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ATTENTION Senate **DATE** September 15, 2015
FROM Jon Driver, Vice-President, Academic and **PAGES** 1/1
Provost, and Chair, SCUP
RE: External Review of the Beedie School of Business (SCUP 15-30)

At its September 9, 2015 meeting, SCUP reviewed and approved the Action Plan for the Beedie School of Business that resulted from its External Review.

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 External Review.

c: B. Horner Reich



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MEMORANDUM

ATTENTION SCUP **DATE** August 31, 2015
FROM Jon Driver, Vice-President, Academic and **PAGES** 1/1
 Provost
RE: External Review of the Beedie School of Business

Attached are the External Review Report and the Action Plan for the Beedie School of Business. The Educational Goals Assessment Plan is included, for information only, with the Action Plan.

Excerpt from the External Review Report:

"Our overall assessment of Beedie is very positive. The School certainly ranks in the first quarter of Canadian business schools. The School's programs are relevant and are highly appreciated by the students . . . The research output of the School, both in quality and quantity, puts it amongst the top schools in Canada."

Following the site visit, the Report of the External Review Team* for the Beedie School of Business was submitted in July 2014. The Reviewers made a number of recommendations based on the Terms of Reference that were provided to them. Subsequently, I held a meeting with the Dean, Beedie School of Business to consider the recommendations. An Action Plan was prepared, taking into consideration the discussion at the meeting and the External Review Report. The Dean and I have endorsed the Action Plan.

Motion:

That SCUP approve and recommend to Senate the Action Plan for the Beedie School of Business that resulted from its external review.

*External Review Team:

Michel Patry, HEC Montréal (Chair of Review Team)
 Yadong Luo, University of Miami
 Daphne Taras, University of Saskatchewan
 Nancy Olewiler (Internal), Simon Fraser University

Attachments:

1. External Review Report (July 2014)
2. Beedie School of Business Action Plan
3. Beedie School of Business Educational Goals Assessment Plan

cc Blaize Reich, Dean, Beedie School of Business

**THE BEEDIE SCHOOL OF BUSINESS
SIMON FRASER UNIVERSITY
EXTERNAL REVIEW REPORT**

**Yadong LUO
University of Miami**

**Michel PATRY
HEC Montréal**

**Daphne TARAS
University of Saskatchewan**

July 10, 2014

BEEDIE SCHOOL OF BUSINESS EXTERNAL REVIEW REPORT

1. PREAMBLE

The External Review Team (ERT) visit took place on March 12-14, 2014. The team met with senior administrators of Simon Fraser University and the Beedie School of Business, and with Beedie's faculty, staff, and students. The ERT visited Beedie's Burnaby, Downtown Vancouver and Surrey facilities. See Appendix A for a detailed list of meetings.

We concentrate our report on issues raised in the terms of reference. As Beedie was recently reaccredited by both AACSB International and EFMD, the two leading international accreditation bodies for business schools, our report will avoid micro-management issues and will instead focus on the strengths, weaknesses, challenges faced by the School and on the issues for its future development.

Clearly, Beedie appears to us to be a high-quality business school, globally ranking in the first quarter of Canadian business schools, and being in a leading group in some specific areas.

We wish to express our thanks to the administrators of SFU and Beedie, as well as to the staff for helping us and accommodating us in many ways. Special thanks to the Dean of the Beedie School, Dr. Dan Shapiro and to his team; and to Ms. Bal Basi, Coordinator-University Curriculum & Institutional Liaison.

2. PROGRAMS

2.1 General Comments on Degree Programs

Resources truly are an issue. The faculty complement is insufficient for the numbers of students. There is little investment in dedicated resources (eg., for international students, in IT, etc.) compared to what would be usual for business schools of this size. Career services are well-developed.

Senate Committee on Enrollment Management (SCEM) determines the program size for undergraduates. The model of SCEM determining enrolment is unusual. While the Beedie School has been able to absorb the growth that has been mandated by the University, the expansion risks jeopardizing maintenance of AACSB accreditation, scheduled for 2015. This is a serious issue that SFU should address with the management of the Beedie School.

Beedie is extraordinarily innovative and ambitious, and has demonstrated the ability to launch new programs. We recommend that attention now be focused on consolidation, sharing resources and prioritizing. It may be that Beedie's reach has exceeded its grasp, particularly since degree programs are increasingly being serviced by non-full-time faculty.

2.2 Undergraduate Programs

For the approximately 3800 undergraduate students enrolled in 400 sections of classes with 50 students in each class, it is quite problematic that only about 45 percent of sections are taught by full-time faculty (including 8 PhD or Law-specialized faculty who teach 8 courses per year), and 55 percent of sections are visiting or sessional. AACSB requires at least 75 percent of faculty to be engaged in the mission of the School (usually as full-time, but could extend to highly involved part-timers) with a minimum of 60 percent in any major or degree program.

Beedie has a very good undergraduate program, with excellent opportunities for students to interact with the business community. The BComm is a tough program (using trend data from Institutional Research and Planning on grade distributions per faculty). The faculty members have kept standards for student performance high, and grade differentiation based on student performance is strong. We reviewed SFU's average undergraduate course grades by faculty, and business lower division courses are either the lowest or second lowest in the University for at least the past decade. Similarly, for upper year grades there also is little concern with grade inflation.

There is some student co-mingling between major and minor streams in the 200-level introductory courses, but the streams generally remain separate. Right now there are about 170 students with declared minors in business, and this number could grow dramatically (not that there is any current capacity for growth).

There has been no curriculum review of the undergraduate program in over a decade and strains are evident:

- The student numbers have grown to levels that threaten the quality of programs.
- Over one-third of Beedie students are international, with over 70 percent coming from China, and there is virtually no investment in improving the quality of on-boarding for these students.
- Experiential pedagogies -- becoming hallmarks of most progressive business schools -- are increasingly difficult for Beedie to provide.

Happily, the morale remains high and key faculty are engaged. There is an appetite for major curriculum review. Teaching quality is high and a cadre of talented full-time instructors is willing to engage in initiatives that improve the educational quality of Beedie's programs.

The Co-Op Program, which is mandatory, is very well staffed. There is a staff of 6 coordinators, 2 career advisors, a program assistant and a student intern. The Career Management Center has additional staff. There also is a robust mentorship program with 300 mentor pairs. The program provides 200 to 300 speakers into the classroom.

There is strong evidence of innovation, ie., through BEAM, BTM, Entrepreneurship Incubator, etc. but there is little sustained effort in building courses through technology to serve the needs of multiple campuses and the new student demographics. The GDBA was an early innovation, with online delivery 15 years ago, but since then there have been few initiatives that make use of technology to solve program needs.

We were impressed with the sense of "community" expressed by the undergraduate students we interviewed. They feel they are part of a "community" within Simon Fraser, as Beedie students, and also feel a sense of connection to the larger "community" through employment, Co-Op, outreach, guest speakers and other forms of connection.

Assurance of Learning is handled through one full-time person who measures 71 sections of classes.

We recommend:

1. Simon Fraser's SCEM allow a steady-state for the BComm rather than continued expansion. Beedie simply cannot absorb more students.
2. An undergraduate program review with an eye to reviewing the sufficiency of faculty in each major and program.
3. The review also should examine whether the number of options could be reduced in order to maintain the quality of courses offered.

4. International student needs are not sufficiently met in relation to the higher tuition paid: additional resources should be devoted by SFU and Beedie to this end. The lack of mastery of the English language by international students was often pointed out as an issue for the quality of pedagogy in the BComm.
5. There may be opportunities to innovate in blended learning, flipped classrooms, and online education. Beedie was a first-mover a dozen years ago, but innovation in blended techniques seems to have halted. This type of pedagogy would be particularly useful in managing the two-campus model (Burnaby and Surrey).

2.3 MBA and Masters Programs

The Beedie School has a full-time MBA at the downtown campus. It added two new EMBA's (Americas, Aboriginal) and commenced a 2-year part-time MBA at Surrey. An MSc Finance was also launched in 2012.

