 30 MBAs as ranked by Corporate Knights.
- The Financial Times (2013, 2014, 2015): ranked the EMBA in the top 100 EMBA programs worldwide.
- Ivy Exec ranked Haskayne’s EMBA program in the top 20 joint EMBA’s worldwide (2015, 2016).
- Canadian Business: ranked the MBA program in the top 10 in Canada (2014) and top 10 for value in Canada (2016).
- University of Calgary’s Graduate and Professional School Survey (2016) ranked Haskayne’s EMBA in the top 10 of all graduate and professional programs at UCalgary for the relationship between faculty and students and in the top 3 for relationship between program content and professional goals.

² Continuous Improvement Review Report – Haskayne School of Business 2016 prepared for AACSB

GUIDING QUESTIONS

In conjunction with each area, curriculum mapping data was collected via Qualtrics for all BComm courses. This data was then compiled and returned to each area for their review. Curriculum Review meetings were then conducted with each individual area and the Review Team. The role of the Review Team in these meetings was essentially to initiate and facilitate the discussion among faculty members. The guiding questions listed below helped prompt the discussions but were merely that, prompts. Discussions were allowed to evolve as areas saw fit according to their own unique needs and interests.

BComm Core Guiding Questions

- **Assessments for Each Course**
 - Is there an appropriate mix of group and individual assignments in Undergraduate core courses?
 - Should there be an official policy on the total percentage of the overall grade that can be based on group work – if not in all courses at least in core courses?
 - Are the weightings for assessments appropriate at each level?
 - Are the types of assignments appropriate?

- **Assessment Timing for Each Course**
 - Should there be more assessments done in the first half of the term in order to catch students who are struggling (for referral to Thrive program as well as allocation of tutoring and instructional resources)?
 - Is there an appropriate amount of formative assessment and feedback?
 - Are assessments appropriately spaced across the term?

- **Course Objectives**
 - Are the outcomes appropriate for each class?
 - If the same or similar outcomes are explored in different courses, is the level at which they are explored appropriate at each level?
 - Within different sections of the same course, if completely different outcomes are addressed, should there be an increased level of coordination established?
 - Is there too much duplication across core classes?
 - Is there enough scaffolding across levels?
 - Generally, are the lower-level classes exploring outcomes at introductory levels and higher-level classes covering objectives at more advanced levels?

- **Program Map of AACSB Goals & Outcomes**
 - Are program-level goals and outcomes covered at appropriate levels and depth in core courses?
 - Are ethics covered enough and at an appropriate level?

- **High-Impact Practices in Undergrad Courses**
 - Are enough high-impact practices being used in Undergrad courses?
 - Are there resources that T&L, or the Area, can provide to help with the implementation of high-impact practices?

Area Specific Guiding Questions: Used to prepare for area discussions in advance

- **Class Assessments**
 - Is there an appropriate mix of group and individual assignments in Marketing (or ACCT, FNCE, OPMA, etc.) courses?
 - Are the weightings for assessments appropriate?
 - Are the types of assignments appropriate?
 - Are there enough opportunities for students to demonstrate learning outside of examination format?

- **Area Specific Course Assignment Timing**
 - Should there be more assessments done in the first half of the term in order to catch students who are struggling (for referral to Thrive program as well as allocation of tutoring and instructional resources)?
 - Is there an appropriate amount of formative assessment and feedback?
 - Are assessments appropriately spaced across the term?

- **Course Outcomes**
 - Are the outcomes appropriate for each class?
 - If the same or similar outcomes are explored in different courses, is the level at which they are explored appropriate at each level?
 - Within different sections of the same course, if completely different outcomes are addressed, should there be an increased level of coordination established?
 - Is there too much duplication across classes?
 - Is there enough scaffolding across levels?
 - Generally, are the lower-level classes exploring outcomes at introductory levels and higher-level classes covering objectives at more advanced levels?
 - As worded, are the outcomes measurable?

- **Area Specific Map of AACSB Goals & Outcomes**
 - Are program-level goals and outcomes covered at appropriate levels and depth in FNCE (or SGMA, BTMA, etc.) courses?
 - Are ethics covered enough and at an appropriate level?
 - Is the MKTG (or ACCT, OPMA, etc.) objective covered enough and at an appropriate level? Does this program-level outcome need to be reworded or changed?

