



vpacad@sfu.ca
 www.sfu.ca/vpacademic
 TEL: 778.782.3925
 FAX: 778.782.5876

8888 University Drive
 Burnaby, BC
 Canada V5A 1S6

MEMORANDUM

ATTENTION Senate **DATE** June 20, 2023
FROM Kevin Oldknow, Senior Advisor on Academic Planning on behalf of Wade Parkhouse, Provost and Vice-President Academic *pro tem*, and Chair, SCUP **PAGES** 1/51
RE: Beedie School of Business Accreditation Action Plan (SCUP 23-30)

A handwritten signature in blue ink, appearing to be "K. Oldknow", written over a horizontal line.

At its meeting on June 14, 2023, SCUP reviewed and approved the Action Plan for Beedie School of Business that resulted from its accreditation reviews. On the approval of the Provost, the accreditation reviews and Action Plan take the place of an external review for Beedie School of Business.

The Educational Goals Assessment Plan was reviewed and is attached for the information of Senate.

Motion: That Senate approve the Action Plan for the Beedie School of Business that resulted from its accreditation processes with the Association to Advance Collegiate Schools of Business (AACSB) and the European Foundation for Management Development (EFMD).

Attachments:

1. Beedie School of Business Action Plan
2. Assessment of the Accreditation Process against the SFU Senate Guidelines for External Reviews of Academic Units
3. Feedback on Educational Goals Assessment Plan
4. Beedie School of Business Educational Goals Assessment Plan

Available on the SCUP webpage (<https://www.sfu.ca/senate/senate-committees/scup.html>):

1. AACSB Business Accreditation Peer Review Report (December 2020)
2. EFMD EQUIS Peer Review Report (July 2022)

C: Ujwal Kayande, Dean, Beedie School of Business
 Brenda Lautsch, Professor and Associate Dean, Faculty, Beedie School of Business
 William Louie, Director, Accreditation and Assessment, Beedie School of Business



8888 University Drive, Burnaby, BC
Strand Hall, Room 3000
Canada V5A 1S6

TEL: 778.782.5731
FAX: 778.782.5876

vpacad@sfu.ca
www.sfu.ca/vpacademic

MEMORANDUM

ATTENTION SCUP
FROM Wade Parkhouse, Provost and Vice-
President Academic *pro tem*
RE: Beedie School of Business Accreditation Action Plan

DATE June 6, 2023

PAGES

As per the Senate Guidelines for External Reviews, a unit that undergoes accreditation in some form will have that accreditation process mapped against the SFU external review process. An assessment will then be made by the associate vice-president, academic as to whether the accreditation process in question is adequate to waive the external review in part or in full.

The Beedie School of Business is accredited by two agencies, Association to Advance Collegiate Schools of Business (AACSB) and the European Foundation for Management Development (EFMD). The site visit for AACSB Business Accreditation was conducted in 2020 while the EFMD Quality Improvement System (EQUIS) visit took place in 2022. The resulting accreditation documents, self-studies, and reports have been reviewed by the senior advisor, academic planning, Provost's Office. It has been found that all external review processes and requirements required by Senate have been covered in these site visits and the corresponding reports. Therefore, an external review requirement for the Beedie School of Business has been waived.

An action plan has been developed by the Beedie School of Business covering recommendations made by the AACSB and EFMD accreditors. The action plan has been reviewed and endorsed by the Provost.

Motion:

That SCUP approve and recommend to Senate the Action Plan for the Beedie School of Business that resulted from its accreditation processes with the Association to Advance Collegiate Schools of Business (AACSB) and the European Foundation for Management Development (EFMD).

Attachments:

1. Beedie School of Business Action Plan
2. Assessment of the Accreditation Process against the SFU Senate Guidelines for External Reviews of Academic Units
3. AACSB Business Accreditation Peer Review Report (December 2020)
4. EFMD EQUIS Peer Review Report (July 2022)
5. Feedback on Educational Goals Assessment Plan
6. Beedie School of Business Educational Goals Assessment Plan

cc Ujwal Kayande, Dean, Beedie School of Business
Brenda Lautsch, Professor and Associate Dean, Faculty, Beedie School of Business
William Louie, Director, Accreditation and Assessment, Beedie School of Business

NON-DEPARTMENTAL FACULTY EXTERNAL REVIEW – ACTION PLAN

Section 1 – To be completed by the Dean		
Faculty under review SFU Beedie School of Business	Date of Review Site visit AACSB and EQUIS ¹	Faculty Dean Dr. Ujwal Kayande
<p>Notes</p> <ol style="list-style-type: none"> 1. It is not expected that every recommendation made by the External Review Committee be covered by this Action Plan. The major thrusts of the Report should be identified and some consolidation of the recommendations may be possible while other recommendations of lesser importance may be excluded. 2. Attach the required plan to assess the success of the Educational Goals as a separate document (Senate 2013). 3. Should any additional response be warranted, it should be attached as a separate document. <p><i>Note from the Dean:</i></p> <p><i>We approach strategic planning as a process of continuous improvement in the School. Below I summarize feedback received from external reviews conducted by our two major accreditation bodies, the Association to Advance Collegiate Schools of Business (AACSB), and the European Foundation for Management Development Quality Improvement System (EQUIS). Peer review team visits and assessments for AACSB were conducted in 2020 and for EQUIS occurred in 2022. We have prepared an action plan taking into account their feedback, as well as ongoing developments in SFU, including recent enrollment declines, financial pressures, and the University’s ‘What’s Next?’ plan. The action plan outlined below will be further developed in our 5-year Academic Plan, in consultation with our faculty.</i></p>		
1. PROGRAMMING		
<p>Recommendations from our AACSB and EQUIS Peer Review Teams (PRTs):</p> <p>AACSB PRT</p> <p>The AACSB PRT fully recognizes that the Beedie School of Business has made substantial progress in aligning program-level curriculum and learning goals to its mission, vision, and strategic goals. However, this seems to be a work in progress. The PRT encourages the Beedie School of Business (p. 2)</p> <ol style="list-style-type: none"> a. to complete their undergraduate curriculum review (and associated updates to learning goals and assessment rubrics) by the next accreditation cycle. (p. 2) b. to continue integrating and embedding the three new pillars of Beedie’s B3 vision (i.e. innovation, social responsibility and global) into both curricula and AoL systems. (p. 2) c. to have a structured means to measure and continuously improve the level of clear distinction of innovation, social responsibility, and global perspective in all programs. (p. 3) 		

¹ AACSB Peer Review Team visit: 2020-11-08 to 2020-11-10 / EQUIS Peer Review Team visit: 2022-06-14 to 2022-06-17

EQUIS PRT

- a. Compared to other programmes, the doctoral and executive education are still very limited. (p. 5)
- b. Executive Education within Beedie has grown substantially over the past five years...Despite this impressive evolution in terms of relative growth, substantial progress must still be made to reach the agreed targets. Executive Education activity is still relatively small and vulnerable, depending on a few customers. The product portfolio and internationalisation of Executive Education is below standard in its current situation. (p. 6)
- c. Areas for improvement in the undergraduate programme include: inclusion of more practice-oriented content at the lower levels of the program, introducing the concentrations earlier in the program, providing more Indigenous content, more opportunities to be involved with other faculties, and giving credits for involvement in case competitions. (p. 12)

1.1 Action/s (description what is going to be done):

1.1.1 Undergraduate:

- Complete *implementation of the new program* developed through the Undergraduate Program Review, including associated updates to learning goals and assessment rubrics (2026); complete conversion of 4 to 3 credit courses as part of these changes (2024).
- Complete *redesign of assurance of learning* program to assess school-level learning goals of innovation, responsibility and global perspectives (2025).
- Review admission standards for undergraduate students (high school as well as transfers), as part of continuous program development (2024). *Increase access* to the undergraduate program and *develop new pathways* from the undergraduate to postgraduate education (2024).
- Increase *engagement with other faculties* through new large-scale (minimum 100 students) interdisciplinary intersession undergrad courses that have high demand, and a new online personal finance course for non-business students (2024).

1.1.2 Graduate:

- Create an *accelerated pathway* from the undergraduate Finance Concentration to the MScFin program (2025)
- Launch *Early Career Flex MBA* by September 2024. Create accelerated pathway for SFU undergrads into the Early Career Flex MBA (2025).
- Create a committee to examine *curricular convergence among our MBA and related programs*, with proposals to Senate by January 2024 and program launch September 2025.
- Develop a *PhD program strategy* with an aim to significantly scale up the number and quality of PhD students admitted. Elements of this strategy will include: growing enrollments to 10 students admitted per year (2024-25); increasing completion rates so that 80% of students successfully complete within 5 years; establishing graduation requirements related to publication

or conference presentations; increasing PhD grant application rates to 5 per year; and improving placements to high caliber academic jobs by Fall 2026. We also plan to launch a *Master of Business Research (MBR)* program to increase research output and develop students for PhD program (2025)

1.1.3 Executive Education:

- Launch two *certificate programs (non-credit)* for undergraduate alumni, with 60 students enrolled across the two programs, to provide new pathways to education after graduation. (2024)
- Expand development of *micro credentials* (online asynchronous) with corporate partners including KPMG, Tech Resources, and new clients (2025)
- Expand the relationship with *KPMG* (for whom we deliver SFU's Master of Cognitive Analytics program) to other topics such as Digital Innovation & Leadership (DIAL) and Environment, Social, & Governance (ESG) by 2024, and to other countries and clients (2025)

1.1.4 Strengthening and expanding Indigenous business education across all programs:

- *Increase Indigenous content.* This action requires creating an Indigenous-led task force to design a program to assist faculty in Indigenousizing their curriculum, with the goal that at least two courses in each graduate and undergraduate program will incorporate Indigenous ways of knowing by 2024 (excluding courses that are in the IBL EMBA program or Indigenous Studies).
- Increase the number of self-identified undergraduate Indigenous *students* (2025).
- Build *Indigenous awareness programs and strategy for Executive Education* (2025), including Indigenous Business Executive Education Micro Credentials.
- *Engage with government and corporate partners* to fund participants and programs in Indigenous business (2026).

1.2 Resource implications (if any):

- New Indigenous Business Executive Education programming will require staffing of Indigenous Executive Education Director role.
- Program expansion will require world class facilities and technology to support long term growth. See 3.1.3 below.
- Program developments outlined above are expected to counter recent declining enrollments and to generate net new revenue for the School and SFU. Investments in program staff and teaching complement will be required to support these efforts.

1.3 Expected completion date/s:

- We have a 3-year plan for accomplishing these initiatives, with staggered start and end dates, and all targeted to complete by Fall 2026.

2. RESEARCH

Recommendations from our AACSB and EQUIS Peer Review Teams (PRTs):

AACSB PRT

- Overall, the faculty intellectual portfolio is strongly aligned to the school's mission and clearly demonstrates an impact upon the broader academic and business community. ... In general, their list of publication outlets reflects a clear strategy and commitment to publish in high quality journals. (p. 3)

EQUIS PRT

- The new dean has established three strategic priorities {including} strengthening research, in particular the PhD program which is small (p. 5)
- The School has received good results in terms of research excellence as measured by classical metrics, such as the number of top journal publications according to acknowledged journal lists. The PRT wonders what the School's strategy is for combining excellence in research with societal impact. (p. 6)

2.1 Action/s (what is going to be done):

2.1.1 **Renew research strategy:**

- Develop a framework around research centre development, support, and metrics for centre performance (2024, 2025, 2026).
- Build on our research strengths with a fully articulated research strategy (incorporating research funding, research centres and research productivity) that aligns with the new SFU Strategic Research Plan (2024).
- Develop and track research metrics to evaluate research productivity and output (2024), including for example increasing research grant submissions to 20% of our faculty members by 2025. Metrics should include both classical research output measures as well as measures of excellence in research with societal impact.
- Develop international research collaborations (2024).