Program development in masters is too highly "siloed" for the School's limited resources. Each degree program has its own cohort, and there is almost no collaboration to share courses, or allow students more access to options in another program. Each program has a faculty director, and none is large enough to warrant such strong professorial talent being used for administration. The use of multiple directors inadvertently maintains silos at a time that the School would be well-advised to seek collaborative use of resources.

The MSc in Finance needs a serious examination. It is in flux.

There has been commendable innovation at Beedie, but we have the sense that some programs were rushed into development, and that there were insufficient opportunities to share resources, courses and directorships. With a faculty of 84 professors, the School has no slack whatever. In such circumstances, innovation must be more carefully managed, with an eye to collaboration. Beedie has proven itself to be highly nimble, but now it needs to consolidate.

The School has an ambitious list of future plans but resource constraints will be a challenge. We cannot see any prospect for most of these plans to come to fruition without significant investment in faculty resources. We also heard that there was "credit creep" where new courses were launched and must be continuously staffed.

The graduate programs need a single functioning program committee or administrative head (Associate Dean) whose mandate would be to determine synergies among programs. Beedie's teaching schedule of compressed courses in some graduate programs, and 12-13 weeks in others, makes it difficult to share resources or envision mechanisms for joint programs, dual degrees, and providing optional or core courses shared across programs.

We recommend:

1. A breather on new masters' programs.
2. Examination of the administrative structure of the masters' programs with an eye to reducing the number of silos and seeking consolidation, sharing resources, and intra-program synergies.
3. The part-time MBA at Surry could be moved to downtown in order to share resources with the full-time and e-MBAs, and some Executive Education Programs could move to Surrey.
4. Some students desire the ability to take interesting courses in the other programs, and the cohort approach lacks flexibility.
5. As the EMBA improves, Beedie could participate in global rankings.

2.4 PhD Program

The PhD Program is small, and there are excellent supervisors available. We did see evidence that growth of the undergraduate program is affecting the quality of educational experience of PhD students. There are a number of PhD students who are teaching more courses than is normal for PhD candidates who must complete dissertations, and there also was a worrying precedent of having pre-candidacy PhD students teaching courses.

2.5 Surrey Campus

We examined the demographics of the Surrey campus and agree that there will be pressure for increased admissions. There are over 37,000 19-24 year olds and almost 58,000 10-to-18 year olds. The impact of immigration is high in this region, with half of Surrey youth speaking a language other than English at home.

The Surrey campus is lovely. Located next to easy public transport, the retrofit of a shopping mall and office space into educational space is impressive.

Surrey provides all core offerings for undergrads plus concentration courses in innovation and entrepreneurship. The Surrey and Burnaby campuses offerings are intertwined, with faculty and students moving relatively easily between the two campuses.

The part-time MBA also has launched at Surrey.

Accreditation is a huge issue at Surrey. There is little prospect of Beedie making a successful "scope exclusion" request to AACSB. This means that the Surrey campus offerings will be examined with care by an Accreditation team.

The Beedie School is at or below the minimum AACSB standard for “participating” versus “supporting” faculty. The former are faculty, generally full time, who contribute to the mission of the School through involvement that includes research, service, and participation in co-curricular activities. Across the Beedie School, 56 percent of undergraduate courses are taught by non-faculty instructors. At the Surrey campus, the figure is over 67 percent.

The biggest issue we see looming on Beedie's horizon is AACSB maintenance of accreditation, scheduled for 2015. In December 2010, the peer review did not signal any issues other than the continuation of progress on Assurance of Learning. However, between 2010 and today, the student body has grown and new programs were launched or re-launched, and the Surrey campus grew quickly.

The Surrey part-time MBA seems to have been “rushed to market” and needs the quality of its faculty resources to be assessed based on AACSB standards. Apparently, 7 students in this program are from Surrey, while the majority commute from Vancouver. It is still early days in the development of this MBA, but given our concerns about faculty resources, perhaps greater effort could be made to seek synergies between the part-time and full-time MBAs

Surrey could be an attractive site for Executive Education, as there seems to be demand from hospitals and other sectors for enriched post-graduate training. It is good that Executive Education is alert to providing training that offers credits in fulfillment of professional obligations.

2.6 Concluding Remarks about Programs

Beedie offers a full suite of degree programs. The growth in student numbers, especially in undergraduate education, has stretched the resources of the faculty beyond what would be acceptable in strong business schools.

Signs of strain are impossible to ignore:

- Over-reliance on sessionals, lecturers, and non-full-time faculty.
- Pressures on full-time faculty to teach extra-to-load.
- PhD students teaching courses before passing candidacy exams.

There are a number of ways that Beedie could cope, including:

- Hiring additional research-active full-time faculty, as befits a PhD-granting business school.
- Growing Executive Education revenues, particularly at the Surrey campus; there may be opportunities there, particularly in health care. Extra revenues would support Beedie.
- Sharing more resources across programs to break the cohort silos.

- Investing in IT capacity to link classes. It appears to us that SFU's IT is centralized and does not seem to serve the Beedie School's pedagogy or degree development as well as it should.
- Lessening some of the layers of faculty administrators to allow more faculty back into the classroom. There may be too many administrators seconded from teaching, whether the 8 Area Chairs, Assistant and Associate Deans, and Directors of degree programs.

3. RESEARCH

3.1 Strengths and Achievements

The School has been doing well in research in terms of both quantity and quality. Overall, the Committee is highly positive toward the commendable performance in research and scholarly activities by Beedie's faculty. To highlight a few notable achievements:

1. The School published over 720 articles in refereed journals over the past six years, of which over 100 articles appeared in the list of FT 45 journals, placing Beedie 2nd in per capita FT publications among business schools in Canada.
2. A handful of senior faculty whose reputation reaches globally have significantly and consistently contributed to the above achievement. Some of them are role models for junior faculty in their research dedication, commitment and contribution. The Committee noticed that a few associate-level professors are rising in publishing their works in top journals.
3. The School's research reputation is particularly strong in four areas: globalization and emerging markets; innovation and technology, society, environment and governance, and capital and risk management.
4. The School has a clear and viable research strategy which has been highly productive thus far. The leadership has been a strong catalyst in fulfilling this strategy, including in hiring top notch internationally recognized scholars, fostering pro-research culture within the School, and continuously publishing himself.
5. Research centers play an important role in creating opportunities for research collaborations among faculty members and facilitating partnerships within and outside of the School. At present, the School has five research centers including the Center for Corporate governance and Risk Management, the Center for Global Asset and Wealth Management, the Center for Global Workforce Strategy, the CMA Center for Innovation, and the Jack Austin Center for Asia Pacific Business Studies.
6. Count of citations, a major indicator of research quality and impact, has been remarkably increased, from 181 in 2008/09 to 772 in 2012/13 based on InCites Citation, developed

by Thomson Reuters. This places Beedie in a quite same position as UBC in this regard. With regard to cites per document, SFU (0.50) outperforms UBC (0.29).

7. Another strength lies in the inter- or cross-disciplinary research in certain areas such as biotechnology management, information technology management, innovation and entrepreneurship, and international business in emerging markets.
8. The School has been successful concerning the number of Canada Research Chairs as well as the number of funded chairs and professorships. The School has been able to recruit some reputed senior faculty as well as high potential junior faculty.

3.2 Challenges and Recommendations

The above achievements, which are certainly commendable, come with noticeable challenges, including the following:

1. The School badly needs to hire quality faculty to fill the void in both teaching and research. As research success thus far largely rests on significant contributions by a few globally recognized senior professors. As some of them retire or slow down in coming years, there is a major concern on the sustainability of research success. Thus, the School and the university would need to make concerted efforts not just in hiring junior faculty but also some established faculty who are strong in research but also experienced in classrooms. The School can also tie hiring with the strategic thrusts and directions such as globalization, sustainability and innovation the School has identified.
2. More support and concerted measures, including stronger mentorship, need to be taken to nurture the PhD Program. It seems neither realistic nor necessary to have a large PhD Program. In the present 2012/2013 academic year, there are 25 doctoral students. PhD placements from 2009-2013 are not impressive. It seems to make sense for the School to develop a high quality but a small and focused doctoral program that is congruent with the School' strategic areas of research – globalization, innovation and sustainability. These are the areas the School has both reputation and faculty resources to be further exploited.
3. Current research impact and contributions are somewhat concentrated in some reputed senior faculty and a few star associate professors. To sustain research success, the School would need to continue hiring high caliber faculty at full, associate and assistant professors and/or promoting some diversity of research contributions by a larger percentage of tenured or tenure track faculty. Hiring decisions can be made based on numerous factors such as teaching demands, strategic areas of research, retirement of senior faculty, and growth strategies of the School over the next five years or so.