- **High-Impact Practices in Undergrad Courses**

- Are enough high-impact practices being used in BTMA (or ENTI, MKTG, etc.) courses?
- Are there resources that T&L, or the Area, can provide to help with the implementation of high-impact practices?

ACTION PLAN

Program-wide Action Plans

Item: Institute a staggered Curriculum Review process

Timeline: Long term

Responsibility: Area Chairs, AD T&L, and URC

Rationale: Conducting a Curriculum Review of only two areas each year allows for more appropriate timing, while resulting in a complete program review every five years. A staggered approach synchronizes efforts with program areas more closely in terms of their stage of curriculum development/review. This better aligns with the existing Assurance of Learning process.

Alignment with University Academic Plan

- 3.2 Encourage pedagogical innovation and evidence-based teaching practices
 - Continue to support Curriculum Review processes to identify program innovations and develop strategies for continuous improvement

Item: Increase student representation on committees

Timeline: Short term

Responsibility: AD T&L, AD Undergrad

Rationale: The NSSE 2017 report and Conference on Postsecondary Learning and Teaching highlighted the need for more student representation and engagement in curriculum development on HSB committees (URC, MPC, AoL)

Alignment with University Academic Plan

- 1.1 Recruit and retain talented people from a diversity of backgrounds (a. Students)
 - Ensure a positive teaching and learning environment on campus by responding to student feedback, particularly the National Survey of Student Engagement [NSSE] and Canadian Graduate and Professional Student Survey [CGPSS]. This will involve enhancing the number and variety of experiential learning opportunities
- 1.4 Encourage and develop leaders
 - Continue the development and evolution of leadership programs for all students and staff groups, including programs for research and teaching leaders
 - Review and assess whether the current leadership teams (i.e., senior leadership team, faculty leadership teams) of the university reflect the diversity of the institution, and develop an overall plan to make appropriate changes where necessary

Alignment with HSB Strategic Plan

- Provide meaningful interactions between faculty and students
- Connect students to unique learning opportunities
- Be inclusive, respectful and trusting of each other

Program-wide Action Plans (continued)

Item: Prepopulate fields in the next Curriculum Review

Timeline: Long term

Responsibility: Office of Teaching and Learning

Rationale: Several faculty commented on the length of time needed to complete the curriculum mapping so prepopulating with data existing data from other sources will save time.

Alignment with University Academic Plan

- 3.2 Encourage pedagogical innovation and evidence-based teaching practices
- Continue to support Curriculum Review processes to identify program innovations and develop strategies for continuous improvement

Item: Continue compiling course cluster recommendations list (service courses) and explore possibility of a portion of these courses being taught in Haskayne

Timeline: Medium term

Responsibility: Associate Dean Undergrad; URC

Rationale: Better understanding/collaboration with a shift towards competencies as outcomes and establish the competencies needed from these service courses. Greater control and flexibility would be gained by moving courses to HSB, ensuring that students are acquiring the necessary skills and competencies to complete a BComm (ref: Course Recommendations Outside HSB for Concentrators email sent by Janice Eliasson)

Alignment with University Academic Plan

- 1.2 Enhance and support a campus learning culture
- Continue to evaluate academic and non-academic programs to identify and leverage our strengths and identify strategies for improvement

Alignment with HSB Strategic Plan

- Design innovative courses and programs that teach students “how to think” not just “what to think”

Program-wide Action Plans (continued)

Item: Create Teaching and Learning Committee

Timeline: Short term and ongoing

Responsibility: Associate Dean, Teaching and Learning

Rationale: With the increase in projects coming to the teaching and learning portfolio (e.g. AoL, Curriculum Review, Case Competitions Committee, Student Experiences Fund, etc.) the need for a committee to lead these initiatives is apparent.

Alignment with University Academic Plan

1.2 Enhance and support a campus learning culture

- Engage and support all members of the campus community to adopt a growth mindset that focuses on learning and innovation to acquire new knowledge, skills, and expertise. This will require a supportive culture necessary for risk-taking, one that values learning from failure
- Continue to develop, implement and integrate strategic planning processes across academic and non-academic units

Alignment with HSB Strategic Plan

- Create processes to promote big ideas and purposely abandon low-value activities

Item: Revise responsibilities and activities of BComm Core Committee and URC

Timeline: Short term

Responsibility: AD Undergrad

Rationale: One representative from each area on the committee, especially 317 classes in order to ensure that learning outcomes are being taught and reinforced throughout a student's BComm journey; increased coordination among courses from different areas.