2.1.2 **Strengthening and expanding Indigenous business education and research programs:**

- Secure funding to set up Canada's first Centre for Economic Well-being (2024-2026).

2.2 Resource implications (if any):

- Continuing Faculty Line (Tenure-track) recruitment for research active faculty in needed areas and expertise.

2.3 Expected completion date/s:

- We have a 3-year plan for accomplishing these initiatives, with staggered start and end dates, and all targeted to complete by Fall 2026.

3. ADMINISTRATION

Recommendations from our AACSB and EQUIS Peer Review Teams (PRTs):

AACSB PRT

- The Faculty Allocation Model, as we understand it, could pose a challenge to the Beedie school as it doesn't always support and incentivize efforts that can make Beedie more successful. Ideally, if the University shares the strategic pursuit of the "plus one" MiM and other specialty and professional programs, the resulting revenue share should be aligned with the enormous effort required to launch these kinds of programs. With a new Provost and President, it is timely to explore sustainable funding models that incentivize growth in areas that drive the B3 vision. (p. 8)

EQUIS PRT

- The School's financial resources are currently adequate to achieve its strategic objectives. However, the School identifies two main financial risks: the drop of international and domestic enrolment of students and a change to the Faculty Allocation Model (FAM) of the university. The School is considering several mitigating activities, however risk management protocols and tools are not established and applied, leaving room for further improvement. (p. 6)
- Tracking KPIs would be beneficial to the School's Executive Committee, enabling them to monitor progress. In forming its new strategy, we recommend that the School develops a set of KPIs and puts in place a process for regularly monitoring progress. (p. 7)

3.1 Action/s (what is going to be done):

3.1.1 Development of metrics and KPIs:

- Improve our use of data for decision-making by identifying key performance indicators (KPIs) and regularly reporting on relevant metrics (students, faculty, research, teaching, and financials) across the organization (2024, 2025, 2026).

3.1.2 Financial resources and risk management:

- Diversify revenue streams by identifying and executing opportunities to strengthen and grow programming, particularly in executive education where we plan to expand our product portfolio, internationalization, and number of clients (2024, 2025, 2026). For further details on this, please see programs section above.
- Engage with government to fund participants and programs (as, for example, in the DIAL program in Executive Education established with funding from the Digital Supercluster) (2026).

3.1.3 Facilities, technology, infrastructure and space:

- Install classroom on 28th floor at Harbour Centre (2024) with a focus on Executive Education.
- Update CRM systems to support long term growth starting with graduate programs and executive education (2024), with expansion to career management centres, alumni engagement teams, and other school units by 2026.
- Build two studios to host and deliver online programming, in collaboration with industry partners (2026).

3.1.4 Reputation

- Maintain business accreditation with AACSB (reporting period 2020/21 - 2024/25; peer review visit 2025/26)
- Maintain EQUIS accreditation with EFMD (reporting period 2021/22 - 2025/26; peer review visit 2026/27)
- Agree to a 3-year alumni engagement strategy with SFU Alumni and all program departments to support reputation building. Determine and track metrics for success (2024).
- Continue to identify and execute on opportunities to celebrate faculty, alumni, program and student accomplishments. Develop a more-effective communications and social media strategy for the school, faculty and students. Determine key metrics for year-over-year comparisons (2024).

3.2 Resource implications (if any):

- Facilities changes outlined in 3.1.3 above will require investment.

3.3 Expected completion date/s:

- We have a 3-year plan for accomplishing these initiatives, with staggered start and end dates, and all targeted to complete by Fall 2026.

4. WORKING ENVIRONMENT

Recommendations from our AACSB and EQUIS Peer Review Teams (PRTs):

AACSB PRT

- The School has revised its policies for the recruitment of faculty. Yet the recruitment and retention of top quality faculty will remain one of the biggest challenges facing the School in the coming years given its competitive environment and the limitations of its financial model. (p. 4)
- The AACSB PRT members are familiar with challenges of faculty members who support a strategic vision but are often unaware of the need to adjust their own work to fulfill the vision. In the case of Beedie, this seems somewhat apparent with their three

pillars surrounding innovation, social responsibility, and global perspective. The PRT recommends that leadership first recognize the cognitive gap and explore unique Beedie-built approaches to the challenge. Possibly it would be good for the school to rely on the strong culture of collegiality to fully integrate the B3 pillars into all activities. (p. 8)

- *Faculty Sufficiency and Development (AACSB Standard 5)* - The Beedie School currently has a participating ratio of 54% in Management and Organization Studies and 48% in Management of Information Systems. These are problematic, and the PRT fears these ratios may deteriorate further given the school's plans to 1) launch a "plus one" Masters in Management Program and 2) expand their portfolio of executive education programs. Both of these new initiatives will draw heavily from these two practice areas. The leadership of the School is well aware of these challenges and is developing a new faculty recruiting strategy, with support from the Vice President, Academic of SFU in the form of five-year bridge funding. But more support is needed. The PRT strongly encourages the Beedie School of Business to work with SFU leadership to ensure that faculty hiring and development stays ahead of program expansion plans, expected enrollment growth, and impending retirements (over 20% of the faculty is at or above the historical retirement age of 65). (p. 2)

EQUIS PRT

- Core faculty has slightly increased over the past five years, from 98 to 100. The growth strategy for the faculty has been delayed, partly due to the pandemic. Following a long-term strategy to reduce the student to faculty ratio to thirty, the School expects to appoint an additional ten faculty members, to reach a total of 110 FTE. (p. 6)
- ...for Objective 3 it would also be useful to track a set of KPIs to determine the level of success and to help identify further improvements that need to be put in place. We would expect that improvements to faculty support would lead to improved retention and success in promotion for faculty members, and to a higher level of satisfaction among faculty members. (p. 8)

4.1 Action/s (what is going to be done):

4.1.1 Faculty Renewal and Development:

- Faculty recruitment with a continuing faculty line goal of 112 (2026). Note that AACSB's concern regarding faculty sufficiency in the areas of Management and Organization Studies and Management of Information Systems has been addressed through recent core faculty hires.
- Hire at least one additional Indigenous faculty member in 2023-24 and another in 2025-2026.
- Further develop mentoring program to support new faculty hires and ensure retention (2026).

4.1.2 Justice, Equity, Diversity and Inclusion (JEDI):

- Progress the School's JEDI project, with completion of the exploratory study by external consultant HRx, results presented to the School and a School-wide effort launched to address issues identified (2024). Measure inclusiveness, with the goal of a 10% improvement in inclusiveness scores by the end of 2026.

4.1.3 Reconciliation

- Deepen relationships with host Nations and Indigenous leaders to accelerate reconciliation efforts. This will involve: developing a school-wide reconciliation strategy; continuation of engagement with MST and other host Nations with bimonthly meetings with the Dean; the inclusion of at least two additional Indigenous leaders on the Beedie Advisory Board; the recruitment of a second Indigenous faculty member; and creation of welcoming spaces for Indigenous students, faculty and staff (2024).
- Appoint the School’s first senior leader in Indigenous Business (Special Advisor to the Dean or Associate Dean) to lead the School’s *reconciliation plan* (2025).
- Sign a partnership with a host Nation to collaborate on undergraduate and graduate educational and research efforts (2026).

4.1.4 Mission, culture and values:

- Increase staff mobility across units to facilitate internal transfers/secondments and strengthen School culture (2024).
- Cross school events at Burnaby, Vancouver, and Surrey campuses that recognize school operations are distributed across all three SFU campuses (2004).
- Celebrate wins by communicating faculty, alumni, program and student accomplishments and determine metrics for year-over-year comparisons (2024).

4.2 Resource implications (if any):

- Program developments outlined in section 1 above are expected to enhance the financial sustainability of the School, however investments in staff, faculty and facilities are required for successful execution. Insufficient faculty complement has been repeatedly identified by external reviewers as a risk for the School. As recommended by our AACSB PRT, our School’s leadership would welcome the opportunity “to work with SFU leadership to ensure that faculty hiring and development stays ahead of program expansion plans, expected enrollment growth, and impending retirements.”

4.3 Expected completion date/s:

- We have a 3-year plan for accomplishing these initiatives, with staggered start and end dates, and all targeted to complete by Fall 2026.

The above action plan has been considered by the Faculty under review and has been discussed and agreed with the Provost and Vice-President Academic.

Dean (signed) Name <u> Nijal Kayande </u>	Date June 6, 2023
--	----------------------

Section 2 – Provost’s comments and endorsement of the Faculty Action Plan:

Beedie has put forward an ambitious plan to not only meet the concerns expressed by the accreditation committees but also to address some of their own identified needs. Their goals of growing the PhD program and expanding and diversifying the executive education components of their programs are key elements of their plan and I commend their plans in these areas. There will need to be a commitment of their resources, both people and financial to drive these initiatives forward and Beedie should look to use growth to fuel these efforts. Their plans to put on large intersession courses in demand areas for students outside Beedie should drive some AFTEs and address some of their declines in enrolments. I do worry about their pace of wanting to introduce new programs but the decision to abandon for the moment the MiM graduate program will help. In the current fiscal environment, it is unlikely that the new provost would be able to bridge further faculty lines and Beedie will have to carefully manage its resources to address the significant challenges of attracting faculty in their high demand areas given the salary and market differentials needed to attract faculty. The recent change to the percentage of revenue flowing for professional programs from the house to the faculties for professional graduate programs will help Beedie’s financial picture over time, as will expansion of their executive education programs. I am fully supportive of Beedie’s desire to strengthen its ties with host nations and their leaders, and to strengthen their reconciliation efforts. Their needs in Indigenous faculty lines is a priority that the provost can support.

Overall, I am pleased with the positive accreditation reviews received by Beedie and it is a tribute to the quality of its programs. I am also overall pleased with Beedie’s aggressive plan to address the challenges and opportunities arising in their action plan.

Provost and Vice-President Academic *pro tem*



.....

Date

June 6, 2023

Assessment of the Beedie School of Business Accreditation Process (AACSB and EQUIS) against SFU Senate Guidelines for External Reviews of Academic Units

Beedie School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB) and the European Foundation for Management Development Quality Improvement System (EQUIS). The site visit for AACSB was conducted in 2020 and for EQUIS in 2022. The Peer Review Teams (PRT) from AACSB and EQUIS met with faculty, staff and students. The Provost's Office conducted a review of the two accreditation processes to determine if the SFU Senate Guidelines for External Reviews of Academic Units were met. The results of the review are listed below and include excerpts from the Peer Review Teams to support the findings.

The School's Action Plan which resulted from the recommendations from AACSB and EQUIS is attached, along with the final reports from AACSB and EQUIS.

The SFU external review process is intended to ensure that:

1. The quality of the unit's programs (graduate and undergraduate) is high and there are measures in place to ensure the evaluation and revision of the teaching programs.

It is determined that the assessment of graduate and undergraduate programming has been covered by both AACSB and EQUIS and recommendations have been made. Educational Goals Assessment Plan for each program (BBA, EMBA IBL, EMBA, MBA, MOTM MScF, and PhD) have been provided by the School. Feedback on the Educational Goals Assessment Plans will be provided by the associate vice-president, learning and teaching.