4. University research services need to be improved and run more efficiently. We heard several complaints from research active faculty that research services in central administration are not up to the level they should. Faculty, especially newly joined, often cannot get a clear and well informed picture concerning which office handles what. They felt that some administrative staff handling research services were somewhat bureaucratic and lacked efficiency and supportiveness. The School can also help newly joined faculty by offering better orientation.
5. With a strong research culture in parallel, there is a need to have more incentives in place too, recognizing and rewarding research accomplishment. The School seems to have a very inspirational and favorable culture toward research and scholarly activities. The merit adjustment can to some extent reward research output in terms of both quality and quantity. But in general, such recognition seems not commensurate with the degree it ought to be. Using research chairs and professorships to attract top scholars and retain promising junior faculty has been quite successful, and the School may create more chairs and professorships to stimulate and sustain research success.

4. RESOURCES, GOVERNANCE AND STRATEGY

4.1 Administrative and Technical Staff

We were impressed by the overall quality and dedication of the administrative and technical staff at Beedie. The personnel appeared not only to be of high quality, but also highly committed and enthusiastic. We do not fear that the deployment of administrative and technical staff at Beedie entails duplications of resources. And we felt a good deal of communication and collaboration when Beedie's and SFU's staff had to coordinate, as in the case of the Co-Op Program.

On the contrary, we felt that Beedie needed additional resources, in particular for dealing with international students. There are two reasons for that: first, those students need more guidance, help with the English language, etc. than Canadian students; and, secondly, the fact that they are paying premium fees reinforces their perception that the quality of instruction at SFU should be on par with international standards.

5.2 Faculty

Beedie clearly found a way to attract and retain some very high quality faculty. The recruitment process and the tenure process appear strong and efficient. We were also impressed by the dedication of the faculty to both research and teaching.

The two major challenges facing Beedie with regard to faculty are:

- The need to hire a good number of tenure-track ("participating faculty" in AACSB's jargon) faculty over the next five years in order to (a) replace a large number of

experienced faculty who will be retiring; and (b) improve the coverage ratio of classes taught by tenured faculty. Failure to do so will undermine the quality of education at Beedie and, in due time, its capacity to attract international students and graduate students into its programs; and it will seriously hamper Beedie's efforts to be reaccredited by major accreditation organizations, particularly AACSB. The School is currently dangerously below AACSB's standards for participating faculty, as was noted in the programs section of this report. In fact, Beedie's faculty is currently seriously overstretched and spread thin across its undergraduate and graduate programs. As a result, many faculty are asked to teach extra courses and have to cope with an increasing student population. This is a serious issue, possibly the most serious one facing Beedie and SFU. In short, if Beedie is to retain its position as one of Canada's very good business schools, it simply cannot cope with an ever increasing student population and an overstretched faculty.

It should be noted that Beedie has already deployed an important number of Full-Time lecturers and relies on dedicated lecturers to complement faculty.

Concluding Remarks about Faculty:

- We strongly advise SFU to help Beedie develop a five-year plan for its faculty. Additional financial resources will be needed to allow Beedie to cope with its present student population.
- This Plan should be developed with an eye for the replacement of key faculty who will be leaving in the coming years.
- The plan should also take into consideration the need to sustain the research success of Beedie. Hence, it should provide for the hiring of a number of high-quality researchers who will complement current faculty and consolidate the areas in which Beedie wishes to lead.
- Other faculty related issues, yet of a lesser importance: we did hear about the possible development of two separate camps of professors, with a small group specializing in graduate teaching, and a larger group involved in the BComm. Directors of the graduate programs will have to make more conscious effort to ensure the newer scholars have opportunities in graduate teaching. Similarly, we heard from some faculty that they feared Beedie will suffer from a lack of social cohesion if the staff fragmented and found itself "isolated" on the three sites: Burnaby, Downtown and Surrey. Naturally, those issues are being confronted by many business schools in Canada and around the world. And if there is no "obvious" or single solution to those problems, various approaches could and should be taken.

5.3 Financial Resources

We understand the constraints that SFU is dealing with. Yet, as we examined the recent development of Beedie, of which SFU should correctly be very proud, it appeared to us that Beedie is underfinanced and that, unless the situation is remedied, it is bound to lose in standings and reputation and will not be able to attract or retain its top faculty. The source of this underfinancing can largely be traced back to the growth in the undergraduate program.

It is not easy to understand how the financing of Beedie is determined. As we went from meeting to meeting, the issue arose repeatedly and the versions of the rules determining Beedie's budget were many and conflicting. It would be desirable that the key players at Beedie had a good understanding of what determines their budget. The choices Beedie will have to make should be informed by their financial incidence.

One avenue that SFU should consider is granting Beedie a larger share of the premium fees paid by international students. After all, international students flock to Beedie because of its reputation and the commitment of Beedie's faculty.

On the other hand, Beedie should revise its program portfolio and terminate programs that might have quality problems or that are not likely to be financially sustainable. One example is the Part-Time MBA in Surrey: should this program continue or be merged with the program offered downtown? Does the offer at the Surrey campus make financial sense? Idem with the MSc in Finance.

A key decision that has to be taken by SFU and Beedie is that of the optimal, sustainable, size of the BComm. The quality of the program, the ambition that SFU has for this program, and Beedie's capacity to deliver a quality program should be jointly examined. If the current size of the program is to be maintained (not to mention the possibility of growth in Surrey), SFU should make sure that Beedie has the additional resources to hire full-time *faculty* and Beedie should consider innovative ways to cut the costs to deliver the program, including IT-supported method, blended learning approaches, etc.

Two other sources of revenues could complement Beedie's financial strategy: an increase in the level of activities in executive education, and additional revenues from fund-raising. Comparing Beedie with other business schools in Canada, we conjecture that improvements are possible, but that executive education can hardly be a game changer for Beedie in terms of financial resources. The current revenues, about 1 to 1.5 million per annum, are smaller than that of UBC, but the potential in Vancouver and Surrey of dramatically increasing the revenues from executive education is limited. Yet, we had the firm impression that promising avenues were being considered and, given Beedie's downtown facilities, we are confident that there is a potential for growth, in the health or natural resources sectors, for example.

Concerning the fundraising potential of Beedie, it is closely determined by three factors: SFU's global reputation, Beedie's reputation as a leading business school, and the quality of efforts exerted by SFU's top management and Beedie's dean. Given the overall reputation of the university and the quality and reputation of Beedie's management team, and in particular of Dean Shapiro, we are fairly optimistic that, given some initial investments in the fundraising campaign Beedie will be able to significantly increase the annual revenues coming generated by fundraising. But this is a medium to long term process and it will not alleviate Beedie's underfinancing in the short run. In short: there is a real potential and the avowed objective of raising 25 million \$ appears realistic.

5.4 Work Environment

The work environment at Beedie appeared to us to be very good. We heard from all stakeholders and employees: Vancouver, and Beedie's general work climate and research environment are a definite "plus" and play a role in attracting and retaining faculty and staff.

5.5 Governance

We were very impressed by the quality of the management team at Beedie. The School benefits from strong leadership, which starts with Dean Shapiro. The management team appeared cohesive and highly motivated. Beedie has increased its profile among Canadian business schools over the last ten years and it has emerged as a serious research hub in Canada, while offering a very important undergraduate program. This is (rightly) seen by the management team as a great accomplishment and a source of pride.