Alignment with University Academic Plan

1.2 Enhance and support a campus learning culture

- Continue to evaluate academic and non-academic programs to identify and leverage our strengths and identify strategies for improvement

Alignment with HSB Strategic Plan

- Foster a team where people are actively engaged and contribute

BComm Core Committee

Item: Annual Meeting

Timeline: Long term

Responsibility: BComm Core Committee

Rationale: The Curriculum Review highlighted the need for greater collaboration and sharing among core courses. This will allow: a review of thematic elements that will be incorporated into core courses each year; a sharing of course content; and, integration of common language across courses.

Alignment with University Academic Plan

1.2 Enhance and support a campus learning culture

- Continue to evaluate academic and non-academic programs to identify and leverage our strengths and identify strategies for improvement

Alignment with HSB Strategic Plan

- Embed a practice of reflection and continuous improvement

Area Specific Action Plans

ACCT

Item: Increased alignment of course outcomes with CPA accreditation standards

Timeline: Long term and ongoing

Responsibility: Area Chair

Rationale: The curriculum mapping data underscored the fact that accreditation dictates course outcomes; as a professional school, meeting industry standards is paramount in ensuring students a successful introduction to working life

Alignment with University Academic Plan

1.2 Enhance and support a campus learning culture

- Continue to evaluate academic and non-academic programs to identify and leverage our strengths and identify strategies for improvement

Alignment with HSB Strategic Plan

- Embed a practice of reflection and continuous improvement

BTMA

Item: Obtain Information Technology Association of Canada (ITAC) accreditation

Timeline: Long term

Responsibility: Area Chair and team lead

Rationale: Reflecting industry and government expectations regarding the digital economy, this was part of the move to change the name of the area from Management Information Systems to Business Technology Management in order to improve the quality and delivery of education to students while offering them the opportunity to earn a professional designation upon graduation.

Alignment with University Academic Plan

1.2 Enhance and support a campus learning culture

- Continue to evaluate academic and non-academic programs to identify and leverage our strengths and identify strategies for improvement

Alignment with HSB Strategic Plan

- Design innovative courses and programs that teach students “how to think” not just “what to think”

ENTI

Item: Revision of ENTI curriculum

Timeline: Long term

Responsibility: Area Chair

Rationale: Due to the increased emphasis on entrepreneurial thinking within Haskayne and the UofC, the content and delivery of the curriculum is in the process of being reviewed and revised. ENTI 317 is a relatively recent addition to the core courses BComm students are required to take, resulting in a reorganization of the program as a whole. Additionally, new faculty members are being hired to address increased student enrollment and program expansion.

Alignment with University Academic Plan

3.2 Encourage pedagogical innovation and evidence-based teaching practices

- Continue to support Curriculum Review processes to identify program innovations and develop strategies for continuous improvement
- Continue to enhance and expand experiential and work-integrated learning opportunities with industry and community partners

Alignment with HSB Strategic Plan

- Design innovative courses and programs that teach students “how to think” not just “what to think”
- Teach students to be bold and strategic through entrepreneurial thinking

ENTI (continued)

Item: Explore the creation of an undergraduate minor in entrepreneurship

Timeline: Long term

Responsibility: Area Chair

Rationale: The university's increased emphasis on entrepreneurship and the discipline's complimentary nature with other majors is seen a growth avenue for the ENTI area.

Alignment with University Academic Plan

3.1 Facilitate interdisciplinary

- Continue to create and reinforce cross-faculty collaboration initiatives and programs

3.2 Encourage pedagogical innovation and evidence-based teaching practices

- Continue to develop innovative new programs

Alignment with HSB Strategic Plan

- Teach students to be bold and strategic through entrepreneurial thinking

FNCE

Item: Identify gaps and overlap between courses in terms of objectives and where students are getting the requisite course competencies

Timeline: Medium term

Responsibility: FNCE Committee Lead, Area Chair

Rationale: During the discussion of the curriculum mapping data, the area discussion came to the conclusion that efficiency and consistency could be gained by mapping the course objectives and determining where students are learning particular FNCE knowledge.