2. The quality of faculty research is high, and faculty collaboration and interaction provide a stimulating academic environment.

In alignment with the SFU external review process, AACSB and EQUIS peer review teams met with research faculty. Both accrediting bodies reviewed and commented on the research within Beedie.

AACSB reported: "Table 2-1 shows 845 intellectual contributions in the last 5 years, of which 365 are articles in peer-reviewed journals. This comes down to roughly 4 peer-reviewed articles per faculty over a five-year period. It is worth noting that the faculty have published 40 articles in the Financial Times 50 and 189 articles in either A+ or A journals as defined by ABDC lists. The School also prides itself on having four faculty members serving as editors and seven serving as associate editors. In general, their list of publication outlets reflects a clear strategy and commitment to publish in high quality journals."

EQUIS commented: “The new dean has established three strategic priorities: strengthening research, in particular the PhD program which is small; expanding and deepening Indigenous partnerships, and diversifying revenue streams, including the growth of executive education.... The School has received good results in terms of research excellence as measured by classical metrics, such as the number of top journal publications according to acknowledged journal lists. The PRT wonders what the School’s strategy is for combining excellence in research with societal impact.”

3. Unit members participate in the administration of the Unit. Some issues to consider include Unit size, adequacy and effectiveness of the administrative complement and facilities.

Beedie’s self-studies reported on the involvement of faculty, staff and students on various committees within the School, including the Justice, Equity, Diversity and Inclusion working group. The self-studies stated engagement in activities that contributed to and supported the School’s mission, vision, strategic focus and core values. AACSB and EQUIS reported that although Beedie’s financial resources are currently adequate to achieve its strategic objectives, the changes to the Faculty Allocation Model poses challenges.

AACSB noted: “Our discussions with the school’s leadership team, faculty, staff, students and Advisory Board members convinced us that this process not only engaged the internal and external communities of the School, but resulted in a B3 vision supported by all stakeholders. Ultimately, the faculty and staff voted to approve the final version of the strategic plan in March 2017.”

“The PRT observed that the Beedie School of Business made progress on all ten strategic objectives. Organizational changes were implemented, which included revising the School’s constitution and structure and reconstituting the advisory board by reviewing its mandate, composition and agenda. The School also implemented new strategies for executive education (which has already translated into significant advances), expanded international experiences for both students and faculty and reimagined ways to recruit diverse faculty and staff.”

“The Beedie School of Business experienced a 43% growth in revenues over the last five years. It presently possesses the financial resources to pursue its mission and has clearly identified how it will fund each one of the ten initiatives of the B3 Plan. This is commendable. However, the financial situation of the Beedie School of Business is challenged on many fronts: a decline in public funding (through provincial grants), a cap on the increase in tuition fees for domestic students, a virtual cap (originating of international students admitted, and a University Allocation Model (FAM) that does not fully recognize the differential costs and opportunities of a business school.”

EQUIS reported: “The School is engaged with its communities - playing nicely into SFU's ambition to be "Canada's Engaged University". The School entertains an ecosystem that contains a vast range of activities and initiatives based on cooperation with various stakeholders such as business organisations, governmental bodies as well as local communities. To ensure strategic alignment of the activities, several advisory boards are in place.”

“The PRT could not visit the SFU Beedie School of Business campuses during the visit but based on past visits and information provided by the School, the PRT is convinced that the School **physical facilities and learning environment** meet all EQUIS requirements. Besides offices, classrooms and auditoriums, the School has a Bloomberg

Terminal room at its downtown building and also Bloomberg terminals in the other campus which are serving its programmes in finance and accounting. Computing facilities are up to standard.

The School's financial resources are currently adequate to achieve its strategic objectives. The School identifies three main financial risks: 1) International enrolments have dropped and the full impact of that will only materialise in two - three years. This is partly due to COVID but also relating to increased competition regarding Asian students from close competitors and to the fact that study permits are delaying. 2) Due to demographic developments, domestic enrolments for the School are also at risk. 3) As SFU is facing enrolment issues, the faculty "tax" of the Faculty Allocation Model may increase."

4. The Unit's workplace environment is conducive to the attainment of their objectives, including working relationships within the Unit, with other University units, the community and the Unit's alumni.

Both accrediting bodies commended Beedie on its engagement with the local, regional, national and global business communities. Not only does the School collaborate with units across the university but also with industry partners.

AACSB commented: *"The PRT was impressed with the level of solidarity and collegial support within the Beedie School, and we encourage the school to prioritize collaboration and continued collegial dialogue and decision-making, which was acknowledged by many faculty and staff with pride."*

EQUIS noted: *"The School relies on the contributions of a qualified cadre of professionals to support its mission. Current staff are, in general, very satisfied with the support they receive or have received."*

5. Future plans of the Unit are appropriate and manageable.

The action plan submitted by the School outlines future plans and will be used to develop the 5-year Academic Plan.

Recommendation:

The assessment from the two accrediting bodies, AACSB and EQUIS, has covered all aspects of the SFU external review process. Points 1 - 3 have been adequately met. Although, both Peer Review Teams only met with a small group of non-academic staff, the overall all quality evaluation indicates that the administrative and services staff standard has been met. In accordance with the external review process, a detailed action plan template has been completed by the Faculty with regards to the recommendations made by AACSB and EQUIS. The Faculty has provided Educational Goals Assessment Plans for each of its programs and the documents will be forwarded to SCUTL for review and feedback.

Based on this assessment, it is recommended that no further review is necessary.

MEMORANDUM

ATTENTION:	Dr. Brenda Lautsch, Associate Dean, Faculty, Beedie School of Business Roseanne Ng, Associate Director of Assessment and Special Projects
FROM:	Elizabeth Elle, Vice-Provost, Learning & Teaching (for SCUTL) <i>Elizabeth Elle</i>
RE:	Educational Goals and your External Review Assessment process
DATE:	May 8, 2023

The Senate Committee for University Teaching and Learning has recently been charged with providing feedback to units regarding their assessment of Educational Goals. The Beedie School of Business, as part of your external accreditation efforts, has done substantial work to create assessment plans for 7 programs, the BBA, MBA, the EMBA (and the IBL EMBA), MOT, PhD, and MScF. All of the plans focus on the over-arching Educational Goals set by Beedie, and include an ambitious proposal to consider a proportion of work in a number of named courses within each program and for each educational goal. Student work will be reviewed by a group of external assessors, and the entire process is coordinated by an Assurance of Learning Committee, as outlined in your “Remaking Assessment” document. You are to be commended for your substantial efforts which have gotten you to this point, and your very thoughtful approach to leveraging assessment for program improvement.

Our main concern is that your plan is ambitious to the point where workload considerations and the likelihood of gathering too much unfocussed data may impede your efforts. We therefore recommend that you scale back your plans for assessment, and focus your effort so this process provides information that is useful to you, on a timeline that would allow you to “close the loop” and make interventions in your curriculum if needed. Are their particular skills or graduate attributes you are most interested in understanding or improving? Are particular aspects of an EG aligned with your current strategic planning efforts? This is the “prioritize and plan” section on our dedicated [Educational Goals website](#). Consider assessing just a few of your educational goals—perhaps one or two—both to focus on what the Beedie School really wants to know, and as a bit of a test case to see how well your approach (the external assessors) meets your expectations. Your AOL committee could determine what is top priority for Beedie, rather than attempting to address all EGs in all of your programs. You can add assessment of additional EGs once you see how well the process works, and what you are able to learn from it, but normally focussing on a small number of EGs in each year of the cycle leads to better learning than assessing all of them every year.

Second, you are doing well by considering a scaffolded approach to EGs and the rubrics you will use to assess them. We would recommend focussing initial efforts on your highest-level courses or levels (e.g. “mastery”) and working backwards in the curriculum, according to your updated curriculum maps, only if needed. Considering the endpoints first allows you to deploy your assessment resources where they are needed most. If students are mastering the skills and attributes of your EGs, assessing them at each

point in their journey seldom provides useful additional information, though of course there are exceptions.

Thank you for your thoughtful and collegial approach to this work. We'll take this opportunity to remind you that in addition to SFU's dedicated [educational goals website](#), should you want additional support with assessment (either the direct evidence approach you are taking, or an exit survey or other indirect assessment), you could reach out to LEAP, the [Learning Experiences Assessment and Planning](#) group in the AVP-LT portfolio (email them at: leap@sfu.ca). There are staff on the team with expertise in EG assessment and survey analysis, and they are here to help you.

Educational Goals Assessment Plan

Unit/Program: Bachelor of Business Administration

Contact name: Kamal Masri – Academic Director, Major Program and Rosanne Ng – Associate Director, Assessment & Special Projects

Date: February 20223

This template is designed to help units implement assessment of Educational Goals after receiving feedback from their External Review. Units are not expected to assess every Educational Goal every year.

1) Who were the members of your Educational Goals Assessment team? Outline who has worked on the assessment.

Associate Dean, Undergraduate Program – Peter Tingling
Academic Director, Major Program – Kamal Masri
Associate Director, Assessment & Special Projects – Rosanne Ng

2) Are your program's Educational Goals current, or do any of them need to be revised?

In some cases, Educational Goals may need to be revised to keep pace with changes in the discipline or in the program's course offerings, or to ensure they continue to align with a unit's mission and values. Feedback from the External Review may inform revision of Educational Goals.

Approved September 30, 2022

1. Global Perspective
 - 1.1. Possess a deep understanding of the global business systems, understanding and respecting diversity in cultures and values
2. Socially Responsible and Ethical Decision Making
 - 2.1. Make responsible decisions and contribute to regenerative and reconciled economies by considering the systemic impacts of their decisions now and in the future
3. Innovation
 - 3.1. Demonstrate creativity, innovation and an entrepreneurial mindset
4. People and Management
 - 4.1. Collaborate in and across diverse and multidisciplinary teams
 - 4.2. Communicate professionally
 - 4.3. Manage self

5. Business Foundations

5.1. Acquire and apply foundational business concepts, theories, and tools

3) Is your program’s curriculum map up to date?

A curriculum map may need to be updated to reflect any major changes to the program’s course offerings (i.e. new or substantially revised courses, courses that have been removed).

The program curriculum map was last updated in June 2021 based on published and distributed course outlines and syllabi. Curriculum maps identify where educational goals are expressed implicitly/explicitly and where students are required to demonstrate related competency and ability.

4) Assessment Plan

For each Educational Goal, outline what data you will use to assess student learning. Indicate what direct evidence you will draw on - which key courses you will sample from and, if possible, the course-based assessments you plan to use. These can be described in general terms (e.g. research paper, final exam questions targeting a particular Educational Goal). Indicate also whether or not you plan to gather indirect evidence (e.g. surveys, focus groups, interviews, etc.). The same indirect evidence method (e.g. a survey) can be used for multiple Educational Goals. Describe what would indicate to you that students had met the Educational Goal. Add or delete rows as needed.