Beedie's strategic plan seems well aligned with that of SFU. Internationalization, sustainability and presence in Surrey are converging factors in both Beedie's and SFU's plans. But we think Beedie should refine and clarify its strategic objectives for the last 5-10 years. To begin, a clear understanding and agreement has to be reached with SFU's senior management about the size of the undergraduate and graduate programs, and about the rules governing Beedie's financing.

Then, Beedie has to revise its program portfolio and make some adjustments to both the portfolio and the size of some programs. For instance, should Beedie offer a PhD Program (we think it should) and what is the optimal size for this program (we opine that size has to be defined and that better financing should be offered to a lower number of higher quality students).

A more systematic benchmarking effort could help Beedie's management team in making tough choices and "selling" them to faculty and staff.

5. GENERAL ASSESSMENT AND RECOMMENDATIONS ABOUT THE SCHOOL'S FUTURE DEVELOPMENT

Our overall assessment of Beedie is very positive. The School certainly ranks in the first quarter of Canadian business schools. Its achievements are many are commendable.

The School's programs are relevant and are highly appreciated by the students. The programs are often innovative and of high quality, overall. If some programs need revisions, the general state of business programs both at the undergraduate and graduate levels is very strong and constitutes a solid asset for Beedie and SFU. Students find employment, the Co-Op Program seems to be working well, and Beedie attracts international students to SFU.

The research output of the School, both in quality and quantity, puts it amongst the top schools in Canada. If some areas are particularly strong, we felt that Beedie had developed a

genuine research culture. Further progress calls for attracting top researchers and reinforcing the research incentive structure, which are two serious challenges.

Beedie has strong leadership and a very impressive management team. The team appeared to us to be very enthusiastic, to have a good grasp of the challenges and, above all, to be very dedicated to developing Beedie's and SFU's reputations. Dean Shapiro clearly provides a clear vision and articulates it well.

In our view, the two most important challenges facing Beedie are: the faculty overstretch and the need to revise Beedie's strategic plan.

How Beedie will respond to the first challenge will determine whether the School can retain its reputation, attract good quality faculty, maintain the quality of business education and retain top accreditations, such as AACSB's. We consider that the current situation, in terms of faculty resources, is serious. A failure to deal with adequately with this challenge will likely jeopardize the rise of Beedie in Canada (and in particular in Western Canada) and its chances of being reaccredited. This would constitute a major setback, and in due time, make it more difficult for Beedie to attract top students and faculty. The situation can be addressed, but it will require that a carefully crafted faculty deployment plan and significant investments by SFU or allowing Beedie to generate resources to that end.

Adjusting Beedie's strategic plan is equally essential: the School must revise its program portfolio –reinforcing some programs, phasing out some others, and rightsizing some–, devise a strategy to replace departing faculty and increase its overall faculty in the areas where major innovations and developments in programs and research are planned; and generate autonomous revenues, either through major developments in executive education or through fundraising.

To conclude, we feel Beedie is a “jewel” with a great potential. But it stands today at a crossroad. The next few years will be crucial. We hope that SFU and Beedie will successfully meet the challenges we identified: doing so would be extremely gratifying as Beedie could become one of Canada's top business schools and one of SFU's top faculties.

NON-DEPARTMENTAL FACULTY EXTERNAL REVIEW – ACTION PLAN

Section 1 – To be completed by the Dean

Faculty Under Review Beedie School of Business	Date of Review Site Visit June 2014	Faculty Dean Dr. Blaize Horner Reich
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I begin by thanking the Review Committee for a thoughtful report, which outlines the significant strengths of the Beedie School of Business as well as the challenges it faces. This document will focus the Beedie School’s response to the major issue identified by the Reviewers, namely the lack of resources and its impact on the faculty complement. This issue is highlighted in the quote from the External Review Report:

“Resources truly are an issue. The faculty complement is insufficient for the numbers of students. There is little investment in dedicated resources (e.g., for international students, in IT, etc.) compared to what would be usual for business schools of this size.... This is a serious issue, possibly the most serious one facing Beedie and SFU. In short, if Beedie is to retain its position as one of Canada’s very good business schools it simply cannot cope with an ever increasing student population and an overstretched faculty... Additional financial resources will be needed to allow Beedie to cope with its present student population... The Beedie School is at or below the minimum AACSB standard for “participating” versus “supporting” faculty.”

The resource issue is important not only to the Beedie School but also to SFU as a whole. According to the 2015-16 Faculty Allocation Model (FAM), Beedie activities generate \$37M in tuition revenue representing 18% of the University’s tuition total. Over half of this tuition (\$20M) is distributed to other SFU departments and services. On average, each of the 87 Beedie faculty members generates \$422,000 in tuition each year. This means that 18% of the tuition revenue at SFU is generated from 9% of SFU’s faculty contingent (the Beedie School contingent). In addition, Beedie receives only 8.6% of the provincial grant allocated to faculties though Beedie provides 13% of the overall activities and 18% of total tuition revenue at SFU. No other SFU faculty has similar ratios. While the Business school revenues support all programs at SFU, not just its own, it can only continue to do so if it is healthy.

The external review committee notes that Beedie has excellent programs, but there are obvious signs of pressures creating faculty overstretch. The cycle of these pressures is perhaps best exemplified by the addition of International students in the undergraduate program. For example, over a two-year period (2009-2011), Activity from Full-time Equivalents (AFTE) international students within Beedie increased 70% (from 391 to 670). This activity generated new tuition revenue and both SFU and the VP Academic benefited as they collected 55% of this additional revenue. (~\$6-7M annually). The Beedie School had to accommodate a highly international classroom (61% English as a second language), and responded by implementing new courses, lowering class size, making pedagogical changes, and increasing the overall cost of admission processing and communication skill support. The revenue from international students paid for some of these

necessary additional services within the faculty but not all. However, the revenue wasn't sufficient to hire the additional faculty to staff the courses. More resources are required by the Faculty to support not only these students but to ensure a high quality education for all students taking Business courses.

The lack of resources places programs at risk, particularly Beedie's most recent programs including the Aboriginal EMBA, Surrey Part-time MBA, Undergraduate Certificate in Innovation and Entrepreneurship and Undergraduate Business Minor. These programs have been developed to further engage communities in strategic areas within and beyond SFU. Developing and maintaining strategic programs comes at a cost, particularly when the Business faculty complement remains constant.

At the core of the issue is the fact that faculty costs exceed the amount allocated through the Faculty Allocation Model (FAM). Without significant changes to the FAM, there is no long-term sustainable way that the Beedie School can deliver a high quality educational experience to our students. Reducing student numbers (international or domestic) reduces the Faculty budget, which leads to reductions in faculty and staff and decreases the capacity to serve remaining students. Increases in the number of students adds resources, but not enough to cover the cost of serving additional students. This leads to overstretch in existing capacity, which is the current situation. Neither growth nor reduction in numbers of students leads to a high quality, sustainable program. Therefore, Beedie requests a larger share of the premium and international fees from the University.

We recognize the challenge of significantly altering the FAM. This is particularly true in an era of stagnant budgets and increasing costs. These changes will likely require a close look at central services and their effectiveness in supporting revenue-generating faculty activity. In the end, SFU faces a difficult choice of adequately funding Faculties like Beedie through FAM or prioritizing funding to central services in the hope that these central services will cover the inevitable decline of Faculty-based resources. We believe a close examination would suggest that investments at the Faculty level, where revenues are generated, provide the best opportunity for success. I therefore urge the VP Academic to open the FAM for major reconsideration and to provide a more sustainable level of funding to the Beedie School to address the issue of resourcing noted in the external review.

Business Schools are often considered to be privileged units with strong demand from students, premium tuition fees, and well paid faculty. This perception is to a certain extent true. However, because of the strong demand and premium fees, business schools operate in a very competitive environment. There are many alternatives for the best students and the best faculty members and each expects a high quality environment with excellent research, pedagogy, community engagement and placement activities.

Beedie is a good contributor to the University - bringing premium tuition, high quality students, strong research and deep ties with the local business community. We sincerely hope that SFU recognizes this value and supports our students and programs by reallocating funds so we can continue to contribute to SFU and the wider community.

