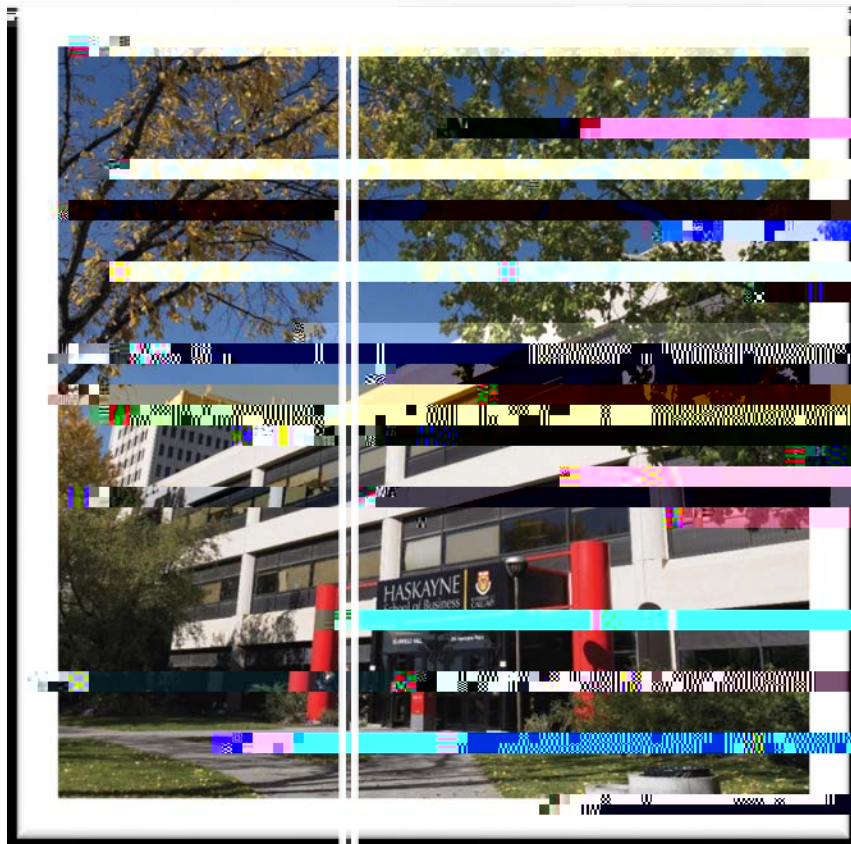





UNIVERSITY OF CALGARY | HASKAYNE SCHOOL OF BUSINESS

CURRICULUM REVIEW – PUBLIC REPORT



27 September 2018




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

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

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

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

Business Administration degree program will begin in January 2019 and will offer an alternative to the HSB PhD program as it targets mid-career professionals. A total of 230 faculty and staff are dedicated to the teaching, research, service to the community and administration of the business school. There are




In conjunction with each area, curriculum mapping data was collected via Qualtrics for all BComm courses. This data was then compiled and returned to each area for their review. Curriculum Review meetings were then conducted with each individual area and the Review Team. The role of the Review Team in these meetings was essentially to initiate and facilitate the discussion among faculty members..228 0 (s)-3.4 (eS)

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

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

Area Specific Guiding Questions: Used to prepare for area discussion. Are there, r -1.8 (o)-4 (v)-2.7 ()JTJ ()ri7



Program-wide Action Plans

Item: Institute a staggered Curriculum Review process

Timeline: Long term

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

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

Alignment with University Academic Plan

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

Item:

BTMA

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

Timeline: Long term

Responsibility: Area Chair and team lead

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

Alignment with University Academic Plan

1.2 Enhance and support a campus learning culture

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

Alignment with HSB Strategic Plan

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

ENTI

Item: Revision of ENTI curriculum

Timeline: Long term

Responsibility: Area Chair

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

Alignment with University Academic Plan

3.2 Encourage pedagogical innovation and evidence-based teaching practices