Educational Goal 1: Global Perspective - Possess a deep understanding of the global business systems, understanding and respecting diversity in cultures and values			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	What would indicate that students had met the EG?	Is this direct or indirect?	When do you plan to collect the data?
Will randomly sample 20% of student work from the following required courses: <ul style="list-style-type: none"> - BUS 346: Global Business Environment - BUS 410 Financial Institutions - BUS 411 Fixed Income Security Analysis and Valuation - BUS 417 Equity Security Analysis - BUS 418 International Financial Management - BUS 430 Cross-Cultural Management - BUS 431 Business with East Asian Countries - BUS 432 International Human Resource Management - BUS 434 Foreign Market Entry - BUS 435 Management of International Firms - BUS 447 Global Marketing Management 	Learning Objectives for Educational Goal 1 1.1 Possess a global perspective on the political, social, economic, and cultural environments that influence organizations 1.2 Develop organizational strategies to deal with opportunities and challenges in complex global systems in a socially responsible manner 1.3 Identify and appreciate cultural similarities and differences across the globe 1.4 Understand key success factors to manage global talent and cross-cultural teams	Direct	Spring 2023

Educational Goal 2: Socially Responsible and Ethical Decision Making - Make responsible decisions and contribute to regenerative and reconciled economies by considering the systemic impacts of their decisions now and in the future			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)</p> <p>Will randomly sample 20% of student work from the following required courses:</p> <ul style="list-style-type: none"> - BUS 303 Business, Society & Ethics – individual case analysis term paper 	<p>What would indicate that students had met the EG?</p> <p>2.1 Exhibit self-awareness, regarding their social, environmental, economic, and historical contexts and how these collectively shape their values and behaviors, while also recognizing the perspectives of others</p> <p>2.2 Acknowledge the responsibilities and potential ethical conflicts that emerge in business and social contexts while exercising good judgement and engaging credibly on ethical, social, and environmental issues</p> <p>2.3 Demonstrate a holistic sense of purpose and seek out ways to contribute to positive and principled systems change</p>	<p>Is this direct or indirect?</p> <p>Direct</p>	<p>When do you plan to collect the data?</p> <p>Spring 2023</p>
Educational Goal 3: Innovation - Demonstrate creativity, innovation and an entrepreneurial mindset			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)</p> <p>Will randomly sample 20% of student work from the following required courses:</p> <ul style="list-style-type: none"> - BUS 478 Strategy 	<p>What would indicate that students had met the EG?</p> <p>3.1 Manage and embrace uncertainty</p> <p>3.2 Take an anticipatory approach to recognize problems and opportunities</p> <p>3.3 Use creativity to generate ideas and select possible options</p> <p>3.4 Develop and test the implementation of a potential solution</p> <p>3.5 Recognize the importance of iteration and learning from experience</p>	<p>Is this direct or indirect?</p> <p>Direct</p>	<p>When do you plan to collect the data?</p> <p>Spring 2023</p>
Educational Goal 4.1: Collaborate in and across diverse and multidisciplinary teams			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)</p> <p>Will randomly sample 20% of student work from the following required courses:</p> <ul style="list-style-type: none"> - BUS 374 Organization Theory – Peer Evaluation - BUS 381 Introduction to Human Resource Management – Peer Evaluation 	<p>What would indicate that students had met the EG?</p> <p>4.1.1 Recognize and utilize the strengths and talents of team members</p> <p>4.1.2 Demonstrate an awareness of self and others to build impactful relationship</p> <p>4.1.3 Collaborate with geographically distributed team</p>	<p>Is this direct or indirect?</p> <p>Indirect</p>	<p>When do you plan to collect the data?</p> <p>Spring 2023</p>
Educational Goal 4.2: Communicate professionally			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)</p> <p>Will randomly sample 20% of student work from the following required courses:</p> <ul style="list-style-type: none"> - BUS 217 Critical Thinking in Business – Individual Assignment 2 submission 2 - BUS 360 Business Communication – Individual Letter submission 2 	<p>What would indicate that students had met the EG?</p> <p>4.2.1 Express ideas and information, using a context-appropriate channel, that is audience-appropriate, accurate, ethical, clear and concise</p> <p>4.2.2 Challenge others’ ideas in a constructive manner</p>	<p>Is this direct or indirect?</p> <p>Direct</p>	<p>When do you plan to collect the data?</p> <p>Spring 2023</p>

Educational Goal 4.3: Manage self			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)</p> <p>Will randomly sample 20% of student work from the following required courses:</p> <ul style="list-style-type: none"> - BUS 303 – emotional intelligence survey 	<p>What would indicate that students had met the EG?</p> <p>4.3.1 Be able to learn from and adapt to changing workplace 4.3.2 Articulate personal competencies, strengths, and weakness 4.3.3 Employ emotional and cultural intelligence</p>	<p>Is this direct or indirect? Indirect</p>	<p>When do you plan to collect the data? Spring 2023</p>
Educational Goal 5: Acquire and apply foundational business concepts, theories, and tools			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)</p> <p>Will randomly sample 20% of student work from the following required courses:</p> <ul style="list-style-type: none"> - BUS 312 Introduction to Finance - test - BUS 343 Introduction to Marketing – test - BUS 393 Commercial Law - test - BUS 478 Strategy – test 	<p>What would indicate that students had met the EG?</p> <p>5.1 Demonstrate knowledge of disciplinary business functions, practices, principles, concepts and theories 5.2 Identify, synthesize, analyze and critically evaluate qualitative and quantitative data to solve problems 5.3 Use informed judgement and critical thinking to make decisions and understand impacts 5.4 Possess digital literacy in current and emerging technologies</p>	<p>Is this direct or indirect? Direct</p>	<p>When do you plan to collect the data? Spring 2023</p>

5) How do you plan on sharing your findings within your unit?

Assessment results will be shared through routine meetings of Beedie’s Assurance of Learning Committee. The Committee will liaise with the Graduate Curriculum Committee, Graduate Program Committee, Graduate Program Directors, Undergraduate Curriculum Committee and Undergraduate Area Coordinators regarding the assessment results and proposed changes. Curriculum changes are sent to Undergraduate Curriculum Committee and Graduate Program Committee and Beedie leadership team for approval. Changes to assessment process are sent to Beedie leadership for approval.

6) Assessment Timeline

Next Mid-cycle Review:

Spring 2023 will include assessment of work in all three educational goals for identified courses ran between Fall 2021-Summer 2022. Starting Summer 2023, assessment on the three educational goals will run on a rotating basis with Summer 2023 dedicated to EG 1 (Innovation) for all courses identified for Innovation across all programs offered by the Beedie School of Business. Fall 2023 will be dedicated to EG 3 (Global Perspectives) and with Spring 2024 dedicated to EG 2 (Social Responsibility). Results will be compiled into reports and made available to the Assurance of Learning Committee and respective programs committees for review and suggested program changes.

Next External Review:

Educational Goals Assessment Plan

Unit/Program: Executive MBA Master of Business Administration (EMBA)

Contact name: Andrew von Nordenflycht – Academic Director, EMBA and Rosanne Ng – Associate Director, Assessment & Special Projects

Date: February 2023

This template is designed to help units implement assessment of Educational Goals after receiving feedback from their External Review. Units are not expected to assess every Educational Goal every year.

1) Who were the members of your Educational Goals Assessment team? Outline who has worked on the assessment.

Associate Dean, Graduate Programs – Andrew Gemino
Academic Director, EMBA – Andrew von Nordenflycht
Associate Director, Assessment & Special Projects – Rosanne Ng

2) Are your program's Educational Goals current, or do any of them need to be revised?

In some cases, Educational Goals may need to be revised to keep pace with changes in the discipline or in the program's course offerings, or to ensure they continue to align with a unit's mission and values. Feedback from the External Review may inform revision of Educational Goals.

School-level educational goals were developed over the course of the past couple of years to demonstrate alignment between programmatic offerings and the stated mission of the school. These encompass three key mission-aligned elements of innovation, responsibility, and global perspective. For the EMBA degree, these are stated in the following educational goals.

School-Level EGs:

1. **Innovation** – our graduates harness their entrepreneurial mindset, adaptability, and collaboration skills to navigate uncertainty, create opportunities, and implement changes
2. **Responsibility** - Our graduates make responsible decisions and contribute to regenerative and reconciled economies by considering the systemic impacts of their decisions now and in the future.
3. **Global Perspective** - Our graduates understand the natural, cultural, and socio-political forces that shape societies, and value the potential of a diverse, complex, and globally distributed workforce.

Program level learning goals last documented revision was February 18, 2016. EMBA Program administration has been notified that program level EGs need to be reviewed in 2022/23 academic year to identify one or two program-specific educational goals for assessment alongside the school-level educational goals.

EMBA Program-level EGs from 2016 are:

1. EMBA graduates will develop their knowledge in core business disciplines that build upon their business education and experience to date making them more organizationally effective.
2. EMBA graduates will have the critical inquiry skills to fully investigate issues that affect the evolving nature of business, the environments they operate in, and successfully navigate failures, changes, and opportunities to develop, communicate and lead effective solutions that are strategically sound.
3. EMBA graduates will value the societal role of business and understand the role of management in developing and executing strategies that support and benefit both of these aspects.

3) Is your program's curriculum map up to date?

A curriculum map may need to be updated to reflect any major changes to the program's course offerings (i.e. new or substantially revised courses, courses that have been removed).

The program curriculum map was last updated in August 2017 based on published and distributed course outlines and syllabi. Curriculum maps identify where educational goals are expressed implicitly/explicitly and where students are required to demonstrate related competency and ability. Program administration has been notified that an updated curriculum map should be reviewed and confirmed in 2022/23.

4) Assessment Plan

For each Educational Goal, outline what data you will use to assess student learning. Indicate what direct evidence you will draw on - which key courses you will sample from and, if possible, the course-based assessments you plan to use. These can be described in general terms (e.g. research paper, final exam questions targeting a particular Educational Goal). Indicate also whether or not you plan to gather indirect evidence (e.g. surveys, focus groups, interviews, etc.). The same indirect evidence method (e.g. a survey) can be used for multiple Educational Goals. Describe what would indicate to you that students had met the Educational Goal. Add or delete rows as needed.

Educational Goal 1: Innovation - our graduates harness their entrepreneurial mindset, adaptability, and collaboration skills to navigate uncertainty, create opportunities, and implement changes

<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)</p> <p>Will randomly sample 20% of student work from the following required courses:</p> <ul style="list-style-type: none"> - BUS 647 – Entrepreneurship and Innovation – individual written 	<p>What would indicate that students had met the EG?</p> <ol style="list-style-type: none"> 1. Creating value from design – Our graduates will be able to match innovation to a viable, feasible, or desirable opportunity. Articulates essential components of an organization required to create economic or socially sustainable value. Shows awareness of wider ecosystem 2. Empathy-based design – Our graduates will be able to design solutions and create personas based on some evidence and demonstrate the ability to discover and articulate other’s needs. 3. Entrepreneurial mindset – Our graduates will be able to show some ability to adapt, and looks for several sources for information, and questions some assumptions, and pivots when substantial new information is discovered 4. Self-Efficacy – Our graduates will be able to demonstrate the ability to act to achieve goals. Views most challenges as opportunities rather than threats. 	<p>Is this direct or indirect? Direct</p>	<p>When do you plan to collect the data? Spring 2023</p>
--	--	--	---

Educational Goal 2: Responsibility - Our graduates make responsible decisions and contribute to regenerative and reconciled economies by considering the systemic impacts of their decisions now and in the future.