1. PROGRAMMING

OVERVIEW:

The External review indicated that Beedie's undergraduate and graduate programs are excellent programs with strong students and relevant curricula. In providing recommendations, the External Review separated undergraduate and graduate issues. We therefore respond to the graduate and undergraduate responses separately below.

1.1 RECOMMENDATIONS - UNDERGRADUATE

1. Do not expand student numbers
2. Analyze sufficiency of faculty numbers in undergrad program
3. Consider support for international students
4. Examine opportunities for innovative teaching

UNDERGRADUATE PROGRAM - RESPONSE:

- Beedie has adopted a steady state target of 3600 undergraduate student FTEs. It also has set an upper limit of 30% international students. This number of students has been relatively stable for the past 3 years and this target has been accepted by the University.
- Rather than reviewing the undergraduate program regarding sufficiency of faculty; we have reviewed this issue at the faculty level. Results are reported in the Faculty Renewal section.
- Regarding meeting the needs of international students - the Faculty has requested a change to the faculty allocation model (FAM) that would direct more of the premium fee paid by international students to Beedie, where most of the services are delivered. These services are provided at the Faculty level and include:
 - a. **Reducing the size of core courses.** E.g. the BUS 360W Communication core course reduced from a max of 60 to max of 48, thus enabling more one-on-one time between the students and the instructors. This has improved the success rate of students with communication issues.
 - b. **Adding courses.** The Faculty has added a first year Business Foundation Program to address communication skills and to better prepare all students for the curricular and co-curricular opportunities provided by Beedie.
 - c. **Adding Services.** The Faculty has added many support services for international students including a non-credit, on-line Business Writing Essential course, developed in partnership with CODE, to support writing development; a "Let's Talk Business" speaking workshop developed in conjunction with the Student Learning Commons to support oral communication; a Business Mentors Program to provide senior mentors to first and second year students; a standardized writing assessment for all students (domestic and international) developed in conjunction with the Centre for English Language Learning, Teaching and Research (CELLTR) . We have also invested in a two-day professional development of our advising staff on issues related to international students provided by the Faculty of Education.
- Blended learning models will be explored for future deployment when faculty levels are more appropriate. We will continue to work with SFU IT to improve the communication capability across campuses.

1.2 RECOMMENDATIONS – GRADUATE:

- 1. A “breather” on starting new programs**
- 2. Reduce silos and look for opportunity to consolidate**
- 3. Consider moving the Surrey Part Time MBA to Segal**
- 4. Consider increasing flexibility in the program**
- 5. Participate in Global rankings as EMBA improves**

GRADUATE PROGRAM - RESPONSE:

- Beedie will not add any new graduate programs in the next 2 years unless they come with significant additional resources to help address the current funding deficit.
- The Administrative structure will be rationalized to avoid the situation where research professors are administering individual programs. Lecturers will be used, where possible, to administer a portfolio of programs. A concerted focus on student recruitment in the next 2 years will be followed by a period of reflection and, if underfunding continues, consolidation of programs.
- The Surrey part-time MBA will be monitored with respect to compliance with AACSB requirements and fit within the overall portfolio of graduate programs.
- Flexibility within and rationalization across programs will be pursued.
- The EMBA is not an appropriate program to use to participate in rankings since students are not entering the work force after the program. The MBA program is more appropriate and will be considered.
- In addition to the above – Beedie has requested an increased share of the tuition revenue from the Community and Corporate EMBA programs including the EMBA in Aboriginal Business and Leadership and the EMBA in Northwest BC. The programs incur high costs to design, market and deliver but are strategically important to SFU and their respective communities. Increased revenues would allow Beedie to ensure the sustainability of these programs.

1.3 RESOURCE IMPLICATIONS (IF ANY):

- Additional resources from changes to FAM regarding international and premium fees are required for Beedie to hire more professors and reduce the overstretch situation (see Faculty Renewal section).
- Additional resources from changes to FAM regarding graduate international fees, community and corporate EMBA's will be required to support graduate students and program costs and ensure these programs are successful.

1.4 EXPECTED COMPLETION DATE/S:

- Changes to the Faculty Allocation Model are being considered Summer/Fall 2015 and could be implemented for the 2016/17 budget year.
- Rationalization of the graduate programs may occur after analysis of the recruiting cycle in September/October 2015.
- Should additional resources from reallocation of tuition revenues not be available, alternate strategies will be needed to wind down programs. This will likely result in cancellation of one or more of our local part time graduate programs: the EMBA, the EMBA in Aboriginal Business and Leadership, the MBA in the Management of Technology or the Part-time MBA in Surrey. These changes would need to be managed strategically and would likely take until 2018 to fully enact.

2. RESEARCH

From the external report: *"The School has been doing well in research in terms of both quantity and quality. Overall, the Committee is highly positive toward the commendable performance in research and scholarly activities by Beedie's faculty"*

2.1 ACTION/S (WHAT IS GOING TO BE DONE):

- The research culture is strong within Beedie. We will continue to support it through our two mentor programs (Write Clubs for those people preparing articles and Brown Bag lunches to share research strategies and innovations) and helping faculty apply for research grants (by having an experienced grant facilitator).
- As tri-council grant funding acceptance rates fall, we will continue to look for alternate sources of research funds.
- From the external review report: "the university research services need to be improved and run more efficiently". This is a particularly important issue for Beedie, since our faculty are exploring non-traditional ways of funding and administering their research programs. We continue to challenge the University to support rather than block these initiatives and look forward to assisting them to put new processes and policies in place.
- The PhD program will stay small, with a senior supervisor for each student being identified at an early stage.

2.2 RESOURCE IMPLICATIONS (IF ANY):

- The PhD program funding will be augmented with funds from the Research Centres.

2.3 EXPECTED COMPLETION DATE/S:

- These activities are already underway and will continue

3. ENGAGEMENT and ADMINISTRATION

3.1 ACTION/S (WHAT IS GOING TO BE DONE):

- The Marketing Department will transition away from print toward the development and deployment of digital assets. A video unit will be developed and used to support recruitment of students and engagement with the community.
- External Relations will refine and ensure that Beedie Community, its software systems to track our external engagement partner, is meeting the school's needs.
- Engagement programs such as Mentors in Business (300 pairs) and Speakers in the Classroom (300 per year) continue to be a keystone of community engagement. We will implement Career Talk, an online matching system for students, alumni, employers and friends of Beedie to connect with each other for informational interviews.
- Both Graduate and Undergraduate Career Management Centres will explore how to automate and streamline basic services such as resume writing and will develop online career educational resources in order for advisors to focus on higher value services and increase capacity.
- Undergraduate Career Management will continue to expand its specialty programs such as Investment Banking Prep, Consulting Prep, Sales and Marketing Programs, etc. in order to enhance career preparation and marketability of students.
- SFU is celebrating its 50th Anniversary starting in September 2015 and we will be hosting a special series of student and alumni events to celebrate and create more engagement.

3.2 RESOURCE IMPLICATIONS(IF ANY):

- The Marketing Budget has been increased with the addition of a 2 person video team. Some resources to fund this have been taken from contracts with agencies and printed media.
- There may be significant up front cost for new software services and video production for CMC services.
- Engagement programs such as Mentors in Business and Speakers in the Classroom require staff and operational expenses and we are fundraising for those programs. Career Talk is a yearly license and can be scaled up without additional cost.
- We have allocated funds from Carry Forward and the Dean's Strategic Priority Fund for 50th Anniversary Activities.

3.3 EXPECTED COMPLETION DATE/S:

- SFU's 50th Anniversary formally starts September 9th 2015 and runs through to the end of June 2016.
- CMC Services aim to have the new software and video implemented by the August 2016.

4. WORKING ENVIRONMENT

4.1 ACTION/S (WHAT IS GOING TO BE DONE):

- We need to collaborate and communicate more across our 3 campuses, and will participate in the university's "virtual campus" initiative.
- We will continue to request support from SFU facilities to improve the technology in our Segal classrooms to bring them up to standards set by comparable Canadian graduate business programs.