Alignment with University Academic Plan

3.2 Encourage pedagogical innovation and evidence-based teaching practices

- Continue to support Curriculum Review processes to identify program innovations and develop strategies for continuous improvement

Alignment with HSB Strategic Plan

- Embed a practice of reflection and continuous improvement
- Combine academic learning with experiential activities to create transformative learning opportunities

MKTG

Item: Perform analysis of previous revision in MKTG 317

Timeline: Short term

Responsibility: Individual course instructors

Rationale: MKTG 317 was revised two years ago and will undergo a review to determine its effect and any necessary modifications and its impact on senior level courses as well.

Alignment with University Academic Plan

1.2 Enhance and support a campus learning culture

- Continue to evaluate academic and non-academic programs to identify and leverage our strengths and identify strategies for improvement

Alignment with HSB Strategic Plan

- Embed a practice of reflection and continuous improvement

OBHR

Item: Attain Chartered Professionals in Human Resources accreditation

Timeline: Short term

Responsibility: Area Chair

Rationale: This accreditation will help maintain competitiveness with other schools, increase enrollment, and offer students the choice of a professional designation upon graduation.

Alignment with University Academic Plan

1.2 Enhance and support a campus learning culture

- Continue to evaluate academic and non-academic programs to identify and leverage our strengths and identify strategies for improvement

Alignment with HSB Strategic Plan

- Design innovative courses and programs that teach students “how to think” not just “what to think”

OSCM

Item: Review alignment of course outcomes with expected competencies

Timeline: Long term

Responsibility: Area Chair and accreditation lead

Rationale: In the Curriculum Review meeting, faculty members discussed the kinds of mechanisms that should be in place to ensure that students are learning the necessary competencies.

Alignment with University Academic Plan

1.2 Enhance and support a campus learning culture

- Continue to evaluate academic and non-academic programs to identify and leverage our strengths and identify strategies for improvement

Alignment with HSB Strategic Plan

- Design innovative courses and programs that teach students “how to think” not just “what to think”

Item: Obtain Supply Chain Management Association (SCMA) accreditation

Timeline: Long term

Responsibility: Accreditation Lead, Area Chair

Rationale: In the Curriculum Review meeting, faculty members discussed the kinds of mechanisms that should be in place to ensure that students are learning the necessary competencies.

Alignment with University Academic Plan

1.2 Enhance and support a campus learning culture

- Continue to evaluate academic and non-academic programs to identify and leverage our strengths and identify strategies for improvement

Alignment with HSB Strategic Plan

- Design innovative courses and programs that teach students “how to think” not just “what to think”

SGMA

Item: Review SGMA 591 capstone course proposal

Timeline: Long term

Responsibility: SGMA 591 course coordinator

Rationale: Based on the Curriculum Review meeting and NSSE data regarding high-impact practices / capstone experiences, it was decided that revising the course and seeking ways to introduce a greater integrative capstone experience would be necessary. This may include adding a course or revising the core undergraduate curriculum.

Alignment with University Academic Plan

3.2 Encourage pedagogical innovation and evidence-based teaching practices

- Continue to support Curriculum Review processes to identify program innovations and develop strategies for continuous improvement

Alignment with HSB Strategic Plan

- Design innovative courses and programs that teach students “how to think” not just “what to think”
- Connect students to unique learning opportunities

SGMA

Item: Increase use of experiential learning

Timeline: Short term and ongoing

Responsibility: Appointed lead (faculty member)

Rationale: NSSE results and faculty feedback demonstrate the increasing benefit of experiential learning.

Alignment with University Academic Plan

2.1 Connect and collaborate with: e. All communities

- Strengthen support for community-engaged scholarship and community-engaged learning approaches

3.2 Encourage pedagogical innovation and evidence-based teaching practices

- Continue to enhance and expand experiential and work-integrated learning opportunities with industry and community partners

Alignment with HSB Strategic Plan

- Combine academic learning with experiential activities to create transformative learning opportunities
- Connect students to unique learning opportunities

COMMUNICATION PLAN

The Curriculum Review report and progress made on accomplishing the Action Plan items will be communicated to students, faculty, and staff in URC meetings, through a dedicated D2L page, and with regular updates to the Teaching and Learning Committee.