<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)</p> <p>Will randomly sample 20% of student work from the following required courses:</p> <ul style="list-style-type: none"> - BUS 650 – Ethics – final review paper - BUS 649 – Corporate Responsibility – company assessment 	<p>What would indicate that students had met the EG?</p> <ol style="list-style-type: none"> 1. Ethical and moral reasoning and action – Our graduates will be able to reflect on how one’s attitudes and beliefs are different from those of other cultures and communities and recognize the perspectives of others. Analyzes the ethical, social, and environmental consequences of potential decisions and identifies a range of actions informed by one’s sense of personal and social responsibility and considerations of the perspectives of others including stakeholders and rights holders. 2. Contributing to positive change towards sustainability – Our graduates will be able to reflects on the actions they can take to help themselves and others to minimize negative environmental and social impacts and make positive contributions to society and 	<p>Is this direct or indirect? Direct</p>	<p>When do you plan to collect the data? Spring 2023</p>
--	---	--	---

	<p>the health of the planet.</p> <p>3. Holistic thinking – Our graduates will be able to identify a range of social, environmental, economic, and governance issues that may have an impact on a business and through which a business may have an impact on stakeholders, rights holders, and the environmental and social systems around it. Can identify the potential interdependencies among these issues, key system thresholds, and possible leverage points. Has built an understanding of Indigenous, Traditional, and Western ways of knowing.</p>		
Educational Goal 3: Global Perspective - Our graduates understand the natural, cultural, and socio-political forces that shape societies, and value the potential of a diverse, complex, and globally distributed workforce.			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)</p> <p>Will randomly sample 20% of student work from the following required courses:</p> <ul style="list-style-type: none"> - BUS 641 – Cross Cultural Management – reflection essay - BUS 642 – Internatinal Competitive Strategy – case report 	<p>What would indicate that students had met the EG?</p> <ol style="list-style-type: none"> 1. Cultural self-awareness – Our graduates will be able to recognize new perspectives about own cultural rules and biases 2. Knowledge of cultural worldview frameworks – Our graduates will be able to demonstrate adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. 3. Empathy – Our graduates will be able to recognize intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions. 4. Openness – Our graduates will be able to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others. 	<p>Is this direct or indirect? Direct</p>	<p>When do you plan to collect the data? Spring 2023</p>

5) How do you plan on sharing your findings within your unit?

Assessment results will be shared through routine meetings of Beedie’s Assurance of Learning Committee. The Committee will liaise with the Graduate Curriculum Committee, Graduate

Program Committee, Graduate Program Directors, Undergraduate Curriculum Committee and Undergraduate Area Coordinators regarding the assessment results and proposed changes. Curriculum changes are sent to Undergraduate Curriculum Committee and Graduate Program Committee and Beedie leadership team for approval. Changes to assessment process are sent to Beedie leadership for approval.

6) **Assessment Timeline**

Next Mid-cycle Review:

Spring 2023 will include assessment of work in all three educational goals for identified courses ran between Fall 2021-Summer 2022. Starting Summer 2023, assessment on the three educational goals will run on a rotating basis with Summer 2023 dedicated to EG 1 (Innovation) for all courses identified for Innovation across all programs offered by the Beedie School of Business. Fall 2023 will be dedicated to EG 3 (Global Perspectives) and with Spring 2024 dedicated to EG 2 (Social Responsibility). Results will be compiled into reports and made available to the Assurance of Learning Committee and respective programs committees for review and suggested program changes.

Next External Review:

Educational Goals Assessment Plan

Unit/Program: Indigenous Business Leadership Executive MBA Master of Business Administration (EMBA-IBL)

Contact name: Andrew Gemino - Associate Dean, Graduate Programs and Academic Director, EMBA IBL and Rosanne Ng – Associate Director, Assessment & Special Projects

Date: February 2023

This template is designed to help units implement assessment of Educational Goals after receiving feedback from their External Review. Units are not expected to assess every Educational Goal every year.

1) Who were the members of your Educational Goals Assessment team? Outline who has worked on the assessment.

Associate Dean, Graduate Programs and Academic Director, EMBA IBL – Andrew Gemino
Associate Director, Assessment & Special Projects – Rosanne Ng

2) Are your program's Educational Goals current, or do any of them need to be revised?

In some cases, Educational Goals may need to be revised to keep pace with changes in the discipline or in the program's course offerings, or to ensure they continue to align with a unit's mission and values. Feedback from the External Review may inform revision of Educational Goals.

School-level educational goals were developed over the course of the past couple of years to demonstrate alignment between programmatic offerings and the stated mission of the school. These encompass three key mission-aligned elements of innovation, responsibility, and global perspective.

School-Level EGs:

1. **Innovation** – our graduates harness their entrepreneurial mindset, adaptability, and collaboration skills to navigate uncertainty, create opportunities, and implement changes
2. **Responsibility** - Our graduates make responsible decisions and contribute to regenerative and reconciled economies by considering the systemic impacts of their decisions now and in the future.
3. **Global Perspective** - Our graduates understand the natural, cultural, and socio-political forces that shape societies, and value the potential of a diverse, complex, and globally distributed workforce.

Program level learning goals last documented revision was January 17, 2015. EMBA-IBL Program administration has been notified that program level EGs need to be reviewed in 2022/23

academic year to identify one or two program-specific educational goals for assessment alongside the school-level educational goals.

EMBA-IBL Program-level EGs from 2015 are:

1. EMBA IBL graduates will relate the value of business and its societal role to the specific context of Aboriginal Business, understand the role of management in developing and executing supportive and beneficial business strategies, and build upon their education and experience to date to advance their expertise and confidence in becoming better managers
2. EMBA IBL graduates will have developed their knowledge in core business disciplines to make them more organizationally effective
3. EMBA IBL graduates will have acquired critical inquiry skills to fully investigate issues that affect the evolving nature of business and the environments they operate in, to successfully navigate failures and opportunities in order to develop, communicate and lead effective and strategically sound solutions

3) Is your program’s curriculum map up to date?

A curriculum map may need to be updated to reflect any major changes to the program’s course offerings (i.e. new or substantially revised courses, courses that have been removed).

The program curriculum map was last updated in January 2015 based on published and distributed course outlines and syllabi. Curriculum maps identify where educational goals are expressed implicitly/explicitly and where students are required to demonstrate related competency and ability. Program administration has been notified that an updated curriculum map should be reviewed and confirmed in 2022/23.

4) Assessment Plan

For each Educational Goal, outline what data you will use to assess student learning. Indicate what direct evidence you will draw on - which key courses you will sample from and, if possible, the course-based assessments you plan to use. These can be described in general terms (e.g. research paper, final exam questions targeting a particular Educational Goal). Indicate also whether or not you plan to gather indirect evidence (e.g. surveys, focus groups, interviews, etc.). The same indirect evidence method (e.g. a survey) can be used for multiple Educational Goals. Describe what would indicate to you that students had met the Educational Goal. Add or delete rows as needed.

Educational Goal 1: Innovation - our graduates harness their entrepreneurial mindset, adaptability, and collaboration skills to navigate uncertainty, create opportunities, and implement changes			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)</p> <p>Will randomly sample 20% of student work from the following required courses:</p> <ul style="list-style-type: none"> - BUS 647 Entrepreneurship & Innovation – individual written assignment 	<p>What would indicate that students had met the EG?</p> <ol style="list-style-type: none"> 1. Creating value from design – Our graduates will be able to match innovation to a viable, feasible, or desirable opportunity. Articulates essential components of an organization required to create economic or socially sustainable value. Shows awareness 	<p>Is this direct or indirect?</p> <p>Direct</p>	<p>When do you plan to collect the data?</p> <p>Spring 2023</p>

	<p>of wider ecosystem</p> <ol style="list-style-type: none"> 2. Empathy-based design – Our graduates will be able to design solutions and create personas based on some evidence and demonstrate the ability to discover and articulate other’s needs. 3. Entrepreneurial mindset – Our graduates will be able to show some ability to adapt, and looks for several sources for information, and questions some assumptions, and pivots when substantial new information is discovered 4. Self-Efficacy – Our graduates will be able to demonstrate the ability to act to achieve goals. Views most challenges as opportunities rather than threats. 		
Educational Goal 2: Responsibility - Our graduates make responsible decisions and contribute to regenerative and reconciled economies by considering the systemic impacts of their decisions now and in the future.			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)</p> <p>Will randomly sample 20% of student work from the following required courses:</p> <ul style="list-style-type: none"> - BUS 633 – Topics in Sustainability – company assessment - BUS 634 – Policy and Governance – exam - BUS 675 – Indigenous Economies – final essay 	<p>What would indicate that students had met the EG?</p> <ol style="list-style-type: none"> 1. Ethical and moral reasoning and action – Our graduates will be able to reflect on how one’s attitudes and beliefs are different from those of other cultures and communities and recognize the perspectives of others. Analyzes the ethical, social, and environmental consequences of potential decisions and identifies a range of actions informed by one’s sense of personal and social responsibility and considerations of the perspectives of others including stakeholders and rights holders. 2. Contributing to positive change towards sustainability – Our graduates will be able to reflects on the actions they can take to help themselves and others to minimize negative environmental and social impacts and make positive contributions to society and the health of the planet. 3. Holistic thinking – Our graduates will be able to identify a range of social, environmental, economic, and governance issues that may have an impact on a business and through which a business may have an impact on stakeholders, rights holders, and the 	<p>Is this direct or indirect? Direct</p>	<p>When do you plan to collect the data? Spring 2023</p>

	<p>environmental and social systems around it. Can identify the potential interdependencies among these issues, key system thresholds, and possible leverage points. Has built an understanding of Indigenous, Traditional, and Western ways of knowing.</p>		
<p>Educational Goal 3: Global Perspective - Our graduates understand the natural, cultural, and socio-political forces that shape societies, and value the potential of a diverse, complex, and globally distributed workforce.</p>			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)</p> <ul style="list-style-type: none"> - The EMBA-IBL program is currently reviewing how to integrate a student artifact suitable to assessment of this education goal with the upcoming cohort. 	<p>What would indicate that students had met the EG?</p> <ol style="list-style-type: none"> 1. Cultural self-awareness – Our graduates will be able to recognize new perspectives about own cultural rules and biases 2. Knowledge of cultural worldview frameworks – Our graduates will be able to demonstrate adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. 3. Empathy – Our graduates will be able to recognize intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions. 4. Openness – Our graduates will be able to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others. 	<p>Is this direct or indirect? Intention is to develop an artifact suitable for direct</p>	<p>When do you plan to collect the data? Spring 2024</p>

- **How do you plan on sharing your findings within your unit?**

<ul style="list-style-type: none"> • Assessment results will be shared through routine meetings of Beedie’s Assurance of Learning Committee. The Committee will liaise with the Graduate Curriculum Committee, Graduate Program Committee, Graduate Program Directors, Undergraduate Curriculum Committee and Undergraduate Area Coordinators regarding the assessment results and proposed changes. Curriculum changes are sent to Undergraduate Curriculum Committee and Graduate Program Committee and Beedie leadership team for approval. Changes to assessment process are sent to Beedie leadership for approval.

5) **Assessment Timeline**

Next Mid-cycle Review:

Spring 2023 will include assessment of work in all three educational goals for identified courses ran between Fall 2021-Summer 2022. Starting Summer 2023, assessment on the three educational goals will run on a rotating basis with Summer 2023 dedicated to EG 1 (Innovation) for all courses identified for Innovation across all programs offered by the Beedie School of Business. Spring 2024 will be dedicated to EG 2 (Social Responsibility). Results will be compiled into reports and made available to the Assurance of Learning Committee and respective programs committees for review and suggested program changes.