4.2 RESOURCE IMPLICATIONS (IF ANY):

- These resources will be outside of our budget. We applied (unsuccessfully) for a UPF grant, and will attempt to find external funding to make these improvements

4.3 EXPECTED COMPLETION DATE/S:

- Completion is entirely dependent on access to funds

5. ACCREDITATION

From the external review report: *"While the Beedie School has been able to absorb the growth that has been mandated by the University, the expansion risks jeopardizing maintenance of AACSB accreditation, scheduled for 2015."*

OVERVIEW:

The Beedie School of Business is accredited both by American-based AACSB and European-based EQUIS, an accomplishment that only a few business schools in Canada have attained. These accreditations help us to attract international students, both undergraduate and graduate. International students are important both for revenue purposes and also to bring a very important global perspective to the classroom. Accreditation brings with it costs, however. AACSB is particularly focused on the ratio of research-active professors in the classroom. As the external review noted, our faculty overstretch puts this accreditation at risk. Therefore we need to find financial resources to increase our faculty complement.

5.1 ACTION/S:

- A careful monitoring of faculty teaching arrangements for 2014/2015 will result in as many research faculty teaching in the graduate and undergraduate programs as possible. Our statistics for this year are critical for continuing our accreditation.
- We will develop a solid plan for future recruitment of faculty that will demonstrate how future improvements will be funded and implemented. Decisions by the University with respect to supporting these needs must be in place before the AACSB visit in November if we are to avoid jeopardizing accreditation.
- We have been working on the TRACS application to support accreditation for the past 3 years. It will be completed in the next review period.
- All of the Faculty CV information and teaching information will be collected in TRACS and reports will be generated to support the AACSB visit in the Fall of 2015

5.2 RESOURCE IMPLICATIONS (IF ANY):

- \$40,000 will be allocated to preparation of and hosting of the AACSB visit. This is over and above existing costs (part time for 1 faculty member, full time for 1 APSA staff)
- 1 APSA staff and 3 co-op students will be used full time to support the TRACS initiative

5.3 EXPECTED COMPLETION DATE/S:

- November 2015

6. FACULTY RENEWAL

From the External Review Report: *"The growth in student numbers... has stretched the resources of the faculty beyond what would be acceptable in strong business schools... Signs of strain are impossible to ignore: Over-reliance on sessionals, lecturers, and non-full-time faculty; Pressures on full-time faculty to teach extra-to-load, and PhD students teaching courses before passing candidacy exams... The school badly needs to hire quality faculty to fill the void in both teaching and research"*

OVERVIEW:

Current program offerings place considerable strain on the Faculty's teaching resources resulting in the issues mentioned in the external review. To be specific, in 2013/14 the Beedie School offered 508 course sections (390 undergrad and 118 graduate) with 82 faculty members. Of these sections, 54% were covered by continuing faculty (tenure track and lecturers). Accreditation requirements (AACSB) require a sustainable minimum of 60% of course sections to be covered by faculty members. This leaves the Beedie School with three choices – increase the number of faculty, decrease the number of sections, or increase overload teaching. Each option is discussed below.

6.1 ANALYSIS:

- The School would need to add between 8 and 10 additional tenure track positions to cover the 32 sections needed to meet the AACSB benchmark of 60% research-active instructors. The budget required to accomplish this (salary, benefits and research support) would be approximately \$2M on a continuing basis.
- The School would need to eliminate 54 sections (from 508 to 454) if no additional research-active faculty were available. This reduction of 54 sections could be accomplished either through increasing class size or eliminating entire programs.

- **Eliminating Course Sections:** Assuming that 40 of the 54 sections are cut from the undergraduate program with no decrease in the number of registrations, the average class size increase from 54 students to approximately 63 students per course section. These 40 sections represent an 11% decrease in undergraduate program offerings, thereby triggering significant course access issues since many Business courses are fully subscribed at current levels. The larger class sizes will mean lower services to students, particularly international students with needs for English language training. As a long-term strategy this results in lower program quality, increased course access issues, reduction in student services and a perpetuation of the high student/faculty ratio within the Beedie School - for students paying a 33% premium for these courses.
- **Eliminating Programs:** Our initial analysis suggests that by eliminating the Undergraduate Business Minor, Aboriginal EMBA, Part time MBA at Surrey and the Undergraduate Entrepreneurship & Innovation Certificate, the Beedie School would save 42 course sections. Eliminating these programs may bring Beedie closer to meeting accreditation standards but will have a severely negative effect on our ability to support existing SFU students (with the minor and the E&I certificate), and the broader community (EMBA ABL and Part Time MBA at Surrey).
- The Faculty is currently in the situation where overload teaching assignments are common, especially in the graduate programs. This is not a viable arrangement going forward, for the following reasons: 1) faculty burnout, 2) potential weakening of research results, and 3) reluctance by SFU to fund overload teaching at market rates. Some overload teaching will always happen but it should not be a core Beedie strategy.

6.2 ACTIONS:

- As a short term response, undergraduate student enrolment has been capped and no new graduate programs will be introduced in the near future.
- A plan is in place to ensure the 2015 Accreditation team sees that the Beedie School is working to address the shortfall.
- We do not plan to immediately reduce the number of courses/sections for 3 main reasons:
 - a. SFU is a public, comprehensive University, not a private institution and should be accessible to our local communities. Beedie is already under-responding to the needs of local students. Approximately 20% of undergraduate applications to SFU request Business as their first choice major; yet SFU provides only 6.2% of all new student intake spaces to the Beedie School. Reducing the overall size of our student body, in the face of consistent high demand for Business programs, would further erode our ability to serve the demands and needs of our domestic students.
 - b. SFU relies on international students for diversity and also for revenue. Beedie has been asked to take a large share of international students and is working to enable these students to succeed. Lowering the numbers of international students would reduce revenue and reduce Beedie's ability to pay for support services for all students.
 - c. Shrinking the student numbers would result in lower revenue to the Faculty and therefore to faculty or staff being laid off, since 92% of revenue is used for staff and faculty salaries and benefits. The remainder of the budget is almost entirely used to provide premium services to students and support services to international students.
- The Faculty has requested an increased share of tuition fees for both premium fees (undergrad and grad) and international tuition fees. The principle being used for this argument are
 - Students who pay premium fees are paying more for general university services than regular students
 - Premium services are entirely provided by the Faculty, therefore, all of the premium tuition should flow to the Faculty.

6.3 RESOURCE IMPLICATIONS (IF ANY):

- Eliminating strategic programs or increasing class sizes are unpalatable solutions to a faculty shortage problem. They negatively affect the School, our students, and the wider community.
- To maintain AACSB accreditation and lessen the current faculty overstretch situation, Beedie will need to hire between 8 and 12 new professors and lecturers. This will reduce the overload teaching and overuse of sessionals and PhD students that is currently occurring. This hiring is in addition to the need to replace retiring faculty.
- To accomplish this hiring, increased allocation of tuition resources is necessary. The Faculty cannot operate on less than 45% of the tuition revenue when government grants are not increasing.

6.4 EXPECTED COMPLETION DATE/S:

- FAM changes are being discussed in June 2015; these changes are not under the control of the Faculty. If changes to FAM are accepted, the Beedie faculty complement can be increased over the next 3 years.
- If changes to FAM are not accepted, programs will need to be eliminated and services to existing students will need to be decreased accompanied by a decrease in the staff the number of programs and increase in the number of students per section. This strategy will take 2-3 years to implement.

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

Dean (signed)

Worth Pearce

Date

Aug 5 / 2015

Section 2 - VPA's comments and endorsement of the Faculty Action Plan :

Preface

I agree that the Beedie School of Business needs some assistance in managing its programs and budget. Current data indicate that BSB expenditures per student (weighted or unweighted) are higher than all other Faculties. This suggests that there are some efficiencies to be made, and I am already working with Beedie to suggest some changes. At the same time, I recognize the importance of accreditation to business schools, and I recognize that it is necessary to pay higher salaries to attract good faculty members. I will be providing some bridge funding to bring faculty numbers up to the suggested levels, and to give the Faculty a breathing space to find efficiencies and new sources of revenue. The bridge funding will commence in the 2016/17 fiscal year, and will be spread over a number of years.