Next External Review:

Educational Goals Assessment Plan

Unit/Program: MBA Master of Business Administration

Contact name: Lieke ten Brummelhuis - Academic Director, Full-Time MBA, Sudheer Gupta – Academic Director, Part-Time MBA and Rosanne Ng - Associate Director, Assessment & Special Projects

Date: January 2023

This template is designed to help units implement assessment of Educational Goals after receiving feedback from their External Review. Units are not expected to assess every Educational Goal every year.

1) Who were the members of your Educational Goals Assessment team? Outline who has worked on the assessment.

Associate Dean, Graduate Programs – Andrew Gemino
Academic Director, Full-Time MBA – Lieke ten Brummelhuis
Academic Director, Part-Time MBA – Sudheer Gupta
Associate Director, Assessment & Special Projects – Rosanne Ng

2) Are your program's Educational Goals current, or do any of them need to be revised?

In some cases, Educational Goals may need to be revised to keep apace with changes in the discipline or in the program's course offerings, or to ensure they continue to align with a unit's mission and values. Feedback from the External Review may inform revision of Educational Goals.

School-level educational goals were developed over the course of the past couple of years to demonstrate alignment between programmatic offerings and the stated mission of the school. These encompass three key mission-aligned elements of innovation, responsibility, and global perspective. For the MBA degree, these are stated in the following educational goals.

School-Level EGs:

1. **Innovation** – our graduates harness their entrepreneurial mindset, adaptability, and collaboration skills to navigate uncertainty, create opportunities, and implement changes
2. **Responsibility** - Our graduates make responsible decisions and contribute to regenerative and reconciled economies by considering the systemic impacts of their decisions now and in the future.

3. **Global Perspective** - Our graduates understand the natural, cultural, and socio-political forces that shape societies, and value the potential of a diverse, complex, and globally distributed workforce.

The MBA program-level EGs were last revised in November 2013. MBA Program administration has been notified that program level EGs need to be reviewed in 2022/23 academic year to identify one or two program-specific educational goals for assessment alongside the school-level educational goals.

MBA Program-level EGs from 2013 were:

1. Communication skills – Our graduates will have the necessary communication skills to effectively interact with their stakeholders
2. Enlightened – Our graduates will understand that business practices and decisions have implications for broad set of stakeholders
3. Integrative Thinking – Our graduates will be able to employ skills and knowledge from more than one business discipline when making business decisions

3) Is your program's curriculum map up to date?

A curriculum map may need to be updated to reflect any major changes to the program's course offerings (i.e. new or substantially revised courses, courses that have been removed).

The program curriculum map was last updated in August 2017 based on published and distributed course outlines and syllabi. Curriculum maps identify where educational goals are expressed implicitly/explicitly and where students are required to demonstrate related competency and ability. Program administration has been notified that an updated curriculum map should be reviewed and confirmed in 2022/23.

4) Assessment Plan

For each Educational Goal, outline what data you will use to assess student learning. Indicate what direct evidence you will draw on - which key courses you will sample from and, if possible, the course-based assessments you plan to use. These can be described in general terms (e.g. research paper, final exam questions targeting a particular Educational Goal). Indicate also whether or not you plan to gather indirect evidence (e.g. surveys, focus groups, interviews, etc.). The same indirect evidence method (e.g. a survey) can be used for multiple Educational Goals. Describe what would indicate to you that students had met the Educational Goal. Add or delete rows as needed.

Educational Goal 1: Innovation - our graduates harness their entrepreneurial mindset, adaptability, and collaboration skills to navigate uncertainty, create opportunities, and implement changes

<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)</p> <p>Will randomly sample 20% of student work from the following required courses:</p> <ul style="list-style-type: none"> - BUS 714 – Entrepreneurship - midterm 	<p>What would indicate that students had met the EG?</p> <ol style="list-style-type: none"> 1. Creating value from design – Our graduates will be able to match innovation to a viable, feasible, or desirable opportunity. Articulates essential components of an organization required to create economic or socially sustainable value. Shows awareness of wider ecosystem 2. Empathy-based design – Our graduates will be able to design solutions and create personas based on some evidence and demonstrate the ability to discover and articulate other’s needs. 3. Entrepreneurial mindset – Our graduates will be able to show some ability to adapt, and looks for several sources for information, and questions some assumptions, and pivots when substantial new information is discovered 4. Self-Efficacy – Our graduates will be able to demonstrate the ability to act to achieve goals. Views most challenges as opportunities rather than threats. 	<p>Is this direct or indirect? Direct</p>	<p>When do you plan to collect the data? Spring 2023</p>
<p>Educational Goal 2: Responsibility - Our graduates make responsible decisions and contribute to regenerative and reconciled economies by considering the systemic impacts of their decisions now and in the future</p>			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)</p> <p>Will randomly sample 20% of student work from the following required courses:</p> <ul style="list-style-type: none"> - BUS 707 – Business Ethics – ECQ reflection assignment - BUS 716 – Sustainability – change agent simulation reflection paper - BUS 730 – Indigenous Business Environments in Community – reflection paper - BUS 741 – Indigenous Business Environments – reflective essay 	<p>What would indicate that students had met the EG?</p> <ol style="list-style-type: none"> 1. Ethical and moral reasoning and action – Our graduates will be able to reflect on how one’s attitudes and beliefs are different from those of other cultures and communities and recognize the perspectives of others. Analyzes the ethical, social, and environmental consequences of potential decisions and identifies a range of actions informed by one’s sense of personal and social responsibility and considerations of the perspectives of others including stakeholders and rights holders. 2. Contributing to positive change towards sustainability – Our graduates will be able to reflects on the actions they can take to help themselves and others to minimize negative environmental and social impacts and make positive contributions to society and the health of the planet. 	<p>Is this direct or indirect? Direct</p>	<p>When do you plan to collect the data? Spring 2023</p>

	<p>3. Holistic thinking – Our graduates will be able to identify a range of social, environmental, economic, and governance issues that may have an impact on a business and through which a business may have an impact on stakeholders, rights holders, and the environmental and social systems around it. Can identify the potential interdependencies among these issues, key system thresholds, and possible leverage points. Has built an understanding of Indigenous, Traditional, and Western ways of knowing.</p>		
<p>Educational Goal 3: Global Perspective - Our graduates understand the natural, cultural, and socio-political forces that shape societies, and value the potential of a diverse, complex, and globally distributed workforce.</p>			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)</p> <p>Will randomly sample 20% of student work from the following required courses:</p> <ul style="list-style-type: none"> - BUS 712 – Managing a Globalized Workforce – final exam 	<p>What would indicate that students had met the EG?</p> <ol style="list-style-type: none"> 1. Cultural self-awareness – Our graduates will be able to recognize new perspectives about own cultural rules and biases 2. Knowledge of cultural worldview frameworks – Our graduates will be able to demonstrate adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. 3. Empathy – Our graduates will be able to recognize intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions. 4. Openness – Our graduates will be able to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others. 	<p>Is this direct or indirect? Direct</p>	<p>When do you plan to collect the data? Spring 2023</p>

5) How do you plan on sharing your findings within your unit?

Assessment results will be shared through routine meetings of Beedie’s Assurance of Learning Committee. The Committee will liaise with the Graduate Curriculum Committee, Graduate Program Committee, Graduate Program Directors, Undergraduate Curriculum Committee and Undergraduate Area Coordinators regarding the assessment results and proposed changes.

Curriculum changes are sent to Undergraduate Curriculum Committee and Graduate Program Committee and Beedie leadership team for approval. Changes to assessment process are sent to Beedie leadership for approval.

6) **Assessment Timeline**

Next Mid-cycle Review:

Spring 2023 will include assessment of work in all three educational goals for identified courses ran between Fall 2021-Summer 2022. Starting Summer 2023, assessment on the three educational goals will run on a rotating basis with Summer 2023 dedicated to EG 1 (Innovation) for all courses identified for Innovation across all programs offered by the Beedie School of Business. Fall 2023 will be dedicated to EG 3 (Global Perspectives) and with Spring 2024 dedicated to EG 2 (Social Responsibility). Results will be compiled into reports and made available to the Assurance of Learning Committee and respective programs committees for review and suggested program changes.

Next External Review:

Educational Goals Assessment Plan

Unit/Program: Management of Technology Master of Business Administration (MOT-MBA)

Contact name: Nilesh Saraf - Academic Director, MOT-MBA and Rosanne Ng - Associate Director, Assessment & Special Projects

Date: February 2023

1) Who were the members of your Educational Goals Assessment team? Outline who has worked on the assessment.

Associate Dean, Graduate Programs – Andrew Gemino
Academic Director, MOT-MBA - Nilesh Saraf
Associate Director, Assessment & Special Projects – Rosanne Ng

2) Are your program's Educational Goals current, or do any of them need to be revised?

In some cases, Educational Goals may need to be revised to keep pace with changes in the discipline or in the program's course offerings, or to ensure they continue to align with a unit's mission and values. Feedback from the External Review may inform revision of Educational Goals.

School-level educational goals were developed over the course of the past couple of years to demonstrate alignment between programmatic offerings and the stated mission of the school. These encompass three key mission-aligned elements of innovation, responsibility, and global perspective. For the MOT-MBA degree, these are stated in the following educational goals.

School-Level EGs:

1. **Innovation** – our graduates harness their entrepreneurial mindset, adaptability, and collaboration skills to navigate uncertainty, create opportunities, and implement changes
2. **Responsibility** - Our graduates make responsible decisions and contribute to regenerative and reconciled economies by considering the systemic impacts of their decisions now and in the future.
3. **Global Perspective** - Our graduates understand the natural, cultural, and socio-political forces that shape societies, and value the potential of a diverse, complex, and globally distributed workforce.

The MOT-MBA program-level EGs were last revised in April 15, 2016. MOT-MBA Program administration has been notified that program level EGs need to be reviewed in 2022/23

academic year to identify one or two program-specific educational goals for assessment alongside the school-level educational goals.

MOT-MBA Program-level EGs from 2016 were:

1. Think strategically in terms of framing and analyzing business problems
2. Communicate clearly, concisely, and persuasively in written contexts
3. Choose rationally and transparently between strategic alternatives
4. Identify opportunities and strategies to create and capture value

3) Is your program’s curriculum map up to date?

A curriculum map may need to be updated to reflect any major changes to the program’s course offerings (i.e., new or substantially revised courses, courses that have been removed).

The program curriculum map was last updated in August 2021 based on published and distributed course outlines and syllabi. Curriculum maps identify where educational goals are expressed implicitly/explicitly and where students are required to demonstrate related competency and ability. The 2021 curriculum map was updated using the latest version of School Level educational goals introduced in 2020.

4) Assessment Plan

For each Educational Goal, outline what data you will use to assess student learning. Indicate what direct evidence you will draw on - which key courses you will sample from and, if possible, the course-based assessments you plan to use. These can be described in general terms (e.g., research paper, final exam questions targeting a particular Educational Goal). Indicate also whether or not you plan to gather indirect evidence (e.g., surveys, focus groups, interviews, etc.). The same indirect evidence method (e.g., a survey) can be used for multiple Educational Goals. Describe what would indicate to you that students have met the Educational Goal. Add or delete rows as needed.

Educational Goal 1: Innovation – our graduates harness their entrepreneurial mindset, adaptability, and collaboration skills to navigate uncertainty, create opportunities, and implement changes

Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	What would indicate that students had met the EG?	Is this direct or indirect?	When do you plan to collect the data?
Will randomly sample 20% of student work from the following required courses: - BUS 866 Enterprise Risk Management – final exam	<ol style="list-style-type: none"> 1. Creating value from design – Our graduates will be able to match innovation to a viable, feasible, or desirable opportunity. Articulates essential components of an organization required to create economic or socially sustainable value. Shows awareness of wider ecosystem 2. Empathy-based design – Our graduates will be able to design 	Direct	Spring 2023

Formatted: Font: Bold, Font color: Background 1, Complex Script Font: Bold

	<p>solutions and create personas based on some evidence and demonstrate the ability to discover and articulate other’s needs.</p> <p>3. Entrepreneurial mindset – Our graduates will be able to show some ability to adapt, and looks for several sources for information, and questions some assumptions, and pivots when substantial new information is discovered</p> <p>4. Self-Efficacy – Our graduates will be able to demonstrate the ability to act to achieve goals. Views most challenges as opportunities rather than threats.</p>		
<p>Educational Goal 2: Responsibility - Our graduates make responsible decisions and contribute to regenerative and reconciled economies by considering the systemic impacts of their decisions now and in the future.</p>			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)</p> <p>Will randomly sample 20% of student work from the following required courses:</p> <ul style="list-style-type: none"> - BUS 876 – Ethics and Finance - midterm - BUS 889 – Negotiations - midterm 	<p>What would indicate that students had met the EG?</p> <ol style="list-style-type: none"> 1. Ethical and moral reasoning and action – Our graduates will be able to reflect on how one’s attitudes and beliefs are different from those of other cultures and communities and recognize the perspectives of others. Analyzes the ethical, social, and environmental consequences of potential decisions and identifies a range of actions informed by one’s sense of personal and social responsibility and considerations of the perspectives of others including stakeholders and rights holders. 2. Contributing to positive change towards sustainability – Our graduates will be able to reflects on the actions they can take to help themselves and others to minimize negative environmental and social impacts and make positive contributions to society and the health of the planet. 3. Holistic thinking – Our graduates will be able to identify a range of social, environmental, economic, and governance issues that may have an impact on a business and through which a business may have an impact on stakeholders, rights holders, and the environmental and social systems around it. Can identify the potential interdependencies among these issues, key system thresholds, and possible leverage points. Has built an understanding of Indigenous, Traditional, and Western ways of 	<p>Is this direct or indirect? Direct</p>	<p>When do you plan to collect the data? Spring 2023</p>

	knowing.		
Educational Goal 3: Global Perspective - Our graduates understand the natural, cultural, and socio-political forces that shape societies, and value the potential of a diverse, complex, and globally distributed workforce.			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)</p> <p>Will randomly sample 20% of student work from the following required courses:</p> <ul style="list-style-type: none"> - BUS 889 – Negotiations - midterm 	<p>What would indicate that students had met the EG?</p> <ol style="list-style-type: none"> 1. Cultural self-awareness – Our graduates will be able to recognize new perspectives about own cultural rules and biases 2. Knowledge of cultural worldview frameworks – Our graduates will be able to demonstrate adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. 3. Empathy – Our graduates will be able to recognize intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions. 4. Openness – Our graduates will be able to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others. 	<p>Is this direct or indirect? Direct</p>	<p>When do you plan to collect the data? Spring 2023</p>

5) How do you plan on sharing your findings within your unit?

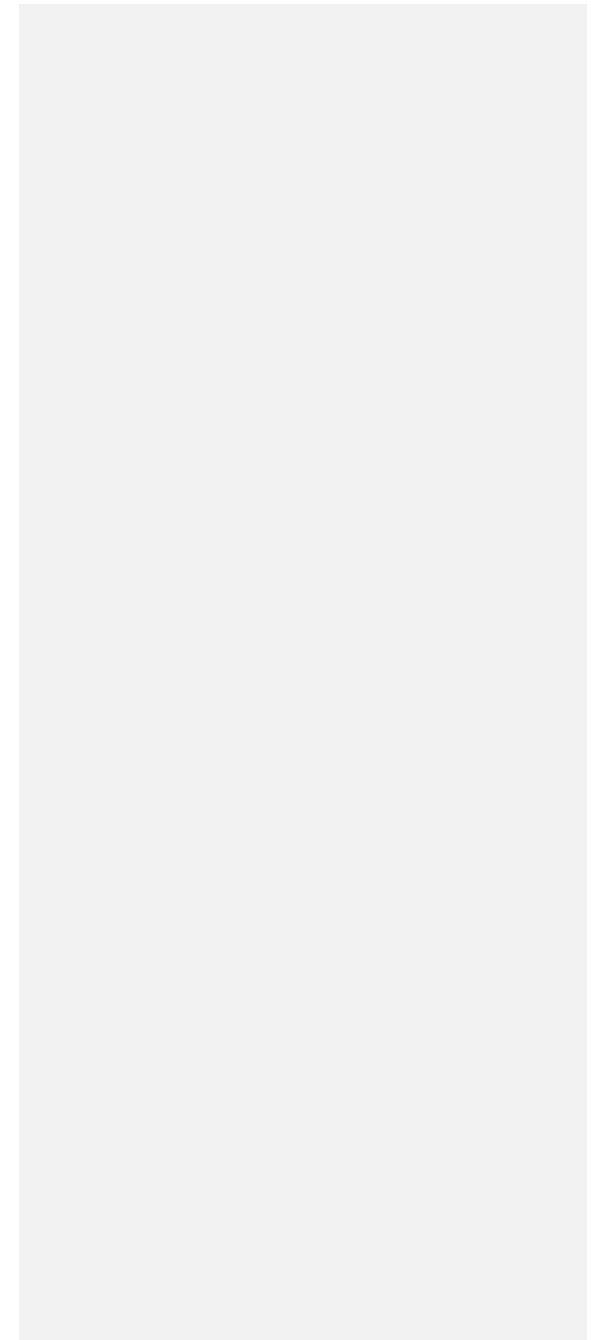
Assessment results will be shared through routine meetings of Beedie’s Assurance of Learning Committee. The Committee will liaise with the Graduate Curriculum Committee, Graduate Program Committee, Graduate Program Directors, Undergraduate Curriculum Committee and Undergraduate Area Coordinators regarding the assessment results and proposed changes. Curriculum changes are sent to Undergraduate Curriculum Committee and Graduate Program Committee and Beedie leadership team for approval. Changes to assessment process are sent to Beedie leadership for approval.

6) Assessment Timeline

Next Mid-cycle Review:

Spring 2023 will include assessment of work in all three educational goals for identified courses ran between Fall 2021-Summer 2022. Starting Summer 2023, assessment on the three educational goals will run on a rotating basis with Summer 2023 dedicated to EG 1 (Innovation) for all courses identified for Innovation across all programs offered by the Beedie School of Business. Fall 2023 will be dedicated to EG 3 (Global Perspectives) and with Spring 2024 dedicated to EG 2 (Social Responsibility). Results will be compiled into reports and made available to the Assurance of Learning Committee and respective programs committees for review and suggested program changes.

Next External Review:



Educational Goals Assessment Plan

Unit/Program: Finance Master of Science (MScF)

Contact name: Frederick Willeboordse - Academic Director, MScF and Rosanne Ng - Associate Director, Assessment & Special Projects

Date: February 2023

1) Who were the members of your Educational Goals Assessment team? Outline who has worked on the assessment.

Associate Dean, Graduate Programs – Andrew Gemino
Academic Director, MScF – Frederick Willeboordse
Associate Director, Assessment & Special Projects – Rosanne Ng

2) Are your program's Educational Goals current, or do any of them need to be revised?

In some cases, Educational Goals may need to be revised to keep pace with changes in the discipline or in the program's course offerings, or to ensure they continue to align with a unit's mission and values. Feedback from the External Review may inform revision of Educational Goals.

School-level educational goals were developed over the course of the past couple of years to demonstrate alignment between programmatic offerings and the stated mission of the school. These encompass three key mission-aligned elements of innovation, responsibility, and global perspective. For the MScF degree, these are stated in the following educational goals.

School-Level EGs:

1. **Innovation** – our graduates harness their entrepreneurial mindset, adaptability, and collaboration skills to navigate uncertainty, create opportunities, and implement changes
2. **Responsibility** - Our graduates make responsible decisions and contribute to regenerative and reconciled economies by considering the systemic impacts of their decisions now and in the future.
3. **Global Perspective** - Our graduates understand the natural, cultural, and socio-political forces that shape societies, and value the potential of a diverse, complex, and globally distributed workforce.

Program level learning goals last documented revision was August 11, 2015. MScF Program administration has been notified that program level EGs need to be reviewed in 2022/23

academic year to identify one or two program-specific educational goals for assessment alongside the school-level educational goals.

MScF Program-level EGs from 2015 are:

1. MScF graduates will develop an intermediate knowledge in finance theory as well as supporting disciplines
2. MScF graduates will research actual finance problems, apply advanced financial methodologies, and provide coherent well-communicated solutions
3. MScF graduates from Risk Management stream will develop advanced knowledge in the matter as well as apply risk management frameworks
4. MScF graduates from the Investment Management stream will develop advanced knowledge in the matter as well as be able to apply this knowledge in the most relevant markets

3) Is your program’s curriculum map up to date?

A curriculum map may need to be updated to reflect any major changes to the program’s course offerings (i.e. new or substantially revised courses, courses that have been removed).

The program curriculum map was last updated in August 2017 based on published and distributed course outlines and syllabi. Curriculum maps identify where educational goals are expressed implicitly/explicitly and where students are required to demonstrate related competency and ability. Program administration has been notified that an updated curriculum map should be reviewed and confirmed in 2022/23.

4) Assessment Plan

For each Educational Goal, outline what data you will use to assess student learning. Indicate what direct evidence you will draw on - which key courses you will sample from and, if possible, the course-based assessments you plan to use. These can be described in general terms (e.g. research paper, final exam questions targeting a particular Educational Goal). Indicate also whether or not you plan to gather indirect evidence (e.g. surveys, focus groups, interviews, etc.). The same indirect evidence method (e.g. a survey) can be used for multiple Educational Goals. Describe what would indicate to you that students had met the Educational Goal. Add or delete rows as needed.