I will comment on a number of statements in the action plan that suggest that the Beedie School of Business is somehow competing with other Faculties, the University or the VP Academic for resources. All areas of the university are working to provide students with the best possible education and experience, to support internationally recognized research, and to build relationships with diverse communities. This requires us to work collaboratively and to recognize that no units will receive enough resources to do everything that they would like. All academic units benefit from being part of a larger university, and Beedie both benefits from, and contributes to, this collective effort.

Undergraduate programs

The proposal to stabilize undergraduate enrollments and cap the % of international students is sensible. The changes to the program to better serve EAL students are welcome (it should be noted that this benefits many domestic students as well as international students).

Graduate programs

Discussions are underway about Beedie's share of revenues for these programs. It should be noted that in other Faculties it is normal for research faculty members to manage graduate programs with minimal assistance. The recent implementation of a number of online processes by the Dean of Graduate Studies should result in some efficiencies. Beedie should take a hard look at the administrative costs of their programs.

Research

Although the external review and comparative data from other business schools suggest that Beedie performs well in research, I note that research revenues per full-time research faculty member are lower in Beedie than any other Faculty. This reduces opportunities for students to participate as paid research assistants. Beedie should be taking advantage of a wider variety of funding opportunities and should aim to bring the dollars per faculty member at least to the level of comparable units, such as Education and FASS.

Engagement and Administration

It is appropriate that SFU's business school be at the forefront of community engagement, and Beedie is exemplary in maintaining productive relations with its alumni and in offering current students many networking opportunities outside the university.

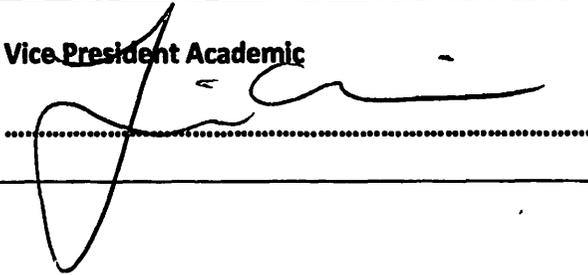
Working environment

I agree that better communication across the three campuses is needed; I believe there is an excellent fundraising opportunity to upgrade equipment in the Segal graduate school.

Accreditation and faculty renewal

I have dealt with some of the resource issues at the start of this document.

Vice President Academic



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Date

12 August 2015

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Beedie School of Business Education Goals Assessment Plan

Submitted By: Dr. Blaize Horner Reich, Dean, Beedie School of Business

Date: September 1, 2015.

History of Assessment

The Beedie School of Business has a well-established assessment process. As a result of our AACSB accreditation, the Beedie School began to formalize its assessment endeavors in 2010 with the development of learning goals, objectives and rubrics. Our assessments are driven by, and congruent with, Beedie's mission statement and core values.

Levels of Assessment

The Beedie School of Business's Education Goals Assessment Plan consists of Education Goals at the following levels:

- Undergraduate Program Level: measured in five core courses that all Bachelor of Business Administration (BBA) students take as part of their degree
- Undergraduate Concentration Level: goals were established for each of the eight concentrations in Business. Measurements are taken from courses specific to that concentration as developed and decided upon by the discipline area.
- Graduate Program Level: goals were established for each program at the Graduate level and measured in specific program courses and projects. For newly launched programs, goals are in draft form.
- PhD Level: goals were established for the PhD program holistically. Measures are taken from exams and proposals.

Measurements were first taken at the beginning of the 2010/2011 academic year. Since this time, changes have been made to both the process and the goals used to guide assessment of students learning. The updated goals and processes are outlined in the following sections.

Education Goals

Educational Goals and Learning Objectives for the Undergraduate program have been mapped to courses that cover the respective goal whereas objectives for graduate programs are mapped to capstone courses for the MBA, MOT-MBA and EMBA. Educational objectives have been mapped to individual courses within the MSc Finance and PhD programs. (The attached learning goals are those being employed for measures as of summer 2015 for the above programs or concentrations).

Goals at each level tend to differ based on the program goals and objectives. However, broad Education Goals, specifically at the BBA program level, can be defined as competencies in:

1. Global Perspectives
2. Ethical Perspectives
3. Critical thinking
4. Communication skills
5. Legal knowledge
6. Core business skills, and
7. Disciplinary knowledge.

Timeline

Based on the frequency of course offerings and program structure, different timelines for the education goal measurement and assessment cycle are taken into account. For example, the undergraduate program is measured at a more frequent rate each semester based on the combined use of formative and summative measurements. Graduate programs are run as cohorts that vary in length from 12 months to 5 years (PhD) and are measured and assessed on a longer cycle with most programs concentrating on summative measurements conducted in capstone courses.

Measurements for all levels are requested following each semester provided the specific measurement area (course, project, or exam) was offered during that time period.

Assessment Design

The Beedie School of Business uses a four-point scale for educational assessment purposes. Instructors complete an evaluation for each student using developed rubrics and course embedded direct measurements. These evaluations are used to indicate whether students are able to demonstrate that they exceed expectations, meet expectations, approach expectations, or fail expectations on a particular rubric trait. In assessing students in this way, the information gathered assists the School in determining where course improvements, topic sequencing, or programmatic changes may be necessary. This is done at formative and /or summative levels depending on the chosen approach for each program.

At the undergraduate and graduate levels, instructors evaluate students based on individually developed course rubrics using existing embedded assignments or exams. Some graduate level educational goals are measured using simulation based exams.

Measurement results and course rubrics are reviewed on an on-going basis. To facilitate the assessment process, Beedie has a formal committee structure used to review assessment results and make recommendations to programs and areas based on learning outcomes. The committees are the Assurance of Learning Undergraduate Committee and the Assurance of Learning Graduate Committee. Feedback from users on rubrics and measurement processes and input from the Assurance of Learning Committees, governing area or academic director on results and trends in student learning are used to

inform needed changes in rubrics, measurement processes, course content, or program support for students.

As of Fall 2015, the benchmark for all Education Goal assessments was raised to 75%. Therefore, results of 'Meets Expectations' or 'Exceeds Expectations' should account for 75% or more of the students measured for an acceptable student performance on defined education goals.

The course embedded assignments used for measurement should bear at least 10% or more weight on a student's overall course grade and the data is collected for all students completing those assignments.

Future Assessment Plans for the Beedie School

As Beedie continues to measure students' learning, we anticipate the following:

1. The 75% benchmark will provide better evidence of areas where students are meeting or exceeding expectations and areas where improvements in process, pedagogy or content are required. Data collection employing the 75% benchmark will continue over the next academic year to determine trends in student performance and will be used to guide and support any decisions taken.
2. The Assurance of Learning Committees will continue to monitor results. At least once in the next five years, all programs and areas of concentration will be asked to assess whether there is new disciplinary knowledge that needs to be included in the goals. If changes are made, then measures will be used to assess our students' learning relative to the new knowledge.
3. Finalization of the EMBA-ABL education goals and objectives that were revised during 2014/2015 will move on to the process of course mapping and rubric development.

Beedie School of Business

Learning Goals - Programs & Areas of Concentration

Undergraduate

BBA Core

BBA Core Education Goals	Measured in
Goal 1: Global Perspective	All objectives measured in BUS 478
Goal 2: Ethical Perspective	All objectives measured in BUS 303
Goal 3: Critical Thinking	BUS 478 (Qualitative), BUS 336 (Quantitative)
Goal 4: Communication Skills	BUS 360 (Written), TBD (Oral)
Goal 5: Core Business Knowledge	All objectives measured in BUS 478
Goal 6: Disciplinary Business Knowledge	*see Learning Goals for each of the eight BBA concentrations
Goal 7: Legal Knowledge	All objectives measured in BUS 393

BBA Accounting

Accounting Concentration Education Goals (2015-06-16)	Measured in
Goal 1: Students will understand that professional accountants need to be ethical and act in socially responsible ways.	All objectives measured in BUS 426
Goal 2: Students will demonstrate problem-solving abilities supported by technical skills and professional judgment.	All objectives measured in BUS 424
Goal 3: Students will have proficiency in written and oral communications to communicate effectively with key stakeholders.	All objectives measured in BUS 421
Goal 4: Students will demonstrate an understanding of the changing nature of the global business environment and be able to recommend reasonable solutions in uncertain situations.	Objective 4.1 and 4.2 measured in BUS 420 Objective 4.3 measured in BUS 426
Goal 5: Students will demonstrate the technical skills to formulate, use, and interpret accounting and auditing-related information.	Objective 5.1 measured in BUS 321 Objective 5.2 measured in BUS 420
Goal 6: Students will demonstrate accounting and auditing-related research skills sufficient to identify professional pronouncements, standards, and thinking regarding current issues in accounting.	All objectives measured in BUS 421

BBA Entrepreneurship & Innovation

Entrepreneurship & Innovation Concentration Education Goals (2015-03-03)	Measured in
Goal 1: Explore opportunities ¹ through identifying and validating customer ² needs.	All objectives measured in BUS 477.
Goal 2: Demonstrate knowledge of the requirements, options and tools available for resourcing an opportunity.	All objectives measured in BUS 314.
Goal 3: Create/Present/Sell a comprehensive model/offering that communicates essential elements of an opportunity to multiple audiences (e.g. client/stakeholder/investor/team members, etc.)	All objectives measured in BUS 477.

BBA Finance

Finance Concentration Education Goals (2014-01-06)	Measured in
Goal 1: Introduce students to bond and stock investing.	All objectives measured in BUS 315.
Goal 2: Introduce students to derivative securities, their role in investments and risk management, and their pricing.	All objectives measured in BUS 316.
Goal 3: Learn the tools of corporate finance.	All objectives measured in BUS 413.

BBA Human Resource Management

Human Resource Management Concentration Education Goals (2015-03-04)	Measured in
Goal 1: HRM graduates will understand the complexities of organizational design.	All objectives measured in BUS 374.
Goal 2: HRM graduates will understand how organizations function, succeed and evolve.	All objectives measured in BUS 374.
Goal 3: HRM graduates will understand how organizations connect to their environment.	All objectives measured in BUS 374.
Goal 4: Graduates will understand how to meet HR requirements.	All objectives measured in BUS 381.
Goal 5: Graduates will understand the changing legal emphasis within HR activities.	All objectives measured in BUS 381.
Goal 6: Graduates will understand employment engagement strategies used by HR.	All objectives measured in BUS 381.

BBA International Business

International Business Concentration Education Goals (2014-02-26)	Measured in
Goal 1: Demonstrate knowledge of the institutional, political and economic environments as they affect the conduct of business across international boundaries.	All objectives measured in BUS 346
Goal 2: Gain knowledge of the influence of cultural and social values and norms on behavior in different national settings, including Canada.	All objectives measured in BUS 346
Goal 3: Demonstrate knowledge of the cross-border activities of firms e.g., intra-firm trade, finance, investment, technology transfers, and offshore services.	All objectives measured in BUS 346
Goal 4: Acquire knowledge on the steps involved in choosing the right entry mode as well as effectively managing these entry modes once the decision has been made.	All objectives measured in BUS 434
Goal 5: Demonstrate knowledge of the strategies and structures that firms adopt to compete effectively in the international context.	All objectives measured in BUS 434
Goal 6: Develop presentation skills that are crucial assets for any student considering a career in international business. This is achieved through case and project presentations.	All objectives measured in BUS 432

BBA Management Information Systems

Management Information Systems Concentration Education Goals (2011-07-15)	Measured in
Goal 1: Students will be able to de-compose a business system into its components.	All objectives measured in BUS 362.
Goal 2: Students will understand how to assess the contribution of information technology to business strategy, and they will know how to analyze the requirements for associated organizational resources.	All objectives measured in BUS 468.
Goal 3: Students will be able to communicate clearly and persuasively with stakeholders.	All objectives measured in BUS 468.

BBA Marketing

Marketing Concentration Education Goals (2013-09-13)	Measured in
Goal 1: Analyze market opportunities through research and quantitative and qualitative analysis.	Objectives 1.1 and 1.4 measured in BUS 447 Objective 1.2 measured in BUS 443 Objective 1.3 measured in BUS 345
Goal 2: Target market analysis and selection based on an understanding of customer behaviour.	Objective 2.1 measured in BUS 347 Objective 2.2 measured in BUS 345
Goal 3: Position products/brands for competitive advantage.	All objectives measured in BUS 446
Goal 4: Develop and use the marketing mix to achieve the selected competitive position.	Objectives 4.1 and 4.5 measured in BUS 446 Objective 4.2 measured in BUS 444 Objective 4.3 measured in BUS 448 Objective 4.4 measured in BUS 443

BBA Operations Management

Operations Management Concentration Education Goals (2014-02-28)	Measured in
Goal 1: Our graduates will understand the strategic role of operations management and its competitive advantage for organizational survival.	Objective 1.1 measured in BUS 474 and 475 Objectives 1.2 and 1.3 measured in BUS 474.
Goal 2: Our graduates will understand the criteria and methods involved in designing, managing, and improving operations.	All objectives measured in BUS 473.

Graduate

FT MBA

MBA Education Goals	Measured in
Goal 1: Communication Skills	BUS 718 Industry analysis paper
Goal 2: Enlightened	BUS 718 industry analysis paper
Goal 3: Integrative Thinking	BUS 718 CAPSIM Comp-XM

PT MBA

MBA Education Goals	Measured in
Goal 1: Communication Skills	BUS 722
Goal 2: Enlightened	BUS 722
Goal 3: Integrative Thinking	BUS 722

EMBA

EMBA Education Goals	Measured in
Goal 1: Critical Thinking and Communication for Leadership	BUS 696 Project, BUS 652 Presentation
Goal 2: Strategic Management	BUS 696 Project
Goal 3: Innovative Strategic Planning	BUS 696 Project
Goal 4: Responsible Management	BUS 652
Goal 5: Global Perspective	BUS 696 Project

EMBA ABL

EMBA ABL Education Goals	Measured in
Goal 1: Develop advanced business knowledge and skills in the context of challenges and opportunities facing Aboriginal Nations, communities and other organizations.	TBD
Goal 2: Understand stages of development of new organizations with multiple goals and people who need to grow into new roles and responsibilities.	TBD
Goal 3: Understand the legal, ethical, economic, governance and strategic dimensions of changing relations between Aboriginal and other organizations.	TBD

MOT-MBA

MOT-MBA Education Goals	Measured in
Goal 1: Think strategically in terms of framing and analyzing business problems and opportunities	BUS 780 Project
Goal 2: Communicate clearly, concisely, and persuasively in written contexts	BUS 780 Project
Goal 3: Choose rationally and transparently between strategic alternatives	BUS 780 Project
Goal 4: Understand business ethics and corporate social responsibility	BUS 780 Project
Goal 5: Identify opportunities and strategies to create and capture value	BUS 780 Project

MScF

MScF Education Goals	Measured in
Goal 1: Learn how to use advanced statistical/financial modeling software	BUS 801
Goal 2: Analyze the statistical properties of financial time series	BUS 803
Goal 3: Evaluate equity investments	BUS 805, BUS 809, BUS 865
Goal 4: Understand valuation models for derivative securities, and related hedging and replication methods	BUS 814, BUS 818
Goal 5: Value fixed income instruments	BUS 810
Goal 6: Understand legal and ethical aspects of investments and risk management	BUS 824, BUS 866
Goal 7: Communicate clearly and professionally	BUS 870

PhD

PhD Education Goals	Measured in
Goal 1: Gain rigorous disciplinary knowledge and ability	BUS 991 Comprehensive Exam
Goal 2: Acquire relevant interdisciplinary knowledge	BUS 991 Comprehensive Exam
Goal 3: Develop fluent, persuasive scholarly writing skills	BUS 992 Written Dissertation Proposal
Goal 4: Possess convincing and engaging presentation skills	BUS 992 Oral Dissertation Proposal