Educational Goal 1: Innovation - our graduates harness their entrepreneurial mindset, adaptability, and collaboration skills to navigate uncertainty, create opportunities, and implement changes			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)</p> <p>Will randomly sample 20% of student work from the following required courses:</p> <ul style="list-style-type: none"> - BUS 816 Strategic Asset Allocation - exam 	<p>What would indicate that students had met the EG?</p> <ol style="list-style-type: none"> 1. Creating value from design – Our graduates will be able to match innovation to a viable, feasible, or desirable opportunity. Articulates essential components of an organization required to create economic or socially sustainable value. Shows awareness of wider ecosystem 	<p>Is this direct or indirect? Direct</p>	<p>When do you plan to collect the data? Spring 2023</p>

	<ol style="list-style-type: none"> 2. Empathy-based design – Our graduates will be able to design solutions and create personas based on some evidence and demonstrate the ability to discover and articulate other’s needs. 3. Entrepreneurial mindset – Our graduates will be able to show some ability to adapt, and looks for several sources for information, and questions some assumptions, and pivots when substantial new information is discovered 4. Self-Efficacy – Our graduates will be able to demonstrate the ability to act to achieve goals. Views most challenges as opportunities rather than threats. 		
Educational Goal 2: Responsibility - Our graduates make responsible decisions and contribute to regenerative and reconciled economies by considering the systemic impacts of their decisions now and in the future.			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)</p> <p>Will randomly sample 20% of student work from the following required courses:</p> <ul style="list-style-type: none"> - BUS 866 Enterprise Risk Management – exam - BUS 816 Strategic Asset Allocation - exam - BUS 876 Ethics and Finance - midterm 	<p>What would indicate that students had met the EG?</p> <ol style="list-style-type: none"> 1. Ethical and moral reasoning and action – Our graduates will be able to reflect on how one’s attitudes and beliefs are different from those of other cultures and communities and recognize the perspectives of others. Analyzes the ethical, social, and environmental consequences of potential decisions and identifies a range of actions informed by one’s sense of personal and social responsibility and considerations of the perspectives of others including stakeholders and rights holders. 2. Contributing to positive change towards sustainability – Our graduates will be able to reflects on the actions they can take to help themselves and others to minimize negative environmental and social impacts and make positive contributions to society and the health of the planet. 3. Holistic thinking – Our graduates will be able to identify a range of social, environmental, economic, and governance issues that may have an impact on a business and through which a business may have an impact on stakeholders, rights holders, and the environmental and social systems around it. Can identify the 	<p>Is this direct or indirect? Direct</p>	<p>When do you plan to collect the data? Spring 2023</p>

	potential interdependencies among these issues, key system thresholds, and possible leverage points. Has built an understanding of Indigenous, Traditional, and Western ways of knowing.		
Educational Goal 3: Global Perspective - Our graduates understand the natural, cultural, and socio-political forces that shape societies, and value the potential of a diverse, complex, and globally distributed workforce.			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students) Will randomly sample 20% of student work from the following required courses:</p> <ul style="list-style-type: none"> - BUS 876 Ethics and Finance - midterm 	<p>What would indicate that students had met the EG?</p> <ol style="list-style-type: none"> 1. Cultural self-awareness – Our graduates will be able to recognize new perspectives about own cultural rules and biases 2. Knowledge of cultural worldview frameworks – Our graduates will be able to demonstrate adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. 3. Empathy – Our graduates will be able to recognize intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions. 4. Openness – Our graduates will be able to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others. 	<p>Is this direct or indirect? Direct</p>	<p>When do you plan to collect the data? Spring 2023</p>

5) How do you plan on sharing your findings within your unit?

Assessment results will be shared through routine meetings of Beedie’s Assurance of Learning Committee. The Committee will liaise with the Graduate Curriculum Committee, Graduate Program Committee, Graduate Program Directors, Undergraduate Curriculum Committee and Undergraduate Area Coordinators regarding the assessment results and proposed changes. Curriculum changes are sent to Undergraduate Curriculum Committee and Graduate Program Committee and Beedie leadership team for approval. Changes to assessment process are sent to Beedie leadership for approval.

6) Assessment Timeline

Next Mid-cycle Review:

Spring 2023 will include assessment of work in all three educational goals for identified courses ran between Fall 2021-Summer 2022. Starting Summer 2023, assessment on the three educational goals will run on a rotating basis with Summer 2023 dedicated to EG 1 (Innovation) for all courses identified for Innovation across all programs offered by the Beedie School of Business. Fall 2023 will be dedicated to EG 3 (Global Perspectives) and with Spring 2024 dedicated to EG 2 (Social Responsibility). Results will be compiled into reports and made available to the Assurance of Learning Committee and respective programs committees for review and suggested program changes.

Next External Review:

Educational Goals Assessment Plan

Unit/Program: Doctorate Program (PhD)

Contact name: Christina Atanasova - Academic Director, PhD and Rosanne Ng - Associate Director, Assessment & Special Projects

Date: February 2023

1) Who were the members of your Educational Goals Assessment team? Outline who has worked on the assessment.

Associate Dean, Graduate Programs – Andrew Gemino
Academic Director, PhD – Christina Atanasova
Associate Director, Assessment & Special Projects – Rosanne Ng

2) Are your program's Educational Goals current, or do any of them need to be revised?

In some cases, Educational Goals may need to be revised to keep pace with changes in the discipline or in the program's course offerings, or to ensure they continue to align with a unit's mission and values. Feedback from the External Review may inform revision of Educational Goals.

School-level educational goals were developed over the course of the past couple of years to demonstrate alignment between programmatic offerings and the stated mission of the school. These encompass three key mission-aligned elements of innovation, responsibility, and global perspective. For the PhD program, these are stated in the following educational goals.

School-Level EGs:

1. **Innovation** – our graduates harness their entrepreneurial mindset, adaptability, and collaboration skills to navigate uncertainty, create opportunities, and implement changes
2. **Responsibility** - Our graduates make responsible decisions and contribute to regenerative and reconciled economies by considering the systemic impacts of their decisions now and in the future.
3. **Global Perspective** - Our graduates understand the natural, cultural, and socio-political forces that shape societies, and value the potential of a diverse, complex, and globally distributed workforce.

Program level learning goals last documented revision was June 23, 2015. PhD Program administration has been notified that program level EGs need to be reviewed in 2022/23

academic year to identify one or two program-specific educational goals for assessment alongside the school-level educational goals.

PhD Program-level EGs from 2015 are:

1. PhD graduates will gain rigorous disciplinary knowledge and ability: All of our graduates will have the theoretical and methodological knowledge and skills necessary to engage in research that can provide the foundation for publication in top tier academic journals
2. PhD graduates will acquire relevant interdisciplinary knowledge: All of our graduates will have a deep interdisciplinary understanding of at least one of the Faculty's strategic research areas – globalization and emerging markets, knowledge, innovation and technology, society, environment and governance, and capital and risk management
3. PhD graduates will develop fluent, persuasive scholarly writing skills: All of graduates will have the ability to write for scholarly publication in a coherent, convincing manner.
4. PhD graduates will possess convincing and engaging presentation skills: All of our graduates will have the ability to present to academic and practitioner audiences in a convincing and engaging manner.

3) Is your program's curriculum map up to date?

A curriculum map may need to be updated to reflect any major changes to the program's course offerings (i.e. new or substantially revised courses, courses that have been removed).

The program curriculum map was last updated in August 2017 based on published and distributed course outlines and syllabi. Curriculum maps identify where educational goals are expressed implicitly/explicitly and where students are required to demonstrate related competency and ability. Program administration has been notified that an updated curriculum map should be reviewed and confirmed in 2022/23.

4) Assessment Plan

For each Educational Goal, outline what data you will use to assess student learning. Indicate what direct evidence you will draw on - which key courses you will sample from and, if possible, the course-based assessments you plan to use. These can be described in general terms (e.g. research paper, final exam questions targeting a particular Educational Goal). Indicate also whether or not you plan to gather indirect evidence (e.g. surveys, focus groups, interviews, etc.). The same indirect evidence method (e.g. a survey) can be used for multiple Educational Goals. Describe what would indicate to you that students had met the Educational Goal. Add or delete rows as needed.

Educational Goal 1: Innovation - our graduates harness their entrepreneurial mindset, adaptability, and collaboration skills to navigate uncertainty, create opportunities, and implement changes

<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)</p> <p>Will randomly sample 20% of student work from the following required courses:</p> <ul style="list-style-type: none"> - BUS 991 - PhD Comprehensive Exam 	<p>What would indicate that students had met the EG?</p> <ol style="list-style-type: none"> 1. Creating value from design – Our graduates will be able to match innovation to a viable, feasible, or desirable opportunity. Articulates essential components of an organization required to create economic or socially sustainable value. Shows awareness of wider ecosystem 2. Empathy-based design – Our graduates will be able to design solutions and create personas based on some evidence and demonstrate the ability to discover and articulate other’s needs. 3. Entrepreneurial mindset – Our graduates will be able to show some ability to adapt, and looks for several sources for information, and questions some assumptions, and pivots when substantial new information is discovered 4. Self-Efficacy – Our graduates will be able to demonstrate the ability to act to achieve goals. Views most challenges as opportunities rather than threats. 	<p>Is this direct or indirect? Direct</p>	<p>When do you plan to collect the data? Spring 2023</p>
<p>Educational Goal 2: Responsibility - Our graduates make responsible decisions and contribute to regenerative and reconciled economies by considering the systemic impacts of their decisions now and in the future.</p>			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)</p> <p>Will randomly sample 20% of student work from the following required courses:</p> <ul style="list-style-type: none"> - BUS 991 – PhD Comprehensive Exam 	<p>What would indicate that students had met the EG?</p> <ol style="list-style-type: none"> 1. Ethical and moral reasoning and action – Our graduates will be able to reflect on how one’s attitudes and beliefs are different from those of other cultures and communities and recognize the perspectives of others. Analyzes the ethical, social, and environmental consequences of potential decisions and identifies a range of actions informed by one’s sense of personal and social responsibility and considerations of the perspectives of others including stakeholders and rights holders. 2. Contributing to positive change towards sustainability – Our graduates will be able to reflects on the actions they can take to help themselves and others to minimize negative environmental and social impacts and make positive contributions to society and 	<p>Is this direct or indirect? Direct</p>	<p>When do you plan to collect the data? Spring 2023</p>

	<p>the health of the planet.</p> <p>3. Holistic thinking – Our graduates will be able to identify a range of social, environmental, economic, and governance issues that may have an impact on a business and through which a business may have an impact on stakeholders, rights holders, and the environmental and social systems around it. Can identify the potential interdependencies among these issues, key system thresholds, and possible leverage points. Has built an understanding of Indigenous, Traditional, and Western ways of knowing.</p>		
Educational Goal 3: Global Perspective - Our graduates understand the natural, cultural, and socio-political forces that shape societies, and value the potential of a diverse, complex, and globally distributed workforce.			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students) Will randomly sample 20% of student work from the following required courses:</p> <ul style="list-style-type: none"> - BUS 991 – PhD Comprehensive Exam 	<p>What would indicate that students had met the EG?</p> <ol style="list-style-type: none"> 1. Cultural self-awareness – Our graduates will be able to recognize new perspectives about own cultural rules and biases 2. Knowledge of cultural worldview frameworks – Our graduates will be able to demonstrate adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. 3. Empathy – Our graduates will be able to recognize intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions. 4. Openness – Our graduates will be able to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others. 	<p>Is this direct or indirect? Direct</p>	<p>When do you plan to collect the data? Spring 2023</p>

5) How do you plan on sharing your findings within your unit?

Assessment results will be shared through routine meetings of Beedie's Assurance of Learning Committee. The Committee will liaise with the Graduate Curriculum Committee, Graduate Program Committee, Graduate Program Directors, Undergraduate Curriculum Committee and Undergraduate Area Coordinators regarding the assessment results and proposed changes. Curriculum changes are sent to Undergraduate Curriculum Committee and Graduate Program Committee and Beedie leadership team for approval. Changes to assessment process are sent to Beedie leadership for approval.

6) Assessment Timeline

Next Mid-cycle Review:

Spring 2023 will include assessment of work in all three educational goals for identified courses ran between Fall 2021-Summer 2022. Starting Summer 2023, assessment on the three educational goals will run on a rotating basis with Summer 2023 dedicated to EG 1 (Innovation) for all courses identified for Innovation across all programs offered by the Beedie School of Business. Fall 2023 will be dedicated to EG 3 (Global Perspectives) and with Spring 2024 dedicated to EG 2 (Social Responsibility). Results will be compiled into reports and made available to the Assurance of Learning Committee and respective programs committees for review and suggested program changes.

Next External Review: